

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Speaking is one of the important skills that should be mastered by students to communicate in English fluently and clearly. Speaking involves interaction with one or more participants. It means that effective speaking also involves a good deal of listening. Speaking is very important in someone's life. By speaking, someone will be able to interact with others. The function of speaking skill is to express an idea, feeling, thought, and it expresses spontaneously by orally. Speaking skill is having a close relationship with listening and speaking up because speaking is not only remembering and memorizing the sentence in written but speaking is spontaneous to show the students idea by orally.

According to Harmer, J. (2001:269) speaking ability is the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language on the spot it requires the ability to cooperate in the management of speaking turns and nonverbal language. It happens in a real situation and has little time for detailed planning. Through speaking, people can communicate with each other, share their opinion and idea to achieve certain goals, or express their opinions, intentions, hopes, and viewpoints. However, teaching speaking is considered to be difficult among the four skills. It means that more effort is required by the student and various interesting activities are also required by the teacher. It is not enough for the students to hear or to listen to speech only. The teacher will need to give the students the opportunity to practice their speaking.

Besides, Thornburry, (2005:1) states that speaking is so much a part of daily life that we take it for granted. He also says that speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real-time, with little time for detailed planning. He adds that speaking represents a real challenge to most language learners. Students often think that the ability to speak a language is the product of language learning, but speaking is also a crucial part of the language learning process. Effective instructors teach students speaking strategies using minimal responses, recognizing scripts, and using language to talk about the language that they can use to help themselves expand their knowledge of the language and their confidence in using it. These instructions help students learn to speak so the students can use speaking to learn.

Based on the researcher's observation on the tenth grade students of SMK Saraswati 1 Denpasar, it was found that the students were not able to speak fluently and grammatically in delivering information. They had a crucial problem that made them often miscommunicate. Therefore, the students were reluctant to participate in the learning process because they were lack of knowledge. Moreover, they mostly used their mother tongue or Indonesian language to communicate when they were studying English. In addition, the students were not confident in speaking English because they were afraid of making mistakes, and sometimes, they did not understand what they wanted to say. Speaking was quite hard for them because some important speaking components were not yet mastered in language performance, particularly fluency, comprehension and grammar.

Moreover, how the teachers teach English in the class can also be a problem for the students in learning English because they practice inappropriate teaching skills. Based on the preliminary research by interviewing the teacher, it was found that the teacher often used monotonous technique (read aloud) like in the other class. The teacher only explained the material and did not run well because the teacher did not allow the student to explore more significantly what they have to learn. This technique made students unable to display their best potential and made them bored and unable to practice their speaking skill maximally.

Based on the problem above, the researcher was highly recommended to apply Think Pair Share Combined with Pictures in teaching speaking to solve the students' crucial problem. Think Pair Share combined with the picture is an appropriate teaching technique for students to practice speaking English. It can positively support or motivate the teaching and learning process of speaking. It can be used to help the students improve their speaking skill. If the students could enjoy the learning process, it would improve their learning achievement and be serious in learning. According to Kagan and Kagan (2009:14.8), think pair share is a structure sequence generator since there are many ways to think, many ways to pair up, and many ways to share with the class. The students can improve their speaking skills during the learning process. They are expected to become more actively involved in thinking and discussing the concepts or problems presented in the lesson.

By implementing Think Pair Share combined with pictures as the teaching media, students become more creative and communicative. Students can be more

active in speaking class if it is balanced by providing several clear examples; therefore, they at least have a deeper understanding of the teacher's material. There are several benefits of think pair share, such as; enabling students to hone their skills confidently, optimizing their participation and giving them the opportunity to demonstrate their participation to others. These benefits can bind their kinship, feel free to express opinions, summarize other people's ideas, and analyze. These are the appropriate combination to be implemented in-class activity.

According to the statement above, the teacher's teaching technique may affect the students learning achievement it could increase their motivation in the learning process through this teaching technique. The researcher was highly interested and motivated in implementing think pair share combined with the picture to the tenth-grade students of SMK Saraswati 1 Denpasar in academic year 2021/2022. The researcher conducted this research to find out the improvement of speaking skill. The researcher was interested to carry out research entitled "Improving Speaking Skill of the Tenth-grade Students of SMK Saraswati 1 Denpasar By using Think Pair Share Combined with Pictures in Academic Year 2021/2022." Furthermore, it is expected to become much a more effective teaching technique during the learning process.

