

CHAPTER I

INTRODUCTION

1.1. Background of the Study

According to Harmer (2007:265), speaking belongs to a productive skill, in which the student uses this language skill to produce a language itself. It means that speaking is a vital language skill to be mastered by the student to produce a language for communication besides writing. In other words, speaking makes students pay attention to conveying ideas and messages to others orally. It can also be used by students to express their ideas or opinion to respond to the questions from the teacher. Therefore, speaking ability is crucial for the student to be mastered so that they can express their ideas and communicate with others in the learning process. In addition, leading the student to master speaking ability indeed plays an important role to find appropriate teaching strategies for teaching speaking.

According to Harmer (2001:123), a good teaching activity for teaching speaking is that students can fully be involved during the learning process. In other words, all students must have an opportunity to practice their speaking in the class. In this case, the teacher should be interactive in enhancing the student's involvement during the learning process. If the interaction has occurred between teacher and student or student to teacher regularly, they will practice their speaking a lot. Besides, the student can also share knowledge and ideas with each other through oral communication. Furthermore, the activeness of students in the learning process especially, in responding and asking the question, can also practice their high order thinking skills. It can be concluded that by

leading the student to be interactive in verbal communication in the class will be able to improve their speaking ability.

Furthermore, Harmer (2001: 124) states that teaching speaking should make the classroom become the culture of speaking and the classroom is required to become a "*Talking Classroom*". It means that in teaching English speaking, the teacher should lead the classroom as interactive as possible in interacting through oral communication. Furthermore, the teachers should also be able to create a fun and enjoyable classroom atmosphere so that students will be much more confident to speak up. Besides, the teacher should build a speaking habit. It can be done by implementing such cooperative learning which might have the student more interactive in communicating with other students orally. Therefore, if this kind of speaking activation is implemented regularly in the learning process, their speaking ability will significantly improve.

Based on the researcher's interview with one of the English teachers in SMP (SLUB) Saraswati 1 Denpasar, the eighth-grade student of the VIII C class faced some problems in speaking. The problem that the students faced in the class, they were shy and afraid to express their ideas. In this case, the students were quite passive and did not want to try to speak up in responding to the question in English. In addition, they intended to communicate in Bahasa with the teacher frequently so that they tend to not empower their English speaking entirely. Furthermore, some students had already dared to express their ideas in English orally, but they found it very hard to express their ideas in speaking. Moreover, the main weaknesses of students' speaking abilities are in terms of grammar, comprehension, and fluency.

Next, many factors could affect the improvement of a student's speaking ability, one of them is the teacher's teaching technique. Based on the observation that the researcher directly saw the teaching-learning process which was done by one of the English teachers in SMP (SLUB) Saraswati 1 Denpasar, the teachers used unknown and it is quite a monotonous technique. The teacher was intended to emphasize on teacher-centered learning. In this case, the teachers mainly spent lot of time explaining the material in conference meetings on Google Meet, rather than allowing them to speak up. This technique is focused on the teacher as the source of the knowledge, while the students are only the receiver of the knowledge without being involved in the learning process. This kind of teaching technique tends to cause the students to not remember the learning material for long-term memory.

Moreover, the teacher's technique is opposite to what has been stated above that in teaching speaking the classroom should become a "*Talking Classroom*" which must be a talkative classroom (Harmer, 2001:124). Therefore, the teacher should figure out the appropriate technique to support the classroom to become more interactive and talkative so that the student's speaking ability can be improved. In this case, the teacher should be creative and innovative to make the students actively participated in the learning process. Furthermore, the interaction among students to student or students to teacher must be preserved well so that they can practice their speaking regularly. Therefore, the teacher must figure out appropriate teaching technique to support their improvement in speaking ability.

In addition, implementing the appropriate teaching technique for teaching speaking is considered whether the goals of learning outcome can be achieved or

not. Thus, the teacher should figure out the best teaching technique that is relevant to be implemented for teaching speaking. Furthermore, the teacher should use the technique where the student can learn collaboratively and make them feel excited to practice their speaking. In this case, the student can share their ideas with their partner freely and they can also practice their English speaking without feeling shy about giving feedback to each other's performance. Based on the problem that existed above, it can be recognized that the teacher's technique is less effective in teaching speaking. There are many effective and interesting techniques and teaching media that can be used to improve students' speaking ability.

To solve the problem of student's weaknesses that have existed above, the researcher has an innovative and effective teaching strategy that can improve the student's activeness, student's critical thinking, and in terms of fluency, comprehension, and grammar by using the Think Pair Share strategy combined with Flipgrid. According to Mandal (2009:98), Think Pair Share is a simple and quick technique. The student will have time to think critically about the topic that is given by the teacher and then share their ideas in pairs. Finally, they share what they have discussed in pairs to the whole student by video recording through Flipgrid as well as giving feedback. Furthermore, it gives students opportunities to speak in the target language, and students naturally practice their speaking collaboratively.

