

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

Speaking is one of the reductive skills in English besides writing, listening, and reading. It is mentioned as one of the most difficult skill if it is compared with the other skills because the learners should produce utterances as clear as possible in conveying their ideas to the audience, they also should speak clearly, fluently, and accurately to make a meaningful speech in communication by using English. In language teaching, speaking skill is the important skill of English language skills. In teaching speaking teachers teach more complicated ways how to produce words become a sentence and how to respond other speakers. In Thornbury (2005:2) speech is produced utterance-by-utterance, in the process to word by word and utterance-by-utterance productions of the person we are talking to (our interlocutors). The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation.

Speaking is not easy as what it seems to be. According to Nunan (2003:54), learning speaking skill is very challenging for learners in the foreign language context, because they have very few opportunities to use the target language outside the classroom. Without the practicing the language which they learn, the students' speaking ability cannot improve. To communicate effectively, the students need to

understand what they are talking about and what the response is. Accordingly, the students need to speak well so that the meaning can be understood by their learners.

According to Pollard (2008:33), speaking is one of the most difficult aspects for students to master. It is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person they are communicating with. It has proven that speaking is the most difficult from the other English skills as like many results of the research in speaking skill that many teacher complain about teaching speaking ability which more difficult to practice. Mostly the students make mistakes in fluency, comprehension, and grammar. Thoughts this skill is hard, it is the most essential to produce the language, and it should be well mastered by the students in a foreign language.

Harmer (2001:269) states that speaking as the ability to speak fluency presupposes knowledge of the language features and the ability in process information 'on the spot'. It requires the ability to cooperate in the management of speaking turns and non-verbal language. Besides, speaking is an interactive process of constructing meaning that may involve producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose of speaking. It is often spontaneous, open-ended, and evolving. Students should produce words and use them in communication in this skill, including good accuracy and fluency.

Students sometimes feel nervous and afraid to express their idea in English. It is influenced by their inability in developing vocabularies included the

pronunciation of words, and mastering grammar. To master these things are need practice as much as possible, and this is the main key to speaking skill as Thornbury (2014) states that speaking skill and such as needed to be developed and practiced. That is why practice makes perfect, says an expression.

The problems found in SMA (SLUA) Saraswati 1 Denpasar were based on the interview with the English teacher. The researcher found that the tenth-grade students had low ability especially in speaking. The students had difficulty mostly in fluency, comprehension, and grammar. Moreover, they had difficulties in expressing ideas, choosing words, and having low confidence to speak. However, when they spoke English, they took so much time thinking about they were going to say, some of them did not say anything.

To overcome the problems above the teacher should use an appropriate strategy. One of strategy can be used by the teacher in teaching speaking is the think-pair-share strategy. It is really important in teaching speaking because it will attract students' attention to learn. Furthermore, students will be more motivated to speak in the class. In this case, think-pair-share strategy is chosen by the researcher as a strategy to overcome the students' speaking problems above. It is a great technique to provide a structured opportunity to student to think about the case, issue or certain topics, work in pairs to discuss their individual ideas, and share those ideas with other students to improve their communication skills. According to Rika (2017) think-pair-share is an appropriate strategy to teach speaking. It helps students to increase their speaking ability by sharing idea and working together. Then, Awad (2017) also states that think-pair-share motivated students in speaking.

Students have begun to have opportunities so they can show how good they are in speaking and sharing ideas.

According to Arends (2012:450), the think-pair-share strategy is described as a cooperative learning structure that increases students' participation. It is also an effective way to slow down a lesson's pace and extend students' thinking. Moreover, think-pair-share is a cooperative learning structure that is very useful. When the teacher presents a lesson, the point asks students to think about the question teacher and pair with partner discussion to reach a consensus on the question. Finally, the teacher asks students to share the discussion.

According to the statement above, the teacher's teaching technique may affect the students' learning achievement and increase their motivation in learning. One of the effective techniques that is appropriate to improve their speaking ability of think pair share. Moreover, it is a good technique to help the students to organize their ideas and feeling to make them better in speaking ability. In the present study, the researcher was highly interested and motivated in conducting the present study to find out the improvement of speaking ability by implementing think pair share as the teaching technique. The researcher was interested in carrying out research entitled "Improving Speaking Ability of the tenth-grade Students of SMA (SLUA) Saraswati 1 Denpasar by Using Think Pair Share in Academic Year 2021/2022."