## **1.2 Research Problem**

Based on the background of the study above, the students' speaking ability was still low. The lack of interaction in speaking activity and the passive class atmosphere became one of the factors which influenced the students' speaking skill. Therefore, the problem of the present study can be formulated as follows can

the speaking skill of the tenth-grade students of SMK Saraswati 1 Denpasar in academic year 2021/2022 be improved By Using Think Pair Share Combined with Pictures?

### **1.3 Objective of the study**

To find the answer in this research is the most important goal of research studies. The title of this research is Improving Speaking Skill of the tenth-grade students of SMK Saraswati 1 Denpasar in Academic Year 2021/2022 By Using Think pair share combined with pictures. Based on the statement of the question above, the objective of this study intends to find out whether or not the Think pair share combined with pictures can improve speaking skill of the tenth grade students of SMK Saraswati 1 Denpasar in academic year 2021/2022.

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

It has been mentioned in the background the speaking is one of important skill that must be mastered by the learners. The features of speaking are absolutely too broad and complex study in a single research. In addition, the scoring criteria are focused on three aspects of speaking such us: fluency, grammar, and comprehension. In this study, the researcher would like to limit this study on focusing the use of Think pair share combined with pictures to improve speaking skill of the tenth grade student of SMK Saraswati 1 Denpasar in academic year 2021/2022. Constructing a short and simple descriptive text in oral or written form about a historical or famous place related to a social function, text structure, and language feature correctly and contextually.

### 1.5 Significant of the study

This research is expected to be used as a concrete visual aid that motivates students to speak English. Researchers pay attention to teaching speaking skills by using Think Pair Share to improve students' speaking skills in the form of short descriptive monologues about historical places by looking at several aspects, such as: grammar, fluency, and comprehension. The research results are expected to provide benefits both theoretically and practically.

Theoretically, the findings of the present study are expected to be used as empirical evidence about the implementation theory based on the problem that was eased above that was improving speaking skill through think pair share combined with picture. Besides, it is also expected to support the existing theories of English language teaching's working knowledge and principles. The findings can be beneficial as theoretical evidence about the implementation of think pair share combined with pictures. The results are also estimated to enrich theories and can be used as references for future studies related to the same research area. The findings can be used as empirical evidence, which gives information to the other researchers.

Practically, the present study results are intended to use for teachers, students, and other researchers. For teachers, the results are used to evaluate the achievement in teaching speaking, and it could be a reflection for the teachers in the future, especially in teaching speaking. The teachers are expected to improve their experience and knowledge because it was easier to teach in the next learning activity for other teachers who are not familiar with teaching. Thus, the teacher can solve the student's problem in the learning process. For the students, it is

hoped that they should be more confident to share their ideas, opinions and many others through speaking. Besides, for the other researchers, the results of this present study are expected to be useful for future study for completing their research.

### 1.6 Definition of Key Term

To avoid misunderstanding concerning the key terms, there are some terms in this study that should be clearly and briefly clarified to provide clear insight about what this study is concerned with; they are as follows.

#### 1. Speaking Skill

Speaking skill is operationally defined as the ability of the tenth-grade students of SMK Saraswati 1 Denpasar to construct and perform a short descriptive monologue based on the elements of speaking, which would be scored through some criteria such as fluency, comprehension, and grammar.

#### 2. Think Pair Share Combined with Pictures

Think Pair Share Combined with Picture is operationally defined as a teaching technique that combines think pair share as a teaching technique and a media picture. It consists of three steps: thinking, pairing, and sharing. In thinking, the students are given a few minutes to observe a picture and think about a short descriptive monolog individually. In pairing, the students are paired and discuss what they have observed for several minutes with their partner in sharing, the student shares their ideas with the whole class.

## CHAPTER II

### THEORETICAL AND EMPIRICAL REVIEW

#### 2.1 Theoretical Review

Theoretical review is scientific explanation about the variables that are discussed in this present study based on the experts' point of view. The purpose is to provide information or knowledge towards variables. A Theoretical review may strengthen the study by supporting theories from experts. In this theoretical review, the researcher explains about (1) Speaking Skill, (2) Think Pair Share combined with picture, (3) Assessing Speaking.

##### 2.1.1 Speaking Skill

Speaking is an oral expression that involves not only the use of the right patterns of rhythm and intonation but also the right order to convey the right meaning. One of the basic problems in foreign language teaching is preparing the students to be able to use English. Preparing and considering the objective of the lesson to get successful learning is needed by the teacher. It is also necessary to know a certain amount of grammar and vocabulary in order to be able to speak English. Some experts have various definitions of speaking.

