

## **CHAPTER II**

### **REVIEW OF RELATED THEORIES**

#### **1. The Importance of Speaking Skill**

Language is considered as both tool of communication (Harmer,1991) and a means of transferring knowledge (Nahapiet and Ghoshal, 1998). At present the development spread of knowledge and science which in English demand people to be able to use English. Thus, it needs to be learnt. In Indonesia, to fulfill this challenge, it has been learned since junior High School (Curiculum, 2013). The teaching learning activities mostly purpose to memorize vocabulary, study grammar and speaking text. This focuses in learning rules of the English language rather than for communication (Sawir, 2005). As foreign language, English – in Indonesia – teaching learning activities mostly occurs in the classroom, it is different with our neighboring countries, Singapore and Malaysia, English is a second language and uses as daily interaction (Sulistyo, 2016).

Language is also a tool for communication. We communicate with others, to express our ideas, and to know other's ideas as well. Communication takes place, where there is speech. Without speech we cannot communicate with one another. The important of speaking skills, hence is enormous for learners of any language. We use language in variety of situations. People at their work place, i.e. researcher working either in a medical laboratory or in language laboratory, are supposed to speak correctly and effectively in-order to

communicate well with one another. Any gaps in communication result in misunderstandings and problems.

As international language, English is also considered as an important language to be learned. Many people want to build their speaking skill and make sure their children have good English speaking. Absolutely, students have to produce and interact the language in any aspects of their daily communication. It is because not sufficient for students to learn only words, phrase and grammatical features if they want to improve their skill.

While reading and listening are considered to be the two receptive skills in language learning and use, writing and speaking are the other productive skills necessary to be integrated in the development of effective communication. Of all the four macro English skills, speaking seems to be the most important skill require for communication (Zaremba, 2006). To answer the problem in increasing speaking ability in the classroom activity, it is need to apply such as a strategy to over the case.

One of the most important goals of teachers is to enable learners to use English for communication. According to many theories, speaking skill can be improved by games, role play, etc. Evidence shows that speaking should incorporate activities in a group work (Oradee, 2012) there are some types of speaking performance that can help students improve speaking skill (Brown, 2007) one of them is :

- Transactional Dialogue

It is used to convey a message or exchange the information. In addition, it is utilized to elaborate a concept or to manifest the purpose of something. Learners should participate in conversation (Brown, 2007).

Indonesian government stated that the quality of national education has to be improved by increasing the quality of the students, teachers, curriculum, facilities, and school management for facing globalization era. (Muslich, 2007)

## **2. Students' Motivation**

A key factor that can explain the success and failure in any difficulty activity is motivation. Someone is motivated will reach success in a task due to the fact, and everybody knows it. With the right motivation, a learner will be successful easily in learning second or foreign language.

There are many factors affecting English language and teaching process (Haley, 2010), the activities in the classroom (ELT) based on, the students levels and also social background of the students (Martinez-lage, 1997). The strategy of the teacher in the classroom will have effect to the effectiveness of the learning process among students. Combs (1965) stated that teacher has important role in the classroom that can promote the students in positive energy in learning (Soureshjani & Naseri. 2011), among effective factors (FL.L2), motivation plays an important role in education in learning foreign or second language. Dornyei and Ushioda (2011) explain that motivation is “what moves a person to make certain choices, to engage in action, to expend effort and persist in action”(p.3) it means that motivation as a

main direction in teaching learning that has influence to student's success. The success of students in the learning process is determined by the seriousness and desire and high motivation so that effective and efficient learning is formed (Ely,1986;Gardner, 2000).

Motivation is referred as a combination of the desires to learn the language, positive attitudes to learning the language, and the effort invested in learning (Gardner, 1985). Although, language attitude and language learning motivation are believed to be the main predictors of success and failure in language acquisition (Gardner, 1985), there are numerous other factors affecting foreign language learning performance and success. Rosansky (1975) emphasized the importance of interaction among affective and cognitive factors in the language reception process and mentioned about the impossibility of separating these factors in a meaningful way.

