

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Speaking is one of the four important language skills in learning English to be learned. It is an essential component of communication because speaking is the best way to transfer information and spread the knowledge, as it is faster to do than other skills. It helps the learners to express their ideas, thoughts, and emotions in a clear and appropriate way. Furthermore, there are many submissions and presentations require in English. Nowadays, even in the future career, speaking skill mastery can give a competitive edge. Whether it is only as a school subject or even to help in finding jobs or promotions in the future. In other words, as non-native English learners, it is very crucial to master the skill of spoken English language in order to be able in competing and adapting the increasingly developing era.

According to Louma (2004:1), speaking skill is a significant component of the language teaching curriculum, making them a significant subject to learn and consider. The primary purposes of learning a language is to communicate it with others. Through speaking, people can share ideas, express themselves, and interact with people in real-life situations. Moreover, when people are able to speak fluently in English. As it is the international language, it means that many people over the world are speaking it too. Through the active speaking, people are promoting themselves and showing their capability on the English communication skill.

Speaking is one of the primary outcomes in learning English. It is also often

considered as the highest achievement beside of writing skill. Rausch (2015:14), in her thesis journal states that teachers are expecting students to show the skill of speaking fluently as well as produce some literature from the writing skill. She also adds, the time-bound in nature of speaking can help students to transfer it to writing and so from writing to speaking. It means that speaking and writing has a good relationship and related to each other. Therefore, in learning speaking for second language learners, they usually writing down and produce something in the written form first before they speak them out.

Harmer (2007:343) states that if students want to fluence in speaking English, they need to master the phonemes pronunciation, use stress and intonation patterns appropriately, and able to connect the speech naturally. It shows that speaking is a complex skill. Moreover, it is also considered as the highest target in learning English among those things which are the base of spoken English. Students who can communicate with the good fluency, comprehension, and grammar will be considered to have a great skill in English. However, achieving the highest target of English skill is not an easy thing because when they speak, they also need to think what come next to make the spoken language components are simultaneously.

The previous points state that speaking skill is very essential and play a very significant impact. Students who can speak in English properly can stand a better chance of taking many bright opportunities. Through speaking, it allows them to communicate and comprehend the meaning of the messages more clearly. As a result, speaking has emerged as one of the keys on learning English skills. Nowadays, mastering the English speaking skill is what people are looking for to be hired.

Speaking skill can be easily improved by practicing. Moreover, when the basic grammar, fluency, comprehension, vocabulary, and pronunciation are handled well. It takes no longer time to master the speaking skill.

In the other hand, Rao (2019:8) states regardless of the importance of English speaking skill, most teachers still do not understand the practice. Many teachers underestimate speaking skill. Teachers teach students by memorizing sentences and repeating them in the classroom. Some drilling techniques also mostly appears. However, teaching speaking is not only about fluence by memorizing. Students need to understand and compehend to what they are saying and what they are listening or writing. When students can complete those two things, learning English will become fun and easier. Furthermore, students also can do the real interaction with foreign people or native speakers too.

Bueno, et. al in Rao (2019:8) also adds, “One of the hardest skills for language learners to master is speaking”. It is because many of the language learners think that they must be competent in applying the language effectively in addition towards using grammar correctly, pronouncing words clearly, and having lots of vocabulary which states by Jaya et. al, (2022:110). It will increase low self-motivation, anxiety, and nervousness. It can happen if the teacher too considers the grammar when doing speaking. Furthermore, lack of general knowledge, lack of speaking practice, fear of mistake, lack of words usage and grammar practice, low motivation, low participation, reading laziness, shyness, less dictionary usage, nervousness, fear of criticism, and unfamiliar words pronunciation are other factors that cause the failure of doing speaking skill.

Based on the result of the observation by the researcher on the seventh – grade students, especially the VII G students in SMPN 3 Ubud in the academic year 2023/2024, showed that the students were still too shy in expressing the ideas and afraid to speaking out in front of many people. Since that, students had limited chance to speak out and practice the speaking skill. Therefore, the students' comprehension was also still in a low level of achievement. It happened because they worried of making mistakes and found the class was too strict and not enjoyable. It made students did not focus to the material taught in the class. However, focusing to the class condition instead.

As many factors that made students becoming fail on the speaking class, teacher must be more advance and creative on arranging the class activities. Through the observation and interview also known that it happened because of the teacher too. The teacher did not prepare the class well and the strategy or technique used was not adapting to all students' level. Due to the curriculum transition, many teachers got confused to it. The existing curriculum is *Kurikulum Merdeka*. This new curriculum forced the teachers' improvement on the strategy in teaching and learning process. It hoped that it can be the students' learning centered and no longer be teacher's learning centered.

