

CHAPTER I

INTRODUCTION

A. Background of the Research

Teaching English in secondary school in Indonesia is intended to develop the students' communicative competence which is emphasized the form of language skills covering listening, writing and reading. These four skills should be reinforced equally. Brown stated that the four skills integration is the only plausible approach within a communicative, interactive frame work (Brown, 2001 : 234).

The model of communicative competence in secondary school is taken from Murcia's model. Murcia presented the competencies in order that the students can achieve communicative competence. Discourse competence deals with the selection, sequencing and the arrangement of words, structures, sentences and utterances to achieve a unified spoken or written text. In order to gain discourse competence, the student has to acquire some competencies namely linguistic competence, actional competence and sociocultural competence. (Murcia's model in *Kurikulum 2004*). The standard competence of the four skills in enable students to communicative in spoken and written English accurately. Departemen of National Education of Indonesia has required that the students of secondary school have to master listening, speaking, reading, and writing integratedly. It is stated that;

“Standard Kompetensi Bahan Kajian adalah berkomunikasi dalam Bahasa Inggris lisa maupun tulis secara lancer dan akurat sesuai dengan konteks sosialnya. 1) Mendengarkan, memahami berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks yang memiliki tujuan kominikatif, struktur teks, dan ciri kebahasaan tertentu.

2) Berbicara, mengungkapkan berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks yang memiliki tujuan komunikatif, struktur teks, dan ciri kebahasaan tertentu. 3) Membaca, memahami berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks yang memiliki tujuan komunikatif, struktur teks, dan ciri kebahasaan tertentu. 4) Menulis, mengungkapkan berbagai makna (interpersonal, ideasional, tekstual) dalam berbagai teks yang memiliki tujuan komunikatif, struktur teks, dan ciri kebahasaan tertentu. (Depdiknas, 2004: 5).

In English teaching, speaking is important skill to be taught. It is due to the fact that speaking is one of the abilities to carry out conversation. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. In speaking, there will be at least two persons involved. The students should have the ability to speak English in order that they can communicate with others. According to Stevick (in Fauziati, 2002: 126) speaking refers to the gap between linguistic expertise and teaching methodology. Linguistic expertise concerns with language structure and language content. Teaching speaking is not like listening, reading and writing. It needs habit formation because it is a real communication. Speaking need practicing as often as possible. It is not writing or reading but it must be practiced directly in full expression.

But, from the four skills, speaking skill may rather be neglected in secondary school English teaching. It is caused by some factors such as; the English teachers tend to emphasize to reach good score in mid or semester test, so that they drill the students to do exercise rather than practice speaking. Secondly, there is a tendency that the students felt discouraged to join the speaking class because of the feeling of shy or inferior.

In other words, using English for speaking is complicated rather than simple way. The speakers should master several important elements such as pronunciation, grammar, vocabulary, fluency, and comprehension. In that case, the teacher should be creative in teaching-learning process to create good atmosphere, improve the students speaking competence, give attention to the element of speaking and make the English lesson more exciting and fun. In teaching speaking, the teacher should be able to make interesting topic and apply suitable technique. This can motivate them to speak more because speaking skill emphasizes students' ability to speak as much as possible. Interesting topic can relate to their environment and life. In addition teacher has to instruct them but teacher does not give correction to their speaking directly. It fosters them to be confident to explore their idea so that the students are not afraid of making mistake in speaking classroom. In teaching speaking, teacher also has to teach meaningfully. Wallace stated that;

The goal of teaching speaking skills is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation (Wallace, *IBE Journal*, 2004: 2).

The explanation above shows that learning English, especially speaking skill is not only learning the linguistic aspects such as grammar, vocabulary or the other component of the language, but also learning how to use it in communication. The focus of learning speaking is applying them in communication.

The fact in class VII C showed that the students had problems with their speaking competence. The problems were identified from the symptoms in speaking competence. The problems were identified from the symptoms in speaking class such as;

1. Most students did not respond when the writer tried to communicate with them in English. They just smiled or gave gesture or even kept silent.
2. Some students responded the communication but sometimes they used Indonesian.
3. When they responded in English, they made many mistakes in grammatical structures,
4. The students did not seem enjoy learning English, especially speaking class. When they were asked to practice speaking, they did not seem enthusiastic.

