

CHAPTER I

INTRODUCTION

1.1 Background of Study

Language is a system of communication which consists of a set of sounds and written symbols which are used by the people of a particular country or region for talking or writing. According to Wardaugh as cited in Ramelan (1984), language is a system of arbitrary vocal symbols used for human communication. This statement means if the language itself is commonly used to communicate in social interaction between human. The English language is a language originally the language of the people of England. English is probably the third language in terms of number of native speakers. Speaking is a crucial part of language learning and teaching. Having a good control in language in English is most important for many languages of foreign language learners (Richard, 2008:19). This skill is categorized as productive skill which requires student to mastery in English language. This productive skill may produce ideas, messages, and suggestions which need to be practiced. This skill enable learner or in this case is the students to produce language in spoken form.

Speaking is one skill that should be mastered by the students. Speaking is a verbal communication of language use to communicate with others. Speaking skill allows people to feedback for something that has been heard or expresses their feeling. Speaking is the delivery of language through the mouth. When we speak, we need to create sounds using many parts of body, including the lungs, vocal tract, vocal cords,

tongue, teeth and lips. According to Burn and Adouse as cited in Nunan (1991: 23), speaking is described as the activity as the ability to express oneself in the situation, or the activity to report acts, or situation in precise words or the ability to converse or to express a sequence of ideas fluently. By speaking will allow people to interact by communicating to each other effectively. People can express theirself by voicing their mind through speaking and to be understood by other people.

According to Brown (2004), speaking is a productive skill that can be directly and empirically observed, those observation are invariably colored by the accuracy and effectiveness of a test taker's listening skill, which necessarily compromises the reliability and the validity of an oral production test. In order to have other parties to understand what a speaker has said, it is necessary to speak coherently. Thus, speaking become essential in a social interaction. Harmer (2007:284) states that speaking is the ability to speak fluent and if knowledge of language is considered as most important process information. On the other hand, Richard (2008:19) states that if speaking in English as a second language learner is a priority. It is well known that speaking is part of production capacity. Productive skill is important and teachers must take it into account and a must. Considering by its importance, it is essential for the students to have this productive skill or in this case is speaking skill.

Based on the researcher observation on the eighth-grade students of SMPN 1 Kuta Utara, it was found that the students were not able to speak fluently in delivering information. The students were mostly used *Bahasa Indonesia* to communicate when they were studying English in online class. Therefore, students were not confident in

speaking English because they were afraid making a mistake and sometimes they did not understand what they want to say in English. Speaking was quite difficult for students because some important parts of speaking were not mastered yet like vocabulary, fluently, and comprehension. Basically, the teacher had to help students to improve their self-confident and English language skill, especially in speaking skill. It did not come from the students, but sometimes from the teacher. The teacher only asked the students, but the students did not know what they wanted to speak. Some strategies used by the teacher was using translation method. However, the students cannot express their idea very well and students hard to enjoy with the teaching learning in the class. The researcher chooses Think Pair Share technique to improve students speaking skill.

Arend (2012:450) states that a think pair share strategy is described as a cooperative learning structure that increase students' participation. That is a cooperative structure in which partners privately think about a question or situation then discuss their responses with one another. This means if think pair share will enable the students to work together with their partner to discuss a certain topic or material. Moreover, speaking is one of the difficult skills to master by students. Many students feel defiance in learning English as foreign language especially in speaking skill. The students are difficult to deliver their thought spoken. A lot of students could not express their idea well. When students have practice conversation in the class, the students are not spoken fluently.

In solving the problem, the researcher implemented Think Pair Share combined with pictures. It would establish an active teaching and learning process for solving the problems. The use of think pair share encouraged the students to be active and participate

in teaching and learning process. The students will not only memorize the text but they can act to be in real situation.

The use of think pair share technique is appropriate to improve students speaking skill. Based on the background of the study, the researcher needs to improve students' speaking skill. Moreover, think pair share technique is suitable to involve students in teaching learning process in order to improve students speaking skills. In addition, students learn how to get an enjoyable situation in speaking English so they will feel not under pressure to speak because it can be natural part of class activity.

