

CHAPTER I

INTRODUCTION

1.1 Background of the study

Writing is an important part of language that very important because we need to know as well as we can what we are talking about and also has function as an essential tool for learning in which students expand their knowledge of the language elements in the reality. This skill must be explicitly taught because writing outside school setting is relatively rare. Writing is also viewed as a social and cultural phenomenon as it is meaning-making that is socially and culturally shaped and individually and socially purposeful (Weigle, 2002). In this sense, writing falls into complexity and importance as well.

For the students, it is very important skill because writing is one of skill in learning language that has to be mastered. In fact, they have lack of technique in writing when they practice the learning skill. They think that writing is boring activity and it is uninteresting for them. Referring to the condition, the researcher believes that writing is a skill that needs extra works to be mastered.

Based on the observation and interview with the English teacher in SMP Wisata Sanur of the eighth grade, students' writing ability is very low for the students because they are bored and lazy do writing task in the class, especially the VIII A class. In addition, the students argue that learning writing is difficult and they feel afraid when they write in English. So, they are passive in teaching learning process. Therefore, the writing skill of the students of grade VIII A of SMP Wisata Sanur is still low, less than the criteria of minimum requirement, in this case, the criterion of minimum requirement of SMP Wisata Sanur is 75.

One of the best ways to increase the students' writing skill on descriptive paragraph is using Think Pair Share. Fulwiler (2002: 11) states that rhetorical purpose of most writing is persuasive, you want to make your reader believe that what you say is true. However, different kinds of writing convey truth in different ways. Weigle (2002: 1) states that ability to write effectively is becoming increasingly important in our global community and instruction is assuming and increasing role in both second and foreign language education. If learners have

mastered this skill, they would be able to read what they have written, but others speakers of that language can read and understand it.

The researcher found that the students have low competence on writing skill in English. The main score is still low from the passing grade. The average of students' writing score of the VIII A grade of SMP Wisata Sanur was 69.31. It is indicated through the following indicators that are: (1) the students get difficulties in exploring idea for their writing; (2) they get difficulties in grammatically correct sentences; (3) they get difficulties to produce varieties vocabulary to express language function in writing; (4) they felt that they could not write using English. While, from the situation, the indicators are: (1) the students make noise; (2) they do not participate in class; (3) they do not respond to the teacher commands; (4) the teaching and learning process is bored.

In fact, these problems come from the delivery of material and the techniques or methods used. Teacher dominates the classroom activities, it makes students passive during the teaching and learning process and makes their less interest. Sometimes, the teacher does not know the student's need when learning process. Usually when the teacher teaching in the classroom, she/he only uses text book or exercise book as the printed material to teach. It is boring and less innovative for the students.

Based on exposure of the above problem, researcher uses the Think Pair Share technique to improve students' achievement writing skill of the eight grade in SMP Wisata Sanur of Academic years 2020/2021

1.2 Research Problem

Based on the background of the research, Think Pair Share is one of the techniques that can improve students writing skill. Other ways, the researcher is interested and motivated to solve the problems. The researcher question can be formulated as follows: can writing skill of the eighth grade students of SMP Wisata Sanur in academic year 2020/2021 be improve through Think Pair Share?

1.3 Objective of the study

Generally, finding a solution of the research problem is the main objective of the study. From the previous discussion in the background of the study, a scientific study is certainly conducted in order to answer the research problem.

The objective of the study is to know whether or not writing skill of the eight grade students of SMP Wisata Sanur in academic year 2020/2021 can be improved through Think Pair Share.

1.4 Limitation of the Study

The study was limited to improve writing skill of the eighth grade students of SMP Wisata Sanur in academic year 2020/2021 through Think Pair Share. The present study are used curriculum 2013. The writing skill which has improved in this study was limited on writing descriptive paragraph in such detail descriptive based on the generic structure of descriptive paragraph; there for , the readers could be easily to visualize or imagine place and person that consist of identification, description and conclusion.

