

# **CHAPTER I**

## **INTRODUCTION**

### **1.1 Background of the study**

Speaking skill is one of the most important English language skills. By speaking, students are able to do interaction with friends, community, and also with the teacher in the school with good communication. In the present study, speaking becomes an important element of the curriculum in the language teaching and learning process. The goal of teaching speaking skill is to improve the student's communicative skill when the students are talking with friends or with their teacher. In addition, in English language, speaking skill must be taught and practiced in the classroom so the students can express themselves to make some improvements and aspects of speaking skill such as fluency, comprehension, grammar, and also vocabulary.

According to Richard (2008:19), speaking is an activity that can be used to communicate with others. Speaking is a way for people to interact with each other by expressing their ideas, making suggestions, comments, and sharing information. It occurs everywhere and has become a part of daily life. When someone speaks, he or she interacts with others and uses language to express ideas, feelings, and thoughts. Brown (2001:113) states that the goal of speaking is for students to be able to participate and use English fluently and acceptably in short conversations in daily context. Speaking is important for students to practice their capability and understanding, about how to send ideas and how to spell words well. In this case the students' motivation and interest are very necessary to make the process of their easy to understand.

In junior high school level, especially in grade eight, the teachers still find difficulties to determine the most effective way in teaching speaking. The teacher uses some techniques to teach even though the ability of the students is different. Normally, in speaking class the confidence of the students too weak. Therefore, 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. The researcher found that there were problems faced by students, especially in grade eight junior high school, the problems they experienced were lack of vocabulary, their pronunciation was still lacking, and grammar that was difficult to express.

Based on the problem described above, the researcher intended to implement think pair share combined with video in teaching speaking to solve the student's crucial problem. Think pair share combined with video is an appropriate teaching technique for students to practice in speaking English. It can positively motivate the teaching and learning process of speaking. It can be used to help the students improve their speaking skill. If the student could enjoy the learning process, it would improve their learning achievement and be serious in learning.

According to Kagan (2009:18), 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. During the learning process, students can improve their speaking skills. They are expected to become more actively involved in discussing the concepts or problems presented in the lesson. Based on the pre-

observation that had been done by researcher in SMPN 6 Denpasar, most students knew that speaking English is important. They were unconfident to speak English because they did not know how to say in English and how to start speaking English. It meant that they were afraid to make mistake.

Think Pair Share is one of model related to the peer interaction element cooperative learning, it demonstrated to be powerful factor in increasing students' response to questions. Based on Utama (2013:1) this model is one of the model in which that students were divided in small groups, every student involve and actively participates in the teaching learning process, this strategy gives every student opportunity to think, exchange and convey their ideas. Think Pair Share is cooperative model where student divided in pairs to discuss and solve a problem or an issue.

Thus, researcher was interested in applying Think Pair Share combined with video to improve speaking skill. Therefore, this research is entitled "The Use of Think Pair Share combined with video to improve speaking skills of the eighth grade student of SMPN 6 Denpasar in academic year 2022/2023."

## **1.2 Research Problem**

Based on the background above, the eighth grade of SMPN 6 Denpasar in academic year 2022/2023 have low in English achievement, particularly in speaking skill. Students still had a crucial problem in speaking. The student had limited mastery of vocabulary, grammar, fluency, and knowledge, as well as a lack of courage and practice during the learning process. Besides, they needed more instruction on how to speak spontaneously, fluently, correctly, and comprehensively. There must be better technique that could be applied to make

them enjoy and it could encourage them to improve speaking skills. Therefore, the research problem of the present study can be formulated in the form of question: can speaking skill of the eighth-grade students of SMPN 6 Denpasar in Academic year 2022/2023 be improved through Think Pair Share combined with Video?

### **1.3 Objective of the Study**

Generally, finding the solution of the research problem is the main objective of the study. A scientific study was conducted to answer the research problem that has been formulated and determined. Based on the research problem above, the present study was conducted to answer the research problem. The objective of this study was certainly intended to find out a solution of the problem in the research in relation with the research problem that has been formulated. The objective of this study was to find out whether or not speaking skills of the eighth-grade student of SMPN 6 Denpasar in academic year 2022/2023 can be improved through Think Pair Share combined with video.

