

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English, speaking skill is one of the most important English skills. The purpose of teaching speaking skills is to improve students' communicative skills when students talk with their friends or with their teachers. Speaking skills must be taught and practiced in the classroom so that students can express themselves to make some improvements in aspects of speaking skills such as fluency, comprehension, grammar, and also vocabulary. In learning a foreign language, speaking skill is one of the important skills to be learned. By talking, one can interact with one another to support good communication.

Furthermore, Speaking is the highest target in learning English because it is the basis of communication, which becomes a function of language learning. Harmer (2007:343) states that if students want to speak fluently in English, they need to pronounce phonemes correctly, use appropriate stress and intonation patterns, and speak in connected speech. Speaking can help us to interact and use language to express ideas, feelings, and thoughts. With our speaking skills, we can share information, suggestions, and comments with others. Moreover, speaking is a complex skill because it is concerned with components of fluency, comprehension, and grammar. Students who can communicate in English with good fluency, comprehension, and grammar will be considered to have skills in English. However, achieving the highest target of English is not an easy thing

because when the students speak using the language, they should also think about speaking components simultaneously

In addition, speaking skills are a description of spoken language as an interaction based on social and situational interactions. By talking, someone will communicate, and share experiences, ideas, and knowledge through conversations that are carried out. Based on this explanation, it can be seen that speaking is an important aspect of language learning in daily communication. In this case, a person provides information to others directly and the other person directly obtains information by understanding what is being discussed. Likewise, when students learn English, they learn and are taught to express their ideas, feelings, and desires to others by using a second language. With the teacher and friends as facilitators and interlocutors, it is hoped that students will find it easier to always practice their language skills, especially in speaking.

Moreover, Luoma (2004:1) states that speaking skills are an important part of the curriculum in language teaching and learning, making them an important object of assessment as well. This statement means that in the process of teaching and learning a language the teacher must teach and assess students' speaking ability. Students' progress in speaking skills should be assessed objectively. Besides, speaking is an interactive process of constructing meaning that may involve producing, receiving, and processing information. Its form and meaning are dependent on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purpose of speaking. It is often spontaneous, open-ended, and evolving. The students should produce

words and use them in communication in this skill, including good accuracy and fluency

Based on the researcher's interview with an English teacher at SMA (SLUA) Saraswati 1 Denpasar, tenth-grade students still have difficulties in speaking skill. Speaking in front of the class is one of the difficulties they faced. In addition, they do not know the correct pronunciation. Mastery of vocabulary that is still a bit is also a problem for students. Describing the product of the sentence unity is also difficult for students. In addition, incorrect sentence structure and grammar are also obstacles faced by students. Therefore, students are less interested in speaking because of the difficulties they face. Helping them develop speaking skill is not merely so that they can pass the examination but also for more general use when they want to use English to communicate and express their ideas.

Many factors can affect the improvement of students' skill, one of them is the teacher's teaching technique. Based on the interview with one of the English teachers in SMA (SLUA) Saraswati 1 Denpasar. The teacher focuses on Teacher-Centered Learning where the teacher explains the material without students' involvement. This teaching technique is focused on the teacher as the source of the knowledge. The students tend to be passive since they just listening to what the teacher said. In addition, the teacher explains the material generally based on the textbook. This kind of teaching tend to cause the students easily forget the learning material which affects their achievement

The use of teaching techniques in the teaching-learning process is very crucial. It can affect the result of the lesson, one of them is the students' improvement. The teacher needs to pay attention in using teaching techniques.

Teachers should use a technique where they can make an interesting and exciting class. However, based on the problem above, the researcher concludes that the teacher's technique is not effective in teaching speaking. Many interactive techniques and media can be used to improve students' speaking skill, one of those many techniques and media are think pair share combined with video with this technique, it is hoped that students will prefer learning English because they learn English while watching videos

One of the appropriate techniques to use in teaching speaking is Think Pair Share. Think pair share is a technique that gives students the opportunity to think, collaborate with friends or alone and then express what they think. Isjoni (2010: 78) states that this technique gives students the opportunity to work alone and collaborate with others. The advantage of this technique is the optimization of student participation, which gives eight times more opportunities for students to be recognized and show their participation to others. This technique helps students to be more active in class and able to interact well. Think pair share combined with video can also train students mentally to be able to discuss to find answers to a given problem.

