

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

When learning English, four basic skills must be learned, they are learning, speaking, reading, and writing. Speaking and writing are productive skills; they require the learners to produce something. Among these four skills, writing is one of the most important basic skills to master when learning English. Not only in education but also to develop power in a career. It is because writing skill has significance in improving communicative competence of the language. Brown (2001:336) states that writing is the process of putting ideas down on paper to transform thoughts into words, to sharpen your main idea and give them structure and coherent organization. According to Boardman and Frydenberg (2002:11), good writers think, plan, write a draft, think, rewrite, think, and rewrite until they are satisfied. They also add that writing is a continuous process of thinking and organizing, rethinking, and reorganizing.

To develop writing skills, it takes practice and learning consistently. As we know, writing is a specific skill that can help writers put their ideas into words in a meaningful form and mentally interact with the message. From all of the existing language skills, students must consider writing skills because writing is a complicated language skill. Writing requires the ability to express ideas, thoughts, and feelings so that they can produce a good composition. This idea is 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.

Harmer (2004) proposes that writing in the classroom, taught by combining the process of teaching writing, involves encouraging the students to think about what they are going to write, by encouraging them to draft, reflect, revise, and by responding to their writing product. The ability of thinking and the ability to organize are crucial to make students express their ideas in well-organized sentences, which have good coherence and cohesion. That's why many people and students find it difficult to write.

Writing means producing a written product. It is a process of transforming ideas coherently and cohesively into written text. Based on the interview that was done by the researcher, the teacher stated that writing is difficult to learn by students because it is an active or productive skill so the students who are learning writing have to learn how to find ideas and express them in writing. The observation in SMA Negeri 1 Manggis also shows that many students of class X H students have less interest in writing because they always have a problem finishing a writing task. They have difficulties expressing the language through written forms.

In the school, when the researcher joins the class to see how the teaching and learning process works, the teacher never gives students a model of how to write descriptive text because in class, writing activities were dominated by memorizing dialog, sentences, and words. Thus, it makes the students feel bored and lazy to join the class. The teacher also frequently gives the students an instruction so they should think carefully about the topic before they begin

to write. This makes students sometimes have difficulty creating their ideas when they are gone to start writing. They are also usually confused about what they will write so they tend to write directly without thinking first. While interviewing with an English teacher at school, I was informed that the student's writing skills are still bad, because they have limited words, less understanding about the structure, grammar, and vocabulary, and difficulty expressing their idea. They also have difficulty to focus when the teacher explains the lesson in class so it is increasingly difficult to understand the material given. On the other hand, the teacher's technique created a boring situation and the students were not enthusiastic about learning writing. It made the students unable to build their ideas into a text.

Research conducted by Yulanda in 2018 about writing showed that students who took the writing subject still have trouble in writing. First, they were difficult in gaining the idea. They cannot get an idea quickly when writing a text. Second, they mastered limited vocabulary and low grammar awareness. Students found it difficult to express their idea in writing. Even though they had been studying for several meetings, they still had no improvement.

To handle these problems, the teacher must choose the right method which is certainly suitable to be applied in the classroom. From many existing methods, one method that maybe suitable and can be applied is the Think-Pair-Share (TPS) method. Think-Pair-Share is a cooperative learning strategy that can support and promote higher-level thinking. The teacher asks the students to think about the specification of the topic, and then pair with another student

to discuss their own thinking. After thinking about a specific topic and pair with the other student, the last step is sharing their ideas with their group. Think Pair Share is a learning method developed by Frank Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think Pair Share encourages a high degree of student response and can help keep students on task (Richard and Rodgers, 2001:198).

According to Ulrich and Glendon (2005:40), using think pair share in the teaching and learning process gives the students a chance to discuss their solutions with another student where the students get both positive reinforcement and support for their answer, which increases their confidence before presenting their thoughts to the whole class. Same as Robertson (2006) who said that in think pair share, students are given time to think through their own responses to question(s) before the questions are answered by other peers and the discussion moves on. Students also have the opportunity to think aloud with other students about their responses before being asked to share their ideas publicly with the entire class.

In addition, to make the think pair share technique work well, the teacher can combine the technique with additional media such as pictures. Combining think pair share technique with picture can make the students easier to visualize the verbal picture in their imagination. Using pictures can help them to understand the meaning of a word, a sentence, a paragraph, or a text. It means that students will be easier to develop their idea in the writing process because there is stimulation in form of picture.

