

CHAPTER I

INTRODUCTION

In this chapter, the researcher presents background of the research, research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

Speaking is one of the language skills that need to be mastered by the students in learning English as foreign language. It is very important in the learning process because speaking is used in children's language development. Nunan (2005: 47) explains that "speaking is important in children's overall language development in which children learning English as their native language spend time developing speaking skills".

Speaking is the productive skill to interact with other people by expressing idea and sharing some information. Scott and Ytreberg (2010: 33) states that "Speaking is perhaps the most demanding skill for the teacher to teach. In their own language children are able to express emotions, communicate intentions and reactions, explore the language and make fun of it". Thornbury (2005: 8) adds that speaking is speech production that becomes a part of daily activities which involves interaction.

The students of Junior High School should speak well in speaking. Based on the result of investigation to the eighth grade at MTs Darul Hikmah Tulungagung, the English teacher of the eighth grade said that the students

are not confident to speak English because they are shy and afraid if their pronunciation is weak. Harmer (2007: 345) states that students are often reluctant to speak because they are shy to give opinion or information and they are worry if they speak badly in front of their classmates. Whereas, in syllabus of English subject for Junior High School level aims to develop students' potential to have communicative competence in interpersonal text, transactional, and functional by using oral text and written text (Kementarian Pendidikan dan Kebudayaan, 2016: 3).

In teaching speaking, the teacher should apply the interesting and enjoyable strategy which help the students to speak English confidently. One of strategy that can be used to teach speaking is Think Pair Share strategy. Think-Pair-Share strategy is a cooperative learning which gives the students time to think about question or problem, discuss with partner and share to their friends. According to Dol (2014: 62) "Think-Pair-Share is a cooperative learning strategy where students think about their responses for a problem given by instructor then discuss their individual solutions in pairs and share those solutions with the class".

There are some previous studies which reveal that Think Pair Share strategy is effective in increasing the students' speaking ability. Darisa (2016) said that Think Pair Share strategy is effective technique in teaching students' speaking skill. Besides, Fatimah (2011) said that Think Pair Share strategy is alternative strategy which effective to promote the students' speaking skill.

Think Pair Share strategy is active learning strategy which give the students opportunity to express their idea by discussing and participating with their friends. Radhakrishna & Ewing (2012:85) defines that “Think Pair Share is active learning strategy which give students time to think on a topic, turn to their neighbor for a short discussion and share the results of the discussion to the rest of the class”.

The activities of Think-Pair-Share strategy are the teacher gives question or topic and ask the students to think the response of a topic, then the students discuss their idea with their partner, after that the students share the idea in groups or classroom. According to Olsen and Kagan (in Richards & Rodgers, 2002: 198) Think-Pair-Share activities are teacher pose a question, then students think to the response the question and discuss the response with their partner, and finally the students share their response in the class.

Think-Pair-Share strategy has advantages that can help the students to be active in communicative skill because the students can express their idea in pair and in whole class, it make the students are more active and confident to speak English as foreign language. The students have time to think about question or problem that has been given by the teacher. They can understand the question or problem and prepare the answer that will be share to their friends. Think-Pair-Share give the benefits in develop communicative skill by discussing with their classmate and allow the students to formulate their response about question or problem individually before sharing with others. (Sugiarto & Sumarsono, 2014: 209).

Think Pair Share strategy will be used to help the students feel more confident and more active in the class. By using Think-Pair-Share strategy, each student has a chance to speak English because in this strategy the students think about a topic, discuss with partner and then share in the class. So, the students can improve their speaking skill. Raba (2017: 13) states that Think Pair Share has positive role to reinforce students' communication skills. Each student takes his chance to speak, discuss, and participate which has many positive effects on the whole group. The students feel more confident and more active in the class.

Based on the explanation above, the researcher is interested to conduct the research entitled **“The Effectiveness of Using Think Pair Share Strategy towards the Students' Speaking Ability of the Eighth Grade at MTs Darul Hikmah Tulungagung”**. This research is intended to know whether there is significant effect of using Think Pair Share strategy on the students' speaking ability.

B. Research Problems

Based on the background of the research above, research problems are formulated as follows:

1. How is the students' speaking scores before being taught by using Think-Pair-Share strategy?
2. How is the students' speaking scores after being taught by using Think-Pair-Share strategy?

3. Is there significant difference of students' speaking score before and after being taught by using Think-Pair-Share strategy?

C. Objective of the Research

Based on the research problem above, the objectives of the research are as follows:

1. To know the students' speaking scores before being taught by using Think-Pair-Share strategy.
2. To know the students' speaking scores after being taught by using Think-Pair-Share strategy.
3. To know whether there is significant difference of students' speaking score before and after being taught by using Think-Pair-Share strategy.

D. Research Hypothesis

The research hypothesis of the research as follows:

1. Alternative Hypothesis (H_a): There is significant difference between the students' speaking scores before and after being taught by using Think-Pair-Share strategy.
2. Null Hypothesis (H_0): There is no significant difference between the students' speaking scores before and after being taught by using Think-Pair-Share strategy.

E. Significance of the Research

The researcher expects that the result of this research give contribution for:

1. English teachers

The result of this research can be used by English teacher as a reference to apply Think-Pair-Share strategy as one of strategy to improve the students' speaking ability.

2. English learners

The result of this research is expected to be useful for the students to increase their confidence in speaking because Think-Pair-Share strategy make practice speaking more enjoyable.

3. Future researcher

The researcher hope that the result of this study will be useful for the future researcher as the reference to make further research.

F. Scope and Limitation of the Research

The scope of this research is strategy of teaching speaking. This research is focused on the effectiveness of using Think-Pair-Share strategy on the students' speaking ability of the eighth grade at MTs Darul Hikmah Tulungagung.

G. Definition of Key Terms

In this section, the researcher gives the definition of key terms based on the title of this research to avoid misunderstanding. The definitions of key terms are as follows:

1. Effectiveness

Effectiveness is the degree to which something is successful in producing a desired result.

2. Speaking ability

Speaking ability is ability of the students in sharing the idea or information to others orally.

3. Think-Pair-Share

Think-Pair Share is cooperative learning strategy which give the students time to think about topic, discuss with partner, and share their idea in front of the class.