**CHAPTER I**

**INTRODUCTION**

1. **Background of the Study**

As a global language, English plays an important role in the world. Although English is not a language with the largest number of native speakers, English has become the bridge between two or more parties with different languages to communicate one another. It is also stated by J Harmer that English has become a lingua franca that is widely adopted for communication between two speakers whose native languages are different from each other’s. Moreover, one or both speakers are using it as a ‘second’ language.[[1]](#footnote-1) This condition makes English becomes important to be mastered.

In order to be able to use English, learners have to master English skills such as listening, speaking, reading, and writing. Although all four skills are equally important, the speaking skill could be seen as the leading skill during the English learning process. During the learning process, learners need to communicate with others in order to express their ideas and feelings. One of the ways to communicate with others is through speaking. Scott Thornbury states that speaking is so much a part of daily life that people take it for granted.[[2]](#footnote-2)

Richard states the mastery of speaking skills in English is priority formally in second language or foreign learners. The senior high schools’ students are expected to be able to express meaning of short functional text and monologues in many kinds of text such as recounts, descriptive, and narrative either formally and informally.[[3]](#footnote-3)

In the speaking class, the students should be taught how to speak. However, teaching speaking is not an easy job. As a matter of fact, the students have many problems dealing with English. According to Brown there are some features that make speaking as difficult language skill. They cover clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, stress, rhythm, intonation of English and interaction.[[4]](#footnote-4)

Many students who learn English think that there are some problems faced when they give it a try to speak in English. The first is that they find difficulty to express their ideas. The second is that their pronunciation and grammar are weak. Then, the other problem deals with the vocabulary items. Those kinds of condition also happened among the first of MA Miftahun Najah Lamongan.

According to the result of a class observation that was conducting in MA Miftahun Najah Lamongan, the speaking skill has become the skill that the students had the least interest in. As a result, their speaking ability was quite low. They needed opportunities to convey their minds. From the observation, it was seen that the teacher used less various techniques. She simply asked her students to read aloud. She only pointed some of the students. Thus, the students did not have the same opportunities to speak. It made the students bored and unmotivated in the teaching and learning process. It can be showed that some of them were busy with their own business. They chatted with their friends in *Bahasa Indonesia* or Javanese and did not pay attention to their friends who were in front of the class. Consequently, they were not encouraged to practice speaking during the teaching and learning process.

The facts above motivate the researcher to conduct classroom action research at the first of MA Miftahun Najah Lamongan in the academic year of 2016/2017. To be able to overcome the problems, there must be a suitable technique to be used to increase students’ speaking proficiency. To improve their speaking proficiency is not a simple thing. They need a lot of practice to be able to master the speaking skill. Their motivation to speak in the speaking class is low. Meanwhile, the most important element in the speaking class is to give them opportunities to speak in English. So, the technique must be interesting and motivating them to speak more in the speaking class. One of them is by using the cooperative learning strategy. According to Macpherson, cooperative learning gives the students opportunities to interact with each other and work together to maximize their own and each others’ learning.[[5]](#footnote-5)

One of the techniques in cooperative learning is Think-Pair-Share (TPS). Kagan (1994) states TPS is a cooperative learning strategy that can promote and support higher level thinking. The students have time to think and then share their ideas with their friends in pairs. TPS has a number of advantages. It gives students opportunities to speak in the target language for an extended period of time and students naturally produce more speech. In addition, speaking with peers is less intimidating than presenting in front of the entire class and being evaluated.

Based on the explanation above, this research specifies in teaching speaking by using Think-Pair-Share. Using this technique, it is believed that the teacher will be able to motivate the learners. Thus, the researcher is interested in doing a research about increase students’ speaking proficiency by using Think-Pair-share strategy at the first of MA Miftahun Najah Lamongan.

1. **Identification of the Problems**

In identifying the problems, two activities were carried out, namely observing the English teaching and learning process at the classroom and interviewing the English teacher and students. There are some factors affecting the teaching and learning especially in speaking, such as students, the teacher, activities and the technique.

The first problem in the speaking class is related to the students. They were afraid of making mistakes. It can be seen when they were asked to practice speaking in front of the class, no one became volunteer students. As a result, the teacher called on them to practice their speaking ability. Besides, lack of interest also becomes one of the reasons. They thought that English was a difficult subject to be learned, especially speaking. They found difficulty to express their ideas. In addition, the students lacked vocabulary items. It was difficult for them to construct sentences because they did not know many English words.

Moreover, their pronunciation and grammar were still weak. The students found it difficult to pronounce the English words because they were not familiar with the words and the way to pronounce them. Based on the interviews, students thought that English was very different from Bahasa Indonesia. There were some English sounds that could not be found in Bahasa Indonesia. The evidence if their grammar was weak was when students spoke some sentences the students got difficulties in grammar. For example, one of the students spoke “she go to school” instead of “she goes to school”.