Based on the facts met by the water, she stated that most of the students were not actively involved in oral communication. Their participation in communication is very poor. On the other hand, the students' participation in speaking class is very crucial because the teaching learning process will not run well when the students are not actively involved in oral communication. It needs two ways communication. It can be between the teacher and the students or among the students. Littlewood as quoted by Richards (2001: 155) stated how important the students' participation is. He stated that communication purposes will only take place when at least two parties are involved in the interaction or transaction. In this case, the communication only happens in one way, that was, just from the teacher. It

can be a big questions since they actually have been joined in English classes for about one year or more, as they also got English when they were in elementary school. they were still poor in the language use.

In order to find out the factors that affected the students' low speaking competence, firstly, the teacher conducted pre-test first. The pre-test was a speaking assessment. The purpose of the speaking assessment was to recognize the students' speaking competence to discuss a descriptive text. The teacher interviewed them with familiar topic, that was, asking them to describe their idols. The aspects to be measured in the pre-test were pronunciation, grammar, vocabulary, coherence, and fluency.

The result of the speaking assessment showed that the students made many grammatical errors by using uncontrolled pattern but it did not make misunderstanding. On the other hand, some of their utterances were not understandable. The vocabulary they used was very limited. Although the students sometimes used inaccurate vocabulary, but they tried to correct it by using gesture. The students also often pronounced incorrectly. The data of pre-test result showed that more than 60% of the students did not fulfill the minimum passing grade or *Kriteria Ketuntasan Minimal (KKM)*. The minimum passing grade of the speaking class targeted 80% of the students has to achieve score 65. From 32 students, only 3 students (9.3%) gained the score above 70, 3 students (9.3%) gained the score between 60-70, and the rests (63.4%) achieved below 60. Comparing the students' speaking assessment and the score in minimum passing grade. The students could be categorized lack on speaking skill.

Secondly, the other data was gained through interview and observation. The writer interviewed the students and the English teacher. From the informal interview with the students, they said that they rarely got chance to practice English orally in class. Although the teaching learning activity was not totally focused on grammar, but the activity was not on communicative way. It was only focused on the written form. It developed the knowledge of the language but not the language use.

Thirdly, the difficulties also come from the students themselves. From the result of the interview with some students, one of the students said that one of her difficulties in learning English is how to pronounce the words. *“Dalam mengucapkan bahasa Inggris itu agak sulit”* (NR, 2010). Because English is foreign language, most of the students had difficulties how to pronounce the words correctly. It happened because their mother tongue in Javanese, English is still strange for most of them. In other words, the difficulties came from the students themselves.

Besides, based on the observation results, because of lack chance to speak, the students were not trained to use English orally. Consequently, they were not brave enough to speak. They were afraid of making mistake when they spoke. Therefore they kept silent or just gave non verbal responses when the writer tried to communicate with them. In other word, it can be stated that the students had low risk taking factor, a significant factor in mastering second language acquisition (Brown, 2000: 149).

Besides from the students, it was noticed that the difficulties also came from the teacher himself. He did not use the right method in teaching English,

especially speaking. Therefore, in teaching learning process, he used one method only. The students just studied in the classroom, paid to the teacher's explanation, took notes, did the exercises with limited practice on their spoken English. It made the students felt bored.

The material of teaching spoken English is also limited. In teaching learning process the teacher used the material from *Lembar Kerja Siswa* (LKS) and the internal curriculum. The speaking activities of the students just focused in listening to the teacher's explanation and the practicing the conversation. To measure their competence, the teacher asked the students for applying their English more. Therefore, it made the teaching learning process monotonous and made the students got bored.

To overcome the problems, the teacher had to find out the appropriate method of teaching English speaking for the students. It was hoped that the students gained the good result in their speaking competence. Because of the reason, the researcher would like to provide a suitable method which is expected to help the teachers as an educator in improving the students' speaking competence.

