

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, researcher explained theoretical foundation relating to the study and provided related previous research.

A. Theoretical Foundation

1. Nature of Speaking

Speaking is a complex task because it involves putting the messages together, communicating, and interacting with other people, and learners need a lot of practice to develop this skill¹. It means that speaking is the ability to use the language appropriately to interact with other. The interaction involves not only verbal communication but also elements of speaking ability such as grammar, vocabulary, pronunciation, fluency and comprehension². The five elements of speaking abilities are:

a. Grammar

Grammar is the rules for forming and combining words to form sentences³. Grammar is the most important thing to determine the students' competence to communicate the language. There are

¹ Lindsay C - Knights P, *Learninng and Teaching English...*, 58

² Ibid., 33

³ Bede Rundle, *Grammar in Philosophy*, (Oxford: Oxford University Press, 1979), 99

grammatical terms such as noun, verb, adjective, adverb, preposition, and article used to refer to the nature of the grammar and people can understand the concept of language.

b. Vocabulary

Vocabulary is a list of words in alphabetical order with meaning⁴. Knowing a lot of words in foreign language is very important⁵. A vocabulary usually develops with age and serves as a useful and fundamental tool for communication and acquiring knowledge⁶. The more students know the better their chance to understand in a conversation.

c. Pronunciation

Pronunciation is the act or the way of saying a word⁷. It means, pronunciation is the way people say something. Edge stated that there are three most important elements of pronunciation⁸:

a. Stress : Which word, or part of a word, is uttered the loudest and

⁴ Zainal, et.al., *Teaching Speaking*, (Jakarta: Bermutu, 2009), 39

⁵ Edge, J., *Essentials of English Language Teaching*, (New York: Longman, 1993), 27

⁶ Lewis Clarence., *The World Book Dictionary*, (Chicago: Thorndike-Barnhart Press, 1968), 55

⁷ John Beech, *Assessment in Speech and Language Therapy*, (New Jersey: Academic Press, 1993), 121

⁸ Ibid, p. 36

the longest.

b. Intonation: The way the voice goes up or down as one speaks, especially at the end of what someone says.

c. Sound : The impressions transmitted to the brain by the sense of hearing, as in separate sounds of pen; /p/, /e/, /n/

d. Fluency

Fluency is ease in speaking or expressing⁹. Fluency is a speech language pathology term, it means the smoothness or flow which sounds, syllables, words, and phrases that are joined together when someone speaks quickly¹⁰. To become fluent in speaking English, students need more practice.

e. Comprehension

Comprehension is the act or power of understanding¹¹. While people do a dialogue, each other need understanding to the aim of conversation.

2. Teaching Speaking

⁹ National Curriculum Council, *Teaching Talking and Listening*. (UK: Key Stage Three, 1991), 33

¹⁰ Bruce Harrel, *Speech Language Pathologist*, (Oxford: Oxford University Press, 2007), 28

¹¹ *Ibid.*, p. 34

Speech is language that we learn to speak before we learn to read or write, it was argued that language is primarily what is spoken and only secondarily what is written¹². Therefore, in short it is assumed that speaking had priority in language teaching. To be able to operate effectively in the real world, students need plenty of opportunity to practice language in situations which encourage them to communicate their needs, ideas and opinion¹³.

In learning foreign language students have to learn to speak the target language first then learn read or write. Speaking is a significant ability for learners who study English as their foreign language because the goal of teaching a foreign language is to gain the ability to communicate with others with target language. Therefore the teacher should give more opportunities to use the target language to communicate with others.

In teaching speaking skill teacher need creative method that able to make students speak, language learners are often embarrassed or shy to say anything when they do not understand another speaker or when they do not catch the meaning, sometimes they are shy because they realize that the partner has not understand them.

There are three factors why students prefer to be silent in the

¹² Ibid., p. 6

¹³ Tricia Hedge, *Teaching and Learning in The Language Classroom*, (Oxford: Oxford University Press, 2000), 44

speaking class:¹⁴ First, they may be very conscious of their imitation in the foreign language and feel that by expressing themselves open to ridicule. Second, the teacher may have chosen the topic which is native language or in foreign language. Third, they have nothing to say. Those factors are often come in language learners when they learn speaking skill. Teacher can help them to overcome this problem, by giving strategies, motivation, and opportunity to practice more.

3. Speaking English for Eighth Grade of Junior High School

In eighth grade of English lesson, students have six (6) themes of lesson. Each theme has two (2) topics. In these topics, the skills that have to be mastered by students are integrated. Although, the skills are integrated throughout the course, there is an emphasis on a particular skill area in each lesson. Students in eighth grade have to develop their English skills including speaking skills to find high English mark.

