

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Speaking is one of the important skills that students should master to communicate in English fluently and clearly. Speaking involves interaction with one or more participants. Mastering speaking is crucial for students to communicate fluently and clearly in English as it involves interaction with others. It is essential for global interaction and communication, and it has become a favorite skill for students in Indonesia. It allows them to express their ideas, feelings, and thoughts, sharing information through communication. Therefore, speaking is considered the most important skill to master, as studying language means communicating and using it fluently in daily life.

The ability to communicate with others comes from speaking. 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 managing speaking turns and nonverbal language (Harmer, 2001). Speaking fluency serves the purpose of allowing one to express ideas and feelings through speech spontaneously. Speaking ability and listening skills go hand in hand as they involve more than memorizing written sentences; they also include speaking spontaneously to convey ideas to students orally.

Speaking is so much a part of daily life that we take it for granted. Speaking is an interactive and challenging task for language learners, often requiring quick planning (Thornbury, 2005). It concludes that speaking is essential for students because it allows them to improve their language skills. Students also learn to deliver their thoughts, feelings, and opinions in a specific form. In addition, to

master these things, practice is needed as much as possible, and this is the key to speaking skills. (Thornbury, 2005) states that speaking is a skill that needs to be developed and practiced. That is why practice makes perfect.

Based on the interview with the English teacher at SMP Dwijendra Denpasar in the academic year 2024/2025, most of the seventh-grade students had speaking problems. Students just kept silent during the learning process. They had ideas in their minds, but they were not confident enough to share them because they were afraid or felt nervous about making mistakes when they spoke. Moreover, they had limited vocabulary and difficulties expressing their ideas in English. It was influenced by their failure to build vocabulary, which includes word pronunciation and grammar mastery. The problems can make them unable to speak.

Based on the issues described above, the researcher was strongly advised to use Think Pair Share Combined with Pictures in teaching speaking to solve the students' critical issues. Think Pair Share, along with the picture, is an effective teaching tool for students to practice speaking English. It might help to support or inspire the teaching and learning process of speaking. It can be used to assist students to enhance their speaking abilities. If students could enjoy the learning process, they would perform better and be more passionate about learning.

Think Pair Share is a structure sequence generator since there are many ways to think, pair up, and share with the class (Kagan & Kagan, 2009). 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. Some advantages of Think Pair Share are as follows: (1) when students are in the "think time", the quality of their responses improves; (2) students' speaking skill is engaged by thinking; (3) they must be more

focused when they discuss with a partner; (4) critical thinking is maintained after class in which students need to discuss and reflect the topic given; (5) many students feel easier when discussing with a small group, rather than with a large group; and (6) there are no subjective materials in this strategy so that it can be easily incorporated into lessons.

Students become more imaginative and expressive when Think Pair Share is Combined with Pictures. If the teacher provides multiple clear examples, students can participate more actively in speaking class and thus have a stronger knowledge of the content taught in class. Think Pair Share Combined with Pictures offers numerous advantages to students, including the chance to confidently polish their abilities, improve their involvement, and showcase their participation to others. These advantages can strengthen familial bonds, encourage free speech, condense the thoughts of others, and facilitate analysis. These are the appropriate combinations to be implemented in class activity. The technique may impact the learning achievement, as it may improve motivation during the learning process.

In the present study, to help the students improve their speaking skills, the researcher chose Think Pair Share Combined with Pictures because it is an effective technique for teaching and improving students' speaking skills. Therefore, the researcher is motivated to do research that concerns speaking skills using Think Pair Share Combined with Pictures.

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 their speaking skill.

Therefore, the research problems can be formulated as follows: can speaking skill of the seventh-grade students of SMP Dwijendra Denpasar in the academic year 2024/2025 be improved by using Think Pair Share Combined with Pictures?

1.3 Objective of the Study

A scientific study should be conducted to solve the previously established research problem. The researcher should determine the objective of the study. Thus, the research can run properly and reach the goal. Based on the research problem previously stated, the speaking skill of the seventh-grade students of SMP Dwijendra Denpasar still should be improved. Therefore, this study would be conducted to find a solution to the research problem above. As a result, the objective of the present study was to find out whether the speaking skill of the seventh-grade students of SMP Dwijendra Denpasar in the academic year 2024/2025 can be improved through Think Pair Share Combined with Pictures.

1.4 Limitation of the Study

It has been mentioned in the background that speaking is one of the important skills that learners must master. The features of speaking are absolutely too broad and complex to study in single research. In addition, the scoring criteria are focused on three aspects of speaking, such as fluency, comprehension, and grammar. In this study, the researcher would like to limit this study to focus on the use of Think Pair Share Combined with Pictures to improve speaking skill of the seventh-grade students of SMP Dwijendra Denpasar in the academic year 2024/2025. Constructing a short and simple descriptive paragraph in oral or written form about a person related to a social function, text structure, and language feature correctly and contextually.

