

BAB I

INTRODUCTION

1.1 Background of the study

Speaking is one of the most important skills in English language that should be mastered by students. In fact, speaking is the hardest skill for some student because it is productive skill. Most of student get difficulties to speak although they have a lot of vocabularies. Actually, the problem in speaking is the unwillingness of students to speak English because they are afraid of making mistake.

In addition, English skill should be taught and practiced in the classroom so the student can get more comfortable in using English. Students have their own common mistakes in speaking. Therefore, the teachers as a guide have to find the appropriate technique to solve the students' common mistakes.

According to Richards (2008:19), speaking ability is an activity that someone uses to communicate to each other. Speaking ability seem very important because speaking skill influences daily life. Spiking is the way for interacting with each other, expressing their ideas, giving suggestion and comments, and sharing information. Brown (2001:113) also states that the objective of speaking is the students are able to participate and use English in short conversation fluently and acceptably in daily context. In addition, each student has their own problem in speaking so the technique or approach that should be used fits the needs.

Therefore, for some students, speaking could be a big trouble if they do not get the perfect treatment in teaching learning process Speaking is also described by Leoma (2004:1) who states speaking skill is an important part of the curriculum of

language teaching. However, the students have several problems in speaking skill such as lack of motivation, afraid of making mistakes, or even limited vocabularies in their speaking. Moreover, the way of the teacher English in the class also can be a problem for the students in learning English. This means that the teachers must find a way for solving this problem so they can improve the students' speaking ability. The teachers have to find appropriate technique to improve students speaking skill and also raising their motivation in learning English. It would be easier for the students to communicate with foreigners using English if they are confident and not afraid of making mistake when they speak. It is the goal that the teachers want their students to achieve. The students should speak confidently so the listeners are easier to understand what the meaning is. It also helps the students to know more about foreign language so they can communicate with foreigners whether just for usual conversation, asking or giving information, sharing thought or giving suggestion and comments. This should be practiced by the students every day not only during teaching learning process.

During the initial observation in SMK 1 Saraswati Denpasar, the researcher found that the tenth-grade students had low speaking skill. Moreover, based on the interview with the English teacher and observation in the class, the researcher figured out that students had difficulties mostly in fluency, comprehension and grammar. The researcher also found that the students seem not interesting the teaching learning process that taught by the English teacher in the class. Moreover, the English teacher only focused on the theory rather than give the student opportunity to speak in teaching learning process. This might be the main problem because the students felt uncomfortable because they were bored during the

teaching learning process. The teacher did not let the students to lead the teaching learning process which made them inactive in the class.

The weakness was on the teaching technique that was applied by the teacher was the teacher only gave the students limited opportunity to speak the language. These caused the students unconfident when they speak using English. This was the main problem that was faced by students to improve their speaking ability. The students cannot get their opportunity to speak which caused that they were low in speaking this showed that the technique which was used that they teacher was not effective yet to improve student' speaking skill.

Therefore, students need a technique which can help them go get more opportunity to speak. In this research, the research her used cooperative learning to improve the students' speaking skill. Cooperative leaning is a teaching technique where students interact with each other to acquire and practices the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best (MacPherson, 2007:12). It makes the students more confident about their answer about the topic that was given by the teacher because they can compare it with their pair. One for the techniques that can be used in cooperative learning is 'think pare share'.

According to mandala (2009:98), think pair share is a simple and quick technique. The instructor develops and process question, gives students to think about a response, and then asks them to share their ideas with their partner. This task gives them opportunity to collect and organized their thoughts. 'pair' and 'share' components encourage learners to compare and contrast their

understanding with those of another and to rehearse their response first in a low-risk situation before going public with the whole class.

