



CHAPTER II

REVIEW OF RELATED LITERATURE

2.1 Nature of Study

The nature of this study talks about the variables that investigate in this study.

There are three variables in this study, such as Retelling technique, TPS Technique and Students' Speaking ability

2.1.1 The Nature of Speaking

Speaking is one of important aspects that should be mastered by the students in learning language. Through speaking, the students can express their ideas, feelings, and opinions by producing sounds or utterances. It makes them able to communicate and interact with the society by using the language. According to Bygate (2001:16), speaking is physically situated face to face interaction: usually speakers can see each other and so can refer to the physical context and use a number of physical signals to indicate, for instance, attention to the interaction, their intention to contribute and their attitude towards what is being said. Then, Bailey in Nunan (2003) says that speaking is a process of producing verbal utterance which is done to deliver meaning. Furthermore, 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. It can be inferred that speaking is a process in sharing idea and opinion in oral language which is situated face to face interaction for making communication in the society.



In addition, Chaney in Kayi (2006) says that speaking is a process of building and sharing meaning through the use of verbal and non verbal symbols in a variety of context. Verbal symbols involve producing or uttering words through talking. While non verbal symbols involve gestures, facial expression, eye contact, and body language. All of these aspects influence in the speaking process.

Speaking can be categorized into some types. Brown (2004:141) explains some basic types of speaking. (1) Imitative, the ability to imitate a word or phrase or possibly a sentence. During this activity, a number of prosodic, lexical, and grammatical properties of language will be included in the criterion performance. (2) Intensive, the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship. (3) responsive, it includes interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments and the like. (4) Interactive, interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal changes, which have the purpose of maintaining social relationship. (5) Extensive, extensive oral production task includes speeches, oral presentations and storytelling, during which the opportunity for oral interaction from listener is either highly limited or ruled out altogether.

In mastering speaking skill, there are some components that should be considered by the students. The components influence the way they speak by using the language. According to Cohen (1994:266), there are some important components in

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speaking skill, (1) fluency; smooth flow of speech with the use of rhetorical devices to mark discourse pattern; (2) grammar; control of complex and simple construction; (3) pragmatic competence; use of conversation devices to get the message across and to compensate for gaps; (4) pronunciation; degree of influence of native-language phonological features; (5) sociolinguistic competence; use of appropriate social registers, cultural references, and idioms; (6) vocabulary; breadth of vocabulary and knowledge of vocabulary in field of interest or expertise. By knowing those aspects above the students will be able to practice their speaking ability in real communication and situation.

Furthermore, Haris in Chaundhary (1997) mentions some components that should be known by the students in speaking skill. The components involve pronunciation (segmental features, vowels and consonants, stress and intonation pattern), grammar, vocabulary, fluency, comprehension.

In other side, Harmer (2001:269) says that there are some elements necessary for spoken production. The first element is connected speech. The effective speaker of English needs to be able not only to produce the individual phoneme of English but also to use fluent connected speech. In connected speech sounds are modified, omitted, added, or weakened. Because of that the students should know this connected speech to make them able to speak well. The second element is expressive device. It involves the pitch and stress of particular parts of utterances, vary volume and speed. The use of these devices contributes to the ability to convey meaning. The third element is lexis and grammar. The students should be familiar with variety of grammar and lexical



phrases used in speaking. It will influence their speaking ability in real communication. The last element is negotiation language. Effective speaking gets benefit from the negotiatory language used to seek clarification and to show the structure of what are saying.

Based on the theories above, it can be concluded that there are some components which should be known by the students in speaking skill. The components are vocabulary, grammar, pronunciation, fluency, and comprehension. The students should have knowledge about these components in order to be able to speak foreign language. So, they will be able to perform their speaking skill better.

Additionally, Ur (1996:120) states speaking seems intuitively the most important. People who know a language are referred to as speakers of that language, as if speaking included all other kinds of knowing and if many if not most foreign language learners are primarily interested in learning to speak. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is to express thought a loud using the voice or talk. It means that when someone interacts with other by using a language as a means, certainly, they want to convey something important.

Moreover, In Oxford Advance Dictionary, it defines that speaking is to express or communicate opinions, feeling, ideas, etc, by or as talking and it involves the activities in part of the speaker as psychological (articulator) and physical (acoustic) stage. Furthermore, Hornby (1995: 37) defines that speaking is the skill that the students will be judged upon most in real-life situations. It is an important part of everyday



interaction and most often the first impression of a person is based on his/her ability to speak fluently and comprehensively. So, as teachers, we have a responsibility to prepare the students as much as possible to be able to speak in English in the real world outside the classroom. Likewise, Hedge in Khider (2013) defines speaking as a skill by which people are judged while first impressions are being formed. It can be said speaking is an important skill which deserves more attention in both first and second languages because it reflects people's thoughts and personalities.

Further, Atma (in Khider :2013) states speaking ability means an interactive process of constructing meaning that involves producing and processing information. The speaking ability involves a communicating ability to use language to chat and transmit language in different and appropriate situations. It is to interact with participants and carry a message of some sort. Likewise, Richard and Rodger (2001:24) state that effective oral communication requires the ability to use language appropriately in social interactions that involves not only verbal communication but also paralinguistic elements of speech such as pitch, stress and intonation. Moreover, nonlinguistic such as gestures, body language, and expression are needed in conveying messages directly without any accompanying speech. Brown (2007:237) states that social contact in interactive language functions is a key importance and in which it is not what you say that counts but how you say it what you convey with body language, gestures, eye contacts, physical distance and other nonverbal messages.

Furthermore, Penny Ur argues that the speaking seems intuitively the most important one since foreign language learners are most of all interested in becoming

actual speakers of a language. Therefore, activities that develop learners' speaking skills are an important part of a language course. Penny Ur (1996:120) writes about four characteristics for a successful speaking activity:

1. Learners talk a lot.

As much as possible of the period of time allotted to the activity is in fact occupied by learner talk. This may seem obvious, but often most time is taken up with teacher talk or pauses.

2. Participation is even.

Classroom discussion is not dominated by a minority of talkative participants: all get a chance to speak, and contributions are fairly evenly distributed.

3. Motivation is high.

Learners are eager to speak: because they are interested in topic and something new to say about it, or because they want to contribute to achieving a task objective.

4. Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easily comprehensible to each other, and of an acceptable level of language accuracy.

Thus, Referring to Penny Ur statement, in order to be successful in oral communication, the students should talk a lot in the classroom. They should be talkative in discussion. Every classroom activity is dominated by the students. They may speak dealing with the topic given by teacher. In other words, students' time talking is more than teacher. Teacher is only as facilitators. Besides, high motivation is also needed in

and dialogue, completion, limited of picture-cued task including simple sequences; and translation up to the simple sentence level.

3. Responsive. In this type, it demands the speaker and interlocutor to be able to response the question in term of communication. Moreover, the in responsive assessment task include interaction and test comprehension but at somewhat limited level of very short conversations, standard greeting and small talk, simple request and comment. The stimulus is almost always a spoken prompt (in order preserve authenticity), with perhaps only one or two follow up questions.
4. Interactive. The difference between responsive and interactive speaking is the length and complexity of the interaction, which sometimes includes multiple exchange and /or multiple participants. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges which has the purpose of maintaining social relationship.
5. Extensive (monologue). Teacher gives students extended monologues in the form of oral recounts, summaries, storytelling and short speeches. Usually teacher gives the students' time to prepare themselves before speaking.

