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, though, 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.

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.

Speaking is the most demanded skill in learning a foreign language than the other language skills. When learners try to speak they must compile their thought and their idea in vocabulary and syntactic language structure of the target language (Bailey & savage, 1994). In other word, speaking can be said as an interactive activity in building up the ideas such as the input of information, output of information, and processing information (Brown, 1994; Burns & Joyce, 1997) as cited by Florez (1999). The main purpose of teaching speaking is to train the students in order to express the meaning and thought and to train the students to increase their skill of communication in real life situation. The progress of the students in a speaking skill must be scored in an objective way. However, in the real situation in English class, speaking activities actually do not run well.

In junior high school level especially in seventh-grade of class B in SMP Pelangi Dharma Nusantara, the teachers still find the difficulties to determine the most effective way in teaching speaking. The teachers use some technique to teach even though the skill of the students is different. Normally in speaking class the confidence of the students is too weak. So, how the teachers should help the students increase their self-confidence and their English language skills, especially in speaking skill. If they have good self- confidence, they will have good speaking skills. Self-confidence is one aspect which can increase student's speaking skill.

Based on the researcher's observation on the seventh grade students of SMP Pelangi Dharma Nusantara of VII B class, the researcher was found that the students were not able to speak fluently and grammatically in delivering information. Speaking was quite hard for the seventh-grade students of SMP

Pelangi Dharma Nusantara of some components of speaking that students were not mastered yet such grammar, vocabulary, comprehension, pronunciation, and fluency. 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.

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 students 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 statement above, the researcher tried to implement appropriate technique ne way of teaching speaking it can be done by Think-Pair-Share. Think-Pair-Share here helped teacher in teaching and learning speaking process. This strategy also helps students to improve their speaking skill. The technique makes the students learn how to collaborate especially in pairs, the students also more actives and made the students interesting in this study to

follow the learning process, the students had a lot of opportunities when the student spoke and unleash their creativity in learning.

Arend (2012:450), states that a think pair share strategy is described as a cooperative learning structure that increase student's participation. That is a cooperative structure in which partners privately think about a question or situation then discuss their responses with one another. This means if think pair share will enable the students to work together with their partner to discuss a certain topic or material. Moreover, speaking is one of the most difficult skills to master by students. Many students feel defiance in learning English as foreign language especially in speaking skill. The students are difficult to deliver their thought spoken. A lot of students could not express their idea well. When students have practice conversation in the class, the students are not spoken fluently.

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.

In conclusion, 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 tree to express opinions, summarize other people's ideas, and analyze. These are the appropriate combination to be implemented in-class activity.

1.2 Research Problem

Based on the background of the study above, the seventh-grade students of SMP Pelangi Dharma Nusantara in academic year 2023/2024 have low achievement in English. The lack of interaction in speaking activity and the passive class atmosphere became one of the factors which influenced the students' speaking skill. The students had limited to mastered vocabulary, grammar, fluency, knowledge, also do not have the courage and that the students have and less practice during the learning process. Therefore, the problem of the present study can be formulated as follows: can the speaking skill of the seventh-grade students of SMP Pelangi Dharma Nuasantara in academic year 2023/2024 be improved By Using Think Pair Share Combined with Pictures?

1.3 Objectives of Study

To make the present study has direction. Certainly, it is needed to declare an objective to be achieved. The objective of should be in line with the background. Since speaking skill of the seventh-grade students of SMP Pelangi Dharma Nusantara needed to be improved. The researchers applied one of the appropriate techniques. There are many learning and teaching technique that can be used and applied to improve students speaking skill. One appropriate technique is Think Pair Share combined with picture that the researcher chose. In accordance with the researcher problem which has previously been formulated, the research was intended to find solution or answer to the research problem. The present study was intended to know whether or not the speaking skill of the seventh-grade students of SMP Pelangi Dharma Nusantara in the academic year 2023/2024 can be improved through Think Pair Share combined with picture.

1.4 Limitation of Study

This discussion of speaking skill was considered very broad and complex to be dealt with short time study. In order to focus on a specific area of speaking skill, the research should be limited. This study was limited on the classroom action research. Moreover, this study was limited on improving students speaking skill of the seventh-grade class B students of SMP Pelangi Dharma Nusantara in academic year 2023/2024 with Think Pair Share combined with picture. The curriculum merdeka is applied at the school where the present study is

undertaken. Base on the syllabus of the seventh-grade students, the researcher focuses on the fourth main competence and basic competence.