Throughout the course, students have two meetings per week. Every meeting has two periods English lesson and each period is forty (40) minutes which the member of each class is about 30 students. It concludes that teacher needs to manage the class to make each students be active in

¹⁴ Lukman Hakim, Thesis: “*The Implication of Teaching Speaking Using Picture At The Second Class of MAN Denayar Jombang*”, (Surabaya: State Institute for IslamicStudies,2010), 11

speaking during the lesson.

4. Teaching Strategy

Teaching strategy means the arrangement of teaching activities and the true communication between teacher and students¹⁵. To be more exact, it refers to a series of effective teaching actions to achieve the expected result¹⁶. It can be concluded that teaching strategy is the strategy used by teacher to teach the students and help them achieve the learning goal.

There are variety of teaching strategies that teacher can use to improve students' learning. They are Active Learning, Collaborative or Cooperative Learning, Critical Thinking, Discussion Strategies, Experiential Learning, Games, Experiments or Simulations, Inquiry-Guided Learning, and Problem-Based Learning¹⁷. It means that teacher needs to select effective strategy in teaching and learning process.

¹⁵ Xiong, CP., "A Study of Interactive Teaching and Research", Educational Research, (<http://books.google.co.id/xiong-teaching/> accessed at Feb 22nd, 2015), 11

¹⁶ Ibid., 12

¹⁷ Sing, R.P., *Teaching Strategies*, (New Jersey: APH Publishing, 2009), 10

5. Cooperative Learning as Part of Teaching Strategy

Cooperative learning strategy aims to enhance students' motivation and reduce students' stress and also to design a positive affective in classroom atmosphere¹⁸. It means that cooperative learning can help students to create effective and active activity in the classroom.

The benefits of applying cooperative learning in classroom¹⁹ are; it copies the exact experience which students can practice the activity in the lesson directly, it empowers and involves students to become independent learners by handling what they have learn, it serves the heterogeneous classroom because it provides an excellent vehicle for students of different ability level to work together in positive way.

6. Think Pair Share Technique as Part of Cooperative Learning Strategy

a. Definition of Think Pair Share Technique

Think-Pair-Share Technique is one of cooperative learning strategy²⁰. Its name inspired by three stages of their students' action, with emphasizes on what students are to be doing on each of those stages²¹. In

¹⁸ Killen Roy, *Effective Teaching Strategies...*, 37

¹⁹ Robert Slavin, "Cooperative Learning: Teori, Riset dan Praktek", Translated by Zainal Arifin, (Bandung: Nusa Media Bandung, 2005), 10

²⁰ Miftahul Huda, *Cooperative Learning...*, 43

²¹ M. Afan, *The Effect of Think Pair Share Technique...*, 12

short, Think-Pair-Share provides an opportunity for students to share their thinking with at least one another students, which in turn, increase their sense in involvement in the classroom teaching learning process.

The benefits of using Think-Pair-Share technique²² are; First, Think-Pair-Share presents ‘think time’ to improve the quality of students’ responses. In a research, it is revealed that we need time to mentally ‘chew over’ new ideas in direction to keep them in memory²³, so thinking time is need. When teachers served an over-loaded capacity of information on students needed at once time, most of them are lost. Second, students became actively participated in thinking about the academic concepts presented in lesson, because they are in pair. They are wished to participate since they do not feel the peer pressure appeared in front of the whole class. Third, the students talk over new ideas, they are supported to make sense of those new ideas refer to their basic knowledge during time discussion step. Fourth, Think-Pair-Share is easily apply on the spur of the moment and applicable for the small or big class.

b. The Procedures of Think Pair Share Technique in Speaking Class

²² Ibid, p. 8

²³ Wagner Kendra, “*Murray’s Theory of Psychogenic Needs*”, (<http://scribd.com/?theory-of-personality-psychogenic> accessed at February 22nd, 2015)

The basic procedures of Think-Pair-Share Technique are; ‘thinking step’ where teacher gives problem to think, teacher gives students time to think, ‘pairing step’ which students pair with their friend, and the last, ‘sharing step’ where students share what is on their ideas²⁴. Then, these three steps of Think Pair Share strategy is developed by Johnson²⁵, An American great teacher. He creates technique which uses the basic of the Think Pair Share and inserts the pair-exchange where the students exchange their partner to the other’s partner before the ‘sharing step’²⁶. It means, Johnson use ‘thinking step’, ‘pairing step’, ‘pair-exchange step’ and ‘sharing step’. Teacher can modify media used in Think-Pair-Share Technique as long as it related to the material.