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

In relation with the objective of study, this study was focused on the use of Think Pair Share combined with video to improve speaking skill of the eighth-grade student of SMPN 6 Denpasar in Academic year 2022/2023. The curriculum 2013 was applied at the school so that the learning process in the present research was based on the curriculum. Based on the syllabus of the eighth graders in first semester, the researcher focused on the fourth main competency and basic competency.

The study is limited on improving speaking skill of the eighth grade students of SMPN 6 Denpasar in academic year 2022/2023 by using think pair share technique. The speaking skill focuses on writing descriptive paragraph and its elements.

### **1.5 Significance of the study**

In the present study, the research was mainly intended to know whether the technique could improve and solve the problem from the students. This research was focused on the use of think pair share to improve the speaking skill of eighth-grade students of SMPN 6 Denpasar in academic year 2022/2023 combined with video as a teaching technique. In addition, the result had highly expected significance and the meaning of the study was expected to have both theoretical review and practical significance in relation to the teaching and learning process and help students to improve speaking skill. In this research, it was expected theoretically to have more advantages and practically give significance to improve the speaking skill of the students using the technique. Hence, both theoretically and practically that is briefly elucidated as follow:

Theoretically, the finding beneficial as theoretical evidence about the implementation of theory based on the problem that was faced above. Furthermore, the results of this study was related to think pair share with video in improving student's speaking skill. Besides, it could contribute to the new research findings about the use of think pair share with video. It was also strength then the empirical review. The finding of this research also enriches the theories of students speaking mastery. This study was helpful information

and useful references for the next study. This is so helpful to develop speaking skill.

Practically, the result of the study was useful for teachers, students, and other researchers. For teachers, by using this technique, the teachers were expected to improve their knowledge about one of the technique in teaching speaking especially for those who teach the eighth-grade students of SMPN 6 Denpasar. For students, this study was expected to be useful to get the opportunities to their speaking in understanding, developing and using a proper expression in a conversation. Moreover, it was also expected to increase their motivation, interest, and desire in learning English especially speaking activity. Besides, this study was expected to help other researchers in enriching their knowledge about think pair share that might be used for a references in conducting further research related to teaching speaking.

### **1.6 Definition of Key Term**

The key terms which would be used including speaking skill, think pair share combined with video.

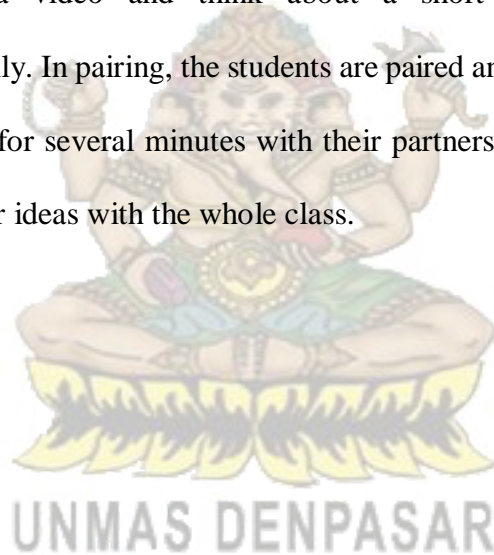
#### **1. Speaking Skill**

Speaking skill in the present study is operationally defined as the ability of the eighth-grade student of SMPN 6 Denpasar in academic year 2022/2023 to construct and perform a short descriptive text based on the elements of speaking, which would be scored through some criteria such as fluency, comprehension, and grammar.

#### **2. Think Pair Share Combined with Video**



According to M Sunita (2014: 62) think pair share is a learning model where students think independently about the problems given by the teacher then discuss with partners and share the results of these discussions with friends in class. Think Pair Share combined with video is operationally defined as a teaching technique that combines think pair share as a teaching technique and a media video used by the teacher to improve students' speaking skill. It consists of three steps: thinking, pairing, and sharing. In thinking, the students are given a few minutes to observe a video 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 partners. In sharing, the students share their ideas with the whole class.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical review is a review of some theories related to the study. Several important points related to this study explained below to give the experts' reviews from many related literatures to support this study. Furthermore, it allows the readers to understand the construction and evidence in this study. The present study, based on the discussion of the following theoretical framework: (1) speaking skill; (2) think pair share with Video.

