CHAPTER II
REVIEW OF RELATED LITERATURE

A. Theoretical Review

1. Think Pair Share Technique

a. Definition of Think Pair Share Technique

In the 21th century many kinds of learning that can be applied to the students. Students can get from the professional teachers who can choose some kinds of learning. It also can help student to improve their skill easily. There are many kinds of learning available now which can make students more interactive and active in the class. Students can more interactive and active with use some techniques, methods or strategies in the learning process, which can be easy to understanding the material which teacher explained.

One of kinds of learning that can be used teacher in the class is with using technique of learning that suitable with the material and skill of the students. The teacher can use the technique of learning to the students that can easier to receive and practice what the teacher wants. The technique of learning can apply based on their level or ability, so they are not confused when the teacher applies a technique to them.

Technique is a specific activity manifested in classroom that is consistent with a method and therefore in harmony with an approach as well.[1] From the technique which is applied the teacher in the learning process, teacher hopes that students will be understand about the material that teacher explains can be active and interactive. In the delivery of materials, teacher can use several types of learning techniques. One of them is cooperative learning.

Cooperative learning is learning that the students are not only developed their individual capabilities, but also need the help of other students too. As Richard and Rodger stated "in cooperative learning, each student is responsible not only for improving his or her own understanding of the given material but also for helping other students or group members achieve it."[2] In a cooperative learning, students can add their insights because they can directly exchange ideas or information with their group. It can increase familiarity in their class. In addition, they can solve the problem with his friends rather than working alone. It is one of the positive values

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[1] H. Douglas Brown, *Teaching by Principles (An Interactive Approach to Language Pedagogy)*, (San Francisco State University: 2001), 2nd Ed., p. 14.

[2] J. C. Richard and T. S. Rodgers, *Approaches and Methods in Language Teaching*, (Cambridge: Cambridge University Press, 2001), p. 244.

of cooperative learning. As Steven and Slavin said "the effects learning are positive for increased academic achievement. Result indicates that cooperative learning experience promote higher achievement and greater retention than do individualistic learning experience for all students.[3] Cooperative learning also can make student easier to do assignment from their teacher because students can share own idea or discuss together.

There are four basic in cooperative learning.[4] First, positive independence places students on the same side, so a gain for one is associated with a gain for another and students can't be succeed alone. Further, no help was necessary. Second, individual accountability – occurs when all students in a group are held accountable for doing a share of the work and for mastery of the material to be learned. Third, equal participation - occurs when each member of the group is equal shares of responsibility and input. The last is interaction – occurs when the class time is designed to allow student interactions during the period.

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[3] R. J. Stevens and R. E. Slavin, *The Cooperative Elementary School Effects on Students' Achievement, Attitudes, and Social Relations,* (American Educational Research Journal, 32, 321-351, 1995)

[4] http://www.kaganonline.com/ accessed on November 15th 2015 at 19.00 pm

There are many types of cooperative learning, those are:[5]

a. Jigsaw

The students divided into groups. Every groups consist of five students. Every member of groups are assigned a different materials to learn and then teach to their group.

b. Think pair share

There are three steps in TPS. The first step is individuals think silently about a question that given by the instructor. The next step is pair up and exchange thoughts. In the last step, the pairs share their responses with other pairs, other teams or the entire groups.

c. Three-step interview

The first step, the teacher conveys a topic that can make some opini. Then, the students to pair up and to play as a informant and interviewer. The last step is to present.

d. Three-minute review

Teacher divided the students into groups. Every groups have three minutes to review about the teacher

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[5] S. Kagan, *Cooperative Learning, (San Clemete, CA: Kagan Publishing, 1994)*, p. 30

has been said and asks the students to clarify the question and answer.