Nunan (2003: 48) states that speaking is a productive skill which consists of producing systematic verbal utterances to express meaning. The product of the activity of speaking is verbal utterances in which people usually have communicative purposes by producing it. They may want to retell stories, to give information, to express feelings, to give commands, to make jokes, to agree or complain about something. Luoma (2009:10), speaking is a process of person who



uses their voice to speak meaningfully. Speaking is one of the most difficult productive skill if it is compared with the other skill because the learners should produce utterances as clear as possible in conveying their ideas to the audiences. The learners also should speak clearly, fluently and accurately to make a good speech in communication using English.

In addition, Brown (2004:140), states that speaking is a productive skill that can be directly and empirically observed; those observations are variably colored by the accuracy and effectiveness of the test-takers listening skill, which necessarily compromises the reliability and validity of an oral production test. Furthermore, Pollard (2008: 33) states that speaking is one of the most difficult aspects to master. This is hardly surprising when one considers everything that is involved when speaking: ideas, what to say, language, how to use vocabulary, pronunciation as well as listening to and reacting to the person you are communicating with. Many learners of a foreign language can confirm how difficult speaking is. In the other opinion.

Speaking skill is the most important skill to acquire foreign or second language learning. Among the four key language skills, speaking is deemed to be the most important. And other words, the function of speaking skill are to express an idea, someone's feeling, thought, and it expresses spontaneously by orally and get or to share information to express what they feel. Brown (2012: 4) describes a useful distinction between two basic language functions. These are the transactional function, which is primarily concerned with the transfer of information, and the interactional function, in which the primary purpose of speech is the maintenance of a social relationship. Most language teaching is

concerned with developing skills in short intersectional exchanges in which the learner is only required to make one or two utterance at a time.

Meanwhile, Richard (2008:20) states that speaking is an activity that someone uses to communicate each other. Furthermore, speaking skill seems very important because it fluencies daily life. On the other hand, speaking is the way for interacting with each other, expressing ideas, giving suggestions and comments, and sharing information. Therefore, the teacher should provide and give more opportunities and talking time for the students in speaking class, create the best environment for them, and motivate them in order to encourage them to be braver and feel confident to express their ideas and opinion in communicating process. In addition, it is also supported by looking at the aim of learning a language that is communicating using the language fluently. The teacher allows the students to express themselves freely without having interruption

Brown (2001:267) describes that the terms speaking is an interactive process of constructing meaning that involves producing, receiving and producing information. Meaning is dependent on the context in which it occurs; speaking is generally used as a means of communication in social interaction. Besides, the presence of speaker and listener must build up mutual communication in a speaking activity. Thus, speaking is considered to be inseparable to something that we call communications. Speaking is basic to human behavior that we do not stop analyzing it unless there is something noticeable about it. To practice speaking on daily basis; however, psychological, social and cultural factors must all work together when we speak. The ability of produce language is used to interact with other speakers.

Speaking is a communicative event that includes the use of verbal and non-verbal language to convey meaning. People usually communicate their opinions, ideas, feelings, and beliefs by talking it with other people and it usually involves the speakers' physical, physiological and psychological condition. Jondeya, (2011:28) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. According to this definition, speaking is aimed at exchanging meanings. To achieve the aim, people use their articulators to produce language so that they could express meanings to others. In addition, they also make use of nonlinguistic symbols such as facial expressions and body language in order to make the meanings more clear.

In conclusion, speaking is a productive skill that is two-way process of social communication which includes the use of verbal and non-verbal language to convey meaning. When people have a conversation with others, they include the process of producing language and accepting messages. It can be said that speaking is one of the significant elements of means of communication since it could be used as a medium of social interaction skill in learning a foreign or second language.

There is a way to improve the speaking skill by knowing, understanding, and implementing the components of speaking, therefore students should be able to have good English. Brown (2004:157) states that if the teacher would like to assess the students' speaking skill, some components must be considered, such as grammar, fluency, and comprehension, these criteria can be further explained as follows:

### 1. Grammar

In speaking, grammar has important role in creating a good context. Grammar will help the learners to differentiate the polite expression and impolite expression. Besides, grammar also helps the learners to know the way to combine the words to be a sentence correctly.

Harmer (2001:12) states that the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentence in that language, Therefore, from the statements above can be concluded that the function of grammar is to arrange the correct meaning of sentences based on the context: in addition, it is used to avoid misunderstanding in each communicator.