To success the teaching and learning process, teacher needs to find other strategies that can adapt to all students' level and improve the students' English level. One of the easy strategies to use and combine with many topics is think-pair-share. Think-pair-share as a strategy can be one of the attractive strategies to solve the existing problem (Arends, 2012:370). In addition, this is successful in improving classroom

conversation patterns. Students must take place in whole group situations and incorporates strategy. It provides students more time to reflect, respond, and help each other. Based on the elaboration of research background above, there researcher is highly interested to conduct the research entitled, “Improving Speaking Skill of the Seventh-Grade Students of SMPN 3 Ubud in the Academic Year 2023/2024 through Think-Pair-Share”.

### **1.2 Research Problem**

Formulating a problem is one of the most important aspects of doing research. It gives the researcher a certain direction on carrying the present research. The researcher must decide on a specific and correct question to be answered and conveyed to find the answer. Through the previous descriptions, it is found that learning to speak is still challenging for students to learn. However, it is no longer be a hard thing for students to do if the teaching and learning strategy is clear and interesting. Therefore, the research problem may take from the question: can think-pair-share improve the speaking skill of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024?

### **1.3 Objective of the Study**

In solving the research question, the objective of the study defines as the goal of the plan during the study. In this present study, the VII G students of SMPN 3 Ubud still find speaking is a hard challenge. Thus, the researcher will apply one of the appropriate strategies that can be used. Looking at the subjects, the best strategy to use

is think-pair-share teaching strategy, which may students gain their own competency and certain it through discussion before speaking it. Based on the research problem, the goal of this study is to find out whether or not think-pair-share can improve the speaking skill of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024.

#### **1.4 Limitation of the Study**

Limitation of the study is very crucial part on research. The function is to limit the discussion of the present study. Sirisilla (2023:1) states, having limitations on doing a research will help in clarifying the results or the outcomes of the research. It helps the readers to understand well the direction and boundary of the present research. She also adds that the unclear and shabby research outline can produce more difficulties on elaborating the finding of the research. In the other word, if there is no limits in the study, it will interpreting too broad discussion, have un-clear direction, and make confusion for the readers and researcher itself. Therefore, limitation of the study is very important to have due it can help the researcher on scoping and confine the present study and also build clear direction on the readers' understanding to the present study.

The present study is concerning with the speaking skill improvement using of think-pair-share as a teaching strategy. The subject of the present study is going to be the seventh-grade students, especially the VII G students in SMPN 3 Ubud in the academic year 2023/2024. This study was expected to be able to build the interest and confidence of the VII G students in learning speaking skill and by using the cooperative learning strategy, it hoped that students could learn in enjoyable environment. Since

the school had been using *Kurikulum Merdeka*, the study was focused on the speaking element in Phase D, especially in the first chapter unit 3. It talks about analysing specific information and the main idea of describing people.

In addition, the researcher used the scoring rubric that adapted from Brown (2004:157). He states that some criteria should be assessed speaking performance, such as grammar, fluency, comprehension, pronunciation, and vocabulary. However, the present study will only assess the grammar, comprehension, and fluency. The pronunciation and vocabulary are not necessary to be scored to the students at VII G class, which were the subjects in this present study. It was because they were not the native speaker, which means they may be other extra works for teacher to improve and assess. Moreover, to assess grammar, comprehension, and fluency were the best way for the VII G students of SMPN 3 Ubud in the academic year 2023/2024.

### **1.5 Significance of the Study**

This research was focused on improving speaking skill of the seventh – grade students of SMPN 3 Ubud in the academic year 2023/2024 through think-pair-share. To achieve the target of this study, it was highly expected that the present study can give meaningful and significant outcome of the research findings. In addition, the research is expected to have more advantages in term of theoretical as well as practical significance in the context of improving speaking skill. Theoretically, the findings of this study were expected to be beneficial as theoretical evidence for the existing research. Furthermore, the results of this study could enrich theories and could be used as reference for further relevant studies, especially that relates to improving speaking

skill through think-pair-share. It was also contributing and strengthens the other relevant researches.

Practically, the findings of the present study were expected to be beneficial for the English teachers, students, and other researchers. For the English teachers, the findings of this study could be used as evidence that think-pair-share was one of the effective strategies to improve the speaking skill of the students. Furthermore, using this strategy, the teachers were expected to improve their knowledge about this strategy in teaching speaking, especially for the seventh-grade students of SMPN 3 Ubud in academic year 2023/2024. This strategy could contribute to teach speaking because teachers could modify this strategy with another strategy and widen their knowledge to be creative to apply the strategy. For students, this study was expected to be useful to get the opportunity to speak and use the proper expressions in a conversation. Moreover, it was also expected to increase their motivation, interest, and desire to learn English. Besides, this study was expected to help other researchers in enriching their knowledge about think-pair-share. It could motivate the next researchers to add more interesting ideas for teaching speaking to the foreign language learners.

