

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Framework

1. The Nature of Speaking

Speaking is the first manifestation of a language as well as the most frequently occurring medium in communicative act inseparable with the situations of social relationship and social expectation. These situations can be seemed from the ways of people in proceeding, resulting, and responding statement or expression in their interaction, related to what environments they are involved in. The interaction yield in speaking not only involves a feedback and willingness on responses but also performs collaborative exchange of thought and feeling among people. In daily life, speaking is very important because it is communicative competence. There are some components of communicative competence as follows:

- a. Grammatical competence or accuracy is the degree to which the language users have mastered the linguistic code, including vocabulary, grammar pronunciation, spelling, and word formation.
- b. Sociolinguistic competence is the extent to which utterances can be used or understood appropriately in various social contexts. It includes knowledge of speech act such as persuading, apologizing, and describing.
- c. Discourse competence is the ability to combine ideas to achieve cohesion in form and coherence (the level of the single sentence).
- d. Strategic competence is the ability to use strategies like gestures or “talking around” and unknown word in order to overcome limitation in language knowledge.¹

¹Rebecca L. Oxford. *Language Learning Strategies: What Every Teacher Should Know* (New York: Newbury House Publishers, 1990), p. 7

Those components of communicative competence are very important to be mastered. When someone speaks by using those components of communicative competence, he or she can make the interlocutors easy to understand what he or she says. The components of communicative competence are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. In learning process of speaking, those components are very crucial. When the teacher teaches speaking, he or she should master grammatical competence. In grammatical competence, the teacher encourages the students to speak by using correct grammar, suitable vocabulary, good pronunciation, and so on. In addition, the teacher should invite the students to know about sociolinguistic competence. Here, sociolinguistic competence refers to social context of speaking. Social context involves formal and informal context. People can use formal context when they speak in formal situation such as presentation and discussion in teaching learning process. Then, people can use informal context when they speak in informal situation. Examples, people who speak about joke and people who speak to someone that is younger or the same age. In speaking, people not only need one idea to express their feeling or opinions but also they need some ideas. Therefore, when they use some ideas, they should master about discourse competence. Discourse competence invites the people to combine their ideas to achieve cohesion in form and coherence in taught. Furthermore, in teaching learning of speaking, the teacher should use strategic

competence. Through strategic competence, the teacher can use gesture or body language. Using gesture and body language in learning process can overcome limitation in language knowledge. When the teacher explains the learning material, he or she can use body language such as eyes contact. Using eyes context in learning process can support the oral communication run well. Then, using eyes contact encourages the students to pay attention to teacher's explanation. In addition, the teacher can use gesture to give reinforcements to the students.

According to Longman, speaking is defined as to be able to talk in a particular language.² In speaking, someone needs a language. The language is to make the communication run well. From the language, people can get information what he or she means. To master speaking ability is an important aspect in learning process of foreign language. The students' success is as measure in terms of the ability to carry out a conversation in the language. Speaking is one of the English skills. It is important thing if someone would like to master the language. It is one of the skills besides listening, reading, and writing. There are many reasons that make speaking activities become a measure of the students' success in learning foreign language. According to Harmer in Heriani, there are three reasons that cause English to be practiced. Those reasons are as follows:

- a. Speaking activities give the students many chances or opportunities to use English in real situation.

²Longman. *Longman Active Study Dictionary*. (London: Pearson Education, 1998), p. 497

- b. Speaking tasks can give chances for the students to use grammar or what they learnt before in real speaking.
- c. More speaking activities make the students can use English fluently and automatically.³

From those reasons, speaking activities are very important to be applied or practiced. The students will feel hard to speak English if they do not practice the learning material of speaking in their life. Therefore, the teacher is not only teaching about the learning material but also inviting the students to practice about what had been taught. In addition, learning English, especially speaking, without practice is nothing.