1.5 Significance of the Study

The research concerned with teaching writing skill by using Think Pair share to improve the students' ability in writing especially descriptive paragraph writing. The significance of the study is divided into two. There are theoretical and practical significance which will be explain completely.

Theoretically, this study is expected to give contribution and material for the next researcher. The result of this research expected give the new list of some studies about Think Pair Share which have been conducted before by other researchers or the reader gets new information about it. Therefore, this research is expected to be reference for the next researches to be better than this study.

Practically, this study is expected to give benefit for the students and the researcher. For the students, it is expected that this study could give motivation in studying English especially in writing thus they can develop their ideas to make a good paragraph through Think Pair Share. On the other hand, they can be more confident to work in pair and they can shared their ideas each other in pair also they can show and discuss their writing in the class. Also for the researcher, it is expected to use Think Pair Share in teaching so that the teacher can improve the students writing ability and with the use of Think Pair Share the class will be more interesting. Think Pair Share can develop the creativity of students when they work in pair. The last for the school, it is also expected to increase the learning quality in teaching and learning process to teach writing skill.

1.6 Definition of The Key Term

There are some definition of key terms used in this study which need to be defined operationally in order to avoid misunderstanding from the readers. There are two key terms and they are completely explained as follows:

1. Writing Skill

Writing skill is the ability of the eight grade students of SMP Wisata Sanur in academic year 2020/2021 in writing descriptive paragraph which expresses or describes place, thing, or person in such as detail description based on the generic structures of descriptive paragraph such as identification, description, and conclusion.

2. Think Pair Share

Think pair share is operationally define as a simple technique which is used by the researcher to improve writing skill of the eight grade students of SMP Wisata Sanur in academic year which is consist of three steps they are think, pair, and share. The first step is think, the teacher asked the students to think with a question or prompt or observation. The students should take a few moments probably not minutes just to think about the question or topics. The second step is pair, using designated partners nearby neighbors or a desk mate, student's pair up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. The last step is share, after students talk in pair for a few moments (again, usually not minutes), the teacher calls for pairs or individually to present their thinking with the rest of the class" (Fahlefi, 2010).

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is a review of theories for the students that are related to the study which is done by the researcher. This study which dealt with improving writing skill of the eighth grade students of SMP Wisata Sanur in academic year 2020/2021 through Think Pair Share. So, it's need to be support with some theoretical frameworks from expert. The theoretical frameworks includes Writing skill, Descriptive paragraph, Think Pair Share, assessment of writing.

2.1.1 Writing Skill

Writing is a skill that very important for language learners need to learn as an essential component and for their academic practice but also for their professional life. Because for write, writing is needed to write some paper or paragraph.

There are many conception dealing with the writing process. According to hammer (2004:12) writing is process a way of looking at what people do to compose written text. The formula of good writing consist of pre-writing, revising editing. Those allow their work to emerge in a series that can be arranged manageable steps.

Byme (1987:1) says that on one level, writing can be said to be the act of forming symbol; making marks on a flat surface of some kind. Graphic symbols here include letters or combinations of latter that relate to the sound people make when they speak. The symbols have to be arranged, according to certain conventions, to form word, sentence, and or paragraph. But actually writing is more than the production of graphic symbols. He also states that writing involves the according the encoding of a message of some kind; that is translating thoughts into language.

According to Haris (1993:10), writing is a process occurs over a period of time, particularly if the writer takes account the same times extended periods of thinking that persuade initial draft. In writing, the writer need a time to do processes inside. The length of the time is different among writers. Some needs a longer time just think about what to write before making the initial draft.

Finally, it can be conclude that writing skills can be mastered through hard work of participating. By improving the writing skills, write can make a good writing to increase their communication abilities to help them to share knowledge and ideas with others.