The second problem comes from the teacher. The facts that speaking is not included in the National Examination make the English teacher tend to prioritize other English skills. Actually the teacher had already given sufficient opportunities for the students to speak, but the material and media used were not quite interesting.

The third problem deals with the technique using by the teacher. Based on the observation, the teacher always asked the students to work individually and she did not give them enough time to think before they had to produce some words. It seemed they found it hard to work individually. The students rarely worked in pairs or in groups. They needed time to think and shared their thinking to her/his friends in pair. By working in pairs, the students could share and discuss the lesson.

Based on the problems above, the researcher believes that Think-Pair-Share of cooperative learning could increase students’ speaking proficiency. Think-Pair-Share (TPS) is a cooperative discussion strategy proposed by Frank Lyman at the University of Maryland in 1981. According to Lyman, TPS could help to promote the students’ motivation. This technique is learned center in which students put working together in pair. This technique could give benefit both for the students and the teacher. From the teacher aspect, it can help the teachers to use and apply various and interesting techniques during the teaching and learning process. As for the students, this technique allows them to think before they speak and share ideas before sharing in front of class.[[6]](#footnote-6)

1. **Limitation of the Problems**

Based on the identification of the problems above, there are many problems that can be found during the teaching and learning process. This research focuses on how to increase students’ speaking proficiency by using Think-Pair-share strategy for the first grade students of MA Miftahun Najah Lamongan in the academic year 2016/2017.

The researcher decide to implement Think-Pair-Share (TPS) of cooperative learning to increase students’ speaking proficiency after considering some reasons. TPS can help the students to work together in pairs so that they can learn maximally. By working in pairs, the students can share and discuss the lesson. It means that silent work at the students’ desk can be minimized. The feeling of insecurity to share their opinions can be minimized by working in a pair. TPS allows the students an opportunity to speak up and to be brave of making mistakes.

Because they are in pairs, they will support one another. They can discuss to solve the problem together, correct their mistakes, and give their friends motivation. From discussing the task in pairs, they can be brave and confident to speak up in a group. There are opportunities for the students to receive individual assistance from their mates. It can motivate the students. They can work together to improve their vocabulary and pronunciation. Through TPS, they can accomplish the tasks given. In addition, they have an opportunity to practice speaking with their partners and they can get feedback from their friends. The students receive chances to speak because TPS requires and enhance the students’ communication skill. In addition, TPS supports the use of communicative activities that can persuade the students to speak up.

1. **The Formulation of the Problem**

Based on the limitation of the problem, the problem is formulated as follows “How can speaking proficiency of the first grade students of MA Miftahun Najah Lamongan in the academic year of 2016/2017 be improved through Think-Pair-Share of cooperative learning?”

1. **The Objective of the Study**

The study is conduct to increase the students’ speaking proficiency by using Think-Pair-share strategy for the first grade students of MA Miftahun Najah Lamongan in the academic year of 2016/2017.

1. **Significance of the Study**

This research is expect to give benefits for the students of MA Miftahun Najah Lamongan, the English teachers, the school and the other researchers.

1. For the students, it is expected that using TPS technique in learning can help them to improve their speaking ability.
2. For the teachers, it can help the teachers to use and apply various and interesting techniques during teaching and learning process.
3. For the schools, it is expected that TPS technique can become an interesting technique and stimulate the students. It can support and motivate other teachers to make new ways in teaching learning process so that learning activity will not be monotonous.
4. For other researcher, it is expected the result of this study can be reference for other researchers who want to conduct research with the same problem.
1. Jeremy Harmer, *The Practice of English Language Teaching* (3rd.ed.) (Harlow: Longmen, 2001), p. 1 [↑](#footnote-ref-1)
2. Scott Tornbury, *How to Teach Speaking* (London: Longmen, 2005), p. 1 [↑](#footnote-ref-2)
3. Jack C. Richards and Will A. Renandya, *Methodology In Language Teaching An Anthology of Current Practice* (Cambridge: Cambridge University Press, 2008), p.9 [↑](#footnote-ref-3)
4. H Douglas Brown, *Teaching by Principles: an Interactive Approach to Language Pedagogy* (2nd.ed.) (New York: Addison Wesley Longman,Inc, 2001), p. 270 [↑](#footnote-ref-4)
5. A. Macpherson, *Cooperative Learning Group Activities for Collage Courses- A Guide for Instructor* (Surrey: Kwantlen University Collage, 2007), p. 12 [↑](#footnote-ref-5)
6. F. T. Lyman, *The Responsive Classroom Discussion: the Inclusion of all Students* (In A. Anderson Ed.) (College Park: University of Maryland Press, 1981), p. 109-113 [↑](#footnote-ref-6)