In communicative model of language teaching, the teacher should help their students to develop these skill areas of knowledge by providing authentic material in order the students can communicate in real situation. Additional, the teacher also helps the students to develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific contexts, and using acceptable or comprehensible pronunciation.

b. Affective Factor

An affective factor of learners is probably one of the strongest factors in language learning success or failure. According to Brown (2000:143), affect refers to emotion or feeling. The effective domain is the emotional side of human behavior, and may be juxtaposed to the cognitive side. The development of affective states or feelings involves a variety of personality factors, feeling both ourselves and about others with whom we come into contact. Moreover, Bloom and his college (Kratwohl, Masia, in Brown, 2003) state the affective side is not a widespread mentioned concept because it is concerned with emotions, feelings and affection in general.

Brown (2003:143) states there are several factors that influence foreign language learning or second language learning, such as self-esteem, inhibition, risk taking, anxiety and motivation. Moreover, Krahen in Xiaoyan Du (2009) mentions there are mainly four factors that can influence second language teaching which are responsible for an individual variation, such as motivation, anxiety, attitudes, and self-confidence. Thus, this study would explain about affective factors related to speaking ability.

1. Self esteem

Brown (2003: 145) defines self-esteem is probably the most pervasive aspect of human behavior. It could be easily claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence and knowledge of themselves in doing activity. In other words, self-esteem is the evaluation that individuals make with reference to themselves or one's feeling of self-worth

something, just because we are who we are not because we have done something (Kroosha et al:2011).

Brown also adds there are three levels of self-esteem, namely:

1.1 Global self esteem

According to Brown (2003:145), global self-esteem derives from the accumulation of internal and interpersonal experiences, and from assessment people make the external world. It is the general evaluation that one makes of oneself overtime and across a number of situation.

1.2 Situational Self esteem

Situational self-esteem refers to one's self appraisal in particular life situations, such as social interaction, work, education, home or trait such as intelligence, communicative ability.

1.3 Task Self esteem

It relates to particular task within specific situations. As an example, within the educational domain, task self-esteem might refer to one subject matter area.

Adelaide Heyde cited in Brown (2003:146), she conducted the research dealing with the effect of three levels of self-esteem on performance of an oral production by American college students learning French as a foreign language. She found that self-esteem had correlative positively affect the performance on the oral production measure with task self-esteem is the highest one.

2. Risk Taking

Students with low self-esteem, avoid taking risk fearing that they are going to be laughed or criticized. They fear looking ridiculous; they fear the frustration coming from listener or audience, and they tend to feel fail to communicate. However, those with high self-esteem, the risk takers and they do not really give important what others said about them.

3. Anxiety

According to Spielberger, 1983 cited in Brown (2003), anxiety defines as the subjective feeling of tension, apprehension, nervousness and worry associated with the arousal of the automatic nervous system. For many researchers, as an example Horwitz, Horwitz and Cope (1986), confirm that foreign language anxiety has almost entirely associated with the oral aspects of language use. Moreover, MacIntyre and Gardner (1991) also find that performance in the foreign language is negatively correlated with anxiety.

4. Motivation

Penny Ur (1996:274) mentions motivated learner is one who is willing or even eager to invest effort in learning activities and to progress. Gardner and Lambert (1972) divided motivation into integrative and instrumental motivation. Integrative motivation means someone who wants learning English because they want to involve in target of community, in other words, integrative motivation as those that indicate an interest in learning language in order to communicate with member of second language community. However, instrumental motivation refers to a motivation to acquire some advantages by learning a language. Ryan and Deci (2000) classified motivation into

intrinsic and extrinsic motivation. Intrinsic motivation means someone who interested to learn a language because of their enjoyable and satisfying. Extrinsically motivated behaviors are those actions carried out achieve some instrumental end, such as reward or avoiding a punishment.

5. Attitudes

Learning process is regarded as a positive change in the individual's personality in terms of the emotional, psychomotor (behavioral) as well as cognitive domains, since when one has learned a specific subject, he/she is supposed to think and behave in a different manner and one's beliefs have been distinguished (Kara, 2009). These three attitudinal aspects are based on the three theoretical approaches of behaviorism, cognitive and humanism respectively. Moreover, Akbar Azizifar et al (2014) conducted a study entitled EFL Adult learners' attitudes towards learning speaking. The result of speaking attitudes showed that the higher of positive attitudes toward learning English resulting in improving their speaking skill and probably they will become good, skilled and successful language learner.

6. Self confidence

Second language and foreign language acquire' personality factors relate a lot of the learning effect. Among the personality factors, self confidence is the most important one. Those who have enough self confidence and positive personal image succeed more. People who have high self-confidence will dare to adventure, to communicate in foreign language and can gain more. While those who have lack self-



confidence will lose the changes to practice their target language, for they are afraid of losing face in making a mistake.

An example of a study was conducted by Safaa Mohammad Al-Hebaish (2012). He investigated the correlation between general self-confidence and academic in the oral presentation course. Participants were 53 undergraduate female English majors, from Taibah University. The results indicated a positive significant correlation between the two variables. The more self-confident learners were, the higher were their scores in the oral test. Highly self-confident learners were ready to try to speak in front of others. Lack of general self-confidence, on the other hand, resulted in lack of interest to strive for high quality oral performance.

Thus, referring to the explanation dealing with affective factor such as self-confidence, self-esteem, anxiety, motivation and attitudes, all of them have great effect in speaking ability. The higher of students' self-esteem, self-confidence, motivation and attitude, the higher of willingness to communicate in English, however, the high of anxiety and the low of self-confidence, self-esteem, attitudes and motivation, so, it will reduce the willingness to communicate in English.

c. Components Underlying Speaking Effectiveness

Being able in speaking is not easy. Many aspects should be considered. Referring to communicative competence, Hymes's theory, Canale and Swain (1980) in Brown (2003: 247), propose that communicative competence includes grammatical competence, discourse competence, sociolinguistic competence and strategic competence. It can show the abilities underlying speaking proficiency.

Strategic competence is the way learners manipulate language in order to meet communicative goal (Brown, 2003:275). It perhaps the most important of all communicative competence elements. In simply, it is the ability to compensate for imperfect knowledge of linguistics, sociolinguistics. Referring to speaking, strategic competence refers to the ability to know when and how to take the floor, how to keep conversation on going, how to terminate the conversation and how to clear up communication breakdown as well as comprehension problem.

By mastering all of the components in communicative competence, it can guarantee that the students will be able to communicate in English. They will be active in the classroom, they can speak with their teacher even native speakers fluency and accurately.

2.1.2 Teaching Speaking

The aim of teaching speaking in the classroom is to maintain students' ability to be able to speak well and to improve their ability in oral communication. According to Harmer (2001), the aim of teaching speaking is to train students for communication. To do that, the teacher should be able to develop activities which promote students to use language in real communication. Moreover, Wenxia (2008) says that the teacher should think, when teaching, not only about presenting language in a certain situation, but also as a communicative act. Learning to speak in English will be easier when learners are actively engaged in attempting to communicate.



According to Nunan in Kayi (2006), teaching speaking involves teaching ESL learners to produce English sound, use word and sentence stress, intonation pattern, select appropriate word and sentence, organize their thoughts in a meaningful and logical sequences, use a language as a means of expressing value and judgments and use the language quickly and confidently with unnatural pauses, or fluency.

