

CHAPTER I

INTRODUCTION

In this chapter as introduction of the research, the researcher would like to present the background of the study, research problem, objective of the study, significant of the study, scope and limitation, definition of key term.

A. Background of the Study

As one of the four language skills, writing has always occupied place in most English language course. Writing is the expression of language in the form of letters, symbols and words. It is not only delivering ideas to others but also using a sheer energy to complete the writing process itself. Thinking the ideas, preparing the outline, transferring the outline into draft, revising the draft, and finally proofreading the draft to prepare for the final outcome. In this skill, at least there are five aspects that must be mastered by the students. They are grammar, vocabulary, mechanic, relevance, and fluency.

The students have to learn about how to write well. Most of them are unfamiliar with the words of English. The students get difficulties in writing English because English is not their daily language. They are bored and shy if they have mistakes in their writing, it because the method is not interesting, so students don't want to express their idea in writing English. Students need some motivation from the teacher to build the students' wants to write. So the teacher has to find a technique which can solve the students' problem in writing.

Based on the researcher's experience when teaching the tenth grade students at MAN 3 Kediri as PPL teacher, the teachers used conventional method, in fact the students were not active. The students need the effective method in writing genre especially recount text in order to have better achievement. Therefore, the researcher observed the school, in order to the students are motivated and enjoyable in learning, the teacher should use interesting teaching method. The researcher tries to use think-pair-share as a technique to solve the problem and identify the students' ability in writing especially on recount text. Think-Pair-Share is a technique that allows students to transfer their thought cooperatively with their partners, they can help each other so that it makes the students easy to finish their work as fast as possible.

Think Pair Share (TPS) is one of the Cooperative Learning techniques which poses a challenging or open-ended question and gives students a half to one minute to think about the question. Students then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the question for several minutes. Furthermore, Lyman Proposed Think Pair Share (TPS) in 1981¹. She stated that TPS is short collaborative learning structure and minimum risk, in addition is appropriate technique for teachers and learners who are beginner to collaborative learning .

¹ *Think, Pair, Share was first developed by Professor Frank Lyman at University of Maryland in 1981. Adapted from Using Think-Pair-Share in the College Classroom, by Susan Ledlow, Center for Learning and Teaching Excellence. Arizona State University 2001, and Strategies for Success with English Language Learners, Association for Supervision and Curriculum Development, Alexandria, Virginia 2007.*

Moreover, the relevant result of the study that the other researchers have been done earlier such as the research which has been done by Listiani in 2014, and the title of his research is Improving Reading Comprehension through Think Pair Share at the Eighth Grade Students of Smpn 2 Abiansema². The research finding or the conclusion of his research is the students 'reading comprehension ability can be improved through Think Pair Share. And the next, research has been done by Sumarsih in 2013, and the title of her research is TPS as an Effective Technique to Enhance the Students' Achievement on Writing Descriptive Text³. The research finding or the conclusion of his research is the student's writing ability through Think Pair Share is effective. These researches used class action research and the limitation of study first researcher focus on Reading comprehension. While second research used descriptive text in writing, it has differences with my research that the research will be conducted by using experimental design and will be focused on writing recount text.

Therefore the researcher interested in writing a thesis proposal about teaching writing by using think-pair-share technique in learning process. Furthermore, the researcher would like to write the thesis proposal entitle; *The Effectiveness of Think-Pair-Share Technique in Teaching Writing Recount Text to the Tenth Grade Students of MAN 3 Kediri.*

² Ni Kadek Listiani, "Improving Reading Comprehension Through Think Pair Share At The Eighth Grade Students Of Smpn 2 Abiansema" (Thesis, Mahasaraswati Denpasar University, Denpasar,2014).

³ Sumarsih and Sanjaya, "TPS as an Effective Technique to Enhance the Students' Achievement on Writing Descriptive Text", *English Language Teaching*, 12 (Oktober, 2013).

B. Research Problem

Based on the background of study above, the researcher intends to investigate the effectiveness of using think-pair-share in teaching writing recount text at the tenth grade students of MAN 3 KEDIRI. This study attempts to answer the following research question: Do the students who are taught by using think-pair-share technique have better achievement in writing recount text than the students who are not taught by using think-pair-share technique?

C. Objective of the Study

Based on the research problem, the general purpose of this study are: to know whether think-pair-share technique is effective or not to increase student's achievement in writing recount text to the tenth grade students of MAN 3 Kediri in the academic year of 2014/2015.

D. Hypothesis

A hypothesis is a tentative explanation for certain behaviors, phenomena of events that have occurred or will occur.⁴ Base on the research above the hypothesis are formulated as follow:

H₀ : there is no significant difference between the students who are taught by think-pair-share technique than the student who are not taught by think-pair-share in teaching writing recount text.

⁴ Gay L.R. Educational Research: Competencies for analysis and application, (New York: Macmillan Publishing Company, 1987).66

H_a : there is significant difference between the students who are taught by think-pair-share technique than the student who are not taught by think-pair-share in teaching writing recount text.

E. Significant of the Study

This experimental research is concerned with the effectiveness of using think-pair-share technique; moreover the students will enjoy the writing activity. Theoretically, the result of this research are expected to be used as prove that Think pair share is an effective technique to improve writing especially to the tenth grade students of MAN 3 Kediri. Furthermore, for the practically, the results of this research are expected as follows:

a. For the Teachers

The findings of this research study are expected to give feedback to English teachers, especially teachers who teach at the tenth grade students in MAN 3 Kediri. In addition, the teachers will find that Think Pair Share technique is one suitable resource as effectiveness strategy.

b. For The Students

This technique can help students to develop their writing ability; besides, they will find that writing is enjoyable to learn. And the students will not feel afraid when they try to express their ideas in

writing since this technique will encourage them to be active in the classroom without giving them pressure.

c. For The Institution

For the institution, it also expected that study can be share or socialized among the teachers in order to be applied the goal of the institution based on the curriculum can be achieved.

F. Scope and Limitation

This study concentrates on teaching recount text using think-pair-share technique. There are many genres on writing subject in Senior High School such as recount, narrative, procedure, descriptive, and etc. Specifically this study focused the effectiveness in writing recount text by using Think-pair-share on the students' achievement. In other words, the study is concentrated on the genre of recount.

G. Definition of Key Term

1. Effectiveness

Effectiveness is form of noun from effective. The degree to which something is successful in producing a desired result: success: the effectiveness of the treatment.⁵ Good readers monitor their attention, concentration and effectiveness. The quickly recognize if they have missed an idea and backup to reread it.

⁵ http://oxforddictionaries.com/view/entry/m_en_gb0980740#m_en_gb0980740.20-02

2. Think pair share

Think pair share technique is one of cooperative learning. Think pair share technique is a technique to accustom students to easy in learning English especially in writing. . It was developed by Frank Lyman (1985) and his colleagues at the University of Maryland, it is and 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 other⁶.This technique can be guide the students to their prior knowledge background and make the students active in participating classroom discussion.

3. Recount

Recount is one of the most powerful ways of communicating with others. A good written story lets your reader response to some event in your life as if it were own. They do not only understand the event but, they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them. Recount text is text which retells events or experience in the past which consist of generic structure, orientation, events, and reorientation.

⁶ Richard Arends, *Learning to Teach*, (New York: Mc. Grow Hill Componies,2009)