Based on that statement above, think pair share can effectively make the students active in the classroom and attract them to be more confident when they spoke. Think pair share is one of the techniques which can be applied in teaching speaking skill because it is one of potential activities that gives the students feeling of freedom to express themselves and share making with the other. It is also potentially useful to encourage students to interact with each other orally. It is assumed that think pair share is combination between language practice and fun that can build students' curiosity and give more motivation to learning English especially in speaking. Students can express their ideas freely because they do activities with their friends. This technique was effective to build students' confidence because they can compare their answered or thought with their partner.

Therefore, in accordance with the facts above, the researcher is highly interested and motivated to find out the improvement of the students' speaking ability. Therefore, the researcher is interested to carry out research entitled "The Use of Think Pair Share to Improving Speaking skill of the Eleventh Grade Students of SMK 1 Saraswati Denpasar in Academic Year 2021/2022".

1.2 Research Problem

Based on what has been described in the background of the present study above, the students of the eleventh grade in SMK 1 Saraswati Denpasar still had difficulties in learning speaking. The problems that they faced were in terms of fluency, comprehension and grammar. By looking the problem that faced by the

students, new technique that should be applied in the classroom to help students and improve their skill especially in speaking. Based on the description above, the research problem can be formulated as: can speaking ability of the eleventh-grade students of SMK 1 Saraswati Denpasar in academic year 2021/2022 be improved through think pair share technique.

1.3 Objective of study

In accordance with the statements of the research problem above, think pair share is one of the techniques that can help the students to solve the problem in speaking because it is one of potential activities that makes students feel free to express themselves and share them though with their pair. This also helps the students to think critically about a topic. Scientific research should have an objective of the present study us to find out whether or not speaking skill of the eleventh-grade students of SMK 1 Saraswati Denpasar in academic year 2021/2022 can be improved through think pair share.

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1.4 Limitation of the study

Speaking skill is considered too broad and complex in one single study. In order to focus on a specific area in speaking skill, the research should be limited. This study was limited on improving speaking skill of the tenth eleventh students of SMK 1 Saraswati Denpasar in academic year 2021/2022 through think pair share technique. This research used 2013 curriculum. Based on the syllabus of the tenth-grade students, the third main competency would be focused in this research; it is processing, reasoning, and presenting which has been learned in the school

independently, and being able to apply appropriate method in line with the scientific rules. The lesson plan in this research mainly taught about language expression which gave the students more opportunity to speak.

Moreover, the basic competency (4.1) is constructing a simple and short oral conversation in accordance with the social function, text structure, and linguistic elements which are correct and contextual. In this study, to know the students' speaking ability is limited on constructing and performing a short conversation based on the situation in daily social interaction such as showing intention and congratulating other. In addition, the assessment of the students' performance in speaking skill during the teaching learning process is focused on three aspects such as: fluency, comprehension, and grammar.

1.5 Significance of the study

The present study is concerned with teaching speaking skill through think pair share. It is hoped that the result of this study will be useful and can give the speaker clear insight on applying think pair share. The significance of the study is expected to have both theoretical and practical importance to the teaching and learning process and help students to improve their speaking skill. The theoretical and practical significance can be described as follows:

Theoretically, the findings of this study are expected to give more empirical evidence to the existing research finding in improving speaking skill by using think pair share technique. In addition, the findings of the study are expected to enhance the available theory of teaching and learning technique in English, and also to support the existing research findings which have revealed the importance of having

different strategy in teaching speaking. Furthermore, the procedures of composing this research can become a good guidance to be used to have a better result of doing research in speaking skill.

Practically, the significance of the present study is intended as informative feedback to the English teacher, students, and other researchers. For the English teacher, the result of the study is used to evaluate the achievement in teaching speaking and it could be the reflection for the teacher in the future in teaching speaking. The teacher can use this result to provide better planning and more efficient and effective teaching especially in teaching speaking. The teacher also can find out the result of the study to be useful when they conduct the lesson and manage the students in speaking class. For students, they could use their own prior knowledge to understand the material and also motivate students to learn speaking. Moreover, students could be more confident to show their ideas, opinions and give information orally.

