CHAPTER I

INTRODUCTION

The first chapter consists of background of the study, research problem, objective of the study, hypothesis, scope and limination, significance of the study, and the definition of the key terms.

A. Background of the Study

In learning English language, there are four skills that should be taught to students. They are speaking, listening, writing, and reading. Among those four skills, speaking is one of the four language components that students should master. Speaking is defined as an interactive process constructing meaning that involves producing, receiving, and processing information orally using organ of speech. Information is someone's messages to be transfered to other. It means that another person should understand the messages well. In order to understand the messages well, one's speaking should provide natural communication which has certain features (Aminuddin, 2006: 1-3).

Moreover, teaching speaking for students is important. The reason is because speaking is one of the basic language skills in English, just as important as listening, reading, and writing. In the English learning process, the leading skill is speaking, because the students can express their ideas and feelings through speaking. Besides, speaking is one of the skills that people need in daily life. Thronbury (2005: 1) states that speaking is so much a part of daily life that people

take it for granted. Thus, speaking is one of the important skills to be learnt for the students especially in junior high schools.

Richard (2008: 9) states the mastery of speaking skills in English is priority for second foreighn language learners. The expectation of students of Junior High School are be able to express meaning of short functional text and monologues in many kinds of text such as descriptive, recounts and narrative either formally or informally.

Based on the writer's preliminary study at Uttayan Suksa Krabi Junior High School Thailand, the writer found that the speaking ability of the students is still low. One of the problem is teaching strategies applied by the English teacher was not appropriate. Teaching strategy that applied by the English teacher was not effective. Moreover, the teaching strategies applied by teacher were not suitable with the context. The classroom atmospheres did not reflect the students' speaking activities. Strategy used in teaching learning process could not make all students speak English actively. The teacher only focused on the text book and asked the students to memorize conversation provided by the teacher. This situation is considered as an old method and it is not suitable to teach speaking. This teaching learning process could not improve the students' speaking skill. As a result, the students at this school had low scores in English subject.

There are several problems why the students get the low score. First, the students do not have sufficient vocabulary, because of this; they cannot use the right word in English to express their ideas. The second problem is that the students feel afraid of making mistakes when they speak up or have a

conversation in English. The third problem is that the students learn in a monotonic strategy. As the result, the students are not active in speaking learning process.

To solve the problems above the writer tries to find the effective teaching strategies in order to help the students improve their speaking skill. The writer considers that the cooperative learning strategy is the right strategy in teaching speaking. Moreover, Isjoni (2009) says that one appropriate way to solve the problem in teaching speaking is by applying a new strategy in the learning process to improve the students' speaking skill; the teacher sufficiently used cooperative learning strategy. According to Cruickshank et, al. (2006, p. 238) cooperative learning strategy is a strategy used for class procedure instruction where the students work together in a small group. As a part of cooperative learning, Think-Pair-Share technique can be used in the teaching speaking. Nur (2008) cited in Mandolang (2013:p. 206) states that think Pair Share is a cooperative learning structure that is very useful. The point is when the teacher presenting a lesson, asking students to think the teachers' question, and pairing with partner discussion to reach consensus on the question. Finally, the teacher asks students to share the discussion . The students are expected to become more actively involved in thinking and discussion about the concepts or problems that presented by the teacher in the lesson and it helps students feel more comfortable.

Based on the explanation above, the writer was inspired to see the effectiveness of "Think Pair Share" in teaching speaking at the seventh grade students of Uttayan Suksa Krabi Junior High School Thailand.

B. Research Problem

Based on the background of the research, the research is intended to answer a question. "Do the students who are taught by using Think Pair Share have better speaking skill than students who are taught by using direct method at the seventh grade students of Uttayan Suksa Krabi Junior High School Thailand?"

C. The Objective of the Study

The study is carried out to investigate whether the students who are taught by using "Think Pair Share" have better speaking skill than students who are taught by using direct method at the seventh grade students of Uttayan Suksa Krabi Junior High School Thailand in the Academic year 2019/2020.

D. Hypothesis

This research is to know the effectiveness of "Think Pair Share" in teaching speaking skill, the researcher built the hypothesis to make the purpose of this study clear. In this research, there are two kinds of hypothesis formulated; they are Null Hypothesis (H_o) and Alternatif Hypothesis (H_a).

H_a: There is significant difference on speaking skill between students who are taught by using Think Pair Share and Students who are taught by using Direct method at the seventh grade students of Uttayan Suksa Krabi Junior High School Thailand.

H_o: There is no significant difference on speaking skill between students who are taught by using Think Pair Share and Students who are taught by using Direct method at the seventh grade students of Uttayan Suksa Krabi Junior High School Thailand.

E. Scope and Limitation

The scope of this study concentrates on Think Pair Share to teach speaking skill. This research is conducted at Uttayan Suksa Krabi Junior High School Thailand. The subject of this study is limited to the students at the seventh grade students of Uttayan Suksa Krabi Junior High School Thailand. The study covers the period academic year 2019/2020.

The limitation of the study is speaking skill. There are two variables, independent variable; Think Pair Share and dependent variable; speaking score.

F. Significance of the Study

This research is expected to give benefits for the seventh grade students of Uttayan Suksa Krabi Junior High School Thailand, English teachers, school and other researchers. It has expectation that using TPS can help students in improving their speaking skill, and help the teacher to used and apply various and interesting strategy during teaching and learning process. Beside, it is expected for the school that TPS strategy can become an interesting strategy and stimulate the students. It can motivate and support other teachers to use new ways and can be references for other researchers who want to conduct research with the same problem in teaching learning process.

G. Definition of the Key Terms

The key terms of this research are effectiveness, speaking, teaching speaking and Think Pair Share.

a. Effectiveness

Effectiveness is the degree to which objectives are achieved and the extent to which targeted problems are solved. In contrast to efficiency, effectiveness is determined without reference to costs and whereas efficiency means "doing the thing right", effectiveness means "doing the right thing"..

b. Speaking

According to Bailey (2005: 2) speaking is an interactive process in communication between two people or more which consists of systematic verbal utterances that involves receiving, producing, and processing information. It is the main skill in language that must be mastered by people as tool in communication.

c. Teaching speaking

Teaching speaking is selecting appropriate words and sentences according to the proper social setting, audience, situation, and subject matter. (Nunan,2003). Teaching speaking become the main tasks for English teachers, and in order to provide the guidance to the teaching speaking of English moreover to develop competent speakers of English.

d. Think Pair Share

Think Pair Share is one of strategies where the students think individually, discuss with the pair and share to the whole class.