

CHAPTER I

INTRODUCTION

A. Research Background

English is a global language that is being used around the world to communicate. English is meant to assist students in expressing ideas and feelings, communicating with people around the world, allows them to read literature from various parts of the world, participating in communities that use the English language, expanding opportunities to pursue a higher level of education, and the ability to access technology. As stated by Alwasilah & Yusuf (2004: 4), "English language education is an emphasis education that can be used as a bridge to achieving general education objectives."

In Indonesia, English has been used and taught as a foreign language in elementary school, junior high school, senior high school, and even university. The junior high school curriculum acquires English as one of the subjects. The aim of the English subject in junior high school is to help students reach the functional level, that is, being able to function appropriately in society through oral and written communication to resolve everyday problems. In learning English there are four skills that must be mastered by the students namely listening, speaking, reading, and writing skills.

Speaking skills are seen as one of the most important English skills to be mastered by students as a way to verbally express ideas and feelings, and share information with other people. Speaking skills are crucial in both personal and professional life. Many students use English as a means of communication, which facilitates interaction and communication between people from different countries. In a professional setting, good speaking skills can lead to successful presentations, productive meetings, and effective leadership. In personal life, speaking skills can enhance social interactions, strengthen relationships, and boost self-confidence (Rakhmetova & Rustemova, 2020). Moreover, it is one of key to influencing others and making a positive impression. Therefore, developing speaking skills is a worthwhile investment for personal growth and

career advancement for the students. However, in the process of learning speaking skills, many students do not actively participate in the speaking class. The students tend to be silent when they are asked to speak out their ideas or thoughts. As stated by Sutopo *et al.* (2020: 199) the achievement of learning outcomes is greatly influenced by student engagement in the class. Based on the explanation above, it is necessary for teachers to implement an appropriate learning strategy in teaching speaking. The common strategies to teach speaking skills that the teacher can implement is role-play, cooperative learning, drilling, discussion, storytelling, and presentation.

After conducting a pre-research interview with the English teacher, it was found that the grade ninth students are not actively engage in speaking class. The students tend to be less active in the learning process and only few students dare to speak English in the class. Despite the teacher's persistent motivation, the classroom remains largely passive. Suggesting that motivation alone may not be sufficient to enhance their courage to speak English in the classroom. For that reason, as the only English teacher at SMPN 9 Sungai Kakap, the teacher wants to use a strategy that is interesting that also students center learning, so that the students can be more active in the speaking class. In line with that, Hedge (2000: 54) stated that the most important element in teaching speaking is to give the students opportunities to speak in class. One of the strategies that the English teacher uses in teaching speaking is Think-Pair-Share. The English teacher is familiar with the Think-Pair-Share strategy, as she regularly implements it every year for ninth-grade students.

As one of the Cooperative Learning kinds, Think-Pair-Share has been used by many teachers to teach speaking. Cooperative Learning is structured in an effort to increase student participation, facilitate students with experience of leadership attitudes and decision-making in groups, and provide opportunities for students to interact and learn together from different backgrounds (Afandi *et al.* 2013: 53). Think-Pair-Share is defined as a strategy that have three main activities that allows the students to think individually first about the problem or task, then discussing it with their friends, and lastly present or share it with

the class. Furthermore, Arends (1997: 122) stated that Think-Pair-Share is an effective way to vary the atmosphere of class discussion patterns. The Think-Pair-Share strategy is more than just a learning group because, at the thinking stage, students can develop critical thinking and ideas. In line with the previous statement, Kagan (1994: 194) stated that Think-Pair-Share is a form of collaborative learning that can promote thinking ability. This type of classroom activity creates an active learning environment by motivating students to interact with each other and the instructor. It also engages the entire class and encourages the quiet students to participate (Raba, 2017).

Nowadays, the learning strategy expected can improve students' potential and encourage them to be active in the learning process. Tanzimah (2020: 765) argued that the process of the Think-Pair-Share strategy focuses more on students. The Think-Pair-Share strategy requires students to be actively involved in the learning process. In line with that, Ibrahim *et al* (2000: 26-27) stated that the process of the Think-Pair-Share includes three stages that are; the think stage, where the students think individually about the task or questions given by the teacher; the pair stage, the students make a pair or group with other students to discuss, exchange ideas, help each other, and learn on how to speak English before presenting the task; and share stage, the pair or group present the results of their discussions with all students. Many research that has proven that the Think-Pair-Share procedure will be able to persuade students to comfortably practice speaking and improve the students' speaking skills by employing this strategy, some of them are Aeni (2020), Aprianti & Ayu (2020), Raba (2017), Phan and Lan (2021), and Rullu & Abdullah (2020), Even though there has been a lot of research on Think-Pair-Share, studies specifically exploring the student engagement in the implementation of Think-Pair-Share, as well as the strengths and weaknesses of its in the classroom is still rare. The information of student engagement and, strengths and weaknesses in implementing Think-Pair-Share can provide valuable guidance for teachers that intending to utilize this strategy. Such information equips teachers with a solid foundation for meticulous class preparation, enabling

them to identify key areas of focus and potential pitfalls when implementing the Think-Pair-Share strategy in the speaking class.