1.6 Definition of Key Term

During the research, the research used several specific terms that were related to the study. In order to make the readers clearly understand and avoid misunderstanding or confusion of the readers, the researcher clarified what the key terms in this study. They are speaking skill and think pair share. The key terms that were used in the present study were defined operationally as follows:

1. Speaking skill

Speaking skill in this study refers to the skill of the eleventh-grade students of SMK 1 Saraswati Denpasar in academic 2021/2022 in constructing and

performing and oral English short conversation in front of the class by using daily life language expression.

2. Think Pair Share

Think Pair Share is a technique that has three steps: thinking, pairing and sharing. In thinking, the students “think” individually about the topic that was given by the teachers. In pairing, the students discuss their thoughts about the topic with their “pair”. In sharing, the students “share” in front of the class what has been discussed with their pair.



CHAPTER II

THEORITICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A scientific study should be based on some theoretical background and empirical evidence, and should contribute practical significance. There are some important points in this chapter that include theoretical review from many related literatures or researches that have been done before from the other researchers to support this study. Theatrically, it means emphasizing only about the theory of the area of the study rather than the practical application. Theories are showing the expert opinion, speculation about the subject. It describes something that may be true or not but is presented as a theory. For the aim of the present study, there are some important theoretical view points as well as empirical evidence. The descriptions of these points are successfully arranged as follows.

2.1.1 Speaking Skill

Among the four skills (speaking, listening, reading, and writing), speaking seems intuitively the most important. Speaking skill is the productive skill in the oral mode. Speaking is also an interaction which refers to what normally mean by “conversation “and describes interaction that serves a primarily social function. It is unlike the other skill which is more complicated than it seems at first and involves more than just pronouncing words. Speaking is also essence in learning second languages because people cannot interact without oral skill.

Teaching speaking is sometimes considered as a simple process, but in the implementation both teacher and students often find some difficulties. However, nowadays students have less motivation to talk/speak because they are afraid of making a mistake. In order to avoid the problems, it is important for the teacher to use different ways in teaching speaking. ‘speaking as a communicative skill that is used by all human beings. Many people underestimate speaking because they use it every single time. However, speaking skill has many essential components that make it hard to master’ (Turk, 2003).

Speaking is a productive skill which is known as the most difficulty if is compared with the other skills. In this skill, the students have to produce words or sentences orally as clear as possible to share information or their ideas to the audience or listeners. They also should speak clearly, fluently and accurately to make good speech in communication by using English. According to Richards (2008:19), he states that the mastery of speaking skill in English is a priority for many language learners. Learners often measure their success in learning foreign language through how much they feel their speaking ability has been improved.

According to Harmer (2001:124), there are three main reasons for teaching speaking. First, speaking activities provide rehearsal opportunities, chances to practice real life speaking in the safety of the classroom. Second, speaking task in which students try to use any or all of the languages they know to provide feedback for both teacher and students. Finally, the more students have opportunities to activate the various elements of language they have stored in their brain, the more automatic they use of these elements become. As a result, students are gradually

autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.

Therefore, language instructors should provide learners with opportunities for meaningful communicative behavior about relevant topics by using interaction as the key to teach language for communication because communication derives essentially from interaction. Furthermore, speaking is simply the physical embodiment of an abstract system (Widdows, 2008:58). An act of communication through speaking is commonly performed in face-to-face interaction and occurs as part of dialogue or other forms of verbal exchanges.

Moreover, Thornburg (2005:5) states that speaking is interactive and requires the ability to cooperate in the management of speaking turns. It also typically takes place in real time. In these circumstances, spoken fluency requires the capacity to marshal a store of memorized lexical chunks. He also said that speaking as a part of daily life that people take for granted. In addition, the average person produces tens of thousands of words a day although some people may produce more than that. Consequently, the speech act should play a control role in the process of speech production which speakers begin with the intention of affecting their listeners in a particular way, thus, it is not always used largely because people are afraid of their inexperience and inability to speak well.