## 1.2 Research Problem

Writing is not easy in English; many students still have a problem when they write. Based on what has been described in the background of the study above, the researcher has found that the tenth-grade students in SMA Negeri 1 Manggis still have a problem with writing when using grammar and vocabulary. Those problems do affect their writing skill, especially in writing descriptive text. It must be solved by applying an effective and innovative teaching technique. Therefore, the research problem of the present study can be formulated in the form of a question: can the students' writing skills of the tenth grade of SMA Negeri 1 Manggis be improved through Think Pair Share with picture?

## 1.3 Objective of the Study

In order to make this research have a direction, every scientific research is intended to answer the research questions that have been determined and formulated. This is the guideline that is chosen when making necessary decisions and conducting research. Therefore, according to the research question, this present study was intended to find out whether or not Think Pair Share can improve the writing skills of the tenth-grade students of SMA Negeri 1 Manggis in the academic year 2022/2023.

## 1.4 Limitation of the Study

Based on the background of the study and the research problem, some difficulties that affect students' writing skill, are difficulty in creating ideas, limited words, and less understanding about the structure, grammar, and vocabulary. Nevertheless, it is impossible for the researcher to overcome all of those problem. To avoid a complicated discussion, a limitation was needed in

this research. The researcher was focusing on the Improving Student's Writing Skill of the Tenth-Grade of SMA Negeri 1 Manggis in Academic Year 2022/2023 through Think Pair Share with picture especially in descriptive text to describe their idea about picture of a person, thing, or place.

### **1.5 Significance of the Study**

This research will focus on implementing Think Pair Share Technique to improve writing skill which is expected can help in learning English, especially the ability to write descriptive text for Tenth-Grade students of SMA Negeri 1 Manggis in Academic Year 2022/2023. It is expected that by using Think Pair Share students' writing skill can improve especially in order to write a descriptive text. In addition, the significance of the study is expected to give theoretical as well as practical significance as follows:

Theoretically, the findings of the present study are expected to give more evidence about the implementation of Think Pair Share in improving students writing skill especially in writing a descriptive text of the tenth-grade students in SMA Negeri 1 Manggis.

Practically, the result of the present study is also expected to have a benefit for teachers, students, and other researchers. For the teacher, it can be a reference for using Think Pair Share as one of the alternative techniques in teaching writing. For the students, it can give students a new experience, increase motivation and interest in learning writing to improve their writing skill. For the other researcher, this study can be used as a reference, alternative source, and guidance for the future researcher who wants to use the same technique to get a better and more accurate result.



## 1.6 Definition of Key Term

In interpreting the meaning of the terms of this research, the researcher also provides an understanding that explains the term used in this study. The definition of key terms are defined as follows:

1. Writing Skill

Writing skill in this present study is defined as the skill of the tenth-grade students of SMA Negeri 1 Manggis in academic year 2022/2023 especially in writing a descriptive text and expressing their ideas about describing a thing, place, or person based on the generic structure.

2. Think Pair Share with Picture

Think Pair Share is defined as a technique used by the teacher to improve the student's writing skill. In implementing this technique, the researcher used the picture as teaching media to support the teaching and learning process during applying this technique. In this present study, the researcher limited the picture with a famous person and place.

## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

Theoretical review is a review of some theories related to the study. Several important points related to this study will be explained below to give the experts' reviews from many related kinds of literature to support this study. Furthermore, it allows the readers to understand the construction and evidence in this study. Scientific research should be conducted with theoretical reviews and empirical findings. Theory is a set of assumptions, propositions, definitions, and conceptions that must be used by researchers to make good study concepts and to avoid misunderstandings. The present study is based on the discussion of the following theoretical framework: (1) writing skill; (2) descriptive text; (3) think pair share; (4) picture; and (5) assessment of writing.

##### **2.1.1 Writing Skill**

One of the productive skills that must be mastered when using language is the ability to write. Browne (2007:81) states that writing is a complex activity which involves many skills. It includes deciding what one wants to write, how best to say it, and how to put these ideas onto paper in a way that is intelligible to others. According to Carter (2002), writing is important for career and personal life because others will judge our thinking ability according to what we write and how we write it. Alves (2008) also stated that writing is the way of communication of making contact between the writer and the readers.



Writing can be a powerful tool in organizing events and making them manageable. From the definition described above, we can conclude that writing is not an easy thing. It takes mental effort that must be combined and arranged. The writer of course must pay attention to aspects of content, grammar, vocabulary, and writing steps so that readers can understand the contents of the writing that is made. This idea is also supported by Patel and Jain (2008) who state that writing is a skill which must be taught and practiced. It is an essential feature of learning a language because it provides a very good means of combining vocabulary, spelling, and sentence patterns.