As a teacher can choose some techniques to teach students that can support and match in the learning process. There are many techniques that can make students more interactive and active in the class. One of the techniques is think pair share (TPS) techniques, it can make students to be brave share their idea/thought and information to their friends. This technique is one of types of cooperative learning which can help students to be brave in the deliver their idea to others. TPS is a cooperative learning technique that encourages individual participation and applicable across all grade levels and class sizes. TPS is a cooperative learning strategy which allows students to think about a question, idea, issue or notion, and share their thoughts with partners before discussion in a small group.[6]

TPS is a type of cooperative is designed to influence the interaction patterns of learner. TPS evolved from research cooperative learning and waiting time. In the first time TPS developed by Frank Lyman and his colleagues in University of Maryland accordance quoted Arends (1997), states that think pair share an effective

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[6] *http://www.learnnc.org/lp/editions/linguafolio/5794* accessed on November 07th 2015 at 20.53 pm

way to create an atmosphere variation pattern class discussion. Assuming that all discussions require settings to control the class as a whole, and the procedures used to think pair share can give learners more time to think, to respond and help each other.[7]

In cooperative learning TPS, teacher can compare debriefing with the entire group use the steps as follows:

1) Think

Teachers ask a question or problem associating with the lesson and ask students to use a few minutes to think his answers or problems. Students need of explanation that talking or doing not the thinking part. Students think independently about the question that has been posed, forming idea of their own.

2) Pair

The teacher asks the students to pair up and discuss what they have acquired. Interaction during the time supplied can unite answer if a question filed or that define the notion especially a problem specifically identified. Students can use the language freely and express their opinions and thoughts with their friends without any restriction. It is not difficult to get the impression that fluency can be improved only during

[7] Trianto, Mendesain *Model Pembelajaran Inovatif-Progresif: Konsep , Landasan dan Implementasinya pada Kurikulum Tingkat Satuan Pendidikan (KTSP)..,,* 61

constant speaking practice in the atmosphere of independence and in the state of relaxation. Therefore, it is the best way to make students collaborating and having conversation indirectly in completing the task. Normally the teacher to give no more and the 4 and 5 minutes for pairs

3) Share

In the final step, the teacher asks the couple to share with the whole class that has them talk. This effective done by walking around the room and couple to couple and continued until about most couples have the opportunity to report.[8] Then perform group to present the result.

According to Cooper, there are five application of think pair share technique:

1) Explain technique to students

Before beginning the lesson, the teacher explains the Think Pair Share technique: Students will have partners with whom they will exchange ideas during the lesson, whenever the teacher signals them to do.

2) From partnership

The teacher forms partnerships, using a simple pairing scheme. For example, having students count off in

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[8] Trianto, Mendesain *Model Pembelajaran Inovatif-Progresif: Konsep , Landasan dan Implementasinya pada Kurikulum Tingkat Satuan Pendidikan (KTSP)..,*, p. 82

duplicate – 1,1; 2,2; 3,3; 4,4; and so on. If necessary the last group may be a three or the teacher may take partner.

3) Pose question; direct to "think"

At appropriate points during the lesson, the teacher poses a question and calls for a short "think-time," perhaps ten seconds or more, depending on the nature of the question. During this think-time, students must remain silent, forming their own answers.

4) Signal "share"

At a signal, usually just a word "share" or the sounding of a timer's bell, students turn to their partners and exchange answers, spending a minute to explain their thinking a resolve differences.

5) Pairs report

At the end of share-time, the teacher asks a pair to report.[9]

From this explanation, it is make easy to students to get the point from the material that teacher explains because they can discuss with other friends about the material and after that students can share it.

[9] James. M. Copper, *Classroom Teaching Skills*, (Boston : Houghton,1998), p. 264

b. Advantages and disadvantages of think pair share technique

According to Lie, think pair share has several advantages and disadvantages, there are:

1) Advantages of think pair share technique

    a. TPS can increase active participation of learners.

    b. It is suitable for simple task.

    c. More opportunities for the contribution of each member of the group.

    d. Interaction easier.

    a. Giving many times the students to think, answer and also help another one.

    b. A student can study from the other students and share own idea to discuss before perform in front of class

    c. Students can develop the thinking skills[10]

2) Disadvantages of think pair share technique

    a. Many groups are reported and need to be monitored.

    b. If there is a dispute, there is no mediator.

    c. Many groups.[11]

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[10] Risman Sikumbang, *Model dan Metode Pembelajaran Kreatof dan Berkarakter*. (Bogor: Penerbit Ghalia Indonesia, 2014), p. 201

[11] Risman Sikumbang, *Model dan Metode Pembelajaran Kreatof dan Berkarakter*..,, p. 202

There are many advantages in TPS technique. It can make students more active and interactive in the classrom. They can increase their skill by using TPS technique especially in the speaking skill because the students has many opportunitis to convey their idea to others.