2.1.2 Descriptive Paragraph

Writing is a productive skill that will make the students to practice their ideas. So, in learning writing students are expected to product in such as written from. The product that the students should be produced is a paragraph. Paragraph is a group of related sentence about single topic. A good paragraph consist of topic sentence, supporting sentence and concluding sentence (Hogue, 2008:4) and it should maintain consistent flow. Students need to learn and practice the art of putting word together in well-formed sentence, paragraph and texts. There are some kinds of paragraph in writing. One of the paragraph is descriptive paragraph.

Oshima and Hogue (2007 : 61) state that descriptive writing appeals to the senses, so it tells how something, looks, smell, tastes and sound. They also say a good description is a word picture. It is mean the reader can easy to imagine the object, place, or person in his or her mine. A description usually follows a pattern of organization that called spatial order. Spatial order is the arrangement of things in space.

Zemach and Rumisek (2005: 25) states that descriptive paragraph explains how someone or something looks or feels. It also supported by Zemach and Islam (2005 : 3) who states that when you describe a place, you can develop your paragraph by adding descriptive details that tells how a place looks, sounds, or smells and feels. According to Hogue (2008 : 95) description are “ word picture “. You tell how something looks, feels, smells, tastes, and sound. He also added that there are two keys to write a good descriptions. One of them is using many descriptive details. Descriptive paragraph is using simple present for the grammar and using objectives in vocabulary. Descriptive has generic structure that build up the paragraph it self such identification: identifying the phenomenon to be described and description: describing the phenomenon in parts, qualities, or/and characteristics.

According to Folse et al. (2010: 154), a descriptive paragraph describes how something or someone looks or feels. It gives an impression of something that creates a sensory image in the reader's mind. A good descriptive paragraph uses words that appeal to some or all the five senses: sight, taste, touch, hearing, and smell. Moreover, Hyland (2003: 9) states that writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her own views on a topic. Teachers see their role as simply to provide students with the space to make their own meanings within a positive and cooperative environment. Therefore, writing is defined as a complex process that requires a range of skills and tasks.

Moreover, a descriptive paragraph uses words to build images for the reader which describe something in detail that can make it easy for the reader to visualize the described thing, person, and place. They use any sights, sounds, smells, tastes, or even feelings. A descriptive paragraph may describe an event or a place, those involve: figurative language (metaphor, simile, etc) or describe emotion and feeling. Good descriptive paragraphs make the reader feel as if he or she is present in the scene (Savage and Mayer, 2005: 28).

In a descriptive paragraph, a writer uses details to tell how a subject looks, sounds, smells, tastes, or feels (Savage and Mayer, 2005: 33). In a descriptive paragraph, writers often use spatial order to organize their ideas. According to Oshima and Hogue (2007: 62), spatial order is the management of items in order by space. It does not usually matter whether the spatial organization is left to right, right to left, near to far, far to near, outside to inside, inside to outside, top to bottom, or bottom to top. It means that writing descriptive paragraphs to create good imagination for the reader we should use spatial order or arrangement of items in order by space. It can be from left to right, right to left, near to far, far to near, outside to inside, inside to outside, top to bottom, or bottom to top. It is only helpful to use some kind of spatial order when writing a description. It can be concluded that a descriptive paragraph is a series of sentences which develops the main idea and it aims at describing a place, person, or something in detail which has a generic structure; identification, description, and conclusion.

2.1.3 Think Pair Share

Think pair share is a cooperative learning discussion strategy first developed by professor Frank Lyman at University of Maryland in 1981 and adopted by many writers in the field of cooperative learning since then. In addition, Kagan (2009:14.8) also states that Frank Lyman created a very powerful frame sequencing three structure called Think pair share. Think pair share is cooperative learning strategy where students think about their response to a prompt or question, then discuss their individual answers in pairs. According to Buchl (2014:152), as a variation of Think pair share. have one partner assume the role of "expert as though he or she were explaining new content to the novice his or her partner.