Based on the explanation above, the researcher was interested in conducting research entitled "The Use of Think Pair Share Combined with Picture to Improve Speaking Skill of the Eighth Grade Students of SMPN 1 Kuta Utara in Academic Year 2021/2022". This research build students' confidence in learning English and improve students' speaking skill through using questionnaire.

1.2 Research Problem

Based on the background study, the researcher formulates the following research problem: Can speaking skill of eighth grade students of SMPN 1 Kuta Utara in academic year 2021/2022 be improved through Think Pair Share Combined with picture?

1.3 Objectives of the Study

In line with research problem, the present study intended to determine whether the speaking skill speaking skill of the eighth-grade students of SMPN 1 Kuta Utara in academic year 2021/2022 be improved through think pair share with picture technique.

1.4 Limitation of the Study

This discussion of speaking skill was considered very broad and complex to be dealt with short time study. In order to focus on a specific area of speaking skill, the research should be limited. This study was limited on the classroom action research. Moreover, this study was limited on improving student speaking skill of the eighth-grade students of SMP N 1 Kuta Utara in academic year 20121/2022 with think pair share combined with picture. The school used curriculum 2013, and on the syllabus of the eighth-grade students, main competency (4) is processing, presenting, and reasoning in the real according to what the students was learned. In other word, this main competency focuses on the students' skill. Moreover, in the present study applied the basic competency 4.7 which was constructing short interactional text oral and written in accordance to ask and give opinion and basic competency 4.7.1 which was design a simple text transactional interaction related to circumstances/action/activities/events that are carried out. The students' speaking skill was limited on constructing and performing monologue based on some situations related with language expression of daily activity. The assessment of student performance was speaking skill during the teaching and learning process focus on three aspects: fluency, comprehension, and grammar.

1.5 Significance of the Study

An investigation was conducted to produce such finding that used properly as broad as possible, but minimally it was useful for the certain study being investigated. The present study was concern on improving student speaking skill with think pair share combined with picture. This skill was crucial in learning English. The findings of the

present study were expected to provide both theoretical as well as practical significance. The significance of the present study was intended to give beneficial for student, teacher and other researcher in teaching and learning process. Therefore, theoretical significance and practical significance of this present study can be explained as follows:

Theoretically, the present study could discover new theory about improving students' speaking skills using the think pair share combined with picture technique instead of other methods. The research was significant in that it strengthened and supported previous similar research and provides more empirical evidence, especially in the speaking skill. Furthermore, the technique with media which was used in the present could be one of resources for improving student speaking skill. In other words, there was a development in education about teaching and learning process especially about teaching speaking skill by applying think pair share combined with picture. Therefore, this study developed a basis for creating the new effective technique to improve students' speaking skill.

Practically, the significance of the present study provided useful feedback for teachers, students, and other researchers. The present study was expected to help teachers in the teaching and learning process. The teacher made the classroom atmosphere is more active, fun, and improved the students' speaking skills by using think pair share combined with picture. The students' skill would improve, and they would pay attention to every lesson the teachers provided them. This media-based method reducing classroom boredom. In terms of students, the present study helped them in being more focused and

provided opportunities to develop their speaking skill. The researcher provided a method for doing short role plays that was less confusing for the students.

Furthermore, for the other researcher, the present study is beneficially for the references for the next researcher who used this teaching technique. In addition, present study can be used by the researcher if they want to learn and get information for increasing their knowledge about think pair share combined with picture. The other researcher also can try to find the weakness of the present study for future research.

