CHAPTER 1

INTRODUCTION

This chapter feeds a brief description of the whole process of the research. It concerns with the background of the study, research questions, research purposes, research significances, rationale, and previous studies.

A. Background

Have you ever tried to communicate with a teacher and students during English teaching and learning process in the classroom? The comfortable schools' atmosphere is very importance thing when students and teacher in the classroom (Che Nidzam, Saidatul, & Abdullah, 2017). In the classroom, there are some issues that appear in the success of students' learning. It means that communication might be the activity of creating some interaction with each other.

According to Lasnami (2015) the importance of students' interaction were more motivated and had better learning experiences. Interaction is one of the processes in teaching learning that students can increase their communication with other students. Good interaction between teacher and student can create positive relationships as the contribution of learning (Che Nidzam, et al., 2017). The supporting statement comes from Hasbullah (2017) described that student could interact with other students when learning process activity and they make a communicative approach to improve their English skills.

Speaking as a communication activity has grown in English teaching process. Provide at the curriculum in Indonesia that was explained by Desti (2017) that states in 2013 curriculums, teacher lead students to being active and students need to communicate with the others in the teaching process. Communication in classroom management does not allow with students and teacher but also all of the aspects of teaching-learning (Che Nidzam, et al., 2017).

Based on the experience in PPL program (October – November 2018), the researcher found some problems on students at 8th grade that was occurred in less interest with teaching English and learning process. The situation of the class is quite silent and passive. Besides, it was seen when a teacher used a minimum of various techniques then sometimes was not appropriate to develop their students' interactive in the class. Consequently, some students have lower interaction and have limited motivation to communicate in the class.

In accordance with the identification of some problem, the researcher must select the appropriate technique and classroom activities to develop real communication in the class by speaking activities that make students doing interaction. One of the strategies that solve the problem is cooperative learning. Cooperative learning is used by the teacher in the classroom interaction to make the class interactive (Sharma, 2018). So many researchers viewed some parts of cooperative learning that it divided in to nine parts activities such as jigsaw, think-pair-share, three-minutes-review, robin-brainstorming etc. In this research, the researcher is trying to highlight only one kind of cooperative learning strategies that is think-pair-share technique therefore this study intend to find out how Think-Pair-Share technique apply to improve students' interaction.

The appropriate technique to grounds the students who are taught more enthusiastic, proactive and more vibrant in many other areas is Think-Pair-Share (henceforth TPS) (Nasir, 2018). Using TPS technique makes the teaching process will be attractive and develop interaction in the class. Lasnami (2015) said that TPS technique is one the technique which in turn have advantages in learning and increasing interaction between students in the classroom. Think-pair-share is cooperative learning that reinforces students' communication skills (Raba, 2017).

There is so many previous research that was supported by using Think-Pair-Share technique to improve EFL students' interaction through speaking skills. First, Raba (2017) discussed "The influence of think pair share technique on improving students' oral communication in EFL classroom" that investigate

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an influence of TPS technique in EFL classroom by interviewing an EFL teacher. Second, Lasnami (2015) discussed "Investigating the Impact of Using Think-Pair-Share Co-operative Learning Technique on Students' Interaction in an EFL Classroom" that explores an impact of TPS technique that used in EFL classroom and finds out whether there is a correlation between TPS and students' interaction. Third, Sharma (2018) discussed "An effective cooperative learning strategy for unleashing discussion in classroom interaction" that examines this strategy in classroom interaction by making the heterogeneous group and helps the participants by thinking analytically in process a question.

Nevertheless, those previous research focused on the implementing TPS technique at university level then Junior high school or senior high school. Indeed, there is no specific research that investigates the students' responses in environment interaction and clearly focused on pointing the progression by impact, influence and effect the technique. Hence, this research goals to find out the responses of students in implementing TPS as the technique to improve students' interaction. Therefore, the research conducted with the title "Using Think-Pair-Share Technique to Enhance EFL Students' Interaction"

B. Research Questions

In this research, the researcher necessarily does classroom activity research to discover the students' interaction activity by using TPS technique as the implementation of cooperative learning at one of Junior High School in Bandung. The research questions are:

1. How is the process of Using Think-Pair-Share technique to enhance EFL students' interaction?

2. How are students' responses of Using of Think-Pair-Share technique to enhance their interaction?

C. Research Purposes

Based on the question above, the purposes of the research follow:

1. To find the process of Using Think-Pair-Share technique to enhance EFL students' interaction
2. To find the students' responses of Using Think-Pair-Share technique to enhance their interaction

D. Research Significances

Practically, the researchers use Think-Pair-Share Technique as the classroom activity in Cooperative Learning application to make teaching-learning process more understanding about the material. By using this technique, the students can apply the communication by a teacher and another student in the class by speaking English language, so it may provide the developing students' interaction in the classroom through think-pair-share technique.

Theoretically, the researcher may add the theory in the implementation of TPS Technique to improve their interaction activity in the classroom. This research may give useful information for a student by using TPS technique in classroom activities, especially in students' interaction. Finally, the process of teaching-learning in using technique will enhance students' interaction through communication in the class.