Motivation is a determining factor in influencing success and failure in learning activities (Ellis,1997) We know that success in a task is due to the fact that someone is motivated. To state that a learner will be success in foreign language learning with the right motivation is easy. Such claims supported by numerous studies and experiments in human learning. But there did not state detailed understanding about what motivation is and what the sub components of motivation are. All learners, teachers, material developers, and researchers agree that motivation is an important part of mastering a foreign language.

Dörnyei (1998 as cited in Pourhosein Gilakjani, Leong, & Saburi, 2012) defined the terms intrinsic and extrinsic motivation. Intrinsic motivation

refers to the motivation to engage in an activity because that activity is enjoyable to do. Extrinsic motivation refers to the actions that are performed to get some instrumental aims like earning a reward or stopping a punishment. Brown (2000) indicates the relationship between these two kinds of motivation. As extrinsic motivation may turn out to be integrative motivation if someone else wants the L2 learner to know the L2 for integrative purposes; extrinsic motivation may turn out to be instrumental motivation if an external power wishes the L2 learner to learn the L2 language. From the description we can say that all of these motivations are important in language learning. They encourage each other.

### **3. The Procedure of Think-Pair-Share Strategy**

There is a great deal of versions of doing Think – Pair – Share strategy. However, all of the versions have the same core that is giving students' time to think discuss with their pairs, and share the ideas to the class.

According to Lyman (in Arends, 1997) he proposed three steps, namely, thinking, pairing and sharing. In the thinking step the teacher poses a question or issues associated with the lesson and ask students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking or walking about is not part of thinking time.

In the pairing step the teacher asks students to pair off and discuss what they have been thinking about. Interacting during this period could be sharing answer if a question is posed or sharing ideas if a specific issue is identified. Normally, teachers would allow no more than 4 or 5 minutes for pairing.

And also in pairing step, the teacher asked the pairs to share with the whole class what they have been talking about. It is effective to simply a way to go around to pair and continue until about a fourth or a half pair to pair have had a chance to report.

Another set of procedure or step of conducting Think-Pair-Share strategy is taken from Instructional Strategy Online (2004) as follow. First, with students seated in team of 4, the teacher has them number from 1 to 4. Second, the teacher announces a discussion topic or problem to solve, and give the students at least 10 second of think time of they own answer, then using students' number, the teacher announces discussion partner. For example: for this discussion, students 1 and 2 will be partners. At the same time, students 3 and 4 will talk over their ideas. After that, the students are asked to pair with their partner to discuss the topic or solution. Finally, the teacher randomly calls on a few students to share their ideas with the class.

Teacher vision (on line, 2007) proposes the following as the procedures or steps of conducting Think-Pair-Share strategy. First, teacher poses a problem or asks an open ended question to which they are may be a variety of answers.

After that, teacher gives students' think-time' and direct them to think about the question, then following the 'pair-time' students turn to face their learning partner, and work together, sharing ideas, discussing, clarifying and challenging. Lastly, the pair then shares the ideas with another pair or with the

whole class. It is important that students need to be able to share their partner's ideas as well as their own.

This research utilizes Think-Pair-Share strategy proposed by Lyman (in Arend, 1997) and modifies the procedure from all of version above. In essence, there are three main activities in this strategy that is giving students time to think, discussing with their pairs, and sharing the ideas to the class. A complete procedure using Think-Pair-Share strategy is elaborated in table 3.1.

#### **4. The Advantages of Think-Pair-Share strategy**

There are a number of advantages of employing Think-Pair-Share strategy in language learning. According to Lyman and Arend (1997), the Think-Pair-Share is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations or discussion need to be held in while-group setting.

Furthermore, Teacher Vision (online, 2007) state some advantages of Think-Pair-Share strategy from some experts. Pressly (1992) stated that in Think-Pair-Strategy student need many opportunities to talk in a linguistically rich environment. Researchers have found that students' learning is enhanced when they have many opportunities to elaborate the ideas through talk. According to Cobb et al (1991) in sharing their ideas, students take ownership of their learning and negotiate meaning rather than rely solely on the teacher's authority. According to Pimm (1987) Think-Pair-Share strategy increases the kind of personal communications that are necessary for students to internally process, organize and retain ideas.