1.6 Definition of Key Term

The terms in scientific research are too broad to be discussed. In addition, key term had several typical words use by researcher in the present study. To avoid some incorrect interpretations of this research title, the researcher would like to clarify and explain term used. The explanation described the variable in the present study. The present study dealt to improve students speaking skill. The title of the present study is “The Use of Think Pair Share combined with Picture to Improve Students Speaking Skill of the Eighth Grade Students of SMPN 1 Kuta Utara”. Therefore, there are three key terms which used in the study as follows:

a. Speaking

Speaking is operationally defined as the ability which is done by students of the eighth-grade students SMPN 1 Kuta Utara in Academic Year 2021/2022. In constructing oral monolog test about daily activity, the speaking of the students is assessed through some criteria such as: fluency, comprehension, grammar.

b. Think Pair Share (TPS)

Think Pair Share is operationally defined as a teaching technique which is used by the researcher in improving speaking skill of the eighth-grade students of SMPN 1 Kuta Utara in academic year 2021/2022.

c. Picture

Picture is operationally defined as real description of an object that are portable and can be used anytime and help students to understand the difficult object to be observed. In this research, the researcher used the picture of daily activities.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Some theoretical background is important to give support of the present study. The purpose is to give education and knowledge toward variable. The theory review of the theories related to the conducted study and discussed in the present study. The present study needs to be supported by theories that have already been given by the experts.

2.1.1 Speaking Skill

The reason why students should improve their speaking skills is that there are lots of benefits they can get, such as clear pronunciation, easy of understanding, and increased confidence. According to Brown (2004:141-142), there are five basic types of speaking. First is imitative, at one end of a series of speech performances is the ability to simply parrot a word, phrase, or even a phrase. Then Richard (2008: 19) states that when we speak, we tend to get things done, explore ideas, understand certain aspects of the world, or just be together. This is purely speech-level verbal generation, but the number of prosodic, lexical, and grammatical traits of speech can be included in the baseline performance. Second is intensive, second way of speaking, often used in the context of evaluation, is short, aimed at enhancing ability in a narrow band of grammar, phrases, vocabulary, or phonological relationships (prosodic elements, intonation, emphasis, rhythm, connections). The speaker needs to know the semantic traits in order to be able to answer. Third is responsive. Responsive assessment tasks include understanding interactions and tests, but at a somewhat limited level of very short conversations,

standard greetings and small stories, simple requests and comments. Fourth is interactive. The difference between responsive and interactive speaking lies in the length and complexity of the interaction, which can involve multiple exchanges and multiple participants. Interactions can take two forms: transactional languages, which are aimed at exchanging specific information, and interpersonal interactions, which are aimed at maintaining social relationships. Fifth is extensive (monologue). Extensive oral production tasks include speeches, oral presentations, and story-telling, during which the opportunity for oral interaction from listeners is either very limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks.

Speaking ability is one of the most important languages and remains the most important as people usually speak and interact with each other. To be able to speak a foreign language, students need to master a sound system of foreign language. In addition, students must understand and be able to respond to what had been said in order to achieve their communication goals. Speaking is a way of showing, communicating, and verbally communicating information from the speaker to the listener. Furthermore, speaking can be conducted by students speaking skills to express their ideas, opinion, though, experiences, and feeling using English with good mastery, vocabulary, pronunciation, fluency, and comprehension. According to Richard (2008:21), teaching speaking does not only teach students to speak well in target language, but it also explains how students can express their ideas in a good community. Practice may improve students speaking skill.

In this case students would have real performance speaking practice combined with think pair share technique with picture. Students felt that they are in the real situation.

Moreover, speaking was one of the most difficult aspects to master by students. The students need to master all component of speaking skill in order to speak clearly and fluently. From declaration above, speaking was one of four language skills which become consideration in in teaching learning. Furthermore, speaking was considered as an important aspect in communication to express and show the ideas, opinions, or information. Moreover, to enable students to improve their speaking skill, the teacher needs to be more creative in suitable oral interaction which was appropriate for the students. In addition, think pair share with picture that can help students to improve their speaking skill which create conditions to them for oral interaction.

