

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing ability is very important to be taught to students. By learning writing, they was get many benefits. Practicing writing helps them shape and strengthen their intellectual. It also gives them appropriate media to put or express their idea or thoughts (Sadiku, 2015). Writing is one of the crucial ways to deliver information through a language mastered by both the writer and the reader. Writing is seen as the most difficult skill to be learned among the four skills in English: listening, speaking, reading, and writing. The difficulties in writing have been one of the reasons why students see writing as a difficult skill to be learnt.

According to Yulianti (2018) writing covers the great range of styles a student will perform in his daily lives. It may include filling forms, making lists, writing letters, note-taking, or academic writing. Writing develops students' critical thinking to express what they think and convey their idea in the arrangement of the sentence. Most of the students think that writing is the difficult skill for them. In addition, Warochmah (2017) stated that the students at schools got difficult in every level of grade because they are still strange with the process of writing. Through the process, students are suggested to explore their ideas to start writing, think what to write, how to explain it, and then arrange those ideas into some phrases and sentences until they become a good writing in the form of paragraph

or essay. Writing skill is discussed in the current study because students have difficulties in understanding and their ignorance of the content of writing, organization, mechanics, and lack of vocabulary. Those are some of the factors that are considered the most difficult skills for students in each class because there are many steps in the writing process and students must find their ideas to start their product; thinking about what to write, how to decipher it, then putting those ideas into phrases to be a good writing project.

Teaching writing in Junior High School is important since it is one of the compulsory subjects. That is a concern in some genres of text. Based on the Kurikulum 2013, the students of Junior High School have to master descriptive text, recount text, narrative text and procedure text. Writing in Junior High School focuses on short functional text and simple essay in daily life. It means that the students are expected to be able to write short functional text and simple essay. One kind of text that students have to master is Descriptive text. Descriptive text is one of the texts that must be mastered by the students of the eighth grade in junior high school. Descriptive text is a kind of text that describes particular things, animals or person.

Based on an analysis of student writing exercises, the researcher found several problems in writing. The first problem is students often made mistakes in stating the main idea for their writings. They had difficulties in exploring ideas to write. They did not know what to write. The second problem is students also made many

mistakes in structure. They often made mistakes when applying the appropriate tense for their texts. And based on the observation in the English class, the researcher got the problem. First problem is students did not pay attention to the teacher and they made noise. When the teacher was explaining the materials, the fourth problem is students could not answer when teacher asked questions and they seldom asked questions to the teacher, the second problem is students refused to present their writings in front of the class.

In addition, the problem can relate to the teachers technique of teaching writing. The researcher took from the students' side to ask how the teacher taught in class. In the teaching and learning process, teachers still use the lecture method. The teacher only provides explanations and exercises. This makes students less understanding, less interested in writing, and makes students bored during the teaching and learning process so that many students cannot answer when the teacher asks and they rarely ask the teacher. In addition, the teacher just gave scores to the students without giving them feedback. For example, the teacher checked the students' task of writing without correction but just gave them score. Thus, the students do not know their wrongness in writing. Therefore, the teachers should use the technique in teaching that makes the students active in the class.

On the other hand, there are so many interesting technique to be applied in teaching writing. One of them is Think Pair Share (TPS). Based on Lie (2002:57)

that Think Pair Share (TPS) is a learning technique where students are given the opportunity to respond independently and cooperate with others. In this case, the teacher is an important role in bringing students into discussions that are more active, effective, creative and fun. Think Pair Share is kinds from type of Cooperative Learning designed to influence student interaction in learning. In Think Pair Share (TPS) requires that one student with another student can work together in their groups, in one group usually consists of 2-4 students (Ibrahim et al: 2000).

