

CHAPTER I

INTRODUCTION

1.1 The Background of the Problem

English is an international Language is important in globalization era. It is used by most of countries in the world to communicate, to interact, and to deal from one country to other countries. There were some skills of English that should be mastered by someone who wants to be master of English. There are listening, speaking, reading and writing. All these skills were important one each other . So, all of part English skills should be learned well.

Moreover, speaking is one of English skill. It is the activity to communicate with other people. Through speaking, the people can share the information, opinion, and emotion to others. Without speaking, the people cannot do activity related in speaking, such as asking and giving information, sharing the story, and expressing the idea. By using those activities, it can make the people do interaction activity. Thus, speaking is important skill that cannot be separated in daily life.

In addition, speaking is the way to express the idea. According to Jansen (2015) states that speaking is an action of people to express the messages fluently and effectively. It means that speaking make the people are easy to deliver the message to others. Further, it is one of skill that the students learn in the school. The students should be able to master in speaking. The students should be used English in teaching and learning process. Then, to master the English speaking the

students should know the speaking components. There are content, fluency, grammar, fluency and comprehension.

From the explanation above, it can be concluded that the speaking is not only the way to share the information. The speaker should attention on all of components in speaking to make the readers understand about the topic that the speaker says. However, the aim of speaking in the curriculum of junior high school is to make students able to express meanings in transactional and interpersonal languages in the daily life context. In addition, Richard (2008) in Yodi Febri (2013) states mastery of speaking skills in English is priority formally in second language or foreign learners. The junior high schools' students are expected to be able to express meaning of short functional text and monologues in many kinds of text such as recounts, descriptive, and narrative either formally and informally.

This researcher was conducted at SMPN 7 Pekanbaru. SMPN 7 Pekanbaru is one of junior high school in Pekanbaru. Based on the researcher's experience when did teaching practice (PPL) the researcher found some problems. First, the students were difficult to express their ideas. Actually, the students know the idea that they want to speak, but they difficult to express their idea in English. The second problem is the students grammatical and pronunciation. It means that when the students speaking English, they speak with ungrammatical sentence. Then, they was not good in pronounce the words in English. It was caused by the mother tongue that always they used in daily life to communication. The third is there is no self-motivation of speaking in English. Then, the other problem deals

with the vocabulary items and showing their bad body language when speaking up in English. Those kinds of problems also face among the first grader of SMPN 7 Pekanbaru.

Based on the problem above, there must be a suitable technique to be used to solve the problem and to increase the students' speaking ability. One of them is using the cooperative learning strategy. Cooperative learning gives the students opportunities to interact with each other and work together to maximize their own and each other's learning.

One of the techniques in cooperative learning is Think-Pair-Share (TPS). TPS is a cooperative learning strategy that can promote and support higher level thinking. The students have time to think and share their ideas with their friends in pairs. TPS has a number of advantages. It gives students opportunities to speak in the target language for an extended period of time and students naturally produce more speech. In addition, speaking with peers is less intimidating than presenting in front of the entire class and being evaluated.

Based on the explanation above, the writer would conduct a research which the title is **The Effect of the Think-Pair-Share Strategy towards Students' Speaking Ability at The first Grade of SMPN 7 Pekanbaru.**

1.2 Setting of the Problems

There are so many problems faced by students in learning English, particularly in Speaking skill. First, the students did not know how to express their ideas because of the lack of vocabularies. They were difficult to pronounce the word in English. Then, they tend to keep silent than speak up.

Second, the students feel afraid if they speak up and use the inappropriate grammar. In this activity, actually the students can speak English, but they used wrong grammatical. It makes the students lose their self-confidence to speak up in English.

Third, the students cannot pronounce the English word appropriately. When they mispronounce the word, the other students will laugh and it gives a bit traumatic grabbing the next opportunity to speak up and make them were not confident in speaking English.

Fourth, the students had low motivation in learning English especially in speaking. The students did not understand about the material that the teacher taught in the classroom. Then, they wont give the attention to the teacher when the teacher teach the material. It was caused by the students were difficult to understand the language. Thus, the students need the new syle in learning through the strategy or technique that the teacher apply in teaching learning process

1.3 The Limitation of the Problems

Based on the identification of the problems above, there many problems that can be found during the teaching and learning process. The researcher would limit the research focus on to solve the students problem in express their idea by using think-pair-share strategy of the seventh grade of SMPN 7 Pekanbaru.

1.4 The Formulation of the Problem

Based on the limitation of the problem, the problem is formulated as follows “is there any significant effect of the think-pair-share towards students’ speaking ability at the first grade of SMPN 7 Pekanbaru?”

1.5 The Purpose of the Research

This research was conducted to find out whether there is a significant effect of the think-pair-share strategy towards students’ speaking ability at the first grade students of SMPN 7 Pekanbaru.

1.6 The Significance of the Research

The result of the research is expected to:

1. Students : Motivating students to increase their interest in learning English, particularly to speak up more
2. Teachers : Giving positive and useful contribution in English teaching and learning process. It also enriches English teachers’ knowledge about the most appealing strategy in teaching English.
3. Researcher : It is expected the result of this study can be reference for other researchers who want to conduct the research as the same problem.

1.7 Defintion of Key Terms

a. Effect

The ability to bring about the result intended (Hornby inJanna Murisa, 2014). In this research, Effect means the result of using think-pair-share towards students' speaking ability.

b. Speaking

Speaking is a productive skill (Spratt et al., 2005: 34). It involves using speech to express meaning to other people. In this research, speaking means the the way the students express their ideas to others.

c. Think-Pair-Share

According to A.Bamiro (2004: 2), Think-pair-share is a cooperative learning strategy that includes three components; these are time for thinking, time for sharing with a partner and time to share among pairs to a larger group.