CHAPTER I

INTRODUCTION

In this chapter, the writer presents the background of the problem, the statements of the problem, the objectives of the study, theoretical framework, the significance of the study assumption, limitation of the study, definition of key terms, and organization of the study.

1.1   Background of the problem:

Nowadays, English has been considered one of some important and compulsory subjects for students starting from grade 7th in private school or state school. Based on the curriculum for English, teaching English is a subject that consists of four skills such as listening, speaking, reading and writing.   Actually, all English skills and components are important but one of the language skills needed for international communication is speaking.

The main function of speaking is to express one's thoughts to others. In speaking, a speaker shares ideas and information. Efrizal D (2012), stated that "Speaking ability is very important for people interaction where people almost speak everywhere and every day through English, In this global era, many people used English as a media of communication and it makes people who come from different countries to be easier in making interaction and communication."

Speaking is a skill worth learning. If they are be able to speak English, it can be the bridge of their life in many things such as their career development, their business and even in the relationships they have with their friends, family and people in the surrounding. By learning to speak English, they will increase their self-confidence and make them more comfortable around other people. People agree that is always an asset to be able to communicate with other people around the world using English.

During learning English, some students have problem to speak. There are always some students who do not talk in class because they are too anxious, shy and afraid of making mistakes. This happens not to beginners but also to the students who are fairly advanced. Perhaps, it is because they do not have chances to speak or the teacher gives too much criticism so that the students do not feel confident with themselves.

Considering the causes of the problem to speak, it is necessary to teach speaking skill using interesting and effective activities which can give the students more chances to practice their speaking skill such as having conversations with fellow students or make a group activity. There is a wide variety of activities from cooperative learning that can be used in both teaching and learning to speak fluently, one of them is think-pair-square-share. According to Lyman (1987), said that TPS (Think-Pair-Square-Share) provides students with "food of

thought" on a given topics to formulate individual opinions with their pairs and share the ideas with other students.

Think-Pair-Square-Share is a simple model of cooperative learning. This is a technique that gives the opportunity for students to work independently an in collaboration with others, and it advantages to invite students participation.

It is important to know the students' perception whether through Think-Pair-Square-Share gives more positive impact to improve their speaking achievement. Significantly, from those reasons above, this study is aimed to find out students' perception on the use of Think-Pair-Square-Share Technique in speaking.

1.2   The Statement of the problem:

Based on the background problem above the writer formulates the problem of study   that:

What are the students' perceptions on the use of Think-Pair-Square-Share technique in speaking?

1.3   The objective of the problem:

To find out: Students' perception on the use of Think-Pair-Square-Share technique in speaking.

1.4   Theoretical Framework:

This study use speaking and Cooperative Learning theories:

According to Channey, (1998) speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. Where "meaning" consists of feelings, opinions, personal details, and functions (giving advice, expressing hope, telling stories such as daily routines; describing people, object, place, habits). "Context" consists of formal, informal, and situations at home, at school, in the street, on holiday, at a mall. It means everywhere people can share their ideas or feeling through the process of communication itself.

In addition, this study also use cooperative learning theory according to Kagan (1994) Cooperative Learning is a teaching arrangement that refers to small, heterogeneous groups of students working together to achieve a common goal. The study is focus on think-pair-Square-share in cooperative learning.

1.5   **The significance of the study:**

This study provides two significances:

- For the teachers, who are teaching speaking Think-Pair-Square-Share can be an alternative technique of improving students' speaking achievement.

- For the students, the result of this study will give positive impact and encourage students to speak more confidently and fluently.

1.6   **Assumption:**

- The students can give their perception about Think-Pair-Square-Share technique whether positive or negative side.

- Techniques in cooperative learning are applicable to the teaching of the speaking.

- Teaching technique is one of the influential factors in teaching learning process.

1.7   Limitation and scope:

The writer limits this research as follows:

The Purpose of this research is to know students' perception on the use of Think-Pair-Square-Share technique in speaking. The subject for this study is eighth grade students as subject who already known and studied about Think-Pair-Square-Share.

1.8   Definition of key terms:

- Speaking: is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of context. Where"meaning" consists of feelings, opinions, personal details, and functions (giving advice, expressing hope, telling stories such as daily routines; describing people, object, place, habits). "Context"consists of formal, informal, and situations at home, at school, in the street, on holiday, at a mall (Channey, 1998).

- Think-Pair-Square-Share: is a cooperative learning strategy or technique that can promote and support high level thinking. (Kagan, 1994)

- Cooperative Learning: is a method when Students work together in four member teams to master material initially presented by the teacher. (Slavin, 1995).

- Perception (from the Latin *perceptio, percipio*) is the organization, identification, and interpretation of sensory information in order to represent and understand the environment (Schacter, 2011).

1.9 Organization of the study:

This study present is divided into five chapters. Chapter one consists of background of the problem, statement of the problem, research problem, objective of the study, theoretical framework, the significance of the study, assumption, limitation and scope, definition of key terms, and organization of the study. While chapter two only focus on review of related literature and previous studies. In Chapter three the writer elaborates the design, respondent, instruments of the study, the procedure of data collection and the technique of data analysis. In chapter four, the writer analyzes and discusses the result of the data obtained from the instruments of the present study. In the last chapter, the writer will give the overall conclusion of the study and give some suggestions for both English teachers and future researcher.