Media in learning to write descriptive paragraphs are pictures. Sari (2021) states that video is a collection of images that are processed in such a way in such a way as to produce movement. Animated video is also a moving image that comes from a collection of objects arranged in such a way that the objects can be in the form of writing, pictures of animals, plants, humans and so on. By using these techniques and media, it is hoped that students will be more interested and motivated in learning to speak. Students are also expected not to feel bored in the

teaching and learning process. Furthermore, this technique has simple steps that are easy to follow manage and not spend a lot of money. Think pair share with video is the perfect combination that can be used to improve students' speaking skills.

Based on the research background, the researcher tried to apply think pair share combined with videos in teaching speaking. The researcher considers think pair share combined with video is the right teaching technique and media to improve students' speaking skills in carrying out conversations. By using think pair share combined with videos, teachers can attract students' attention and motivate them before explaining the material. It can also stimulate them and help students to get a better understanding by watching videos. When students understand the material, they can produce better written compositions. Based on the statement above, the researcher is very interested in conducting research entitled “The use of Think Pair Share Combined with Video to Improve Speaking Skill of Tenth-Grade Students of SMA (SLUA) Saraswati 1 Denpasar in Academic Year 2022/2023”

1.2 Research Problem

Formulating a research problem is important in conducting research in order to produce a specific discussion. As stated in the background of the research, students of class tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar have many difficulties in speaking. These problems do affect their speaking skills, especially in carrying out conversations. So, it should be improved by using effective teaching techniques and media. Therefore, considering the research background, the research problem can be formulated as follows: can the speaking skills of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar students be improved through think pair share combined with videos?

1.3 Objective of study

Research problems that have been formulated previously are answered by conducting scientific investigations. Research objectives need to be prepared by researchers. Thus, the research will run well and achieve the researcher's goals. Based on the research problems above, speaking skills students of class tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar still need to be improved. Therefore, this research was conducted to find solutions to the problems above. This study aims to determine whether the speaking skills of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in the academic year 2022/2023 can be improved or not. Though think pair share combined with videos.

1.4 Limitation of the Study

It is important to limit the study to avoid complicated discussion. Therefore, the present study is limited on improving speaking skill of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in academic year 2022/2023 through think pair share combined with video. It is important for the researcher to know the curriculum and the syllabus that applied in the school in order to produce lesson plan and learning material as the research requirement. In this present study, SMA (SLUA) Saraswati 1 Denpasar applies the revised 2013 curriculum. According to the curriculum and syllabus of the school, the researcher focused on the fourth main competency and basic competency

The fourth main competency is focused on processing, presenting, and producing in the concrete and abstract realms in accordance with what has been learned in school and acting effectively and creatively, and being able to use

methods according to scientific rules. Basic competency and Indicator of Competency Achievements is 4.4 constructing a simple oral descriptive text about person, thing, and place with pay attention to the social function, text structure, and language features correctly and contextually. 1) Performing a monologue descriptive about person, thing, and place correctly and contextually. Therefore, writing skills in this study focused on their speaking skills by describing people, things, and places and consisted of a generic structure: identification and description correctly and contextually. In addition, it will focus on the grammar, comprehension, and fluency.

1.5 Significance of the study

This research is focused on knowing the improvement of speaking skills of tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar in the 2022/2023 academic year through think pair share combined with video. This will be related to teaching speaking skills by applying think pair share combined with video to improve students' speaking skills, especially in telling something in the form of speech. In addition, the findings of this study are expected to provide both theoretical and practical significance. In addition, the research expected to have more advantages in term of theoretical as well as practical significance in the context of improving speaking skill.

Theoretically, the findings of this study are expected to be useful as theoretical evidence on the application of theory based on the problems encountered above. It is also hoped that it can be a reference or guide for further research related to classroom action research, speaking skills and think pair share combined with video. In addition, the findings of this study are also expected to be useful in

choosing the right technique in teaching speaking. The finding can be beneficial as theoretical evidence about the implementation of the teaching technique. This is so helpful to develop the speaking skill of the students. The study will become helpful information and useful references of the study.