There are some principles that should be considered by the teacher in teaching speaking. Brown (1994:275) mentions some principles that should be followed by the teacher in speaking skill. First, use techniques that cover the spectrum of learner needs, from language based focus on accuracy to message-based focus on interaction, meaning and fluency. Second, provide intrinsically motivating techniques. Third, encourage the use of authentic language in meaningful contexts. Fourth, provide appropriate feedback and correction. Fifth, capitalize on the natural link between speaking and listening. Sixth, give students opportunities to initiate oral communication. Seventh, encourage the developmental of speaking strategies.

In addition, Jie (1999) suggests some principles that are essential for English teacher to employ in successful classroom activities. First, the teacher should try in some way to get to know about the students' interest so that she may find some interesting topics for discussion. So, the students may feel that the teacher is interested in each of them which allows for a better relationship between the teacher and the students. Second, English teacher should learn from some native speakers to improve their ability in foreign language. Third, it is necessary for English teacher to make good use of audio and visual aids. Fourth, it is important for the teacher to correct students'

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or a consensus, often as a result of choosing between specific alternatives. The fourth type of activity is prepared talks. A popular kind of activity is the prepared talk where a student (or students) makes a presentation on a topic of their own choice. The fifth type of activity is questionnaire. Questionnaires are useful because, by being pre-planned, they ensure that both questioner and respondent have something to say each other. The last type is simulation and role-play. Simulation and role play can be used to encourage general oral fluency to train students for specific situations especially where they are studying ESP.

2.2 Think, Pair, Share Technique

Think-Pair-Share is one of the techniques of cooperative learning. Arends states that Think-Pair-Share technique appears from the research about Cooperative Learning. This technique is developed by Frank Lyman in 1985. This technique is an effective way to change learning circumstance in the classroom. It gives more time to the students to think, to respond, and to help each other but it is not a way for cheating. According to Slavin, this technique is very simple but it is useful. It is developed by Frank Lyman from University of Maryland. In this technique, the teacher gives a topic or a question to the students. The students are asked to think the answer themselves, and then in pair the students try to find an agreement for the answer. Finally, the teacher asks the students to share their agreed answer to the whole of class. Furthermore, Isjoni (2010) states that this technique gives chances to the students to work by themselves and cooperate with



others. The superiority of this technique is to optimize students' participation to the others in the class

Think-pair-share was developed by Frank Lyman in 1981 (Huda, 2011: 132). It gets its name from the three stages of students actions, with emphasize on what students should do at each of those stages. Think-pair-share: (1) teacher poses a question (usually a low consensus question). (2) Students think of a response. (3) Students discuss their responses with a partner. (4) Students share their partner's responses with the class. This technique can be applied in teaching speaking to give the time for the students to think about the problem/topic, enhance students' oral communication through critical thinking and meaningful interaction where the students are free to suggest and give their opinion. Endang Kusriani (2012:3) states that Think-Pair-Share builds the democratic situation where the students are free to suggest and give their argumentation. By giving discussion section to the students, this technique could get the students actively involved in speaking activities. Ledlow (2001:1) states that this technique encourages a high of students' response and can help students on task.

Think-Pair-Share is a Technique designed to provide students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student. It is a learning technique developed by Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of students' response and can help to keep students on task (Lyman 1981).

The think, pair, share technique increases the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas (Pima 1987). The think, pair, share technique is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:

- Think : Students think independently about the question that has been posed, forming ideas of their own.
- Pair : Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
- Share : Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

Students need many opportunities to talk in a linguistically rich environment. Researchers have found that students' learning is enhanced when they have many opportunities to elaborate on ideas through talk (Pressley 1992). In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority.

Additional benefits of using the think, pair, share technique include the positive changes in students' self-esteem that occur when they listen to one another and respect others' 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 (Cobb et al. 1991).

2.2.1 The Purposes of Think, Pair, Share (TPS) Technique

The think, pair, share technique is ideal for teachers and students who are new to collaborative learning. It can be used in a variety of contexts. However, to be effective, students must consider a question or issue. It could be a complex question, such as, "What do you think were the key issues that led to World War II?" It could be a more straightforward request, such as, "Create a pattern that could be described as 'a, b, a, b.'" (Cobb et al. 1991)."

Furthermore, Cobb clearly explained that as students consider the question or issue, they should derive some benefits from thinking about it further with partners, such as when there are multiple correct answers to a question. For instance, in the previous example, the students could provide many examples of "a, b, a, b" patterns and seeing multiple answers will reinforce this concept. Providing "think time" increases quality of student responses.

The students become actively involved in thinking about the concepts presented in the lesson. Research tells us that we need time to mentally "chew over" new ideas in



order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students time to "think-pair-share" throughout the lesson, more of the critical information is retained.

When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage. The students are more willing to participate since they do not feel the peer pressure involved in responding in front of the whole class. Think-Pair-Share is easy to use on the spur of the moment. Easy to use in large classes

2.2.2 The Procedure of Implementing Think, Pair, Share (TPS) Technique

Think-Pair-Share is one of the techniques which is designed by Cooperative Learning. It integrates wait-time, verbal rehearsal, discussion and learning using cooperation principle. Think-Pair-Share was developed by Frank Lyman in 1981. This simple technique gets its name from three steps of students' action that emphasis on what they do at each of those stages.

The "think" step may require students merely to be quiet for a few moments and ponder their thoughts about the question. They may write some thoughts in response to the question. Some teachers find it helpful to set a time limit for the "think" and "pair" steps of the technique. If you choose to do this, be sure to give students an idea of how much time they will have. Remember to allow sufficient time during the "pair" step to allow both students to talk about their thoughts.



In the "share" step of the technique, students can share their ideas in several ways. One way is to have all students stand, and after each student responds, he or she sits down, as does any student with a similar response. This continues until everyone is seated. Another way is to move quickly through the class, having students respond quickly, one after the other, or to have a class vote.

The steps of procedure of TPS technique;

- 1) Think: Students think independently about the question that has been posed, forming ideas of their own.
- 2) Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
- 3) Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process..

Teachers may also ask students to write or diagram their responses while doing the Think-Pair-Share activity. Think, Pair, Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view. Note check, Vocabulary review, Quiz review, Reading check, Concept review, Lecture check, Outline, Discussion questions, Partner reading, Topic development, Agree/Disagree, Brainstorming, Simulations, Current events opinion, Conceding to the opposition, Summarize, Develop an opinion



Hints and management ideas are Assign Partners - Be sure to assign discussion partners rather than just saying "Turn to a partner and talk it over." When you do not assign partners, students frequently turn to the most popular student and leave the other person out. Change Partners - Switch the discussion partners frequently. With students seated in teams, they can pair with the person beside them for one discussion and the person across from them for the next discussion. Give Think Time - Be sure to provide adequate "think time." I generally have students give me a thumbs-up sign when they have something they are ready to share.

2.2.3 The Advantages of Think, Pair, Share (TPS) Technique

Students need many opportunities to talk in a linguistically rich environment. Researchers have found that students' learning is enhanced when they have many opportunities to elaborate on ideas through talk (Pressley, in Teacher Vision blog: 2000). *Think-Pair-Share* technique increases the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas (Pimm, in Teacher Vision blog : 2000). There are the advantages by using *Think-Pair-Share* technique as follows:

1. When students have appropriate "think time", the quality of their responses improves.
2. Students are actively engaged in the thinking.
3. Thinking becomes more focused when it is discussed with a partner.

4. More of critical thinking is retained after the lesson if students have an opportunity to discuss and reflect on the topic.
5. Many students find it safer or easier to enter into a discussion with another classmate, rather than with a large group.
6. No specific materials are needed for the technique, so it can easily be incorporated into lessons.
7. Building the ideas of other is an important skill for students to learn.

