



CHAPTER II

LITERATURE REVIEW

2.1 Teaching Speaking

According to Goh&Burns (2012) Speaking is often considered the main part of English as a Foreign Language, among other skills because more people use English today than have used several languages other than this in world history, as discussed in Parmawati and Inayah (2019), emphasizes speaking as a productive activity that can be observed slowly and methodically. Speaking is useful for getting opportunities on the part of very small students. Only a few students can take advantage of intense speaking experience, this condition has several causes (Hadiansyah & Apsari 2019). In this case, many students are not proficient in group work, especially junior high school students because most of them have just started learning English, and they also have difficulty with vocabulary and grammar in group work. As is clear, improving conversational skills is very important for anyone who wants to speak English in general, especially with other people. While no one can fully exploit the productivity gains from this, as stated by (Prieto Castillo 2007), it can provide significant benefits to students by exposing them to complex concepts such as stress patterns, vocabulary spacing, or structure grammar. As a teacher, one of the most important things you can do to support the learning process is to use as many teaching methods as possible.

To support the learning process to be more productive and significant, the use of the Think-Pair-Share cooperative method is an innovative strategy as a viable alternative for developing students' language learning skills and making them more involved when communicating English in the learning process in the classroom. Several principles need to be considered in speaking studies. The success of the learning process is influenced by the interaction of teachers, students, and their targets. According to Sumarsih, & Sanjaya(2013), the most frequently used collaborative learning teaching method is a collaborative teaching and learning approach system, which includes teaching communication skills, teaching students in small groups, and teaching students actively. The learning teaching method that is often used is a collaborative teaching approach, which includes teaching communication skills in spoken language, teaching students in small groups, and teaching students actively. The approach is set to the student's needs as its foundation.



Cooperative learning is a teaching tool in which students work together in groups to improve each other's learning and their learning. Students are allowed to study in groups cooperatively to master the knowledge, understanding, and application required in their syllabus about one or more elements of the subject matter, they reveal all the information among themselves (Sharma and Priyamvada 2018). According to Sharma (2018), they share all available information among themselves and are always willing to help in comprehending and practicing the knowledge, comprehension, and application required about one or more specific materials. Priyamvada (2018), shares all available information among themselves and is always willing to help in understanding, and putting into practice the knowledge, and applications they need in connection with one or more course materials.

2.2 Teaching Method

Brown & Lee (2015) In language teaching methods the teacher can play several important roles because it guides how the teacher provides material to students. Based on the particular approach chosen for a language course it can be described as a presentation of the teaching methods that the teacher will provide to students. In determining learning activities, teachers need to plan and take into account the methods that will be used in carrying out each learning design in the classroom. The method describes how learning is used to achieve learning goals. Sanjaya (2008) defines a method as a way of achieving something by planning and organizing practical activities to achieve learning.

Macpherson (2007) In addition, teachers need experts in applying teaching methods, so teachers need to develop language awareness and skills language to understand weaknesses and student strengths and provide more opportunities. Frang Lyaman and his colleagues stated that the Think-Pair-Share method is an effective method used in learning, by using this method the atmosphere in the classroom can be more developed and can attract students' activity during learning activities. Students can be more interactive by discussing with their partners the material provided by the teacher and can find out what they don't know (Hamdayama, 2014).

2.3 TPS(Think-Pair-Share)

The TPS method is a cooperative learning strategy first developed by Frank Lyman at the University of Maryland in 1981. The Think-Pair-share technique is effective in encouraging cooperative learning from the perspective of understanding, and activeness, each student can solve problems Bataineh (2015). This TPS cooperative learning model can help develop students' thinking patterns before



discussing and presenting them in front of the class, this method can also help increase students' desire to participate more often (Dewi, Sugihara & Parwati 2021).

1. Steps for the TPS (Think-Pair-Share) Method in its Application

Implementing the TPS method in class by asking questions to students. Each student is asked to think about the answer to the question given by the teacher, then pair up according to what the teacher has determined until they reach an agreement on the answer. Then the teacher asks students to share the answers they have agreed on with all students in the class. In the paradigm book as a reference for education that organizes effective and quality learning, the steps for the TPS type as a multimode are divided into 3 stages McTighe & Lyman (1988).

a. Think

In the implementation, the Think activity is the beginning before students do group discussions or further activities. Think activity itself is part of the cooperative learning strategy known as TPS. In this context, "Think" is the initial stage where students are given time to think about a topic, problem, or question independently before discussing it with friends or groups. Think Activity is a stage in the learning process where students are individually given time to read, understand, and reflect on the material or think of answers to questions given by the teacher, before sharing with a partner or group (McTighe & Lyman 1988). In this Think Activity stage, several steps are designed to maximize the involvement of each student in the active thinking process. The following steps are in the Think activity stage: 1. The teacher presents the discussion topic learned in the lesson and presents the material 2. Students complete the task according to the work procedures that have been explained by the teacher 3. Student tasks are given according to the instructor. If there is still a need for time, the teacher must give advice. 4. Students perform the data analysis stage. After analyzing the data, each student individually records the questions and observations in their notebooks.

