CHAPTER I

INTRODUCTION

A. Background

Teaching English cannot be separated from the four language skills. One of them is speaking. Speaking is very important for us because it is a means to do communication with other people. Then, speaking is one of the aspects in learning language. Speaking can be described as the ability of person to express his ideas or to deliver the message to other people. In speaking, someone should be able to make other people understand about what he or she says. If the other people can catch the point from speaking, it is an activity of presenting thought or ideas in spoken language. From the explanation above, speaking is very important in this life. According to Lazaraton in Murcia, the ability to speak a language synonymous with knowing that language since speech is the basic means of human communication.[1] Therefore, speaking should be mastered by almost people, especially for students. In other words, the students should be able to use oral language to do interaction and communication with the other people. On the other hand, to speak well is not an easy job because someone who wants to speak fluently and effectively should master some components of speaking such as accent, grammar, vocabulary, fluency, and comprehension. By

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[1]Marianne Celce-Murcia. *Teaching English as a Second or Foreign Language*. (United States: Heinle & Heinle, 2001), p.103

mastering those components, misunderstanding in communication can be avoided.

Speaking is one of the communicative competences that should be developed. According to Brown, speaking is a productive skill.[2] Productive skill or active skill means the students need to produce the language. Then, speaking is used for various purposes. It is used both in formal and informal situation. According to Shumin in Richard and Renandya, speaking is used to express opinion, to describe something, to complain about something, to persuade someone, or to make polite requests.[3] From the statement above, the students should explore their ability in speaking in order that they can speak, express ideas, and share knowledge to other people effectively. Through speaking or conversation, the students can obtain ideas, messages, and information. The aim of speaking is to convey information to others. So, there is feedback whenever the information is sent. Speaking is a key for communication. For the students, the ability of English speaking is an important measurement of academic success. In teaching speaking, the teacher should have ability to guide the students in learning and increasing speaking ability.

Based on the School-Based Curriculum, in speaking skill for Senior High School, there are four basic competences that should be achieved by the

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[2]H. Douglas Brown. *Language Assessment: Principle and Classroom Practices*. (San Francisco, California: Longman, 2003), p. 140

[3]Jack C. Richard and Willy A. Renandya. *Methodology in Language Teaching: An Anthropology of Current Practice.* (USA: Cambridge University Press, 2002), p. 201

students of the second grade of Senior High School in the second semester. First, the students are able to express the meaning of transactional (to get things done) and interpersonal (to socialize) conversation accurately and fluently by expressing attitude about something such as expressing love and sadness. Second, it is by expressing embarrassment, anger, and annoyance. Third, the students are able to express the meaning of short functional spoken text such as banner, pamphlet, and poster. Fourth, the students are able to express the meaning of monologue text accurately and fluently in narrative, spoof, and hortatory exposition text.[4]

Teaching speaking at school is not separated from transactional conversation, interpersonal conversation, expression of attitude about something, short functional text, and monologue text in the text book. The teacher at Madrasah Aliyah Al-Muttaqien teaches English based on the curriculum and syllabus. In teaching learning process of speaking, English teacher at Madrasah Aliyah Al-Muttaqien used dialogue strategy. By using this strategy, the students are hoped to be able to accept the basic competency of speaking. This strategy makes the students only do conversation about the material. In other words, dialogue strategy does not invite the students to share their ideas. Furthermore, this school has a program to increase English proficiency such as speech program that is conducted every Friday. Although the teacher has taught English maximally, some of the students still have

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[4]Departemen Pendidikan . School Based Curriculum Syllabus of the Second Year Students at MA Al-Muttaqien. (Bungaraya: Unpublished, 2007)

problems in exploring their ideas orally, using grammar, and so forth. Those problems can be seen from the symptoms as follows:

1. Some of the students are not able to explore their ideas because they do not have enough English vocabulary.

2. Some of the students are not able to use correct grammar when they speak English.

3. Some of the students are not able to respond questions from the teacher.

4. Some of the students are not able to pronounce the English words fluently.

Because of those phenomena, the writer tried to overcome those problems by using think-pair-share strategy. Think-pair-share strategy is one of the strategies in cooperative learning. According to Agus, cooperative learning can be defined as a philosophy about private responsibility to respect each other.[5] Furthermore, cooperative learning can be characterized by the following features:[6]

a. Students work in teams to master learning goals

Students work in team is very good because they can study or solve the problem about learning material together.

b. Teams are made up of high achievement students, average achievement students, and low achievement students.

In one class, not all of the students have the same ability. Therefore, when the teams consist of high achievement students, average

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[5]Agus Suprijono. *Cooperative Leraning: Teori dan Aplikasi PAIKEM*. (Yogyakarta: Pustaka Pelajar, 2012), p.52

[6]Richard I. Arends. *Learning to Teach.* (New York: McGraw-Hill, 2007), p. 345

achievement students, and low achievement students, this situation is very good to help the students who have low intelligence in order to understand the materials and master the learning goals.

c. Whenever possible, teams include a racial, cultural, and gender mix

In conducting cooperative learning, the teacher can choose the students who have different gender, intelligence, race, and so on. So, it can make the student able to help and know each other.

