

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking skills are important to start a conversation, and make people closer. Also, speaking skills can improve a person better at speech. In learning English, speaking skills are one of the most important parts of other English skills. With the speaking skills of students, they will be more productive in interacting with teachers and friends properly. According to Spray et al (2008:95), Speaking is a productive skill.

In this study, speaking is an important element in the language learning process. In addition, it is important to continue practicing English in the classroom, where to continue to improve students' skills in mastering aspects of speaking in English, these aspects are pronunciation, grammar, vocabulary, fluency, and understanding.

Speaking skills are skills possessed by people that allow them to communicate with one another. This statement is supported by Fulcher (2003:23), speaking is the use of language to communicate with other people. In addition, speaking is described as an interactive process in constructing meaning that involves the production, reception, and processing of information. (Brown, 2001), this shows that speaking is two skills that are carried out to bring up effective

communication by using language to express the feelings and thoughts expressed by the speakers.

Speaking skills are very important for students because they can enable students to communicate with teachers, friends and other people. The main objective of teaching English is to give learners the ability to use English effectively and correctly in communicating (Davies & Pearse, 2000). However, language learners cannot communicate well if their knowledge is still lacking. This can be done with the continuous practice for students or other people to further master the knowledge related to speaking skills. According to Harmer (2001:269), the capability to speak fluently by using their knowledge, and information and saying it on the spot. The purpose of continuous practice is so that students can improve aspects of speaking such as grammar, understanding, and vocabulary.

However, there are obstacles experienced by students when speaking in English. Lack of mastery of vocabulary owned by students so that they are less active in speaking English. Learning English for non-native learners has been associated with challenges and difficulties that should be considered to increase the level of learning among these groups (Afshar & Rahimi, 2016; Hayati, 2008). This means that students who have these obstacles must be more active in increasing vocabulary mastery by practising more often. Based on interviews conducted with English teachers on Wednesday, March 19, 2022, some students

lack vocabulary mastery, and some factors have influenced them, from their studies method, practice etc, and we desire to improve their skills.

Back in the day, the researcher who conducted a similar study on speaking skills at MTsN 2 Banda Aceh in 2018 by Feni Cahyani who showed that students' speaking skills were still low. He measured students' speaking skills by giving a pre-test and post-test control group design by forming two groups. From the results of the pre-test, there is a value below the average which explains that students have not received learning care. This really shows that students have problems in speaking skills in English. Make sure this becomes a big enough problem for the teacher to improve the speaking skills of students. Teachers must dare to try to use new learning strategies to improve students' speaking skills in English.

To handle these problems, the teachers must choose the strategy used to approach so that they can easily carry out the learning process. There is a strategy called TPS that can be used to solve speaking skill problems in students. TPS stands for Think Pair Share. This TPS can provide opportunities for students to learn independently by solving problems or answering questions about the assignments given. Think Pair Share is a cooperative learning strategy to solve a problem. According to Isjoni (2012; 370), Think Pair Share is a strategy of cooperative learning. Think Pair Share is a strategy to change the learning conditions in the classroom to be more effective. Furthermore, Cahyani (2018), one of the benefits of this strategy is that it can make the students learn how to

listen, how to respect other's voice and how to think the idea together. In addition, another benefit of the TPS strategy is to encourage students' academic success in improving students' English speaking skills.

In the TPS strategy, there are several objectives, one of which is to improve students' speaking skills. According to Lie (2008), there are some purposes for working in pairs. First, it increases the students' participation. Second, the students will have more opportunities to give their contributions. Last, it does not waste time to build a term. The TPS strategy invites students to study in groups and solve problems given by the teacher and then present the results that have been obtained. So that all students are involved in the discussion and provide opportunities for students to think about answers to questions.

There are stages that are passed in implementing the TPS strategy, namely Think (think independently, Pair (match or discuss with a partner) and Share (share results with teachers and friends in front of the class). According to Lyman (2009: 213), the first step is to Think; and at that step: the teacher invokes the learner's thinking with a rapid question or reflection. The second step is Pair; where the learner of the target language involves a fellow learner or partner and compares their opinion or thought. When they have completed these two steps then at the third step, they share their inference with the teacher and class fellows in round-robin fashion.

In addition, the use of TPS strategies can be combined with images that can provide motivation. Where the function of this image will provide a topic that will

be discussed by students. According to Hornby (2007:1138), a picture is a description that gives you an idea in your mind of what something is like. Pictures can also stimulate and provide information to be referred to in conversations, discussions and telling stories.