2. Speaking Skill

a. Definition of speaking

In the English learning there are four skills, those are listening, speaking, reading and writing skill. The fourth skill is divided into two categories those are receptive and productive skill. Speaking skill included productive skill besides writing skill. Speaking and writing are both forms of communication that use the medium of language, but they do so differently. From this point of view, speech can be describes as temporal, immediate and sequential.[12]

Speaking is the verbal use of language to communicate with others.[13] It is make people easier to understand what they meant. People talk to each other in the main for a purpose, such as requesting and giving information, reporting what they have done, discussing

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[12] Peter Knapp and Megan Watkins, *Genre, Text, Grammar; Technologies for Teaching and Assessing Writing*, p.15

[13] Glenn Fulcher, *Testing Second Language Speaking,* (Britain: Pearson Education Limited, 2003), p.23

future action and express their idea. Jo McDonough and Christopher Shaw add the purpose of speaking is to share idea or meaning, they state, "This may involve expressing ideas and opinions; expressing a wish or a desire to do something negotiating and/or solving particular problem; or establishing and maintaining social relationship and friendship."[14]

b. **Elements of speaking**

Speaking should learn to students to speak the second language by interacting to others. In this case, students should master several speaking elements', such as; pronunciation, grammar, vocabulary, fluency and comprehension. This is hardly surprising when one considers everything that is involved when speaking ideas, what to say, language, how to use grammar and vocabulary, pronunciation as well as listening to and reacting to the person that communicating with.[15] There are five elements of speaking skill:

1) Pronunciation

Pronunciation is the way for students' to produce clearer language when they speak. Pronunciation is

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[14] Jo McDonough and Christopher Shaw, *Materials and Methods in ELT: a teacher's guide*, (United Kingdom: Blackwell Publishing, 2003), 2nd Ed., p.157

[15] Lucy Pollard, *Teaching English*, (London: Lucy Pollard Copyright, 2008), p. 33

an essential aspect of learning to speak a foreign language. If a student does not pronounce a word correctly, it can be very difficult to understand him/her. On the other hand, if students make grammatical mistake e.g. in a verb tense, the listener still an idea of what is being said.[16]

2) Grammar

Grammar is the rules for forming the words and making the sentences.[17] Grammar is not only about forming words to be sentences but also tells that a word can be a sentence in certain situation.

3) Vocabulary

Vocabulary can be defined as single words, easily translatable from one language to another.[18] Vocabulary is the first modal for people to speak. Vocabulary means all the words with meaning that all people know and use.[19]

4) Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking skill is

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[16] Lucy Pollard, *Teaching English...*, p. 65

[17] Victoria Bull, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 1995), p. 193

[18] Norbert Pachler and Ana Redondo, *A Practical Guide to Teaching Modern Foreign Languages in the Secondary School,*(New York: Rouletge, 2007), p. 23

[19] Victoria Bull, *Oxford Advanced Learner's Dictionary...*, p.494

the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and "ums" or "ers".[20] Fluency means being be able to speak your idea without need too much time to think.

5) Comprehension

Comprehension for oral communication, comprehension certainly requires a subject to respond to the speech as well as to initiate it.

There are some attributes that can get better in speaking skill:

1) Body language: includes proper posture, standing confidently not learning against a podium and using our hands appropriately when speak. Speaker should refrain from looking disinterested or even terrified while they deliver their speech.

2) Articulation: speaking clearly. Own our words to make your point. Don't use slang, except to make a point. You should also be mindful to not repeatedly say, "You know…" or "Umm…"

3) Pitch: the highs and lows of our voice.

4) Speed: the pace at which the speaker speak.