Furthermore, the teaching media which is interesting, appropriate, and relevant to online learning is Flipgrid. It is an online learning platform that can be used as an online video-based learning tool for discussions, reflections, presentations, field-based learning, and many other uses (Keiper et al., 2020). It is

one of the ICT-based teaching-learning media that can help the student to practice their speaking through video recording. It also facilitates students for communication, conversation, and presentation in an online learning setting. In addition, the videos that students have posted can be viewed collectively and responded to by all students involved. By using this technique, students are expected to be more active and improve their critical thinking. It also has a student to be adaptable to this digitalization era. Therefore, Think Pair Share combined with Flipgrid can be a perfect way to improve students' speaking ability in this 21st century learning mode.

Based on the background of the study, the researcher would like to implement Think Pair Share combined with Flipgrid. Using the Think Pair Share strategy can be the best solution to solve the existing problem above. Furthermore, it can motivate their students to be brave to express their ideas or feelings and to answer the question in speaking class activity. Next, it is not teacher-centered anymore, however, the students are the center of the teaching-learning process. In addition, it can also support the student to be more critical thinking and make the student practice their speaking. It can also increase student participation in the learning process. In this case, in the last step of Think Pair Share the students are forced positively to share their ideas to the whole students.

Besides, combining this strategy with Flipgrid can support the implementation of the Think Pair Share strategy relevant to this digitalization era. It allows the student to share their thoughts on a particular topic by video recording. Students can give feedback on their friend's performances. Make students become the center of the lesson. By practicing their English with

Flipgrid, it can be an enjoyable activity as they post content on social media and it does not threaten students. In addition, combining Think Pair Share with Flipgrid could also increase students' enthusiasm in the learning process (Budiarta and Santosa, 2020). Therefore, the researcher is confident to conduct this research entitled "Improving Speaking Ability of the Eighth-grade Student of SMP (SLUB) Saraswati 1 Denpasar in Academic Years 2022/2023 through Think Pair Share Combined with Flipgrid".

1.2. Research Problem

Formulating a research problem is important in conducting research to make a specific discussion. As what has been stated in the background of the study, the eighth-grade students of SMP (SLUB) Saraswati 1 Denpasar in academic years 2022/2023 faced many difficulties in speaking. The problem that they faced was in terms of fluency, grammar, and comprehension. Those problems did affect their speaking ability. Based on the problem, Think Pair Share combined with Flipgrid was proposed as the solution to solve the students' speaking problem. Therefore, the research problem in the present study could be formulated in the form of the question as follows: can the speaking ability of the eighth-grade student of SMP (SLUB) Saraswati 1 Denpasar in academic years 2022/2023 be improved through Think Pair Share combined with Flipgrid?

1.3. Objective of the Study

The research problem that has been previously formulated was clarified by conducting a scientific investigation. Based on the research problem, Think Pair Share combined with Flipgrid might be one of the techniques that can make student feel excited to express and share their idea. It can make them think

critically about the topic that has been explained by the teacher. Besides, they can be more confident to share their ideas to the whole student by video recording through Flipgrid. The objective of the study is important for scientific research, because it can make the research well directed. The objective of present study was focused on finding out whether or not speaking ability of the eighth-grade student of SMP (SLUB) Saraswati 1 Denpasar can be improved through think pair share combined with Flipgrid. Therefore, implementing Think Pair Share combined with Flipgrid was expected to be able to improve the students' speaking ability.

1.4. Limitation of the Study

It is important to limit the study to avoid complicated discussion. Speaking skill is considered very broad and complex. Therefore, it should be focused on a specific area to avoid misunderstanding in doing the research. Therefore, this study is limited to improving the speaking ability of the eighth-grade student of SMP (SLUB) Saraswati 1 Denpasar in academic years 2022/2023 through Think Pair Share combined with Flipgrid. Besides, the school applies the 2013 curriculum. Based on the syllabus of the eighth-grade student, the fourth main competency is processing, reasoning, and presenting in the form of concrete and abstract domain concerned material development which has been learned in the school independently and able to use methods according to scientific principles.

Moreover, the present study is focused on the fourth basic competency (4.3) which states constructing short and simple recount text in oral or written about personal recount based on social functions, generic structures, and language features according to context their use. Therefore, in this study, speaking ability

was limited on constructing and describing a short and simple recount text about the personal recount text base on social function, text structure, and language features correctly and contextually. In addition, their speaking performances were objectively scored by using Brown's scoring rubric: fluency, comprehension, and grammar. The students are given 10 minutes to construct the recount monologue regarding to the topics that were provided in the post-test and pre-test.

