

CHAPTER I

INTRODUCTION

A. Background of the Study

In the English learning process there are four skills that must be mastered, such as listening, speaking, reading and writing. Speaking is one of four skills that have an important in language learning because without speaking skill in the learning process will be dumb. Speaking skills is affected by many elements in the learning process. It elements are caused by pronunciation, grammar, vocabulary, comprehension and fluency.¹ As an English teacher should pay attention these elements in teaching speaking skill because it is important to determine student's ability when they practice English speaking. In this learning process, the teacher has to make the students more active and interactive without making them bored.

As we know that many students do not like learning monotonous. As a teacher should have a solution to get a learning goal. The teachers can try some good learning models to teach the students that can support teaching and learning of English. There are many methods and techniques of teaching that available to help teachers and learners in teaching and learning activities. From using a technique or methods that teacher applied

¹David P. Haris, *Testing English as a Second Language*, (Washington DC: Georgetown University, 1969), p. 81

to teach the students, it has purpose to make them not bored in the learning process. The teacher can achieve learning goal of the students through the methods, techniques or strategies used by teachers. It can be applied in teaching speaking skill classroom.

Teaching speaking skill should be oriented to make the students enable to speak English in different situations and genres. A teacher should select the matching technique or method to teach speaking. The teacher can use a technique or method to make students easier to understand the material and not make them bored, because when the students are bored, it will be very difficult to understand the material that explained by the teacher.

According to the Hadith:

حَدَّثَنَا مُحَمَّدُ بْنُ بَشَّارٍ قَالَ حَدَّثَنَا يَحْيَى بْنُ سَعِيدٍ قَالَ حَدَّثَنَا شُعْبَةُ قَالَ حَدَّثَنِي أَبُو التَّيَّاحِ عَنْ أَنَسِ بْنِ مَالِكٍ عَنِ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ يَسِّرُوا وَلَا تُعَسِّرُوا وَبَشِّرُوا وَلَا تُنْفِرُوا (أخرجه البخاري)²

Has told us Muhammad bin Basysyar said, have told us Yahya bin Sa'id said, have told us Shu'bah have told me Abu At Tayyah of Anas bin Malik, the prophet Muhammad (peace and blessing of Allah by upon for him) said: Make it easy and don't make it difficult to them, and give them happy thing and don't make them run away. (HR. Bukhari)³

²Abu Hasan Nuruddin Muhammad bin Abdul Hadi, *Shohih Bukhari*, (Beirut: Darul Kutub al Alamiyah, Jilid 1, 1971), p. 42

³Ahmadie Thaha, *Terjemahan Shohih Bukhari*, (Jakarta: Pustaka Panjimas, Jilid 1, 1986), p. 89

Above the Hadith, it is known that the people should make learning easy to someone who will study. As a teacher can take a lesson from those Hadith that someone can't make their students difficult in learning process, but make them easy and feel happy in the learning process. One of them can use the technique to make easy in the learning process.

One of the techniques that can be used by teacher is Think Pair Share (TPS) technique. TPS is one of types of cooperative learning that can do in a small group. The technique can facilitate students to understand the material, because they can discuss with their friends. TPS technique first time introduced by Frank Lyman, he stated that TPS is a role which effective to make variation of discussion class.⁴ In the learning speaking by using TPS technique is effective also makes students more active and interactive especially in teaching descriptive text, because they can discuss and share their own idea to other students.

The researcher has some reasons in choosing this technique as follows:

1. Teaching speaking by using TPS technique can make students more active and interactive in the learning process especially in descriptive text.
2. TPS technique makes students understand the lesson easily.

⁴Trianto, *Mendesain Model Pembelajaran Inovatif-Progresif: Konsep, Landasan, dan Implementasinya Pada Kurikulum Tingkat Satuan Pendidikan (KTSP)*, (Jakarta: Kencana, 2009), p. 81

3. TPS technique can make students more active and interactive in the class.
4. Students can get and exchange information to another one.

Based on the reasons the researcher wants to conduct an experiment in teaching speaking entitled: “The Effectiveness of Using Think Pair Share Technique to teach Students’ Speaking Skill of Descriptive Text among the second year students’ of MA Sunan Kalijaga Bawang Batang”.

B. Reason for Choosing the Topic

The researcher chooses this topic due to the following reasons:

1. Speaking skill is one of the important English components that have to be mastered by English learners.
2. Some English learners faced difficulties to master speaking skill. They felt difficult to understand the material because of lacking technique of learning.
3. Using a technique, especially Think Pair Share (TPS) technique, will offer a different learning situation by increasing students’ interest to the lesson.
4. The teacher explains the material by classical ways, such as explaining in front of class, then asking students to answer questions. It makes students bored and difficult to understand the material.

5. The researcher wants to know the effectiveness of using think pair share technique as a technique to teach speaking in the tenth grade at MA Sunan Kalijaga Bawang in the academic year of 2015/2016.

C. Research Question

This study attempted to answer the following questions: How is the effectiveness of using Think Pair Share technique to teach students' speaking skill of descriptive text at the tenth grade of MA Sunan Kalijaga Bawang Batang the academic year of 2015/2016?

D. Objective of the Research

The objective of the research is to find out the effectiveness by using think pair share technique to teach students' speaking skill of descriptive text at tenth grade of MA Sunan Kalijaga Bawang Batang the academic year of 2015/2016.

E. Significance of The Study

The result of the study is expected to be able to give the following benefits for:

1. For English Teacher

In this research, the researcher hopefully can give a reference to select suitable English teaching in order to be aware of the importance of technique in teaching English speaking.

2. For Students

For the students, it can also be used to improve and develop their abilities in speaking English. Because it will be give them a lot of new experiences in order that they will be more active and interactive in the English speaking class.

3. For Reader

For reader, the result of this research can enrich knowledge about the effectiveness of using think pair share technique to teach students' speaking skill of descriptive text.

F. Limitation of the Study

The limitation of this study can be described as follow:

1. This is an experimental study about the effectiveness of using Think Pair Share Technique to teach students' speaking skill.
2. The object of this research is just the tenth grade of MA Sunan Kalijaga Bawang Batang in the academic years of 2015/2016.
3. It only focuses on teaching English speaking skill of descriptive text.
4. This study only focuses on researching whether Think Pair Share Technique is effective to teach students' speaking skill among the second year of MA Sunan Kalijaga Bawang Batang.