

## **CHAPTER 1**

### **INTRODUCTION**

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

Speaking is one of four basic skills in learning foreign language besides listening, reading and writing. It is considered as a priority for many second or foreign language learners. Through speaking, we can express our ideas freely and spontaneously. To many people, mastering the art of speaking is one of important aspects of learning a second or foreign language, and success is measured in term of ability to carry out a conversation in the language. For this reason, speaking skill has been taught since the students attended an elementary school.

Speaking is an activity used by someone to communicate with others (Richards, 2008:19). When someone speaks, he or she interacts and uses a language to express his or her ideas, feeling and thought. He or she also shares information, suggestion and comments to other through communication. Furthermore, Brown (2001: 113) states the objective of speaking is the student are able to participate and use English in short conversation, collect the information, ask and answer the questions fluently and acceptably in daily context.

Moreover, Louma (2004: 1) states that speaking skills are important in part of the curriculum in language teaching, and this makes them an important object of assessment as well. This statement means that in language teaching learning process the teacher should improve student ability in speaking. The progressing of

the students in speaking skill must be scored in objective way. However, in real situation in English class, speaking activities do not work as it is expected because of many factors prevent students from speaking English. The students are not confidence to speak English, they are afraid of making mistakes and sometimes they do not understand what they supposed to say.

Considering the problem above, the teacher is expected to have an attractive and innovative stimulate. In this case, the students must study hard to master it and the teacher should create a good atmosphere and a positive classroom environment. In the classroom, the teacher must create the situation that can encourage real communication. Many activities can be designed to make major element lively. The teaching learning process should not only happen between teacher and students but also between students. Furthermore, to solve this problem Think Pair Share can be use in the classroom to improve students' speaking skill.

Think Pair Share is one of the strategies that can be applied in teaching speaking because it is one of potential activities that give students feeling of freedom to express themselves and share meaning with other. It is also useful to encourage students in interacting with each other orally. Think Pair Share is combination between language and fun. Students can practice and do the activities with their friends. Think Pair Share also gives students an opportunity to practice new language, behavioral skill and flexibility terms of subject matter and design.

Based on the problem above, the writer would like to conduct a classroom action research under the title "A Study on the Use of Think Pair Share Technique in Improving Speaking Ability of the Eighth Grade Students of SMPK St. Theresia Kupang in the School Year 2017/2018".

## **1.2 Problem Statement**

The problem discussed in this study is stated as following:

- 1) Does the use of Think Pair Share technique improve speaking ability to the eighth grade students of SMPK St. Theresia Kupang in the school year 2017/2018?
- 2) What is the speaking ability level of the eighth grade students of SMPK St. Theresia Kupang after they are taught using think pair share?

## **1.3 Objectives of the Study**

Going on the line with the problem statements, the objectives of this study are formulated in the following statements:

1. To find out whether or not the use of think pair share strategy improves speaking ability to the eighth grade students in SMPK St. Theresia Kupang in the school year 2017/2018.
2. To find out the speaking ability level of the eighth grade students of SMPK St. Theresia Kupang after they are taught using think pair share technique.

## **1.4 Significance of the Study**

This study has some significance, as presented detail in the following part.

1. For the English teacher, it can help the teacher to use and apply various and interesting techniques during teaching and learning process.

2. For the writer, through this study the writer would be able to improve her knowledge and skills in teaching English especially speaking using TPS strategy.
3. For the students, it is expected that using TPS strategy in learning can help them to improve their speaking ability.

### **1.5 Scope and Limitation**

There are many strategies in teaching speaking, such as interview, discussion, storytelling, think pair share, jigsaw, information gap, role play, stimulation, and so on. Teachers use this strategy to help students not just to improve their speaking ability but also they used these strategies to build students motivation and interest in learning English especially to speak.

In this study, the writer only limits to the teaching speaking using think pair share technique. The think-pair-share technique is used to teach asking for and giving opinions and describes about favorite person.

### **1.6 Definition of Terms**

In this part the writer would like to presents some definitions of terms that are use in this study to help the readers' understandings. They: are presented below:

#### **1. Speaking ability**

Speaking ability is the ability to express oneself in life situation, or the ability to report acts or situations in precise word, or the ability to converse or to express a sequence of the idea fluently (Lado, 1961). In this study, speaking ability means that a person has an ability to express his/her idea correctly and accurately with

correct grammar, appropriate use of vocabulary and good in pronunciation. Therefore the idea or the message which is being transferred can be fluent and understood by other people.

## 2. Think Pair Share Techniques

Think-pair-share technique is one of cooperative learning techniques. It consist of three steps such as Think (teacher gives the students think time), Pair (student discuss with partner), and Share (students share their result discussion to whole class) (Millis, 2007:7). In this study, think-pair-share is technique used by teacher in teaching speaking in which students are provided by think time to think about the discussion topic before they come to group.

## 3. SMPK St. Theresia Kupang

SMPK St. Theresia Kupang is one of private Junior High School in Kupang, located on Jend. Ahmad Yani Street, Kota Lama District.