Moreover, in writing, students must practice what they have learned previously such as grammatical structures, idioms, and vocabulary to complete their writing. They must also take part in the process. They are required to be able to generate ideas and find the right words and the right sentences. Compared to other skills, writing is considered the most difficult skill to be mastered. Brannan (2010:14) states that good writing is not usually easy, because the writing process challenges the students to overcome all problems in the student's way. This happens because writing has complex processes that require skill and task.

Barkley, Cross, and Major (2005) state that writing can teach critical thinking by helping students organize, summarize, and integrate diverse elements into a coherent. Besides, students also learn how to be aware of their learning process. It is not easy to get these benefits, especially for those who learn to write in other languages, especially learning English as

a foreign language. Many English foreign learners have difficulty mastering writing skills in English because of the different components of writing such as vocabulary, grammatical structures, punctuation marks, and remembering the sequences of sounds. It means that writing in a foreign language, especially in English is complex and difficult.

Flynn and Stainthorp (2006) also state that writing is all the more difficult when an individual is thinking in an additional language. Since in order to write in another language successfully, the child must have spoken vocabulary, an understanding of context, genre, and appropriate tone, phonic knowledge for accurate spelling, and have mastered the mechanics of pencil control and letter formation. Lack of knowledge in English can make English foreign learners feel frustrated and then choose to stop learning to write.

According to Graham & Perin (2007:9), Writing plays two distinct but complementary roles. First, it is a skill that draws on the use of strategies (such as planning, evaluating, and revising text) to accomplish a variety of goals, such as writing a report or expressing an opinion with the support of evidence. Second, writing is a means of extending and deepening students' knowledge; it acts as a tool for learning subject matter. Meanwhile, Baker (2011) stated that there are three aspects in writing. The first is the skills of grammar, it is how to create sentences with grammatical correctness. The second is compositional skill, where the writer must manage and arrange the words create a sentence then develop their ideas. And the third is knowledge of the domain, it is the

ability to develop and share information appropriately.

In conclusion, writing is a whole brain activity to formulate and organize ideas in right words to deliver and communicate the aims to the readers and present it on a piece of paper. By writing something, the writer can show their personality through words. It is full of character and individual style that every person does not have the same.

### **2.1.2 Descriptive text**

According to Anderson and Anderson (2003), descriptive text describes a particular person, place, or things. It means that descriptive text is designed especially about a person, a place, or things. Therefore, it can be concluded that description is a text that talks about something or someone more specifically that can change the reader's perception and spread the reader's knowledge widely. Langan (2008) states, descriptive text has a function to give clear description about something. It can be a person, a thing, a happening, a place, a situation, or the other. When we describe someone or something, we give our readers a picture in words.

To make the world picture as vivid and real as possible, we must observe and record specific details that appeal to our readers' senses (sight, hearing, taste, smell, and touch). More than any other type of essay, a descriptive paper needs sharp, colorful details. Pardiyono (2007) states that description paragraph was a type of written text paragraph, which has the specific function to describe an object (living or nonliving things) and it has the aim that was describing the object to the reader clearly.

There are three parts of descriptive text. They are 1. Social function,

which was to describe a particular person, place, or thing. 2. Generic Structure, which was divided into two. They are: a) identification: identifies the phenomenon to be described, and b) description: describes parts, qualities, and characteristics. 3. Significant lexico-grammatical feature, that was focused on specific participants, using simple present tense

Furthermore, Savage and Mayer (2005:33) add that the description should make the readers feel like responding to what they are reading. The point of descriptive text begins with identification in which it introduces the object of description. Then describe vivid detail and more specific about the description to make the writing more descriptive, familiar and, expressive.

### **2.1.3 Think Pair Share**

Think-Pair-Share is a cooperative discussion strategy that was first developed by Professor Frank Lyman and his colleagues at the University of Maryland in 1981. It has been adopted by many writers in the field of cooperative learning since then. In this strategy, the teacher gives a problem to students and then they have time to think about the problem individually. After that, they work in pairs with their friends to solve the problem and then share their ideas in front of the class. According to Lyman in Arends and Kilcher (2010:316), think pair share is a technique to increase students' engagement and facilitate more thoughtful response. In implementing think pair share, there are three steps. The steps of think pair share defined as follow:

1. The first step is thinking. In this step, the teacher gives a question or problem-related to the lesson to students and then gives time for students to solve the problems given individually.
2. The second step is pairing. In this step, the teacher asks students to discuss the answers to the problems they have gotten in pairs with their friends.
3. The last step is sharing. In this step, the teacher asks students in pairs to convey or present ideas about the problems they get in front of the class.