Fisher and Frey (2007:30) define Think pair share as cooperative discussion strategy that allows the students to discuss their responses with a pair before sharing with the whole class. It could assume that Think pair share includes in cooperative strategies that allow students to work in pair in discussing their opinions or their ideas with a partner.

According to Jolliffe (2007:43). Think pair share is one of three types of cooperative learning groups as the one of activities which is formed to support informal cooperative learning groups. The purpose of Think pair share is to ensure maximum discussion within group. It is mentioned in Macpherson (2007:68) states that Think pair share is one of group activities of elaborating the knowledge and comprehension of the learners. Think pair share as one of group activities in cooperative learning where the students can work in group or in pair to discuss their thought and then share their answer freely; in addition. Think pair share is divided into three steps are think, pair, and share.

Cooperative learning can allow all students to work together, each student experiencing the role of the role of teacher and learner, and each student modeling recognition of and respect for many different skills and learning styles Cohen et al.. (2005:43). It means that by working together, the students will be supported to learn English because they can discuss their ideas with the other students. teaching writing skill by using think pair share can encourage students motivation and ability in learning English because it is designed to help the students in

creating ideas by providing students time and structure for thinking on topic, enabling them to formulate individual ideas and share these ideas with a partner. It can be assumed that by pairing, the students are more easily in understanding the material and more confident in exploring their ideas freely.

Using Think pair share in teaching writing skill can explore student motivation in producing or expressing their ideas written form. The students can discuss their writing with a partner to prepare themselves doing share to group discussion session so that they confidence in presenting their writing. It is done to help students in solving their difficulties in writing by sharing or discussion with a partner. Think Pair Share in teaching writing skills can be explained by some theories which support pairing or grouping to encourage students writing ability.

The first statement come from Lyman in Fisher and Flay (2007 :30), who mention that there are three stages of student action such as think, pair, and share. It means that in Think Pair Share, there are three steps that should be done by students; they are thinking individually about the answer, discussing the answer in a pair. and sharing the answer. Based on this theory, this study explains the use of Think pair share in teaching writing skill by mentioning some theories which support this study to make this study understandable.

Additionally, thinking provides time for the students to prepare their ideas: they can do this individually n pairs or in groups (Pollard . 200849) . By thinking the students can start their writing individually and they are also given more time to think the object to be explained in their own paragraph. Thinking is the activity to bring and develop ideas, plans, and also experiences which can design and produce new information and concept (McDonald and McDonald, 2002:7). It means that thinking is a process which involves mind or thought understanding something.

These groups or pairs could also work together throughout pre-writing and organizing stages of writing to help each other to develop plans for writing Collin et al. 2003 :40). By pairing, the students are given chance to negotiate their ideas in pair or with a partner in which they mutually help each other in developing their writing plans. Moreover, Johnson (2008: 193) states that teacher allows the students to positively respond to each other's writing by working in pair. It means

that in pairing, students are asked to work with a partner and response to each other about their writing where they can give positive feedback to the partner; consequently, each student can motivate to other students to be brave in creating and expressing Reviews their ideas in written form .

Three stages in using Think pair share to teach writing skills will encourage students' creativities for writing a good descriptive paragraph According to Carter and Nunan (2001: 30), such activities encourage learners in write their way into more precise, interpretive readings while at the same time fostering greater attention to forms of writing, to reflection on what is involved in the creation of a text and to adapting writing styles to the audience and context of writing.

2.1.4. Assessment of Writing

Writing, as said, contains both process and product. The process involves prewriting, drafting and revising. Because writing is a productive skill. it requires product in such written form. Assessment is needed here to assess the product itself. Then. through assessment, whether the skill is improved or not can be known and analyzed Weigle (2002:46) argues that conceptualization of language use and ability into clearer focus for writing assessment is to introduce the notion of performance assessment. Procedure involving either the observation of behavior in the real world or a simulation of a real-life activity is described by the term performance assessment, which is used. Linse (2005:153) states that writing is assessed by eliciting and examining a sample of writing. The learners can write a sample of consisting of sentence, paragraph, or essay. This sample can be both fiction or nonfiction and assessed using analytic or holistic rubric.