Speaking also has several important functions that are stated by Richards (2008:22) that there are three functions of speaking. First, speaking is used for integration with someone. When people meet, they exchange and engage in small talk because of the other. The second one is said. The third is speaking that can usefully be distinguished or speaking as performance. This refers to public speaking that

transmits information before an audience, such as classroom presentations, public announcement and speeches.

Moreover, brown (2004:140) defines speaking as a productive skill that can directly and empirically observed; those observations are variably colored by the accuracy effectiveness of a test-taker's listening skill, which necessarily compromises. The reliability and validity of an oral production test students 'skill in conversation is core aspect in teaching learning success if language functions as a system for expressing the meaning. In addition, it requiring the simulation use of the number of abilities which is often developed in different rates.

Based on those several expert statements, it can be concluded that speaking skill is the most important and difficult to learn because it is a productive skill. It is considered as an important aspect in communication to express and convey the ideas, meaning, information and one's thoughts in spoken language. Therefore, speaking skill should be taught to the students since they entered elementary school. The teacher also has to emphasize on elements that construct speaking to make clear understanding to students.

2.1.2 Think Pair Share

Getting students to talk about their feeling is not always easy. There are many issues that are hard for them to talk about because they may be afraid to share it with others. Students need opportunities to talk and to share their ideas. The teacher needs to give them activities that can promote them to speak and express their ideas. Think pair share is the technique that can provide students' activities to speak because they are allowed to think and discuss with their partner before they speak.

According to Himmler and Himmler (2011:32), as powerful a tool as the Think-Pair-Share can be, it is only as powerful as the prompt on which students are asked to reflect. Use prompts that require students to analyze the various points of view or the provides students with the opportunity to think and talk about what they've learned carefully. The strategy requires minimal effort on the teacher's part yet encourages a great deal of participation from students, even reluctant students.

According to Barkley et al. (2005:96), think pair is a very simple but effective technique for increasing discussion participation quantity and quality. Moreover, this technique makes the students learn how to collaborate, especially in pairs. They are more active, which will make them more interesting to follow the learning process. They have many opportunities to speak and unleash their creativity in the learning process of speaking. Moreover, think pair share can improves the quality of the students 'responses. It enhances the students' oral communication skill as they have limited to discuss their ideas with another. Therefore, the responses received are often more intellectually concise since students can reflect their ideas in the learning process.

Think pair share technique improves the quality of the students' responses. It enhances their oral communication skills as they have ample time to discuss their ideas with one another. Therefore, the responses received are often more intellectually concise since students have had a chance to reflect their ideas. According to kanga and kanga (2009:18), think pair share can make the students learn to think critically to reflect on existing ideas, opinions, and information to reach a conclusion, better understand the material, and make sense of the world, or make judgment calls. In contrast, creative thinking, as the name implies, and

involves a creative process. Think pair share can make critical and creative thinking become habits of mind of students in learning process. Critical and thinking refers to mental processes like analysis and evaluation in language learning.

Informal cooperative learning can be included in any lesson, and it principally involves the “turn to your partner” types of activities. Structures that support this are the teachers ask a question and then provide “think” time, pupils talk to their partner and pupils share their answers. According to Amends (2007:351), most developers of cooperative learning in a heterogeneous group is beneficial for all students with lesser abilities learn more by working alongside those who have gathered skills. Think pair share is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations or discussion need to be held in a whole group setting, and it has built-in procedures for giving students more time to think, respond and help each other.

According to Joliffe (2007:44), cooperative learning structures create a situation in which the only way group members can complete the task is if the whole group does. Moreover, think pair share is a simple technique in teaching learning process and it allows the students to think individually, interact with their partners and share their information with all of the students and their teacher, this technique helps students to improve and enhance their knowledge by sharing the information, ideas, and skills. It educates the students to be more active and participate during the learning process rather than to be a passive learner. Besides, it makes them more interested in studying because it gives them a chance to switch their ideas with their partners. This technique will help them to draw on background knowledge, understand ideas, give students time to think, generate and analyze ideas, maintain

a high level of engagement, participate in small-group interactions, synthesize information, and develop and practice language skills.

