CHAPTER I

INTRODUCTION

This chapter consists of the Background of Study, The reasons for Choosing the Topic, The statement of the Problem, The Objectives of the Study, The Hypotheses, The Significances of the Study, The Definition of Key Terms, The Limitation of the Study, and The Outline of the Study.

1.1 Background of the Study

Language consists of a set of sounds, symbols, words which has combinations of form and meaning to help people to communicate with others. It helps people not only to communicate but also helps them exchanging information, conveying a feeling, asking questions. People cannot grasp what someone else demands if people cannot speak on their own terms, it means that language creates interest to everyone.

In this modern era, it is an undeniable fact that people exchange and get information by using one language, English. These days English has become a lingua franca which implies English become a global language that is learned and spoken globally which is used among individuals who do not speak another's native language. Currently, there are more than 350 million people speaking English as a first language in their country like in European such as USA, Australia, Canada, New Zealand, Denmark, Finland, Sweden, etc. And around 430 million people speaking English as a second language like in Asia such as Malaysia, India, Philippines, Pakistan, Singapore. But in Indonesia, English is a

foreign language because the country has Bahasa Indonesia as the first language, or it called as a dialect or local language as their second language which is formed around particular regions.

As a foreign language, English has four important skills that must be mastered by the students, they are listening, speaking, reading, and writing. One of the skills is speaking, speaking is one of the four language skills that are important in English. It almost needed in every teaching and learning process, to answer questions, to ask questions, to conduct a discussion, to do a presentation etc. But unfortunately, the teacher finds it hard to teach speaking properly which makes the class goes silent, unresponsive, and become passive. Because the teacher rarely gives the students an example of the situations and chances to speak. This condition has an impact on students' motivation to learn English, hence the class tends to be passive even though the students know the answers for the question. Yet, they do not know how to start to speak. In line with the issue, according to Listyani Satya (2018) said that there are factors making students demotivate in speaking such as students are not interested in English, they shy to try to speak English, lack of vocabulary, lack of confidence, feeling of anxiety, and difficult to express sentences appropriately. By using the right strategy like TPS which stands for Think Pair – Share, it will bring motivation for students in learning English.

TPS stands for Think Pair – Share appears as one of the types of cooperative learning which means students are expected to work together by having interaction in the groups with other students that will make easier for them

to collaborate ideas through team working, discussing, and sharing ideas before students present it to the whole class. It is supported by Lie and kagan in Hoerunnisa and suherdi (2017, vol.5, p.3) stated that cooperative learning is an organized learning activity which requires students to exchange of information among students in the groups. It can be concluded, TPS can facilitate both teachers to teach speaking and help students to have a better speaking.

Therefore, the researcher wants to conduct research with the title is ―The Effectiveness of the Use of Think Pair – Share Strategy to Minimize Students‗ Silent Work in Speaking Ability‖.

1.2   Reasons for Choosing the Topic

The researcher decided to implement the TPS for students after considering some reasons. Think Pair – Share strategy based on cooperative learning which are students expected to have interaction in the classroom, it will help them in creating a lively atmosphere by having a meaningful discussion. Thus, the students will have positive interdependence that is assumed to enhance a promotive interaction like they helping and encouraging each other to reach the goals, they giving each other feedback by having reasons and conclusions.

In addition, the TPS will promote students‗ higher level thinking and students‗ creativity in solving problems. This strategy requires students to think rationally, logic in order to improve the way they express the ideas they have. Hence, the students can be more active in speaking English also be more critic by using TPS.

1.3   Statement of the Problems

According to the background of the study above, the research question is —Is TPS effective in minimizing student's silence work in speaking ?‖.

1.4   Objectives of the Study

The aim of this study is to find out whether the TPS strategy is effective or not in minimizing student's silence work in speaking performance.

1.5   The hypothesis of the Study

The Hypothesis is a temporary conclusion or opinion, which has not been proven and which is supposed to be true after being proven by using a qualified instrument Arikunto (2018:71). There are two kinds of hypotheses, they are Ho named as the null Hypothesis and H1 as an Alternative Hypothesis. The hypotheses of this research as follows:

H1: There is a significant difference in the students' speaking performance before and after being taught by using TPS.

Ho: There is no significant difference in the students' performance before and after being taught by using TPS.

1.6   Limitation of the Study

The limitation is based on some reasons. In this paper, the writer saw the problems faced by the students in learning speaking during the learning process as stated above. This research focuses on three points as follow:

1. The teaching strategy which is used Think – Pair – Share for speaking skill.

2. Focus only on student's silence work.

3. Speaking Performance.

1.7   The Significances of the Study

There are three significances of this study, they are:

1. **Practical Significance**

    a. **For Students**

    The students are expected to be able to enjoy the classroom activity by using Think-Pair-Share. Furthermore, the TPS will engage students to speak a lot and not to be silent in the class. By implementing this strategy, it is hoped for students to have a better pronunciation through give them opportunities to practice a lot in the class.

    b. **For Teachers**

    This study would support teachers to be creative in teaching process. Moreover, they also could use the result of this study as an alternative way in teaching speaking. Think-Pair-Strategy can help teachers grasp the way to handle the students to take part in speaking activity.

    c. **For Further Researchers**

    By reading this research, other researcher can get information and knowledge especially about the variety in teaching speaking by using TPS

2. **Pedagogical Significance**

    a. **For School**

This research hopefully improves the quality of students in SMA Islam Sultan Agung 3 Semarang which eventually also increase the quality of school.

1.8   Definition of the Key Terms

1. Speaking Performance

    Speaking performance is the way of person speaks English which is assessed accurately and fluently (Hemerka 2009).

2. Student's Silence Work

    Student's silence work defines as the non-verbal refusal to speak on communication when it is expected during classroom interaction (Min 2016).

3. Think - Pair – Share

    Richard & Schmidt (2010:598) defines *thinking* as a strategy used in investigating problems or the subject matter, in which students think aloud as they are completing a task, *pairing* is a learning activity which involves students working together in pairs, and *sharing* knowledge which students have in common and which may influence the nature and form of communication between them.

1.9   Organization of the Study

This outline of this proposal is arranged into three chapters.

Chapter I consists of the Background of Study, the Reason for Choosing Topic, the Statement of the Problem, the Objective of the Study, the Hypotheses,

the Significance of the Study, the Definition of the Key Terms, the Limitation of the Study, and the Outline of the Study.

Chapter II deals with Language Skills, Speaking Skills, Teaching Speaking, Think – Pair - Share, Student's Silence Work, Pauses Phenomena in Student's Performance, and Review of Previous Studies.

Chapter III presents a methodology of the Research Design the Variables of the Research, the Subject of the Research, the Instrument of the Research, the Validity of the Test, the Reliability of the Test, the Reliability of the test, and the Procedures of the Data Collection.

Chapter IV deals with thee analysis and interpretation of the data. This chapter consists of The school's Profile of the Subject, Subject of the Study, Validity and Reliability of the Instrument, Pre-Test Analysis, Treatment, Past-Test and Discussion of the Research.

Chapter V is conclusion and suggestions. This chapter presents the conclusion and suggestions made based on the data analysis.