Many researchers have conducted study to examine the effect of using Think Pair Share (TPS). Based on research conducted Nugraha (2018) conducted a research on the influence of think pair share on students' reading narrative text in junior high school. Nugraha concluded that Think Pair Share (TPS) technique can give influence on the students' reading narrative text. It is showed by students' reading score after being given the treatment of Think Pair Share (TPS) technique were higher than before the treatment. Another research about Think Pair Share (TPS) conducted by Febriyanti (2022), Ketaren (2018) concluded that teaching reading by using Think Pair Share was more effective than using conventional strategy. Think Pair Share had a substantial influence on the students' critical reading through descriptive text. The findings of this study show that using the Think-Pair-Share technique to teach critical reading to students had a substantial impact on their critical reading ability think-pair-share strategy (TPS) had a

substantial influence on the students' critical reading through descriptive text. The findings of this study show that using the Think-Pair-Share technique to teach critical reading to students had a substantial impact on their critical reading ability. But it is different from the research of Nofriyan, A.P.A, Fatimatuz Zahro', (2011) that the significant difference in scores between students taught before and after using Think Pair Share is 0.000. It means that there is no significant difference in the scores of students before and after being taught using the Think Pair Share (TPS) strategy in writing narrative text

As explained above, the writer concludes that Think-Pair-Share technique was provide opportunities for students to process their interaction ability with other students. The implementation of this technique begins by inviting students to think regarding the answer to a question or problem raised, then students was work in pairs to discuss the answers or the results, and then students was be asked to share their answers or thoughts by explaining or describing it to other students in the classroom.

The researcher choose SMP Plus Al-Kaffah Batam because based on the interview when the researcher do Preliminary study with the English teacher at SMP Plus Al-Kaffah Batam, the teacher said that the students have same problem with this study which is they are difficult to generate the ideas because the lack of the vocabulary and difficult to organize the text to be a cohesive and coherence especially in seventh grade.

Based on the background above, the researcher is interested to conduct research with the title “The Effect of Think Pair Share on Students’ Ability in Writing a Descriptive Text at Seventh Grade of SMP Plus Al-Kaffah Batam”. The researcher uses the Think-Pair-Share to prove that the technique has an effect in writing descriptive text by using pictures or topics as props. This study chose to write descriptive text because descriptive is a genre of text that describes something, such as looks, feel, tastes, and sense. With descriptive text, the reader knows detailed information, and the sequence of events in a problem. If students do not know how to construct a descriptive text, misunderstandings can occur between the writer and the reader. Therefore, writing descriptive text is important to be taught to students.

1.2 Identification of the Study

The problems that students faced in writing descriptive text can be identified as follows :

1. Students did not pay attention to the teacher.
2. Students could not answer when teacher asked questions and they seldom asked questions to the teacher.
3. Students refused to present their writings in front of the class.

1.3 Limitation of the Study

Based on the background and identification of the problem above, the researcher makes the limits of this study. The researcher was focused on the

Think Pair Share effect on writing ability, particularly on descriptive text. This research was conducted using an experimental design (quasi eksperimental)

1.4 Research Question

Based on the limitation of the problem, the researcher formulated the research question: “Is the student taught by using Think Pair Share (TPS) better than the students’ taught by using conventional strategy in writing ability a descriptive text at seventh grade of SMP Plus al-kaffah Batam?”

1.5 Objective of the Study

The objective of the study is to find out whether the student taught by using Think Pair Share (TPS) better than the students’ taught by using conventional strategy in writing ability a descriptive text at seventh grade of SMP Plus al-kaffah Batam.

1.6 Significance of the Study

There are some significances of this research, theoretical significances and practical significances. The expected contributions are :

1. Theoretical significance

This research was gave advantages for english language teaching as a reference to find out appropriate technqie to teaching and the student can used this research to as a reference to find out appropriate technique to learn English by themselves and for other researchers, this research was gave them information in conduct similar studies. The researcher also hopes that this

study can be used as a reference to the other researchers who observed the effect of think pair share.

2. Practical Significance

a. For the students

The researcher hopes that it can be used to develop students' abilities in writing English. Because it was gave them a lot of new experiences in order that they were be more active and interactive in the English writing class.

b. For the teacher

After this research can provide information to teachers in guiding students to write their ideas and build students' confidence by studying in pairs.

c. For the next researcher

This research can gave significance to the other researchers as a reference for further studies on a similar topic.

1.7 Definition of Key Term

1. Writing

Writing is the art of expressing our view, idea and thought.

2. Think Pair Share

Think Pair Share is one of the technique that is taught by the teacher, in which the students work together in a group of the classroom to reach a purpose together

3. Descriptive Text

Descriptive text is describe information relating to objects, people, and animal by describing orally and write.