Ludlow (2001:1) states that think pair share is a low-risk strategy to get many students actively involved in classes of any sizes. It is a technique in which students think individually for a few minutes, and then discuss and compare their responses with a partner before sharing with the entire class. Moreover, think pair share gives them a few times to work individually and then discuss their ideas and opinions and work with their partners before performing or sharing time. Moreover, using think pair share can develop the students' collaboration, creativity, and critical thinking by using think pair share the students know how to speak well. Before they speak, they must think what they have to do. Besides, they share with their friends, it is the simplest way to give exercises to the students.

Think pair share technique gives more opportunities for the students to their ideas, opinions, and suggestions with their partners. In this technique, students have a new situation in the learning process; usually, the students follow the teaching and learning process with themselves or with a big group. According to Barkley et al. (2005:155), the purpose of think pair share is to practice comments first with a peer tends to improve the quality of students' contributions and generally increases willingness and readiness to speak in a larger group. It is also preparing students to participate more fully and effectively in a whole-class discussion which students think individually for a few minutes, and then discuss and compare their responses with a partner before sharing with the entire class. Think pair share provides students with the opportunity to think, discuss and talk or share what they have learned carefully, and these procedures make learning clear.

Besides, think pair share refers to one of the cooperative learning strategies that sets students to work in pairs. Students have to think about a topic and share their ideas with pairs. Therefore, they have opportunities to convey their ideas and share them in the whole class or a group. Moreover, Amends (2012:370) states that think pair share is a technique that can help the students explore their ideas and opinions about something. For instance, suppose the teacher has just completed a short presentation or have read an assignment or a puzzling situation the teacher has described. The teacher now wants students to consider more fully what he has explained. He chooses to use the think pair share strategy rather than whole-group questions answers. Three steps adapted from ernes (2012:370) should be considered in tea chin through think pair share. The procedural steps of think pair share implementation in the classroom teaching-learning process are as follows:

1. Thinking: the teacher poses a situation associated with the lesson and asks students to spend a minute thinking alone about the situation. Students need to be taught that talking is not part of thinking time.
2. Pairing: the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period could be sharing ideas. Usually, teacher allow no more than four or five minutes for pairing.
3. Sharing: the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.

2.1.3 Assessment of speaking skill

Assessment is a process of collecting and analyzing the data to measure the result of students' achievement. Assessment is an important thing in the teaching and learning process. The assessment act they were applied to systematically and continuously analyze and interpret data about the results of students' progress in the teaching—learning process. According to Leoma (2004:170), speaking is special because of its interactive nature from a testing perspective. It is often tested in the live interaction, where the test discourse is not entirely predictable, just as no two conversations are ever the test discourse is not entirely predictable, just as no two conversations are ever the same even if they are about the same and the speakers have the same roles and aims. Moreover, by assessing the students, the teacher can measure how far the students understand the material that has been given. The assessment results can be used to reflect whether or not the technique is effective in the classroom teaching and learning process.

According to Brown (2004:04), assessment is an ongoing process that encompasses much wider domain. Whenever students respond to a question, offer a comment, or try out new words or structures, the teacher subconsciously assesses their performance. Moreover, any assessment's function is to as a guide to reinforcing the teacher's priority and helping the students identify what activities, knowledge, and understanding are centrally important to their progress. On the other hand, McCulloch (2007:2) states that assessment is one of the most significant areas of an educational system. Assessments of the students should be explicitly linked to the teacher work these things out for themselves at first sight.

Nunan (2004:138) states that assessment is a procedure for collecting the students' data. Assessment is thus a subset of evaluation. Testing is one of the forms of assessments. It includes the more formal collection of data on learners' performance. In other words, assessments subsume testing and is in turn subsumed by evaluation. To assess and evaluate English oral performance, the technique used depends on the purpose of the assessment. Moreover, according to Harmer (2001:100), the teacher gives the students the assessments 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.