## 1.2 Research Problem

Considering on what has been described in the background of the study above, the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar still had difficulties in learning speaking. The problems that the students faced include fluency, comprehension, and grammar. There must be a better technique that could be applied in the classroom to make the students enjoy and it could encourage them to improve their ability in speaking English in the present study, the technique that was to improve students' speaking ability of think pair share technique. Based on the aforementioned problem above, the research problem can be formulated as follows: can the speaking ability of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar be improved by using think pair share?

## 1.3 Objectives of the Study

Considering the statements of the research problem above, think pair share is one of the strategies that can be applied to solve the problem of the students in speaking because it is one of the potential activities that make them feel free to express themselves and share meaning with others. A scientific research has an objective of study because it can make the research useful and complete. It can be to answer the research problem that was stated and determined above. The objective of the present study is to know whether or not speaking ability of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2021/2022 can be improved through think pair share technique. This objective of the study is important to give direction toward present research.



#### 1.4 Limitation of the Study

Based on the identification of the problems above, there are many problems that can be found during the teaching and learning process. This research focuses on how to improve the speaking ability of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar by using think-pair-share in academic year 2021/2022.

The researcher decides to implement Think-Pair-Share (TPS) to improve speaking ability after considering some reason. TPS can help the students to work together in pairs so that they can learn maximally. By working in pairs, the students can share and discuss the lesson. It means that silent work at the students' desk can be minimized. The feeling of insecurity to share their opinions can be minimized by working in a pair. TPS allows the student an opportunity to speak up and to be brave of making mistakes.

Because they are in pairs, they will support one and another. They can discuss to solve the problem together, correct their mistakes, and give their friends motivation. From discussing the task in pairs, they can be brave and confident to speak up in a group. There are opportunities for the students to receive individual assistance from their mates. It can motivate the students. They can work together to improve their vocabulary and pronunciation. Through TPS, they can accomplish the task given. In addition, they have opportunity to practice speaking with their partners and they can get feedback from their friends. The students receive chances to speak because TPS requires and enhance the students' communication skill. In addition, TPS support the use of communicative activities that can persuade the students to speak up.

### 1.5 Significance of the Study

This research is expected to give benefits for the students of SMA (SLUA) Saraswati 1 Denpasar, the English teacher, the school and the other researchers.

1. For the students, it is expected that using TPS technique in learning can help them to improve their speaking ability.
2. For the teachers, it can help the teachers to use and apply various and interesting techniques during the teaching and learning process.
3. For the schools, it is expected that TPS technique can become an interesting technique and stimulate the students. It can support and motivate other teachers to make new ways in teaching-learning process so that learning activity will not monotonous.
4. For other researcher, it is expected the result of this study can be reference for other researchers who want to conduct research with the same problem.

### 1.6 Definition of Key Term

The definition of key term is very important to define, in order to make a better understanding in the present study briefly. Moreover, the definition of key terms is typical word used in this research and the research should give clear operational definitions that are used in this present study. To avoid confusion, the research defines about the operational definition of speaking ability and TPS. The definition of key terms are operationally defined as follows:

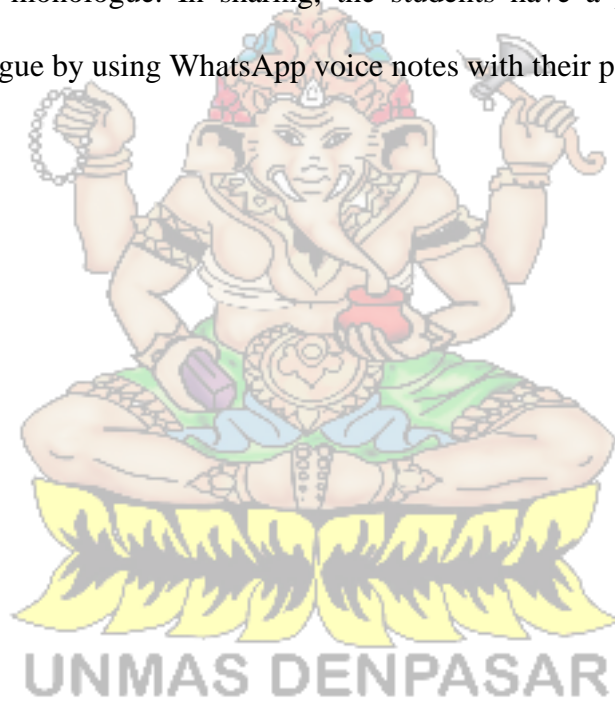
1. Speaking Ability.