1.5. Significance of the Study

The present study is concerned on improving the speaking ability of the eighth grade student of SMP (SLUB) Saraswati 1 Denpasar through Think Pair Share combined with Flipgrid. The findings of the present study are hoped to give clearer insight on applying think pair share combined with Flipgrid. Furthermore, the findings of the present study which are concerned with the improvement of speaking ability are also expected to contribute theoretical and practical importance. It is also expected that by achieving a positive response from the student participants, the result might be useful by the teacher in improving speaking ability of the students. In this present study, the results are highly expected to provide meaningful and significant results in the research finding.

Theoretically, the findings of this study were expected to be beneficial as theoretical evidence about the implementation theories based on the problem faced above. The information and theories in this study can be taken to enrich the existing references. It was also expected to be references or guidance and it should also be beneficial as a theoretical foundation of speaking ability for future study related to classroom action research, speaking ability, and think pair share combined with Flipgrid. Additionally, the findings of this study were also

expected to be useful in choosing appropriate techniques in teaching speaking. Therefore the findings are expected to be used as evidence that the technique is effective.

Practically, the results of the present study were also expected to provide educational feedback for the teachers, students, and other researchers. For the English teacher, the finding of the present study can be used as a beneficial reference in conducting a better teaching strategy to improve student speaking ability by using Think Pair Share combined with Flipgrid. The use of Think Pair Share combined with Flipgrid makes teaching speaking fun and enjoyable especially in practicing their speaking. For the student, the significance of this study could attract their interest, motivation, and critical thinking to improve their speaking ability in learning English. For the other researchers, instead of giving the reference, it could also be used for the empirical review for future research if they want to conduct the same research

1.6. Definition of Key Term

The definition of the key term is important in order to give a clearer understanding to the topic. Moreover, key terms are required to avoid misunderstanding and confusion of the reader while reading the present research. It is expected to be meaningful for the reader when they read this study. Furthermore, the key terms which would be used in the present study are speaking ability and Think Pair Share combined with Flipgrid. In addition, the definition of key terms are also expected to limit the terms of the study. Therefore, the key terms which are used in the present study are clearly and concisely clarified as follows:

1. Speaking Ability

Speaking ability is operationally defined as the ability of the eight-grade students of SMP (SLUB) Saraswati 1 Denpasar in describing a very short and simple recount text about personal experiences in the form of monologue in front of the class. In addition, their speaking performances is objectively scored by using Brown's scoring rubric which is emphasized on the fluency, comprehension, and grammar.

2. Think Pair Share Combined with Flipgrid

Think Pair Share combined with Flipgrid is a combination between think pair share as a technique and the Flipgrid as learning media which is used to teach speaking. Think pair share has three steps: think, pair and share. In thinking, the teacher shares an instruction or material by video recording on Flipgrid related to the topic being discussed. In Pairing, the teacher asks the students to find their pairs to discuss about the topic critically in pair. Finally, they share what they have discussed in pair to the whole student by video recording through Flipgrid. In addition, the students are expected to give feedback toward their friend performance that is posted on Flipgrid by video recording.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1. Theoretical Review

A scientific study should be based on theoretical background and empirical evidence. The review of the theories is important to be concerned by the research as the foundation of the scientific research. It means this theoretical review part discusses the theory of the study rather than practical application. The theory refers to the opinion of the expert. It explains something may be true or not but it is presented as a theory. Moreover, it allows the readers to understand the construction and evidence in this study. The objective of the present study is to improve students' speaking ability through Think Pair Share combined with Flipgrid. In this discussion, three points require to be discussed. Those are speaking ability, Think Pair Share combined with Flipgrid, and assessing speaking. The descriptions of these points are presented as follows.

2.1.1. Speaking Ability

Speaking is one of a crucial skill to be mastered. Someone can express their thoughts and feeling through speaking. Richard (2009:19) states that the ability of speaking in English is a priority of many language learners. They should have a good speaking skill to support themselves to use the language in educational context. Besides, having a good speaking skill means that they have the ability to speak accurately and fluently. Accuracy means the student should at least be able to use correct grammar, vocabulary, and pronunciation. Meanwhile, fluency means they should be able to speak at a normal speed and can speak smoothly without any pauses. Those speaking components should be practiced in

order to have a good speaking skill.

According to Richard (2008:20), in designing speaking activities and instructional material for language teaching, it is important to recognize the very different functions of speaking performances in daily communication and the different purposes for who student need speaking skills. Moreover, speaking has three different functions, namely, talk as an interaction, transaction, and performance. The interaction in speaking means a conversation in daily life. Talk as the transaction is intended to situations where the focus is on what is said or done. Finally, talk as performance refers to the public talk, such as classroom presentations, announcements, speeches, and other forms of oral performances. Therefore, speaking should be practiced well in order can use the spoken language in every stage of the situation.

The effective way to learn speaking is to practice as often as possible. According to Turk (2003:6), to lead successfully to each individual must practice the skill and receive feedback on his or her performances to discover their abilities and failures. The language learner should practice their language skill to be better. They should find someone to practice their English speaking performance. Besides, it is also important for them to find someone who can give feedback to each speaking performance to improve their speaking skill. In addition, the weaknesses of speaking ability can be minimized by practicing speaking and receiving feedback on speaking performances from other people.

