

Chapter One

Introduction

In this chapter, the researcher presents the introduction. This chapter consists of the background of the research, identifications of the problem, delimitations of the problem, research questions, objectives of the problems, the significance of the research. Last, the researcher presents the outline of the research.

Background of the research

Speaking is one of the language skills which takes an important role in the teaching and learning process because it expresses an idea, feeling, opinion, and thought. It means that speaking is an important skill to create good communication. Leong and Ahmadi (2017) explained that the most critical skills for communication is speaking. To build a good communication, someone should understand the information well. It affects someone's way to deliver the message effective to other people. Ladouse (1991) stated that speaking can be described as the activity or the ability to express something in the situation, or the activity to report acts or situations in precise words, or the ability to converse or to express a sequence of ideas fluently.

Nowadays, in classroom activities, students are required to speak and produce their speaking skills. However, only few students want to speak at the moment of the learning process. From that case, the lecturer should consider which strategy will be applied in the classroom. In the mastery of speaking skill,

the lecturers needs the effort to teach their students speaking skills and there is strategy that can be applied in the classroom of English Foreign Language. One of the strategies that can be applied is the Think-Pair-Share strategy.

Think-Pair-Share is one of the collaborative learning strategies that encourage students to communicate and work together to understand the reading, idea, problem-solve, discuss or answer a question after thinking individually. According to Shoimin (2014), Think Pair Share strategy is a cooperative learning model that allows students to think, react, and assist one another. This strategy is intended to accustom students to practice speaking through their ideas. Then, the students are given sufficient time by the teacher to gather thoughts in a pair, after which the teacher asks them to pair themselves and share their thoughts. Each student is encouraged to contribute their opinion to each other by using Think Pair Share and the students would be easier to convey their ideas and more willing to speak.

The study had almost exclusively focused on teaching speaking using the Think-Pair-Share (TPS) strategy. Desta (2017) found that TPS was used to solve the common problem faced by students which is difficulty when expressing their ideas. The researcher conducted the research at one Junior High School in Banda Aceh. This researcher used a quantitative method as a research design. The researcher employed an experimental analysis to find the efficiency of Think Pair Share in teaching speaking. Think Pair Share was used as the independent variable in the monitoring group during the presentation. Pre-test and post-test were used to collect the data of the research. The instruments of this research was

the oral test. The result of the research showed that the post-test score for the students was higher than the pre-test score. It can be seen that Think-Pair-Share affected student's speaking skills after the treatment had been done. This strategy increased students' enthusiasm and involvement during the teaching and learning process, especially in speaking.

Moreover, another previous study concerned on the effectiveness of Think-Pair-Share during teaching, certainly in speaking. This research conducted by Kusrini (2012). This research used a quantitative method. The researcher used experimental approach in conducting the research. The data in this research were collected through quantitative pre-test and post-test. This research was conducted at one of the Senior High School in Banyumas. The participants of the research were 248 students in 9 separate classes, and it included 32 students in each science class and 22 social class. The research revealed that the implementation of think-pair-share was more effective in teaching speaking. It can be seen from the result that the pre-test and post-test were significantly higher than the counted value table. Also, it strengthened and preserved cooperation. The use of Think Pair Share was strongly suggested because students not only got a better outcome from their speech but also broadened the vocabulary of students.

The third study aimed to find out students' responses to the Think-Pair-Share strategy in English speaking skills. The study was done by Ashlihah and Ma'arif (2017). The researcher was used descriptive qualitative as the research design. The researcher used observation sheets and field notes to collect the data. The researcher also used questionnaires to complete the data to know the

students' attitudes of its strategy. The main instrument was the researcher itself. The participants to support the research were students of the English Language Education Program in Semester 2 who joined the speaking course. The research showed that students gave a positive response to this strategy after seeing the questionnaires result, which is 87,03 %. It seemed that students felt enthusiastic and motivated in teaching and learning in the English-speaking class when using the think-pair-share strategy.

Despite a number of studies concerned with the use of Think-Pair-Share strategy in the teaching and learning process, in speaking, the challenges in implementing Think-Pair-Share strategy has not been sufficiently addressed. All of the three previous studies focused on the effectiveness and students' response of its strategy in teaching speaking skill. The 3 of the previous studies above have different weaknesses and it seemed that one of the studies used quantitative and two of them used a qualitative method to collect the data. Meanwhile, the current research uses a qualitative method to collect the data and it focused on the differences between Think-Pair-Share (TPS) strategy implementation in speaking with reading, and writing skill and benefits of Think-Pair-Share (TPS) strategy in speaking class based on students' perception during the implementation of this strategy.

The Think-Pair-Share strategy had been applied in the English Education Department at one Islamic private university in Yogyakarta. Based on the researcher's interview with some students, they said that the Think-Pair-Share strategy had been applied in the Basic Reading and Writing, Listening and

Speaking for Academic Purposes class and Listening and Speaking for Daily Conversation class. The problem that happened during Think-Pair-Share implementation was that students felt being challenged and confused when they wanted to express an opinion. It means some students felt fear of being wrong when speaking.

