

CHAPTER I

INTRODUCTION

A. Background of Study

Learning speaking skill is a need as Folse, an American writer, stated that speaking is a crucial means of presenting communication among individuals¹. It means that speaking is being vital and important component in learning English.

In English speaking skill, there are five elements of English as a foreign language, they are grammar, vocabulary, pronunciation and fluency and comprehension². Those elements cannot be separated from the whole speaking activity. It means that mastering the elements of speaking skill was an important aspect in learning English as a foreign language.

In speaking English as a foreign language, learners needed a lot of practice to develop this skill³. Based on preliminary study did by writer in interviewing some English language learners at MTs. Hasyim Asy'ari⁴, they claimed that they did not have the same opportunities to practice English

¹ K.S Folse, *The Art of Teaching Speaking: Study Pedagogy for ESL/EFL Classroom*, (Michigan: The Michigan University Press, 2006), 39

² Thornburry, *How To Teach Speaking*, (England: Longman 2006), 44

³ Moh. Hasbullah Isnaini, Thesis: “*Improving the Speaking Ability of the Tenth Graders of SMK Negeri 1 Singosari Malang through the Think-Pair-Square Strategy*”, (Malang: Universitas Malang, 2002), 12

⁴ Writer's notes in interviewing student's eighth grade of MTs. Hasyim Asy'ari on January, 25th 2015

speaking in the classroom. Most students did not have same chances to talk⁵. Another problem was teacher only use monotonous technique in teaching speaking such as giving students handbook containing examples of dialogue which had been constructed in accordance with materials given then he or she asked the students to come forward and speak up in front of their friends⁶. This situation created passive class where only few students are actively speak-up in teaching and learning process. Less of practicing speaking English made students though that speaking was difficult for them⁷. Moreover, most of students tend to be silent and passive in the English speaking lesson. In addition, teacher needed to use a teaching technique that can motivate students to become more active in teaching and learning process of English speaking skill. The technique should also be able to feed up the students to speak more. The technique was Think-Pair-Share technique.

Think Pair Share is a teaching technique that has been constructed by Lyman Frank, an American great teacher, and it consisted of three stages of students' action; thinking the material individually, pairing to discuss, and sharing their ideas⁸. In short, Think Pair Share gave the same opportunities for the students to speak during the lesson.

⁵ Ibid

⁶ Writer's notes in observing English teaching and learning process of eighth grade at MTs. Hasyim Asy'ari on January, 25th 2015

⁷ Ibid

⁸ Killen Roy, *Effective Teaching Strategies*, (Australia: Australia Print Group, 1996), 37

Previous research that was written by Kusrini, showed that Think-Pair-Share technique can be effective technique in teaching English speaking⁹. The sample of this study was SMK Ponorogo. This research was done on Classroom Action Research as the research method and in analyzing the data she described the result from the observation checklist and researcher's notes because it focused on the process of implementing the Think-Pair-Share technique. The media used in this study was problem posted by a teacher.

Another study which was done by Dinda, showed that Think-Pair-Share technique can improve students' speaking achievement¹⁰. The sample of the study was the students of SMA Nusantara Lubuk Pakam, Medan. This study was also done on Classroom Action Research as study method. In analyzing the data, researcher described from the test result without using statistic. The media used in this study was text book. It concluded that Think Pair Share Technique can improve students' speaking ability. But, considering that these previous studies used Classroom Action Research (CAR) and analyzing the data by describing it from notes without using statistic, it has weaknesses. They were the result that has temporary characteristic and cannot be generalized to other sample.

In previous studies, to apply Think-Pair-Share technique, researcher

⁹ Endang Kusrini, "Teaching Speaking for Senior High School Students Using Cooperative Learning Think-Pair-Share", *Jurnal Aktif* vol. XVIII, 2012, 29

¹⁰ Dinda Adinda Fatariq, Thesis: "Improving Students' Speaking Achievement Through Think-Pair-Share Technique Using Textbook", (Medan: State University Of Medan, 2013), 68

used media such as problem posted by teacher¹¹ and text book¹² because the media used in applying Think-Pair-Share Technique may vary¹³. The weakness in using problem posted by teacher was because it was not visual media that can give more stimulation for students to talk more¹⁴. In using textbook, the class atmosphere had been passive because students only read the dialog in the textbook then they had to discussing it without getting other stimulation¹⁵. Considering the weakness of using problem posted by teacher and textbook as teaching media, researcher selected flashcards in applying Think-Pair-Share technique.