However, speaking was one of the most difficult aspects to master by students. The students had to master all components of speaking skill in order to speak clearly and fluently. Pollard (2008:33) states that there are three key elements to considered when planning and setting up speaking activity. First is language used; when planning any speaking activity with the students, analyses carefully the language they would be used to perform of the activity. Second is preparation, preparation is an important factor that helps students speak more easily. One aspect of preparation is to warm the students to the materials. Third is reason for speaking. Students need to feel that they have a real reason to speak. This is often referred to as the communication element and makes sure there is a reason to speak. From the declaration above, it was concluded that speaking is one of four language skills which become a consideration in teaching English. The present study

focused on the theory Hughes (2003:113) which states that the objective of speaking skill is to develop the ability to interact well with languages and this includes understanding production. In addition, speaking is considered as an important aspect in communication to express and convey the ideas, opinions, or information. Therefore, in order for students to improve their speaking skill, the teacher needs to be more creative in creating a condition for oral interaction that appropriate for the students. In addition, think pair share combined with picture helped students to improve their speaking skill which creates conditions to them for oral interaction.

2.1.2 Think Pair Share (TPS)

Think pair share is a teaching technique setting the students to work in a small group (pair). In teaching technique, the researcher as a teacher to teaching technique with media to make the learning process more interesting. Using this technique, students are in a new situation in the learning process, either on their own or in large groups. Think pair share technique gives more opportunity for the students to speak their ideas, opinion, suggestions with their partners. This technique can facilitate the student's collaboration, creativity, and critical thinking.

The researcher used implementation of think pair share technique the first gives the students opportunity to work individually. Second, instructs the students to find their pair, discuss their ideas opinions, and work with their partner before perform about their discussion through WhatsApp group that was create before. The third students perform or share. This technique more interesting added with media to support the technique. Think pair sharing techniques also improve students' thinking of working with partners

and comparing their work to their partners. The think-pair-share technique gives students the opportunity to explore and improve their speaking skills. This technique motivates students to make their education and learning more enjoyable.

Moreover, think pair share is a cooperative discussion, especially with pair. This technique has three parts to implement it. First, the students looking for their partners. After they find their partners, they need to think individually about the topic or material that given by teacher. Second, students discuss their responses, ideas and opinions about topic or material as a support learning process that delivers by the teacher and also the students compare their work. The third part is sharing and performing their result discussion through WhatsApp group. They learn how to work with pairs and how to accept opinions from their friends. Think pair share technique also improves their critical thinking, teamwork, accept and value their partner's ideas and opinions (McCandlish, 2012:2).

Ledlow (2001:1) Think pair share techniques also improve critical thinking, teamwork, acceptance, and evaluation of partners' ideas and opinions. Producing is simple, after asking a question, ask students to silently think about their answer. Alternatively, teachers can ask them to write their own answers based on the complexity of the question and the appropriate length of text for the activity. The teacher can give them anywhere from three to five minutes to work individually. Next, the teacher instructs the students to find their partner to a pair and compare or discuss again their responses. Finally, the teacher calls randomly on a few students to summarize their discussion or give their answers. Random calls are important to ensure that students are individually

accountable for participating. Then, Arend (2012:450) states that a think pair share strategy is described as a collaborative learning structure that enhances student involvement. It is also an effective way to slow down lessons and expand student thinking. Therefore, think pair share allows students to be more involved in the learning material and makes it difficult for one or a few class members to dominate discussions. In addition, Kagan and Kagan (2009:18) state that think pair share can make students think critically, reflect on existing ideas, opinions and information, reach conclusions, better understand the material, and decisions. In contrast, creative thinking, as the name implies, and involves a creative process. Think pair share being able to develop critical and creative thinking into student habits, critical and creative thinking refers to the mental process that is analyzed and evaluated.

According to Nik (2010:22), think pair share technique 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 increase 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 the students more interested to study because this technique gives them a chance to switch their idea with their partner. In addition, by this technique, they also can explore their ideas. In addition, by this technique, they also can explore their ideas.

In addition, Arend (2012:370) states that think pair share is one of the techniques that can help the students to explore their ideas, opinions, about something. As instance, in learning process the teacher can just complete a short slide presentation or the students

can read an assignment. In the implementation of the think pair share, there are three steps as follows:

1. **Thinking:** in this process, the teacher has a role in giving the material about daily activity. The teacher also elaborates the material by adding the picture as a support in teaching learning process. By this, the students get easily in comprehending the given material. In this process also the students need to think alone about the given material.
2. **Pairing:** in this process, the teacher instructs the students to find their partner to be paired. In addition, in this process the students need to share their ideas and opinions after they have identified the picture.
3. **Sharing:** in this process, the teacher asks each pair to share their work with their own partners. The teacher instructs each pair to take turn one by one, the other pair give a question while the other one need to wait their turn to perform.