This research aimed to investigate the students' perception of Think-Pair-Share Strategy implementation in English Speaking Class of the English Language Education Department at one of Islamic Private University in Yogyakarta. Therefore, this research discussed the differences between Think-Pair-Share (TPS) strategy implementation in speaking with reading, and writing skill and benefits of TPS (Think-Pair-Share) strategy in speaking class based on students' perception during the implementation of this strategy.

Identifications of the problem

The Think-Pair-Share strategy had taught in Basic Reading & Writing, Listening & Speaking for Academic Purposes course and Listening & Speaking for Career Development at ELED (English Language Education Department) batch 2019 at one Islamic Private University in Yogyakarta. Based on the researcher's interview with four students, there were several problems that the students faced during the implementation of this strategy in the teaching and learning process. The problem had explored on students' opinions of the implementation of think-pair-share strategy. Based on the interview by the researcher, students mentioned that the think-pair-share strategy had some

benefits. The benefits were students felt that it can practice skill in thinking and learn to express opinion. However, some problems were faced by students during the implementation of the strategy. Some students felt confused about how to speak, how to overcome the fear of making mistakes, and they were also afraid if their friends could not understand what they said. For further findings the research was find out the differences between Think-Pair-Share (TPS) strategy implementation in speaking with reading, and writing skill and benefits of Think-Pair-Share (TPS) strategy in speaking class based on students' perception during the implementation of this strategy.

Delimitation of the problem

In this research, the researcher focused on think-pair-share strategy implementation through the students' perception. The ELED has implemented the think-pair-share strategy in the learning and teaching process. To make the discussion more focused, the researcher limits the problem. For the first problem, the researcher investigate the difference between the implementation of the think-pair-share strategy in speaking with other skills based on students' perceptions. For the second problem, the researcher identify the effect of Think-Pair-Share (TPS) strategy in speaking class based on students' perception during the implementation of this strategy.

Research Questions

1. What are the differences between the implementation of the think-pair-share strategy in speaking with reading, and writing skill based on the English Language Education Department students' perception?
2. What are the benefits in the implementation of think-pair-share strategy in speaking based on the English Language Education Department students' perception?

Objectives of the problems

1. To investigate the differences between the implementation of the think-pair-share strategy in speaking with reading, and writing skill based on the English Language Education Department students' perception.
2. To identify the benefits of Think-Pair-Share (TPS) strategy in speaking based on students' perception during the implementation of this strategy.

Significance of the research

This research aims to give positive advantages for some parties such as researchers, lecturers, and students.

For the researcher. From this research, the researcher can obtain knowledge about the use of the think-pair-share strategy. Besides, this research can provide an understanding of the students' opinions on the implementation of using the think-pair-share strategy at ELED. Also, this research can help the researcher in managing the learning strategy using think-pair-share for their future

career. The researcher can broaden applying its strategy in good way in teaching English speaking class.

For the lecturers. The presence of this study may be used for the lecturers' consideration whether they will use think-pair-share in their teaching and learning process. Besides, lecturers of ELED are expected to develop their learning using think-pair-share. It provides information or references for the lecture in applying the strategy based on the result of this research. The information can be evaluated and improved by the lecturer.

For the students. The students are expected to elaborate their learning using think-pair-share so that their speaking skills will be improved. Also, it provides knowledge regarding the use of think-pair-share especially in learning English. The information becomes a reference for students to be more active in speaking.

Outline of the research

This research contains five chapters. Chapter one presents the introduction of the research. There are some important points in this chapter. First, the background of the study describes the reason why the researcher is interested in discussing the use of the think-pair-share strategy conducted at ELED. This chapter also presents the identification of the research, delimitation of the research and research questions that function as the guide for the study. Besides, the objectives of the research describe the specific purposes of the research. Furthermore, the significances of the research demonstrate the benefits of the

research toward particular people. Last, the outline of the research which presents the explanation of each chapter is presented.

Chapter two presents the literature review. It provides the theories related to the use of the think-pair-share strategy. Several parts will be discussed in chapter two, the definition of think-pair-share strategy, steps in implementing Think-Pair-Share (TPS) strategy, differences between Think-Pair-Share (TPS) strategy in speaking with other skills and the benefits of Think-Pair-Share (TPS) strategy based on the expert's statement.

Chapter three presents the methodology that is used in this research. There are 4 parts to this chapter. First, the research design shows the approach to this research setting. Second, the research setting and participants report the data collection. Third, the data collection method describes how the researcher collects the data. Last, the data analysis presents the steps of the data collection.

Chapter four contains the findings and discussion. This chapter shows the results of data analysis. The first finding is related to the differences between implementation of the think-pair-share strategy in speaking with reading, and writing skill. The second finding is the the benefits of the think-pair-share strategy implementation in speaking.

Chapter five contains a conclusion and recommendation. This chapter discusses common answers to the research questions and the recommendation from the researcher. The recommendation is given to the other researcher, lecturer, and, students.