### **1.6 Definition of Key Term**

The definition of key terms is needed in every study. The function is to avoid misunderstanding, hesitation, and confusion for the readers. It can be caused by some unfamiliar words or different points of view. Therefore, it is important to define all terms which exist in the title briefly and clearly. There are completely explained as follows:



### 1.6.1 Speaking Skill

Speaking skill in this study is define as the skill on speaking of the VII G students in SMPN 3 Ubud in academic year 2023/2024 to produce and perform the monologue about describing famous person and admired person. It involved the activities to identify the characteristic of a famous person or admired person and create the descriptive paragraph which will be performed in front of the class. The speaking skill will be assessed through monologue performance test about describing a famous person in the first cycle and an admired person in the second cycle. Furthermore, the assessment will concern some criteria such as: grammar, comprehension, and fluency of the students of the VII G students in SMPN 3 Ubud in the academic year 2023/2024.

### 1.6.2 Think–pair–share

Think–pair–share in this present study was defined as a cooperative teaching strategy that was used by teacher to improve the speaking skill of the VII G students in SMPN 3 Ubud in the academic year 2023/2024. It involved of three steps: thinking, pairing, and sharing. At the class, the students were given the names of famous person as the first cycle's topic to think off in a minute. Then, in pairing students were asked to pair off and discuss their answers and ideas. In this part, each student would produce the descriptive paragraph and may also added or reduced some ideas regarding to the discussion with the partner. Then at last, in sharing students were performing the monologue about the descriptive they have created to the whole class. At the second cycle, the step would be the same by focusing on the admired person as the topic.

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

A theoretical review is a review of theories that are related to the study which is done by the researcher. It is used to support and build this study to be firmer and more based on the fact. Theoretical review consists off theoretical work, which allows the researcher to present the researcher considering summary of the literature. In this chapter, the researcher elaborates the points theoretical reviews which are related with the literature review in this study. The theoretical reviews will be defined as follows: speaking skill, descriptive paragraph, think–pair–share and assessing speaking.

##### **2.1.1 Speaking Skill**

Speaking skill is one of the most important skills for second language learner to be mastered. It is because speaking is one of the productive skills that help learners showing their proficiency through products. This is also supported by Nicoletta (2021:1) in her journal. She says although all skills are important, the only can help learners to produce something are speaking and writing skills. Moreover, speaking is the winner for every language learners, she adds. It means that among the four important skills, speaking consider to be the one which is most people searching for. In other words, having speaking mastery is a blessing since it is very productable.

An addition by Bunaya and Basikin (2019:349), speaking is defined as an action that one engages in to communicate oneself in the circumtance, an activity to accurately report acts or situations, an ability to express a series of thoughts fluently. From the

state, he says being fluent in speaking, someone can express the thoughts and anything hardly seen accurately. It makes English speaking skill be one of many skills that is competing in schools. In other words, students are learning English to show their proficiency in speaking it. Therefore, learning English speaking skill is a crucial skill students should be learned well enough.

The importance of speaking skill is remarkable for students (Kadamovna, 2021:28). He adds, active participation is essential when learning English as a foreign language. It is because speaking out can encourages participation, which has significant effect on academic achievement. Students who participate in class are encouraged to think critically and communicate their ideas. It develops a greater comprehension of the subject matter by explaining the concepts and engaging in peer discussion. Furthermore, active participation in class helps strengthen learning and information retention. Students are apparently to remember the content discussed during their active engagement.

According to Louma (2004:1), speaking skill is a significant subject to study and take into consideration to learn. Speaking skill is a significant component of the language instruction curriculum and in the daily life. To communicate with others in English is one of the main goals of language acquisition. Speaking enables people to exchange ideas, express themselves, and engaged in social interaction. Furthermore, English considers as the international language, where people all over the world mostly known and speak. Additionally, when people are fluence in English speaking, people can show off their skill and promoting themselves. Therefore, by being an active English speaker, often consider as a people who have a quality of English.

Brown (2004:153) states that speaking is one of the two productive skills in English. Productive means actively creating or producing a product. In this case, it is the performance of communication skill. The important of speaking is to look at controlled language practice when students communicate a lot of words or sentences in English (Harmer, 2001:87). It means that communication plays a crucial role. It is the key on doing a communication. Perfect communication is not possible without a well-speaking skill. Moreover, the aims, objectives, and goals of communication cannot be achieved and transferred well enough without great speaking skill.