Lie (2008) also states about the advantages and weaknesses of pair activities.

The advantages of pair activities are:

1. Improve students participation in learning activities
2. Suitable for simple assignment
3. Give more the chance to the partner for giving contribution
4. Interactions between students are easier
5. Pair the students are faster and easier

Whereas the weaknesses are:

1. There are many pairs who will recount, so the teacher needs to monitor whole of pairs.
2. There is less of ideas
3. There is no mediator if the pair has conflict.

But all of weaknesses can be minimized by the teacher's coordination and attention. Additional advantages from the writer, *Think-Pair-Share* technique taught the students to cooperate with the other students. The students will learn how to make a



good team organize their egoism when propose their ideas, to find the best idea. It can be useful for their social life beside in classroom activities.

2.3 The Nature of Motivation

2.3.1 Definition of Motivation

The online Oxford Dictionaries define motivation as “a reason or reasons for acting or behaving in a particular way with interest or enthusiasm” (Online Oxford Dictionary: 2013). According to Richard (1992), motivation is the factor that determines a person desire to do something. Motivation plays crucial part successful in learning. Ur (1996: 274) mentions that motivated learner is who is willing or ever eager to invest effort in learning activities and progress. Learners who are motivated in learning will create enjoyable situation in teaching and learning process. When referring to motivation, lecturers are concerned with the behavior of the students. Students are considered motivated if they are actively involved in a task given by lecturer. Moreover, good lecturers have to implement appropriate technique in order to encourage learners to involve in the activities in the classroom.

Moreover, Dörnyei (2000) mentioned that motivation is the key for learning. This statement is almost similar to the other authors that motivations will eager someone to participate and involve toward the lesson. Furthermore, people who have to high motivation, it will be assumed be successful in any task because they have special goal to achieve.



Likewise, motivation means the combination of effort and desire to achieve goal of learning the language which leads to a conscious decision to act, and which gives rise to a period of sustained intellectual or physical effort in order to attain previous set goals (Gardner & Lambert, 1972). Furthermore, motivation has been identified as the learner's orientation with regard to the goal of learning a second language. It is thought that students who are most successful when learning a target language are those who like the people that speak the language, admire the culture and have a desire to become familiar with or even integrate into the society in which the language is used.

Joanna Rodiki (2006) defines that motivation is such complex phenomenon that it cannot be defined by a single widely accepted theory. He mentions that it can be different things and motivation can be affected by :

- a. *Cause*, related to personal goal of the learner or outside incentive such as reward or punishment;
- b. *Behavior* related to persistence, effort and learner enjoyment;
- c. *Outcomes*, referring to evaluation of performance and reaction to success or failure.

Referring to Joanna Rodiki opinion related to motivation in foreign language learning theories, it is suggested that motivation can be defined in relation two factors; the *needs* of the learners and their *attitudes* toward the foreign language and foreign language community. Learners are motivated to learn English in order to achieve their own goal or the want to communicate with speaker to the target language and learn to the country where the language is spoken (Nakanishi T, 2002 cited in Joanna Rodiki,

2006). Hence, successful in communicating foreign language should be supported by many aspects, such as their desire, effort, their needs and attitude the learners itself.

Additionally, Brown (2000: 160) defines motivation from three perspectives emerge:

a. From a *behavioristic* perspective, motivation is seen in very matter of fact term. It is quite simply the anticipation of reward. Driven to acquire positive reinforcement and driven by previous experiences of reward for behavior, and we act accordingly to achieve further reinforcement. In simple word, our acts are likely from external forces.

b. In *cognitive* terms, motivation places more emphasis from individual's decision," the choices people make as to what experiences or goals they will approach or avoid, and the degree of effort they will exert in that respect"(Keller 1983:389). Ausubel (1968:368-379), identified six needs undergirding the construct of motivation:

1. the need for *exploration*, for seeing" the other sides of the mountain, "for probing the unknown;
2. the need for *manipulation*, for operating-to use Skinner's term-on the environment and causing change;
3. the need for *activity*, for movement and exercise, both physical or mental;
4. the need for *stimulation*, the need to be stimulated by the environment, by other people, or by ideas, thoughts and feelings;

just connect the language only for fulfill requirement and no possibility of social context in which this skill is useful.

Moreover, Gardner (2000) states that motivation refers to the driving force in any situation. In socio-educational model, motivation to learn the second language is viewed as requiring three elements. First, the motivated individual expends effort to learn the language. That is, there is a persistent and consistent attempt to learn the material by doing homework, by seeking out opportunities to learn more, by doing extra work. Second, the motivated individual wants to achieve the goal. Such as individual wants to success and will strive to achieve success. Third, the motivated individual will enjoy the task of learning the language. Such as an individual will say that is fun, a challenge, and enjoyable, even though at times enthusiasm may be less than at other times.

Likewise, Ur (1996:275) also mentions seven characteristics of motivated learners:

- a. Positive task orientation. The learners are willing to tackle tasks and challenges, and have confidence in his or her success. Here, the learners should have positive attitude toward lesson, doing task given by lecturer, and have high self-confident toward the lesson and task given. Focusing in speaking, it means, learners have to own willingness to use English for in speaking class and outside.
- b. Ego-involvement. The learners find it important to succeed in learning in order to maintain and promote their (positive) self-image. It means learners think had better

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to involve in any activities in order to be successful and then promote their ability to others.

- c. Need for. The learners have a need to achieve, to overcome difficulties and success in what they set out to go. For example in speaking, motivated learners will speak and want to learn English because they want to be successful in communicate with native speaker or they can abroad, so they can be successful person.
- d. High inspirations. The learners are ambitious, go for demanding challenges, high proficiency and top grades. The students who have high inspirations; they will do anything and fight with the obstacle in order to be high prestige than others.
- e. Goal orientation. The learners are very aware of achieving the goals of learning, or of specific learning activities, and directs them efforts towards achieving them. The learners who have specific goal orientation in their lives, they will do everything to achieve their goal.
- f. Perseverance. The learners consistently invest a high level of effort in learning, and are not discouraged by setbacks or apparent lack of progress.
- g. Tolerance of ambiguity. The learners are not disturbed or get frustrated if the fail to achieve their goal. They still can live patiently, in the confidence that chance will come later.

Thus, by explaining the nature of motivation from several authors, it can be concluded that motivation is desire to do something which is supported by needs, attitudes, effort in order to achieve the goal. If the students have high motivation, they will communicate in English and show good attitude toward English. Further, they are

of motivation. Instead, a goal was a stimulus that gave rise to motivation. Gardner focused on classifying reasons for second language study, which he then identified as orientations. The learner can be categorized into two levels of motivations, they are:

1. Integrative Motivation

Integrative motivated learners want to learn the target language so that they can better understand and get to know the people who speak the language and mix up in their culture. Integrative motivation refers to “an openness to identify at least in part with another language community” explains that learners learn target language in order to fulfill the desire to mix up in the people and culture of the target language.

2. Instrumental Motivation

A Learner with an instrumental motivation is characterized by learning the language for practical purposes, such as gaining employment or passing a test and more interested in how the language can be a requirement based on Gardner (1985).

The first is integrative motivation, motivation to integrate to another culture, and the second is instrumental motivation, motivation to acquire a language as a means for attaining instrumental goals: furthering career, getting a job and so forth. Many researchers looked at integrative and instrumental motivation as intrinsic and extrinsic motivation.