The advantage given in implementing the TPS strategy is that students can master more vocabulary by practising and discussing with friends in pairs. According to Cahyani (2018), one of the benefits of this strategy is that it can make the students learn how to listen, how to respect other's voices and how to think the idea together. Similarly, Yanti et al. (2017), point out that TPS gives time for the students to think about the topic or problem, upgrade students' oral communication through critical thinking, and excellent interaction, and raise democratic situation where the students are free to express their advice and arguments. Think Pair Share helps students in their speaking especially in expressing suggestions and opinions. By using this strategy, students can think about solving topics independently which will increase the number of vocabulary and speaking skills in English to more effective.

In conclusion, this strategy can help students to improve their speaking skills. This TPS with Picture is expected to be used by teachers in teaching speaking so that students can easily practice and become confident in speaking using English. In addition, by applying this strategy as a teacher, you can see students' understanding and development directly through the exercises provided. The TPS strategy combined with this picture is very effective in building students'

confidence in speaking English. That is why the researcher decided to conduct a research entitled “The Use of Think Pair Share with Picture to Improve Speaking Skill of the Tenth Grade Student of SMK Negeri 6 Denpasar in the academic year 2022/2023”.

1.2 Research Problem

Based on what was conveyed in the background of the study, the tenth-grade students of SMK Negeri 6 Denpasar had problems in speaking skills such as the lack of vocabulary mastered so students felt less confident when speaking in English. The research problem can be formulated as follows: can the speaking skill of the tenth-grade student of SMK Negeri 6 Denpasar be improved through Think-Pair-Share with picture in academic year 2022/2023?

1.3 Objective of the Study

Scientific research has objective studies to answer the research questions that have been formulated above. Given the research problems above, the Think-Pair-Share method using pictures can be applied to solve students' speaking problems, by combining this method with pictures will make students feel free to express themselves with others. Therefore, according to the question, this study aims to find out whether or not Think Pair Share improves the ability of the tenth-grade students of SMK Negeri 6 Denpasar in the academic year 2022/2023.

1.4 Limitation of the Study

Research limitations are very important in a study so that discussions related to the issues raised become more specific and avoid broad discussions. Based on the problems raised, the researcher wants to improve the speaking skills of XMM class students at SMK Negeri 6 Denpasar in the 2022/2023 academic year, a total of 40 students by applying the think pair share method with pictures about graduation, birthday, weddings, new house and the new son in the Congratulating and Responses material as the focus of this research. The limitation of this study is to find out the improvement in the speaking skills of XMM class students at SMK Negeri 6 Denpasar in the 2022/2023 academic year through discussion activities using the think pair share method combined with pictures that are in accordance with the 2013 curriculum implemented in schools. Furthermore, action research focuses on basic competency 4.2 to invite students to practice speaking English.

1.5 Significance of the Study

This study focus on the application of the Think Pair Share technique with pictures to improve vocabulary mastery which is expected to help English lessons, especially the speaking ability of class XMM students of SMK Negeri 6 Denpasar in the 2022/2023 academic year. It is hoped that by using the Think Pair Share technique students' speaking skills can be better than before. In addition, the significance of this study can provide both theoretical and practical significance as follows:

Theoretically, the findings of this study are expected to provide more evidence that the Think Pair Share technique with pictures can add new knowledge so that students' speaking skills become better. Not only in Congratulating and Responses material, but students' speaking skills can also develop in other materials. Practically, the results of this study are also expected to be useful for teachers, students and others. For teachers, it can be used as an effective reference in teaching by using the Think Pair Share technique. For students, it can provide new experiences so as to continue to improve vocabulary mastery and interest in improving speaking skills, especially in English. For other researchers, this research can be used as a reference material, an alternative source for future researchers who want to use a similar technique and to get better results.

1.6 Definition of the Study

To avoid misunderstanding this research, the researcher provides an understanding of the terms used in this study. The definition of key terms is defined as follows:

1. Speaking

Speaking skill can be defined as the skill of the tenth-grade students of SMK Negeri 6 Denpasar in academic year 2022/2023 in speaking to convey information or short conversations based on pictures about graduation, birthday, weddings, new house and the new son and predetermined topics.

2. Think Pair Share with Picture

Think Pair Share with Picture technique is a learning technique used by teachers to improve students' speaking skills. In the Think Pair Share technique there are 3 steps that must be followed. First is thinking, the teacher will give a picture and instructions to students which are used as problems which then students will be asked to think about solving these problems independently. Second, namely pairs, the teacher directs students to find partners to discuss the results of their thoughts independently. Then the third step is sharing, each pair of students will be asked to share the results in front of the class regarding the discussion that has been carried out regarding the problems given by the teacher.



CHAPTER II

THEORITICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical study is an affirmation of theories related to the research conducted. This theoretical study was conducted to support and build this research to be stronger and in accordance with the existing facts. In this chapter, important points related to theoretical review with expert theory will be explained. In this study, support from the theory of experts is needed to strengthen the statements in this study. This study will discuss how to improve students' speaking skills using the Think Pair Share method combined with a picture. There are several important points which are explained and discussed based on the relevant theoretical review taken by the researcher. The theoretical review includes, speaking skills, congratulation and response, think pair share with pictures.