In order to focus on the topic, the researchers make limitation in object and the subject of the study. The curriculum that will be used in this research is the Merdeka Mengajar Curriculum. Researchers need to know the syllabus used in schools to make lesson plans. This study will focus on the main competency and the fourth basic competency because the problem is productive skills. Basic competency and Indicator of Competency Achievements is 4.4 constructing a simple oral descriptive text about person, thing, and place with pay attention to the social function, text structure, and language features correctly and contextually. 1) Performing a monologue descriptive about person, thing, and place correctly and contextually. Therefore, in this study focused on their speaking skill which is about describing people, things, and places and consisted of a generic structure: identification and description correctly and contextually. Based on some situations related with language expression of daily activity. The assessment of student performance was speaking skill during the teaching and learning process focus on three aspects: fluency, comprehension, and grammar.

1.5 Significance of the Study

The present research was mainly intended to know how the technique can solve the problem faced by the students. This research was focused on the use of think pair share combined with picture to improve speaking skill of seventh-grade student of SMP Pelangi Dharma Nusantara. In the present study, the result, are highly expected to provide a meaningful and significant outcome of the research findings. The research result is expected to have more advantages in terms of

theoretical speaking skill. Thus, the findings of the study should be significant and should give both theoretical and practical importance as follow.

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 teachings 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.
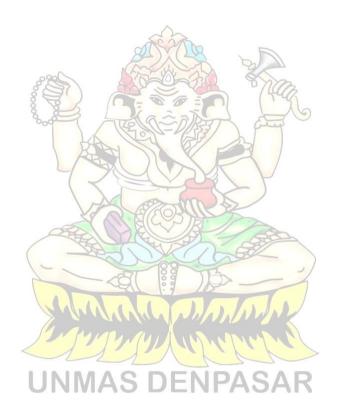
1.6 Definition of Key Term

During the research, the researchers used several specific terms that be related to this study. The term in scientific research sound complicated to the readers they are too broad and the definition do not give clear clarification. In order to avoid any misunderstanding and confusion on the parts of the readers concerning the key term used in the context of the present of the study. The researcher classified the key terms in this study, speaking skill and think pair share with picture. Moreover, the key terms the researchers used in the present study are operationally and clearly define as follow:

1.6.1 Speaking Skill

Speaking skill is operationally defined as the skill of the seventh-grade students of SMP Pelangi Dharma Nusantara in academic year 2023/2024 in speaking by using picture. Speaking is expressing their ideas by performing a short conversation about telling name of public building around us based on the picture.

1.6.2 Think-Pair-Share combined with picture

Think-Pair-Share (TPS) is a collaborative learning strategy where students work together to solve problems to improve the speaking skill of the VIII B students in SMP Pelangi Dharma Nusantara in the academic year 2023/2024. This strategy requires students to think independently about the topic, answer questions, and share ideas with their classmates. Discussing with a partner maximizes participation, grabs attention, and motivates students to follow the material. Picture as media teaching and learning, picture is a number of pictures, photos, and painting from book, newspaper or another source can be used as

teaching media. Using picture in the learning process depends on how the teacher guides the student and makes the teaching and learning process fun. Can be applied using picture. Using picture description strategies is one of the alternative techniques that can be used. In this study, picture descriptions can help teachers improve student's English speaking skill in junior high school.

CHAPTER II
THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is the structure which can hold or support a theory. Theoretical review is expert's point of view that is used to support the present research. This is used a reference and framework to solve the problem in the study. Due to the importance of related theories, the research wished to support this research by providing theoretical review. In this chapter, the researcher described some theoretical review which was necessarily related with the research. These theories covered in the form of theoretical frameworks, such as 1) Speaking skill, 2) Think-Pair-Share, 3) Picture as media in teaching and learning activity.

2.1.1 Speaking skill

Speaking skill is a productive skill which is mentioned as one of the most difficult skills if it is compared with other skill because in this case, the learners should produce utterances as clears as possible in conveying their ideas to the audience. The students also should speak clearly, fluently and accurately to make a good speech in communication by using English. According to Brown (2001:267), speaking is an interactive process of contracting meaning, involving, producing, receiving, and processing information.