1. Intrinsic Motivation

There are broader definition from authors and researchers of intrinsic and extrinsic motivation. Intrinsic motivation is a crucial mechanism for open ended cognitive development since it driver of spontaneous exploration and curiosity. Keller

(1983:389 cited in Brown :2000) states that in cognitive term, motivation places more emphasis on individual's decision, the choice of people makes as to what experiences or goal they will approach or avoid and the degree of effort they will exert in that respect.

Brown (2000) defines intrinsic motivation people who learn because of their self-perceived needs and goals. Moreover, Harmer (2000: 51) states that intrinsic motivation comes from within the individual. Thus a person might be motivated by enjoyment of the learning process itself or by desire to make themselves feel better.

Referring to Brown and Harmer definition dealing with intrinsic motivation, both of authors state that intrinsic motivation comes from within individual itself. They are doing something, especially when we relate to speaking in the classroom because of their self determination or their desire to make themselves feel better. Not because of the outsider or outside factors. They do something or want to learn English because of their own intention. This statement also supported by Edward Deci(1977 :23) cited in Brown. He defines intrinsically motivated that learners are done the activity itself by themselves without apparent reward. Learners seem to encourage and engage in the activities for their own sake and not because of extrinsic reward. He adds that intrinsically motivated behaviors are aimed at bringing about certain internally rewarding consequences, namely feelings or competence and self determination. The students will do it although it is very difficult for them in order to achieve their own goal.

Moreover, according to Ryan and Deci (2000:56) intrinsic motivation is defined as the doing of an activity for its inherent satisfaction rather than for some separable

consequence. When intrinsically motivated, a person is moved to act for the fun or challenge entailed rather than because of external pressures or reward. In short, in this study, the students want to communicate or desire to communicate in English because of their own sake.

Moreover, According to Noels, Pelletier, Cimet and Vallerand (2000), intrinsic motivation generally refers to motivation to engage in an activity because that activity is enjoyable and satisfying to do. Recently, Vallerand and his colleagues (Vallerand, 1997; Vallerand, Blais, Briere, & Pelletier, 1989; Vallerand et al., 1992, 1993) proposed three-part taxonomy of IM. The first type of IM, IM-Knowledge, is the motivation for doing an activity for the feelings associated with exploring new ideas and developing knowledge. A second type, IM-Accomplishment, refers to the sensations related to attempting to master a task or achieve a goal. The third type, IM-Stimulation, relates to motivation based simply on the sensations stimulated by performing the task, such as aesthetic appreciation or fun and excitement. The common basis of these three subtypes is the pleasurable sensations experienced during the self-initiated and challenging activity.

Further, Satinder Singh, Andrew G. Barto, and Nuttapong Chentanez also states that intrinsic motivation leads organism to engage in exploration, play and other behavior driven by curiosity in the absence of explicit reward. These activities favor the development of broad competence rather than being directed to move externally-directed goals.

Furthermore, Deci and Ryan (cited in Peipei Li & Guirong Pan : 2009) claim that people who have the intrinsic motivation that is interested in learning process and outcomes from their own sakes are more successful and be affective learners rather than for those want to do the activity because of reward (extrinsic). They also add that when someone is told to have done a task well, this external event will enhance feelings of competence. Intrinsic motivation is likely increase. By contrast, even that lead to feelings of incompetence is likely to undermine intrinsic motivation. Likewise, Dörnyei 1998; Dörnyei & Csizêr 1998; Crookes & Schmidt; Brown 1990) also points out that intrinsic motivation strongly has positive effect toward the successful. Maslow (1970) also claims that intrinsic motivation is clearly superior to extrinsic.

2. Extrinsic Motivation

As the previous explanation, Brown and Harmer (2000) divided motivation into two types, namely intrinsic and extrinsic motivation. Besides, Edwan Deci (1977:23 cited in Brown) also states there are two kinds of constructs of motivation; intrinsically and extrinsically.

Besides, Edwan Deci (1977:23 cited in Brown) Extrinsic motivation is carried out in anticipation of a reward from outside and beyond the self. Typically ,extrinsic motivation deals with money, travel, prize, grades and even positive feedback. Additional, Harmer (2000:51), states extrinsic motivation, is caused of any number of outside factors, such as the need to pass the exam, the hope of financial reward, or the possibility of future travel.



Ryan and Deci (2000) state extrinsic motivation is a construct that pertains wherever an activity is done in order to attain some separable outcome. Extrinsic motivation thus contrasts with intrinsic motivation, which refers to doing an activity simply for enjoyment of the activity itself, rather than instrumental value. Additional, in the study of Pierre-Yves Oudeyer, Frederic Kaplan, and Inria Bordeaux Sud-Ouest (2007), they also separate between intrinsic and extrinsic motivation and internal and external motivation. In their study concluded that internal motivation is not synonym of internal and also extrinsic and external. They add that internal motivation involves rewards that are produced within the organism, whoever they are, and external motivation involves rewards that are produced outside the organism (e.g. coming from social partners). While the intrinsic/ extrinsic distinction, on the contrary, is not a distinction based on the location of the location of reward but on the kinds of reward.

Moreover, Ryan and Deci (2000:60) divide the types on extrinsic motivation; there are external regulation, introjections, Identification and Integration. External regulation means the people is doing something because of an external demand or obtain externally imposed reward contingency. The second, introjection regulation. Introjection describes a type of internal regulation that is still quite controlling because people perform such action with the feeling of pressure in order to avoid guilt or anxiety or to attain ego enhancements or pride. The third is identification. The people think that take the value of this learning activity. The last is integrated regulation. Integration occurs when identified regulations have been fully assimilative to the self. This occurs

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through self examination and bringing new regulation into congruence with one other values or needs.

Further, Noels, Pelletier, Clement, and Vallerand (2000) define extrinsically motivated behaviors are those actions carried out to achieve some instrumental end, such as earning a reward or avoiding a punishment. This type of motivation does not necessarily imply a lack of self-determination in the behaviors performed. Rather, Deci and Ryan (1985; Vallerand, 1997) maintained that different types of extrinsic motivation (EM) can be classified along a continuum according to the extent to which they are internalized into the self-concept (that is, the extent to which the motivation is "self-determined").

Within the realm of education, three levels of EM have been distinguished (Vallerand, 1997; Vallerand et al., 1989, 1992, 1993). From the lowest to highest level of self-determination these are: external regulation, introjected regulation, and identified regulation. *External regulation* is defined as those activities that are determined by sources external to the person, such as tangible benefits or costs. If the reason for learning the language is taken away, there is no incentive to continue engagement in the learning process (cf. instrumental orientation, Gardner & MacIntyre, 1991).

A second type of extrinsic motivation which is more internalized into the self-concept is *introjected regulation*. Introjected regulation refers to reasons that pertain to performing an activity due to some type of pressure that individuals have incorporated into the self, such that they compel themselves to carry out that activity. Although the source of the pressure is internal, it is not self-determined because the people are

reacting to a pressure, not acting on the basis of personal choice. An example of this type of regulation is the students who practice an L2 because they would feel ashamed if they could not speak the L2. Learning would only take place as long as they felt the need to reduce guilt.

The most self-determined form of extrinsic motivation is *identified regulation*. At this point, individuals invest energy in an activity because they have chosen to do so for personally relevant reasons. In this situation, students would carry out the activity because of its importance for achieving a valued goal. For instance, language learners who feel that L2 fluency is an important aspect of their educational development will endure repetitive oral exercises in the interest of attaining this level of competence.