Based on the above facts the researcher is interested in finding out the student engagement in the implementation of the Think-Pair-Share when they are learning speaking in the class, and also the strengths and weaknesses of Think-Pair-Share in speaking class as the teacher choose it to teach speaking. Regarding to the discussions above, the researcher decided to conduct research under the title “Exploring the Implementation of Think-Pair-Share Strategy in Teaching Speaking”.

B. Research Questions

Based on the context of the research above, two research questions have been formulated to be answered in this research.

1. How does the ninth-grade student engagement in the implementation of Think-Pair-Share strategy in teaching speaking at SMPN 9 Sungai Kakap?
2. What are the strengths and weaknesses of the Think-Pair-Share strategy in teaching speaking of ninth-grade students at SMPN 9 Sungai Kakap?

C. Research Purposes

Based on the research question, the researcher has formulated two research objectives to be achieved in this research.

1. To describe the ninth-grade student engagement in the implementation of Think-Pair-Share strategy in teaching speaking at SMPN 9 Sungai Kakap.
2. To describe the strengths and weaknesses of implementation of the Think-Pair-Share strategy in teaching speaking of ninth-grade students at SMPN 9 Sungai Kakap.

D. Significance of Research

It is anticipated this research will be beneficial significant in several aspects.

1. Theoretical Benefits

The research is expected to be able to provide more insight into the implementation of the Think-Pair-Share strategy in teaching learning speaking skills, and used as a contribution to the development of education, especially in teaching and learning English. This research also can be used as a reference for further research.

2. Practical Benefits

a. To Students

After participating in this series of research, it is hoped that Think-Pair-Share will encourage students to be more active in the speaking class and ultimately have a positive impact on student learning outcomes.

b. To English Teachers

The result of the research can be used as supporting Research material to reflect on various kinds of better teaching strategies, especially in an effort teach speaking English skills to the students. Also, it can be used as information material for English teachers about the importance of choosing a learning model so that students are more active in the class, thus the quality of learning outcomes is also expected to increase.

E. Scope of Research

This research focuses on a single variable and two terms as the points of the research title. The aim of defining the scope of the research is to avoid any misunderstanding in interpreting the content that the researcher intends to convey.

1. Research Variable

The variables in this research refer to individual and organizational characteristics or attributes of many people that can be investigator focusing on one or more cases over time through detailed measurements and observed by researchers with variations from the individuals or organizations studied. This research uses a single variable as a Think-Pair-Share strategy in teaching speaking.

2. Research Terminology

The researcher provides the following explanations which are used in this research the terms are below:

a. Think-Pair-Share

The Think-Pair-Share is a learning strategy with three activities that are student-centered. In the Think-Pair-Share process the students think about the task, then develop their thoughts and work on the task with other students, and lastly present their task. The teacher's role in guiding and controlling the class in the learning process is also important to establish a learning environment that is more dynamic, productive, and enjoyable for everyone.

b. Strategy

Strategy is an alternative pedagogical approach that the teacher chooses and implements to help the students achieve specific learning purposes. The implementation of a certain strategy aims to ensure that the process of learning remains interesting and not monotonous. By implementing the strategy, it is hoped that the students will be more enthusiastic about learning and absorb the knowledge more effectively.

F. Research Procedure

In order to achieve the research purposes, researchers followed a research procedure that consisted of four stages, that is planning, data collection process, data analysis process, and data reporting. The explanation of the stages is as follow:

1. Planning

In this stage, the researcher formulates the research question and research purposes. Then, the researcher builds the theoretical foundation, and chooses the target participants in the research. After all that has been prepared, the researcher chooses the data collection instrument.

2. Data Collection Process

The data collection be carried out in the school, the researcher observe and interview the research subject.

3. Data Analysis Process

In analysis data process, the researcher analyses and interprets the data that has been collected. The researcher use data analysis based on Miles, Huberman, and Saldana (2014). The data analysis consists of three activities, namely: data condensation, data display, and drawing conclusion/verification. Three activities are interrelated during, and after data collection in line form to build general insight which be analyzed.

4. Data Reporting

In this stage, the researcher convey the result of the data analysis. The result of the data be discussed and presented to take the conclusion of the research.