Thornburry (2005:1), states that speaking is a part of daily life that people take for granted. In addition, the average person produces tens of thousand words of a day, although some people like auctioneers or politicians may produce even more than that. Teaching speaking is sometimes thought to be a simple process.

However, on the implementation, both teachers and students often find some difficulties in teaching and learning process. The oral mode is speaking skill. It is similar to the other skills. It is more complicated than it appears at first glance, and it entails more than just pronouncing words. Consequently, the speech act should play a control role in the process of speech production, which speakers begin with the intention of influencing their listeners in particular way.

Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using interaction as the key to teaching language for communication because communication is primarily derived from interaction. Widdowson (2008:58) states that speaking is simply the physical embodiment of abstract system. An act of communication by speaking is commonly performed in face to face interaction and occurs as part of a dialogue or other type of verbal exchange. According to Luoma (2009:10), speaking is a process of person who uses their voice to speak meaningfully. Speaking is one of the most difficult productive skills 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.

According to Nunan (2003:54), speaking is very challenging for students in foreign language contexts because they have very few opportunities to use the target language outside the classroom. In addition, when foreign language learners travel to countries where their target languages are spoken, they may find that they are unable to understand or be understood by native speakers. In addition, while some second language learners (particularly those who arrive in their new country as children) achieve notable speaking skills; many others progress to a

certain level proficiency. In addition, their speech appears to stall at a point where it still contains noticeable, patterned errors. These can be grammatical, vocabulary, or pronunciation errors, or any combination of problems.

Cameron (2001:40) states that speaking is active use of language to express meanings so that other people can make sense to interact with each other. In addition, to construct understanding in a foreign language, learners would use their existing language resources, built up from previous experience of language use. To speak in the foreign language in order to share understandings with other people requires attention to precise details of the language. A speaker needs to find the most appropriate words and correct grammar to convey meaning accurately and precisely and needs to organize the discourse so that the listeners will understand.

The reason why students should improve their speaking skills is that there are lots of benefits they can get, such as clear pronunciation, easy of understanding, and increased confidence. According to Brown (2004:141-142), there are five basic types of speaking. First is imitative, at one end of a series of speech performances is the ability to simply parrot a word, phrase, or even a phrase. Then Richard (2008: 19) states that when we speak, we tend to get things done, explore ideas, understand certain aspects of the world, or just be together. This is purely speech-level verbal generation, but the number of prosodic, lexical, and grammatical traits of speech can be included in the baseline performance. Second is intensive, second way of speaking, often used in the context of evaluation, is short, aimed at enhancing ability in a narrow band of grammar,

phrases, vocabulary, or phonological relationships (prosodic elements, intonation, emphasis, rhythm, connections).

There are many definitions of speaking according to some experts. Harmer (2007) states that speaking is the skill to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language on the spot while Quaintly (1990) defines speaking as the process of transmitting ideas and information orally in a variety of situations. Speaking is the use of language quickly and confidently with few unnatural pauses, which is called fluency. Speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of contexts (Chaney, 1998). Speaking in a second or foreign language has often been viewed as the most demanding of the four skills. When attempting to speak, learners must muster their thoughts and encode those ideas in the vocabulary and syntactic structures of the target language.

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. 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.

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.

Richard and Renandya (2002:222) state that there are some criteria of performance adapted from the FSI. The first, pronunciation is a basic quality of language learning which is about the stress and the intonation that has to be mastered by the students. The second, fluency which is probably best achieved by allowing the speech to flow. The third, vocabulary is the bank of the words in the mind of the speakers; therefore, the teacher should encourage the students to have a large production of vocabulary. The fourth, grammar is generally thought to be sets of rules which specify the correct order of words at the sentence level. The fifth is comprehension in oral communication in which the students have to understand what they want to say to the listener in order to make them easily catch the purpose of the performance.

There is way to improve the speaking skill by knowing, understanding, and implementing the component of speaking. Therefore, students should be able to have good English. Students who master good speaking skills can communicate

their ideas both in class and with foreign speakers, as well as maintain positive relationships with others. Students must master all aspects of public speaking. Brown (2004:157) states that if the teacher would like to assess the students' speaking skill, some components must be considered, such as fluency, comprehension, and grammar, these criteria can be further explained as follow:

1. Fluency

    In this important aspect, it refers to the students is able to continue the monologue fluently and clearly with a few pauses. Moreover, fluency should not be disturbed by the language problem that the students have. It is also the students are not allowed to make unnecessary pauses while doing the monologue. Students were also asked to be confident, not hesitate and stop immediately while doing monologues.

