

## **CHAPTER I**

### **INTRODUCTION**

In this chapter, the researcher will describe the background of the study, research question, research objectives, hypothesis, significance of the study, scope and limitations, and definition of key terms.

#### **A. Background of the Study**

English as a foreign language is crucial for junior high school students, especially in terms of speaking skills. According to Normawati et al. (2023) the need to learn English is inevitable in today's era, as most global interactions use this language, including in educational and work contexts. In addition, Putra et al. (2024) state that proficiency in English opens up wider job opportunities, so students need to develop these skills from an early age.

There are four English skills that students must learn, namely listening, speaking, reading, and writing. The skill that enables a person to express their thoughts in everyday life is speaking. As stated by Jaya et al. (2022) speaking is a skill that students must master because it is used to measure how well a person has learned a language. Meanwhile, based on Kholid et al. (2022) argue that speaking is a way of interacting verbally with others. In addition, speaking is a way of interacting with others that involves the production, reception, and processing of information (Salih & Abdelameer, 2022). In other words, students can convey their feelings, opinions, and ideas and actively participate in the exchange of knowledge with others (Jumadi et al., 2025).

English speaking skills should be taught to everyone, both students and adults. As stated by Mitrevski (2023) speaking skills can improve students' character and social skills. Meanwhile, according to Supeni and Pribadi (2021) state that speaking allows a person to spontaneously and freely express their ideas and thoughts. Additionally, mastering English speaking skills is beneficial in various situations such as applying for jobs, enrolling in school, trading, and traveling abroad.

Although speaking is very important to teach, students face many problems when speaking English. Students often consider mastering speaking skills a challenge because they lack confidence and have difficulty expressing their thoughts in a new language (Chrismaretta & Abrar, 2024). Meanwhile, Bozkurt and Aydin (2023) state that anxiety and lack of confidence still often occur in foreign language speaking classes. As also stated by Jaya et al. (2022) psychological problems (such as anxiety, lack of confidence, fear), and linguistic problems (such as vocabulary, pronunciation, fluency) are common. And teachers do not have adequate English speaking practice, and unpleasant learning methods are also one of the factors that make students passive in English speaking classes. This problem is supported by the researcher's observations of English teachers at SMP Islam Brawijaya Trowulan, where students lack confidence, have a limited vocabulary, afraid of making a mistake, and are unmotivated to learn English.

Therefore, the development of speaking skills depends on key aspects of communication as well as the teaching methods used in the classroom. There

are several learning methods that teachers can use during learning process, such as problem-based learning, jigsaw, cooperative learning, and collaborative learning. Therefore, selecting the right teaching method is crucial for helping students improve their speaking skills. One method that can help students participate actively and feel comfortable in class is the collaborative learning method using the think pair share technique. According to Mimhamimdala et al. (2022) collaborative learning is a learning approach in which small or large groups have the same task, which is to work together to achieve learning objectives. Collaborative learning can be successful due to active interaction among group members, strong responsibility, and positive interdependence. In other words, teaching English skills using the collaborative method involves decision-making and responsibility in language production (Haidir et al., 2025).

The statement made by Alzubi et al. (2024) Collaborative learning is an organized learning process in which students collaborate within a structure that emphasizes individual responsibility with the aim of increasing student engagement, communication skills, and critical thinking in achieving learning objectives. In addition, Sembiring and Dewi (2022) argue that collaborative learning also requires students to communicate with teachers when given assignments. They must share their opinions and knowledge. According to Abdullah et al. (2023) organizing activities so that students can work together in groups is the beginning of collaborative learning. Students can more easily understand and convey their ideas through paired English speaking exercises.

The statement made by Abdelfattah and Badr (2020) collaborative learning has a positive impact on students because they can acquire new knowledge through active participation in discussions, problem-solving, and working together. In other words, collaborative learning not only improves students' critical thinking skills but also builds their ability to think more critically when facing challenges (Qudratillah et al., 2025). In addition, collaborative learning can improve students' academic, psychological, and social achievements (Akib et al., 2021). There are several types of collaborative learning methods, such as learning together, group investigation, jigsaw, think-pair-share, and others.

The collaborative learning method used in this study was the think pair share (TPS) technique. According to Latifah (2022) the think pair share technique is a learning approach that encourages students to think more deeply and practice communicating their ideas with their peers and educators. As stated by Lam and Anh (2025) the think pair share technique is a learning approach that engages students in thinking and interacting with their peers. Furthermore, according to Apriliani and Purnamasari (2024) the think pair share technique is a learning method that gives students more time to focus on their tasks and listen to each other's opinions. Additionally, this method teaches students how to value and communicate their ideas to others. As stated by Hidayati et al. (2023) the think pair share technique consists of three stages. Students think individually (think), pair up with a peer to talk and discuss (pair), and each group shares their results with the entire class (share).

This technique gives students the opportunity to interact with their peers in the classroom. Students' English speaking skills can develop through interaction and discussion during the learning process.

