

CHAPTER 1

INTRODUCTION

1.1 Background of the Study

In the age, especially in today's era of technological sophistication, English has a very important role along with its development, English became a necessity especially supported by the existence of a free market that allows us to confront and interact with the world community, where English become the language of instruction towards the international community. In this era, language has a very important role, especially the function of language as a communication tool. English, which is currently an international language, is very important to master. English is one language that is used widely in every aspect of life such as science, education, business and entertainment.

Language has a central role in the intellectual, social, and emotional development of students and is a key determinant of success in studying all fields of study. Language has a big role for someone's thinking process. In this case language is the main thinking tool. All kinds of understanding, ideas, concepts, thoughts, and our dreams are born with language. Language also functions as a communication tool. In our communication we cannot escape the mind. It can also be said that language is both a conveyor and a mind-maker. Language is not only used to express the heart's content and human views, but also illustrates how the person interprets various realities and rearranges them and communicates to others. The better a person masters the language and the more languages he masters well. The person has a high

ability to think. The use of language is increasingly important, it is proven that language is one of the elements that support the progress of science and technology. English is a language that is commonly used in various countries as a language of communication between nations or in other words English is used as an international language.

The role of the government in facing this challenge is to make English as a subject that must be taught at the middle level and become a local content at the basic level. This aims to answer the demands of globalization that requires future competencies, one of which is the ability to communicate using English. In accordance with what the Ministry of Education and Culture said: 2013, p. 83, the curriculum was developed to develop the life of the present and the future of the nation. Based on this, it can be concluded that English is a compulsory curriculum that must be given to middle and upper students.

Realizing the importance of English in the future, learning English as early as possible must be applied in schools which is one of the efforts to improve individual competence in learning English. Given the future competition faced by other nations, the graduation of a school in addition to having productive competence must also have language competence.

The ability in speaking English becomes an essential benchmark skill in the professional world. Learning English in Junior High schools are important given other than us a preparation of globalization process but as the provision of Junior High School students to continue higher education level of the established English teaching as a lesson that must be controlled by students.

Success in learning is also determined by the presentation of material to students. In presenting lesson material the teacher is required to use the strategy or the right media, in accordance with the basic competencies discussed in teaching and learning activities. Before the research was conducted the author did not optimize the method or learning media optimally, because every speaking lesson, students feel reluctant to speak English, they are afraid to make mistakes in sharing their opinions. Operationally, during the speaking lesson the teacher explained in English and students of understanding but when the teacher asked in English they answered in Indonesian.

Based on the curriculum K – 13 for eight grade in teaching speaking students are expected to: a.) express the meaning in a transaction and monolog spoken text especially in the form of descriptive, recount, and narrative to interact with surrounding, b.) do the transaction activities for example inviting someone, accepting and declining an offer, asking for and giving opinion, praising and congratulating. In reality the students are not able to express their idea fluently. Based on the goals that have been determined, the students are expected to achieve them. However, there is a gap between the goals and the fact which happens in the classroom. The fact can be shown through the observation and the interview.

In reality the ability of the eighth grade students in MTsN 6 Tulungagung in speaking material does not meet the standard of curriculum. From the observation done by the researcher, lack of students' speaking ability is the

problem. Their motivation in speaking is low which makes them unable to say something during the speaking class. Related to the competence of the students speaking, there are some indicators which show that they do not speak accurately. TPS was chosen under the following reasons: firstly, students' speaking ability at this group was critical. Therefore, the researcher was interested in finding a solution towards the students' low motivation in speaking. Secondly, there was a problem in teaching learning of speaking especially to enhance their motivation in speaking and almost all study groups due to not varied way of teaching. Thirdly, the Think-Pair-Share had never been used in the classroom activities, especially in the teaching of speaking. Finally, the researcher is the English teacher at that group, so she wishes that it will stimulate all the teachers to improve their instructional activity to enhance students' English motivation in speaking skill. On the other hand, they are good in writing, it can be seen by the average of their score is 80.

Other indicators are shown in the classroom atmosphere. During the teaching learning process, the students are not enthusiastic and interested in joining teaching activities. Only a few students have great willingness to speak up voluntarily. They do not enjoy the lesson. When all the students speak together, it gets too noisy and they just end up chatting in their own language. Moreover when the time of teaching and learning is conducted after break time, they look tired and show low motivation to follow the teaching and learning process. For instance when the teacher asks them to come forward to have speaking practice with their friends, they refuse it.