In short, extrinsic motivation explained by authors focuses on where the learners want to learn or communicate in English because of outside factors, such as reward from teacher or lecture, to pass the exam, the hope of financial reward, or the possibility of future travel. Besides, extrinsically motivated behaviors are also those actions carried out to achieve some instrumental end, such as earning a reward or avoiding punishment.

It is really different from intrinsic motivation where the students want to learn or communicate in English because of the enjoyment or their own sake. In other words, intrinsic motivation refers to motivation that engage learners in activity which are learner thinks enjoyable and satisfying.

3. Integrative Motivation

The notion of integrativeness is a desire to learn a language in order to come closer to the other language community (Gardner, 2001). Besides, Gardner and Lambert

(1972) in Peipei et al (2009) define the integrative motivation as those that indicate an interest in learning the language in order to communicate with members of second language community. It is characterized by those who learn the second language so as to identify themselves with the language speaking group and ultimately join it.

Additional, Gardner in cited in Dörnyei, integrative motivation, learners acquire a foreign or second language to be familiar with members of the language community or to learn about their cultures or values. A low level of integrative motivation would indicate low interest in learning language in order to identify with the group, while a high level of integrative motivation would indicate the opportunity in learning. In Gardner's theory, learner who had the characteristic of integrativeness were said to have integrative orientation (or goal) toward learning a language, favorable attitudes toward the language community, and general openness toward other groups in general. They were said to be integratively motivated if they also had positive attitudes towards the learning situations, and exhibited aspects of motivated behavior such as effort, and expressed desire and enjoyment in the process of learning (Lamb: 2004).

Moreover, Dörnyei and Clement (2000) cited in Nakhon Kitjaroonchai (2013) found that integrative motivation was the most powerful general component of language related affective disposition, determining language choice and level of effort language learner intended to invest in learning process. Learners with the integrative orientation show great interest in English and much effort into English learning.

Gardner and Lambert (1972) and Spolsky (1969) cited in Brown found that integrativeness generally accompanied higher scores on proficiency test in a foreign



language. The conclusion from these studies was that integrativeness was indeed an important requirement for successful language learning. Furthermore, Graham (1984) cited in Brown claimed that integrativeness was too broadly defined and suggested that some integrative orientations may be simple a moderate desire to socialize with or find out about speakers of the target language.

Further, Gardner (2001) states that integrativeness reflects a genuine interest in learning the second language in order to come closer psychologically to the other language community. A low level of integrativeness would indicate no interest in learning the language in order to identify with the group, while a high level would indicate considerable interest. Often before an individual has had the opportunity to learn anything about the language, or when the students are young, this reflects merely an interest or willingness. That is, integrativeness involves emotional identification with another cultural group. In short, the variable of integrativeness is a complex of attitudes involving more than just the other language community.

In short, integrative motivation means the desires' of learner to learn a second language in order to directly involve in other language community. They tend to have a high willingness to identify the other language community and evaluate to learning situation positively. Moreover, the learners who motivated in involving other language community will show a positive attitudes and behavior dealing with the language. Focusing in this study, integrative motivation here means the willingness or desire of learner to communicate in English in order they have a goal directly involve in the target of community. Besides, integrative, motivated students are more active in



language class, are more likely participate in excursions to the other cultural community when there, and less likely to drop out of language study (Gardner &MacIntyre :1991).

4. Instrumental Motivation

Instrumental motivation refers to a learner's desire to acquire a new language for utilitarian reasons and reflect the practical values and advantages of a learning target language (Gardner & Lambert, 1959; Hudson, 2000 cited in Chalernporn Choosri and Usa Intaraksa: 2011). Additional also mentioned by Gardner and Lambert (1972) which describe instrumental motivation as a motivation to acquire some advantages by learning second language. A learner with instrumental learns a language because of the reward. Furthermore, Instrumental orientation refers to the need or interest to learn English as a foreign or second language for pragmatic gains such as passing examination, obtaining perspective career with lucrative income or further education overseas.

Instrumentally has been the other most frequently highlighted variable in L2 motivational studies (e.g., Belmerichri&Hummel, 1998; Dörnyei, 1990; Gardner, 1985; Gardner&MacIntyre, 1991; Kraemer, 1993; Lukmani, 1972; Shaaban &Ghaith, 2000; Tremblay&Gardner, 1995, Warden &Lin, 2000; Wen, 1997). It refers to the perceivepragmatic benefits of L2 proficiency and reflect to recognition that for many language learners of is the usefulness of L2 proficiency that provides the greatest driving force. Dörnyei (1994b) cited in Dörnyei and Csizer (2005) argued that in his study where the participants were secondary school learners of English in Hungary, utilitarian benefits such as better job prospects, might not been directly relevant, which



was why instrumental variable clustered together with items that emphasizes the general educational significance of knowing English (i.e., helping learners to more become more knowledgeable).

Investigating also did with different sample in Hungary, Dörnyei and Kosmos (2000) and Dörnyei(2002) also concluded that the traditional instrumental label did not justice to the utilitarian dimension that emerged because the factor they obtained also involved, besides the pragmatic goals of getting a job or a place in higher education, a range of other incentives such as travelling, making foreign friends and understanding the lyrics of English song. Additional, Dörnyei and Csizer (2005) state that instrumental motivation concerns with the pragmatics incentives that are usually associated with the concept, as well as the importance of the particular L2 in the world and the contribution its proficiency makes to become an educated person.

From the definition above, instrumental is closely different from integrative motivation, where learners desire to learn a language because of outside factors, such as reward, travelling, passing examination, obtaining perspective career, with lucrative income and also for further education overseas.

2.4 The Effect of Think-Pair-Share and Students' Motivation on Students' Speaking Skill

Think-Pair-Share becomes one of recommended techniques used to affect the students' speaking skill and students' motivation. It was proved from several findings 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 build 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, think. 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 asks the student to pair up with a partner about ten minutes to compare or discuss the answer that they think are best. The teacher implements last and share. After 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 the several findings by using this technique, it can declare that TPS is strongly suggested since the students not only getting a better result of their speaking but also are 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.

2.5 Related Studies

Related studies require some previous researches conducted by other researchers in which they are relevant to this research itself. Besides, the related studies have to



analyze what the point that focuses on, inform the design, and find the conclusion of the previous researches, as follows:

First journal was from Sarah Hedyati Hastuti, M. Zaim, Desmawati Radjab (2014) entitled; The Effect of Think Pair Share Strategy and Students' Motivation Toward Their Speaking Skill in Descriptive Text at the Seventh Grade of SMPN 2 Baturaja Ogan Komering Ulu (Oku) of South Sumatera. Their research used a semi-experimental design 2x2 factorial. The data were the results of tests of speech and results student motivation questionnaire. The results revealed that: (1) students were Speaking with a Think Pair Share strategy had the ability to speak better on descriptive text than students discussed with Related to conventional, (2) students with high motivation were supported with the Think Pair Share strategy having better speaking skills in descriptive text compared to students discussed with speaking conventionally, (3) students with low motivation who were supported with the Think Pair Share strategy having better speaking skills in descriptive text compared to students discussed with Regarding conventional, (4) there was no interaction between strategy and Student motivation for speaking skills in descriptive texts.