According to Pollard (2008:33), teaching speaking should give the students many opportunities as possible to practice their English in a supportive environment. It means that the students can practice their speaking with their

speaking community in the class. Besides, they can create a conversation in English frequently. Furthermore, they can also share their knowledge related to the components of speaking skills such as grammar, vocabulary, and pronunciation. As often as they practice their speaking through conversation, their English speaking can be fluent and accurate. Besides, speaking activities provide rehearsal opportunities to practice real-life speaking in the classroom (Harmer, 2001:123). Practicing speaking skill in the classroom does not only talk about the educational topic, however, they also have to discuss real-life contexts. Students should not be afraid or nervous to make grammar mistakes, as long as they can speak fluently. The accuracy can be improved as they get corrected with their speaking partners. Therefore, the ability of speaking can be improved by giving them opportunities to practice their speaking through conversation frequently.

In learning speaking, fluency is required to make a natural speech. According to Broughton et al. (2003:219), fluency is ability to speak or write as natural and easily but not necessarily as accurate as the native speaker can. It means that in oral communication, fluency is considered as the first consideration to make the speeches flow nicely. The more students get the opportunity to speak, the more fluent in English will be. It can be described that fluency and accuracy have interconnected relation to create a natural speech with real expression, not memorizing expression. Thus, in learning to speak, student need to practice both fluency and accuracy to improve their speaking skill so that the speeches can be understood by people.

Students need a lot of practice if they want to be fluent in speaking. The student should engage them in speaking activity in the classroom. Wallace et al.

(2004:10) state that they can learn to speak of the subject of their on choosing or on teacher-assigned topics. It means that the teacher should provide the learning material with a particular topic of speaking or give freedom for student to choose their own topic base on the learning material is given. Thus, the students automatically train their tongue to get more fluent in speaking. After choosing the topic, the teacher asks them to prepare the speaking. Finally, all of them can present their own speaking in front of the class based on the teacher's ordered.

Speaking and listening are strongly correlated in engaging a conversation (Harmer, 2007:265). When students are involved in a conversation they might be receiving and conveying the information to lead to comprehensive communication. It can also be recognized that speaking is the meaning-focused output, and listening is the meaning-focused input (Nation and Newton, 2008: 1). In another word, speaking is used to convey the ideas and messages from what they already know and listening is paying attention to receiving the ideas or knowledge conveyed through spoken language. Besides, Nation and Newton (2001:2) also state that four skills of language especially, speaking can be fluent from what we already know. It means that the knowledge that is gained from receiving through spoken or written language can improve the language itself. It can be concluded that the inputs that are gained from listening through spoken messages, their speaking can be improved, because, by getting a lot of input, they can also learn the pronunciation of words by listening through spoken language that is crucial in speaking.

Speaking is to present messages to others effectively. A comprehensive and communicative interaction occurs between the speaker and listener. Based on

Turk (2003:9), spoken language is the first form of communication between human beings. It means that human beings interact through speaking for instructional information. They deliver the messages and ideas through spoken language well so that the listener can understand the instruction being delivered by the speaker well. In this case, the speaker should deliver the messages fluently and clearly so that the meaning can be understood well by the listener and the words that are used should be considered contextually with the level of listener. Thus, effective communication happens.

Speaking is not just as simple as pronouncing the word, it is about how the speaker and the listener can interact with each other comprehensively. According to Hughes (2003:113), the main objective of speaking is to develop the ability to use the language to interact and it involves comprehension as well as production. It means that speaking skill is needed by people to convey the message to listeners with the correct meaning. In this case, pronouncing the word only is not enough to support a comprehensive interaction, however, other speaking's components such as grammar and vocabulary are also significantly influenced by it. Without using correct grammar in speaking might lead to misunderstanding. Besides, using inappropriate vocabulary might change the meaning of the message being delivered. Therefore, those other speaking components should be learned to have a successful interaction.

Based on Harmer (2007:38), the sound of language play an important role in speaking skill in term of the individual sound of the words, pitch change, intonation, and the stress to convey a different meaning. Knowing the sound or the pronunciation of the words is significant in speaking because without being

able to pronounce the words, it can frequently lead to misunderstanding and even cannot express the ideas we want to deliver. Besides, pitch change can also influence the meaning of the speech. For example, when we are speaking by using high pitch or lower speech, it is intended to indicate emotion, meaning, and mood. Combining high and lower pitch in speaking, it can make the language more dynamic so that students can pay attention to our speeches in the class instead of using flat pitch. Furthermore, stress and intonation are intended to show the grammar of what we are saying. Those are part of speaking elements that learners should be mastered at least to be good English speakers. Therefore, to master those elements of speaking need a lot of practice and the teacher should figure out a relevant teaching method and learning activity that can support them in speaking.