Based on the syllabus of School Based Curriculum, speaking is an important skill that should be mastered by the students. In speaking skill, the students should be able to practice and master some expressions in transactional and interpersonal conversation. Transactional conversation is a conversation when the speaker is getting information from someone else or the information is being shared between both people.⁴ The primary focus of transaction is on the exchange of information or message. In other words, when students speak or talk about something, they can share and change the information to get more understanding about a topic that is talked. Then, interpersonal conversation occurs between people who have known each other for some time and its primary focus on the social

³Heriani Saputri. The Effect of Using Information Gap Activities Toward Motivation in Speaking English Among Second Year Students at MAN 2 Model Pekanbaru. (Pekanbaru: Unpublished, 2010), p. 15 – 16

⁴Answer.com. Wiki Answers.http://wiki.answer.com/O/what_is_the-meaning_of_transactional_conversation. Retrieved on April 28th 2013

needs.⁵In daily life activities, interpersonal conversation is very important because through interpersonal conversation, the students can socialize with other people. When people speak about something, they need to use some expressions. Therefore, the School Based Curriculum provides some expressions such as expressing embarrassment, anger, and annoyance. Those expressions are very famous in daily life. So, when the students feel annoyance or embarrassment, they can use those expressions orally. In the learning process of speaking, the students not only understand about short functional text but also they should be able to express banner, poster, and pamphlet orally. Here, the students can make announcements that will be given to other people through oral communication or speaking. To develop students' speaking ability, the School Based Curriculum provides monologue text. Monologue means speech by one person.⁶ It means that to support and to increase students' speaking ability not only through dialogue but also through monologue. In the monologue text, the students should be able to express about narrative, spoof, and hortatory exposition. From those explanations above, School Based Curriculum is a guidance how teacher increases the students' speaking ability in order that they can do communication with another people effectively.

⁵Richard Nordquist.

Conversation.<http://grammar.about.com/od/c/g/conversationterm.htm>. Retrieved on August 1st 2013

⁶Chief Compier and Martin H. Manser. *Oxford Learner's Pocket Dictionary: New Edition*. (Great Britain: Oxford University Press, 1995), p. 268

According to Bygate as quoted by Nunan speaking is oral interaction where the participants need to negotiate the meaning contained in ideas, feeling, and manage in terms of who is to say what, to whom, and about what.⁷ According to Harmer, there are two elements of speaking that should be considered to have a good ability to speak fluently. Those elements are as follows:

1. Language features consist of first, connected speech. The connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contraction and stress patterning). Second, expressive devices that consist of pitch and stress of particular and non-verbal (paralinguistic). The use of these devices contributes to the ability to convey meanings. They allow the extra expression of emotion and intensity. Therefore, students are able to deploy at least the supra segmental features and devices in the same way if they are to be fully effective communicators. Third, lexis and grammar that supply a variety of phrases for different function such as agreeing or disagreeing, expressing surprise, shock, or approval. Where students are involved in specific speaking context such as a job interviewer, the teacher can prime them, in the same way with certain useful phrases in which they can produce at various stages of an interaction. Fourth, negotiation language that effective speaking benefits from the negotiation of what we are saying.

⁷David Nunan. *Language Teaching Methodology: A Text Book for Teachers*. (New York: Prentice Hall, 1991), p. 40

2. Mental/ social processing consists of first, language processing that involves the retrieval of words and phrases from memory and their assembly into syntactically and propositionally appropriate sequences. Second, interacting with others that speaking involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so. Third, information processing that the teacher needs to be able to process in formation. The longer it takes for “the plenty to drop” the less effective, the teacher as instant communicators. However, it should be remembered this instant response is very culture-specific, and is not prized by speakers in many other language communities.⁸

The objective of teaching spoken language is the development of the ability to interact successfully in that language and to involve comprehension as well as production. In speaking, there are some skills of speaking that could be considered as follows:

1. Micro skills
 - a. Produce differences among English phonemes and allophonic variants.
 - b. Produce chunks of language of different lengths.
 - c. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and information contours.
 - d. Produces reduce forms of words and phrases.
 - e. Use an adequate number of lexical units (words) to accomplish pragmatic purposes.
 - f. Produce fluent speech at different rates if delivery.

⁸Jeremy Harmer. *The Practice of English Language Teaching: Third Edition*. (England: Pearson Education, 2001), pp. 269 – 271

- g. Monitor one's own oral production and use various strategic devices—pauses, fillers, self-correction, backtracking to enhance the clarity of the message.
- h. Use grammatical words classes (nouns, verbs, etc.), systems (e.g., tense, agreement, and pluralization), word order, patterns, rules, and elliptical forms.
- i. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.
- j. Express a particular meaning in different grammatical forms.
- k. Use cohesive devices in spoken discourse.