Practically, the results of this study are also expected to provide educational feedback for teachers, students, and other researchers. For teachers, the results of this study are expected to be used as a reference in using think pair share as a technique and video as a medium in teaching speaking. For students, learning outcomes are expected to increase their motivation and interest in learning speaking. For other researchers, it is hoped that it can be a reference and empirical review to make better research for future research in the same field. In addition, it also provides alternative sources and guidelines for further research to get better and more accurate results. By using the technique, the teacher is expected to improve their knowledge about this technique in teaching speaking, especially for those who teach the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar.

1.6 Definition of Key Term

The key term was based on the research variable the present research. Therefore, to make the readers clearly understand and avoid misunderstanding and confuse on the parts of the readers concerning the key terms use the in the context of the present study. In addition, the key term which would be used in the present study were speaking skill and think pair share combined with video. The definitions of key terms are operationally defined as follows:

1. Speaking

Operational speaking skills are defined as the skills of class X students of SMA (SLUA) Saraswati 1 Denpasar in presenting in delivering a short descriptive monolog orally and will be assessed based on fluency, comprehension, and grammar.

2. Think pair share combine with video

Think Pair Share combined with video is a teaching technique with combined think pair share as a teaching technique and video as a media in which there are three steps thinking, pairing and sharing. In thinking, teacher plays a short 5-minute video about the topic, then the teacher asks students to think about person, thing, and place, then students are given the opportunity to think about what describe they will speak about their experiences. In pairing, students will pair with their classmates to talk about describing person, thing, and place. Additionally, in sharing, students are expected to share describing person, thing, and place in front of the class in a monologue which will be listened to by the teacher and friends based on correct grammar, pronunciation, and fluency when conveying their experiences.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical review

Theoretical review is a review of theories related to this research. The study of these theories is important to be considered by research as the basis of scientific research. In addition, it allows the reader to understand the constructions and evidence in this study. Theoretical review also guides researcher in conducting and determining this research. In this chapter, there are five related theoretical reviews which are discussed as follows: (1) speaking skill, (2) Think Pair Share (3) video animation (4) Think Pair Share Combined with Video Animation (5) assessing speaking. The researcher would like correlate some theories which are related to this study. There are some important points to be explained and discussed based on the research's relevant theoretical reviews. Thus, the present study is conducted based on some theories stated in the form of some theoretical frameworks such as speaking skill, think pair share combined with video, and assessment of speaking skill.

2.1.1 Speaking Skill

Speaking is one of the most important forms of communication in everyday life. Speaking is also one of the skills that must be mastered by students in learning a language. Developing strong speaking skills is very important for students. Because it not only helps their grades but also prepares them for a professional future. This process can deepen students' critical thinking and knowledge. In addition, students are able to explore and convey their ideas in oral form. However,

speaking is the most difficult skill to master (Luoma, 2004), the difficulty is not only how we do the correct pronunciation but how we can combine the structure of the language so that it becomes a correct sentence and can be understood by listeners.

Speaking is also referred to as an act of reporting through spoken words with the ability to speak. Speaking in English is related to what is seen, felt, heard, and expressed in the form of words. If speaking is done by more than one person, it will lead to a conversation or interaction. According to Harmer (2001:271) states that most speaking involves interaction with one or more participants. This means that effective speaking also involves a good deal of listening and understanding how the other participants are feeling. Speaking is the crucial ability for the students to be mastered to be able to communicate each other around the world. However, there are several problems in speaking skill that students' face, such as, some of the students are unable to express their ideas in English, afraid of making mistakes and hard to memorize many grammatical formulas. Only a few of students are active to communicate in English. Many learners of a foreign language can confirm how difficult speaking is.

Cameron (2001: 40) states that speaking is the active use of language that makes language learners share meaning. In other words, speaking is the active use of language to express meaning so that other people can understand to interact with each other. Learners will use their existing language resources, which are built on previous language experience. Speaking to share with others, can make speaking English more communicative. Speaking is used to communicate with one another that is why speaking is one of the skills that has to be mastered by students in

learning English. Bailey in Nunan (2003:02) states that speaking is a process of interaction where speakers intend to build meaning through producing, receiving and processing information. In addition, speaking skill is a productive skill which is mentioned as one of the most difficult skills if it is compared with the other skills because in this case, the learners should produce utterance as clear as possible.