Speaking skill is a very beneficial skill that should be learned by English learners. It is because a well-speaking skill not only can avoid misunderstanding when doing a conversation with others, but also needed in every sector of the business or future career. A communicative and active speaker will be more interesting and wanted than one who is not. This is reinforced by the statement from Rao (2019:2) that, communication skills, as well as their power of imagination, will be immensely developed in a pleasant and enjoyable for the audience. Therefore, that is why speaking is one of the greatest skills that is great to be learned well.

Brown and Yule in Richards (2008:10) add that there are three functions of speaking. The first is speaking as interaction. Speaking as interaction refers to what people normally mean by “conversation” and describes interaction that serves a primarily social function. When people meet, they exchange greetings, engage in small talk, recount recent experiences and so on. It is because they wish to be friendly and to establish a comfortable zone of interaction with other. The second is speaking as transaction. It refers to a situation where the focus is on what is said or done. The third

is speaking that can be usefully distinguished has been called talk as performance. This refers to public talk, a talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

Kuvera, et al. (2022:17) state speaking can be done for transactional or interactional purposes. It appears that spoken language uses in both transactional and interactional conversation has certain distinctions. In transactional discourse, English conversation is mainly used. This is messages-oriented, where information that transferred is more important and should be clear enough. The example is the broadcast news. However, the interactional conversation use to maintain a relationship. This is also called the interpersonal spoken language use in English (Kuvera, et al., 2022:17). The examples are like a small group talks and greetings.

Although speaking has big effect in life, learners still find it hard to speak English. Bueno, et. al in Rao (2019:8) state, "One of the hardest skills for language learners to master is speaking". Most of the learners find it hard to speak than write because they must memorize many aspects of grammar spontaneously. They always think of pronouncing the right words is crucial. The English learners often doing too much consideration to start speaking out a word. Too much consideration when speak will rise anxiousness on every step of learning too. Jaya et al (2022:110) add, some factors that are commonly affects the learners to speak are thinking that they must be competent in applying the language effectively in addition towards using grammar correctly, pronouncing words clearly, and having lots of vocabulary.

Furthermore, the un-supportive judgements are also giving much bad effects for the students. They can be hesitant to speak although it is only to practice because worry

of making mistakes. Negative judgements on learners will make the confidence become lower. Learners will not believe of themselves; always think they are not capable and decrease the effort also dedication. In the other hand, it may also be a big support for learners to show off and build their new better character. Therefore, by keep doing practices and take all judgements as a support challenge, speaking skill no longer be a big problem to conquer.

For those statements above, it can be concluded that speaking skill is playing important role in English. The students who can speak and express the ideas clearly may have more chance in many positive opportunities. Through speaking, they can communicate and understand better what the messages are exactly mean. Therefore, as a productive language skill, speaking become one of the important skills to learn in English. Furthermore, English spoken language is the product of speaking skill, which people are searching for. Through practices, speaking skill will easily improve in progress. Besides that, gaining the grammar use, fluency, comprehend, vocabulary, and pronunciation can help on improving the speaking skill step by step.

### 2.1.2 Descriptive Paragraph

A paragraph is often required to be known and learn by the students. According to Oshima and Hogue (2007:6), a paragraph is a group of related statements that a writer develops about a subject. It is also supported by Boardman and Frydenberg (2008:4), a paragraph is a group of sentences that is coherent in developing one idea. Zemach and Islam (2004:9) also state that there are six until twelve sentences in a group of a paragraph and only discuss about a topic only. Normally, the first sentence is the

topic sentence, which includes the main idea of the paragraph. The other sentences are called supporting sentences. They are needed to strengthen and support the main idea. Thus, in a paragraph will have one main idea with supporting sentences to make a clear and coherent explanation.

There are so many kinds of paragraph. Some of them are using the past tense, present tense, and future tense. It depends on the purposes or when the discussion is done or going to be done. One of the almost known paragraphs is a descriptive paragraph. It is because descriptive paragraph uses the present tense form, where considered as the easiest tense form by both students and teachers. As its name, descriptive paragraph, descriptive means description and paragraph is the sentence's structure. According to Rojiyah (2007:23), descriptive paragraph is a paragraph that describe what something looks like. It gives the readers or listeners the vivid or a picture of imagination about what is being described. When it is succeed on giving a clear mental picture, it means that the descriptive paragraph can reach the goal.

In addition, Wishon and Burks (2000:128) state a descriptive paragraph is a piece of written and oral description about place, people, animal, or thing. A written descriptive will describe the topic in the written form, by groups of words. Thus, the readers can imagine what is told by the writer through the sentences that are connected to each other. However, an oral descriptive will describe the topic by spoken language. When doing an oral descriptive, especially in front of the listeners, the extra skills are needed. Those extra skills can be counted like the critical thinking, fluency, comprehension, grammar mastery, and confidence. It is because written descriptive can be revised before it gets into the readers' hands. Meanwhile, doing spoken or oral

descriptive mostly done in the real time, in front of the listeners. Therefore, spoken descriptive is need more capability to do other than mastering its topic.