2. Macro skills

- a. Appropriately accomplish communicative functions according to situations, participants, and goals.
- b. Use appropriate style, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face to face conversations.
- c. Convey links and connections between events and communicate such relation as focal and peripheral ideas, events and feeling, new information and given information, generalization and exemplification.
- d. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- e. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, rephrasing, appealing for help, and accurately assessing how well you interlocutor is understanding you.⁹

Those skills are very crucial and needed in oral communication.

Through those skills, when a speaker speaks about something, he or she can make his or her interlocutors understand about he or she says. Furthermore, when people speak about something, they not only master about those skills but also they should know about some areas of knowledge in speaking.

⁹H. Douglas Brown. *Language Assessment: Principle and Classroom Practices*. (San Francisco, California: Longman, 2003), p. 142

According to Kalayo, speaking involves three areas of knowledge as follows:¹⁰

- a. Mechanics (pronunciation, grammar, and vocabulary): speaking by using the right order with the correct pronunciation.
- b. Functions (transactional and interaction): knowing when clarity of message is essential (transactional and informational exchange) and when precise understanding is not required (interaction or relationship building).
- c. Social and culture rules and norms: understanding how to make into account who is speaking to whom, in what circumstances, about what, and for what reason.

When people speak with other people, they should know those areas of knowledge in speaking. One of the components in areas of knowledge is mechanics. Mechanics encourage people to speak by using good pronunciation, correct grammar, and appropriate vocabulary. Then, from those areas of knowledge, people can apply transactional and interactional function. Transactional function means people can exchange and share the information with other people. Interactional function means people can make relationship or build social life to other people. In addition, to know social, culture lures, and norms of the interlocutors are very crucial. To know social, culture lures, and norms can help people to understand how to make into

¹⁰Kalayo Hasibuan and Muhammad Fauzan Ansyari *Teaching English as a Foreign Language (TEFL)*. (Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 101

account who is speaking to whom, in what circumstances, about what, and for what reason.

In daily life, speaking is needed. According to Brown and Yule in Richards, there are some functions of speaking as follows:¹¹

a. Talk as Interaction

This refers to what we normally mean by “conversation” and describes interaction which serves a primarily social function. When people meet, they exchange greeting, engage in small talk and chit chat, recount recent experiences, and so on because they wish to be friendly and to establish a comfortable zone of interaction with others. The focus is more on the speakers and how they wish to present themselves to each other than on the message.

b. Talk as Transaction

This type of talk refers to situation where the focus is on what is said or done. The message is the central focus here and making oneself understood clearly and accurately, rather than the participants and how they interact socially with each other. Burns distinguishes between two different types of talk as transaction. One is the situation where the focus is on giving and receiving information and where the participant focus primarily on what is said or achieved, for example asking someone for the time. Accuracy may not a priority as long as

¹¹Jack C. Richards. *Teaching Listening and Speaking: From Theory to Practice*. (United States of America: Cambridge University, 2008), pp. 21-28

information is successfully communicated or understood, the second type is transaction which focus on obtaining goods or services, such as checking into a hotel.

c. Talk as Performance

The third type of talk that can usefully be distinguished has been called talk as performance. This refers to public talk, that is, talk that transmits information before an audience, such as classroom presentations, public announcements, and speeches.

From explanation above, speaking is needed in our life because we are as social human who need help from other persons. In other words, people need to do interaction or transaction with other people orally for asking information, help, and so on.

In learning process of speaking, the students should perform oral communication well. According to Brown, there are five types of speaking. From those types, the students are hoped to perform oral communication with other people effectively. The explanations of those types are as follows:

1. Imitative

The first type of speaking performance is the ability to simply parrot back a word or phrase or possibly a sentence. While, this is purely phonetic level of oral production, a number of prosodic, and grammatical properties of language may be included in the criterion performance.

2. Intensive

The second type of speaking frequently employed context is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship (such as prosodic element-intonation, stress, rhythm, and juncture). The speaker should be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best.

3. Responsive

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple requests and comments, and so forth.

4. Interactive

The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges. Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information or interpersonal exchanges, which have the purpose of maintaining social relationship. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak

in a causal register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions.

