

CHAPTER I

INTRODUCTION

This chapter presents the background of the study, the problem of the study, the objectives of the study, the significance of the study, the scope and limitation of the study, and the definition of the key terms.

A. Background of the Study

Writing is an important skill besides listening, reading, and speaking that must be mastered by the students. Writing is often considered as the hardest language skill than the other skills since it requires in a higher level or productive language control. The difficulty lies not only in generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on. The difficulty becomes even more seen if their language proficiency is poor.

The most important things are how the students create because writing has many steps to produce or to make. So, they need a preparation to write before. There are pre-writing, writing and revising. However, some people also define

writing process in different steps. Harmer defines this process to be four elements. They are planning, drafting, editing, and final version.¹

Students of Islamic Junior High School (MTs) have different features than other students. They have limited time in studying. Since, in MTs they have to learn a lot of lessons include Islamic lessons. So, they use their time to study Islamic book and general book.²In addition teacher should give a clear explanation in teaching learning process because the teacher do not have much time to teach the students. The teacher should have an appropriate method to face this problem.

Think-Pair-Share is an alternative technique that is used to warm up before doing class discussion. The component of “*Think*” invites the students to think or organize their thought. The component of “*Pair*” and “*Share*” encourage the students to compare and share their idea to the others, so that they can practice before presenting in the whole class. This opportunity can increase the quality of students’ contribution and increase the readiness to speak up to the larger class.³

The technique which is chosen above become one of the researcher’s consideration to make something new in teaching writing narrative texts. In this case, the researcher attempt to offer one technique that makes the students interested in studying writing through TPS technique in which the activity is more emphasized on students’ involvement.

¹Jeremy Harmer, *How to Teach Writing*, (Longman: Pearson Education Limited, 2004), p.4-5

²Kholifa Yeni. *Improving The Writing Skill Of The Eighth Grade Students Of MTS Darul Hikmah Ngancar Kediri By Using Picture Series*, Skripsi (Stain kediri 2012) p.2

³Elizabeth E. Barkley, et al, *Collaborative Learning Technique*, trans Narulita Yusron, (sanfrancisco: jossey-bass 2005) p.155-156.

The researcher expected that this research can improve student writing ability using Think-Pair-Share technique in teaching narrative texts writing and find out students' perception on the strategy in relation to their writing improvement.

Based on the explanation above, the writer want to conduct a research entitled "IMPROVING STUDENTS' ABILITY IN WRITING USING *THINK PAIR SHARE* STRATEGY AT SECOND GRADE OF MTs SUNAN MURIA MOJO".

B. Problem of the Study

Based on the background of the study above, the research problem is formulated as follows: "How can students' ability in writing be improved using *think pair share* strategy at second grade of MTs Sunan Muria Mojo?"

C. Objective of the Study.

Based on the research problem above, the objective of the research is To improve students' ability in writing using *think pair share* strategy at second grade of MTs sunan muria mojo.

D. Significances of the Study

The study is expected to give significances for English teacher, student, school and further researcher.

1. For English Teacher.

By doing this research, it is as motivation to improve skill in choosing appropriate and variation learning strategy and reserchear hopes the teacher can use Think-Pair-Share as an alternative technique in teaching narrative. So, the students will get better writing ability.

2. For Student.

The use of Think-Pair-Share as an alternative technique in teaching narrative text, would make the students interested and more enthusiastic in learning especially learning narrative text. So, it can improve their achievement and learning outcomes.

3. For the School .

The result of the research can give early information about factual condition in learning process in MTs Sunan Muria, and to increase the quality of education. It becomes a source of consideration for the official institutional as effort to produce better out comes especially in improving students' ability in writing.

4. For Further Researcher.

The result of this study is expected to be useful for the other researcher. It can be a preliminary source or information for the other researchers who to conduct the similar research in defferent times and places.

E. Scope and Limitation of the Study.

This study focuses on improve the students' writing ability. The study of this research is conducted to improve the students' ability in writing Narrative

Text through *Think Pair Share* (TPS) strategy. The subject of this research is limited to second grade of MTs Sunan Muria Mojo. The researcher wants to improve the students' writing ability by using *Think Pair Share* strategy, so that they can be motivated to study hard in the second grade.

F. Definition of the Key Terms.

To avoid misunderstanding, it is necessary to state the definition of key terms. The key terms are defined as follows:

1. Think-Pair-Share is the effective technique that is used to warm up before doing discussion class. The component of "*Think*" invites the students to think or organize their thought. The component of "*Pair*" and "*Share*" encourage the students to compare and share their idea to the others, so that they can practice before presenting in the whole class. This opportunity can increase the quality of students' contribution and increase the readiness to speak up to the larger class.
2. Writing Ability is an action or process of producing and recording words in a form that can be read and understood.
3. Narrative text is a text which tell a story.⁴ Narrative writing can be used when we tell a friend about something interesting that happened to you at work or in school, when you tell someone a joke, or if you write about the events of the day in the privacy of diary or journal.

⁴<http://understandingtext.blogspot.com/2008/02/what-is-narrative-text.html> 11agustus2016