

**IMPROVING STUDENT'S SPEAKING ABILITY IN CONVEYING
INTERPERSONAL AND TRANSACTIONAL SPEECH USING *THINK-
PAIRS-SHARE* STRATEGY FOR THE FIFTH YEAR OF SD MUH. 16
KARANGASEM, SURAKARTA**



RESEARCH PAPER

**Submitted a Partial Fulfillment of the Requirements
for Getting Bachelor Degree
in English Department**

by

**Beni Gunawan
A320 050 281**

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2010

CHAPTER I

INTRODUCTION

A. Background of Study

Hornboy (1995: 826) stated that speaking is making use of words in ordinary voice, offering words, knowing and being able to use a language, expressing one self in words and making speech. It is very important to master speaking well. Students must be trained to use English in communication orally. The frequency in using the language will determine the success in speaking ability. Without implementing the experience of learning the language in the real life, it is difficult for the students to master speaking ability. Hence, speaking competence can be accomplished by practicing it orally.

To improve the students speaking ability in conveying interpersonal and transactional speech is not easy. Many students get some problems to do it, so the teachers feel difficult to teach too. There are many problems that occur in teaching language function. First, it is related to the condition of the students who are lack of vocabulary which will make them unable to say words. They tend to repeat the same vocabulary when they are speaking in class.

For example, they tend to say the word “thank you” as a way to cover their limited vocabulary. Second, the students get used to use their Javanese language. Third, they rarely practice to use English to communicate with the

others. It makes the students feel really clumsy to speak English in their daily activities. Those problems are faced by students of SD MUH. 16 Karangasem, Surakarta.

SD MUH. 16 Karangasem is Elementary School which stands under the Muhammadiyah Organization. This school has applied a KTSP curriculum so in the implementation it uses the same materials with the other formal Elementary School. Besides using a formal curriculum, this school is using an Islamic curriculum too. In the year of 2009, SD MUH. 16 Karangasem is the private school. But, there were many students who get difficulty in speaking English. Therefore, the process of improving and transactional speech act does not run well.

Then the students feel shy if they should speak English in front of the class. They are afraid if they do a mistake from their grammar and also their vocabulary. Students had said when they would say “thank you” but many students just “quiet” or said “thanks”. The student sometimes wrong to say “thank you” and the other language function. And if the teacher give some homework about dialogue and the dialogue is about language function many students get confused to do the homework. From those problems, now the teachers are demanded to create some strategies which can explore the student’s speaking capability. One of the strategies that can be used to teach speaking is **think-pairs-share** strategy.

Think-pairs-share was first proposed by Lyman (1981). This is a relatively low-risk and short collaborative learning structure, and is ideally

suited for instructors and students who are new to collaborative learning. In think-pair-share, the teacher poses a challenging or open-ended question and gives students a half to one minute to think about the question. It is important because it gives students a chance to start answers by retrieving information from long-term memory. Students then pairs with a collaborative group member or neighbour sitting nearby and discuss their ideas about the question for several minutes. The teacher may wish to always have students pair with a non-collaborative group member to expose them to more learning styles. The **think-pairs-share** structure gives all students the opportunity to discuss their ideas. It is important because students start to construct their knowledge in these discussions and also to find out what they do and do not know. This active process is not normally available to them during traditional lectures. After several minutes the instructor solicits student comments or takes a classroom "vote." Students are much more willing to respond after they have had a chance to discuss their ideas with a classmate because if the answer is wrong, the embarrassment is shared. Also, the responses received are often more intellectually concise since students have had a chance to reflect their ideas. The **think-pairs-share** structure also enhances the student's oral communication skills as they discuss their ideas with the one another. This short "intermission" can also provide the instructor a timely opportunity to mentally go over the next concept to be discussed. One variation of this structure is to skip the whole-class discussion. Another variation is to have students write down their thoughts on note cards and collect them. This gives

the instructor an opportunity to see whether there are problems in comprehension. It will be applied when they live in the real society. When they meet a foreigner, they can communicate well.

Based on the phenomenon above the writer wants to conduct a research dealing with teaching speaking in conveying interpersonal and transactional speech using think-pairs-share strategy to improve student's speaking ability at the fifth year of SD MUH. 16 Karangasem to conduct this research, the writer will collaborate with the English teacher of SD MUH. 16 Karangasem. This research focus on how the implementation of teaching speaking in conveying interpersonal and transactional speech through think-pairs-share, how the result of teaching speaking in conveying interpersonal and transactional speech through think-pairs-share, and what the student's respond taught by using think-pairs-share at the fifth year of SD MUH . 16 Karangasem.

B. Problem Statement

The problems of this study are as follows:

1. How is the implementation of teaching speaking in conveying interpersonal and transactional speech through think-pairs-share at the fifth year of SD MUH. 16 Karangasem, Surakarta?
2. How is the result of teaching speaking in conveying interpersonal and transactional speech through think-pairs-share at the fifth year of the SD MUH. 16 Karangasem, Surakarta?
3. What are the student's response taught by using think-pairs-share?

C. Objective of the Study

Based on the problem statement, the objectives of this research are:

1. To describe the implementation of teaching speaking in conveying interpersonal and transactional speech through at the fifth year of the SD MUH. 16 Karangasem, Surakarta.
2. To clarify the effectiveness of teaching speaking in conveying interpersonal and transactional speech at the fifth year of SD MUH. 16 Karangasem, Surakarta.
3. To describe the students response taught by using think-pairs-share at the fifth year of SD MUH. 16 Karangasem, Surakarta.

D. Limitation of the Study

In order this research is focused, the writer limits this research as follows:

1. The subject of this research is limited to the fifth year students of SD MUH. 16 Karangasem, Surakarta.
2. The use of thik-pairs-share as the chosen strategy to improve the student's capability in conveying interpersonal and transactional speech.

E. Benefit of the Study

The writer really hopes that this research has some benefits. The benefits can be distinguished into two benefits:

1. Theoretically, the finding of this research can enrich the theory of teaching interpersonal and transactional speech to the Elementary School.
2. Practically, this study is able to provide the better choice strategy for improving student's capability in conveying interpersonal and transactional speech in Elementary School.

F. Research Paper Organization

The organization of this research consists of five chapters as follows:

Chapter I is introduction. It covers the background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II presents related theories or concept of underlying theories which covers previous study, the notion of interpersonal and transactional speech, teaching speaking, what makes speaking difficult, elements of speaking, the notion of think-pairs-share strategy, and the characteristics of teenager learners.

Chapter III is the research methods, in this chapter deals with the research method covering the type of research, object of the study, data and data source, method of data collection, and technique of analyzing data.

Chapter IV discusses the research implementation and the result at the study.

Chapter V presents conclusion and suggestion.