There are some types of spoken tests in assessing speaking, for example, live monologues, recorded monologues, short conversation, and collaborative tasks and discussions. Most students will be asked to make at least a short conversation in class so that the same format can be used for testing. This kind of test is particularly valid if it closely matches the learners' needs and collaborative tasks and discussion. Moreover, Brindley in Carter and Nunan (2001:137) states that the term assessments refer to a variety of ways of collecting information on a learner's language ability or learner's achievement. Although testing and assessment are often used interchangeably, the latter is an umbrella term encompassing measurement instruments administered on a basis such as tests.

Hughes (2003:113) states that the objective of teaching spoken language includes comprehension and production. In assessing the student's ability, it may be seen not only from the process but also the product as speaking cannot be mastered in a short time. It needs some steps in doing the clear and procedural activity. Moreover, speaking scores express how well the examinees can speak the language

being tested. They usually take the form of numbers, but they may also be verbal categories such as 'excellent' or 'fair'. In addition, there are usually shorter and longer statements that describe what each score means, and the series of statements from lowest to highest constitutes a rating scale.

The assessment is carried out to measure how far the students' ability to understand the material from the practice that has been given during the learning process. Learning, diagnose (at commencement, during or at the end, readiness to proceed, strengths and weakness), motivate, and provide a profile of what has been learned. In addition, the main purpose of classroom instruction is to help the students achieve a set of intended learning goals. These goals should typically include desired changes in intellectual, emotional, and physical spheres. When classroom instruction is viewed in this light, assessments become an integral part of the teaching-learning process which is conducted by teachers.

Assessments of the students should be explicitly an invitation to teachers to work these things out for themselves at first sight. Moreover, according to Filcher and Davidson (2007:196), assessment becomes not so much discrete set of activities, but that focus students' 'practice' as learners and researchers. Thus, in the teaching and learning process, the students have to be more active to practice what the teacher explains in the classroom. In this case, assessment can be used for the improvement of teaching-learning methods, motivating and guiding students to be active in the classroom. It means that assessment has a beneficial impact both for students and teachers, especially students who would know their progressing abilities and teachers know their teaching effectiveness.

2.2 Empirical Review

The empirical review is the way to get information and theories about the previous researches that are still available. Furthermore, to elaborate a deep understanding of theories in the present research, the previous study's advantages or disadvantages can be seen on how the technique was implemented. To support the findings of the study, in conducting this study, the researcher wanted to improve the students' speaking ability through think pair share. There were two previous types of research that made use of think pair share which can improve the students' speaking ability. The researcher used those previous studies which were used as a basic consideration to conduct the following discussion.

The first empirical review was conducted by Ambarwati (2017) entitled "The Use of Think Pair Share Technique to improve the students' speaking ability of the eleventh-grade students of SMK 1 Saraswati Denpasar in academic 2021/2022". The objective of this study was to find out the implementation of speaking ability by using think pair share of the eleventh-grade students of SMK 1 Saraswati Denpasar in academic 2021/2022. The researcher used procedure text to test students. The result of the study could be seen from the progressing mean score of the pre-test and post-test. After conducting two teaching cycles, it was found that teaching speaking by using think pair share has significantly increased in terms of students' speaking performance: grammar, pronunciation, comprehension, and fluency.

The second empirical review was conducted by Cahyani (2018) entitled "The Use Think Pair Share Technique to improve Students' Speaking Performance in the eleventh-grade students of SMK 1 Saraswati Denpasar in academic 2021/2022".

The aim of this research was to find out whether the use of think pair share technique can improve students' speaking performance or not. The data were collected by giving an oral test to the students. The researcher administered two kinds of tests, they were pre-test and post-test. The mean score of the last post-test was higher than the pre-test and the previous post-test. In her article, the research showed that there were positive responses concerning the teaching technique applied in improving the subjects' speaking skills in the teaching and learning process.

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