Speaking skill in this study refers to the ability of the Tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2021/2022

in constructing and performing a short recount monologue in front of the class about language expression.

## 2. Think-Pair-Share

Think-Pair-Share is a teaching technique in cooperative learning which consists of three steps: thinking, pairing and sharing. In thinking, students should think individually about the situation that is given. In pairing, the students should discuss with their partner about the situation and make a short recount monologue. In sharing, the students have a perform the recount monologue by using WhatsApp voice notes with their partner.





## CHAPTER II

### THEORETICAL AND EMPIRICAL REVIEW

#### 2.1 Theoretical Review

The theoretical review is about related theories which are used in this research. The research uses relevant theories to give more evidence in this research. There are some important points written in this chapter which include a lot of relevant theoretical reviews from many related literatures to support the present study. There are some sources from several pieces of literature that are related and support this study. The researcher would like to correlate some theories which are related to this study. There are some important points to be explained and discussed based on the researcher's relevant theoretical reviews. Thus, the present study is conducted based on some theories stated in the form of some theoretical frameworks such as speaking ability, think pair share, and assessment of speaking ability.

##### 2.1.1 Speaking Ability

Speaking ability is a productive skill that is mentioned as one of the most difficult skills if it is compared with the other skills because in this case, the learners should produce utterances as clear as possible. In conveying their ideas to the audience, they also should speak fluently, and accurately to make a speech in communication by using English. Moreover, the four language skills like listening, speaking, reading, and writing become the main requirements in which each supports the others. In learning a language, speaking is the ability that should be improved. Speaking is a way to show, deliver, and transfer information orally about

ideas and thoughts from speaker to listeners. Besides, speaking is a basic language skill that is significantly important since it is used in everyday activities.

Therefore, the speaker needs the most appropriate words and correct grammar to convey meaning accurately and needs to organize discourse so the listeners will understand the information that will be delivered. In this case, good interaction between speaker and listeners is needed for both to master several components of speaking such as fluency, comprehension, and grammar. Furthermore, the function is to make the listeners easily catch the information from the speakers when the speaker delivers something.

Speaking as a skill is used by society to be able to have a relationship that can be named as the purpose of learning the language. In speaking ability, there are some elements that need to be mastered by the learners. Speaking is two ways process of sharing messages. Harmer (2000:246-247) states in this book, a student needs to follow the social-cultural and turn-taking rule. Sociocultural refers to the differences of sociocultural background. It means that students also need to know about the partner that are they talking with. It includes the habit of their partner. Moreover, turn-taking deals with timing when they need to speak. In addition, the students need to know when they can start, or end the talk.

The ability of speaking is the interactive process of constructing meaning that involves producing, receiving, and processing information. Speaking is an important language skill that has to be learned to be better speakers. According to Luoma (2004:1), to speak in a foreign language, students must master the sound system of the language and have almost instant access to appropriate vocabulary and be able to put words together intelligibly without hesitation. Thus, to construct

understanding in a foreign language, speakers use their existing language resources and build up from the previous experience of language to deliver their thoughts, ideas, and information better.

According to Nunan (2003:54), speaking is very challenging for students in foreign language contexts because they have very few opportunities to use the target language outside the classroom. In addition, sometimes foreign language learners traveling in countries where their target languages are spoken find that they can neither understand native speakers nor be understood. In addition, some second language learners (especially those who arrive in their new country as children) achieve notable speaking skills, but many other progresses to a certain proficiency level. In addition, their speech seems to stop developing at a point where it still contains noticeable, patterned errors. These can be errors in grammar, vocabulary, pronunciation, or any combination of problems.

According to Brown (2004:140), speaking is a productive skill that can be directly and empirically observed; those observations are invariably colored by the accuracy and effectiveness of the test-takers speaking ability, which necessarily compromises the reliability and validity of an oral production test. Moreover, Brown divides speaking skill into two, namely: micro and macro skills of speaking. The micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collection, and phrasal units. The macro skills imply the speakers' focus on larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategy option.

Speaking is the active use of language that make learners of language in term of sharing meaning. In other words, speaking is the active use of language to

express meanings so that other people can make sense to interact with each other (Cameron, 2002:40). In addition, to construct understanding in a foreign language, learners would use their existing language resources, built up from the previous experience of language use. To speak in a foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that the listeners will understand.