Besides, the strategy also embraces to following advantage. First, provide “think-time” increase quality of students’ responses. Second, student become actively involved in thinking about the concepts presented in the lesson. Third, research tell that we need time mentally ”chew over” news idea in order to store them in memory; when teacher present too much information all at once, much that information is lost. If we give student time to “Think-Pair-Share” throughout the lesson, more of the critical information is retained. Next, when students talk over new ideas, they are force to make sense of those new ideas in term of their prior knowledge. Their misunderstanding about the topic are often revealed and resolved during this discussion stage and then students are more willing to participate since they don’t feel the peer pressure involved in responding in front of the whole class. After that, Think-Pair-Share is easy to use on the spur of the moment, and finally, easy to use in large classes (Instructional Strategy Online, 2007),

Think-pair-Share strategy is commonly used Cooperative Learning strategy that exemplifies clearly how Cooperative Learning differs from the occasional use of group work in classrooms. Eazhull.org.uk (2007) also states some advantage of Think-Pair-Share strategy that the closely related to the characteristic of Cooperative Learning. They are as follows. First, positive interdependence, it means students are able to learn from each other. Then, individual accountability means that students are accountable each other for sharing ideas. The students may also be required to share their partner’s ideas to another pair or whole group. Next, equal participation means that each

student with the group has an equal opportunity to share. However, it is possible that one student may try to dominate. The teacher should check so this does not happen. Finally, simultaneous interaction is high degrees of interaction. At any one moment all of the students will be actively engaged in purposeful speaking and listening. Compare this with the usual practice of teacher questioning where only one or two students would be actively engaged.

There are many strategies that can be used to enhance motivation in teaching learning, one of them is TPS. Think-Pair-Share (TPS) is one of the techniques used in effective learning activities, because TPS is cooperative learning that aims to bridge previous knowledge in solving a problem (Nasr. 2003) TPS was chosen because it has several advantages. (1) Students are divided into groups consisting of 2-3 students with the aim to train children to collaborate in order to build independence and responsibility in thinking, after the children first learn individually. (2) Practice to determine the most appropriate solution by communicating their ideas and practicing to share their opinions. (3) Train students to dare to express opinions from the results of their discussions in front of their friends in groups (training in compactness). Tighe and Lyman (1988) stated that this technique they learn to adapt with the rule and also learn as individually (by thinking), as partner (by collaboration) and as a group (by sharing with their classmate). This technique encourages the students active and interactive to get feedback. Sampsel (2013) and Tyminski (2010) stated that learning that applies think-Pair-Share (TPS) will stimulate learning to be active and very effective and is a learning technique that is often

used in cooperative learning. Teacher as guided person has important role here. This was confirmed by Maruli (2014) which wrote that: several important factors in improving student achievement are teachers; the quality of a teacher becomes the most important factor that represents the school, then the other determining factor is the background of the students themselves. Ideally, junior high school students are already familiar with English because they have learned for 6 years but in reality they still have problems in interacting using English, especially the low motivation that is in them. Even they have enough in vocabularies and also grammar

The other advantages of employing Think – Pair – Share . according to Lyman in Arend (1997) Think- Pair – Share is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations or discussion need to be held in while – group setting.

The fact that, MTsN 6 Tulungagung, is located in a marginal area. Even though the school does not have proper facilities, such as audio, language laboratory but they have good ability in writing, it can be seen by the average of their test writing in the first period exam is 81, 294. They have low motivation in speaking. They have some obstacles in speaking, such as: afraid of making mistake, cannot pronounce well, have difficulty in constructing a sentence, they are not brief to speak up. This purpose of this research is to improve their speaking ability problem and their motivation.

Dealing with it, the think-pair-share strategy also has been effectively implemented in teaching reading comprehension to the eight grade students at

SMPN 1 Wagir, Malang (2013) conducted by Pribadi. Based on his research, he stated in his conclusion that this strategy has effective to improve the students reading comprehension. The others study who conducted by Abdurrahman (2015), Apriani (2016), Fauzi (2017) also have same conclusion that to improve students language skill significantly, this strategy has effective rule in cooperative learning. By working group the students will learn to think critically, creative and active engaging in the discussion. And also it can promote their communicative skill. All of the studies are focused on the language skills, they didn't observe in the students' motivation. This study will observe the students' motivation during using the Think-Pair-Share strategy in improving the students' speaking ability.