



CHAPTER I

INTRODUCTION

1.1 Background of the Study

English education in Indonesia is an important subject to be learnt by all students at different level. Indonesia is in EFL context on the foreign language students only use English in limited situation, such as in classroom. In the process teaching and learning in the classroom, there are four language skills to be taught; speaking, listening, reading and writing. In foreign language teaching and learning, ability to speak is the most essential skill since it is the basic for communication. Furthermore, Penny Ur (1999:120)states of all the four skills (listening, speaking, reading and writing), speaking seem intuitively the most important: people who know a language is referred to as speaker of that language, as if speaking included all other kinds of knowing; and many if not most foreign language learners are primarily interested in learning to speak.

In line with the previous ideas, Brown (2004) says that speaking is a means of oral language which can be conducted individually or by more than one person involved in spoken language. Speaking is one of the language skills learned by the students in a foreign language. It involves a process of building and sharing meaning through the use of language orally. By learning speaking, the students will know the way to express language communicatively. The students will learn how to express utterances meaningfully. Besides that, it also leads them to make an interaction in the society by



using the language. Because of that, speaking is one of the important skills that should be mastered by the students in learning foreign language.

For Senior High School level, the speaking skill is taught through Genre Based Approach. The genre consists of various types of text which should be taught to the students. They used as a medium for teaching students in speaking skill. Based on the syllabus for senior High School at the tenth grade, the students have to acquire the speaking skill in some types of genres. The genres are recount text, functional text, and monolog text. Recount text is one type of genres taught to the students in Senior High School. This type of text consists of information about something related to certain purpose and situation. In teaching speaking skill, the students are asked to comprehend such kind of text so they will know the way to express language in different situation and condition.

However, it is difficult for the students to express Recount text in speaking. The students' speaking skill on that genre is low. Most of them are not able to perform it in the classroom. It is proved by their test result in speaking which is below than the expected minimum score (kriteria ketuntasan minimal). Based on the daily test which was done on July 11th, 2018, it showed that most of the students were not able to speak on recount text. From 30 students, only 3 students could speak and respond orally on recount text, 5 students could speak and respond the text, but they had problems, and 8 students could not speak and respond the text orally.

There were several problems that caused the students' speaking skill on recount text was low. First, the students found difficulties in pronouncing words correctly.



These difficulties happened because English words were complex. The English phonemes (speech sound) do not correspond with the written symbols. There are 36 letters in the alphabet; 12 vowels and 24 consonants. Moreover more than 40 phonemes are used in English speech. Students faced difficulty in mastering this spelling system. Inconsistent spellings make learning to spell become more complex for students in speaking. For example, the pronunciation of *th* in *the* is different from *th* in *thin*. *Th* in *the* is voiced while *th* in *thin* is voiceless.

The second problem is the students have lack ability in vocabulary mastery. It is caused by two aspects. One of them is the meaning of the word in the dictionary does not ensure the correct use of the word in a particular context. The meaning of word must be learned in context because different context can make different meaning for a word. The students usually match meaning from what they have found in the dictionary with word in a sentence without considering the word in its context. Another aspect comes from their ability in mastering various vocabularies are still low. It makes them speak not fluent. When they speak, they always stumble in a word that they do not know how to pronounce it in English.

Furthermore, the other problems that faced by the students in the speaking are some of them did not have desire to communicate because lack of knowledge about the goal toward the lesson. It assumes that the students have lack of motivation. It can be seen when the lecturer asked them to speak, they tend to feel bored and lack of knowledge about the goal toward the lesson. Nunan (1999:232) states motivation is a key consideration in determining the preparedness of learner to communicate. Then,



Penny Ur (1996:120) states high motivation is one of characteristics in successful speaking activity. Here, motivation refers to effort plus desire to achieve the goal of learning the language plus favorable attitudes toward learning the language. Likewise, Richard defines motivation as the factor that determines a person's desire to do something. To solve this problem, the teacher should think more about the way to teach the students in speaking skill. She should consider the technique that can be applied to improve the students' speaking skill. There is a way that can be used to improve the students' speaking skill, that is the Think, Pair, share technique.

According to Slavin (1995:10), the Think, Pair, Share (TPS) is one of the techniques that can be applied in teaching speaking because it is one of potential activities that gives the students feeling of freedom to express themselves. This technique is also potentially useful to encourage students of interacting with each other orally. This is a relatively low-risk and short collaborative learning structure, and is ideal suited for instructors and students who are new to collaborative learning. In think, pair, share the teachers poses a challenging or open-ended question and give students a half to one minute to think about the question. It is important because it gives students a chance to start answer by retrieving information for long term memory. The students then pair with collaborative group member or neighbor sitting nearby and discuss their ideas about the questions for several minutes. The teacher may wish to have students pair with a non-collaborative group member to expose them to more learning style.

Think-Pair-Share becomes one of recommended techniques used to affect the students' speaking skill and students' motivation. It was proved from several findings

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from other researchers related to this research. The researcher supposes that it is better to use Think-Pair-Share technique in order to help the students in speaking by sharing idea in pairs or group and to built their self confidence. So, it will increase their motivation in learning English.