Speaking is of necessary language skill (Pollard, 2008). It plays a very important role and people must have mastery of these skills to reach the path of success in their respective fields. So speaking skill is where this skill is the most important among the four language skills to communicate well, correctly and politely in this globalized world. Besides that, learning speaking skills should receive a more significant portion than other skills because communication is the main goal of language learning. If it is not spoken by people orally, any language in this world is considered an extinct language. Thus, vocabulary learning must be aware that speaking skills are the most important language skills so that the portion in practicing and getting used to language must emphasize speaking skills.

Harmer (2007) states that there are three main reasons for making students speak in class. First, speaking activities provide an opportunities for the students to practice their speaking in classroom situation. Second, speaking assignments where students try to use one or all of the languages, they know provide feedback for lecturers and students. Everyone can see how well they are doing: how successful they are, and what language problems they experience. And finally, the more students can activate the various elements of the language they have stored in their brains, the more their use of these elements will automatically. Speaking skills are considered the most important and the most difficult to improve four English skills.

Speaking is the most essential skill in language teaching and learning. According to Nunan (2001) speaking is a skill that which generally has to be learned and practiced. Burns (2012) defined that learning to speak in another language is a challenging undertaking because speaking is a highly complex and dynamic skill that involves the use of several simultaneous processes – cognitive, physical and socio-cultural – and a speaker's knowledge and skills have to be activated rapidly in real-time, but speaking is considered a skill to practice and master. It concludes that speaking is the ability to express something in spoken language. As the previous taught by Burn (2012) can be concluded that speaking is like a complex skill because at least it is concerned with components of pronunciation, grammar, vocabularies, and fluency. There is some evidence from Nunan (2021) conclude that speaking skill is an act that is done naturally by people in their life. Sometimes they share their problem to someone they believe in. They have a freedom to express what they want to say.

Speaking is a productive skill. This is an activity of producing words or sentences orally. With that skill, students can deliver their ideas, thoughts, and opinions about the world. Through speaking, they can communicate with others directly or indirectly. Moreover, Turk (2003:1) states that speaking is productive skills in oral communication. Speaking is the direct route from one mind to another, and it is the way that is usually chosen to ask a question or give an explanation. Speaking is an important language skill that has been learned to be better speakers. Brown (2001:267) describes that speaking is an interactive process of constructing meaning that involves producing, receiving, and producing information. Its form and meaning are dependent on the context in which it occurs. Speaking is generally

used as a means of communication in social interaction. In addition, the presence of a speaker and listener must build up mutual communication in the interaction.

According to Richards (2008:23), some of the skills involved in using talk as interaction involves knowing how to do the following things: opening and closing conversations, choosing topics, making small-talk, joking, recounting personal incidents and experiences, turn-taking, using adjacency pairs, interrupting, reacting to others, and using an appropriate style of speaking. During the teaching and learning process, the students should be active and responsible in the activity. They are expected not to be shy and afraid to express their ideas or answer both in oral or written English form. It is known that the students' role cannot be activated well; the situation of the classroom will not be warm and can make the students get bored during the learning process that will cause an uninteresting situation.

According to Burns and Claire (2003:4), teachers must select the context, content, and topics for pronunciation teaching that are practical, familiar, interesting, and motivating. Furthermore, to improve speaking skills, teachers should give students a chance to speak in front of the class. Alderson and Bachman (2009:1) state that speaking skill is an important part of the curriculum in language teaching, and that makes it an important object of assessment as well. It is known that language ability can be measured from four language skills; however nowadays, people usually judge language skill from how well someone can speak in the language itself. In the speaking activity, the students need to know that spontaneous speaking is not just caused by the ability they have. In addition, if the communication runs well, it is caused by the students' ability in all aspects. Moreover, Broughton et al. (2003:76) state that the speech produced by the students

should be tightly controlled at first by the teacher, and then as progress is made, there should be less rigorous guidance, culminating in situations where the student is free to produce utterances appropriate to the situation.

According to Brown (2004), speaking is a productive skill that can be directly and empirically observed, those observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skill, which necessarily compromises the reliability and validity of an oral production test. By speaking, students can share information, expressing their ideas and their feeling. Because talking is the most direct means for people to connect with one another, it is the foundation of human communication. Fauzi (2017) states that active speaking abilities can be developed gradually through the correctness and efficacy of listening skill. To put it another way, discussion necessitates the participation of at least two or more persons, who must both listen and speak.