5. Extensive (monologue)

Extensive oral production tasks include speech, oral presentation, and storytelling, during which the opportunity for oral interaction from listener is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

In this research, speaking ability is the ability of students in using English as the second language that they learn for their communication activities and interaction orally. The students' speaking ability is measured by using oral language scoring rubric. These are accent, grammar, vocabulary, fluency, comprehension. Below is the speaking proficiency of students:¹²

- a. Accent
 1. Pronunciation frequently unintelligible
 2. Frequent gross error and very heavy accent make understanding difficult, require frequent repetition
 3. "Foreign accent" requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
 4. Marked "foreign accent" and occasional mispronunciations which do not interfere with understanding
 5. No conspicuous mispronunciations, but would not be taken for a native speaker
 6. Native pronunciation, with no trace of "foreign accent"
- b. Grammar
 1. Grammar almost entirely inaccurate except in stock phrases
 2. Constant errors showing control of very few major patterns and frequently preventing communication
 3. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding

¹²Arthur Hughes. *Testing for Language Teacher*. (Cambridge: Cambridge University Press, 2005), pp. 131-132

4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
 5. Few errors, with no patterns of failure
 6. No more than two errors during the interview
- c. Vocabulary
1. Vocabulary inadequate for even the simplest conversation
 2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
 3. Choice of words sometimes inaccurate, limitation of vocabulary prevents discussion of some common professional and social topics
 4. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any technical subject with some circumstances
 5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
 6. Vocabulary apparently as accurate and extensive as that of an educated native speaker
- d. Fluency
1. Speech is so halting and fragmentary that conversation is virtually impossible
 2. Speech is very slow and uneven except for short of routine sentences
 3. Speech is frequently hesitant and jerky, sentences may be left uncompleted
 4. Speech is occasionally hesitant, with some unevenness caused words
 5. Speech is effortless and smooth, but perceptively non-native in speed and evenness
 6. Speech on all professional and general topics as effortless and smooth as a native speaker
- e. Comprehension
1. Understands little for the simplest type of conversation
 2. Understanding only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing
 3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
 4. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
 5. Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech
 6. Understanding everything in both formal colloquial speech to be expected of an educated native speaker

In Indonesia, English is a foreign language. Therefore, to give score about students' speaking ability, the writer follows English teacher at Madrasah Aliyah Al-Muttaqien.

Table II. 1
The Score of Students' Speaking Ability

Speaking Proficiency	Score			
Accent	1	2	3	4
Grammar	1	2	3	4
Vocabulary	1	2	3	4
Fluency	1	2	3	4
Comprehension	1	2	3	4
Total	20			

Where:

- 1: Incompetence
- 2: Competent enough
- 3: Competent
- 4: Very competent

2. The Nature of Think-Pair-Share Strategy

In learning process, strategy is very important. Strategy means a plan, step, or conscious action toward achievement of an objective.¹³ In other words, strategy is a way or a specific action to make learning process easier, faster, more enjoyable, more self-directed, more effective, and more transferable to new situation. Think-pair-share strategy is one of the strategies in cooperative learning. This strategy was developed by Frank Lyman in 1985. According to Roger in Miftahul, cooperative learning is

¹³Rebecca L. Oxford. *Op. Cit.*, p. 8

group learning activity organized in such a way that learning is based on the socially structured change of information between learners in group in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others.¹⁴ Think-pair-share strategy is one of the strategies in the cooperative learning. According to Wina, there are some advantages of cooperative learning as follows:

- a. The students are more independent. Then, they can increase their ability to think, find information from the some sources, and learn from other students.
- b. Cooperative learning can increase students' ability to express their ideas verbally.
- c. Cooperative learning helps the students to respect with other people, realize about their weaknesses, and receive about their diversities.
- d. Cooperative learning helps the students to build their responsibility in the study.
- e. Cooperative learning can increase students' achievement and their social relationship.
- f. Cooperative learning can increase the students' motivation and give stimulus to think about learning material.