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[20] H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy*, 2nd Ed..,,, p. 4

5) Volume: loudness. Project our voice so that even those in the last row can hear when will be using a microphone, practice beforehand so that you know what volume is right. When delivering our speech, raise our volume to emphasize a point.[21]

So speaking is oral communication which has some elements like pronunciation, grammar, vocabulary, fluency and comprehension. Speaking also can express and share our idea to other people, because it always used to communicate by human being.

c. **Teaching speaking**

Teaching English as a foreign language sometimes make the teachers realize that transferring knowledge to the students is not easy. A good teacher will not surrender, if the students are bored with the lesson. They must make the students to speak English in the classroom. According to Nunan, teaching speaking is teaching learners to produce the English speech sounds and sound patterns, make them are able to select appropriate words and sentences according to the proper social setting, audience, situation and subject matter.[22] In

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[21] Nancy Claxton, *Using Deliberative Techniques in the English as a Foreign Language Classroom, A Manual for Teachers of Advanced Level Students,* (USA: IDEBATE Press Books, 2008), p. 18

[22] Muhammad Ahbab, *Teaching and Learning Process of Speaking Skill,* (Semarang: IAIN Walisongo Press, 2011).

the learning process the position of teacher is as a facilitator.

The teachers as a facilitator in the learning process also as controller, prompter, participant, resource and also tutor. As controller, teacher can control and manage the student activity as well as possible. As a prompter, teacher may be able to help the students and the activity to progress by offering discrete suggestion. If this can be done supportively without disrupting the discussion, or forcing students out of role, it will stop the frustration. Teacher as participant should be good animator when asking students to produce language. Sometimes this can be achieved by setting up an activity clearly and enthusiasm, also generally maintain a creative atmosphere. As a resource and tutor, teacher should take over the material. And teacher as controller should take over the situation in a class. He has to able to control students' activities in class.[23]

Teacher has to make the students active and interactive in the learning process, they can be brave to share their idea to other friends. The teachers can give activities that make the students active in the learning

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[23] Husnut Tahhari, *The Effectiveness of Brain Gym Method to Improve Teaching English Speaking,* (Semarang: IAIN Walisongo Press, 2010).

process. Harmer states that there are three main reasons for getting students to speak in classroom:

1) Speaking activities can provide rehearsal opportunities chances to practice real life speaking in the safety of the classroom.

2) Speaking task in which students try to use any or all of the languages they know to provide feedback for both teacher and student. Everyone can see how well they are doing; both how successful they are, and also what language problem they are experiencing.

3) The more students have opportunities to activate the various brains, the more automatic they use of these elements become. As a result, students gradually become autonomous language users. This means that they will be able to use words and phrases fluently without very much conscious thought.[24]

3. Genre

Genre is the type of text that is influenced by social function, not a variety of traditional literature.[25] Genre is used to refer to particular text-types, not to traditional varieties of literature. It is a type or kind of text defined in terms of its

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[24] Jeremy Harmer, *How to Teach English*, (England: Pearson, 2007), p.123

[25] Alexander Mongot Jaya, *English Revolution, Fifth Edition,* (Jepara: Mawas Press, 2012), p. 3

social purposes; also the level of context dealing with social purpose.[26]

There are many kinds of genre:

1) Spoof

Spoof is genre which has social function to retell an event with a humorous twist.[27]

2) Recount

Recount is genre which has social function to retell event for the purpose of informing or entertaining.[28]

3) Report

Report is a genre which has social function to present factual information about a class of things, usually by classifying describe the way things are, with reference to a range of natural, man-made and social phenomenon in our environment. According Ken reported to present factual information about a class of things, usually by classifying.

4) Analytical Exposition

Analytical exposition is a genre which has social function to persuade the reader or listener that something is the care.[29]

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[26] Mark Anderson and Kathy Anderson, *Text Types in English*, (South Yarra: Macmillan Education Australia, 1997), p. 1.

[27] Linda Gerrot and Peter Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook..,*, p. 192

[28] Linda Gerrot and Peter Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook..,*, p. 194

5) News Item

News item is a genre which has social function to inform the readers, listeners or viewer about events of the day which are considered newsworthy or important.[30]

6) Anecdote

Anecdote is a genre which has social function to share with others an account of an unusual or amusing incident.[31]

7) Narrative

Narrative is a genre which has social function to amuse, entertain and deal with actual or vicarious experience in different ways: narrative deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.[32]

8) Procedure

Procedure is a genre which has social function to describe have something is accomplished through a sequence of action or steps.[33]

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[29] Linda Gerrot and Peter Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook...,,* p. 196-197

[30] Linda Gerrot and Peter Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook...,,* p. 200

[31] Linda Gerrot and Peter Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook...,,* p. 202