1.5 Significance of the Study

This research is expected to be used as a concrete visual aid that motivates students to speak English. The researcher pays attention to teaching speaking skills by using Think Pair Share Combined with Pictures to improve students' speaking skills through short descriptive monologue about person by looking at several aspects, such as fluency, comprehension, and grammar. The research results are expected to provide benefits both theoretically and practically.

Theoretically, the research objective is to improve speaking skills through Think Pair Share Combined with Pictures, and the results are anticipated to be used as empirical evidence about the implementation theory based on the problem that was overcome above. Additionally, it is anticipated that it can reinforce the tenets and working knowledge of the current theories of English language instruction. The results may serve as applicable theoretical proof regarding the application of Think Pair Share in Combined with Pictures. It is also anticipated that the findings can enhance theories and serve as a guide for similar research in the future.

Practically, the current research findings are meant to be useful for teachers, students, and other researchers. Teachers utilize the results to assess their own performance in teaching speaking, and they may use them as a guide for future instruction, particularly in speaking instruction. It was easier for other teachers who are not experienced with teaching to teach in the following learning activity. Therefore, the teachers are expected to increase their experience and expertise. In the learning process, the teacher can resolve the students' issues. It is intended for students to feel more comfortable speaking out and sharing their thoughts, opinions, and many other things. Besides, for the other researchers, the results of the present study are expected to be useful for future studies.

1.6 Definition of Key Term

To avoid misunderstanding concerning the key terms, two terms in this study should be clearly and briefly clarified to provide clear insight into what this study is concerned with. They are as follows.

1. Speaking Skill

Speaking skill is operationally defined as the ability of the seventh-grade students of SMP Dwijendra Denpasar to construct and perform a short descriptive monologue based on speaking elements, which would be scored through three criteria: fluency, comprehension, and grammar.

2. Think Pair Share Combined with Pictures

Think Pair Share Combined with Pictures is operationally defined as a teaching technique that combines Think Pair Share as a teaching technique and a picture as a medium. 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 monologue individually. In pairing, the students are paired and discuss what they have observed for several minutes with their partner. In sharing, the students share their ideas with the whole class.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review is a scientific explanation of the variables discussed in this study based on the experts' point of view. The purpose is to provide information or knowledge towards variables. The theoretical review may strengthen the study by presenting theories from experts. In this theoretical review, the researcher explains the theories as follows: (1) Speaking Skill, (2) Think Pair Share Combined with Pictures, and (3) Assessing Speaking.

2.1.1 Speaking Skill

Speaking is an oral expression that involves using the proper patterns of rhythm and intonation and the right order to convey the correct meaning. One of the fundamental problems in foreign language teaching is preparing the students to use English. The teacher must prepare and consider the lesson's objective for successful learning. Knowing a certain amount of grammar and vocabulary to speak English is also necessary. Some experts have various definitions of speaking.

Speaking is a productive skill that produces systematic verbal utterances to express meaning (Nunan, 2003). Those who speak produce verbal utterances, typically produced to communicate. They may want to tell tales again, impart knowledge, communicate emotions, issue directives, crack jokes, agree or disagree, etc. Speaking is a process in which people use their voices to speak meaningfully (Luoma, 2009). This means that speaking is a common means of communication through which people can express their ideas. In the learning process, the teacher speaks to students to share information or knowledge. Speaking is one of the most

difficult productive skills compared with other skills because learners should produce clear utterances when conveying their ideas to the audience. The learners also should speak clearly, fluently, and accurately to make a good speech and communicate using English.

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 skills, which necessarily compromises the reliability and validity of an oral production test (Brown, 2004). Speaking is one of the most difficult aspects to master (Pollard, 2008). This is hardly surprising when one considers everything involved when speaking: ideas, what to say, language, how to use vocabulary, pronunciation, listening to, and reacting to the person you are communicating with. Many learners of a foreign language can confirm how difficult speaking is.

Speaking is a communicative activity that uses verbal and non-verbal language to convey meaning. People usually communicate their opinions, ideas, feelings, and beliefs by talking with others, and it usually involves the speakers' physical, physiological, and psychological condition. According to this definition, speaking is aimed at exchanging meanings. To achieve this aim, people use their articulators to produce language to express meanings to others. In addition, they use nonlinguistic symbols such as facial expressions and body language to make the meanings clearer.

In conclusion, speaking is a productive skill that is a two-way process of social communication, which includes using verbal and non-verbal language to convey meaning. When people have a conversation with others, they include producing language and accepting messages. It can be said that speaking is a

significant means of communication since it can be used as a medium of social interaction skills in learning a foreign or second language.