¹⁴Miftahul Huda. *Cooperative Learning: Metode, Teknik, Struktur dan Model Penerapan*. (Yogyakarta: Pustaka Pelajar, 2012), p. 29

From the explanation above, cooperative learning can give advantages for learning. On the other hand, there are some disadvantages from cooperative learning as follows:

- a. The success in the cooperative learning needs long time.
- b. In cooperative learning, the students should study cooperatively and build their self confidence. To achieve both of them are not easy job.¹⁵

According to Suyadi, there are some moral values from cooperative learning strategy as follows:¹⁶

- a. Social solidarity

Cooperative learning can build social solidarity because it encourages the students to care with their friends. Especially, they should care with students who have low intelligence.

- b. Responsibility

Students who are cleverer have a responsibility to guide students who have low intelligence. Moreover, students who have low intelligence should give their role maximally.

- c. Tolerance

Cooperative learning strategy respects to students' diversity. Students who are clever in English they will respect to students who are not good at English. They believe that their

¹⁵Wina Sanjaya. *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*.(Jakarta: Kencana Prenada Media Group, 2006), p. 249 – 251

¹⁶Suyadi.*Strategi Pembelajaran Pendidikan Karakter*. (Bandung: PT Remaja Rosdakarya, 2013), pp. 65 - 68

friends who are not good at English have capability in another field such as capability in Math, Physic, Biology, and so on. They will respect, understand, and amaze their ability each other. So, cooperative learning helps the students to know their potency.

d. Study hard

Study hard is the key of success in learning process. Therefore, in the cooperative learning strategy, the students should motivate their friends to study or work hard.

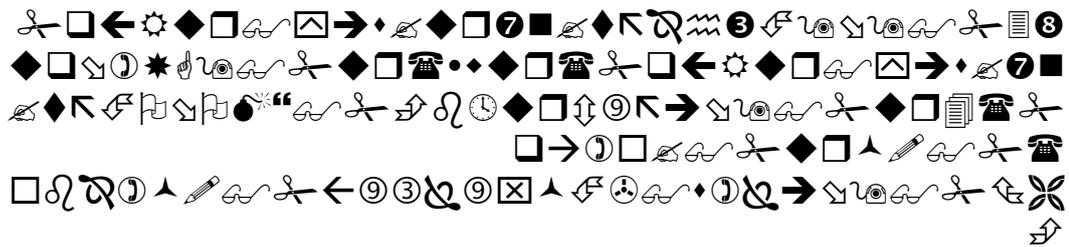
e. Communicative

Most of strategies in cooperative learning are study in group. Therefore, they can make good communication and friendship with the other students. So, it will increase their spirit in learning process.

f. Love of peace

Students can love their friends who have different intelligence. So, they will feel comfortable and peace in doing learning process.

From the explanation above, cooperative learning strategy is very good to be implemented in learning process because it gives good moral value. As humans being, people cannot live without another people's help. In other words, they should help each other. Allah also encourages people to help each other in the goodness. He says in surah Al-Maidah of the second ayat as follows:



Translation: “*Help one another in what is good and pious, not in what is wicked and sinful. Have fear of Allah, for he is stern in retribution*”.¹⁷

According to As-Sa’di, the surah above encourages human beings to help each other in the goodness. Goodness means all of the things or behaviour that is loved by Allah. Then, Allah forbids human beings to do sinfulness.¹⁸ So, it is clear that in the learning process the teacher should invite their students to help each other because helping each other is included into good behavior. An example, in think-pair-share strategy, the teacher encourages the students to help their partner to understand and master the material. Therefore, by using cooperative learning strategy such as think-pair-share strategy, the teacher not only teaches them about learning material but also educates them to have good attitude needed in the daily life. So, cleverness without good moral or attitude is useless.

Next, according to Johnson and Johnson in Miftahul, there are some elements that make cooperative learning more interesting than individual and competitive learning. Those elements are positive interpedence, promotive interaction, individual accountability,

¹⁷Muhammad Yazid. *The Quran: an English Translation of the Meaning of the Quran*. (Beirut, Lebanon: Dar-Al-Choura, 1980), p. 73

¹⁸Syaikh Abdurrahman bin Nashir as-Sa’di. *Tafsir As-Sa’di: Syaikh Abdurrahman bin Nashir as-Sa’di*. (Jakarta: Pustaka Sahifa, 2007), p. 288

interpersonal and small-group learning, and group processing.¹⁹ Therefore, cooperative learning is very useful to be implemented in learning process. One of the strategies in cooperative learning is think-pair-share strategy. Think-pair-share strategy has some purposes as follows:

- a. Providing “think time” increases quality of student responses.
- b. Students become actively involved in thinking about the concepts in the lesson.
- c. 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.
- d. When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstanding about the topic are often revealed (and resolved) during this discussion stage.
- e. Students are more willing to participate since they do not feel the peer pressure involving in responding in front of the whole class.
- f. Think-pair-share is easy to use on the spur of the moment.
- g. Easy to use in large classes.²⁰

¹⁹Miftahul Huda. *Op. Cit.*, p. 46

²⁰Saskatoon Public Schools.<http://olc.spsd.sk.ca/DE/PD/instr/strats/think/> Retrieved on April 16th 2013

From the explanation above, think-pair-share strategy encourages the students to think and discuss with their partner. In learning process of speaking, sharing or discussing is very important because it is one of the ways to make the students active. They can share information about their lesson. Think-pair-share strategy can encourage the students to be independent persons. Then, the students can get information about their lesson not only from the teacher but also from their friends.

According to Slavin, think-pair-share strategy is very simple but it is useful. It is developed by Frank Lyman from University of Maryland. In this strategy, the teacher gives a topic or question to the students. The students are asked to think the answer by themselves. Then, the students with their partner try to find an agreement for the answer. Finally, the teacher asks the students to share their answer to the whole of class.²¹ Think-pair-share strategy gives chance to work by themselves and cooperate with others. Furthermore, think-pair-share strategy is to optimize students' participation to the others in the class. It can be implemented for all courses and all levels.²²

In order that teaching speaking through think-pair-share strategy is easy, there are some steps in this strategy as follows:²³

a. Thinking

²¹Robert E. Slavin. *Cooperative Learning Teori, Riset, danPraktik*.(Bandung: Nusa Media, 2010), p. 257

²²Miftahul Huda. *Op. Cit.*, p. 136

²³Richard I. Arends. *Learning to Teach*.(New York: McGraw-Hill, 2007), p. 354 - 355

Here, the teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. In other words, in this step, students work individually. The advantage from thinking is to invite the students in order that they can be independent students. They can think about the material alone before sharing with other friends.

b. Pairing

In this step, the teacher asks students to pair off and discuss what they have been thinking. Here, the students take turns to tell or describe with their partner. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Through pairing, the students are hoped to discuss to get more understanding about the learning material.²⁴ The function of pairing is to solve the problems or issues easily because the students solve those problems with their partner.

c. Sharing

In the last step, the teacher asks the pairs to share what they have been talking about with the whole class. The advantage from sharing is to make the students active in

²⁴Agus Suprijono. *Cooperative Learning: Teori & Aplikasi PAIKEM*. (Yogyakarta: Pustaka Pelajar, 2012), p. 91

changing their ideas. Here, the students can share about the information that is related to the learning material. Moreover, the function of sharing information is to add knowledge of the students.

There are four factors that make think-pair-share strategy effective in learning process. Those factors are as follows:

- a. Think-pair-share strategy can encourage students to answer the questions from the teacher and encourage them to be active in learning process.
- b. In this strategy, every group is expected to give his or her participation in learning process. So, it can make the students more independent.
- c. This strategy is easy to be implemented.
- d. Think-pair-share strategy is simple strategy. It helps the student to be adaptable with another strategy that is more complex.²⁵

Think-pair-share strategy is good to be implemented in learning process. There are some benefits of think-pair-share strategy as follows:

- a. When students have appropriate “think time”, the quality of their responses improves. It means that the students will have better response because they is given time to think about learning material.
- b. Students are actively engaged in thinking. The students can get knowledge through thinking by themselves. In thinking about learning material, it can make the students more independent.

²⁵David A. Jacobsen *at al. Methods for Teaching: Metode-Metode Pengajaran Meningkatkan Belajar Siswa TK-SMA*. (Yogyakarta: Pustaka Pelajar, 2009), p. 235

- c. Thinking becomes more focused when it is discussed with a partner. It means that the students will have attention in the learning material when they discuss with the partner.
- d. More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.
- e. Many students find it easier or safer to enter into a discussion with another classmate, rather than with a large group.
- f. Building on the ideas of others is an important skill for students to learn.²⁶
- g. Think-pair-share strategy can promote students' participation. It means that the students not only come to the class, sit down, and listen about the lesson but also they are active or they can give their participation in learning process.
- h. This strategy helps the students feel comfortable and get to know their peers. In learning process, the students should feel comfortable in order that they can study well. Then, it is better if the students about their peers because. So, they can share and appreciate their opinions each other.
- i. Think-pair-share strategy is very useful for all year levels and all class sizes.