Based on the fact above, the writer planned a classroom action research to improve the students' speaking competence by maximizing their participation in speaking class through discussion. Discussion is one of activities to promote speaking. Hayriye Kayi stated that,

“After a content-based lesson, a discussion can be help for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussions groups. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things.

It is essential that speaking should be equally divided among group members. At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others” (Kayi, *The Internet TESL Journal*, Vol. XII, No. 11, November 20006: 5).

To carry out the discussion, the writer planned to use Think-Pair-Share (TPS). The technique was developed by Frank Lyman in 1981, and adopted by many writers in the field of cooperative learning. The purpose of TPS is processing information, communication, and developing thinking. The students are pair up to share thought on a problem or a question initiated by the instructor. This can be modified to involve pairs of the students exchanging ideas to enrich discussion. The technique is good for generating class discussion and sharing of opinions and ideas (www.SchreyerInstitute.psu.edu.2007). TPS technique keeps all the students involved in class discussions and provides an opportunity for every student to share an answer to every question. It takes the fear out of class discussion by allowing thinking carefully about their own answers and talk about them with a partner before they are called on to respond. For shy or passive students, this can help put the emphasis back on learning instead of on simply surviving class (Suprijono, 2009: 91).

Using think-pair-share (TPS) may certainly be an effective way of teaching speaking for the students. TPS is a technique that designed to provide a blend between sharing information, listening, asking questions, summarizing other’s ideas that will allow opportunities to offer a problem

while allowing the students have a lot of opportunities to share ideas with their friends while they are on the process of learning. The teaching learning process becomes more interesting for the students. (Ledlow, 2001: 1).

Hopefully, by learning speaking using Think-Pair-Share strategy, the students will gain a lot of advantages. First, they can study English with different atmosphere as they can learn English together in pair or in group, they can learn by discussing and sharing ideas. Second, the students will be more active in doing activities, such as: answering teacher's question, learning and working together with their friends, making discussion and presentation. Third, the students do not feel bored. Fourth, they can enjoy learning English and finally, 80% of the students will achieve the minimum passing grade.

B. Problem Formulation

Based on the background above, the problems in this research can be stated as follows:

1. Does the use Think-Pair-Share improve the students' speaking competence in learning English in class VII-C of SMP Negeri 1 Jaten?
2. How effective is Think-Pair-Share to improve the students' speaking skill?
3. What are the problems occurred during the application of TPS to teach speaking in class VII-C of SMP Negeri 1 Jaten?

C. Objective of the Research

From this research, the author wants to achieve some objectives; the general objective and the specific one.

1. The General Objective

The general objective is to describe the implementation of Think-Pair-Share in teaching speaking in class VII-C students of SMP Negeri 1 Jaten.

2. The Specific Objective

The specific objective is to find out the effectiveness of Think-Pair-Share in teaching speaking on the first grade of SMP Negeri 1 Jaten.

D. Research Benefit

English Language Teaching (ELT) is considered as part of the applied linguistics area. As part of applied linguistics, the result of the research should enrich the study of language, in general, and teaching, in particular. Therefore, hopefully there will be two benefits of the research : theoretical and practical.

1. Theoretical Benefits : This study can be used as reference by English teachers to do some study on similar problems.

2. Practically Benefits : This study explains how think-pair-share is used by teachers for improving students' motivation and, in turn, their competence to speak English.

The following are the practical benefits of this study:

a. For reading teachers

This study may contribute to the development of a teaching strategy for speaking and provide some practical benefits about how to use think-pair-share as teaching materials, in order to improve students' speaking competence.

b. For other researchers

Other researchers are needed to develop this study for the speaking classes. Furthermore, it is expected that other investigation will be helpful in promoting more learning processes of speaking for the students.

c. By gaining various experiences and methods in teaching English, the teacher will feel more confidence to facilitate the students learning process.

d. To the students

- 1) The students will improve their result especially English subject.
- 2) The student will feel more confidence in doing the tasks.
- 3) The students will fulfill the expected minimum passing grade or *Kriteria Ketuntasan Minimal (KKM)*.

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