

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of Study

Nowadays, English is very important to learn. People learn English because English is an international language that is generally used to communicate and can be used for the main requirements in any job opportunity. In Indonesia, English is taught as a foreign language. English also has developed into an intellectual and social medium of self-image. If the students want to effectively communicate in their target language, they should be mastering the language skills. Four language skills can be mastered by students namely listening, speaking, reading, and writing.

This study focuses on speaking skills. By speaking, people can express their ideas, thoughts, and feeling to communicate well. According to Nurgiyantoro (2010: 399) what humans do in second language activities in language life after listening is speaking. Humans learn to pronounce and finally be able to speak based on the sounds (language) they hear. Moreover, students need good conditions in developing speaking activities to increase their speaking frequency, such as the learner's language environment. In addition, speaking brings message from one person to another in the form of verbal as well as spoken language. Furthermore, the purpose of learning to speak is to improve communication skills that verbally express all the ideas that are on his/her mind.

In Lampung, teaching English speaking is challenging. During the researchers' teaching practicum program at SMA Al-Huda, the researcher found some students experienced problems in language skills. Most of the students have a problem with speaking skills. The most problems are pronunciation and less confidence. In the classroom, they mostly just keep silent and just listen to the teachers' explanations. When the teachers ask the students to speak or share their ideas in the classroom activity, sometimes most of them do not speak or cannot share their ideas well. It is in line with Leong and Seyedeh (2017: 35), who said that students' problems in applying English communication verbally or in writing are an inseparable part of the problem, especially oral language.

Some parties act as the conveyor of the intent and the recipient of the intent in communicating so that communication is well established, so the two parties must also be able to work together well. According to Mahripah (2014), several components affect the skills of language learners such as phonology, syntax, vocabulary, and semantics as well as psychological factors such as motivation and personality. In addition, the teacher can force their students to practice their English in the classroom to achieve or improve their speaking skills. The teachers must use an appropriate teaching technique to improve the students' speaking skills in English.

One of the teaching techniques to improve students' speaking skills is Think-Pair-Share. According to Suprijono (2013), the Think-Pair-Share technique is one of the cooperative learning strategies in which students must learn through three steps, namely the techniques of thinking, pairing, and sharing. Thinking means that they have to think of solutions or answers to questions given by the teacher. Pairing means that they must work in pairs to discuss the problems given by the teacher. Meanwhile, sharing means that students must share the results of their discussions with the whole class.

Lyman (1981) aims this strategy to solve or at least minimize students' problems. In addition, Think-Pair-Share is a strategy to facilitate students in increasing students' confidence in speaking English. The Think-Pair-Share teaching strategy is a strategy for getting students to practice speaking ideas. Moreover, the Think-Pair-Share strategy can guide students on their previous background knowledge and make students active in participating in class discussions. Therefore, by giving this learning technique, it is hoped that students can express their ideas and thoughts to communicate well with other students in the class and can be applied in daily activities.

Based on Asmarani (2019), Ambarwati (2017), Putri (2018), and Afrilliani (2018) that are similar to this research, Think-Pair-Share gives opportunities to improve students speaking skills. The results of their research show that there are significant differences in students' speaking ability after being taught using the Think-Pair-Share strategy. In consequence, the researcher assumes that Think-Pair-Share techniques can also be used for speaking skills for students at SMA Al-Huda Jatimulyo. Therefore, the researcher is interested to conduct research,

entitled: The Effect of Think-Pair-Share Technique to Improve Speaking Ability of the Eleventh Grade Students at SMA Al-Huda Jatimulyo.

## **1.2 Research Question**

Based on the background above, the research question was:

“Is the effect of Think-Pair-Share more effective than the conventional teaching to the speaking ability of the eleventh-grade students at SMA Al-Huda Jatimulyo?”

## **1.3 Research Objective**

Concerning the research question, the research objective was:

“To find out whether there is any effect of Think-Pair-Share technique to improve the speaking ability of the-eleventh grade students at SMA Al-Huda Jatimulyo.”

## **1.4 Uses of the Study**

By this research, there were two uses of the study such as:

1. Theoretically

For researchers, this research might be a reference for conducting such research in the future. This study provides an overview of students' speaking skills, problems faced by students in expressing ideas, thoughts that are useful for improving teaching skills, especially in speaking subjects.

## 2. Practically

For students, they will be very motivated to use the Think-Pair-Share technique to improve their speaking ability. For the teacher, in their English classroom, they can be positive to apply this technique to get valid information on the effect of Think-Pair-Share.

### **1.5 Scope of the Study**

In this study, the researcher focused on the Think-Pair-Share technique for students' speaking skills on the problems experienced by students. The subject of this research was the eleventh-grade students of SMA Al-Huda Jatimulyo. There were two classes of this research as a control class and an experimental class. The object of this research was the effect of the Think-Pair-Share technique to improve speaking ability. The objective of this research was to examine whether there is any effect of Think-Pair-Share to increase the speaking ability of the students. The researcher wanted to give a test for the students to examine the students' speaking in the classroom. The material that used in this research was transactional interaction giving information regarding suggestions and offers for the pretest and the topic about giving information about cause and effect for the posttest. The researcher also gave the students the material about asking and giving an opinion on the treatment.