[32] Linda Gerrot and Peter Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook...,,* p. 204

[33] Linda Gerrot and Peter Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook...,,* p. 206

9) Description

Description is genre which has social function to describe a particular person, place or thing.[34]

10) Hortatory Exposition

Hortatory exposition is a genre which has social function to persuade the reader or listener that something should or should not be the case.[35]

11) Explanation

Explanation is a genre which has social function to explain the processes involved in the formation working of natural or social cultural phenomenon.[36]

12) Discussion

Discussion is genre which has social function to present (at least) two points of view about an issue.[37]

13) Reviews

Reviews is a genre which has social function to critique an art work or event for a public audience. Such works of

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[34] Linda Gerrot and Peter Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook..,*, p. 208

[35] Linda Gerrot and Peter Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook..,*, p. 209

[36] Linda Gerrot and Peter Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook..,*, p. 212

[37] Linda Gerrot and Peter Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook..,*, p. 214

art include movies, Television shows, books, plays operas, recordings, exhibitions, concerts and ballet.[38]

One of the aims of speaking is giving information and understanding to other. Consequently, people have to know the elements of speaking before speak in order to avoid misunderstanding. There are many elements in speaking kind of genre. Such as function of the text, generic structure, language features, using of tenses, etc.

B. Previous Research

To develop the original analysis, the researcher presents the previous study dealing with the topic.

1. The thesis written by Inta Aulia Asfa (063411061) entitled *"The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in Descriptive Text"* from Islamic Education and Teacher Training Faculty. The similarities of this research are both of the researchers use experimental quantitative research and use test to collect the data. The result of this research, mean score in experimental group is greater than the mean score in the control group. The differences of the research that she did the research with eight grade of SMP H. Isriati Semarang and purposed to know the effectiveness of using describing picture in teaching students'

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[38] Linda Gerrot and Peter Wignel, *Making Sense of Functional Grammar: An Introductory of Workbook...,* p. 217

speaking skill in descriptive text. It is same material but different level and technique.[39]

2. The thesis written by Siti Nurcholifah (1401409173) entitled "*Peningkatan Kualitas Pembelajaran Melalui Pendekatan Kooperatif Tipe Think Pair Share dengan Media Audiovisual Pada Siswa Kelas IV SDN Kalibanteng Kidul 02*" from UNNES. The similarities of this research are both of the researchers use Think Pair Share technique. The differences from this research is both of the research are her research used Class Action Research (CAR), but this research used Experimental Research. She used observation, test, documentation, inquiry and field notes to collect the data and this research used test and documentation to collect the data. Also in her research in learning science and this research in learning English.[40]

3. The thesis written by Yuliana Sulistyorini (2201407159) entitled "*The Use of Think-Pair-Share Strategy to Improve Students' Speaking Skill*" from UNNES. The similarities of this research are both of the researchers use Think Pair Share

[39] Inta Aulia Asfa, *The Effectiveness of Using Describing Picture to Improve Students' Speaking Skill in Descriptive Text*, (Semarang: IAIN Walisongo Press, 2010)

[40] Siti Nurcholifah, *Peningkatan Kualitas Pembelajaran Melalui Pendekatan Kooperatif Tipe Think Pair Share dengan Media Audiovisual Pada Siswa Kelas IV SDN Kalibanteng Kidu 02, (Semarang: UNNES Press, 2013)*

technique and experimental research. The differences from this research are in the taking the population and sample.[41]

C. Hypothesis

"Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof." According to Suharsimi Arikunto, Hypothesis is a temporary conclusion or opinion which has not proved and which is supposed to be true after being proved by using qualified instruments.[42] So, hypothesis define a truth of problems on study that still weak and must be prove after collecting data of the research. The hypothesis of this research is: Think Pair Share technique is Effective in teaching students' speaking skill of Tenth Grade Students of MA Sunan Kalijaga Bawang in the Academic Year of 2015/2016.

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[41] Yuliana Sulistyorini, *The Use of Think-Pair-Share Strategy to Improve Students' Speaking Skill,*(Semarang: UNNES Press,2011)
[42]Suharsimi Arikunto*, Prosedur Penelitian Suatu Pendekatan Praktik.,* (Jakarta: Rineka Cipta, 2010), p. 71