##### **2.1.1 Speaking Skill**

Speaking is a productive skill that is mentioned as one of the most difficult skills if it was compared with the other skills when compared to the other skills, because the students must produce utterances that were as clear as possible in conveying their ideas to the audience. They also speak clearly, fluently, and accurately in order to communicate effectively in English. The mastery of speaking skill is a priority for many foreign language learners (Richards, 2008:19). Learners often measure their success in learning a foreign language by how much they believe their speaking skill has improved. In addition, Nunan (2003:4) states that speaking is very few opportunities to use the target language outside the classroom.



According to Brown (2001:267), speaking is an interactive process of constructing meaning involving producing, receiving, and processing information, its form and meaning depend on the context in which it occurs, including the participants themselves, their collective experiences and the physical environment. It is also considered as one of the four language skills that has an important role in language view such as student.

According to Cameron (2001) states that speaking is active uses of language that make learners of language in terms of sharing meaning. In other words, speaking is the active use of language to express meanings so that other people can make sense to interact with each other. To construct understanding in a foreign language, learners will use their existing language resources, built up from previous experience of language use. To speak in order to share with other people, it requires attention to precise details of the language.

### **2.1.2 Think Pair Share Combined with Video**

Getting students to find the right answers in answering the four aspects such as; a general information, a specific information, a textual meaning, and a textual reference on a descriptive text was not such an easy thing. There were many confusions that were hard for the students to find out the answers because they might be confused in understanding and comprehending the text. The students needed to be given an effective way to find out those right answers. Think pair share could help them to find the answers. It allowed the students to discuss with their pairs in finding the answers. Fisher and Frey (2007:30) state that think pair share is a

cooperative discussion strategy that allows students to discuss their responses with a peer before sharing with the whole class. The teacher involves the students to think about the questions and work by themselves; they discuss in pairs to solve problems or compare their ideas to identify the best answers, and the teacher asks them to share their answers or ideas to the whole of the class.

Mandal (2009:98-99) writes that think pair share is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. Think pair share gives the students an opportunity to think individually then, discuss the answers together. In think part the students can collect and organize their own thoughts. In pair part the students are encouraged in comparing and also contrasting their understanding and their own answers with their partners first before publishing with their classmates. Then, in share part all of the students can consider their answers together to find the right or best answers. On the other hand, Ledlow (2001:1) states that think pair share is a low-risk strategy to get many students actively involved in classes of any size. The procedures of think pair share are simple, after asking questions, the teacher tells the students to think silently about their answers, then, the teacher ask the students to work in pair to compare and discuss their responses. Finally, the students have to share the results of their discussions with the whole of their classmates.

Think pair share could be a perfect strategy when it was supported by an appropriate media. There were many media that could be used in the teaching learning activity, one of those media was video, Video was a common learning media in the teaching learning process. Video could be said as one of many media that was good for the teaching learning activity because of its function. Meanwhile, Richards & Renandya (2002:364) state that video is an extremely dense medium. one which incorporates a wide variety of visual elements and a great range of audio experiences in addition to spoken language. It could be said that video was the media that consisted of visual and audio effects that might not make the students bored while they were studying. Video caught the students' attentions, so that they would be focused for the learning material that would be conducted by the teacher. Therefore, the teacher should used a good video to make the students enjoy with the material. It was because a good video was a video that was enjoyed by its audience.

This was done to prepare the students to get used to learn by using video, with a hope that the students would not make noise in video playback during the teaching learning process took on. According to Harmer (2001-144), one of the advantages of video is that students do not just hear language, they see it too. It could be said that video was the media that consisted of visual and audio effects that might be a good media for applying in the teaching learning process. It was because video would not make the students bored while they were studying, even it caught the students' attention. Furthermore, video could accompany some teaching strategies to

support the strategy became more effective and enjoyable for the students. Obviously by using video in the teaching learning process, it was hoped that this media can be engaged the students' interest in participating while teaching and learning activities were holding, it was hoped that video can be helped them to understand a difficult topic or concept, and also the students were expected to keep abreast of the times that could be said to be a modern learning.

