

CHAPTER I INTRODUCTION

A. Research Background

Speaking is one of several skills that must be learned when learning English. Speaking is an important part of learning English, which aims to enable students to communicate orally in simple English. But in the process, several problems arise, especially when learning English in junior high school. This has an impact on not a few students who have difficulty speaking English. Several factors cause students to have difficulty when practicing speaking. First, students encounter obstacles because of the lack of vocabulary they have, so they do not know what they are going to convey. Second, students feel less confident with their speaking skills because English is not their first language. Furthermore, in the English learning process, the teacher does not use teaching methods that can attract students' attention, especially in speaking skills.

The use of the proper method in speaking learning is very necessary to create a comfortable and fun learning atmosphere. This will have an impact on the activeness of students during the learning process so that they can improve their speaking skills. Due to the significance of English in the learning and teaching process, an effective strategy is needed to increase students' English proficiency through engaging and enjoyable learning activities.¹ The key to learning is using fun English methods.²

The researcher wants to emphasize one effective method that was proposed by Lyman in this research. Think-pair-share is one of the types of cooperative learning strategies in the student-centered learning approach.³ Think-pair-share contain of three steps, namely: think, pair, share.⁴ The procedure that utilized in Think-Pair-Share may allow students additional time to think,

¹ F.E. Widyasari, "Pembelajaran Bahasa Inggris Dengan Menggunakan Metode Multiple Intelligences: Studi Kasus Di Sekolah Internasional," *Jurnal Edutama* 3, no. 1 (2016): 31–46.

² M. Yamin, "Metode Pembelajaran Bahasa Inggris Di Tingkat Dasar," *Pesona Dasar* 1, no. 5 (2017): 82–97.

³ Dian Apriyanti and Mutiara Ayu, "Think-Pair-Share: Engaging Students in Speaking Activities in Classroom," *Journal of English Language Teaching and Learning* 1, no. 1 (2020): 13–19, <https://doi.org/10.33365/jeltl.v1i1.246>.

⁴ Tim K-DIKTI, "Buku Kurikulum Pendidikan Tinggi Direktorat Pembelajaran Dan Kemahasiswaan," 2014, 93.

acknowledge, and encourage one another in small groups. Additionally, think-pair-share allows students to assist one another while also enabling them to find the structure of the material they are studying. Furthermore, this is a particularly effective method for improving students' speaking abilities. Think-pair-share is adaptable to all subject areas and is only constrained by the teacher's creativity.

The earlier research is "*The Use of Think Pair Share Technique to Improve Students' Speaking Performance*" by Feni Cahyani. This study uses a quantitative method with an experimental pretest and posttest control group design. The aim of this research was to specify if the utilization of the think pair and share technique may increase students' speaking abilities or not. The results show that there is an upgrade in students' points in speaking presentation after studying with the Think Pair Share technique, so it can be an alternative teaching technique applied by English teachers.⁵

The second study, "*Enhancing The Students' Speaking Skill Through Think-Pair-Share (TPS) at SMAN 4 Jember*" was conducted by Al Karim et al. The design of this study is classroom action research (CAR). The aim is to build up the students' speaking skills in eleventh grade and involvement at the senior high school in Jember by using Think-Pair-Share (TPS). The results indicate that the think-pair-share technique improves students' speaking abilities, as seen by the increase in students' speaking test scores in cycle I. This happens because students are encouraged to speak with their partners during class discussions and create a positive atmosphere for sharing ideas in class.⁶

The latest research is entitled "*Think-Pair-Share: Engaging Students in Speaking Activities in the Classroom*" by Dian and Mutiara. This research used a qualitative method with a descriptive analysis. The aim was to represent the application of the Think-Pair-Share technique in speaking abilities teaching to secondary students through storytelling material. The outcomes reveal that the use of think-pair-share during the learning process followed the stages according to the lesson plan. Appreciation is also given by

⁵ Feni Cahyani, "The Use of Think Pair Share Technique to Improve Students' Speaking Performance," *Research in English and Education (READ)* 3, no. 1 (2018): 15.

⁶ Muhammad 'Abduh Al Karim, Mutiara Bilqis, and Bambang Suharjito, "Enhancing The Students' Speaking Skill through Think-Pair-Share (TPS) at SMAN 4 Jember," *EFL Education Journal* 9, no. 1 (2022): 141, <https://doi.org/10.19184/ej.v9i1.29925>.

students and can overcome obstacles when learning storytelling material.⁷

This research focuses on a description of the implementation of the think-pair-share method in asking for and giving opinion material in junior high school and the challenges faced by students. This research fill a gap that has not been filled by previous researchers by using a qualitative research design that explores more deeply the implementation of think-pair-share and the barrier experienced by the teachers in the English learning process in the eighth grade of MTs. NU Banat Kudus.

The researcher expect that this research may explore the reality of student-centered learning by the use of think-pair-share. Moreover, many students experienced learning loss due to the COVID-19 pandemic, which had a huge influence on the education world. In addition, it is supposed to be a beneficial reference source for teachers in evaluating the think-pair-share method. This is because, in the development of this research, researcher look for evidence or data directly in the field through observation, interviews, and documentation.

B. Research Focus and Scope

This research focuses on the implementation of the think-pair-share method in asking for and giving opinion material in the eighth grade in MTs. NU Banat Kudus. The researcher examined the role of the teacher in the implementation of the think-pair-share method, the strategy used by the teacher to develop student curiosity, and the challenges they face. This research used qualitative research methods. The data were taken from interviews, teacher-teaching observations, the learning process, and documentation.