According to Zemach & Rumisek (2005:25), a descriptive paragraph is a group of sentences that is giving the description about how something looks and feel. It leads both readers and listeners to create the picture in their mind of what is being describe. In other to achieve the goal of a descriptive paragraph, it should be detailed and clear described on one topic. Once it give the sense impression feel, taste, sound, smell, look to the readers or listeners, mean the descriptive being deliver is successful. In the other words, a well descriptive paragraph engages the reader's and listeners' five senses, can influence the readers and listeners by the imagination they are making. Furthermore, there are also other aspects of descriptive paragraph should be considered. It is the generic structure and language features (Dodi & Effendi, 2008:117).

Jayanti (2019:77) states, descriptive means describe about particular peson, place, or thing details. It mostly concerning on the action, rather than sensation. Descriptive paragraph is the sentences that picturing the person, place, or thing with a clear detail to help the people visualize the specific topic which is described. Thus, it uses to help people on creating a mental picture. Jayanti (2019:78) adds, the main aim of descriptive paragraph is to help the learners on practicing their language using new words in meaningful context. Furthermore, the learners are also increase their critical thinking and understanding also awareness to the things around. By working on descriptive is also shows whether the learners can make a good connection to each sentence or not.

In every work, it should be a guidance and clear role to be followed. One of them



is the generic structure. Dodi and Effendi (2008:117) state there are two generic structure to be followed on creating the descriptive paragraph. They are identification and description. Identification is the part to identify the phenomenon of the topic that is going to be discussed. Thus, it is describe more detail in the description part. It is going to describe the characteristic, qualities, and the field (type) (Dodi & Effendi, 2008:117). Without knowing the generic structure, both writer or speaker would not have the best quality and unclear explanation on building the descriptive. It is because the good work needs to follow the guidance in other to maximize what is being created.

Another aspect should be known before creating descriptive paragraph is the language features use. Language features refers to the features of language or part of speech uses to complete the literature. In descriptive paragraph, there are three language features should be concern (Dodi & Effendi, 2008:117) The first one is focus on specific participant. It means, noun that is described must talk about one thing and specific, whether a person, thing, animal, or place. The second one is using simple sentences in the form of simple present tense. The last one is using detailed noun phrases. According to Ba'dulu (2008:41), noun phrase is a word group with noun as its head. It may consist of a possessive pronoun, quantifier, demonstrative, and or adjective plus a noun (e.g., in a big house).

An addition from Branan (2009:309), to help students in developing their describing skill, there are five skills students need, such as; using specific language, using five sense, organizing details spatially, and using space also time transition. Using specific language means the words use can be both general or specific, belonging to a larger or smaller of grouping. The five sense refer to sight, smell, sound, touch,

and taste. On describing, the five senses give more value for vividly describing the noun being described. Organizing details spatially means the sentences described need to be in order or from one point in space to another. Then the last one is using space and time transition. It refers to the usage of linking sentences and the connector, like synonyms, repeated words, and transition or conjunction to connect each sentence and make it natural.

According to Folse et al. (2009:135), a descriptive paragraph is a paragraph that describes how something or someone looks or feels. Leading by the statement, it means having a dozen of adjectives and nouns are very useful and a gift. It is because on doing a good description of something or someone is better if it can be detailed and specific. So that, people can easily feel and imagine what is being described. Moreover, by having more both adjectives and nouns can make the descriptive paragraph more lively with various description words. In the other hand, the skill on arranging the sentences is very valuable on attracting the audience's attention. The skill of arranging and modifying the sentences is very important on succeeding a descriptive paragraph.

To sum up, descriptive paragraph refers to a paragraph that describes something or someone in specific. It tells about person, place, animal, or an object in detail. A well-descriptive paragraph can give the readers an imagination of what is being talked about in the paragraph. It is because it contains the five senses; feel, smell, touch, hear, and taste. To create a good descriptive paragraph, it needs to identify the topic before describing it in detail. Every word is leading both the listeners and readers to capture the picture of something, or someone described in their mind. Once it succeeds lead the imagination, both the writer and the speaker have achieved the main purpose of a

descriptive paragraph.

### 2.1.3 Think-pair-share

Teaching strategy or technique is another variable in a research that should have a firm basis because it plays crucial roles to success the research. Thus, it should be defined clearly. In this study, think-pair-share is one of the powerful strategies for encouraging involvement and engagement in the learning process. It encourages critical thinking, effective communication, and teamwork in students. Moreover, students can examine their own ideas and thoughts, talk about them with a partner, which allows students to increase the idea, and practice to speak through presenting them to the class. It can be applied to a range of topics and situations that encourages students to actively participate and collaborate.

