CHAPTER I

INTRODUCTION

This chapter discusses research background of the study, reseach question, purpose of the research, significance of the study, scope and limitation, and definition of key terms.

A. Background of the Study

Teaching foreign languages is essentially an interactive process in which students actively participate in exchanges with one another as well as with the teacher. As the demand for more efficient, fruitful, and engaging approaches to learn foreign languages researches, innovation in language education is fueled by a focus on active and collaborative learning environments. Language is best learned, according to the prevailing opinion, when students interact with one another in groups while working on assignments, studying material, or resolving real-world issues. During these activities, their attention is not focused on the language per se, but rather on the language itself (Alipour and Barjesteh, 2017; Alrayah, 2018).

The main goal of learning a foreign language is to be able to communicate in that language. However, the researcher observed that EFL learners had difficulty communicating in English. There are many different explanations for a learner's inability to speak well. First of all, students cannot absorb everything they need to communicate immediately, nor can they learn easily from a series of random language activities where most of their time is spent completing lessons that do not engage students in intensive interaction and thus do not allow them to improve communicative skills (Namaziandost et al., 2020). Indeed, the main purpose of learning a foreign language is to be able to communicate in that

language. However, the researcher observed that EFL learners had difficulty in communicating in English. El-Khuli (2000), believed that,"One of the common difficulties to communicate freely in the target language may be due to language teaching methodologies and learning environments that may be said to be unsuitable for foreign language learning." This places more emphasis on skills so that little speaking is practiced under these conditions (Namaziandos et al.,2019).

Among the many existing skills, speaking is a skill that is considered the most difficult compared to other skills because it requires naturalness and readiness. According by Darmadi (2015), speaking is frequently seen as the primary component of English as a Foreign Language instruction, along with other abilities, since English is now used by more people than some other languages have ever been in world history. As referenced in Parmawati and Inayah (2019), as a productive talent that is observable through direct and empirical observation, speaking is concerned about the very small chance that students will be given the opportunity. As far as speaking opportunities go, hardly many students get them. Numerous factors can contribute to this issue (Aristy et al., 2019).

EFL learners' difficulties in speaking are caused by teaching methods. In authors' view, one of the things that contributes to unpreparedness or difficulty speaking is teaching methods that still use conventional teaching methods. Conventional methods do not really involve students, even though according to experts speaking skills can be achieved or mastered from student involvement or activity.

According to the authors' preliminary research conducted in MAN 5 Kediri, conventional and jigsaw methods of instruction have been used with students, but the results have been ineffective since a large number of pupils still struggle with spontaneous speech. The jigsaw method was used by the researcher during the preliminaries at MAN 5 Kediri. The students were divided into groups of four, each with eight to nine students, and the theme was decided by the researcher, who also assigned each group a unique theme. Each group then talked about the outcomes of their respective themes. The students were split up into different groups once the researcher's allotted time has passed, with each group consisting of a full group (there are groups 1,2,3 and 4). Furthermore, every group representative elucidated the outcomes derived from the predetermined conversation topic. Thus, each group representative ought to have been given materials that each group with a distinct theme has described. After the session was over, the group representatives stood up to give their classmates the outcomes of their conversation. But the author claims that it is less effective since many students still rely only on their friends' explanations when they are giving a presentation in front of them, rather than on their friends' explanations when they are still in a group. Additionally, a lot of pupils were still instructed to step forward, but many refused to do so on their own since they lack the necessary preparedness and were also embarrassed.

The researcher took narrative text material because according to the material can be used to learn about facts, the impact of historical events, and get a lot of life lessons about many things, besides that it also trains students' imagination and creativity in processing historical information into an interesting

and entertaining story. In addition, the researcher investigated how students responded to the TPS learning method because it was to see how far the students' understanding was after the learning method was applied, because the students' understanding could affect the effectiveness or otherwise of the learning method applied by the researcher.

Impromptu speaking requires little preparation time, typically just three to four minutes to present discussion outcomes. Ross (1995) defines impromptu speeches as those delivered with minimal preparation. The Think Pair Share (TPS) method can help students improve their speaking fluency by fostering focus, confidence, and increased speaking opportunities in smaller groups. Unlike larger group methods, TPS encourages active participation and meaningful interaction, making it more effective. Gomleksiz (2007) highlights that TPS enhances social engagement and speaking proficiency, while Buffee (1995) notes distinctions between cooperative and collaborative learning, emphasizing the unique strengths of each approach.

Cooperative learning in classrooms focuses on student-centered activities, encouraging collaboration and teamwork. Students work in groups or pairs, sharing knowledge and supporting each other to achieve common goals. This method has proven more effective than individual learning in reducing anxiety, fostering positive relationships, increasing intrinsic motivation, and boosting self-esteem (Brown in Oxford, 1997). However, it also faces challenges such as cultural differences, diverse learning styles, personality variations, and an overreliance on the first language (Crandall, 1999). Despite these challenges, cooperative learning is highly effective in language acquisition, especially through

structured group projects.

