**Chapter I**

**Introduction**

This chapter presents introduction of the research which consists of research background, research questions, limitation of the problems, the objectives of the study, and significances of the study.

**I.1 Background**

Learning is the process of changing the behavior of the students to obtain the knowledge (Kimtafsirah, 2011). There are four English skills that should be mastered by the learners, those are listening, speaking, reading and writing abilities. The mastery of speaking skill in English is a priority for many second-language or foreign-language learners (Richard, 2008). Indonesia as non English speaking country is the country which using English as a foreign language. It means that learning English in Indonesia becomes a crucial thing.

According to Rozi in Semipedia (2013), *English First* (EF) as an international institution of English education announced that the citizen’s English skill of Indonesia ranks 25th of 60 countries which using English as second language and foreign language in the world. At the same data, our neighboring countries such as Malaysia and Singapore are far above of our country. That data was taken from the third edition of EF Inglés Proficiency Index.

English skills of the citizen of a country will affect their economic development. The citizen of a country which has high English skills will invite foreign investors to hold the stock in that country. Thus, economy of that country will be helped and continue to grow.

In addition, have good English skills will help us in finding a job, because English skills open up more occupation opportunities. The variety of sciences, technologies, and information in English form will be easy to be mastered. Some people are lucky to have the opportunities to develop themselves, to learn, even to work abroad due have good English skills. Therefore, English skills should be trained to Indonesian learners, especially for their English speaking skill as the key of communication.

The ability to speak English fluently presupposes not only knowledge of language features, but also the ability of process information and language “on the spot” (Hamer, 2002). The fluency of speaking English is not only how to convey our ideas but also how to understand and respond ideas from our interlocutors. It helps us to exchange information and get our purpose.

To have a fluency in speaking English, the speaking skill must be practiced every day. But unfortunately, in early observation the writer found that most of the students in Senior High School 2 Bandung are unconfident to speak English in their daily condition. Do not have good speaking skill becomes an influence reason. The learners are often puzzled by discourse constraints such as how to say things, when to speak, and how they make a choice among many possible grammatical sentences (Brown, 2001). They may have good ideas but confused to share in right sentences. So they often decide to be silent and save their good ideas.

Through enhancing English speaking learning, all of those issues will be resolved. One of the ways is changes the conventional learning into a modern learning accordance with the current curriculum. The curriculum of 2013 more emphasizes to the practical learning than theoretical learning. So the students have to practice more in learning activities.

To create a modern learning, the teacher requires modern methods which appropriate to apply in classroom. One of modern methods through a modern learning is Cooperative Learning method. Cooperative Learning leaves the traditional classroom into the modern classroom. In Cooperative Learning method the students learn how to cooperate each other. The Students discuss the materials and share their problems which can’t be solved by themselves. So the students will be helped and be motivated by the other students. Through Cooperative Learning, the students also learn how to acquire a give and take orientation that is essential for their social life.

The other benefit from Cooperative Learning is the students become active participants in the classroom. Although Cooperative Learning may become a noisy class because the students have to discuss the materials, interact to each other, and share their ideas, but they get something new from that learning.

To make the students become active participants, there are so many learning model and techniques which is designed by Cooperative Learning. One of successful techniques which has cooperation principle is *Think-Pair-Share* technique.

*Think-Pair-Share* technique helps the students to explore their conceptual understanding from learning materials. This technique develops the students’ abilities to filter information, concludes the materials, and trains the students to consider different ideas. In *Think-Pair-Share* technique, the students individually think about the material and then discuss their ideas with their partner. They will deepen understanding of the material through clarify and summarize different ideas by their partner.

The writer is interested in conducting a research entitled *“The Implementation of Think-Pair-Share Technique in Enhancing Students’ Speaking Skill”*, because *Think-Pair-Share* is an appropriate learning technique which is helpful to improve the students’ comprehension in English, especially in enhancing the students’ speaking skill.

The other reasons that made the writer convince is the results of the ground-breaking researches that support the use of teaching technique by Cooperative Learning method. Hundreds research studies demonstrate that Cooperative Learning boosts achievement at all grade and in all academic content areas (Kagan & Kagan, 2009).

Besides, there were related studies about the implementation of *­Think-Pair-Share* technique for teaching English comprehension. One of related study is the study by Nikmatul Jannah from University of Malang entitled *“The Effectiveness of Think-Pair-Share in Teaching Reading”*. Her study applied in Almas’udiyah Pramian Junior High School. The result shown that teaching English through *Think-Pair-Share* improved the students’ reading skill in that Junior High School.

The other related study was conducted by Andly Syahputra Nasution in 2012. He conducted a study entitled *“Improving Students’ Achievement in Writing Descriptive Text through Think-Pair-Share Technique”*. That study also improved students’ writing skill in eighth grade of Junior High School Bilang Hulu, in Rantau Parapat. *Think-Pair-Share* not only improves English comprehensions, but also the others subject as the results of studies which were conducted by Khuzaiyyatun Hiswah and Giyastutik in teaching Biology.

This research will investigate the implementation of *Think-Pair-Share* technique through Classroom Action Research (CAR) toward X MIA 6 class (the tenth grade of Math and Science class) of Senior High School 2 Bandung, in order to provide complete data of the technique’s implementation. This research will also investigate the students’ responses toward *Think-Pair-Share* technique applied in that classroom.

The reason of choosing Senior High School 2 Bandung as a subject of this research because Senior High School 2 Bandung is the first cluster of Senior High School in Bandung. The writer believes that the majority of students in the first cluster schools are the students who have above average abilities and high enthusiasm. But in early observation, the writer found that not all of students in that school have good achievements, especially in X MIA 6 class (the tenth grade of Math and Science class). Therefore, the writer decided to conduct a classroom action research in that class.

**I.2 Research Questions**

In order to shape this research, the writer tries to answer research questions formulated as follows:

1. Can the implementation of *Think-Pair-Share* technique enhance the students’ speaking skill?
2. What are the students’ responses toward teaching English by using *Think-Pair-Share* technique in the classroom?

**I.3 Limitation of the Problems**

The research will focus on analyzing the implementation of *Think-Pair-Share* technique in enhancing students’ speaking skill. The implementation of *Think-Pair-Share* technique focuses in X MIA 6 (the tenth grade of Math and Science class) of Senior High School 2 Bandung.

**I.4 the Objectives of the Study**

The writer has several objectives of the study. Those are:

1. To know whether the implementation of *Think-Pair-Share* technique can enhance the students’ speaking skill.
2. To know the students’ responses toward *Think-Pair-Share* technique applied in the classroom.

**I.5 Significances of the Study**

1. The Theoretical Significances

This research is expected to be helpful source of further research and inspire further researchers to conduct the research issues which are related to the implementation and development of *Think-Pair-Share* technique.

1. The Practical Significances

This research is expected to make contributions for enhancing English learning applied in classroom especially to enhance students’ speaking skill. Moreover, this research will be a reference for the teachers to improve their teaching techniques through *Think-Pair-Share* technique in classroom activities.