C. Research Questions

Based on the background that has been explained above, the researcher defines some research questions:

1. How is the implementation of the think-pair-share method of asking for and giving opinion in the eighth grade of a Private Junior High School?
2. What are the challenges experienced by the students in implementing the think-pair-share method of asking for and

⁷ Apriyanti and Ayu, "Think-Pair-Share: Engaging Students in Speaking Activities in Classroom."

giving opinion in the eighth grade of a Private Junior High School?

D. Research Objectives

In line with the research questions, the aims of the researcher's research are as follows:

1. To describe the implementation of a think-pair-share method in asking for and giving opinion in the eighth grade of a Private Junior High School.
2. To find out the challenges experienced by the students in implementing the think-pair-share method in asking for and giving opinion in the eighth grade of a Private Junior High School.

E. Research Significances

It is expected that the findings of this study will be valuable to students, teachers, future researchers, and researcher themselves for the following purposes:

1. Instance

Educational institutions may be able to use this research as an evaluation and implement appropriate policies for the development of appropriate student-centered learning through the application of the Think-Pair-Share method to support the learning and teaching process, especially in English language learning.

2. Students

This research assist students to know their role in the application of English learning based on the Think-Pair-Share method so that students can learn actively and independently because they have the opportunity to interact more with fellow students or with teachers.

3. Teachers

This research can be helpful as usage on how to apply student-centered learning in the use of the Think-Pair-Share method. In addition, teachers can increase their knowledge and ability to design teaching activities so that they can be implemented optimally. This research may also be used as an input so that teachers know what challenges to prepare for and what exact solutions to provide.

4. Future Researchers

This research can be an instance of related to the implementation of the Think-Pair-Share method in English language learning for EFL students.

5. Researcher

Researcher can get extensive information and experience, especially about the implementation of the Think-Pair-Share method in learning and teaching English subjects at the school.

F. Definition of Key Terms

1. Student-Centered Learning

Student-Centered Learning is defined by innovative teaching methods that focus to assist learning and engage students as active participants in their learning by encouraging reusable abilities as well as problem-solving, critical thinking, and reflective thinking.⁸

2. English Language Learning

English language learning is defined as the acquisition of English language skills through the learning process. Because English is a global language that is spoken by people worldwide, non-native speaker students must have English language skills throughout the learning process.

3. Teacher Role

Five part in English teaching by the teachers as a nonnative language: teacher as learner, facilitator, assessor, manager, and evaluator. These differ depending on the approach used.⁹ In this study, the teacher role refers to the teacher who implemented student-centered learning.

4. Student-Centered Learning Challenge

There are various obstacles: time shortage, assessment, and science on learner-centered teaching. Therefore, the student-centered learning challenge refers to the difficulties experienced by students in the student-centered learning process in the learning and teaching of the English language.

5. Think-Pair Share

⁸ Al- Humaidi, "Student-Centered Learning at Sultan Qaboos University: EFL Students' Perceptions," *International Journal of Education* 7, no. 3 (2015): 194, 10.5296/ije.v.7i3.8403.

⁹ S Archana and Usha Rani Kumbakonam, "Role of a Teacher in English Language Teaching (ELT)," *International Journal of Educational Science and Research* 7, no. 1 (2017): 1–4, www.tjprc.org.

Think-Pair-Share is a work in group method that asks demand independent students in study pairs to answer questions from the teacher and then share those answers with a pair.¹⁰ Therefore, students will be given questions from the teacher about a topic. Students must think about the answers to the questions and then discuss their thoughts with their friends and share their thoughts.

G. Thesis Organization

This part contains an overview of this research, these follow how the research is organized.

Chapter I Introduction, this chapter is the background of research involve 7 parts: the first namely the Research Background, Research Focus and Scope, Research Questions, Research Objectives, Research Significances, Definition of Key Terms, and the last is Thesis Organization.

Chapter II Review of Related Literature, this part shows the theories that support research background involve: the first is Theoretical Description, this part describe about these ensuing: Student-Centered Learning consisting of: The Definition of Student-Centered Learning, Teacher Role in Student-Centered Learning, Student Role in Student-Centered Learning, The Steps in Student-Centered Learning, and Types of Student-Centered Learning. Think-Pair-Share consisting of: The Definition of Think-Pair-Share, Think-Pair-Share Model, Advantages of Think-Pair-Share Method, and Disadvantages of Think-Pair-Share Method. Definition of Implementation in learning context. Asking for and Giving Opinion consisting of: Definition of Opinion, Definition of Asking Opinion, Definition of Giving Opinion, Asking for and Giving Opinion, and Expression of Asking for and Giving Opinion. The Second is Theoretical Framework and the third is Review of Previous Study.

Chapter III Research Methodology, describe the phase of data acquisition involving: Research Method, Research Setting, Research Participants, Instruments and Data Collection Technique, Data Analysis Technique, and Research Data Validity.

¹⁰ Elan Artono Nurdin et al., "Pengaruh Model Pembelajaran Think Pair and Share Ditinjau Dari Kemandirian Belajar Terhadap Hasil Belajar Ips Siswa," *JURNAL PENDIDIKAN EKONOMI: Jurnal Ilmiah Ilmu Pendidikan, Ilmu Ekonomi Dan Ilmu Sosial* 11, no. 2 (2017): 1, <https://doi.org/10.19184/jpe.v11i2.5729>.

Chapter IV Research Finding and Discussion, this phase describe the results of the research focuses on The Implementation of the Think-Pair-Share Method in Asking for and Giving Opinion and The Challenges Experienced by the students in Implementing the Think-Pair-Share Method in Asking for and Giving Opinion.

Chapter V Conclusion and Suggestion, this is the closing segment, provide the sum in brief.