Flashcards were sets of cards bearing information as word, words, or numbers, on either or both sides¹⁶. There are three types of flashcards¹⁷; words flashcards, picture flashcards, and picture with word flashcards. Words flashcards were cards which contained of a word or some words that form a sentence, command, or instruction, picture flashcards were a card with printed picture, and picture with word flashcards were flashcard with printed picture and words on it.

In term of using flashcard, researcher had reasons for choosing it.

¹¹ Endang Kusriani, “*Teaching Speaking for Senior High School...*”, 24

¹² Dinda Adinda Fatariq, “*Improving Students’ Speaking Achievement...*”, 32

¹³ Hamzah Uno, *Pembelajaran Aktif Inovatif Lingkungan Kreatif Efektif Menarik*, (Jakarta: PT. Bumi Aksara, 2011), 46

¹⁴ Azhar Arsyad, *Media Pembelajaran*, (Jakarta: PT. Raja Grafindo, 2013), 113

¹⁵ Ibid, p. 83

¹⁶ Wozniak, P.A., *Optimization of Learning*, (Poznan: University of Technology in Poznan, 1990), 55

¹⁷ John Haycraft, *An Introduction to English Language Teaching*, (England: Longman, 1978), 38

First, flashcards can stimulate students' idea, grab their attention and keep it on their mind. Second, flashcards were motivating and eye-catching. Third, flashcards were effective and applicable for any level of students. Fourth, flashcards were can be taken almost everywhere. Fifth, flashcards provided visual link between L1 and target language. Sixth, flashcards were easy to apply, and teacher can make them by him/herself. Last, flashcards can be used for practicing variety activities and games¹⁸. It can be concluded that flashcards had many advantages for using in language teaching.

Relating to the explanation above, researcher had done a study by observing students of MTs. Hasyim Asy'ari. Researcher had some reasons for choosing MTs. Hasyim Asy'ari as study setting. First, in teaching and learning process, teacher of MTs. Hasyim Asy'ari still used conventional and traditional method and based on the preliminary study, this school never applied Think Pair Share Technique in teaching and learning process. Second, the students of MTs. Hasyim Asy'ari had problem in improving speaking skill such as they needed a strategy that applicable for giving each of them the same chance to talk more in the speaking class. Moreover, the Think-Pair-Share Technique had been applicable and suitable for this school. Third, based on information from the teacher in this school, they declared that the students' speaking skill had never been measured before. Therefore, it was possible to measure the students

¹⁸ Ibid., p. 36

speaking skill after Think-Pair-Share was implemented.

Concerning the background above, researcher conducted a study entitled *The Implementation of Think Pair Share Technique Using Flashcards to Improve Students' Speaking Skill of Eighth Grade at MTs. Hasyim Asy'ari*.

B. Research Problem

This study was guided by the following question:

“Can the implementation of Think-Pair-Share using flashcard significantly improve students' speaking skill at MTs. Hasyim Asy'ari?”

C. Objective of Study

The objective of this study was to explain and to prove that Think-Pair-Share Technique using flashcards can significantly improve students' speaking skill of eighth grade at MTs. Hasyim Asy'ari.

D. Hypothesis

This study used hypotheses for analyzing the result of the study. To measure the significance in applying Think-Pair-Share Technique using flashcard, the hypothesis was:

- H₀: Student's speaking skill cannot significantly improve after Think-Pair-Share Technique using flashcards is implemented.

- H_a: Students' speaking skill can significantly improve after Think-Pair-Share Technique using flashcards is implemented.