²⁶Online Teaching Resource.Think-Pair-Share Strategy. <http://cooperative-learning-think-pair-share.co.id>. Retrieved on December 20th 2014

- j. This strategy makes class discussion more interesting because every student has ideas to be discussed.²⁷
- k. Think-pair-share strategy fosters classroom community.
- l. It gives students a chance to work through tough material before the class moves on to the next topic.
- m. This strategy increases student's self confidence in their answers.
- n. It provides students with an opportunity to work on critical thinking and problem solving skills.²⁸

From some opinions above, it is clear that think-pair-share strategy is not only simple strategy but also it can give some benefits or advantages in learning process. Therefore, the teacher can use this strategy to promote students' activation and to encourage them to appreciate other students' opinions. In addition, it makes learning process more interesting. To make learning process more interesting is a very crucial because it can invite the students to have big spirit in mastering learning material.

²⁷Edith Cowan University Centre of Learning and Development. Think-Pair-Share Strategy.<http://think-pair-share-strategy-makes-lectures-more-interactive.com>. Retrieved on June 5th 2013

²⁸Davie Davis. Research Associate for the Learning & Teaching Office <http://www.ryerson.ca/lt/>. Retrieved on June 5th 2013

3. The Contribution of Using Think-Pair-Share Strategy toward Speaking Ability.

In teaching learning process, strategy is very important because it is a way to make the learning process can run well. According to Gucker, there are some ways to improve speaking ability; one of them is think-pair-share strategy. The best way to increase and improve speaking skill is to engage in verbal interactions and engaging in conversation with another person is the best way to improve English.²⁹ Students are responsible to think about their responses independently. Then, the students should share their thoughts and discuss them with their partners. This gives the students an opportunity to work with their peers and feel comfortable with sharing their answers. It works well for practicing English because there are several opportunities for students to speak as well as learn from other students. Thus, Gucker states that think-pair-share strategy is an appropriate strategy to be used in increasing students' speaking ability. According to Shumin in Richard and Renandya, interaction is a key to improve students' speaking ability.³⁰ In think-pair-share strategy, the teacher asks the students to make pair. The function of pairing is to give opportunities to the students in order that they can do interaction and discuss with his or her partner. Furthermore, according to Richard and Renandya, speaking is used to express opinion, to describe something, to

²⁹Megan Gucker. Ways to Increase English Speaking. <http://e.how.ways-to-increase-speaking-skill.com>. Retrieved on April 19th 2014

³⁰Jack C. Richard and Willy A. Renandya. *Methodology in Language Teaching: An Anthropology of Current Practice*. (USA: Cambridge University Press, 2002), p. 208

complain about something, to persuade someone, or to make polite requests.³¹ In procedures of think-pair-share strategy, the students should give and express opinion about their lesson. Therefore, think-pair-share strategy gives contribution because this strategy invites the students to express their opinions through sharing and discussing about their lesson.

Atkinson also states that think-pair-strategy is helpful because it structures the discussion. Students follow a prescribed process that limits off-task thinking and off-task behavior, and the partners must report to the class.³² Atkinson also states that the students who never speak up in the class are at least giving an answer to someone in this way. They often find out their answer in which they assumed to be silly or wrong, actually not wrong at all perhaps their partner's thought of the same thing. These are powerful reasons to employ think-pair-share strategy in order to structure students' thinking, their discussion, and their interaction to practice their speaking. Furthermore, it is also stated that think-pair-share is one of the strategies that can be used to develop students' speaking skill. Because think-pair-share is a strategy designed to provide students with a clear focus and time to formulate individual ideas and share these ideas with another student. Think-pair-share encourages students to improve the quality provided with think time and audience, stay a task they present their response and listen to their peer, develop cooperative learning skills,

³¹*Ibid.*, p. 201

³²Jennifer Atkinson. Think Pair Share Strategy. 2008. <http://blogs.shcolistic.com.2008/think-pair-share.html>. Retrieved on March 6th 2013

and discuss a variety of text types presented. Therefore, think-pair-share strategy is very useful in speaking because it can increase the students' speaking ability.