2.1.1 Speaking Skill

Speaking is part of verbal communication. Speaking is also one of the skills in learning English. The ability to speak English is very important today because English is an international language used to communicate around the world, it is very necessary to continue to practice speaking English skills. The introduction of English needs to be instilled from an early age considering that learning English is not easy, especially speaking English, special skills are needed to become a good

English speaker. If students have good speaking skills, it will facilitate communication with teachers or other people without any obstacles.

According to Spray et al (2008:95), Speaking is a productive skill. Where speaking skills will produce sounds that have their own meaning and can be easily understood by others. In the same respect, Nunan (2003:48), agrees with Spratt et al. that speaking is a productive oral skill and it consists of producing systematic verbal utterances to convey meaning. In speaking, there are important components, namely speaker, listener, message and response. In speaking, it takes the ability to help someone manage the speaking turn. Therefore, it is important for English teachers to invite students to be active in speaking English using interesting media and provide opportunities for students to practice their speaking skills as much as possible. So that they are accustomed to being listeners or speakers in communication.

Talking is the first way to interact with other people because in everyday life humans cannot be separated from interaction and communication. According to Zuhriyah (2017:122), speaking is a way of people to express something and for communicating with other people orally. Meanwhile, Leong and Ahmadi (2017:34), state that speaking not only just saying words through the mouth (utterance) but means conveying a message through words. Therefore, by speaking people can convey various ideas as well as ideas and information and can mention social relationships by communicating with other people.

In speaking skills, there are several aspects that must be considered. It can be used to measure the goodness or badness of someone's speech. According to Brown (2001: 406-407), there are five aspects, namely fluency, comprehension, grammar, vocabulary and pronunciation.

Fluency's the ability to speak fluently and clearly. A student is considered to have fluency in speaking when they are able to convey what is planned to someone without hesitation and clearly. Comprehension is when a student is able to understand every word conveyed by the other person. Grammar is usually use in speech and formal conversations. Grammar is important for the speaker to organize the word. Vocabulary is the rudiments of language. It's important, without vocabulary maybe we never learn about language. With more vocabulary you know more words you could say. Pronunciation is important when you learn a language. Pronunciation could make the way you speak better and understandable.

Based on some of the statements of these experts, it can be concluded that speaking is a productive skill. In addition, speaking skills are not just words, but words spoken in the form of ideas, and information verbally have its own meaning so they are very easy to understand. There are aspects that need to be considered in speaking English. Therefore, the teacher must emphasize the aspects contained in learning and speaking to students. In addition, teachers are expected to invite students to be more active in speaking English so that students' speaking skills become better. This refers to the teacher's accuracy in teaching students how to speak good English.

2.1.2 Congratulating and Responses

Congratulating is an expression conveyed by someone. Congratulating is an interaction that is commonly done by someone. As Sharif Alghazo (2021) says, congratulating is an important aspect of human social interaction and speech acts that are manifested differently in language. Therefore, it is necessary to train how students express congratulations to other people with the right words. Training students can be done in Congratulating and Responses material because in this material students will be well aware of congratulations and students will become more fluent in using English and accustomed to thinking happily to other people without feeling doubtful by using English

2.1.3 Think Pair Share with Picture

Think Pair Share is a learning method that can be used to encourage and support higher-order thinking and improve students' speaking skills. According to Kusrini (2012), said that Think Pair Share is a strategy that gives students opportunities to be active in the classroom through thinking, pairing, and sharing with another student.

Think Pair Share is a simple but useful strategy. According to Isjoni (2012; 370), Think Pair Share is a strategy of cooperative learning. Think Pair Share is a strategy to change the learning conditions in the classroom to be more effective. Where the Think Pair Share strategy gives them the opportunity to think and talk slowly about what they have learned. According to Robertson (2006), the definition of the Think Pair Share technique is a strategy designed to enable

students to formulate their individual ideas and share these ideas with another student. In addition, with this strategy, students have more time to think in solving the given problem and encourage students to express ideas related to the problem topic. So that students actively improve their speaking skills in English.

In this case, the writer combines the TPS with the Picture technique to support students in improving their speaking skills. These images will be used as topics or issues in the Congratulating and Responses material. The author will explain the Congratulating and Responses material in detail and then provide examples of pictures as problem topics which will then be made in the form of conversations. The steps in using the Think pair share with Picture technique are as follows.

1. The teacher will explain what Congratulating and Responses material is.
2. Then the teacher will present pictures and examples of conversations according to the pictures presented.
3. The teacher will give three pictures as a problem.
4. The teacher give student worksheet and then ask students to think independently of what is the selected picture.
5. Then the teacher asks students to find a partner, then discusses the results of the thoughts that are carried out independently and makes a conversation from the selected picture. (pairs)
6. The final step is that the teacher asks each student to share the results of the discussion in pairs in front of the class.