E. Significance of Study

Referring to the objective of this study above, this study was hoped to give benefits as follows:

1. Theoretical Advantage

For the readers, the result of this study was expected to contribute knowledge and theory about the implementation of Think-Pair-Share technique using flashcards to increase students' speaking skill.

2. Practical Advantage

The result of this study was expected; to add knowledge that Think-Pair-Share technique can be teaching technique to improve students' English speaking skill, to motivate educators and teacher to do more innovation and creativity in selecting teaching technique and to enrich discourse and reference for another researcher who intends to do advance study based on the result of this study.

F. Scope and Limitation

The scope of the study was focused on the use of Think-Pair-Share technique as teaching technique by using flashcard as teaching media to improve the student's English speaking skill.

The teaching and learning process have some problems but, the researcher limits this study on English speaking skill at the eighth grade of MTs. Hasyim Asy'ari. The theme of the lesson is "What's Your Favorite Story?" and the topic of the speaking lesson used about expressing spot: "Asking for and Giving Agreement". The researcher tries to improve the students' speaking skill by applying Think-Pair-Share technique using flashcard.

G. Definition of Key Term

In order to avoid misunderstanding about this study, researcher defines the key terms as follows:

a. Implementation

Implementation is the realization of an application, or execution of a plan, idea, model, design, specification, standard, algorithm or policy¹⁹.

Implementation can also refer to a process of perform idea, policy or

¹⁹ Laudon, K., *Management Classroom: Managing the Class*, (New Jersey: Prentice Hall, 2010), 45

innovation in some practical performance to give affect, in capability reform, or value, or attitude²⁰. In this study, implementation determined as the process of stages how Think-Pair-Share Technique is applied at MTs. Hasyim Asy'ari.

b. Think-Pair-Share

Think-Pair-Share is one of cooperative learning strategy. 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 this study, Think-Pair-Share is a concept of learning that helps the students to share and discuss the material in learning speaking.

c. Flashcard

Flashcard is a set of cards bearing information, as word, words, or numbers, on either or both sides²². Another expert defines flashcard as cards sized about 8x12 cm on which words or pictures are printed or drawn²³. Flashcards consist of numbers and sentences and every teacher can make it for teaching and learning process as long as it relates to the materials²⁴. In

²⁰ Mulyasa, E., *KBK: Konsep, Karakteristik dan Implementasi*, (Bandung: Remaja Rosda Karya, 2002), 93

²¹ M. Afan, *The Effect of Think Pair Share Technique on the English Reading Achievement of the Students' Differing Achievement Motivation at Grade Eighth of SMPN 13 Mataram*, (2013) Journal Program Pascasarjana Universitas Pendidikan Ganesha Program Studi Jurusan Bahasa Inggris vol. 3, 29

²² Wozniak, P.A., *Optimization of Learning.....55*

²³ Haycraft, John op. cit., p. 38

²⁴ Azhar Arsyad, *Media Pembelajaran....., 55*

this study, flashcard refers to self-made and self-designed cards contain picture, words and expression that is used as teaching media to improve students' speaking skill.

d. Improve

Improve is the way to bring into a more desirable or excellent condition²⁵. Improve can also defined as modifying the process or procedure to increase the efficiency or increase the effectiveness of the procedures and process²⁶. In this study, improve determined as the higher quality that reached by students of MTs. Hasyim Asy'ari in their speaking skill.

e. Speaking

Speaking is sharing information or saying something about feelings, perceptions and intentions to other people²⁷. Speaking can also defined as a complex task since it involves putting the message together, communicating, and interacting with other people²⁸. In this study, speaking is a part of English lesson that is learned by the eighth grade students at MTs. Hasyim Asy'ari.

²⁵ Douglass Harper, *The Developing Strategy*, (New Jersey: Collins Publisher, 2010), 66

²⁶ John Whitmore, "The Coaching for Performance.", (<http://scribd.com/the-coaching-for-performance/> accessed on February 15th, 2015)

²⁷ K.S Folse, *The Art of Teaching Speaking.....* 39

²⁸ Lindsay C - Knights P, *Learning and Teaching English, A Course for Teacher*, (Oxford: Oxford University Press, 2006), 57