2. Comprehension

    Comprehension it refers to the students' wellness expression and understanding of the conversation and the clear content. The scope is very limited language experience; the speaker can understand simple questions and statements if they are delivered slowly. In addition, the students comprehend the whole speakers without any repetition.

3. Grammar

    Grammar is also a very important aspect of speaking which should be measured and assessed in language. Grammar rules should be studied in order to certainly help students to speak more accurately and acceptably paying attention in grammar.

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.

2.1.2 Think-Pair-Share

Think pair share is a teaching technique setting the students to work in a small group (pair). In teaching technique, the researcher as a teacher to teaching technique with media to make the learning process more interesting. Using this technique, students are in a new situation in the learning process, either on their own or in large groups. Think pair share technique gives more opportunity for the students to speak their ideas, opinion, and suggestions with their partners. This technique can facilitate the student's collaboration, creativity, and critical thinking.

The think-pair-share strategy is a strategy designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student. This strategy is a learning strategy developed by Lyman to encourage student classroom participation the think-pair-share strategy is a cooperative discussion strategy to help students work in group. In applying this strategy, the lecturer poses a question, preferable one demanding analysis, evaluation, or synthesis, and gives students about a minute to think through an appropriate response (Lyman, 1987).

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 students can share their ideas that appear in their minds as the responses to the lecturer' questions in the teaching and learning process. Students then turn to a partner and share their responses with others. During the third step, student's responses can be shared within four-person learning team, within a larger group, or with an entire class during a follow-up discussion.

Moreover, think pair share is a cooperative discussion, especially with pair. This technique has three parts to implement it. First, the students' were looking for their partners. After they find their partners, they need to think individually about the topic or material that given by teacher. Second, students discuss their responses, ideas and opinions about topic or material as a support learning process that delivers by the teacher and also the students compare their work. The third part is sharing and performing their result discussion through in front of the class. They learn how to work with pairs and how to accept opinions from their friends. Ledlow (2001:1), Think pair share techniques also improve critical thinking, teamwork, acceptance, and evaluation of partners' ideas and opinions. Producing is simple, after asking a question, ask students to silently think about their answer. Next, the teacher instructs the students to find their partner to a pair and compare or discuss again their responses. 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.

Arend (2012:450), states that a think pair share strategy is described as a collaborative learning structure that enhances student's involvement. It is also an effective way to slow down lessons and expand student thinking. Therefore, think pair share allows students to be more involved in the learning material and makes it difficult for one or a few class members to dominate discussions. Kagan and Kagan (2009:18) state that think pair share can make students think critically, reflect on existing ideas, opinions and information, reach conclusions, better understand the material, and decisions. In contrast, creative thinking, as the name implies, and involves a creative process. Think pair share being able to develop critical and creative thinking into student habits, critical and creative thinking refers to the mental process that is analyzed and evaluated.

The implementation of the think-pair-share strategy that produced the findings above also employed the classroom action research that covered the four steps, namely planning, implementing, observing, and reflection the action of each cycle. The procedures of the implementation of the think-pair-share strategy were also applied during the teaching and learning process which consist of three main activities, namely thinking, pairing, and sharing ideas in the group of two. The data in the observation step were contributed by a collaborator. In the implementation of the think pair share, there are three steps as follows:

1. Thinking: in this process, the teacher has a role in giving the material about daily activity. The teacher also elaborates the material by adding the

picture as a support in teaching learning process. By this, the students get easily in comprehending the given material. In this process also the students need to think alone about the given material.

2. Pairing: in this process, the teacher instructs the students to find their partner to be paired. In addition, in this process the students need to share their ideas and opinions after they have identified the picture.

3. Sharing: in this process, the teacher asks each pair to share their work with their own partners. The teacher instructs each pair to take turn one by one, the other pair give a question while the other one need to wait their turn to perform.