Based on the theoretical explanation above, the author concludes that speaking is a way to express what we feel which is then manifested in the form of a spoken language process between two or more people. Therefore, the teacher's role is very important in teaching and guiding students in developing speaking skills. The speaking class should be made more creative, communicative, and fun. To influence students to be interested in learning and improve their speaking skills, teachers need to motivate students and not organize all activities into formal assessments. Moreover, the teacher can organize the topic of speech into something valuable for students, it can be said as a contextualized topic and a teacher must be able to invite his students to participate in the classroom, a teacher's approach is really needed here so that students can follow the learner to speak comfortably.

Learning to speak requires a partner, therefore doing communicative learning is very necessary so that speaking learning is more communicative.

2.1.2 Think Pair Share Combined with Video

Cooperative learning only happens when a group of students work together towards a common goal where the students are not only work collaboratively with each other but also can work with minimal interaction. This means that, if it is well structured, cooperative learning will be an effective teaching strategy in term of creating high-level interaction among students to learn better with their teammates. According to Kagan (2009;30) states that cooperative learning is also very powerful in developing higher-level thinking skills. One of the most powerful tools we have for developing higher-level thinking is the heterogeneous team. As students with different points of view interact, they challenge each other's assumptions and bring different data to the argument. This pushes each student to a higher-level synthesis than if they worked alone. Those who advocate higher-level thinking converge on the call for cooperative learning.

After introduction of communicative language teaching which emphasizes the importance of group work in the language classroom, applying cooperative learning approach in language teaching became popular (Feigenbaum, 2007). Cooperative learning (CL) is defined as the instructional use of group activities which makes students work together and develop their own and others' learning (Johnson & Johnson, 1981). When structured well, CL involves students in working as team, interacting with others, and sharing goals, ideas, and feedback (Murdoch & Wilson, 2004). To benefit from cooperative learning, groups of participants must be working together, not only "next to" one another. Also, it should be considered

that if teacher do not have careful planning and monitoring, group works hinder learning and decrease social interaction than promote it in classes (Woolfolk, Winne & Perry, 2003).

There are some principles for cooperative learning approach according to Freeman (2000). For example, students think cooperatively not competitively and individualistically in this approach. In other words, they think in terms of positive interdependence. Moreover, teachers teach social skills as asking others to contribute or keep the conversation calm. So, the teachers teach language as well as cooperation. Also, Group work helps students to feel responsible and through which students learn how to work with different people in different groups. Research on classroom cooperative learning techniques, in which students work in small groups and receive rewards or recognition based on their group performance, has been increasing in the past few years. Cooperative learning methods were used in elementary, secondary classrooms, and senior high school.

According to Murdoch and Wilson (2004), the most obvious sign of cooperative learning in a classroom is that the students meet and work together in a variety of groupings. When CL works affectively, the following features are evident: (1) groups of students work on a shared task; (2) Everyone is aware of their roles and responsibilities; (3). Students employ different skills such as communication, thinking, and social skills; (4) Strategies and skills are assessed by teachers and students. The researchers, also, stated that cooperative learning is only one variety of teaching approaches used in the classroom, not a total classroom program or strategy; CL works when mix with other approaches in a classroom

Think Pair Share is one of the teaching techniques applied by teachers to teach students in class, this technique is quite popular with students because this technique can involve students well during learning. Think Pair Share is a cooperative discussion strategy that has a three-part process, there are students who think about a question or problem, they talk with a partner about their thoughts, then some children share their discussions and thoughts with the class with adapted from Candlish (2012). Think-Pair-Share is a learning technique that provides structured opportunities for students to think about a particular case, problem, or topic, working in pairs to discuss it. Individual ideas and share ideas with other students to improve communication skills.

Besides the theory of Barkley et al. (2005: 155-156) states that the goal of Think-Pair-Share is to practice commentary beforehand with peers tends to improve the quality of student contributions and generally increases in larger groups. Think-Pair-Share has an explicitly defined procedure to give students more time to think, answer, and help one another. According Lie (2008) states that Think pair share learning model is commonly used in all subjects and for all age levels of students. Think pair share learning model is one of the simplest cooperative learning models, which involves students actively learning in a group atmosphere to solve learning problems and have a sense of responsibility for their own learning and the learning of others. Students not only study the material provided, but they must also be ready and responsible for providing and teaching the material to other group members. Therefore, students are interdependent with each other and must cooperate cooperatively to learn the assigned material. Think pair share learning model is commonly used in all subjects and for all age levels of students.