Furthermore, the video can describe an object moving in tandem with a natural sound or an appropriate sound. Videos can present information, describe the process, explain complex concepts, teach skills, abbreviate or lengthen the time, and influence attitude. Videos are perfect for teaching material in the 12 behavioral or psychomotor realm. The video describes the real state of a process, phenomenon or event so as to enrich the exposure (Hamdani, 2011).

Based on the explanation above, the researcher believes the video is included in the learning media which can project moving images. Video as one of the media in teaching and learning shows positive impact. Videos can help teachers learn about a new approach that can be used to attract learning. Therefore, a bit more video is one alternative in overcoming the decline of lessons and learning. Video learning explains the material concretely. Videos help students understand the material delivered so as to improve learning outcomes in the form of speaking skills. In the learning process, students experience learning activities that require a means to facilitate students to do learning activities (Sitalio, 2012; Wahyuningsih, 2014).

In addition, the researcher had implemented think pair share with video. This strategy combined with video was such an effective way to change the pattern of the teaching learning activity. It gave the students an opportunity to share their assumptions of the recitations or discussions that needed to be held in whole-pairs, and it also gave the students more time to think, respond, and help each other on the learning process. Thus, there are three steps in think pair share strategy. According to Arends (2012:370), think pair share has three steps, thinking, pairing, and sharing in which each step had its own activity. These were the steps in implementing think pair share combined with video that could be elaborated in detail as follows:

1. The first thing that the teacher did was played a video that was similar with the text that would be given to the students. It hoped the video could catch the students' attention.
2. The second thing is 'thinking' part, the teacher gave the students a text completed with questions below the text. At the same time, the teacher asked the students to think about the text and find the answers individually.
3. The third thing is 'pairing' part, the teacher asked the students to pair off. then discussed about the text and also the answers. The whole pairs had to determine which answer was the right or best answer to share later to their classmates.
4. The last thing is 'sharing' part, the teacher asked representative pairs to share the answers that they had been talking about during the pairing time, and the pairs had to give their answers to the

whole classmates through Google Classroom application as the learning platform.

Based on the experts, Hamdayama (2014: 64) says that the learning model cooperative is a learning model by using the system small groups or teams, between four and six people who have a different background of academic ability, gender, race or ethnicity different. The scoring system is carried out on groups. Thus, researcher concluded that think pair share was the most effective strategy that can be used by the researcher while she was teaching speaking especially for speaking. Think pair share gave the students more time to think, an opportunity to respond, and it also allowed the students to work with a partner in solving problems, and in answering questions. Then, by combining think pair share strategy with video as the media, the researcher hoped that it could improve the students' speaking skill, and made the students interested in the teaching learning process. To sum up, by using think pair share with video was expected can help the students to determine the answers about finding the general information, the specific information, the textual meaning, and the textual reference of the description paragraph.

## **2.2 Empirical Review**

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



The first research was conducted by Rateh Ambarwati (2017) entitled “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 objective of this study was intended to answer and find out the implementation and improvement of students’ speaking skill using think pair share technique through picture of the tenth-grade students’ of SMK Muhammadiyah 7 Wonorego in the academic year of 2017/2018. In addition, the result of this study showed that think pair share technique through with picture not only successful in improving students’ speaking skill but also successfully built students’ self-confidence. It may encourage students to participate more actively in class.

For the first research that has been described above by using think pair share technique, students’ speaking skill could be improved. The weakness in the first study was her lesson plan did not provide a clear time limitation and direction in the pre-test 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 build students’ self confidence in her research.

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.

According to Priyanto 2007 in Wena (2013: 189) suggests that Cooperative learning is one of the group learning models which has certain rules. The basic principles of cooperative learning where students form small groups and invite each other to achieve common goals. After stating those two think pair share technique researches, then it can be conclude that all of them were able to make the successful study in classroom with the students.

