

CHAPTER I

Research Background

1.1 Background Of Study

Think-Pair-Share strategy by EFL teachers for implementation students' speaking skills in the classroom is very important because it provides valuable insight into the effectiveness of this learning strategy in improving students' communication skills. Think-Pair-Share strategy had a positive influence, fostering enhanced self-confidence and improvements in speaking skills, particularly when English was employed as the medium of discussion (Yohanes, et al., 2023). Additionally, Muhammad (2022) said explores the implementation of Think-Pair-Share strategy in the classroom recognizing the students' difficulties and lack of confidence in speaking, give positively impacts for students' and teachers, motivaion, and enjoyment in class. Think-Pair-Share strategy is a cooperative learning strategy designed to enhance student participation by engaging them in in-class activities, such as discussions, and offering opportunities to share their thoughts with peers (Aprianti, D. & Ayu, M., 2020). According to Yunita (2020) the utilization of the Think Pair Share strategy can serve as an alternative instructional approach for English teachers, particularly in the teaching of speaking skills. In addition, implementation in the classroom allows teachers to directly observe students' progress, provide more personalized feedback, and create a learning environment that supports interaction between students. The outcomes of implementing the Think-Pair-Share strategy demonstrated notable positivity. Consequently, it can be inferred that the utilization of this strategy has the potential to markedly enhance students' proficiency in speaking. Speaking through speech constitutes a crucial facet of English language proficiency. Speaking entails the skill of articulating sounds or words to effectively express and communicate one's thoughts, ideas, and emotions. According to Rao (2019) said effective communication, particularly through speaking, stands out as the paramount skill among the four language proficiencies for successful global interactions. Additionally, Ramadhan (2019) said in essence, speaking is the aptitude to convey the substance of one's thoughts to others. As a productive skill, speaking involves

actively generating language for verbal communication. English classrooms focus on instructing students on proper speaking techniques to facilitate effective communication. Successful English speaking is achieved when students navigate language barriers, comprehend speaking competence, and can articulate themselves proficiently (Ramadhan, 2019).

There is an EFL teacher at SMP Negeri 1 West Karawang who has implemented the Think-Pair-Share strategy in EFL classes. Therefore, conducting interviews and observing EFL teachers in EFL is the right way for students to master communication skills. The implementation of Think-Pair-Share by EFL teachers in this school is motivated by the school curriculum and junior high school revitalization. The seriousness of the EFL teachers and VIII C students at SMP Negeri 1 Karawang Barat towards the Think-Pair-Share strategy for students' speaking skills can be seen through the efforts made by the EFL teachers and VIII C students themselves. This lack of stimulation and challenge results in passive student involvement in EFL classes, because most students wait for explanations from the teacher without being encouraged to learn independently, thus hindering the development of critical thinking skills. Observed classes showed marked deficiencies in students' ability to articulate themselves during EFL classes, coupled with a lack of confidence in expressing ideas, stemming from a fear of making mistakes. Even though the EFL teachers stated that has applied Think-Pair-Share strategy in the EFL for encouraging speaking skills. Therefore, this research is conducted to analyze Think-Pair-Share strategy by EFL teachers for students' speaking skills in classroom. Based on the brief interview and observation done by the researcher, TPS strategy is used by EFL teachers in VIII C class, specifically in its learning objective, and learning steps.

Considering a large number of student's has difficulties in communication skills for EFL in Indonesia, the abovementioned studies undertaken in the Indonesian context embody relatively few studies. Moreover, the studies that have been undertaken have some differences from the present studies either in terms of the focus and subject of the study. The Think-Pair-Share strategy has the potential to instill self-confidence in students, encourage them to share ideas and improve discussion skills with classmates and teachers. The strategies applied in EFL

learning, especially in the area of speaking skills, must transform to be more active, creative, innovative, communicative, meaningful and fun. This shift is important for progressive development and honing students' speaking skills optimally. Therefore, the researcher is interested to observation TPS strategy by EFL teachers for students' speaking skills in the VIII C class at SMP Negeri 1 Karawang Barat.