Kagan and Kagan (2009:18) also states think pair share is a technique that can make the students learn to think critically to reflect on existing ideas, opinions, and information to reach a conclusion, better understanding about the material, and make sense of the world or make judgement calls. In addition, creative thinking, as the name implies, involves a creative process. Think pair share can make critical and creative thinking become habits of minds of the students in learning process. Those also refers to mental processes like analysis and evaluation in language learning. Therefore, the responses receive are often more intellectually concise since students have a chance to reflect on their own ideas.

Think-pair-share is the part of cooperative learning. It is because the definition of cooperative learning by Jacobs and Renandya (2019:7), cooperative learning is the

learning activity which involves students in helping and working together with joy and various skill together. They also add, “Two heads are better than one and many hands make light the work”. This means, if students can make their skills and ideas become one, they can make something big for themselves and others. It also happens when students are learning through the think-pair-share. They can reflect on themselves at the thinking part, get to fill each other in the pair part, as well as making improvement together, and share what they have created together. The sharing part can be done in pair or individually, depends on the theory used.

An addition from Usman (2015:42), think-pair-share is a part of cooperative learning strategy which is very effective to use in teaching speaking skill. The clear steps, which focus on the students’ performance of speaking and togetherness can improve their speaking skill and higher level of thinking. This strategy increase the sstudents personal communication that are really needed. They enable feeling directly the progress of the discussion and ideas development. Through this simple steps, thinking, pairing, and sharing, students will have more chance learning by doing. Think-pair-share indirectly provide more benefits than the main goal.

Cowling (2023:1) states that think-pair-share can be done by asking an open-ended question and students think quietly in one or two minutes. Next, every student will pair up to discuss the question for two to five minutes. At the end, the whole class has a discussion by sharing sessions. Through this activity, students feel more relax on learning the language and feel safer also natural when they speak in front of the class. Cowling (2023:2) adds more, by doing think-pair-share during the class, students can improve the speaking skill and listening skill at the same time with joy and comfort.

However, on doing this strategy, teacher has to state and limit the topic discussion, otherwise the sharing session will be so broad.

It is very beneficial to use think-pair-share in teaching and learning process. According to Yanti (2017:3), there are some advantages of using think-pair-share. The first one is to build the students' critical thinking. This is from the result of thinking in a short time, which is only a minute. By going over it for many times, students are practicing their brain to think fast by themselves and discussing them critically with the partner. The another advantage is that think-pair-share may enchancing the communication skill of the students. Through sharing and performing the discussion result in front of the class, they can increase the communication or speaking skill.

An addition by Cahyani (2018:89), think-pair-share also gives advantages for teacher, not only for the students. Teacher is able to make the class environment more enjoyable and fun. Thus, the situation of the class encourage students to practice their speaking calmly. It means, teacher is a step forward to improve the students' speaking skill. She preponds, through think-pair-share, it helps teacher on assessing the students' comprehend to the topic they are performing also the pair discussion activity. Furthermore, teacher can identify the students' spoken English level easily. All in all, think-pair-share can be the proper and best teaching strategy to apply in the class because it helps both students and the teacher.

For another reason, having this think-pair-share is very helpful because it has a easy steps which have define clearly by the name. Teacher will find it easy to combine in every classes due the flexiblelity of the steps. Think-pair-share can be used to improve all English skills. Whether it is the receptive skills, which are reading and

listening or speaking and writing as the productive skills. It evens can improve two or even all the skills in one whole steps indirectly. As an example, students need to produce written product before they speak or contrawise. It happens the same to the receptive skills. However, it has to have one skill as the majority skill to be learned by the students and so the teacher needs to teach other skills explicitly.

There are so many experts who define and state the steps of think-pair-share based on the experiences and theory. However, the researcher will focus on the theory of think-pair-share by Arends (2012:370). He defines think-pair-share as another cooperative learning strategy. Furthermore, many researchers using his theory because it has a brief and clear explanation. He adds that there are three steps for teacher in executing think-pair-share in the class.

In the first step, which is think, the teacher poses a question, or an issue associated with the lesson and asks students 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. Next, 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 was identified. Usually, teachers allow no more than four or five minutes for pairing. In the final step, 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 from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.