### 2. Fluency

Fluency is defined as the ability to speak communicatively, fluently and accurately. Fluency usually refers to expressing oral language freely without interruption. In the teaching and learning process, if the teacher wants to check students' fluency, the teacher allows the students to express themselves freely without interruption. The purpose is to help the students speak fluently.

According to Jennifer (2009:66), Fluency is the ability to read quickly and accurately while at the same time using a good oral expression, proper phasing. And appropriate pacing.

### 3. Comprehension

Comprehension is the ability to understand something. Comprehension of a second language is more difficult to study.

Comprehension will also be influenced by the grammar and vocabulary mastery of the speaker. Comprehension refers to the fact that participants fully understand the nature of the research project, even when procedures are complicated and entail risks (Cohen et al., 2005:51). Comprehension is important to improve speaking skill in order to give appropriate responses. Its means that speaker will be able to respond to a conversation if they understand what the interlocutors are saying.

Comprehension in speaking is the ability to speak and listen with understanding. When the speaker is not able to comprehend what is being spoken and listened, the communication will not run as smoothly as it is expected.

### **2.1.2 Think Pair Share Combine with Pictures**

Combined with Pictures Think pair share is a teaching technique that arranges students to work in small groups (pairs). In teaching techniques, researchers as teachers add teaching techniques with media so that the learning process is more interesting and students' interest in learning increases. In this technique students have new situations in the learning process; usually students follow the teaching and learning process by themselves or with large groups. The think pair share technique provides more opportunities for students to speak out their ideas, opinions, and suggestions with their partners, compared to the think pair share technique group, which makes students more active in expressing their opinions with their partners. The technique is combined with pictures as a medium to support the teaching and learning process. Pictures are media that are easy to convey to students and students are easy to understand. By using think

pair share technique, students can develop collaboration, creativity, and critical thinking

Barkley et al. (2005:96) state that the think-pair-share technique is a very simple and effective technique to increase the quantity and quality of discussion participation. The first application of the TPS technique gave students several times to work individually. The second instructs students to find their partner, discuss and compare ideas, opinions and also work with their partner before performing or sharing time. The three students appear in front of the class. This technique is more interesting coupled with media to support the technique. The think-pair-share technique also improves students' mindsets to work with partners and compare their work with their partners. The TPS technique provides opportunities for students to explore and improve their speaking skills. This technique motivates and makes students enjoy more in the teaching and learning process.

In addition, think pair share is a cooperative discussion, especially in pairs. This technique has three parts to implement it. First, students think individually what problems, questions, materials or media support the learning process that the teacher gives them. After that, students look for their partners, after finding their partners, then students discuss their responses, ideas and opinions about problems, questions, materials or media to support the learning process delivered by the teacher and students compare their work. The third part is sharing and doing their work in front of the class. In the third part students share or do their work in front of the class so that other pairs know what the answers are about the material. In this technique, students learn how to work with a partner and how to accept

opinions from their peers. The TPS technique also improves critical thinking, teamwork, accepts and respects the partner's ideas or opinions (Mc Candlish, 2012: 2).

Think pair share is cooperative learning requires the pupils to work together in pair to support each other to improve their own learning and that of others (Jolliffe, 2007:43). One technique that is usually used in the teaching-learning process of English in cooperative learning is a think pair share. Informal cooperative learning can be included in any lesson and principally involves the "turn to your partner" types of activities. Structures that support this are the teacher ask a question and then provide "think" time, pupils talk to their partner and pupils share their answers.

Ledlow (2001:1) states that think pair share is a low risk strategy to get many students actively involved in classes of any size. To produce is simple; after asking a question, tell the students to think silently their answer. As a variation, the teacher might have them to write their individual answer depending on the complexity of the question and the amount of time text is appropriate for the activity. The teacher can give them anywhere from 3-5 minutes to work individually. Next, the teacher instructs the students to find their partner to a pair and compare or discuss again their response. Finally, the teacher calls randomly on a few students to summarize their discussion or give their answers. Random calls are important to ensure that students are individually accountable for participating.

Meanwhile, Kagan and Kagan (2009:18) state that think pair share can make the students learn to think critically as to reflect on existing ideas, opinions,

and information to reach conclusion, a better understanding of the material, making sense of the world, or making a judgment. In contrast, creative thinking, as the name implies, and involves a creative process. Think pair share can make critical and creative thinking become habits of mind of students. Critical and creative thinking refers to mental processes like analyzed and evaluated.

