



CHAPTER I

INTRODUCTION

1.1 Background of the Study

According to Hasan (2018), teaching speaking refers to the method of teaching speaking skills in a language. It involves using relevant topics, focusing on specialized vocabulary, encouraging students to discuss and present language concepts in learning activities. The purpose of teaching is for students to practice expressing improve students' ability to express their ideas, opinions in English, develop students' confidence in using English orally, improve students' critical and analytical thinking skills through speech learning activities (Suban 2021).

The use of specific teaching methods makes it easier for teachers to help students overcome learning difficulties, especially in understanding the material. The teacher's responsibility is to help students understand the material and more importantly, provide learning experiences (Parker & Hess 2001). further explains that the way teachers use methods in their teaching determines the success or failure of achieving learning objectives. Students' learning difficulties prevent their learning from attending learning goals. In this case, students' learning difficulties are not necessarily caused by cognitive deficits, but may also be caused by less effective learning designs (Carnine & Carnine 2004). In addition, it is also important to consider the teacher's intentions, how the teacher manages learning activities, and what learning outcomes students achieve. Therefore, teachers need to consider what teaching methods are appropriate for students to achieve their learning goals.

One of the methods that makes students enthusiastic about developing their skills in learning to speak English in class is Think-Pair-Share (TPS). Some of the influences of TPS on the development of students' speaking abilities or skills are, strengthening critical thinking, providing opportunities for students, to work independently and, increasing the level of self-influence, participation, understanding and, level of satisfaction after carrying out learning activities. This TPS is used as an active strategy in increasing learning participation to improve each student's critical thinking abilities, improve students' communication abilities or skills, exchange ideas between peers, teachers, and relatives, and facilitate discussions. During lessons or discussions outside class hours. Barkley Major & Cross (2014) The implications of



the impact of TPS in the learning process form a democratic environment for students to learn without fear to express what they feel towards teachers or friends their age.

In Think-Pair-share learning, it can be interpreted as a multi-method discussion cycle together into 3 parts, namely: (a). Thinking; a person's ability to think individually so that they can organize and arrange thoughts in an orderly, logical manner, to achieve a goal or solution; (B). Pairing; is a strategy in learning where students discuss ideas with each other or more to support each other, share ideas, and be able to complete or produce the final learning answer given by the teacher ; (C). Share; each group shares answers that have been discussed and corrected with the whole class. This learning can encourage students to have a positive attitude in being involved in learning - thinking individually, exchanging ideas with friends, and discussing both in small and large groups to broaden students' understanding. Expanding understanding in learning English involves the need to explore or dig up further information to gain broader and more comprehensive insight (McTighe & Lyman 1988,p.24).

Some research has discussed TPS issues and are of the titled "Using the Think-Pair-Share Technique in Teaching Speaking" by Aeni (2020) involved 25 students at Bandung High School. Through observations and surveys using qualitative research, students' experiences after being taught Think-Pair-Share show that they enjoy the teaching process. This means that Think Pair Share can increase students' motivation to learn English, especially speaking. Explaining that the use of this TPS (Think-Pair-Share) method can develop students' speaking skills, which are used among Bandung high school students. This research was conducted in three meetings, which could help measure students' speaking skills before and after using the TPS method. Another research was conducted by Sanjani (2015), with the research title "Improving Students' Speaking Ability Using Think-Pair-Share of Cooperative Learning for the 8th-grade students of MtsN Karangmojo in the academic year of 2014/2015". This research was conducted using quantitative methods, data was collected using tests, which aim to understand how students' understanding improves English-speaking skills. they can fully understand it individually or even in groups. In this case, also pay attention to the development of students' English-speaking skills in teaching and learning activities in the classroom.

Based on preliminary research in teaching speaking to students in grade XI of SMAN in Jigoroto, English teachers apply the same method, Think-Pair-Share. With the aim of making it easier for students to understand the material and learn to think



critically in learning English in tenth grade. This made the researcher want to know more about the application of TPS (Think Pair Share) in the classroom applied by the teacher.

Based on the background of the research, this study aims to understand the English learning activities using the Think-Pair-Share (TPS) method and students' responses during the classroom learning process. The study, titled "The Application of Think-Pair-Share in Teaching Speaking Skills in the Classroom," focuses on the implementation of the TPS teaching method by the teacher.

1.2 Research Questions/Hypothesis

Based on the research background above, the research questions are as follows:

1. What speaking learning activities are conducted when employing the TPS method at SMAN Jogoroto Jombang?
2. How do the students respond to the application of the TPS method in English speaking learning activities?

1.3 Research Objectives

Based on the problem formulation above, research objectives can be formulated, namely:

1. To explore the speaking learning activity during the teaching and learning process during the implementation of TPS in SMAN Jogoroto Jombang.
2. To explore the student's response to the TPS method in English Learning activities.

1.4 Significance

1. Theoretically

It is hoped that the results of this learning will provide benefits for language understanding, possibly developing the language skills of teachers and students so that it is easier to communicate and understand the material provided during teaching and learning activities.

2. Practically

a. For teachers

It is hoped that this research can become a basis for consideration in choosing methods, especially of TPS (Think-Pair-Share) in learning English in the classroom; and it is hoped that it can be useful as a guide in learning English in the classroom using the TPS.



b. For Future Research

It is hoped that this research will be useful and can become a reference for parties who will conduct further research. Apart from that, this research also discusses the development of students' speaking skills in learning English using the TPS (Think-Pair-Share) method.

1.5 Scope and Limitation

This research focuses on students' speaking learning activities in English learning by using TPS (Think-Pair-Share) media and students' responses in English learning activities, while this method is limited to focus only on the use of TPS method in students' speaking skills in English learning at SMA Negeri 11 Jogoroto Jombang.

1.6 Definition of Key Terms

a. Speaking skills

According to Richards (2008), in the English dictionary speaking includes processes or activities that use ideas and thoughts to provide information to other people so that interaction occurs in verbal communication. Students' speak

ing ability can increase their interest in learning English voluntarily and clearly. So, students in speaking can have confidence when making presentations or communicating between teachers and peers.

b. TPS

The use of strategies aims to integrate cognitive and social aspects in learning to encourage the development of thinking and the construction of knowledge. This method has three elements, namely thinking, sharing time with a partner, and thinking time, shared between colleagues in a larger group. Opportunity to discuss between groups or friends to find out what they already know or what they don't know (Slavin, 2011).

c. Students Response

Student responses to the Think-Pair-Share (TPS) method generally indicate increased engagement and understanding in the learning process. Kothiyal (2013) Students often report higher confidence in expressing their ideas, especially during the "Pair" and "Share" phases. Bamiro (2015) Research shows that TPS can increase students' active participation, critical thinking



skills, and knowledge retention. In addition, students tend to appreciate the opportunity to collaborate with peers and discuss difficult concepts, which can lead to a deeper understanding of the subject matter (Rosnida & Salam 2021). However, the effectiveness of students' responses to TPS may vary depending on the implementation of the method and the learning context (Abdolhossini et al., 2016). Overall, students' positive responses to TPS reflect its potential as an effective learning strategy to improve students' engagement and learning outcomes.



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