2.1.3 Picture as Teaching Media

In general, the definition of picture is as work of art two dimension which has a purpose both in explaining and describing something. Therefore, it can be said if a picture can give an esthetic side by a person who sees it. However, a picture it is not only about a picture is a kind of visual communication. Picture is not only giving esthetic but also can be used as a media in teaching and learning process, it can provide visual material that help students to improve speaking skill, because picture help students to motivation and stimulates imagination power, and it can also be used in various configuration to enhance learning and practice. In this research, researcher choose picture as the media in

learning process, teacher make any creativity that are appropriate with the students need. Teacher show students some picture and explain the material matter to students.

According to Suprijono (2009:110), the picture learning model is a learning method that uses picture that are paired or sorted into a logical sentence. This learning has the characteristics of active, innovative, creative, and fun. Further on, Yunus (1981:53-54) states that there are advantages of using picture in teaching learning process as follows. A picture is beneficial in presenting new grammatical and vocabulary items, it also can stimulate the students for using the language at the reproduction and manipulation stages to speak. Thus, the students become be more challenged and motivated to speak English in communication. Wright (1989:7) says that picture provide students with challenges and opportunities to try to speak. In order to improve the students' speaking skill the researcher uses picture series to support the teaching and learning. Beside it is easily to be described it is also more interesting and easier in delivering the material.

2.2 Empirical Review

Empirical review was the review of the relevant research that had been conducted by the previous researchers that were relevant with the present study. The purpose of providing empirical review was to show the relevant studies that have similarity with the present study. In conducting this study, the researcher wanted to improve the students' speaking skill with think pair share combined with picture. There were other researches who applied think pair share combined with picture in teaching and learning process. The researcher used those studies as a basic consideration to conduct the present study.

Therefore, it was used to support the present study by considering the result. The related studies that were used by the researcher were described in chronological order below:

The first research was conducted by Ambarwati (2017) with the title “The Use of Think Pair Share (TPS) Technique through Picture to Improve the Students Speaking Skills of the Tenth-Grade students of SMK Muhammdyah 7 Wonosegoro in Academic Year of 2017/2018”. The study was designed to improve the ability in speaking skill. In this study, the technique was helpful for the students in improving their speaking skill. She also stated that the technique was highly useful in speaking skill of the students. In her study, the research showed that there were positive responses when the technique applied in improving the student’s speaking skill. The researcher also gave a good material and simple example in learning material. The weakness in the research was she did not explain clearly and briefly the implementation of a think pair share technique in chapter II; she used a global explanation and it quite make confused.

The second research which is relevant to the present study was conducted by Sari (2020) with the title “Improving Speaking Skill of the Tenth Grade Students of SMAN 1 Tegallalang in Academic Year 2020/2021 through Think Pair Share Combined with Picture” the research was to find out whether the use of think pair share technique can improve students speaking performance or not. The data was collected from test to the students. The research showed that there were positive responses concerning the teaching technique applied in improving the subjects.

The researcher got the same result where the findings showed that after doing some researches, there was a constant improvement after the research applied the think pair

share technique. Students had positive responses. However, the two researchers did not multiply theory about skill enough. It made the researcher more confident when applying the teaching technique to the students. It would be easier to understand the theories when doing the activities during the learning process.

The previous research succeeded to increase significantly the students' speaking skill and maximize the use of the facilities provided in the school. Moreover, it showed that picture could keep students' attention in following the teaching and learning process. The previous study, Think Pair Share was used with picture. However, in scoring the students' performance, there were no descriptors in each criterion. As a result, the assessment seemed to be subjective. In the present study, the researcher used three criteria which: fluency, comprehension, and grammar and each criterion consist of scale five to one. This criterion was adapted from Brown (2004:172).

