

CHAPTER I

INTRODUCTION

In this chapter, the researcher will present six topics related this study. This includes of background of study, statement of problem, purpose of study, significances of study, scope and limitation, and definition of key term.

A . Background of Study

For Indonesian students, English competence is very important. The students need to understand and use English to improve their confidence in global competition. Therefore, Indonesia decides that include learning English language in elementary school, junior high school, senior high school and university. To provide students with English learning, the teacher has to present all language skill. All language skill should be presented to achieve understanding of English.

There are four English language skills, namely listening, speaking, reading and writing. Hadfield and Hadfield (2008: 72) stated that listening and reading are receptive skills, they require only understanding. Speaking and writing are productive skills; they require the learners to produce something. All of language skill must be related to learning. In this research, the researcher concern with writing skill.

Writing is an important skill in life. It is not only important in education but also to develop power in career. Writing skill is one of the language skill must be owned by students. According to White and Arndt in Mansoor (2011: 2) writing

in an important experience through which we are able to share ideas, arouse feelings, persuade, and convince other people. Writing is a process to share the feeling into paragraph. Writing is also one of the media to communicate with others people. By writing, the students can convey some opinions, express their ideas, information. In writing, students do not only learn how to write something in a paper, but also they learn different genres such as, descriptive, narrative, and recount based on syllabus.

From all the language skills, writing seems to be more considered by students because writing is a complicated language skill which requires ability to express idea, thoughts, and feeling to produce a good composition. This idea is also supported by Richard and Renandya (2002:303) who state that writing is the most difficult skill for foreign language learners to master. The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text. In writing, students must master the elements of writing, such as grammar, vocabularies, and ideas, but they have limited word, less understand grammar and difficult to express ideas. This problem also appears to the students of SMPN 2 Bungkal.

Based on the result of observation at SMPN 2 Bungkal, student writing skills are still low. The students felt difficult to write paragraph and distinguish the type of paragraphs. Second, the teaching and learning process at SMPN 2 Bungkal especially in writing skill used monotonous method. The teacher only focuses on delivering material and asking students to do some written exercise at

LKS. Besides, the students felt difficult for them express their ideas and telling their experience on paper.

Based on the students' problems above, a way that makes the students interested in writing has to be developed. The researcher proposes think pair share technique in order to improve the students' ability in writing. According to Moersch (2008: 22) Think-Pair-Share strategy is designed to differentiate instruction by providing students' time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This technique using three steps. The first step is think, the students think independently about the question. The second is pair, the students makes a group in pairs to discuss their topic. The third is share, the students' pair shares their ideas with a large group, such as in front of class.

The researcher assumes that using think pair share technique helps students to improve their writing ability. There are some reasons for this. First, the teachers give all students opportunity to find and discuss their ideas. Second, in group discussion the students find out what they do and to know technical writing. Third, it improves the students to write paragraph.

Based on the background above, the researcher is willing to conduct out Classroom Action Research entitle "The Implementation of Think Pair Share to Improve Writing Ability at The Seventh Grade of SMPN 2 Bungkal in The Academic Year of 2015/2016".

B. Statement of Problem

Based on the description of the study above, it can be formulated in the following research question: How can the implementation of think pair share improve students' writing ability at the seventh grade of SMP N 2 Bungkal in Academic Year of 2015/2016 ?

C. Purpose of Study

Based on the statement of problem above, the purpose of this study is to find out the implementation of think pair share improve seventh grade students' writing skill at SMP N 2 Bungkal in academic year 2015/2016.

D. Significances of Study

The researcher hopes that the result of this research will be useful for:

- 1) For the Students
 - a) To make students active in learning process.
 - b) To give knowledge to students in writing skill.
- 2) For the Teacher
 - a) The teacher can apply this method as an alternative in teaching writing skill.
 - b) To stimulate the teachers to make English as a fun subject at school.
- 3) For the institution

The result of this researcher can be used an input to develop the quality of education especially writing skill in junior high school.

4) For The researcher

- a) The writer can get new experience about teaching writing using think pair share strategy.
- b) The result of the study is used to answer the available questions in this final project based on the data got along the research.

E. Scope and Limitation

The scope of the research is method in teaching writing, there are many kinds of method in teaching writing to student in junior high school such as picture series, clustering, and think pair share. In this research, the researcher uses think pair share to teach writing in seventh grade of SMPN 2 Bungkal in academic year of 2015/2016.

F. Definition of Key Terms

To make easier to understand term used in this research, the researcher gives definition of key term as follow :

Writing skill is the final product of several separate acts that are hugely challenging to learn simultaneously. Among these separable acts are note-taking, identifying a central idea, outlining, drafting, and editing. (Wallace, 2004: 15)

Think Pair Share is one of techniques in cooperative learning. It was developed by Frank Lyman (1985) and his colleagues at the University of Maryland, it is an effective way to change the discourse pattern in the classroom. It challenges the assumption that all recitations or discussions need to be held in whole group

setting, and it has built in procedures for giving students more time to think and respond and help each other (Arends, 2009: 370)