2.1.4 Assessing of Speaking

Speaking is a reciprocal skill that is owned by everyone in communication. In the assessment of speaking English, it is important, so that we know someone's speaking ability in using English. Assessing speaking skills is not easy and it is a complex process which requires the consideration of a teacher. According to Black et al, (2003:1), the purpose of the assessment method can be reliable if they are comparable across the different schools, indeed across the country, and valid in that they give the users what they really need to know about each student.

Assessing speaking is a challenge, and which must pay attention to several factors to assess a test. But before doing an assessment in speaking, there are five types of speaking. Brown and Abeywickrama (2010, p. 184-185), propose five types of speaking as explained in the following.

1. Imitative

This type of speaking requires the test takers to copy a word, phrase, or a sentence. Pronunciation is the main aspect of the assessment although grammar also takes part as the scoring criteria. What needs to be highlighted in imitative speaking is that the communicative competence of the language is not essential. They need to acquire some information, and then reproduce it orally without having to add an extra explanation. What comes out from them is solely the information they hear.

2. Intensive

Unlike imitative, intensive speaking does not emphasize on pronunciation or phonological aspects. Understanding meaning is needed to respond to certain tasks but the interaction with the counterpart is minimal. The activity sample is reading aloud, sentence and dialogue completion.

3. Responsive

Authenticity in a conversation is important. Therefore, the speaker is stimulated to speak promptly. To respond a short conversation, making a simple request comment is a kind of activity that belongs to this type of speaking.

4. Interactive.

The load and complexity of the sentences are the major differences between responsive and interactive speaking. The number of speakers also matters as sometimes it needs more than two people in the conversation.

5. Extensive

Extensive speaking involves a wide range of speech production. Also, the speaker will need to interact with the counter speakers, which could be answering the question, and making discussion. It can be said that extensive speaking is the ultimate speaking skill that requires strong language components.

In this present study, the researcher followed the rating (Brown, 2001: 406-407), in assessing speaking performance. It showed five components of oral proficiency scoring category important to be scored: grammar, vocabulary, comprehension, fluency and pronunciation. In this study, researchers used all these categories. Researchers also conducted an assessment to assess the speaking ability of the subjects studied. Those can be explained briefly as follows:

1. Grammar to find out the student's ability to compose correct sentences when making conversations
2. Comprehension to measure students' understanding of the oral communication carried out.
3. Vocabulary, measuring how much vocabulary has been mastered and used in making conversations
4. Pronunciation measures students' proficiency in producing English words clearly.
5. Fluency to measure the fluency of students in speaking English

It can be concluded, in connection with this study, speaking skills after the researchers used the think pair share strategy in teaching and learning processes in the classroom. Students' speaking assessments are assessed using several criteria such as grammar, comprehension, vocabulary, pronunciation and fluency, which are combined with illustrated images in making short conversations.

2.2 Empirical Review

An empirical review is a study of research that is relevant to research that has been done previously. Empirical evidence can help researchers reduce what is not research from previous research. In this research, the researcher wanted to improve students' speaking skills by using the think-pair-share strategy with pictures. This study uses previous research as a consideration in conducting this research. The researchers are described as follows:

The first research was conducted by Rateh Ambarwati (2017) with the title "The Use of Think Pair Share Technique through Picture to Improve the Students' Speaking Skill of the Tenth Grade Students of SMK Muhammadiyah 7 Wonorego in the Academic Year of 2017/2018" The purpose of this study was intended to answer, find out the application and improvement of students' speaking skills using the think-pair-share technique through pictures in the tenth grade of SMK Muhammadiyah 7 Wonorego in the 2017/2018 academic year. The results of this study showed a positive response that the think-pair-share technique through pictures succeeded in building self-confidence and improving students' speaking skills, and students became more active in class. However, there are weaknesses in this research. The weakness was that the lesson plan did not contain clear time limits and directions for the pre-test and post-test. In addition, students were asked to describe something without making students confused because they had to tell people, animals and places. Because of this, students find it challenging to make decisions and time is wasted.

The second research was conducted by Rini Setia Wati (2018), with the title The Effect of Think Pair Share Performance at Second Grade of Jauharul Islama Islamic Junior High School Muaro Jambi in the Academic Year 2018/2019. This study aimed to determine whether speaking could be improved through the Think-Pair-Share strategy of second-grade students at SMP Islam Jauharulslam Muaro Jambi in the 2018/2019 academic year. The results obtained were positive and students' speaking skills could be improved through the Think Pair Share strategy. Students get motivation and encouragement to learn to speak English with the Think Pair Share strategy. However, this study also found weaknesses, namely not explaining the implementation of the Think Pair Share strategy so that students became confused about the instructions from the teacher.