Overall, collaborative learning using the think pair share technique is an effective way to improve students' English speaking skills. This method allows students to actively participate during the learning process, become more confident, and acquire new vocabulary, pronunciation, and grammar. This is supported by numerous previous studies that have shown that collaborative learning using the think pair share technique can improve students' English speaking skills.

To solve the problem described above, the researcher attempted to investigate whether the collaborative learning method using the think pair share technique is effective in teaching English speaking skills for eighth-grade students at SMP Islam Brawijaya Trowulan Mojokerto. The title of this study is **“The Effectiveness of Collaborative Learning Method Using Think Pair Share Technique in Teaching English Speaking Skills for Junior High School Students in Mojokerto.”**

## **B. Research Question**

Based on the background of the study explained above, the research question is formulated as follows: Is collaborative learning method using think pair share technique effective in teaching English speaking skills for the eighth-

grade students at Brawijaya Islamic Junior High School in Trowulan, Mojokerto?

### **C. Research Objectives**

Based on the research question above, the objective of this study is to investigate whether collaborative learning method using think pair share technique is effective in teaching English speaking skills for the eighth-grade students at Brawijaya Islamic Junior High School in Trowulan, Mojokerto.

### **D. Hypothesis**

A hypothesis is a tentative answer to a research question that is considered to be true. The hypotheses for this study are as follows:

1. Null Hypothesis ( $H_0$ ):

There is no significant difference in speaking skills between students taught using collaborative learning method with think pair share technique and those taught using the audio-lingual method.

2. Alternative Hypothesis ( $H_a$ ):

There is a significant difference in speaking skills between students taught using collaborative learning methods with think pair share technique and those taught using the audio-lingual method.

## **E. Significance of the Study**

### **1. Theoretical Significance**

The research findings will be useful both theoretically and practically. Theoretically, the findings are hoped to enrich theories and teaching methods for speaking, particularly for teachers and students. Practically, the results of this study can be used as an alternative method to increase students' speaking skills as well as to guide, assist, and motivate students to better express their ideas, opinions, or experiences. As a result, students will become more active and confident in the classroom. For schools, this research can be an alternative way to overcome learning problems in the future.

### **2. Practical Significance**

In practical significance, the findings of this study are intended to be useful in the field of education as follows:

#### **a. For Teachers**

It is hoped that the results of this study can help English teachers develop a learning process that is more enjoyable, comfortable, and interesting for students. Thus, English teachers will be motivated to implement collaborative learning method using think pair share technique to create a comfortable, interesting, and active learning atmosphere for students.

b. For Students

It is hoped that the results of this study will help students become more interested and involved in English language learning, especially in speaking skills, after the implementation of collaborative learning methods using think pair share technique. On the other hand, the results of this study can help students become more confident and motivated in speaking English.

c. For Future Researchers

This study will provide information for future researchers on collaborative learning methods using think pair share technique in English-speaking skills. Other researchers can apply various learning strategies, develop, critique, and review other aspects related to various types of learning methods.

## **F. Scope and Limitation**

This study focuses on the eighth-grade students at Brawijaya Trowulan Islamic Junior High School in the 2025/2026 academic year. The subjects of this study are the eighth-grade students at Brawijaya Trowulan Islamic Junior High School. The object of this study is limited to use of collaborative learning methods with the think pair share technique in teaching students English speaking skills. The genre used in the students' speaking skills in this study is descriptive text with a focus on describing people. So that students can practice their ability to describe person and their favorite person orally

and communicatively. This study employed a quantitative method using a quasi-experimental pre-test and post-test design. Data analysis in this study included descriptive statistics and tests of classical assumptions (normality, validity, reliability, homogeneity, and linearity). Hypothesis testing was conducted using ANCOVA.

#### **G. Definition of Key Terms**

To make it easier to understand this research, several variables will be explained briefly as follows:

a. Speaking Skill

Speaking is a tool for communicating and interacting with others. Its purpose is to convey opinions, ideas, suggestions, and intentions.

b. Descriptive Text

Descriptive text is a text that describes someone or something in detail.

The social function of descriptive text is to describe an object in detail.

c. Collaborative Learning Method

Collaborative learning is a method used by teachers in the learning process by dividing students into groups or pairs to achieve predetermined learning objectives. In the experimental class, this study used a collaborative learning method using the think pair share technique.

d. Think Pair Share Technique

Think pair share technique is a technique that explores subjects through solidarity-based collaboration between students. This method consists of three steps: students have the opportunity to think individually (think), pair up to discuss ideas (pair), and convey the ideas or concepts they have developed (share). The genre used in this study is descriptive text for learning materials.

e. Audio-Lingual Method

A language learning method that emphasizes repetition and intensive oral practice is called the Audio-Lingual method. The goal of this method is to form language habits. In the control class, the Audio-Lingual method will be used with descriptive texts as the learning material.