According to Harmer (2007:343), speaking as transactional function has the main purpose in conveying information. The information is understood easier by people if it is presented systematically and fluently. It should be organized well in order the listener can catch the meaning that has been delivered by the speaker easily. Keeping good communication or interaction between the speaker and the listener is absolutely needed that the speakers master the components of speaking such as fluency, grammar, and comprehension. They are a vital component in language teaching and learning, because without these components, there is no question about good interaction between the speaker and the listeners. Therefore, speaking is the important language skill to be mastered.

Regarding several opinions of speaking ability by the expert., it can be summarized that speaking ability is crucial for successful oral interaction,

performances, and transactions. Besides, it is the aspect of communication to express ideas, meaning, information, and one's thoughts in spoken language. difficult to learn, because it needs a lot of practice. Furthermore, the teacher should emphasize how speaking styles affect listeners. Therefore, because of its complexity in the English speaking ability, the students should practice it a lot in order can become excellent English speakers.

2.1.2. Think Pair Share Combined with Flipgrid

Think pair share is one cooperative learning technique that can be used by the teacher to teach English in the classroom. According to Lie (2008:46), Think Pair Share can increase the student's participation, students have more opportunities to speak and it is not wasting time to build a team. Implementing this technique can improve students' active involvement. Furthermore, it allows the student to practice their English speaking a lot so that their language skill can be improved. Besides, it does not take a long time to build a pair that might be potentially spending more time in teaching. Think Pair Share strategy is combined with a learning media that is Flipgrid. The purpose of implementing think pair share combined with Flipgrid is to allow them to practice their English speaking skill by using one of an interesting e-learning media which can increase their confidence. It also does not make student bored with traditional teaching technique and start to give a touch of technology involvement. Therefore, combining think pair share technique with Flipgrid media can also support 21st century learning skills; creativity, critical thinking, communication, and collaboration.

The teacher normally uses one technique of cooperative learning to

improve student speaking skills. Macpherson (2015:1) states that cooperative is a part of a group teaching and learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet with common learning goals. It supports the student to practice their speaking in the class collaboratively and the teacher needs to be creative in managing cooperative classes so that they feel fun and interesting to study. The teacher also should be good to lead a group discussion for the class atmosphere can be quiet. However, not all of the teachers can handle a cooperative class effectively.

Cooperative learning refers to one instructional technique whereby students work in small, mixed-ability learning groups (Wong, 2005:245). It means that the student in each group is responsible not only for the material being taught but also for helping their group mate learn. Furthermore, all students in a class must have different abilities to speak so that it can lead the student to practice their speaking skills collaboratively. Every student can give feedback to their friend to improve the weaknesses of their speaking ability. Besides, Jolliffe (2007:3) also states that cooperative learning requires pupils to work together in small groups to support each other to improve their learning. Therefore, Think Pair Share technique can develop their social characteristic which helps each other to learn in every stage of the situation.

One of cooperative learning is the Think Pair Share technique. According to Arends (2012:450), Think Pair Share is cooperative learning that increases student participation. It means that students become student-centered learning. In this case, the teacher has the student extend their thinking about a particular topic so that they can practice their critical thinking ability. By doing so, the student can

empower their knowledge and support for long-term memory about the material that is given by the teacher. Lastly, all students have the opportunity to perform in front of the class. Therefore, every student can be actively involved in the teaching-learning process so that they can practice their speaking skill frequently.

Think Pair Share is a part of a cooperative learning technique. Sometimes students feel shy or afraid they have to perform in front of the classroom. By implementing the Think Pair Share technique, they can be more confident to perform in front of many people. It is because they have used to practice speaking with their friend collaboratively so that they do not feel shy to speak up. Furthermore, think pair share is generally having the student think independently, then pair up, and share their thoughts or solution with someone else nearby (Azlina, 2010:23). It means that it can make the student become an independent learner. Besides, they can practice how to interact with someone else. Finally, they are practiced to be brave to express their ideas to others. Thus, by implementing Think Pair Share students can be independent in learning.

In addition, to make the learning process more interesting, the teacher can use ICT-based teaching and learning media that can support their English speaking such as Flipgrid. Furthermore, Flipgrid can be used to support 21st century teaching model in this rapid development of technology. According to Stoszowski (2018) as cited in Syahrizal and Pamungkas (2021:98) states that Flipgrid is an online video discussion platform designed to empower learners and facilitate social interaction between students. Flipgrid provides alternatives for the student to become more comfortable and easier to share their speaking by video recording and the student can interact with each other by giving feedback through

video recording as well. Based on Mclain (2018), students become more comfortable speaking in English via video after using Flipgrid. Therefore, using Flipgrid teaching and learning media can support an enjoyable environment for the student to practice their English speaking so that they can reduce feeling shy in speaking.