In conclusion, the reseacher as well as the teacher can conclude that think-pair-share is a very beneficial and easy strategy that can be used during the teaching and

learning process. In this present study, the theory think-pair-share by Arends (2012:370) is going to lead the present study. Through the three main steps, which are thinking, pairing, and sharing, students can improve their speaking skill naturally by progress. In thinking, students are going to think in a minute about the topic has given. The critical thinking of students are really challenge in this step. In pairing, students can combine their own idea with the partner by filling and selecting the best. It helps students on building their confidence and their creativity. The final step is going to share the final product of the topic they have discussed, which is describing a famous person or admired person orally.

#### 2.1.4 Assessing Speaking

Assessment is very important in teaching and learning process. It is the activity of collecting information about the quality and quantity of a change in a student or group. The teachers need to assess what they have inculcated to the students so that they will know what extent the previously formulated instructional objective have been achieved by the students in speaking skill. Alderson and Bachman (2009:4) state that speaking has a process with many stages. As each stage, people act and interact to produce something for the next stage. While the assessment developers are the key players in the speaking assessment cycle, the examines, and score users have a role to play in the activities.

According to Luoma (2004:2), assessing speaking is the oral part of communicative language assessment. It is often tested in the live-interaction, where the test discourse is not entirely predictable, just as no two conversations are ever the same

even if they are about the same topic and the speakers have the same roles and aims. Moreover, by assessing the students, the teacher can measure how far the students understanding about the material that has been learned in the class. The result of the assessment can be used as a reflection both for the students and the teachers. It also shows whether the teaching and learning processes are conducted successfully or not.

An addition by Carter and Nunan (2001:138), assessment conducts to gather the information on the learners' proficiency and achievement. It can be use by the stake holders for various purposes in language learning. It is an ongoing process that normally teacher will do during the teaching and learning process. They also add, it is essential to do assessment because the numeral score only appears at the end of the study which also can be taken after a test of a performance or a project is done. The ongoing process is very important to be placed as a consideration too. Thus, on doing the assessment, all aspects are counting as the consideration of the learners' process of learning, which is called proficiency and achievement at the end.

To success the present study, it is going to use monologue performance test, adopts from Brown (2004:141) to assess the students. Monologue performance test is the execution or the last steps for students to show the progress of speaking skill they achieve. In this present study, the monologue performance test refers to the performance of students' speaking skill in front of the class. According to Brown (2003:142), monologue is also known as extensive type of speaking assessment. It is an oral production task. Students will speak orally in front of the class one by one. They will perform and share the product in front of the class about what they have discussed and created. The discussion is going to be about oral descriptive of a famous person or



admired person.

To assess whether the students do any improvement or not, there must be a scoring system to measure the assessment. In the present study, a scoring rubric is going to be used for the scoring system. Luoma (2004:52) states that the scoring rubric is a tool for the assessment design. It will be used to help the teacher to get the score for the students when they are performing their performance. This score is the concrete numbers that measure the students' achievement during their progress. A good scoring rubric can be seen on how the design and description of each point and criteria is taken. In the present study, the scoring rubric that is adapted from Brown (2004:148) going to be used.

An addition by Brown (2004:157), if the teacher would like to assess the speaking skill of the students, there are some components that teacher need to consider, such as grammar, comprehension, fluency, vocabulary, and pronunciation. Those components will briefly be explained as follows:

1. Grammar

Grammar refers to the students' skill in using the proper roles of the basic grammar in spoken language.

2. Comprehension

Comprehension refers to the students' wellness expression and understanding of what they are speaking in a certain topic.

3. Fluency

Fluency refers to the students' stop and break during they are explaining the certain topic in a spoken language.

#### 4. Vocabulary

Vocabulary refers to the students' word choice they are using during they speak in front of the class.

#### 5. Pronunciation

Pronunciation refers to the students' wellness on pronouncing the words, whether it is easy and proper or not.

This present study is not going to use all the components to assess speaking skill. The components that are going to be used are grammar, comprehension, and fluency only. The pronunciation and vocabulary are not necessary to be assessed due to the subjects in this present study are not native speakers. Jenny (2010:20) states, to assess students' pronunciation, they have to be clear on how to sounds, use the correct stress, rhythm, and intonation at the same time. It means that the students need to consider many aspects of pronunciation when they speak some words. Wherefore, as a second language learner, to speak is too complicated.

Varieties of vocabulary use is found so interesting by the interlocutors or the assessors. As well as the good pronunciation that comes out form the students' spoken language. However, in the target of the students in this area is not for doing it perfect. The primary goal is to let students fluence in speaking, can use the appropriate basic grammar, and understand to what they are speaking. In addition, assessing the components that are not quite needed can be extra works for the researcher. It may influence the other primary criteria. It is better to focus on a few of the whole criteria but doing it in detail, than assess the whole criteria but missing the small details.