Barkley et al. (2005: 155-156) states that the purpose of Think-Pair-Share is to practice comments first with a peer tends to improve the quality of student contributions and generally increases in a larger group. It is also preparing students to participate more fully and effectively in a whole-class discussion. In this case, the optimization of student participation can be seen so that spontaneous answers emerge that can contribute to the group they are facing. So here the teacher acts as a guide, facilitator, and motivator. Students who have difficulty will be helped and difficult material will be easier for students to understand so that completeness in the learning process can be achieved.

Moreover, Think Pair Share (Frank Lyman, et al., 1981) is a collaborative discussion strategy designed to provide students with time to think and formulate their individual thoughts and ideas about a given topic or concept before forming a pair with a peer to share their thinking. And Think Pair Share help student process the information and it can develop communication skills and make the student think about a question, issue, or problem. And they can refine their understanding through discussion with a partner. Such learning conditions require teachers to be able to choose the right learning model, so that students can improve their ability to understand mathematical material. So far, teachers only use conventional learning models, so that students are only passive objects and do not do much. Finally, teachers are required to choose a learning model that requires students to be more active, creative, innovative, and fun.

Besides the theory of Barkley et al. (2005: 155-156) states that the goal of Think-Pair-Share is to practice commentary beforehand with peers tends to improve the quality of student contributions and generally increases in larger groups. Learn

about the topic for a given amount of time (usually 1-3 minutes). Think: the teacher asks questions or issues related to the lesson. Then students are asked to think about the question or issue independently for a few moments. Pair: Each student should be paired with another student. Teachers may choose whether to assign pairs or let students pick their own partners. Remember to be sensitive to learners' needs (reading skills, attention skills, language skills) when creating pairs. Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic (2-5 minutes). Share: Once partners have had ample time to share their thoughts and have a discussion, teachers expand the "share" into a whole-class discussion. Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class. Increase

Based on the theory that has been mentioned, the researcher uses the theory of Candleish (2012) who states that Think Pair Share is a cooperative discussion strategy that has a three-part process, there are students who think about a question or problem, they talk to a partner about their thoughts, then some children share their discussions and thoughts with the class. Before students fully contribute to class students can invite their classmates to have discussions. Cooperative learning is always fun it almost always produces gains in social outcomes such as race relations and it has never been found to reduce student achievement in comparison to traditional method. However, a substantial body of research has established that two condition must be fulfilled if cooperative learning is to enhance student achievement substantially.

According to Harmer (2001) states that video could be supplied simulations, not only because it could give feedback when students could be watched and

evaluate performances, but also because the presence of the video helped to make students feel more realistic. Teachers can use a video because it is short or simple and easy support in teaching and learning process. Students are accustomed to watching videos for their classes and coursework in colleges and universities; 68% of students report that they watch videos in their classes. However, the suitable media used in this research is the development of video. Results of the experiment showed that the value of video for learning effectiveness was contingent upon the provision of interactivity.

According to Canning-Wilson (2000) stated that video is at best defined as the selection and sequence of messages in an audio-visual context. The teacher use video, CD-ROM in classroom allows second/foreign language learners the opportunity to view and actively participate in lessons at their place. The use of video is intended to improve students' speaking skill and at the same time to eliminate speaking obstacles such as shyness because of less self-confidence, fear of making mistake, strong effect of genuine accent of mother tongue, poor speaking practice, lack of vocabularies, poor listening practice, and lack of motivation caused by many aspects namely boredom on learning approach, rigid method and old way of teaching. Teaching learning process is more fun, interesting, and understandable for building up students' speaking ability.

In addition, the steps of the think pair share with the video can be divided into three steps of implementation. In this case, the teacher needs to explain the students about the clear steps of the Think pair share combined with Video. This great combination between the strategy and the media can help the student to engage in comprehending the material intensively and understandable. According

to Arends (2012:370) think pair share has three steps; thinking, pairing, and sharing in which each step has its own activity. The procedural steps of think pair share combined with video implementation in the classroom teaching-learning can elaborated as follows:

1. Thinking. The teacher will show the video related to the material and the student must think critically. 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, teachers 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. In this case, every student must share the ideas and comment to their friends' performance.