In conclusion, Think pair share is a teaching technique setting the students to work in a small group (pair). Using this technique, students are in a new situation in the learning process, either on their own or in large groups. Think pair share technique gives more opportunity for the students to speak their ideas, opinion, and suggestions with their partners. This technique can facilitate the student's collaboration, creativity, and critical thinking. 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.

2.1.3 Picture as Media

In foreign language learning, media very important because its increase the effectiveness of learning. So that the researcher focused the study on using picture in teaching speaking because picture is one of the visual aids for young

learners. Visual aids are very important in teaching a foreign language. Due picture can tell more than many words. When word cannot explain, picture can be representative and image something. Picture is visual aid that can be used to the students of English as a foreign language to practice the language in real context or in situation. In which they can use it to communicate.

Pictures can help the teacher to make the students interested and enjoy learning especially to learn English. The image, painted, drawn, or photographed is a media visual or picture. The main advantages of a picture are its obvious visibility to students. Using pictures can bring benefits to teaching, as they promote student's interest in acquiring a foreign language. In English learning process pictures are considered a visual media that provide textual information. Pictures can be presented the real situation. It means that by using pictures, students can imagine the abstract in real situation. And the students can also think more to create after using some techniques used in the picture. The use of picture can stimulate and motivate students in language learning.

However, picture is good media to teaching learning in English classroom. Picture is the interest media for students to express and comprehend meaning in English learning. Visual media can help in speaking activities as learners will share their feelings and inspiration. They provide the learners with the opportunity to speak in order to develop their speaking skills. Using picture can present the real situation. It means that through by using picture, the students can imagine the abstract to be real situation. This technique on media picture is so easy to use. The teacher makes students more interest and active in learning process.

In general, the definition of picture is as work of art two dimensions which have a purpose both in explaining and describing something. Therefore, it can be said if a picture can give an esthetic side by a person who sees it. However, a picture it is not only about a picture is a kind of visual communication. Picture is not only giving esthetic but also can be used as a media in teaching and learning process, it can provide visual material that help students to improve speaking skill, because picture help students to motivation and stimulates imagination power, and it can also be used in various configuration to enhance learning and practice. In this research, researcher choose picture as the media in learning process, teacher make any creativity that are appropriate with the students need. Teacher show students some picture and explain the material matter to students.

A picture is drawing, sketch, painting or something which is the result of person's activity as a work of art. According to Manser (1995: 310), picture is "a painting, drawing, or photograph, especially as a work of art. Picture is a kind of clues that can help students to learn a language. It can motivate students and enable them more interested in learning. According to Nelson and Prasetyo (1996: 13), picture can be a valuable thing in some exercises or drill of learning because they can "force students to verbalize what they see".

Picture as Media in Teaching and Learning Activity Many language teachers are concerned to help their students develop their ability in speaking skills, in this sense teachers need various strategies and wide resources that can stimulate "development. Pictures are resources, media that can help teachers to Succeed in teaching learning activity. As a teaching medium, Pictures have some roles in the class. According to Wright (1989:17), picture can motivate and make

them want to pay attention and want to take part. Pictures also can stimulate and provide information to be referred in to conversation, discussion and telling story. So with pictures, the teacher will be helping to make students pay attention and also motivate them to learn. Teacher is easier in teaching with pictures because by applying picture media, the students' attention will not be difficult to be caught. Moreover, the students will achieve a concrete.

According to Suprijono (2009:110), the picture learning model is a learning method that uses picture that are paired or sorted into a logical sentence. This learning has the characteristics of active, innovative, creative, and fun. Further on, Yunus (1981:53-54) states that there are advantages of using picture in teaching learning process as follows. A picture is beneficial in presenting new grammatical and vocabulary items, it also can stimulate the students for using the language at the reproduction and manipulation stages to speak. Thus, the students become be more challenged and motivated to speak English in communication.

Wright (1989:7) says that pictures provide students with challenges and opportunities to try to speak. In order to improve the students' speaking skill the researcher uses picture series to support the teaching and learning. Beside it is easily to be described it is also more interesting and easier in delivering the material. The picture is important, because it is very possible to predict not only from what we hear and read but also from what we see around us and from what we remember as well. Picture used must be interesting for the students and be easy for the students to understand.

Yunus (1981:58) classifies picture into three kinds, these include: Individual picture, composite picture and series picture. Besides, there are some considerations in using picture in teaching learning process, as follow

1. the picture must be appropriate with the theme discussed.