1.2 Problem Identification Of Study

In the process of learning EFL, especially English as a foreign language in Indonesia, until now there are still difficulties for the majority of students in Indonesia. This also happened when the researcher encountered the same problem as student VIII C. Even though the EFL teacher had implemented the Think-Pair-Share strategy, the EFL teacher still experienced problems when conducting EFL learning in the classroom. This observation aims to determine students' difficulties in the EFL learning process, identify problems regarding the implementation of the Think-Pair-Share strategy from EFL teachers and students' speaking skills in class VIII C reveal several general problem. Problem for EFL teachers include students' hesitation or reluctance to actively participate in speaking activities, which is often caused by a lack of self-confidence or fear of making mistakes. Additionally, students may experience difficulty constructing grammatically correct sentences and expanding their vocabulary, thereby impacting the clarity and coherence of their speech. Some students may also struggle with fluency, finding it difficult to express themselves fluently and quickly. Fear of peer judgment may further inhibit students' willingness to engage in speaking assignments, thereby hindering their progress in developing effective communication skills. Additionally, limited exposure to native English situations outside the classroom and lack of opportunities to practice speaking in a classroom setting can hinder students' overall proficiency in spoken English. Overcoming the problems experienced by EFL teachers requires an approach through the application of learning that must be carried out by the EFL teacher, including creating a supportive and encouraging classroom atmosphere, providing extensive speaking opportunities, and offering targeted teaching and feedback to help students overcome barriers to their speaking skills.

The researcher grouped the internal factors that caused problems into general categories, namely the researcher encountered several difficulties related to the speaking skills of class VIII C students and how the EFL teacher implemented the Think-Pair-Share strategy during the research. Understanding these barriers can be an important basis for designing appropriate teaching programs by EFL teachers, which aim to overcome these problems and improve students' speaking abilities in VIII C class. By conducting research entitled "The Use think-Pair-Share Strategy for Students' Speaking Skills in SMP Negeri 1 Karawang Barat" it is hoped that the results of this research will be useful for EFL teachers to find solutions to overcome the difficulties experienced by class VIII C students and EFL learning in class, especially in students' speaking skills.

1.3 Limitation Of Problem

In order to make the research more concentrated and to give precise information about the problem being studied. The problems that are examined in this research have to be narrowed. Researcher limits this research in finding the out how to implement the Think-Pair-Share strategy by EFL teachers for students' speaking skills in class VIII C at SMP Negeri 1 Karawang Barat.

1.4 Research Questions

Concerning the background of the study above, the researcher formulated the statement of problems such as:

1. How is a Think-Pair-Share strategy implemented in speaking skills at SMP Negeri 1 Karawang Barat by the teacher?
2. What difficulties are found in the VIII C students' speaking skills at SMP Negeri 1 Karawang Barat?

1.5 Research Objectives

According to the research questions above, the researcher had in mind to conduct this research with the purpose to:

1. To analyze how the Think-Pair-Share strategy is implemented in speaking skills at SMP Negeri 1 Karawang Barat by the teacher.
2. To identify the difficulties found by the VIII C students' speaking skills at SMP Negeri 1 Karawang Barat.

1.6 Significances Of Study

1.6.1 Theoretical Significances

The theoretical significance of this research is to provide a valuable contribution to the realm of English Language Education. In addition, by conducting this research, it can influence the production of EFL classes that are more interactive and interesting, increase student engagement in class, increase students' critical thinking that can be applied when they face difficulties in everyday life. This research can be a guide for planning EFL classes that involve TPS strategy for speaking skills by Yohanes, et al., (2023). So that the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Primary and Secondary Education Process Standards states that knowledge is obtained by "remembering , understand, apply, analyze, evaluate and create" can be fulfilled.

1.6.2 Practical Significances

1) For Teacher

Teachers can use new learning strategies to teach speaking skills with the Think-Pair-Share strategy for students. Teachers can create interesting learning strategies through speaking that make students can understand and improve the material in subsequent learning. Teachers also have to make the class atmosphere more fun, and also not make students afraid when the learning process running.

2) For Students

Through this research, the researcher plans to help the students solve their problems through the Think-Pair-Share strategy in implementing speaking skills.

3) For the next Researcher

By this research, the researcher expects this research to be a thoughtful reference for any other research about how to motivate students to learn English speaking skills by using this strategy in class.

