

**TEACHING ENGLISH USING THINK PAIR SHARE (TPS) TO  
IMPROVE THE STUDENTS' SPEAKING COMPETENCE (AN  
ACTION RESEARCH AT THE FIFTH YEAR OF SD NEGERI 2  
KEMIRI, TULUNG)**



**RESEARCH PAPER**

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by

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## CHAPTER I

### INTRODUCTION

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

Language as a means of communication is very useful and flexible. It can serve human need in their communication in any situation. We can express almost everything such as thoughts, actions, political affairs, controversies, ideas, emotions, etc. by means of language (Srijono, 2001: 9). Mastering language is using it to communicate, that is sending a message, and practicing English.

English is an international language in the world. So, it is important for people to learn it. By learning English, the students are expected to absorb and keep up with the development of science, technology, and art. In Indonesia, English is one of foreign languages. It is the most famous foreign language which is taught from elementary school up to university school level.

The teaching of English in secondary school is intended to develop the student's communicative competence which emphasizes the form of language skill covering listening, writing, reading, and speaking. Speaking is the most important skill, because it is one of the abilities to carry out conversation. Speaking is an interactive process of constructing meaning that involves producing, receiving, and processing information. The students should have the ability to speak English in order that they can communicate with others.

The use of English for speaking is not simple, because the speaker should also master several important elements, such as pronunciation, grammar, vocabulary, fluency, and comprehension. In that case, teachers are supposed to be creative in developing their teaching learning process to create good atmosphere, improve the student's speaking competence, give attention to the elements of speaking and make the English lesson more exciting.

Speaking is an essential part of communicating, thinking, and learning. It allows students to express themselves, to negotiate relationships, to give definition to their thoughts, and to learn about language, themselves, and their world. In fact, students often find some difficulties or problems in speaking competence as happening in SD N 2 Kemiri, Tulung the students have a lot of weakness in speaking competence. The students of SD N 2 Kemiri, Tulung have big problems, it is caused by first, the lack of student's vocabulary mastery. Second, they feel worried if they make mistakes when they produce oral passage of English. Third, they often forget with pronunciation. The students errors will give a bad habit in speaking because as the beginners they realize that their errors do not disturb their convenience in communication but it will become a problem if they have to speak in an international communication because there will be misunderstanding. Based on the observation, the problem is caused by the teachers themselves who never teach speaking competence intensively in the English class.

SD N 2 Kemiri, Tulung is a favorite school but it still has problems, especially in speaking activity. The teacher only focused on teaching listening,

reading, writing skill in order that the students understand the material and can pass the examination. The teacher gives less attention in teaching speaking and they seldom use various techniques in teaching speaking. So, it makes the student bored and unmotivated in speaking lesson.

The teacher gets difficulty in handling the passive students in teaching learning process. Furthermore, the limited teacher's teaching technique makes the students bored then they give a minimal act in producing oral passage of English. The problems above are found by the researcher when doing an observation at SD N 2 Kemiri, Tulung.

To reduce the students boredom inactivity, many methods can be used. One of them is Think Pair Share (TPS). TPS is a strategy designed to provide students' with a clear focus and time to formulate individual ideas and share these ideas with another students. It encourages thinking and creativity, leads students develop and practice new language and behavioral skills in a relatively non threatening setting and can create the motivation and the involvement necessary.

TPS encourages the students to actively participate in teaching-learning process because this method provides a way of creating a rich communicative environment where students' actively become a part of some real-work system and function according to predetermined roles as members of that group.

TPS can increase self-confidence of hesitant students, because in TPS activity the student will have a different role and do not have to speak

themselves, which means they do not have to take some responsibilities. So, it is appropriate to use TPS in increasing the student's speaking competence.

Based on the phenomena above, the writer and the English teacher of SD N 2 Kemiri, Tulung try to find the effective solution to increase the speaking mastery of the fifth year students of SD N 2 Kemiri, Tulung by employing TPS as a method of teaching speaking.

## **B. Problem Statement**

Based on the research background, the writer states the research problem as follows.

1. How is the implementation of TPS in increasing students' speaking competence?
2. Can TPS improve the student's speaking competence especially in producing oral passage of English?

## **C. Limitation of the Study**

In this research, the research limits the research problem only on teaching speaking by using TPS at the fifth year in SD N 2 Kemiri, Tulung in 2008/2009 academic year.

## **D. Objective of the Study**

The general objective of the study is to improve the students' speaking skill specifically it is to:

1. to describe the implementation of TPS in speaking competence.
2. to find whether or not TPS can improve the students' speaking competence.

#### **E. Benefit of the Study**

There are two benefits of this study; there are theoretical benefit and practical benefit.

1. Theoretical benefit:
  - a. The result of the research paper can be useful input in English teaching learning process especially for teaching speaking using TPS.
  - b. The finding of the research can be used as the reference for those who want to conduct a research in English teaching learning process.
2. Practical benefit
  - a. The research will improve the writer herself in mastering English.
  - b. The reader will get a large knowledge about teaching speaking using TPS.
  - c. For English teacher, the result of the study can help the teacher teaching speaking using TPS to improve the student's speaking competence and motivate students to be active in teaching-learning process.

## **F. Research Paper Organization**

This research paper consists of the five chapters, Chapter I deals with Introduction that consists of the background of the study, problem statement of the study, limitation of the study, objective of the study, benefit of the study, and research Paper Organization.

Chapter II is review of related literature. It consists of previous research related to the topic, underlying theory, notion of speaking, teaching speaking, element of speaking, techniques for teaching speaking, communicative competence, the notion of Think Pair Share (TPS), theoretical framework.

Chapter III is Research method. It consists of the type of the research, object of the research, setting and time research, subject of the research, data and data source, method of collecting data, technique for analyzing data, action procedure.

Chapter IV is data analysis and discussion. It consist of the Implementation of Teaching English Using Think Pair Share (TPS) to Improve the students' speaking competence and the result of the implementation of Teaching English Using Think Pair Share (TPS) in Improving the Students' Speaking Competence.

Chapter V is conclusion and suggestion. This chapter consists of conclusion and completed by suggestion.