2. The picture must be interesting for the students.

3. The picture is easy for the students to understand.

Picture used, as media are useful in teaching learning process. According to Hamalik (1986:81), there are six reason of using pictures in teaching learning process as follows:

1. Pictures are concrete. It means that by picture, the student can explained something which to talking or to discuss in class.

2. Pictures can be to solve the limited time and place.

3. Pictures can be to explain something.

4. Pictures are easy to get and cheap.

5. Pictures are easy to use.

6. Pictures can be to solve the leak senses of the human. It means that a small thing that cannot to see by eye, we can see it clearly by photograph.

In conclusion, Pictures can help the teacher to make the students interested and enjoy learning especially to learn English. The image, painted, drawn, or photographed is a media visual or picture. The main advantages of a picture are its obvious visibility to students. Using pictures can bring benefits to teaching, as they promote student's interest in acquiring a foreign language. Picture is good media to teaching learning in English classroom. Picture is the interest media for students to express and comprehend meaning in English learning. Visual media

can help in speaking activities as learners will share their feelings and inspiration. They provide the learners with the opportunity to speak in order to develop their speaking skills. Using picture can present the real situation. It means that through by using picture, the students can imagine the abstract to be real situation.

2.1.4 Assessing Speaking

The purpose of the assessment method can reliable if they are comparable across the different schools, indeed the country, and valid in that they give the users what they really need to know about each student (Black et al, 2003:1). Pitoniak et al. (2009:11) in providing assessments that illustrate how assignments will be given to students and how students are expected to respond more. In these assignments, students are expected to be able to give feedback and input to their friends who appear. In these assessments, students must have good cooperation with their partner then students will express their skill to think and talk.

Assessments is very important in teaching and learning process, it is collecting of information about the quality and quantity of a change in a student's so that they knew to what extent the previously formulated instructional objective have been achieved by the students in speaking skill. Alderson (2009:4), stated that speaking has a process with many stages. At each stage, people act and interact to produce something for the next stage. While the assessment developers are the key players in the speaking assessments cycle, the examiners, and score users have a role to play in activities.

According to Luoma (2004:2), assessing speaking is the oral part of communicative language assessment battery, mostly taken by young people who have been learning in foreign language t school and possibly taking extra classes

are one of their hobbies. The certificates are meant to provide fairy generic proof of level of achievement. They are not required by any school as such, but those who have them exempted from initial language courses at several universities and vocational college. This assessment activity helps students learn factory presentation skill in English. The task is fairly realistic simulation of one their possible future task in the workspace.

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. Students take turns speaking in front of the class. They play and share in front of the class what they discussed and created. The discussion will focus on an oral description of animal or person to be admired.

Thornburry (2005: 127) clarified that speaking can be evaluated in two ways. They are a holistic evaluation and an analytical evaluation. The holistic score bases the overall impression of the existing scores on a single score, whereas the analytical score uses separate scores for different aspects of the task. This holistic approach has the advantages of being quick and precise, and it may be appropriate for informal progress evaluation. Analytical assessment, on the other hand, takes longer because it requires the teacher to consider a variety of factors, but it may be fairer and more reliable. It also includes information about each student's unique strengths and weaknesses. A person's ability to communicate is

usually assessed during a face-to-face interaction. Besides that, the disadvantage of analytical scoring is that the score can be distorted by everyone categories and forgetting the overall situation created by students. Therefore, four or five categories of students seem to be the maximum that can be achieved handled at one time.

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 asspects of pronunciation when they speak some words. Wherefore, as a second language learner, to speak is too complicated.

Thus, Thornburry (2005: 128) asserted that based on Cambridge Certificate in English Language Speaking Skills (CELS), five categories must be taken into account: grammar, vocabulary, discourse management, pronunciation, and interactive communication. When dealing with language structure and vocabulary, students need to use appropriate syntactical forms and vocabulary to meet the task requirements at each level. Discourse management refers to the ability students to express ideas and meanings of opinions coherently and clearly conveyed information. Pronunciation refers to the ability to use proper stress and intonation to convey the intended meaning. Finally, interactive communication describes the test taker's ability to respond appropriately to the interlocutor with

the speed and rhythm necessary to meet the requirements of the task and know its intended meaning. Those four elements are similar with aspect of assessing speaking: grammar, vocabulary, comprehension, fluency, pronunciation, and task.