E. Rationale

Speaking is one of English skill that an important activity to recognize students' oral communication ability in the process of teaching English. Speaking is the second produce language skill and an essential means of communication (Raba, 2017). Then, Maghfira, Anshari (2015) said speaking becomes the most important skill in learning English to maintain the communication effectively. Based on several statements above the researchers conclude that speaking is a skill in English to build good communication with the other.

Think Pair Share is one of cooperative learning that was introduced first by Frank Lyman and his team of educators in Maryland, USA. Magfira, Anshari (Maghfira, Anshari, 2015) explained TPS technique is a simple

technique with great benefit. This benefits can appear for the students and teacher to gain a clearer understanding of the language teaching process. Because of Think-Pair-Share itself, the students get the real effect and teachers give the function as a facilitator in directing, facilitating, and guiding students in the learning process (Nasir, 2018).

According to McTighe & Lyman (1988) as cited in Sharma (2018), there are three stages in think pair share technique; (1). 'Think': Students are given time to think individually after a question is posed; (2) 'Pair': Discuss the ideas with each within a paired setting to produce a final answer; and (3) 'Share': Each pair share their new improved answer with the rest of the class. So, the teacher gives a topic for students in a pair and discuss with the other pair.

The Cambridge International Dictionary of English cited in Dagarin (2004) defines the verb to interact as 'to communicate with or react to (each other). Furthermore, according to Rido & Sari (2018) interaction is a salient pattern between teacher and students to share information in classroom activities. Interaction is mainly attained to express two means of resources (verbal language and non-verbal language) (Dagarin, 2004). To sum up, interaction can define the activity to determine the process of someone follows the reaction in interaction.

Interaction in the class is the process of two-whys the participants in teaching-learning process (Dagarin, 2004). In teaching learning process there has some process to indicate the communication between teacher and student, or student and students to increase the students' interaction in the class. Working in a collaborative peer group is reported to help the students become aware of their own thinking processes (Kumpulainen & Wray, 2012). Classroom interaction involves teacher and students as interact ants in using target language (Sundari, 2017). Means that a benefit for students used communication with their thinking more in teaching process is to build the interaction and discussion to the other.

In Dargarin (2002) cited in Dagarin (2004) proposed some strategies for helping students' in the classroom by teachers' help. The high degrees of interaction for some ways of teachers' help are asking questions and topic. In asking a question, it is easier for students to answer the question than to shows a conversation or make some statement. Asking question is appropriate for beginners (Dagarin, 2004). So it can give the implementation for Junior High School as the beginners to learn English teaching. By a topic, the teacher can stimulate students' interaction by choosing appropriate topics (Dagarin, 2004). It is same as the first steps in TPS technique that teacher give a topic to the students for teaching learning process in the class.

The understanding of the material is importance for the students though students' response in the class. According to Brown (2001) response is more active, and it can exchange the direction of an interaction. Students' response in implementing TPS technique at SMPN 1 Cileunyi are related to several dimensions that appear in classroom activities. According to Kumpulainwn & Wray (2012) there are three dimensions to know the developing peer group interaction, namely;

1) Functional analysis, it is investigating the character and the purpose of students' utterance in peer group interaction. It indicates the characteristics of the communication strategies used by participants in social interaction

2) Cognitive processing, it is the ways to examine the students approach and process learning task in their social interaction. It purposes to shows the students' working strategies as a problem solved.

3) Social processing, it is focused on the natural of the social relationships in the class that is developed during students' social activity. This includes examining the types and forms of students' participant in social interaction.

F. Previous Research

Related to the theme of this research, there are some previous researches that discuss on using Think Pair Share technique as the interaction activity, like the research by Lasnami (2015), Raba (2017), Hasbullah (2017), Desti (2017) and Sharma (2018). First, Lasnami (2015) discussed investigating the impact of using Think-Pair-Share co-operative learning technique on students' interaction in an EFL Classroom. The aim of the research is to investigate the influence of TPS technique used in EFL Classroom and to find out whether there is a correlation between TPS and students' interaction. The result revealed that the students found TPS as a teaching technique more chance to talk interact with finding validated the hypothesis.

Second, Raba (2017) discusses the influence of Think Pair Share technique on improving students' oral communication in EFL Classroom. To investigate the influence of TPS technique in EFL classroom is the aims of this research through interviewing an EFL teacher. In the light of these findings, using Think Pair Share technique comes to apply in positive aspect to help the students think and organize their thoughts.

Third, the research conducted by Hasbullah (2017) explained Students Positive Response Through Think-Pair-Share Strategy on English Speaking Skills. This research investigates the response of students to communicating using English classroom by implementing think pair share technique. The outcome of the research emphasizes the student more active in speaking English by using the technique. This design is a descriptive qualitative study that uses researchers themselves as the main instrument in collecting data.

Fourth, the previous research with the titled Think Pair Share Technique in Teaching Speaking Skill by Desti (2017). The objective of this research is to find out whether teaching speaking by using the TPS technique. By implementing this technique, the students are motivated to speak English during the process. It is proved by the main score of experimental class is 86.4 while the main score of the control class is 72.1. The calculated of this research showed t-score was higher than t-table means.