In this research, it was signed to affect the students' speaking skill through TPS technique. For these activities, there were three main steps that can be applied (Huda, 2011). Firstly, thinking. The process of Think-Pair-Share begins when the teacher asks the question for the entire class. The teacher wants to pose to the class for solution. Secondly, pair. The teacher asksthe students to pair up with a partner about ten minutes to compare or discuss the answer that they think are best. The last, share. After that the students discuss their reason in pairs, the teacher calls the pair to combine the best answer to discuss and share their ideas with a whole class. Individuals can present solutions individually or cooperatively to the class as a whole group. From several findings by using this technique, it can declare that TPS is strongly suggested since the students not onlygetting a better result of their speaking but also being motivated to do the speaking activity. This technique provides the students' time to practice the target language and to make them very active to participate in the classroom.

The researcher investigates thistechnique in teaching speaking at the the tenth-grade students of SMAN 12 Pekanbaru. The type of text which was used by the researcher wasthe recount texts. Revealing all of these, the researcher isinterested in carrying out a research entitled **“The Effects of Think-Pair-Share (TPS) andMotivationon Students’Speaking Skill at SMAN 12 Pekanbaru”**.



students of SMAN 12 Pekanbaru. The limitation of the problem was to investigate whether this technique provided better result on students' speaking skill and their motivation in recount text at the the tenth grade students of SMAN 12 Pekanbaru.

1.4 The Purpose and Objectives of the Research

The purpose of this research was to investigate the significant effect of TPS and motivation in recount text on students' speaking skill at the tenth grade students of SMAN 12 Pekanbaru. In learning English these problems arises that more teachers were trying to find out what the barriers were and how to anticipate them. Based on the research questions formulas, the objectives of the research were stated as follows:

1. To find out any different effects of students' speaking skill between an Experimental class and a Control Class.
2. To find out the different levels of students' low or high motivation between an experimental class and control class on students' speaking skill
3. To find out whether there is any interaction between teaching strategies, and motivation on students' skill in speaking.

1.5 The Research Questions

1. Is there any different effect of students' speaking skill between an Experimental class and a Control Class



The success in teaching and learning process depends on the teacher's effort and motivation which is given by using Think, Pair, Share technique so the learners can be easily to appreciate their capability in product of teaching activities. However it is a hard work and the researcher hopes that the technique which the researcher designs to be going useful not only for teacher but also for students in the teaching process. The researcher uses significant product and can be using for one way for a teacher in the teaching process.

So, by using TPS technique can improve the students' speaking skill.

Additionally, according to Cobb et al (1991), the benefit of using the TPS technique gives positive changes on students' self-esteem that occurs when they listen to one another and respect other' ideas. The students have the opportunity to learn higher-level thinking skills from their peers, gain the extra time or prompting they may need, and gain confidence when recounting ideas to the whole class. In addition, the "pair" step of the technique ensures that no student is left out of the discussion. Even a student who is uncomfortable discussing his or her ideas with the whole class still has an audience in this step. Finally, while the technique may appear to be time-consuming, it makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before plunging into whole-class conversations.

Motivation plays an important role in the learning process (Kamal Heidary and Parisa: 2012). Moreover, Richard (1985) defines motivation as the factor that determines a person's desire to do something. It supports if students have high willingness to communicate in English, they will show good attitude and learn English more in speaking class and activities. They have spirit doing everything related to their

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own goal in English. Gardner (1985) also stated that motivation referred to someone orientation. His theory was divided into direct and indirect motivation; and integrative and instrument motivation, where both of these would affect someone desire. Gardner (2001) defines integrative motivation means a genuine interest in learning the second language in order to come closer psychologically to the other language community.

Moreover, Gardner in Dörnyei also added that the orientation of integrative motivation concerns a positive interpersonal/ affective disposition toward second language group and desire to interact and even become similar to valued members of that community. While according to Gardner and Lambert (1972) cited in Brown (2000), instrumental motivation means acquiring a language as a means for attaining instrumental goal such as furthering a carrier, reading technical material, translation and so forth. Gardner (1991) also mentions that instrumental motivation is a situation where determines in term of monetary reward of doing well. Moreover, Edwan Deci (1975) cited in Brown (2000) divided motivation into two sides, namely intrinsic and extrinsic motivation. Intrinsically motivated behaviors are aimed at bringing about certain internally reward consequences, such as feeling of competence and self determination where extrinsic motivation carried out because of the reward from outside, such as money, prize, grades, and even certain positive feedback.

Furthermore, many researchers have done and investigated the research dealing with this problem, either for countries that use English as a second language or foreign language. In spite of many researchers already done this study, the needs to explore

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more about this study in order to developed from time to time due to the improvement and development in Education. Further, the conditions from each place are not similar.

1.8 The Definition of Key Terms

To avoid misunderstanding and misinterpreting toward the terms used in this research, it needs some explanations and definitions about the meaning of the terms used in this research. Moreover, all of terms used in this study focused on teaching and learning English. There were some important words in this study. The definition of key terms are as follows:

- a) **Think, Pair, Share Technique:** is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes (Pimm 1987).
- b) **Speaking skill:** According to Tunberg (2000), speaking ability means the ability of communicating in other language. Besides, Harmer (1995:37) defines that speaking is the skill that students will be judged upon most in real-life situations. Moreover, according to Cambridge Advanced Learner's Dictionary, ability means the physical or mental power or skill needed to do something. Thus, in this study, speaking ability means the skill of students to communicate in English in the classroom.
- c) **Motivation:** Harmer (2000:51), motivation means a kind of internal drive which pushes someone to do things in order to achieve something. Motivation in this research refers to desire to communicate in English.