In speaking class, Think Pair Share technique can encourage individual participation and applicable across grade levels and class sizes. Susan construct the three steps in implement the steps of Think Pair Share technique for speaking class. They are²⁷:

- a. Think : Students are given time to think individually about the materials that have been revealed by teacher.

²⁴ Miftahul Huda, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2014), 96

²⁵ Johnson D.W Johnson. *Active Learning: Cooperation In The College Classroom*, (Edina: MN Interaction Book Company, 1991), 25

²⁶ Ibid., 10

²⁷ Susan Ledow. *Using Think Pair Share in The College Classroom*, (Arizona: Arizona State University, 2001), 19

b. Pair : Students are pairing with their friends to start communication.

This step allows students to articulate their ideas.

c. Share : Students share their ideas orally with a larger group, such as the whole class.

Kusrini, Indonesian writer and teacher, constructs three distinct steps in implementing Think Pair Share technique for speaking class²⁸. The three steps are almost similar with the basic of the Think-Pair-Share technique, but it has little bit different. Before started the thinking time, students are grouped in six or five groups contain of three or four students. Then, it follows with ‘thinking step’, ‘pairing step’ which each student discuss with their friends in a group, and the last is ‘sharing step’ which one students share their discussion in to a whole class. In addition, the steps of Think-Pair-Share technique that have been constructed by Kursini gives benefit in saving the time²⁹.

c. The Benefits of Using Think Pair Share Technique

Think Pair Share Technique is a simple technique with great benefits³⁰. Using Think Pair Share Technique, students learn from one

²⁸ Endang Kusrini, *Teaching Speaking for Senior High School....*17

²⁹ Ibid., p. 20

³⁰ Miftahul Huda, *Cooperative Learning....*, 45

another and get to try out their ideas. Students' confidence improves and students are given a way to participate in class, rather than the few who usually volunteers. The benefits for the teacher include increasing time on task in the classroom and greater quality of students' contributions to class discussion. Students and teacher gain much clearer understanding of the expectation for attention and participation in classroom discussion.

Based on the explanation above, it can conclude that Think Pair Share have benefits for both students and teacher, which students can have the more opportunity to practice the lesson and the teacher can save manage the lesson time as effective as possible.

d. The Weaknesses of Using Think Pair Share Technique

The weaknesses of using Think Pair Share Technique are not too much, but it is still found the weakness of using Think Pair Share as teaching technique³¹. First, the teacher should prepare the material as good as possible. The goal in implementing Think Pair Share technique in speaking class is to get students' focus and attention in speaking activity, this is the reason teacher should prepare it well. Second, when the teacher asks the students to discuss, make sure that the discussion is not out the

³¹ Lilik Puspita, *Strength and Weakness of TPS Technique. Research And Arts.* (<http://scribd.com/think-pair-share/> accessed at March, 30th 2015), 22

topic. This is the reason why selecting media is being important by implementing Think Pair Share Technique³².

³² Ibid., 23

7. Teaching Media

Teaching media is a device that functions to present the message of learning³³. To convey the message of learning, teacher typically use teaching aids in the form of drawings, models, or other tools that can provide concrete experience, motivation to learn, as well as enhance the absorptive capacity or that we know as visual aid³⁴. It means that usage of media in the learning process can help and facilitate students in understanding the lesson.

Yuniar divides the teaching media as follow³⁵:

- a. Printed Media: textbook, magazines, newspaper, journals, bulletins and blogs.
- b. Visual Media: flashcards, chalkboard, flannel board, magnetic board and picture cards.
- c. Visual-Media-Projected: visual audio format, video and computers.
- d. Audio-Visual Media: overhead Projector, document cameras, slides, digital image projection, video formats, computers and tape Recorder.

³³ Azhar Arsyad, *Media Pembelajaran*.... 9

³⁴ Ibid., p. 11

³⁵ Yuniar Istighfarin, Thesis: “*Learn to Write Descriptive Text Using Digital Image Projector That Makes Students Easily to Understand The Material*”, (Bandung: Bandung University, 2009), 22

8. Flashcard as Teaching Media through Think Pair Share Technique

Flashcards is a set of cards bearing information, as word, words, or numbers, on either or both sides³⁶. Another expert defined flashcards as cards on which words and or with pictures are printed or drawn³⁷. It can be concluded that flashcards are cards with a word or words and sometimes picture drawn on it.

