

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, statement of the problems, objective of the study, hypothesis, significance of the study, and definition of key term.

A. The Background of the Research

Writing is an activity that dispenses our idea, our opinion to a media. For example to a book or paper, as the media. There are numerous studies related to teaching writing. Seow (2002) explains the process approach to teaching writing, which comprises four basic stages these are planning, drafting, revising, editing. It is true that writing is activity to express all in our mind. But it does not mean that writing is an easy activity. In fact, writing also need an usage. Writing ability is not an ability that automatically acquire, it is not ability that get since baby, but writing ability get from learning act (Solehan, dkk 2008:9.4). Writing also must be choosing the words that can be understand by people or reader.

Writing is not only one element of constructing grammatically-correct sentences and using correct spelling. Writing is also a way of finding out what one knows about topic. That is why the first step of writing is getting ideas to write and it needs more attention. Rainski (2000:26) finds that writing the opening skill to a piece be the hardest task for students. They need adequate time to collect their thought. J. B Heaton (1988) stated that, writing is complex and sometimes

difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements

Writing is the difficult one from 4 skills. But there are many technique to make writing more easier. There are some techniques that have been used. Those are preaching technique, discussion technique, total physical response, think-pair-share, team game tournament. One of the writing techniques that is Think-Pair-Share (TPS) technique. It allows the students to formulate their ideas individually, pairing with their friend, and share in front of class. They can think individually and share their ideas with a partner, and they can share their ideas with the class (As'ari, 2005). In addition, in TPS technique, all the students will be actively involved in the teaching and learning process of writing.

The Think-Pair-Share technique is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate the pair ideas and share these ideas. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation technique in which a teacher poses a question and one students offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as an information assessment tool; as student discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly. In this strategy, a problem is posed, students have time to *think* about

the topic individually, and then they work in *pairs* to solve the problem and *share* their ideas with a class (Simon,2017).

Think-Pair-Share is the learning technique that developed by Frank Lyman and Spencer from Maryland University (Ibrahim,2000:26). This strategy gives opportunity for the students to work by themselves and then pairing each other. Think-Pair-Share is the strategy cooperative learning that designed to influence student interaction. The procedure that use on Think-Pair-Share can give the students much time to think, response, and help each other (Trianto,2007:61). The superiority of Think-Pair-Share is the student can think individually, can develop their thought because of much time that provide (Endy:2006). Because of the theory and the superiority above inspired the writer to do research for the students of Junior High School to know is it effective to the students in writing ability.

There are some preceding studies that related and proved that the Think-Pair-Share good, effective, and successful technique in teaching and learning process. Fahlefi (2010) Think pair share method is profitable in term of the students to be actively involved in learning activities, encourage students to communicate in English, improve students' speaking skill ability in English. According to Fatimatuzzahro' (2011) said that Think-Pair-share an increase student's writing narrative in SMAN 1 Durenan. Another preceding Pratiwi (2011) Think-Pair-Share technique can improve the students' quality in writing descriptive texts in terms of generic structures and language features. And the last one is Listiani (2014) Think-Pair-Share can improve students' reading comprehension. The researcher is interested to confirm if Think-Pair-Share is also

effective to be applied at Junior High School level. Therefore, the researcher conduct a research entitled "The Effectiveness of using Think-Pair-Share (TPS) technique on Students' writing ability at SMPN 02 Pakel Tulungagung in The Academic Year 2016-2017.

B. Research Problem

Based on the problem that is written in background of study above, the writer formulates the problem in this research as follows: Is it effective to use Think-Pair-Share (TPS) technique on students' writing ability at SMP Negeri 02 Pakel?

C. Objective of the Research

Based on the research problem above, the formulated research objective is find out if it is effective to use Think-Pair-Share (TPS) technique on students' writing ability at SMP Negeri 02 Pakel?

D. Research Hypothesis

Based on the research problem above, the hypothesis of the study can be mastered Alternative and Null Hypothesis. The hypothesis is as follows:

1. H_0 (Null Hypothesis): There is not any significant difference on the students' scores after being taught by using Think-Pair-Share (TPS)
2. H_1 (Alternative Hypothesis): There is any significant difference on the students' scores after being taught by using Think-Pair-Share (TPS)

E. Significance of the Research

This research is expected to give contribution for:

1. The English teachers

The result of this study is useful for English teachers to get information about teaching descriptive text using Think-Pair-Share

2. The future researchers

The result of the research are, hopefully, useful for future researchers as a reference to do a similar research conducted at others researcher to improve the students' writing skill by using TPS technique in prewriting activity but focusing on different types of paragraph such as narrative, recount or other types of paragraph.

F. Scope and Limitation

In this thesis, the researcher only focused on seventh grade of SMPN Negeri 02 Pakel at the second semester 2016/2017 academic year, and to make a description of this thesis deeper, the investigation is limited to the effectiveness using Think-Pair-Share in teaching descriptive writing. The writing description is limited to 2 paragraphs and consists of 25 sentences.

G. Definition of Key Term

It is important to define terms used in the present study in order to avoid ambiguity and misunderstanding.

1. Think-Pair-Share (TPS)

Think pair share is the technique that has been use in many researches.

There are 3 steps on Think-Pair-Share those are think by their selves, and then pair to discuss the topic, and then share in front of class.

2. Teaching Writing

Teaching writing is the teaching learning process that focuses on writing. And in this research it is focus on descriptive text.

3. Writing ability

Writing ability is the ability to produce the text in the form of descriptive type.

H. Organization of the Writing

The organization of the research paper is given in order to make the readers understand the content of the paper easily. Chapter I is introduction which deals with the background of the research, research problem, objective of the research, research hypothesis, significance of the research, scope and limitation of the research, definition of key term. Chapter II is review of the related theories. It is about definition of writing, teaching writing, writing process, cooperative learning, think-pair-share technique, procedure teaching writing using think-pair-share, and previous study. Chapter III is about research design which presents

research design, variable, population and sample, research instrument, validity and reliability, normality homogeneity, data collecting method, data analysis, and procedure of treatment . Chapter IV is research findings and discussion. Chapter V is conclusion and suggestions.