From those statements above, it can be concluded speaking is one of the four language skills which becomes a priority in teaching English as a foreign language. Besides, speaking is also the highest target in learning English that should be mastered by all of the students. Besides, speaking is an interactive process of constructing meaning that involves producing and receiving, and processing information. Speaking is considered as an important aspect in communication to express and convey ideas, opinion, meaning, information, and one's thought is spoken language. Therefore, speaking ability should be thought to the students since they entered elementary school.

### **2.1.2 Think-Pair-Share**

According to Methew and Mankinster (2005:42) says that think pair share is a technique for having students think of individual answer to a question posed by a teacher, and then share their answers with a partner in the classroom. Later, the teacher calls on two or three pairs to share their answers with the whole class. Mandal (2009:98) states that think pair share is technique that can encourage the

students to think in the language, but the teacher should motivate the students to participate in good discussion in the classroom.

In addition, Think Pair Share is cooperative learning that promotes student participation and is useful for all year levels and class size and is particularly useful in making lectures interactive. According to Brasell and Rasinski (2008:93) says that think pair share is another way in which students can respond to their predictions about the material. In think pair share, students read a passage, take a few minutes to think about what they have read, then get together with partners and share their observations. To conclude this activity, teachers usually bring the group together to report on the individual partner sharing.

Think pair share is a low-risk strategy to get many students actively involved in classes of any size. The procedure is simple: after asking questions, tell the students to think silently about their answer. As a variation, the teacher might have them write their individual answer depending on the complexity of the question and the amount of time text is appropriate for the activity. Teachers can give them anywhere from 10 second to five minutes to work individually. Next, teachers ask students to pair up with a partner to compare or to discuss their responses. Finally, teachers call randomly on a few students to summarize their discussion or give their answers. The random calls are important to ensure that students are individually accountable for participating (Ledlow, 2001:1).

According to Arends (2012:450), think pair share strategy is described as a cooperative learning structure that increases students' participation. It is also an effective way to slow down the pace of a lesson and extend students' thinking. Think pair share cueing device and the thinking matrix can help students learn



discourse and thinking skills. It has built-in procedures for giving students more time to think, respond and can affect the pattern of participation. Therefore, think pair share allows for more students' participation with the learning materials and it is difficult for one or a few class members to dominate the discussions.

Therefore, Jolliffe (2007:43) say that think pair share is cooperative learning that requires the pupils to work together in pair to support each other to improve their own learning and that of others. One of the techniques that are usually used in teaching the learning process of English in cooperative learning is think pair share. Informal cooperative learning can be included in any lesson and principally involves the 'turn to your partner' type of activities. Structures that support this are the teacher asks a question and provides 'think' time, pupils talk to a partner and pupils share their answer.

Moreover, Kagan and Kagan (2009:6.8) say that think pair share can make the students learn to think critically as to reflect on existing ideas, opinions, and information to reach conclusion, better understanding of the material, making sense of the world, or making judgment calls. In contrast, creative thinking, as the name implies, involves creative processes. Think pair share can make critical and creative thinking become habits of mine of students. Critical and creative thinking refers to mental processes like analysis and evaluation.

According to Arends (2012:370), think pair share is one of the techniques that can help students to explore their ideas, opinions about something. For instance, suppose the teacher has just completed a short presentation or students have read an assignment, or a puzzling situation the teacher has described. The teacher now wants students to consider more fully what she has explained. She chooses to use



think pair share strategy rather than the whole group question and answer. There are three steps of think pair share as follows.

- **Thinking:** the teacher poses a question or an issue associated with the lesson or the situation that is given by the teacher and ask the student to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.
- **Pairing:** the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue is identified. Usually, teacher allows no more than four minutes.
- **Sharing:** the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room for pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.

### 2.1.3 Speaking Assessment

Language learning cannot be separated from evaluation. It is needed to know about the students even of understanding and ability in using a language. A language test that seeks to find out what candidates can do with language provides a focus for purposeful, everyday communication activities. Assessment is also distinguished from the evaluation which is concerned with the overall language program, especially in English Education Study Program.