There are three types of flashcards³⁸; words flashcards, picture flashcards, and picture with words flashcards. Words flashcard is card which contains of a word or some words that form a sentence, command, or instruction. Picture flashcard is a card with printed picture. Picture with words flashcards is a card with picture and words on it. There are many advantages of using flashcard in language teaching. First, flashcards can stimulate students' idea, grab their attention and keep it on their mind. Second, flashcards are motivating and eye-catching. Third, flashcards are effective and applicable for any level of students. Fourth, flashcards are can be taken almost everywhere. Fifth, flashcards provide visual link between L1 and target language. Last, flashcards can be used for practicing variety

³⁶ Wozniak, P.A., *Optimization of Learning.....*, 56

³⁷ Haycraft, John., *An Introduction to English Language Teaching.....*, 38

³⁸ Ibid, p. 40

activities and games³⁹.

B. Previous Studies

Researcher described some research related to the implementation of Think-Pair-Share Technique to improve students' speaking skill.

The first research entitled *The Effect of Using Think-Pair-Share Technique in Increasing Students' Speaking Ability on Descriptive Text*⁴⁰. The sample of this research was the eighth grade students of SMPN 5 Kubug. The media used in this research was problem posted by teacher. This study was conducted under Classroom Action Research. In analyzing the result, researcher describing it based on the observation checklist and the questionnaire that had been answered by the students to know the effect of using Think Pair Share Technique.

The second research entitled *Teaching Speaking for Senior High School Students Using Cooperative Learning: Think Pair Share*⁴¹. The sample of this research was senior high school students in SMK Ponorogo. This research was done on Classroom Action Research as the research method and in analyzing the data, researcher described the result from the observation

³⁹ David Cross, *A Practical Handbook of Language Teaching*, (London: Cassel, 1991), 36

⁴⁰ Risnawati, Thesis: "*The effect of Using Think-Pair-Share Technique in Increasing Students' Speaking Ability on Descriptive Text*", (Solo: FKIP UMMY Solo, 2014), 25

⁴¹ Endang Kusrini, *Teaching Speaking for Senior*, 12

checklist and researcher's notes because it focused on the process of implementing the Think-Pair-Share technique. The media used in this research was hot issue from entertainment.

The third research entitled *Think-Pair-Share: Its Effect on The Academic Performance of ESL Students*⁴². This study was done under qualitative research. In analyzing the result, researcher took descriptive qualitative design. Researcher focused on the effect on academic performance by using Think-Pair-Share technique. This research used problem posted by teacher as teaching media. The result showed that Think-Pair-Share technique gives positive effect on the academic performance of ESL students.

The fourth research entitled *Sustaining Students' English Academic Performance by Applying Think Pair Share Technique Using Textbook*⁴³. This research conducted on New Jersey and used qualitative as research method. This study showed that the teaching process in sustaining students' English academic performance by applying Think Pair Share technique using textbook can run effectively. The media used in this research is text book.

The last study entitled *Improving Students' Speaking Achievement*

⁴² Tristeza Danebeth. "Think-Pair-Share: Its Effect on The Academic Performance of ESL Students", (2010). International Journal of Literature, Linguistics & Interdisciplinary Studies, Anglisticum (<http://scribd.com/?TPS-Tristeza/> accessed on January 31st, 2015)

⁴³ Rasinski, T. *Sustaining Students' English Academic Performance by Applying Think Pair Share Technique Using Textbook*, (New Jersey: Prentice Hall, 1996), 35 (<http://scribd.com/rasinski-think-pair-share/> accessed at January, 30th 2015)

*through Think-Pair-Share Technique Using Textbook*⁴⁴. This study used classroom action research design which focused on the process of teaching and learning. This research conducted in SMA Nusantara Lubuk Pakam. This research was also done on Classroom Action Research as research method. In analyzing the data, researcher described from the test result without using statistic. The media used in this research is text book. The result showed that students' speaking achievement is improved after applying Think-Pair-Share Technique.

The differences between these previous research and this study were; first, the methodology used. These previous research used classroom action research as the research methodology. Meanwhile, this study used quasi-experimental research. Generally, the characteristic of Classroom Action Research is the result of the study cannot be generalized toward another population and sample⁴⁵. Therefore, researcher tried to use the same teaching strategy in different sample. Second, the analyzing technique used. On previous research, researcher used descriptive qualitative and only explaining the result of their study based on observation, questionnaire and notes that they took during the research. The result was analyzed not using statistic and had become temporary. Meanwhile, this study analyzed the result by using t-test and

⁴⁴ Fatariq, Dinda Adinda., *Improving Students' Speaking...*,24

⁴⁵ Muhammad Anshori, *Penelitian Tindakan Kelas*, (Bandung: CV Wahana Prima, 2011), 33

statistic to measure the improvement of students' speaking skill.