The second research was conducted by Benny Gunawan (2010) has been proposed Think, Pair, Share (TPS) Model as a procedure that encouraged students to reflect on their own output After having read extensively about Think, Pair, Share (TPS) Model and having done a lesson with it, and it could be a powerful technique in helping students with various skills and language. His title was Improving Student's Speaking Ability in Conveying Interpersonal and Transactional Speech Using Think pairs- Share



Technique for The Fifth Year of SD Muhammadiyah 16 Karangasem - Surakarta. The result was the students also showed a positive response. They looked enthusiastic, energetic, braver and more confident to speak. Besides, they became active and brave to produce the correct pronunciation.

The third, the research journal from Dhona Kartika, Ujang Suparman, Ramlan Ginting entitled: The Effect Of Think-Pair-Share Technique On Students 'speaking skill'. The objectives of their research weres to find out whether there was any significant increase of students' speaking skill when they were taught byusing Think-Pair-Share technique; and to find out which aspects of reading that significantly increased. The research design used a one group pretest-posttest with IX IPA 1 class, which consisted of 32 students, was taken as the sample of the research. The results showed that the students' mean score of posttest (84.22) in experimental class was higher than the pretest (50.16) with the gain was 34.06. The results of t-test indicated that the significant (2-tailed) value was 0.000 in α level was $p < 0.05$). It showed that the hypothesis was accepted, since there was a significant increase of students' speaking skill. The researcher suggested that the English teacher should apply Think-Pair-Share technique in teaching speaking skill as one of alternative learning strategies especially because it had been found that the technique could make them successful in learning reading.

The fourth, a research journal from Maghfira, Mochtar Marhum dan Anshari Syafar entitled: Effect of Using Think-Pair-Share Technique on Speaking Skill and Motivation to Learn English of Grade XI Students at SMA Negeri 5 Palu. Their



research aimed to measure the influence of the use of the Paste-Sharing technique to the speaking skills and motivation of learning English classes XI students of SMA Negeri 5 Palu. His method was experimental quasy research with designnon-equivalent control group design. The research sample was chosen purposively, in which the researcherintentionally selected class XI IPA 1 as experimental class and class XI IPA 2 as a classcontrol. The data collection instrument used tests to measure students' abilitiesalking and questionnaires to measure student motivation. Data collection used methodsdescriptive and t-test statistics. The data obtained through the test were analyzed and tested statistically through SPSS (Statistical Package for the Social Sciences) 15.0. Based on data analysis of the abilityof students speaking and student motivation. It was found that the average score of speaking skillsthe experimental class (73.50) was greater than the control class (68). The result of comparison through the t-test showed the value $t_{count} = 3.355 > \text{value table} = 2.002$. Furthermore, for student motivation, the mean valuethe experimental group was 42 and the control class was 39.37. The result of comparison of motivationstudents through the t-test showed $t\text{-value} = 2.362 > \text{table value} = 2.002$. Thus, H_a was acceptedand H_0 was rejected. In other words, the use of pairs of thinking techniques couldaffect students' speaking ability and student motivation.

The fifth, a research journal from Furqon entitled "The Effect Of Think-Pair-Share Model And Motivation On Students' Speaking skill ". His study was conducted to find out the effect of Think-PairShare model and motivation on students' speaking skill . This experimental research applied nonequivalent control group design. The



population of this study was in the academic year of 2013/2014. The findings of this study showed that there were significant differences in speaking skill between before and after the students were taught by using Think-Pair-Share model. In addition, a significant difference in speaking skill between the students who were taught by using Think-Pair-Share model and those who were taught by using Teacher-Centred method was also found. However, the interaction effect was not found between teaching reading by using Think-Pair-Share model and levels of students' motivation (high, average, low) on students' speaking skill.

The sixth, a research journal from Amin et.al. entitled "The Influence of Think-Pair-Share (TPS) on Improving Students' Oral Communication Skills in EFL Classrooms". This research aimed to investigate the influence of think-pair-share (TPS) on improving students' oral communication skills in EFL classrooms. For this purpose, the researcher interviewed the EFL teachers who taught "English for Workplace" at the ELC An-Najah National University and observed students' classroom interaction. After the analysis of the collected data of the study, it was obviously noticed that think-pair-share technique played a positive role in improving students' oral communicative skills, creating a cooperative learning environment and enhancing students' motivation to learn better.

Thus, those are six relevant researches that used as related studies. There were some aspects that have similarities and differences with this study. The similarity can be looked at from the variable in this study. All of the related studies above were carried by them and investigated about the speaking ability and speaking skill. Although the



variable used above almost the same, however, in this study used different construct. Moreover, the problem that as the background of researcher in conducting this study was also different. Additionally, places and participants in conducting this study also were not similar. This study was conducted at the tenth grade students of SMAN 12 Pekanbaru.

2.6 Operational Concepts and Indicators

Operational concept is the concept used to give explanation about theoretical framework to avoid misunderstanding and misinterpretation. In this research, the writer concluded several indicators to be operated in the operational concept. Moreover, in this research, there are three variables, they are (1) the effect of Think-Pair-Share technique as the independent variable and it is symbolized by X_1 (2) students motivation, symbolized as X_2 and (3) students' speaking ability as the dependent variable, it is symbolized by Y . The data were taken through the test, it was the oral test. The indicators are as follows:

2.6.1 Indicators of TPS Technique (X_1)

Teaching procedures by using Think-Pair-Share Technique is classified with the indicators as follows:

- a) The teacher gives questions or an issue.
- b) The teacher asks the students to use time about a minute to think the answer of the issue by themselves.

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- c) The teacher asks the students to get in pair and to discuss all about what they think. Interaction in this period is sharing the answer for the question given or sharing the ideas for the identified issue. In this section, the teacher usually gives time more than four or five minutes to work in pair.
- d) The teacher asks each pair to share their ideas to the whole of the class.

Table 2.1
Indicators of Think-Pair-Share Technique

No	The Indicators of the Use of Think-Pair-Share Technique
1	The teacher gives questions or an issue
2	The teacher asks the students to use time about a minute to think the answer of the issue by themselves.
3	The teacher asks the students to get in pair and to discuss all about what they think.
4	The teacher asks each pair to share their ideas to the whole of the class.

2.6.2 Indicators of Motivation (X₂)

There are two kinds' motivations that used in this study, there are intrinsic and extrinsic motivation. The questionnaires are adopted from The Attitude/Motivation Test Battery (AMTB) by Gardner (1991). Actually, it consists of many items of statements involving attitude and motivation but the researcher only took 30 items which were suitable with this study and modified the questionnaires based on the context of students. Therefore, the researcher only took motivation statements from AMTB and then translated into Indonesian language.