Flipgrid is a teaching and learning tool that can make the student more interesting in the learning process. In this era of social media, video has become more famous and the students are very familiar with making the video to be posted on their social media about their social living. Flipgrid also has a close similarity with the use of social media, however, Flipgrid is intended to use for educational needs. The student can share the content of particular material by video recording and their video can be viewed collectively by the other student who joins the class. Furthermore, they can share their feedback toward other students posted as they give comments on their social media. Besides, Flipgrid offers the student a chance to connect with the instructor and material more often, and within their comfort zone (Moran, 2018). It means that Flipgrid can make students interact with the teacher and they can learn about the material wherever they are. Therefore, Flipgrid is an interesting tool to be implemented in the teaching-learning process.

Flipgrid is an asynchronous video discussion platform that allows students to record their thoughts in response to a teacher-created topic (Holbeck, 2018). Topics can be written text, videos, or a combination of both, to lead to a discussion. Similar to traditional threaded discussions, students and instructors can respond and reply to the video Flipgrid posts shared within a topic. However,

Flipgrid provides opportunities to create face-to-face interactions that cannot be achieved in a written forum post. In addition, Flipgrid gives instructors and students a platform to make connections and build social presence despite never meeting in person. Furthermore, students can respond to a Flipgrid topic with a variety of devices including computers with webcam capabilities, tablets, and smartphones. Flipgrid can also be grading comments. Instructors can record video welcome messages for their whole class and share them simply by copying and pasting a link into a forum, email, text message, or grading comment box. Students are immediately taken to the video and the instructor can see how many times a video was viewed or if students left any comments within the video.

Flipgrid is hoped to be an innovative 21st-century teaching model by integrating technological-based teaching. Flipgrid has some important features that can support video discussion; they are grids, topics, responses, and replies. Firstly, grids are the community of the student who joins the class, in which the teacher name can name the grid and create a custom Flip Code. The Secondly, topics are discussion starter and student response to the topic shared by the teacher. The Third, responses are the recorded and uploaded video by the student as their responses on the posted topics so that they can share their ideas through video interaction. The last, replies allow the student to do an interactive discussion, where the student can reply to previous responses (Fahey et al, 2019). It can be concluded that the implementation of Flipgrid can make the student interactively practice their speaking a lot.

Moreover, Fahey et al. (2019) state that using Flipgrid is not about recording videos, but it is about learning social, and the person that can be

happened anywhere and anytime and it promotes that everyone is a teacher and everyone is a learner. Flipgrid allows both students and teachers to be connected with others who join in a community of Flipgrid. Whenever students have difficulty related to the learning material, they can share their problems by video recording on Flipgrid. Therefore, it potentially can attract others members' empathy to share their opinions or solutions for helping each other. Thus, social interaction happens and everyone who joins a community of Flipgrid can be a teacher, and learner.

Flipgrid has many interesting features for supporting the learning process. Some of them are grid setting, response time duration setting, the prompt, integration of ICT-based teaching-learning media, and feedback (Fahey et al., 2019). The teacher can set up the grid which is consisted of features requirements such as personalizing the grid by adding a grid cover that might be taken from Flipgrid's library or upload your own etc. Furthermore, when the teachers create a topic, they can freely decide the time duration for the students to respond to the topic given. Besides, adding the topic or the video share, the teacher also can prompt the topic. Prompt means that the teacher can add clear instruction that the student will read to know what to respond about. Next is giving feedback. There are two ways of giving feedback; private feedback, and public feedback. Private feedback is where the teacher can give a response to the students posted privately by video recording or typing the response. It also allows the teachers to create their own rubric as well as grade the score. Meanwhile, public feedback is where the responses can be viewed by the whole members of the grid. In addition, the topic that is created on Flipgrid can also be shared through the online learning

management system such as Google Classroom.

In addition, there are three steps of implementing Think Pair Share combined with Flipgrid in the classroom. The teacher has to tell the student the steps clearly when they want to Think Pair Share combined with Flipgrid. This teaching technique is an effective way to encourage the student in learning English in the classroom, especially for developing their speaking ability. According to Arends (2012:370), Think Pair Share has three-step: thinking, pairing, and sharing in which each step has its activity. The three implementations of Think Pair Share combined with Flipgrid could be elaborated, and these steps should be carefully carried out in detail as the following steps:

1. Thinking: the teacher created and shared a particular topic that was related to the material on Flipgrid and gave an instruction to spend a minute thinking individually about the topic given. Students needed to be taught that talking is not part of thinking time.
2. Pairing: the teacher asked the student to pair off and discuss what they have been thinking about the topic or the issues being faced. Interaction during this period was sharing the answer or solution being faced about the topic. In this state, the students were also hoped to discuss in oral communication. Usually, the teacher allowed no more than five minutes for pairing.
3. Sharing: the teacher then asked the pair to share what they have been talking about during the discussion by video recording on Flipgrid. In this stage, the teacher gave the feedback toward students' posts and it hoped that the whole students can give feedback or comment collectively toward student videos that have been posted on Flipgrid.