According to Marzano and Pickering (2005), think pair share has the following advantages: It is quick; it doesn't take much preparation time; the personal interaction motivates many students with little intrinsic interest in the topic; the teacher can ask different questions, and it engages the entire class and allows quiet students to answer questions without having to stand out from their classmates. According to Lyman (2005), there are several benefits from applying the think pair share method namely: 1) can build positive interdependence; 2) can build individual accountability; (3) provide opportunities for students to think together; (4) increasing their sense of involvement; (5) student benefits in the field of friend acceptance, friend support, academic achievement, self-esteem and interest in other students; 6) Can improve the increase of team work in the classroom.

Moreover, Ledlow (2001:1) states that think pair share is a low-risk strategy to get many students to actively involved in classes of any sizes.

The procedure are simple; after asking the question, the teacher asks the students to work in pair to compare or discuss their response. They finally share the result of the discussion with the whole classroom. In conclusion based on the expert, think pair share is an effective technique to be done by the researcher while teaching writing skills especially descriptive text in the classroom. The student can learn about general information, specific information, textual meaning, and textual reference through this technique.

#### **2.1.4 Picture**

In this present study, for helping students in writing the researcher choose a picture as a media to form of descriptive text. Picture is a media that can be used to communicate in every activity because it can be used as a tool to convey messages to others. Usually, pictures can also be used as a media guide in the teaching and learning process and can give a contribution to students' motivation and interest in writing. According to McKay (2006:260), picture such as familiar scene. The pictures are used should be familiar in students' daily life to stimulate them during the writing process. Asnawir (2002) also said that picture is one of learning that can be used to explain the subject matter. Picture used almost for all levels of learning or intelligence. The use of pictures as a media or means of delivery of the lesson is not only interesting but also can bind to the attention and clarify ideas or information presented to the students of a teacher.

According to Turk (2003:75), stimulating picture will arise the audience and improve their reception of a quite different message. In



addition, it can help students who have already learned writing to develop their writing. It can be concluded that the picture can obtain the students' creativity to imagine, generate, and develop their ideas to write a paragraph. Picture can help the students to create the paragraph. Thus, by seeing pictures students will feel easier to imagine what they have to write in the paragraph itself.

### **2.1.5 Assessment of Writing**

In the teaching and learning process, assessment is very good to measure and know about the student's achievement. The teacher can measure how far the students understand about the material that has been given in the teaching and learning process by assessing the students. According to Barkaoui (2007:104), writing assessment is an interactive process that should include consideration of scoring procedures from the beginning. Assessment of writing refers to giving scores and feedback on student's work to find out how far the students' skill in writing.

Arends & Kilcher (2010:132) states that there are two types of assessment which are formative and summative. Formative assessment involves collecting information before or during instruction that can be used by the teacher to make an instructional decision. Students can also use this information to adjust the learning strategies they are using to learn particular content and to solve problems. On the other hand, summative assessments are used to make a judgment and to evaluate student accomplishment.

Anderson (2005:2) argues that a good teacher assesses students'

writing every day. Teachers need to assess the students as writers and monitor every day's progress until finally they can determine the achievement of the students in writing. Remembering that writing is a process, teachers should follow principles during writing class.

## **2.2 Empirical Review**

Empirical review is a review of relevant research that has been conducted in which it reviews the previous researchers that are relevant to present study. The main point of the empirical review is to elaborate a deep understanding of the theories and the information. In this present study the researcher used two previous studies that had been done using think pair share technique as reference. The first there was a study conducted by Yaqin (2017) entitled Using Think Pair Share Technique to Improve Students' Writing Skill in Descriptive Text. The objective of the study was to find out and identify whether the think pair share technique can improve students' descriptive writing skills at VIII A Grade Students' of MTs Darussalam Kemiri Subah Batang in the Academic Year 2016/2017.

Other research related to this present study is conducted by Yulanda (2018) on the Improving Students' English Writing Through Think Pair Share. In the study the researcher used two kinds of tests such as pre-test and post-test. The objective of the study was to implement the Think-Pair-Share strategy to improve students' English writing at second-grade students of English Department at UINAr-raniry.

Considering the result data, those two studies were already good in presenting the sources of the material. It teaches students to think and share

ideas with classmates and builds oral communication skill. The research effectively improved the students' writing skill and get score more than the minimum standard passing grade in those school after they had taught through think pair share technique. However, both of the studies did not gave detail explanation about pre cycle. Besides, both of the research did not gave clear instruction on the question sheet. The research study conducted by Yulanda did not included the time allotment on the question sheet. The research conducted by Yaqin did not gave more option on the topic. Now, in the present study, the researcher asked the student to write 6-12 sentences to describe about place or person and gave them 35 minutes in doing the pre-test and post-test. The researcher also gave more topic at pre-test and post test.

