

CHAPTER I

INTRODUCTION

This chapter presents seven aspects in introducing the research. It covers background of the study followed by research problems, objectives of the research, research hypothesis, research assumption, significance of the research, scope and limitation of the research and the last is definition of key terms.

A. Background of the Research

Success in learning English can be seen from the mastering of the four skills which are important for communication both orally and in a written form. Four major skills through language are listening, speaking, reading and writing. To be successful in mastering those skills, there are three components that are actually the requirements include grammar, vocabulary, and pronunciation. From those components, grammar is considered the most important as it serves as the foundation for more advanced language learning (Cahyono and Widiati, 2011: 87). Based on Sidney (1991: 1) grammar is the central component in language. It mediates between the systems of meaning, on the other. Grammar is defined as a study of what forms or pattern are possible in a language, (Bambang & Yudi 2011: 173). Joice and Burns (1999: 30) stated that teachers need to see grammar as part of a larger theory of language and connected in some way to the processes of learning language. Therefore, the students have to practice to use grammar in the four skills of English. Without grammar, words cannot be combined and there

will be just a chaotic collection of separate words. According to Joice and Burns (1999: 4), people must know about grammar in order to use the language appropriately in social contexts.

Learning grammar, however, tends to deal with boring and uninteresting methods since some teachers argue that teaching grammar can only be effective if it is presented through repetition and rote drills. The teacher drills the students by asking them to memorize the rule and patterns. They will be easy to answer the exercise when they memorize the rules. However, they easily forget the rules, so they will be difficult in doing the exercise. They also get difficulties in applying not interested in learning grammar.

The researcher had observed at MTs Wahid Hasyim Setinggil Gandekan Blitar. From the observation of some classes, especially at the second grade, when learning grammar was being conducted, the researcher found the conditions. The students felt bored and not pay attention on the subject. Even worst they were sleepy when the teacher was teaching it. When the teacher ask the students to memorized the pattern of grammar, doing some exercise they were very lazy, sometimes they said “I can’t do it, Sir” although they just learn about the material. Usually, when the teacher explains about the material they said understand, but if the teacher asks them to doing the exercise they were confused. The teacher explains again about the material, and the students understand. The teacher give the students homework, but the students didn’t finish the homework. It’s mean that they were not study last night. They said that “English is very difficult”, “Grammar is very confusing”. As the result, finally the students score

in grammar is very low, and their skill in grammar is not good. As a result, they did not get the best score in grammar subject.

Related with observation above, the writer uses Think-Pair-Share technique that can be applied in grammar, especially in mastering past continuous tense. Think-Pair-Share technique is one kind of cooperative learning method which is useful for students not only to comprehend the English text but also the students can learn the sociality of life, because this technique requires the students to discuss, share and respect of their friend. Think-Pair-Share; the students first try to answer a question or learn material by themselves, then discuss their taught and understandings with their partners, and finally share with their whole group or the class (Kagan, 1992).

Because of each must report to a partner, and then partners must report to the class. The activities of Think-Pair-Share states by McTighe (1988) Think-Pair-Share is multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs. And finally share responses with the large group.

To prove that technique is effective to be used can be seen from the previous studies. The first is thesis written by Agus (2006) conducted a research entitled the effect of cooperative learning model using think-pair-share technique in the teaching of grammar at first year students. The research conducted in experimental study that has compare the two technique among think-pair-share technique with grammar translation method. The result of the research showed that

TPS technique can improve students' grammar achievement than grammar translation method.

The second is thesis written by Aprilia (2014) conducted a research entitled the effectiveness of using tps (think-pair-share) strategy to improve students' reading comprehension. The research conducted in experimental study that has a result there is any significant difference of students' reading comprehension before and after being taught by using TPS strategy.

Based on the previous studies above can be concluded that Think-Pair-Share technique is effective to be used in teaching and learning process, especially in grammar and reading. In relation the condition above, the writer intended to apply Think Pair Share strategy to improve students' grammar of the second grade at MTs Wahid Hasyim Setinggil Gandekan Blitar in Academic year 2014/2015.

B. Research Problems

Based on the background of the study explained above, the statement of the problem can be formulated as follows:

1. How is the students' achievement in grammar before being taught by using TPS technique?
2. How is the students' achievement in grammar after being taught by using TPS technique?
3. Is there any significant difference on the learning achievement of the students on grammar before and after being taught by using think-pair-

share technique at second year student of MTs Wahid Hasyim Setinggil Gandekan Blitar?

C. Objectives of the Research

Based on the research problems above, the objectives of the research are as follows:

1. To investigate the students' grammar before being taught by using TPS technique.
2. To investigate the students' grammar after being taught by using TPS technique.
4. To find out the significant differences on the learning achievement of the students on grammar before and after being taught by using think-pair-share technique at second year student of MTs Wahid Hasyim Setinggil Gandekan Blitar.

D. Research Hypothesis

Research Hypothesis is a tentative explanation for certain behaviors, phenomena, or events that occurred or will occur. A hypothesis states the researcher's expectations concerning the relationship between the variables in the research problem; hypothesis is the most specific statement of problem (Gay, 1992: 66).

Dealing with theory the writer formulates this following hypothesis:

1. Ho (null hypothesis) :there are no significant difference scores between the students who are taught before and after using Think Pair Share technique.
2. Ha (alternative hypothesis) :there are significant difference scores between the students who are taught before and after using Think Pair Share technique.

E. Significance of the Research

1. For Students

The result of this research is expected to produce a good result in teaching and learning process, especially on the students' grammar achievement in past continuous tense. It is also expected that think pair share technique give a variation in teaching and learning process, so it can give a positive progress on the students' grammar achievement, especially on past continuous tense.

2. For Teachers

By reviewing this research, the teachers will have a reference of a kind of enjoyable technique that can be used to improve the students' language mastery, especially in mastering grammar. By applying think pair share technique in teaching grammar, it is expected that there will be some improvements on the students' grammar achievement, especially on past continuous tense.

3. For Institutions

Teaching grammar by using think pair share technique can be applied in the other classes or even the other schools. It can be as a kind of techniques to improve students' language mastery, especially in mastering grammar.

4. For Next Reserchers

For the next researcher, this research can be used as previous study. By reviewing this research hopefully it can inspires him or her who wants to develop the similar research.

F. Scope and Limitation of the Research

This study is limited of how to improve students' grammar especialy in past continuous tense through the application of TPS (Think-pair-share) technique for the students at MTs Wahid Hasyim Setinggil Gandekan Blitar.

G. Definition of Key Terms

To give clear information and to avoid some misunderstanding of the terms and contents of this paper, it is necessary to clarify these following key term. The researcher described the key terms, both from the conceptual and operational meanings. They are described as follow:

1. Conceptual Meaning

- a. Think-pair-share technique

Think-pair-share technique is an effective way the discourse pattern in the classroom. It is a teaching technique which changes the assumption that all recitations or discussions need to be held in the whole group setting and it has built in procedures for giving students more time to think and to respond as well as to help each other.

b. Grammar Achievement

Grammar achievement is the students' successfulness to comprehend the theory of language studying how words are put together into phrases or sentences

2. Operational Meaning

“The Effect Of Cooperative Learning Model Using Think Pair Share Technique In Grammar At Second Year Students At Mts Wahid Hasim Setinggal Gandekan Blitar” operationally means the effect of applying think pair share technique to teach grammar focused on past continuous tense at second year students of MTs wahid Hasyim Setinggal Gandekan Blitar.