The questionnaires are “closed”, it means the respondents are only choosing the best one on the items and making checklist on the given answers. In answering the questionnaires, the students were asked to choose one of the options by giving a mark or checklist. Then, the students were tested by oral test. The questionnaires were based on the indicators of extrinsic and intrinsic motivation. These were the components of indicators of students’ motivation in learning speaking used in this research which fully adopted from Nerfi Istianti (2013):

1. Extrinsic Motivation

- a) Teachers
- b) Parents
- c) Environments

2. Intrinsic Motivation

- a) Effort
- b) Desire
- c) Attitude

Table 2.2
Indicators of Extrinsic and Intrinsic Motivation

Aspects	Indicators	Statements	
		High	Low
Teachers	Teacher encourages students to learn English, such as: a. Teacher gives reward to students	• Guru selalu memberikan hadiah kepada siswa yang mendapatkan nilai bahasa Inggris yang bagus.	• Guru tidak pernah memberikan hadiah kepada siswa yang mendapat nilai bahasa Inggris bagus.
	b. Teacher becomes an inspiration.	• Guru bahasa Inggris di sekolah adalah sumber inspirasi saya	• Menurut saya, guru bahasa Inggris saya tidak menyenangkan
	c. Teacher uses interesting method in teaching.	• Metode pengajaran yang digunakan guru dalam mengajar bahasa Inggris	• Metode yang digunakan guru dalam menjelaskan materi bahasa Inggris

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<p>Hak Cipta dilindungi Undang-Undang</p> <p>1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan sumber: a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah. b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.</p> <p>2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.</p>	<p>Parents</p> <p>Parents encourage students to learn English by:</p> <p>a. Asking students to follow English private course.</p> <p>b. Helping students to Overcome difficulties.</p> <p>c. Giving rewards to students.</p>	<p>sangat menyenangkan.</p> <ul style="list-style-type: none"> Orangtua saya selalu menganjurkan dan memberi dukungan Untuk mendalami pelajaran bahasa Inggris dengan les privat. Orangtua saya selalu membantu mengatasi kesulitan seputar pelajaran bahasa Inggris. Orangtua saya selalu mendorong saya untuk belajar bahasa Inggris dan memberikan hadiah apabila nilai bahasa Inggris saya bagus. 	<p>sangat membosankan.</p> <ul style="list-style-type: none"> Orangtua saya tidak mendukung saya belajar bahasa Inggris. Orangtua saya tidak pernah membantu saya mengatasi kesulitan pelajaran bahasa Inggris Orangtua tidak pernah mendorong saya untuk belajar bahasa Inggris dan tidak pernah memberikan hadiah kepada saya.
<p>Environment</p> <p>Environment really influence students' ability to speak, such as:</p> <p>a. The situation in the classroom is very interesting.</p> <p>b. Students are easy to speak wherever they are.</p> <p>c. Students have high confidence to speak.</p>	<p>Environment really influence students' ability to speak, such as:</p> <p>a. The situation in the classroom is very interesting.</p> <p>b. Students are easy to speak wherever they are.</p> <p>c. Students have high confidence to speak.</p>	<ul style="list-style-type: none"> Belajar bahasa Inggris itu sangat menyenangkan karena suasana di kelas sangat mendukung saya untuk berbahasa Inggris. Berbicara bahasa Inggris itu mudah bagi saya di manapun saya berada Saya sangat percaya diri ketika diminta untuk berbicara bahasa Inggris di dalam kelas. 	<ul style="list-style-type: none"> Jujur, saya tidak suka dengan kelas bahasa Inggris. Saya merasa tidak nyaman ketika berbicara bahasa Inggris dimanapun saya berada Saya tidak percaya diri ketika berbicara bahasa Inggris di dalam kelas

Aspects	Indicators	Statements	
		High	Low
Effort	Students attempt to learn English hard by: a. Practice English every day.	• Saya selalu melatih bahasa Inggris dengan mempraktikannya hampir setiap hari.	• Saya tidak pernah mempraktikkan bahasa Inggris.
	b. Asking to teacher when getting difficulties.	• Ketika saya mengalami kesulitan dalam belajar bahasa Inggris, saya selalu bertanya kepada guru.	• Saya tidak pernah bertanya kepada guru bahasa Inggris, walaupun saya mengalami kesulitan
	c. Doing English assignment.	• Saya langsung mengerjakan tugas bahasa Inggris yang diberikan oleh guru.	• Sebisa mungkin saya menunda mengerjakan tugas bahasa Inggris yang diberikan oleh guru.
Desire	a. Students have strong desire to be able to speak English.	• Saya ingin bisa berbicara bahasa Inggris dengan lancar	• Saya tidak mempunyai keinginan untuk bisa berbicara bahasa Inggris
	b. English is very important for students' carrier in the future.	• Saya Ingin menguasai bahasa Inggris karena akan menunjang karir saya di kemudian hari.	• Bahasa Inggris bukanlah hal yang penting dalam hidup saya.
	c. Students exercise English by watching English program on television.	• Saya lebih suka menonton program televise yang berbahasa Inggris dari pada yang berbahasa Indonesia.	• Saya lebih suka menonton program televise yang menggunakan bahasa Indonesia.
Attitude	a. Students like to speak English.	• Berbahasa Inggris adalah kegiatan yang sangat menyenangkan	• Berbahasa Inggris adalah kegiatan yang sangat menegangkan

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a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

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b. Students considered English as an interesting lesson.	<ul style="list-style-type: none"> • Saya sangat menyukai pelajaran bahasa Inggris karena saya ingin bisa berbahasa Inggris dengan lancar 	<ul style="list-style-type: none"> • Saya tidak suka dengan pelajaran bahasa Inggris
c. Speaking in English is important program in the school.	<ul style="list-style-type: none"> • Berbahasa Inggris adalah program sekolah yang sangat penting. 	<ul style="list-style-type: none"> • Berbahasa Inggris hanya membuang waktu saja

Table 2.3
Motivation Questionnaire based on Indicators

Variabel	Indicator	Question Number
Motivation	Teacher	1, 2, 4
	Parents	7, 8, 9, 10
	Environment	14, 15, 16, 17, 18
	Efforts	3, 6, 9, 20, 21, 22, 23, 24
	Desire	25, 26, 27, 28, 29
	Attitude	5, 13, 30

Table 2.4
The Number of Positive Questions in Motivation Questionnaire

Positive Motivation	Number of Questions
	1, 2, 3, 7, 8, 9, 13, 14, 15, 19, 20, 21, 25, 26, 27, 30

Table 2.5
The Number of Negative Questions in Motivation Questionnaire

Negative Motivation	Number of Questions
	4, 5, 6, 10, 11, 12, 16, 17, 18, 22, 23, 24, 28, 29

2.6.3 Dependent variable (Y)

In assessing students' speaking ability, it used assessment from Arthur Hughes (1989:114) that consisted of pronunciation, grammar, vocabulary, fluency, and comprehension.

Table 2.3
Indicators of Speaking Ability

No	Types of Assessment	Indicators
1	Pronunciation	a. Students' ability to pronounce the words clearly.
2	Grammar	a. Students' ability to express their ideas with case in proper sentence structure and tenses. b. Students' ability to respond with case in proper sentence structure and tense.
3	Vocabulary	a. Students' ability to utilize the word that will be used in appropriate manner for the situation given.
4	Fluency	a. Students' ability to speech effortless and smooth with speed that comes close to that of native speaker.
5	Comprehension	a. Students' ability to comprehend the question to all of the questions and the topics that will be discussed or asking.

2.7 Assumptions and Hypotheses

2.7.1 The Assumption

In this research, the researcher knows that there are many techniques which the teacher can use in teaching learning process to build the students capability in English.

The researcher assumes that using Retelling Technique and TPS Technique are some of good strategies to give a material for the students to increase their capability especially in Speaking Skill.

2.7.2 Hypotheses

Ho1: There is no significant effect of students' speaking skill between an Experimental class and a Control Class

Ha1: There is significant effect of students' speaking skill between an Experimental class and a Control Class.

Ho2 : There are no any different levels of students' high or low motivation between an experimental class and a control class on students' speaking skill

Ha2 : There are different levels of students' high or low motivation between an experimental class and a control class on students' speaking skill

Ho3 : There is no interaction between teaching technique, and motivation on students' skill in speaking.

Ha3 : There is an interaction between teaching technique, and motivation on students' skill in speaking.