Think-pair-share strategy is developed by Frank Lyman in 1985. It gives more time to the students to think, to respond, and to help each other.[7] In this strategy, the students are asked to think the answer by themselves, and then in pair the students try to find an agreement for the answer. Finally, the teacher asks the students to share their answer to the whole of class.[8] According to a research that had been done by Bowering *et al.*, think-pair-share strategy gives opportunities for students to deconstruct and assess the meaning of key knowledge or issues at the time of exposition. Then, think-pair-share strategy facilitates the students to understand the content of learning and promote interpersonal relationships. Furthermore, think-pair-share strategy is a strategy that invites the students to help each other. By helping each other and learning from each other, the students can open their

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[7]*Ibib.*, p. 354
[8]Robert E. Slavin. *Cooperative Learning Teori, Riset, dan Praktik.* (Bandung: Nusa Madia, 2010), p. 257

thinking and make progress together.[9] From those reasons, think-pair-share strategy can give advantages in learning process.

In the learning process by using think-pair-share strategy, the students perform interaction and transaction with their partner because they should share about the learning material. According to Brown and Yule in Richards, the functions of speaking are interactional function and transactional function.[10] Interactional function means the students can build social relationship to other people. In transactional function, the students can exchange and share the information in learning process. Therefore, think-pair-share strategy can help the students in speaking because it includes interactional and transactional functions.

Based on the symptoms above, some of the students had difficulties in speaking. The students' difficulties in speaking could be from the material, media, and so forth. Referring to the explanation above, the writer was very interested in conducting a research entitled: **"THE CONTRIBUTION OF USING THINK-PAIR-SHARE STRATEGY TOWARD SPEAKING ABILITY OF THE SECOND GRADE STUDENTS AT MADRASAH ALIYAH AL-MUTTAQIEN SIAK REGENCY."**

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[9]Margaret Bowering *et al.* Opening up Thinking: Reflections on Group Work in a Bilingual Postgraduate Program. Volume 19. 2007. http://www.isetl.org/ijtlhe/. Retrieved on May 23rd 2013

[10]Jack C. Richards. *Teaching Listening and Speaking: From Theory to Practice*. (United States of America: Cambridge University, 2008), p. 21

B. The Problem

1. The Identification of the Problem

Based on the background and the explanation above, it is clear that some of the students of the second grade students at Madrasah Aliyah Al-Muttaqien have problems in English course especially in speaking. In this research, those problems can be identified as follows:

a. Why are some of the students not able to express their argument based on hortatory exposition text?

b. Why are some of the students not able to give response to other students' opinions based on hortatory exposition text?

c. Why are some of the students not able to pronounce English words fluently?

d. Why are some of the students not able to use appropriate vocabularies when they speak English?

e. Why are some of the students not able to use correct grammar when they speak English?

2. The Limitation of the Problem

Based on the identification of the problem stated above, the writer wants to focus on the contribution of using think-pair-share strategy toward speaking ability of the second grade students at Madrasah Aliyah Al-Muttaqien Siak regency.

3. **The Formulation of the Problem**

    a. Is there any significant contribution of using think-pair-share strategy toward speaking ability of the second grade students at Madrasah Aliyah Al-Muttaqien?

    b. Is students' speaking ability influenced by think-pair-share strategy?

C. **The Objectives and the Needs of the Research**

    1. **The Objectives of the Research**

        a. To find out whether there is significant contribution of using think-pair-share strategy toward speaking ability of the second grade students at Madrasah Aliyah Al-Muttaqien.

        b. To find out whether think-pair-share strategy gives influence to students' speaking ability.

    2. **The Needs of the Research**

        a. To provide readers, students, and teachers about the use of think-pair-share strategy toward speaking ability.

        b. To develop application of TEFL by using think-pair-share strategy and to help the teacher in teaching speaking by using think-pair-share strategy.

D. **Definition of the Terms**

    In order to avoid misunderstanding and misinterpretation about the terms in this research, the researcher provides the following definitions.

1. **Contribution**

    Contribution means that giving something to others.[11] In this research, the writer investigates about the contribution of using think-pair-share strategy toward speaking ability of the second grade students at Madrasah Aliyah Al-Muttaqien Siak regency.

2. **Think-Pair-Share Strategy**

    Think-pair-share strategy is one of the type strategies of cooperative learning. According to Arends, think-pair-share strategy appears from cooperative learning. This strategy is developed by Frank Lyman in 1985. It gives more time to the students to think, to respond, and to help each other but it is not a way for cheating.[12]

3. **Speaking Ability**

    According to Longman, speaking is defined as being able to talk in particular language.[13] Furthermore, Bygate as quoted by Nunan defines that speaking is oral interaction where the participants need to negotiate the meaning in ideas, feeling, and manage in terms of who is to say what, to whom, and about what.[14]

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[11]Chief Compier and Martin H. Manser. *Oxford Learner's Pocket Dictionary: New Edition.* (Great Britain: Oxford University Press, 1995), p. 88

[12]Richard I Arends. *Loc. Cit*

[13]Longman. *Longman Active Study Dictionary.* (London: Pearson Education, 1998), p. 497

[14]David Nunan. *Language Teaching Methodology: A Text Book for Teachers.* (New York: Prentice Hall, 1991), p. 40