2.1.3 Assessing Speaking

Assessing students' skill is important to carried out during teaching and learning process. According to Nunan (2004:138), assessment is procedures for collecting the students' data. Assessment is an ongoing process that encompasses a much wider domain. By doing an assessment, teacher knows how far the improvement of the students' skill and their understanding of the material that have been taught by the teacher. The result of the assessment is used to inform and enhance students' learning process. Therefore, assessment have an important role in teaching and learning activities, assessment is needed to assess the product. Assessment is conducted to know the students' ability or achievement. Assessment is an ongoing process that encompasses a much wider domain. Whenever students

respond to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously assesses the students

Brown (2004:4) states that assessment is an ongoing process that encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new subconsciously assesses the student's performance. (2004:1) states that speaking skills are a more important part of the curriculum in language teaching, and this makes them an important object of assessment as well. 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. Assessment of the students should be explicitly linked to the teacher work these things out for themselves at first sight.

Furthermore, Cheng and Fox (2017:1) say that assessment plays an essential role in language teaching and learning. The day-to-day assessment of student learning is unquestionably one of teacher's most important, complex, and demanding task. As teachers, they are the principles agents of assessment, so the teachers need to ensure the quality of classroom assessment practices and use these practices in ways that best supports the students' learning. Assessment activity can be carried out between a teacher and a student, or a group of students. In addition, these activities include both the classroom test and daily assessment that the

teachers use in the classroom. An assessment used by a teacher to find out how far the progress of his students in understanding learning.

According to Black and William in McCulloch (2007:140), classroom assessment or teacher assessment refers to the assessment carried out by teachers in the classroom. It may be formative when teachers collecting information about students' strengths and weaknesses to provide feedback to students to make further decisions about teaching, or it may be summative, when teachers are collecting information at the end of a period of time, generally to report the students' progress. Summative assessment carried out by teachers may also inform their own teaching. In addition, formative assessment is called assessment for learning. The scoring rubric that was used was basically based on the students' abilities, and the researcher scored the students' speaking performance based on fluency, comprehension, and grammar

Coffin et al. 2003:2 states that assessment is often a major of purpose for student writing. Students may be required to produce essays writing, written examinations, or laboratory reports whose main purpose is to demonstrate their mastery of disciplinary course content. In assessing writing, the teacher focus on both the content and the form of the writing, that is the language used, the text structure, the construction of argument, grammar, and punctuation. Assessment can be obtained from directly examining students work to assess the achievement of learning outcome. Assessment is an important thing in the teaching and learning process. The assessment activities were applied to analyze and interpret data about the results of students' progress in the teaching-learning process systematically and continuously.

Assessing speaking is challenging for teachers however, as there are many factors that influence how well and correctly students can speak the language. This means that teachers must be careful in assessing students' speaking skills because the curriculum has certain criteria that must be assessed by teachers during students' speaking performance. Speaking also has several important functions stated by Richards (2008:22). Speaking is something that can help someone to be able to share the information that will be conveyed. Speaking English must also be trained so that the pronunciation in the language is clear and can be heard and understood by others. As a teacher, teaching learning English is good, and right is a challenge for teachers

Brown (2004:172) states that the components of the oral proficiency assessment category are grammar, vocabulary, comprehension, fluency, and pronunciation. In addition, teachers usually assess students' speaking performance by using a rubric. Questions that are built must be based on the material. Certain materials may be suitable for multiple choice, true or false items, matched items, completion items, or open-ended questions. According to Thornbury (2005: 125), there are two main ways of assessing speaking. There is a holistic and analytical assessment. The holistic score is an assessment by providing a single score of the overall impression and has the advantage of being faster and possibly adequate for the progress of informal testing.

Nunan (2004:138) states that assessment is a procedure for collecting the students' data. Assessment is thus a subset of evaluation. Testing is one the form of assessment. It includes the more formal collection of data on learners' performance. In other words, assessment subsumes 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 assessment of how well they have done, whether during a drill or often a longer language production exercise. The teacher will give the assessment based on the activity which they have to learn.