There is a way to improve speaking skills by knowing, understanding, and implementing speaking components; therefore, students should be able to speak English well. If the teacher would like to assess the students' speaking skills, three components must be considered: fluency, comprehension and grammar. These criteria can be further explained as follows (Brown, 2004):

1. Fluency

Fluency is 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 them to express themselves freely without interruption. The purpose is to help the students speak fluently. Fluency is the ability to speak in context quickly, accurately, and automatically with appropriate expression (Cunningham, 2005). Oral communication shows it through easy word recognition, suitable motion, phrasing, and tone. It is a factor in oral speaking that can limit and support comprehension. In addition, fluency is defined as the capacity to speak connected text quickly, smoothly, and naturally, with minimal conscious attention to mechanics like processing.

2. 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 speaker's grammar and vocabulary mastery. Comprehension refers to the fact that participants fully understand the

nature of the research project, even when complicated procedures entail risks (Cohen et al, 2005). Comprehension is vital to improving speaking skills so that appropriate responses can be given. This means the speakers can respond to a conversation if they understand what the interlocutors say. Comprehension in speaking is the ability to speak and listen with understanding. When the speakers cannot comprehend what is being spoken and listened to, the communication will not run as smoothly as expected.

3. Grammar

In speaking, grammar has an important role in creating a good context. Grammar will help the learners to differentiate between polite and impolite expressions. Besides, grammar helps the learners know how to combine the words to be a sentence correctly. The grammar of a language is the description of how words can change their forms and be combined into sentences in that language. Therefore, from the statements above, the function of grammar is to arrange the correct meaning of sentences based on the context; it is also used to avoid misunderstanding in each communicator (Harmer, 2001).

From the statements above, it is concluded that speaking is one of four language skills that becomes a priority in teaching English. The present study focuses on (Hughes, 2003), who states that the objective of speaking skills is to develop the ability to interact successfully using language, which involves comprehension and production. Moreover, speaking is important in expressing and conveying ideas, opinions, or information. Therefore, to enable the students to improve their speaking skills, the teacher needs to be more creative in creating an appropriate oral interaction condition for the students. In addition, Think Pair Share

Combined with Pictures will help students improve their speaking skills, creating good and fun conditions for oral interaction.

2.1.2 Think Pair Share Combine with Pictures

Think Pair Share Combined with Pictures is a teaching technique that allows students to work in pairs. Researchers and educators incorporate media into their teaching strategies to make the learning process more engaging and increase students' interest in learning. Students learn in novel situations using this technique; typically, they follow the teaching and learning process in large groups or independently. Think Pair Share Combined with Pictures technique gives students more opportunities to actively share their thoughts with their partners. The technique is combined with pictures as a teaching and learning tool. Students can easily understand pictures, which are an easy medium to communicate with them. Think Pair Share Combined with Pictures helps students encourage critical thinking, creativity, and teamwork.

Think Pair Share is very simple and effective in increasing the quantity and quality of discussion participation (Barkley et al, 2005). The technique allows students to work independently and collaborate with a partner to discuss ideas and opinions. This approach enhances their ability to work in pairs and compare their work with others. The technique becomes more engaging when using media and improves their mindsets for working in pairs. It also helps them explore and develop their speaking abilities, enhancing their enjoyment of the teaching and learning process. Think Pair Share is a cooperative technique involving students brainstorming issues, queries, resources, or media to aid their teachers' lessons. After finding their partners, the class discusses their answers, thoughts, and

opinions on the materials provided. The class then compares their work. In the third section, they present their work to the class, sharing their answers with other pairs.

This technique helps students learn how to work with a partner and accept opinions from their peers. Overall, it enhances their understanding of collaborative learning. Think Pair Share is a classroom-based active learning technique in which students work on a problem posed by the teacher or instructor (Kothiyal et al, 2013). As a part of cooperative learning, Think Pair Share Combined with Pictures is very useful. The point is after the teacher presents the learning material, the teacher asks them to think about the question mentioned and pair with their partner to discuss the problem and reach a consensus. Finally, the teacher asks the students to share the discussion results with the whole class. Think Pair Share Combined with Pictures also improves critical thinking and teamwork and accepts and respects the partner's ideas or opinions.

Think Pair Share is cooperative learning that requires the pupils to work together in pairs to support each other and improve their learning and that of others (Jolliffe, 2007). Think Pair Share Combined with Pictures is a technique that is frequently employed in the cooperative learning process of teaching English. Informal cooperative learning consists primarily of "turn to your partner" activities that can be incorporated into any lesson. The following structures support this: students talk to their partners, the teacher poses a question, gives them some "think" time, and presents their responses.

Think Pair Share is a low-risk strategy to get many students actively involved in classes of any size (Ledlow, 2001). The process of creating involves asking a question, instructing students to consider their responses silently, or assigning them to write their responses based on the task's complexity. The teacher

may allocate three to five minutes for solitary work, followed by pairing students to compare or revisit their responses. A small group of students is randomly selected to summarize the conversation or provide their responses, ensuring each student is accountable for participating.

