

CHAPTER I

INTRODUCTION

A. Background of The Study

Language is the principle means for human to communicate, to transmit information or to share idea. English language is important language to develop culture, science and as a means of communication with other nations in the world. English is expected to be acquired. Since English has been declared as International language, there are many countries use this language for their communication. And our government states English as one of the core curriculum that must be taught from elementary school up to university levels.

Trisna Brummer and Sarah Kartchner (2008:4) states that writing is an instrument of thinking that allows students to express their thoughts, Writing helps students understand and share their perceptions of the world around them. Teacher can give students power in their world by teaching them to write well. As a productive skill writing is one of important in teaching and learning english. Writing is one of four skills in studying English that is the process of transferring ideas, feeling by using some language use and though from the writer to the reader. By writing, the students also acquire their imaginative and critical thinking ability.

Nowadays, writing is one of the most difficult skills in English. Because in this skill, the students should master some components such as content, grammar, style, mechanic, and form. As English teacher can

develop students' writing skill by using many kinds of texts, such as descriptive, report, recount, hortatory, narrative, procedure and other types of texts. On the other hand writing skill can also be used to improve students' skill to write dialog such as greeting, introducing oneself, expression and others. In this research, the writer chooses that focus on recount text. Because recount text was one of the genres that can help the students to explore their ideas and flashback the students' past experiences and retell it in written form.

The writer chooses the topic because based on the writer's observation at Islamic Senior High School (MAN) 2 Pesisir Selatan. The writer found some problems when the teacher in learning and teaching process. The teacher usually teaches them in writing material only read the text without practice to write something in English. It can be proved that the students got bored during the teaching and learning process, even they were lazy to follow the teacher's instruction, so that the purpose of teaching learning cannot be achieved. Besides that, the students were also lack of vocabularies. Cause the students became difficult to write well.

Based on preliminary study at MAN 2 Pesisir Selatan, the writer found that most of the students got low score in their writing in English as pointed on the table below :

Table 1.1
Mean score of English MID of Semester 1

No	Class	Mean Score
1	X. IPA 1	52,17
2	X. IPA 2	53,19
3	X. IPA 3	54.46
KKM		75

Source: English Teacher of MAN 2 Pesisir selatan

The table above showed that the data about students' writing skill was so poor. It means of their writing scores is still under KKM. At Islamic Senior High School 2 Pesisir Selatan, The KKM was 75. Many students have a problem in writing such as students' problems are lack of vocabulary, difficult to organize information or idea to make text is low. And then the students can not understand how to make a well in writing sentence. So, the teacher has influenced their ability to develop and improve students' writing ability.

The problem on the table above the researcher suggested the teacher use appropriate strategy in teaching writing. One of strategy which is suitable in teaching writing is Think Pair Share (TPS) strategy. According to Ibnu Trianto (2014:129) stated that Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks students to think about a specific topic, pair with another

student to discuss their own thinking, and then share their ideas with the group.

Based on the explanation above the writer was inspired to conduct entitle “ **The Effect Of Using Think-Pair-Share (TPS) Strategy Toward Students’ Writing Ability In Recount Text At Grade X of Islamic Senior High School 2 Pesisir Selatan**”. The reasons why the researcher chose the title because the researcher wants to know student ability in writing and to introduce Think-Pair-Share (TPS) as strategy in teaching writing through recount text. This strategy there are some steps, and every step created the student more to be active.

B. Identification of the problem

Based on the background above most of students still got difficulties in writing. The researcher states the problems : First, the students had difficulties in generating their idea into written text. They did not know how to start to write, and how to put their idea into paper. The students did not understand the step to write well. Second problem that the researcher was found in writing recount text, the students’ difficulties in generating their idea, considering the component of writing such as content, organization, vocabulary, language use and also mechanics when they were writing. The last of the problems that the researcher found in the learning process were the strategy that was used by the teacher was not given much contribution for the students to write.

C. Limitation of the problem

The researcher found some difficulties in teaching writing in English subject at MAN 2 Pesisir Selatan , especially writing in recount text, such as the students were lack of vocabularies, ungrammatical structure in writing, less attention to study writing, and did not know where and how to start it.

Based on the identification of the problem above , The Limitation of the researcher was focus of the effect of Think-Pair-Share strategy toward students' writing ability in teaching recount text at grade X students of MAN 2 Pesisir Selatan.

D. Formulation of the Problem

Based on the general problem of this research, the researcher formulates the problem as follow : “Does Think-Pair-Share (TPS) strategy give the students learning outcomes are higher after used this strategy rather than conventional strategy”.

E. Purpose of the Problem

Generally, the purpose of this research is to determine whether the effect of Think-Pair-Share (TPS) gives the students learning outcomes are higher after used this strategy rather than conventional strategy”.

F. Significance of the Research

This result of this study is expected to contribute the following participants:

1. For English Teacher

To use this Think-Pair-Share (TPS) strategy in teaching writing skill and solve students difficulties in writing recount text. This strategy will help English teacher not use monotonous but also more effective in teaching learning process.

2. For Students

To motivate and increase the students' interest in writing activities in teaching learning process.

3. For Readers

To inform the readers the way to solve the problem faced by the students of grade X students at Islamic Senior High School level and to inform the reader about how to improve writing in recount text.

4. For Researcher

Hopefully, this research can give a practice in developing her knowledge and skill in problem-solving process and the researcher get more information to improve the final project.

G. Definition of Key Terms

To avoid misunderstanding between the researcher and the reader about this research, the researcher defines the terms used in this study as follow:

- Writing Skill : writing is an instrument of thinking that allows students to express their thoughts, Writing helps students understand and share their perceptions of the world around them. Teacher can give students power in their world by teaching them to write well. (Trisna Brummer and Sarah Kartchner, 2008:4)
- Think-Pair-Share : is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks students to think about a specific topic, pair with another student to discuss their own thinking, and then share their ideas with the group. (Ibnu Trianto, 2014:129).
- Recount Text : is a piece of writing that tells events in a chronological sequence. A recount text is similar to a narrative text. The story may be an event or a situation that took place on a particular day. The order of the events is very important. A recount can entertain and or inform. (Taufik Nugroho and Hafrizon, 2009:18).