Besides, the other factors causing the low speaking proficiency are they learn through students' worksheet (LKS) which contains many kinds of task, list of vocabulary and several goals contained in the first page and the technique used by the teacher. During the speaking lesson, the teacher asks students to do the exercise in the worksheet (LKS). They just rely on the task in the worksheet. Sometimes they just cheat other students' answer and copy it. If there is a dialogue, the teacher asks them to complete it and read it in front of the class. This technique cannot enhance their speaking ability.

Based on the fact, the classroom teacher and the writer would like to improve their ability in speaking by conducting an action research by using Think-Pair-Share (TPS) strategy. One teaching strategy that can be applied by teachers to overcome the above problems and be able to create an active and not boring learning atmosphere is the Think-Pair-Share (TPS) type cooperative learning model. The Think-Pair-Share (TPS) type cooperative learning model gives students time to think, answer, respond and help each other. Muslimin in Ghiffard (2009) says that "The steps of Think-Pair-Share are three, namely thinking, pairing, and sharing." Through this method the presentation of teaching materials is no longer boring because students are given time to discuss solving a problem or problem together with their partner so that both smart students and less intelligent students both benefit from this learning activity. So during the teaching and learning process all students are expected to be active because in the end each student in pairs must share the results of the discussion in front of the class with other friends. The Think-

Pair-Share (TPS) method was developed to improve students' understanding of organization. This is as stated by Arends (1997) that "Think-share-share and Numbered heads together, described here, are two examples of structures that can be used to teach academic content".

Many advantages of TPS strategy can overcome the motivation and their speaking problems. The cooperative learning in this strategy gives students a natural opportunity to work together and communicate using English with each other. Furthermore, by cooperative learning, they practice the learned linguistic knowledge in a meaningful context. Based on the background above, the writer chooses to enhance their motivation and speaking ability by using Think-Pair-Share strategy of the eighth year students of MTsN 6 Tulungagung academic year 2018/2019

1.2 Problem Identification

There are several factors that might cause the condition of students to be less active during learning activities, especially English. Some factors that are intended include:

- a. Low student interest and motivation,
- b. Learning strategy used are less interesting,
- c. Paradigm of attitudes and behavior of teachers towards learning activities are needs to be revised.

1.3 Formulation of The Problem

Based on the background above, the problem can be formulated as follows:

“How can Think-Pair-Share strategy improve English motivation and their speaking skills in eighth grade students of Islamic Junior High School District 2018/2019 Academic Year?”

1.4 Significance of the study

All the research has their function. It is expected that this study will give contribution to:

1.4.1 The students

The results of speaking test informed to the students are useful as the information to know their ability in speaking ability. Thus, it can encourage the students to practice as often as possible in order to enhance their speaking ability.

1.4.2 The English teacher

This research results can hopefully be useful for English teacher as an input to improve the students' motivation and their speaking ability by applying Think-Pair-Share (TPS) strategy in teaching.

1.4.3 The writer

This study is an important research because this research gives some experiences to the writer. This study offers a good way to improve the students' motivation and their speaking ability using Think-Pair-Share (TPS) strategy.

1.4.4. The other researchers

Especially for the English teachers who have the same problem of students' motivation and their speaking ability can use this research's result as a reference in the same area.

1.5 Scope and Limitation

Based on the various aspects that influence the student's achievement in learning English, the writer tries to give limitation by conducting a research on "the effectiveness think – pair – share strategy to improve students' motivation and their speaking ability at MTsN 6 Tulungagung.

1.6 Definition of the key terms

It is necessary to define the important key term in order to avoid misinterpretation of the readers in understanding, the idea presented in this study are:

1. Think – Pair – Share is a strategy in language learning which is consist of four cycles, those are planning, implementing, observing and reflecting
2. Students' motivation is students' intention, braveness in speaking English to share their idea in front of the class without afraid of making mistake.
3. Speaking ability is how to perform their competence in speaking English by paying attention in pronunciation, grammar, fluency, vocabulary and comprehension.