Comprehension and fluency, as well as the basic grammar, are necessary for

effective interaction. It is very important that the performance accurately reflects the students' speaking proficiency. According to Estuarso (2023:2), finding out the appropriately evaluation criteria or aspects is another significant problem. Brown (2004:140) adds, to identify the difficulties on communication, evaluation or assessment is needed. The primary difficulties can be seen through students' listening and speaking interactions, and the speakers approaching strategy to avoid un-connected speech. This matter normally faces when the students as the speakers use some words clarification. It makes more challenges to continue the speech because the focus has already stuck to clarify the words. However, if the speakers' strategy to connect those speech is success, it is going to be a plus points on the comprehension and production along the assessment.

In conclusion, assessment on speaking skill is really needed to measure the progress of the students' achievement. However, it needs some specific and clear criteria which can be the focus and guidance on assessing the students. Moreover, on choosing the criteria that are assessed, is depending on the goal of the achievement. In the present study, it is going to assess the speaking skill of the VII B by using the monologue performance test. The speaking skill of each student are going to be assessed directly at the time. It can give actual and factual data on each student during the assessing hours. Furthermore, the scoring rubric uses is not going to adopt the scoring rubric which has been using by researchers in years, meanwhile adapting to it. Therefore, the primary goal of the students can be assessed effectively.

## 2.1 Empirical Review

An empirical review is required to add in every research. It is because it may provide empirical evidence that supports the present study. Based on observed a measured phenomenon and derives knowledge from actual experiences, an empirical review is showing better evidence and proofing rather than just from theory or beliefs. In the other hand, it is also used to find the relevant latest study as the present study. It is helpful to make the present study be better than the previous studies by comparing them and find the similarities and differences of those studies. The empirical evidence of this study is the previous journals results that deal with teaching speaking skill through think-pair-share.

The first research journal from Aeni (2020), entitled “The Use of Think Pair Share Technique in Teaching Speaking”. The research was conducted using qualitative research strategy involving 25 students as the research subjects of the eighth – grade of junior high school in Bandung. In the journal, completely explain how the research was conducted. It is also showing the steps through lesson plans. The result of the observation and questionnaire are elaborated in a clear and brief way. Furthermore, the research gives clear elaboration of the knowledge of empirical review and approved by many researches. It can be seen from the citations and references that the researcher use. In every big study, a little thing must be out of explanation. This research does not specifically write the name of the school where the study was conducted, un-specific time and what kind of story was been taught by think-pair-share. Unfortunately, it is also not providing how to determine the score or to grade the students. There is no scoring rubric which is very important in determining the scoring system.

In this present study, the researcher stated clearly when and where was the study held on. The researcher conducted the study to the seventh – grade students of G class in SMPN 3 Ubud in the academic year 2023/2024. To state the place and subjects of the study is very useful for the next researcher. It is because every student level has special way of treatment. Furthermore, present study also explains the way how to score the students. It is clearly shown from the scoring rubric (Table 3.1 The Scoring Rubric of Monologue Performance Test). The scoring rubric would help the researcher in determining whether the students make progress and achievement or not. The scoring system was adapted from Brown (2003:148). It consisted of some criteria, as follows:

1. grammar,
2. comprehension,
3. fluency,
4. vocabulary,
- and 5. pronunciation.

The second research was conducted by Maulani and Romansyah (2019). Her research entitled “Teaching Speaking by Using Think Pair Share Teaching Strategy”. This research involves a description on how to use think-pair-share strategy on improving speaking in junior high school students. It elaborated the advantages of think-pair-share strategy. The researcher states that it let students be more confident to talk to the whole lass after they have discussed their original ideas with their pairs. The researcher defines the procedures of using think-pair-share, where it involves of three steps. The steps are thinking, pairing with peer, and sharing the discussion result together with the peer in front oof thee class. The previous studies used are also stated well as empirical review and showing how the lesson planning for the eighth – grade students of SMPN 6 Singaraja was planned in the form of lesson plan. Unfortunately, there were few lacks in this research. The researcher only put one meeting of lesson plan without any further explanation before the conclusion part at the end of the

research and did not hold a questionnaire during the research.

Based on the elaboration above, there were some things that researcher used as improvement in the present study. Since the present study worked on *Kurikulum Merdeka*, it was not using the lesson plan as the teaching guidance as what on *K-13* had done. There was an instrument called *Modul Ajar* which replace the word lesson plan. In general, it had the same function, however it designed more creatively and based on *Kurikulum Merdeka*'s learning requirement. In the other hand, the researcher also used questionnaire and tests as the instruments in the present study. The tests that were used such as the pre-test and post-test. Pre-test was given to the students before the class conducted. The function was to know the students' prior knowledge. Meanwhile, the post-test was answered by the students after the second cycle was done to determine how much achievement they make.