Think critically to reflect on existing ideas, opinions, and information to reach a conclusion, better understand the material, make sense of the world, or make a judgment (Kagan & Kagan, 2009). In contrast, creative thinking, as the name implies, involves a creative process. Think Pair Share Combined with Pictures can make critical and creative thinking a habit in students' minds. Critical and creative thinking refers to mental processes that are analyzed and evaluated.

Think Pair Share is a technique that can help students to explore their ideas and opinions about something (Arends, 2012). Consider the following scenario: the instructor has just finished a brief presentation, they have read an assignment, or the instructor has explained a perplexing circumstance. Implementing Think Pair Share Combined with Pictures involves the following three steps:

1. Thinking: the teacher gives material about the situation. The teacher also explains the material and adds pictures to 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 paired. In this part, the students share their opinions or ideas with others after they 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 gives a question and takes turns to perform.

Students use Think Pair Share Combined with Picture to engage in cooperative discussions in pairs, enhancing critical thinking, creativity, and teamwork. It involves brainstorming, discussing, and presenting their ideas with partners, enhancing collaborative learning. The technique becomes more interactive, encouraging student participation and improving speaking abilities. Speaking is a productive skill that produces systematic verbal utterances to express meaning (Nunan, 2003). Those who speak produce verbal utterances, which are typically produced to communicate. Speaking is a productive skill that can be directly and empirically observed; those observations are variably colored by an oral production test's accuracy, effectiveness, and validity (Brown, 2004). Through the three steps on material, they present their work to the class, ultimately fostering a deeper understanding of the content while strengthening respect for peer opinions.

2.1.3 Assessing Speaking

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

Assessing speaking is challenging because many factors influence teachers' impression of how well someone can speak a language (Brown, 2004). This implies

that the teachers' listening abilities determine the validity and reliability of an oral production test. For example, assigning a score between one and five is difficult. It can be challenging to distinguish the boundaries between levels. To provide a precise evaluation, teachers can take considerable time to review the pupils' speaking performance records.

There are two main ways to assess speaking. They are holistic and analytic scoring (Thornbury, 2005). Holistic scoring is a quick and informal technique of assessing progress, while analytic scoring uses separate scores for different aspects of a task. Holistic scoring is quicker and more suitable for informal assessment, while analytic scoring requires considering various factors and is more reliable. It provides information on their weaknesses and strengths but may distract them from the overall situation. It is recommended to handle four or five student categories at a time to avoid distractions and maintain focus on the overall performance.

Based on the consideration above, assessment is crucial to do in this research to find the improvement of students' speaking skills. The theory of assessing speaking in the present study is in accordance with (Brown, 2004). Therefore, the researcher administers the speaking performance assessment to know their improvement after teaching through Think Pair Share Combined with Picture. The present research uses analytic scoring rubric to assess students' speaking performance. Furthermore, there are criteria for scoring the subjects' speaking skills: fluency, comprehension, and grammar. First, fluency is the students' ability to describe or tell something fluently. Second, comprehension is the student's ability to understand something comprehend. Last, grammar is the students' ability to arrange sentences greatly without any mistakes or any misspelling.

2.2 Empirical Review

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

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 Wonorego in the Academic Year of 2017/2018". This study aimed to determine the implementation of Think Pair Share technique through pictures of the tenth-grade students of SMK Muhammadiyah 7 Wonorego in the academic year of 2017/2018. The researcher used descriptive paragraphs to test the students. The study results could be seen from the progressing mean scores of the pre-test and post-tests. After conducting two teaching cycles, it was found that teaching speaking by using Think Pair Share has significantly increased students' speaking performance: grammar, pronunciation, comprehension, and fluency.

The second study was conducted by Mariana (2022), entitled "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." This research aimed to determine whether or not the technique can improve students' speaking performance. The data were collected by giving an oral test to the students. The researcher administered two kinds of tests: pre-test and post-test. The mean score of the last post-test was higher than the pre-test and the previous post-test. The research showed positive responses concerning the teaching technique in improving their 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. As the researcher used Think Pair Share Combined with Pictures, the students responded well, and there was continuous improvement. However, the two researchers did not multiply the theories of both skills and techniques to strengthen them. Furthermore, the two researchers left out the theory that was to serve as a guide for the technique's application. Thus, when using these strategies, students become perplexed. In the present study, the researcher would implement Think Pair Share Combined with Pictures adapted the theory from (Kagan & Kagan, 2009). The researcher explained the theory clearly, and it was complete with clear steps. It made the teachers more confident when applying the teaching Think Pair Share Combined with Picture techniques to the students. It would be easier to understand the theories when doing the activities during the learning process.