b. Pair

The Pair stage is a phase of the learning strategy where students are paired with a partner (usually a peer or student sitting nearby) to discuss the ideas, answers, or thoughts they have developed during the previous Think stage. The following are the steps in the Pair stage: 5. A student pairs 2 people with a group member. Group members are divided according to the friend next to



them. The pair stage is important because it provides a bridge between individual reflection and public presentation. It allows students to test their ideas in a relatively safe environment before sharing them with the class as a whole, thus increasing their confidence and the quality of their contributions.

a. Share

Share is a phase in the learning strategy where students or pair representatives share the results of their discussion with the whole class. This provides an opportunity for ideas to be discussed more widely, allows students to learn from multiple perspectives, and facilitates more in-depth class discussions. The following are the steps in the Share stage: 6. after that, present the results of their respective thoughts and each group comes forward to present the results of their group discussion. 7. The teacher responds to the results of student presentations and provides accurate information. 8. Students ask questions to the teacher about the learning that has been completed. This stage is important because it can broaden students' understanding by exposing them to various perspectives, improve speaking skills, allow teachers to assess students' understanding and provide feedback, and encourage students to appreciate and consider the ideas of others. It should also be noted that although not all pairs will have the opportunity to share in a single session, knowing that they might be called upon motivates students to engage seriously in the Think-Pair stages.

2. Advantages of the TPS (Think-Pair-Share) Method

According to Huda (2013), TPS method has advantages in the learning model, as follows:

- a. In the Think-Pair-Share learning model, students can be required to increase their allocation of time and assignments.
- b. Involve students in every process of learning activities to remain active and try to always be present at every meeting. This can influence student learning outcomes.
- c. Increase student motivation in participating in learning activities which can reduce school dropout rates. This learning model is better than conventional learning models.
- d. Student learning outcomes are more developed so that the student learning outcomes obtained are more optimal



- e. Develop a sense of empathy, accept other people's opinions and admit in a sporting manner if their opinion is not accepted.

2.4 Students Response

Ryan and Deci (2000) provide an additional framework for understanding student responses that students are more likely to show positive responses and higher engagement when three of their basic psychological needs are met: autonomy (feeling of choice and control), competence (feeling capable), and relatedness (feeling connected to others). In this context, Reeve (2012) emphasises the importance of autonomy-supportive teaching styles in facilitating positive student responses. In addition, it also suggests that students' responses to academic tasks are influenced by their expectations of success and the value they place on the task. An understanding of these theories assists educators in designing learning environments that elicit positive responses from students and increase their engagement in the learning process. Student responses include:

1. Students demonstrate positive engagement with teachers and peers
2. Students participate in completing tasks in a timely manner in accordance with the teacher's instructions
3. Students show active participation in learning discussions in the classroom.
4. Students show confidence in facing challenges in the tasks given by the teacher

2.5 Previous Studies

Several previous studies have been carried out by several researchers in the field of teaching methods, especially the TPS teaching method. One of the studies was found (Cahyani 2018). The research aims to understand how Think-Pair-Share is used in cooperatives among high school students in Bandung. The results of observation and analysis show that student learning outcomes after using Think-Pair-Share improve student learning outcomes in developing students' speaking skills. The research was completed in three meetings. In the first meeting, the teacher uses a class to provide some spontaneous responses and some instructions to help students measure students speaking skills before using Think-Pair-Share, the second and third meetings are used to involve students to be more interactive in debates and discussions regarding the material provided by the teacher.

Other research was also 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. Researchers used tape recorders to record students during class discussions and cameras to record class activities during the teaching process. Sanjani (2015) emphasized that second-year MTsN Karangmojo students experienced a decline in their ability to interact with other people, this was indicated by the average posttest score being higher compared to the pretest score. This also pays attention to increasing the development of students' speaking skills when discussing individually or in groups to discuss the material provided by the teacher. Discussions can help train students in negotiating input that they can understand and modify to other people's understanding. This helps students to get used to talking about the ideas they each have, and beforehand they are allowed to discuss them with their partners before they present them in front. Apart from that, students' self-confidence and learning motivation increase which can help students develop their social skills so that they will show a high level of attention when the teacher delivers learning material in the teaching and learning process, therefore TPS can improve the development of students' speaking skills in the classroom.