B. The Relevant Research

In order to avoid plagiarism, the researcher states some researches dealing with the use of think-pair-share strategy in learning process as follows:

The first relevant research had been conducted by Purmayasari. She conducted a research entitled "The Effect of Think-Pair-Share (TPS) Strategy to Improve Students' Speaking Ability at the Second Year of Islamic Boarding Senior High School Bahrul 'UlumPerhentian Raja District of Kampar Regency". It was an experimental research. The result of group statistics showed that the mean of the experimental class is 66.23 and the mean control class is 60.94. In this research, the alternative hypothesis is accepted. In other words, there is significant effect on the students' speaking ability taught by using think-pair-share strategy.³³

The second relevant research had been conducted by Martina Susanti. She conducted a research entitled "The Effect of Using Think Pair Share Strategy toward Students' Reading Comprehension at the Second Year of SMPN 1 Airtiris of Kampar Regency". It was an experimental research. In this

³³Purmayasari. The Effect of Think-Pair-Share (TPS) Strategy to Improve Students' Speaking Ability at the Second Year of Islamic Boarding Senior High School Bahrul 'UlumPerhentian Raja District of Kampar Regency. (Pekanbaru: Unpublished, 2011), p. 46

research, there was significant difference between students' reading comprehension taught by using-think-pair share strategy and those who were taught by using conventional strategy. The mean pre-test of students' reading comprehension taught by using think-pair-share strategy is 62.00, it is categorized into enough level and the mean post-test of experimental class is 73.53, it is categorized into good level. Then, the mean pre-test of students' reading comprehension taught by using conventional strategy is 60.40, it is categorized into enough level and the mean post-test of control class is 62.90, it is categorized into enough level.³⁴

C. The Operational Concept

Operational concept is the concept to give explanation about theoretical framework to avoid misunderstanding and misinterpretation. In this research, the writer concludes several indicators to be operated in operational concept. In this research, there are two variables. First, the use of think-pair-share strategy is as the independent variable and it is symbolized by X. Second, students' speaking ability is as the dependent variable and it is symbolized by Y.

³⁴MartinaSusanti. The Effect of Using Think Pair Share Strategy Toward Students' Reading Comprehension at the Second Year of SMPN 1 Airtiris of Kampar Regency. (Pekanbaru: Unpublished, 2011), p. 54

1. The Use of Think-Pair-Share Strategy (X Variable)

The indicators of using think-pair-share strategy as independent variable can be seen as follows:

- a. Thinking: The teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue.
- b. Pairing: The teacher asks students to pair off and discuss what they have been thinking. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified.
- c. Sharing: The teacher asks the pairs to share what they have been talking about with the whole class.³⁵

2. Student' Speaking Ability (Y Variable)

Then, the indicators of students' speaking ability as the dependent or Y variable can be seen as follows:

- a. The students are able to minimize filler when they express their opinions (fluency).
- b. The students are able to use proper vocabularies to express their opinions (vocabulary).
- c. The students are able to express comprehensible ideas or opinions (comprehension).

³⁵AgusSuprijono. *Loc.Cit*

- d. The students are able to pronounce acceptable pronunciation in speaking (pronunciation).
- e. The students are able to distinguish appropriate grammar while they are speaking (grammar).³⁶

D. The Assumption and Hypothesis

1. The Assumption

In this research the writer assumes that by using think-pair-share strategy the students are active and they can share about their knowledge to other friends. In addition, after applying think-pair-share strategy, the students' speaking ability will be better.

2. The Hypothesis

H₀: There is no significant contribution of using think-pair-share strategy toward speaking ability of the second grade students at Madrasah Aliyah Al-MuttaqienSiak regency.

H_a: There is significant contribution of using think-pair-share strategy toward speaking ability of the second grade students at Madrasah Aliyah Al-MuttaqienSiak regency.

³⁶KalayoHasibuan and Muhammad FauzanAnsyari.*Loc. Cit*