There are some types of spoken tests in assessing speaking, for example, live monologues, recorded monologues, short conversations, 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 assessment refers 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

Assessing speaking is challenging; however, there are so many factors that influence how well students can speak a language. According to Luoma (2004), speaking skills are an important part of the curriculum in language teaching, which makes them an important object of assessment. In addition, Brown (2004:157) explains that if the teacher would like to assess the students' speaking skills. Some components must be considered, such as grammar, comprehension, and fluency. The scoring rubric that was used was basically based on the students' abilities, and the researcher scored the students' speaking performance based on fluency, comprehension, and grammar.

Based on the theory that has been put forward by experts, the researcher uses an assessment from Brown's theory (2004:172) which states that the components of the oral proficiency assessment category are grammar, vocabulary, comprehension, fluency, and pronunciation. In addition, teachers usually assess students' speaking performance by using a rubric. But researchers only use three assessments, namely fluency, comprehension, and grammar. Fluency in language is very important to master so that when we talk to someone, they can understand what is being said. Understanding in comprehension so that what we convey we understand so that it is not wrong to convey information, and in grammar Putting the right words is very important when speaking.

2.2 Empirical review

The empirical review is the previous research that is relevant to this study. This is a way to get information and theory about previous research that is still available. In addition, knowledge of empirical review evidence can help the researcher avoid unintentional replication of previous studies result and place the researcher in a better position for their study result. To strengthen and support this study, in this case, there are 2 empirical reviews that researcher took from other researchers which reveal similar to the study conducted. The other researchers also discussed similar study about the implementation of Think Pair Share technique to improve the students' speaking skill. Hopefully, these empirical reviews can provide information about the implementation of Think Pair Share technique and students' problems in speaking skill especially for the other researchers who will conduct same study.

The first study was conducted by Samuel (2017) entitled “The Use of Think Pair Share to Improve Speaking Skills for Class Tenth-grade Students of SMK Kertha Wisata Denpasar in Academic Year 2016/2017. The objective of the study was to figure out whether or not speaking skill of the tenth-grade students of SMA (SLUA) Saraswati 1 Denpasar can be improved through Think Pair Share. The example of the study showed that Speaking skill could be improved using the technique. In addition, the students’ responses toward the study are positive. Based on the observations of the teacher's checklist, field notes and tests given to the subject, the results showed that there was an increase in achievement in the subject's speaking ability. This can be seen from the increase in the value of subjects in each learning cycle. Thus, after the Think Pair Share was applied, the subject's speaking skill improved significantly.

The strengths of this study were the researcher already stated some expert theories related to the technique to support the study. In addition, the research also stated clear step of the think pair share from Arends (2012). However, the researcher did not use any media to support the teaching and learning process, that made the students was intended to be bored in the teaching and learning process. Regarding the weaknesses above, in this present study, the researcher was also attached the video as the media to support the implementation of the think pair share. The combination of those was gave a comprehensive insight to the student related to the material. In addition, the Video as a teaching media made the teacher easier to give good examples and correct pronunciation related to the material, video also make the students interest with the lesson that given. By using videos students were become more interested in participated in learning.

The second research was conducted by Pande (2021) with the title " Improve Speaking Skill of the Eleventh-Grade Students of SMA PGRI 4 Denpasar in academic year 2020/2021 Though Think Pair Share combined with Picture". The objective of the study was intended to figure out students' speaking skill could be improved through the implementation of Think Pair Share combined with picture. The implementation of the Think Pair Share Combined with Picture showed the students' speaking improvement and their positive response during the teaching and learning process. But the use of image media does not support this technique because the researcher only shows pictures and the lack of creativity shown makes learning boring. The pictures that are displayed are only black and white, so students have difficulty seeing the pictures because the pictures displayed are not clear

Moreover, there were the strength and weaknesses of this study. The strength of the study, the language used easy to understand for the reader. Besides, the instruction of the pre-test and post-test were very clear. However, the weakness of the research had no clear indicators of scoring rubric that make the assessment of the speaking ability less accurate. Without clear scoring criteria, the scoring of the students' speaking performance might not be objectively scored. As a result, in the present research, the researcher will adapt the scoring rubric which is designed by Brown (2004). The scoring rubric emphasize six criteria that can be used to assess speaking performance, yet in this research, the researcher will make use of three criteria: fluency, comprehension, and grammar.