As stated by Brown (2004:247), assessment takes on a crucial role in such an approach. Learning how to become a good writer places the students analmost constant stage of assessment. In giving students the maximum benefit of assessment, it is important to consider earlier stages, which are consisted of the pre-writing process until the first or second draft, and later stages, which are consisted of revising and finalizing of producing a written text. Involvement of self. peers, and teacher at appropriate steps in the process become further factors in assessing writing.

Miller et al. (2009:139) state that classroom tests and assessments play a central role in the evaluation of student learning. They provide relevant measures of many important learning outcomes and indirect evidence concerning others. They make expected learning outcomes explicit to students and parents show what types of performances are valued. The validity of the information they provide, however, depends on the care that goes into planning and preparation of tests and assessments. The main goal of classroom testing and assessment is to obtain valid, reliable, and useful information concerning student achievement. Hyland (2003:212) finds that assessment is not simply a matter of setting exams and giving grades. Scores and evaluative feedback contribute enormously to the learning of individual students and to the development of an effective and nsive writing course. An understanding of assessment procedures is necessary to ensure that teaching is having the desired impact and that students are being judged fairly. Without the information gained from assessments, it would be difficult to identify the gap between students' current and target performances and to help them progress in learning process in the classroom.

Assessment is very important in order to know and analyze whether the students have mastered in such a skill. In this case writing skill. Therefore, related to this study, the assessment was only focused on assessing students' writing skill in writing descriptive paragraph. The students' were asked to make a descriptive paragraph with certain topics, the products were assessed, and the scores were some criteria such as. given through the rubric of Oshima and Hogue (2007:196) that consist of format, punctuation and mechanics. content, organization, grammar and sentence structure.

2.2 Empirical Review

The empirical review is review of previous research that is relevant with this study. Strategy of Think pair share in teaching learning process for students is not only used in teaching writing, it also used in teaching listening skill. In this case, the researcher reviews two studies which had been conducted by other researchers and they explained in empirical review to support this study.

The first research has been done by Ida Ayu Made Padmawati (2018) entitled "Improving writing skill of the Eight Grade Students of SMP 1 Mengwi

in Academic years 2017/2018 through Think Pair Share. The subject of the study were the eight grade students of SMP 1 Mengwi in Academic year 2017/2018. Her objective is to improve students ability in writing descriptive paragraph through Think pair share. The result showed that the students skill was improved, namely from poor to good achievement. She has explained clearly the steps in applying the Think pair share in teaching writing skill. She had been successful in applying it to improve the student writing skill. However, I found the weakness from this researcher, she only ask the students to share their paragraph without discussing it with others students.

Second research had been done by Putu Gede Satrya (2017) entitled “Improving writing skill of the eight grade students of SMPN 12 Denpasar in Academic Year 2016/2017 through Think Pair Share”. The subjects of the study were the eighth grade student of SMPN 12 Denpasar in academic year 2016/2017. His objective is to improve students ability in writing descriptive paragraph through think pair share. The result also showed that the student' skill was improved, namely ability was improved from poor to good achievement.

Both of researcher showed that their studies were successful. The technique exactly improved the students writing skill. They had explained clearly the steps in applying the Think pair share in teaching writing skill. However, when teaching learning process in this study, they did not pair the students based on their ability. They only asked the student to work in pair in which they choose their pair sit on the table; therefore, the student would not be objective in choosing their pairs. Other hand, the researcher only ask the students to share their paragraph without discuss their idea to make students understood. In this present study, to make this study better the researcher will choose the students that have high ability and low ability to be pair to get active participation in every group with the same steps and discuss their paragraph writing itself with others group in applying Think pair share.