Moreover, Arends (2012; 370) states that think pair share is one of the techniques that can help the students to explore their ideas, opinions about something. For instance, suppose the teacher has just completed a short presentation or students have read an assignment or a puzzling situation the teacher has described. The teacher now wants students to consider more fully what he explained. He chooses to use the think pair share strategy rather than whole-group questions and answers. There are three steps to the implementation think pair technique as follows,

1. **Thinking:** the teacher gives material about the situation. The teacher also explains the material and added pictures us support the teaching-learning process to make the students easily understand the material. In this session, the students think alone about the material.
2. **Pairing:** the teacher instructs the students to find their partner to be pair. In this part the students share cache other their opinions or ideas after the students identify the picture.
3. **Sharing:** the teacher asks the pair to share their work with their partners in front of the class. Each pair takes turns and after one pair is done, the other pair give a question and take tums to perform.



### 2.1.3 Assessing Speaking

Assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. In addition, assessment is a very important aspect in the teaching and learning process, because it helps students learn. When students are able to see how they are doing in a class, they are able to determine whether or not they understand the course material.

According to Brown, 2004: 140 & Luoma, 2004:84, Assessing speaking is challenging because there are so many factors that influence teachers' impression on how well someone is able to speak a language. When teachers assess speaking, it means that the teachers' listening skills determine the reliability and validity of an oral production test. Assigning a score ranging from one to five for example is not easy. The lines of distinction between levels are quite difficult to pinpoint. The teachers can spend much time to see the record of students' speaking performance to make an accurate assessment.

Thornburry (2005: 127-129) clarifies that there are two main ways to assess speaking. They are holistic scoring and analytic scoring. Holistic scoring uses a single score as a basis of an overall impression, while analytic scoring uses a separate score for a different aspect of the task. This holistic way has the advantages of being quick and is perhaps suitable for informally assessing progress. However, analytic scoring takes longer since it requires the teachers to

take a variety of factors into account and is probably fairer and more reliable. It also provides information on specific weaknesses and strengths of the students. On the other hand, the disadvantage of analytic scoring is that the score may be distracted by all categories and lose sight of the overall situation performed by the students. Therefore, four or five students' categories seem to be the maximum that can be handled at one time.

## 2.2 Empirical Review

Empirical review is the review of previous research that is relevant to the present research. The point of an empirical review is to elaborate a deep understanding of the theories previously; it means that empirical review is to review the result of studies which that have been done earlier by the other researchers.

The first empirical review was conducted by Ambrawati (2017) entitled "The Use of Think Pair Share (TPS) Technique Through Picture to Improve the Students' Speaking Skill of the Tenth-grade Students of SMK Muhammadiyah 7 Wonosegoro in the Academic Year of 2017/2018". The objective of this study was to find out the implementation of think pair share technique through pictures of the tenth-grade students of SMK Muhammadiyah 7 Wonosegoro in Academic Year of 2017/2018. The researcher used descriptive text to test the students. The results of the study could be seen from the progressing mean score of the pre-test and post- test. After conducting two teaching cycles, it was found that teaching speaking by using think pair share has significantly increased in terms of students' speaking performance: grammar, pronunciation, comprehension, and fluency.

The second was conducted by Cahyani (2018) entitled "The Use of Think Pair Share Technique to Improve Students' Speaking Performance in the Third Grade Students of MISN 2 Banda Aceh". The aim of this research was to find out whether the use of the think pair share technique can improve students speaking performance or not. The data were collected by giving an oral test to the students. The researcher administered two kinds of tests, they were pre-test and post-test. The mean score of the last post-test was higher than the pre-test and the previous post-test. In her article, the research showed that there were positive responses concerning the teaching technique applied in improving the subjects' speaking skills in the teaching and learning process.

The researcher above got the same results where the findings showed that after doing two cycles of research. There was a constant improvement after the researcher applied the think pair share technique; students had a positive response. However, the two researchers did not multiply the theories of both skills and techniques to make it stronger. In addition, the two researchers did not include the theory to be used as a reference for the application of the technique. As a result, students are confused when applying these techniques. In the present study, the researcher adapted the theory from Arends (2012:370), the researcher explained the theory clearly, and it was complete with clear steps. It made the teachers more confident when applying the teaching techniques to the students. It would be easier to understand the theories when doing the activities during the learning process.