2.1.1 Assessing Speaking

The assessment has a crucial role to know whether the student can improve their speaking skill or not by using a particular teaching technique. According to Brown (2004:247), the assessment takes on a crucial role in such an approach. The assessment activities are applied to achieve, analyse, and interpret data about the result of the students' progress in the teaching-learning process systematically and continuously. Students are usually assessed by an instrument that is given by the teacher. The instrument can be given in the form of questioner and test. Thus, the student can be assessed through that instrument.

The assessment is important in the teaching-learning process. According to Black et al. (2003:2), an assessment activity helps the student learn from the feedback given by the teacher toward the students and the way around to modifying the teaching and learning activities in which they are engaged. It means that the feedback can provide the information of the student's level of comprehending the material. If there is no feedback from the teacher after doing the teaching and learning process, the teacher does not know the level of their understanding of the materials. The assessment is also used to modify the teaching and learning material because assessment can be used as guidance for the student to plan and manage the next step to develop their understanding of the learning material in the classroom learning process.

Assessment is generally involved in the student's activities to be assessed in the learning process. According to Brown (2004:4), assessment is an ongoing process that encompasses a much wider domain. It can be explained that whenever students respond to a particular question, offer a comment, or try to become active in the learning process, the teacher subconsciously assesses the

student's performance. Therefore, the student should prepare what are going to be assessed in the classroom activity and announce it before the teaching-learning process started so that the student can prepare themselves to be assessed. So then they can be motivated to actively participate in the learning process.

Feedback is important to assess speaking ability. According to Marzano (2006:3), feedback from classroom assessment should give the student a clear picture of their signs of progress on learning goals and how they might improve. This feedback that is given by the teacher should be in the form of positive feedback to encourage the student to practice their English speaking. Therefore, the teacher should carefully assess and give feedback toward their speaking performance by using a scoring rubric which is consisted of a clear indicator. Before the students perform, the teacher should tell the criteria of the assessments so that they can do their best on those parts. After the teacher finishes doing an assessment, the teacher should give some inputs of feedback related to their weaknesses in speaking that should be improved by the student. Meanwhile, for those who already do a nice job in a particular part of assessments' criteria, the teacher can give them positive feedback. Therefore, feedback can make the students learn from their weaknesses to be improved.

Assessing speaking is a hard job for the teacher. According to Luoman (2004:1), assessing speaking is challenging; however, because there are so many factors that influence teachers' impression of how well students can speak a language and they expect the score to be accurate. There are many criteria to assess students' speaking ability. In assessing speaking the teacher need a scoring rubric of speaking performance to get an accurate score. In the scoring rubric,

there are so many criteria that are used by the teacher to assess their student speaking ability that depend on the needs of the teachers. Moreover, the teacher sometimes feels confused to score the students' speaking performance by considering a lot of criteria and indicators that the teacher should be concerned about. Therefore, assessing speaking can be categorized as quite a hard job in which the teacher needs an extra effort to do it.

There are several ways to do an assessment for the students. It can be done by administering test, interview, questionnaire, observation, etc. The purpose of doing assessment is actually to know the ability or the quality of the students' understanding about the learning material. According to Richard and Schmidt (2002:35), a systematic approach to collecting information and making inferences about the ability of a student or the quality of a teaching course on the basis of various sources of evidence. For example, what the teacher usually do is they may test the student at the beginning of the course or at the end the course to assess the quality of the teaching and learning process. After the teaching and learning process done, they give questionnaire to know their responses about the implementation of teacher technique in improving students' speaking ability.

According to Brown (2004:141), there are five types of assessing speaking performance, such as imitative, intensive, responsive, interactive, and extensive speaking. Imitative speaking is a speaking performance that imitates a word or phrase or possibly a sentence. The intensive is employed in the assessment context of pronunciations of short stretches of oral language design to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships. Responsive is assessment tasks include interaction and

test comprehension. Interactive is an interaction that takes two forms of transactional language, which exchange specific information. Extensive (monologue) is a task that includes speeches, oral presentations, and storytelling. In addition, in the present study, the researcher uses an extensive assessment of speaking performance that requires the student to make a monologue.

There are two ways of assessing speaking (Thurnbury, 2005:127). They are called holistic and analytic scoring rubrics. The holistic scoring rubric gives a single score based on an overall impression and it has the advantages of being quicker than an analytical rubric. Meanwhile, the analytical scoring rubric gives a separate score for the different aspects of the task. It takes more time to assess because it is more complicated than a holistic rubric. Furthermore, it is more reliable if the factors are well chosen by the teacher to teach speaking skills in the classroom by using appropriate teaching techniques. Furthermore, activities designed to test speaking are the same as the kind of activities designed to practice speaking.

