

CHAPTER I

INTRODUCTION

This chapter discusses some issues related to background of the research, problem of the research, objective of the research, operational definition of the terms, significance of the research, and scope of the research.

1.1 Background of the Research

Writing is one of the four language skills (listening, speaking, reading and writing). Writing taught after speaking, listening and reading. As one of the four language skills, writing is often considered as a difficult language skill by most of the EFL learners. It supported by Oshima and Hogue (1998:3) who say that writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a “product”.

Writing activity has an important contribution to students. According to Harmer (2004:4), writing is used for a wide variety of purposes it is produced in many different forms. It could be seen in student daily activities when they need to write memos, letters, notes, and many others. It is supported by Raimes (1983:3) who say that writing helps and measures the students’ knowledge. First, it helps students reinforces the grammatical structure, idioms, and vocabulary. Second, they have a chance to be adventurous with the language in writing. The last, they learn how to express their idea in the right word and right sentence.

Therefore, improving the students' writing skill was important for English Foreign Learner (EFL).

Based on curriculum 2013, the teaching learning process was centered on the students, a teacher was a facilitator. Students were expected to be able to write some kind of genres of writing. They were narrative, recount, descriptive, report, explanation, analytical exposition, hortatory exposition, procedure, discussion, news items, reviews, spoof, and anecdote. But in fact, it did not run well on students learning center, not all students were able to work in group or individually in the teaching learning process and write properly.

Base on the preliminary study conducted at SMKN 5 Jember on March 23 and 30, 2016. There were some problems faced by the students in the teaching learning process. First, the teacher's teaching learning method; the English teacher used conventional method in teaching learning process. Teacher explained the material first, after that asked the students to do the tasks. There were less interaction between teacher and students, and student and student. Students were passive to ask questions and discuss a topic in writing during the teaching-learning process. Then, when they practiced to write the recount text, most of the students still got difficulty in generating ideas and beginning to write. The teacher helped them by giving them the example of the recount text. So, the students prefer to cite than work in group or individually. Based on their product of writing recount text, it could be seen that the students were able to write recount text, but they did not able to organize and arrange the content in acceptable form. Some of them wrote recount text in a paragraph consists of event and there were not orientation, and reorientation. The message of the text was not deliver well

through the reader. Some of them also got difficulty to write using correct vocabulary, mechanics, and grammar. It proved by the students' average score of writing test in preliminary study. The average score of students' writing skill of 36 students was only 62.05.

Working in group is a way to eliminate students' problem in learning process because they could help each other to solve problem faced. The researcher considers cooperative learning as effective way to help the students faced their problem in learning. The fact that most of students are reluctant to ask their teacher when they find difficulties in their learning process becomes the reason for using cooperative learning. Cooperative learning then offers many techniques to solve the students' problems.

Team Pair Solo is one of cooperative learning techniques which could be an effective way to teach writing and helped students to improve their writing skill and solve their problem. According to Kagan (2009: 4.9), it is based on Vygotsky's learning theory which the child's cultural development appears twice; on social level and individual level. On social level, students do the problem on a team and then on a pair in which the students are motivated to help their teammates succeed. On the individual level, the students perform similar thing about what they learned as a team and pair work.

1.2 The Problem of the Research

Based on the background of the research, the problem of the research is formulated as follows, "How can application of Team Pair Solo improve the tenth grade students' recount writing skill?"

1.3 The Objective of the Research

According to the problem of the research above, the objective of the research is, “to find out how the application of team pair solo can improve the tenth grade students’ recount writing skill”.

1.4 Operational Definition of the Term

The operational definition of the terms was intended to avoid misunderstanding between the researcher and the readers about the concept used in this research. Those terms are operationally defined as follows.

1. Writing Skill

Students’ writing skill in this research deals with the students’ ability in writing recount text with correct grammar, mechanics, and vocabulary and acceptable organization and content.

2. Team Pair Solo

Team Pair Solo is one of the techniques in cooperative learning which aims to develop the students’ skill in two levels cover on social level and individual level. The students attempt to solve the problem in a team, then with partner and then individually. The previous one is chosen to solve students’ difficulty in generating idea, then the second one focuses on overcoming students’ difficulty in creating a good writing.

1.5 Significance of the Research

It is expected that the results of the research will give important benefits to the following people.

a. The English Teacher

The results of this research may provide beneficial teaching input for the teacher to apply a sufficient teaching technique to improve the students' skill in writing, such as Team Pair Solo technique that useful to help the students to be active to solve their problem.

b. The Students

Hopefully, the result is useful to motivate the students to tackle, solve their problems and improve their skill in writing recount text.

c. The Other Researcher

The result of this research is hopefully used for other researchers as information or a reference to conduct further researcher with different research design or the same design with different text types to increase the students' writing skill using Team Pair Solo in teaching.

1.6 Scope of the Research

The subjects of this research were limited to class X-PMT1 students of SMKN 5 Jember in the 2015/2016 academic year that have specific problem in writing ability, especially in writing recount text.