Furthermore, Brown (2004:4) states that assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously

makes an assessment of the students' performance. The test is a subset of assessment; they are certainly not the only form of assessment that the teacher can make. The test can be a useful device, but they are only one among many procedures and tasks that teachers can ultimately use to assess students. Louma (2004:1) states that speaking ability are more important part of curriculum in language teaching, and this makes them important object of assessment as well. Assessing speaking is challenging; however, there are so many factors that influence how well students can speak a language.

Harmer (2000:100) states that the teacher gives the students the assessment of how well they have done, whether during a drill or often a longer language production exercise. Assessment is the way the teacher assesses the students and procedures how to collect the student's data. It includes a broad range of activities and tasks that teachers use to evaluate students' progress on a daily basis. Teachers must provide educational authorities with evidence that their intended learning outcomes have been achieved. Thus, developer of speaking assessment must have a clear understanding of what speaking is like and define the kind of particular context, test and rating criteria.

Luoma (2004:2) emphasizes the requisite need for the teacher and researcher to first divide the kind of speaking they want to test before they develop and adapt test task and criteria. This consideration often gets lost in the classroom assessment procedure, especially for the teacher who relies on textbooks and materials that do not match the specific context of the kind of speaking intended to be assessed. For example, if the testing of pronunciation is different from the

assessment of the spoken grammar. The teacher should measure the material that match with the specific context.

Brown (2004:144) also states there are five types of speaking performance assessment such imitative, intensive, responsive, interactive, and extensive speaking. Imitative speaking is a type of speaking performance that simply parrots back (imitates) a word or a phrase or possibly a sentence. Intensive is the second type of speaking frequently that is employed in the assessment context of pronunciations of short stretches of oral language design to demonstrate competence in a narrow and of grammatical, phrasal, lexical, or phonological relationship. Responsive assessment task includes interaction and text comprehension but at a somewhat limited level of a very short conversation, standard greetings, and small talks, simply request and comment. Interactive speaking between interactive and extensive speaking includes task that involves relatively long stretches of interactive discourse. Extensive (monologue) speaking assessment task involves complex, relatively, length stretches of discourse. The task includes speeches, oral presentations, and storytelling minimal verbal interaction.

## **2.2 Empirical Review**

Empirical review is the review of the relevant research that has been conducted in which it reviews the previous researches that are relevant to the present study. In conducting this study, the researcher wants to improve the students speaking ability by using think pair share. There were other researchers that use think pair share technique in teaching-learning process which can improve the students' speaking ability. The researchers used those previous studies which were

used as a basic consideration to conduct the present study. The related studies which were used as references were described as follows.

The first research was conducted by Jaya (2013). His study was entitled “Teaching Speaking Using Think Pair Share Technique to the Seventh Grade Students of SMPN 1 Kuta Utara in the Academic Year 2012/2013”. The previous study was designed to improve the speaking ability of the seventh-grade students of SMPN 1 Kuta Utara in the academic year 2012/2013 by using think pair share technique. In addition, the result of this study was think pair share can improve the speaking ability of the seventh-grade students SMPN 1 Kuta Utara in the academic year 2012/2013. It showed that the students’ speaking ability was satisfactorily improved after the researcher applied think pair share.

In his research, the researcher used a rubric in assessing the students’ speaking ability. Moreover, it was scored in five scoring criteria, which were the scores of fluency, vocabulary, grammar, comprehension, and pronunciation and the criteria of the scoring rubric he used was high. Besides rubric used was too complicated; it would be very difficult to give the proper score for the students. In the present study, the researcher tried to use the rubric which was not too complicated but was clearly stated. There were fluency, comprehension, and grammar which were relevant to the subjects’ speaking level. In addition, it can make the researcher easier to give the proper score for the students.

The second research was conducted by Jumiati (2013) entitled “Teaching Speaking Skill by using Think-Pair-Share strategy to the Tenth Grade Students of SMAN 8 Denpasar in Academic Year 2012/2013”. This study was designed to improve the ability in speaking skill of the tenth-grade students of SMAN 8

Denpasar in academic year 2012/2013 by using think-pair-share strategy. The result of this study was think-pair-share can improve students' speaking ability.

In her thesis, the research showed that there were positive responses concerning the technique applied in improving the subjects' speaking skill. The researcher also gave a good material and simple example in learning material. It was also completed with the scoring rubric. On the other hand, the researcher did not specify a clear theory of think pair share. In addition, it made the readers confused about the steps of think pair share. In the present study, the researcher put the theory of think pair share by Arends (2012).