In addition, there are four categories need to be considered as stated on Cambridge Certificate in English Language Speaking Skills (CELS), they are vocabulary, discourse management, pronunciation, and interactive communication. Dealing with grammar and vocabulary, students need to use appropriate syntactic forms and vocabulary to meet the task requirements at each level. The most important aspect of teaching speaking is the student's comprehension. According to Harmer (2001: 100), the teacher gives the students the assessment of how well they have done, whether during a drill or often a longer language production exercise. The teacher will give the assessment based on the activity which they have to learn.

In this study, the researcher focuses on three criteria. There are comprehension, fluency, and grammar. Furthermore, the researcher test students speaking skill related to the topic directly. The researcher expects that the students' speaking skill increase significantly after session are conducted and the test gives the objective feedback or both students and also the researcher. Offering feedback is an integral part of assessment process and should follow as soon as possible after the assessment carried out. Speaking skills achievement of the students scored by using scoring rubric that adapted from Brown (2004: 172).

In conclusion, in relation to the study, the speaking is measured after the researcher applies the think pair share technique in the teaching and learning process in the classroom. The speaking assessment was scored based on the basic

speaking categories such as fluency, comprehension, and fluency. The test that used is bye the teacher in this presents study to assess the subjects speaking skill is a using the monologue performance test. The speaking skill of each student is going to be assessed directly at the time. In addition, the scoring criteria used will not apply the scoring criteria that their searchers have used for many years, while adjusting accordingly. So, the student's main goal can be effectively assessed.

2.2 Empirical Review

In conducting this study, the researcher wants to improve speaking skill through think pair share. There are two researchers that used think pair share strategy in the teaching learning process which could improve the subjects speaking skill. They would be empirical reviewed as the following elaboration. 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 Seventh-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 seventh-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.

For the first research that has been described above by using think pair share technique, students' speaking skill can be improved. The weakness in the first study was her lesson plan did not provide a clear time limitation and direction in the pretest and post-test. Moreover, students were asked to describe something, which indirectly confused students because she asked the students to describe person, animal, and place. It causes students to be perplexed when making a decision and can result in wasted time. But the strength of this research, the researcher showed that there were positive responses concerning the technique applied in improving the students' speaking skill because besides that, researcher can also build students' self confidence in her research

The second research which is relevant to the present study was conducted by Sari (2020) with the title "Improving Speaking Skill of the Tenth Grade Students of SMAN 1 Tegallalang in Academic Year 2020/2021 through Think Pair Share Combined with Picture" the research was to find out whether the use of think pair share technique can improve students speaking performance or not. The data was collected from test to the students. The research showed that there were positive responses concerning the teaching technique applied in improving the subjects. The researcher got the same result where the findings showed that after doing some researches, there was a constant improvement after the research applied the think pair share technique. Students had positive responses. However, the two researchers did not multiply theory about skill enough. It made the

researcher more confident when applying the teaching technique to the students. It would be easier to understand the theories when doing the activities during the learning process. The previous research succeeded to increase significantly the students' speaking skill and maximize the use of the facilities provided in the school. Moreover, it showed that picture could keep students' attention in following the teaching and learning process.

The previous research succeeded to increase significantly the students' speaking skill and maximize the use of the facilities provided in the school. Moreover, it showed that picture could keep students' attention in following the teaching and learning process. The previous study, Think Pair Share was used with picture. Think Pair Share was used with picture. However, in scoring the students' performance, there were no descriptors in each criterion. As a result, the assessment seemed to be subjective. In the present study, the researcher used three criteria which: fluency, comprehension, and grammar and each criterion consist of scale five to one. This criterion was adapted from Brown (2004:172).

In conclusion, both of the study was successful in improving the student speaking skill. In addition, the step of Think Pair Share was clearly explained. Thus did not make the teacher confused to in applying Think Pair Share in teaching learning process, however in both of the researcher, the pre-test and post-test that were used in this study did not give suitable time imitation and there were no explanation about what criteria, such as the content, pronunciation, vocabulary, grammar and fluency that must be fulfilled to archive the maximum score. In that research, by using a media to support the technique it make the student understand the material.