An assessment is done to assess students' speaking ability and help them achieve a set of intended learning goals. These goals should typically include desired to change in the intellectual, emotional, and physical spheres. When the assessment is viewed in this light, it becomes an integral part of teaching-learning process. Furthermore, the intended learning outcomes are established by instructional goals, the desired changes in the student are brought about by the planned learning activities, and the student learning progress is periodically assessed by test and others objective assessment devices. Although the independent nature of learning is beyond dispute the interdependent nature of

teaching, learning and assessment is less often recognized (Miller et al. 2009:33).

Furthermore, the teacher must assess the ability of students to speak. The teacher should have their assessment in the form of a scoring rubric with the score and the description based on the category that is assessed. According to Burn and Claire (2003:4), assessing students' pronunciation needs in combination with their overall spoken language needs. By pronouncing the word well, it could be easier to make the listener understand the important messages that are given by the speakers. Therefore, the scoring rubric must be specifically provided to the student in the classroom assessment of speaking performance.

From the statement above, in the present study, the researcher measured the speaking ability of the eighth-grade student of SMP (SLUB) Saraswati Denpasar in the academic year 2022/2023 to know their level of speaking ability. The researcher assessed the student by assessing the form of recount text. The teacher had the student construct and describes a short monologue about recount text and perform it in front of the class. The scoring rubric was used to assess their speaking performance which was adapted from Brown (2004:172) and its focus was on fluency, comprehension, and grammar. In addition, the performance could be recorded for the researcher to have wider time to assess their speaking ability.

2.2. Empirical Review

The empirical review is a review of previous research that was relevant to the present study. This is the way to get information and theories about the previous research that are still available. It is important to improve and compare the previous study with present research. In addition, it can be used as references in conducting the present study which is in the same field. In addition, the

researcher used those previous researchers as a basic consideration to conduct the present study. There are two similar researches which the researcher has chosen. In this present study, the researcher wants to improve students' Speaking ability through think pair share combined with Flipgrid. Some relevant studies are summarized as follows.

The first similar research was conducted by Yulianti (2018) entitled "The Use of Think Pair Share to Improve Speaking Skill of the Tenth Grade Students of SMK Saraswati 1 Denpasar in Academic Year 2017/2018". The objective of this research was to figure out whether the speaking skill of the tenth-grade students of SMK Saraswati 1 Denpasar in academic year 2017/2018. The result of this study could be seen from the progress mean score of pre-test and post-test. It meant the low students; achievement could be improved by Think Pair Share technique in improving the student's speaking ability. The result of his study was effective and a really helpful technique in improving students' speaking ability.

The strengths of this study were the researcher already provided great related theories mainly from Arends to support the statements. furthermore, the implementation of the think pair share technique was clearly explained making the reader understand easily. However, there were some points of the scoring rubric's descriptions that were unclear and not relevant to the emphasized indicators. It potentially made the researcher less accurate in assessing the students' speaking performance. Moreover, this previous study did not use any teaching-learning media that made the teaching-learning process monotonous and the student was intended to feel bored. Concerning the weaknesses above, in this present study, the researcher uses the scoring rubric that is adapted from browns (2004:172)

completed with a very clear description of the indicators. Besides, the researcher implements Flipgrid as a teaching-learning media that can support students' speaking ability. It is one of the ICT-based teaching-learning tools that is very relevant to be implemented in this 21st-century learning model within a rapid transformation of technology.

The second similar research was conducted by Hasibuan (2018) entitled "The Use of The Think Pair Share to Improve Students' Speaking Ability of the Eighth-Grade Student of SMP Binasatria Medan in the academic Year 2018/2019." The objective of this study was to figure out the improvement of speaking ability by using the think pair share strategy. The result of this research showed that there was an improvement in the students' speaking ability in each cycle. It can be seen from the progressive mean score of the pre-test and post-test. This present study showed significant improvement of student got a better progress in terms of fluency, grammar, and comprehension in speaking.

Moreover, there were strengths and weaknesses of this previous study. The strength of this study, especially in chapter two the researcher provided many aspects of the nature of speaking, such as the classroom speaking performance, the difficulties of speaking, the general concept of speaking, etc. Those made the readers get a wider understanding and knowledge. However, in the background of the study, the researcher did not put any theoretical foundation of the expert that supports the statement of the argument. Besides, the instruments' instruction was not clear enough. The researcher did not state how long the duration that the student had to perform their speaking test. Moreover, the previous study did not use any teaching media that made the student feel bored studying. Regarding the

weaknesses above, in this present study, the researcher puts and elaborates a more theoretical foundation in the background of the study that can support the arguments. Furthermore, in the present study give a much clear instrument's instruction. In addition, the present study uses the ICT-based of teaching-learning media which is relevant to students' 21st Century learning mode. Thus, the weaknesses in both of the previous studies that the researcher would like to improve in the present study.