One successful model of cooperative learning is the Think Pair Share (TPS) approach, developed by Frang Lyman and researchers at the University of Maryland. TPS encourages meaningful interaction among students by allowing them to think independently, discuss ideas in pairs, and share their conclusions with the class (Tuanany, 2019). According to Afrin (2013), this method provides students with enough time to reflect on their responses before collaborating to solve problems, which are later clarified or explained in a class discussion.

The TPS approach offers several benefits. It helps students apply concepts through peer discussions, enhances their confidence in expressing opinions, and promotes active learning by involving them in group tasks rather than teacher-centered activities (Shoimin, 2014). Additionally, students have the opportunity to present their findings to the entire class, broadening everyone's understanding through diverse perspectives (Hartina, 2019). By fostering engagement and interaction, TPS effectively enhances learning outcomes and speaking skills in a collaborative setting.

Several previous studies served as references in this research, including those conducted by Melasari (2021) and Yunita (2020). Melasari's study demonstrated that the Think Pair Share (TPS) method significantly improved students' speaking abilities over two cycles. The findings revealed advancements in pronunciation, intonation, stress, comprehension, grammar, vocabulary, and self-confidence. The pre-cycle average score of 66.55 increased to 71.177 in the first cycle and further improved to 77.55 in the second cycle. In the first cycle, 53.33% of the students (16 out of 30) achieved a score of 75 or higher, illustrating

the effectiveness of the TPS method in enhancing speaking skills.

Yunitas' research, conducted with class VIII junior high school students in Bandung, focused on the students' experiences using the TPS method. The results indicated that students enjoyed the learning process and showed improved speaking performance. Data analysis revealed that 52% to 64% of students strongly agreed that TPS encouraged them to learn English and improved their confidence and performance in speaking. The method enabled students to express opinions during pair discussions, enhancing their critical thinking and reducing errors. Most students appreciated TPS for its ability to facilitate information exchange and provide a supportive learning environment.

Although both studies explored speaking skills and employed the TPS method, this research differs by focusing specifically on impromptu speaking. While Melasari and Yunita examined general speaking abilities and the students' experiences with the TPS technique, this study investigates how TPS supports impromptu speaking, which requires spontaneity and quick thinking. The distinct emphasis on impromptu speaking forms the rationale for conducting this research and contributes to the growing body of knowledge on the TPS method's versatility in developing various aspects of speaking skills.

B. Research Questions

1. What are the students' perceptions of the implementation of the Think Pair Share strategy in impromptu speaking activities at MAN 5 Kediri?

2. How do students' respond to the Think Pair Share strategy for EFL learners during impromptu speaking activities at MAN 5 Kediri?

C. Purposes of the research

1. To explain the implementation of the Think Pair Share strategy for EFL students' impromptu speaking activities at MAN 5 Kediri.

2. To explain how students respond to the Think Pair Share strategy during impromptu speaking activities for EFL students at MAN 5 Kediri.

D. Significance of the study

a. For student : Students can be more creative and be able to do critical thinking for expressing opinion especially in EFL speaking class.

b. For teacher : So that the teachers can be more effective in assisting the class and able to see the development of their students' especially in EFL speaking class. Furthermore, teachers can apply the strategy analyzed in this research to aid students' critical thinking.

c. For other researchers : This research is intended to provide and deepen the understanding of effective learning methods strategies that make students more creative and enchance their critical thinking.

E. Scope and Limitation

Researcher sets limits to focus on students' abilities in EFL speaking class. The subjects of this study were two classes, namely class XI F and class XI G with a total of 35 students from each class. This research focuses on the application of Think Pair Share in EFL speaking class. The researcher chooses this class based on the pre eliminary observation, so the author is very familiar with the dynamics of the class and students.

F. Definition of Key Terms

a. Think Pair Share

Think Pair Share (TPS) method is effective in introducing diversity in the classroom. TPS provides an opportunity for students to reflect, discuss, and support each other. Teacher assessment is only done on short presentations or reading assignments, while teachers expect students to think more deeply about their learning and experiences.

b. Speaking Skills

Speaking skills are the ability to communicate verbally in a variety of contexts, using both verbal and nonverbal cues. These skills are included in the four language skills (reading, writing, speaking, and listening) and are often called productive skills because their main focus is on oral communication, which can be developed through language learning.

c. Impromptu Speaking

An impromptu speaking is a speech that is delivered without any prior preparation. This type of presentation is also done without much time for preparation, making it a short formal speaking exercise that does not require much preparation. Impromptu speaking are usually given a time limit of about three to five minutes.