CHAPTER I

INTRODUCTION

This chapter presents 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 a developmental process. Students try to express their views or ideas in the best writing with teachers' guidance. Grenville (2001: 06) stated that writing is a process. No one's born knowing how to write, but it is a skill that most people can learn, and the more you do it, the easier it becomes. What students need is to practice more and more. The difficulty not only in developing and organizing ideas, but also in translating these ideas into readable text. Hyland (2004: 09) explained that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable. It means that the students need a partner to share their ideas.

Based on the class observation at the eleventh graduate in Islamic Boarding School Baitul Arqom most of the students have ideas but they find it is difficult to express in writing form. When they obtain the task to write, they prefer to use simple and short sentence. They worry about making mistakes. The teacher ask

the students to write sentences as many as they can without knowing how to make their students write as many as they can. Students in Senior High School especially, the Eleventh grade students should be able to write or produce analytical exposition text because it has a purpose to persuade the reader that there is something that certainly needs to get attention to know many issues, but when they have to produce their own analytical exposition text, they face many difficulties. They have difficulties in developing ideas into good order to form a good analytical exposition paragraph and organize the structure of the text.

According to the result of an informal interview held on March, 5th 2017 with the English teacher of the Eleventh grade of Baitul Arqom Islamic School, it is found that the teacher has never used pair discussion technique or method in teaching writing. Instead, the teacher provide them some individual activities. So, based on preliminary study the result only 60% from all the students who get the lower scores under the minimum criteria in producing the analytical exposition paragrapgh.

Harmer (2004 : 128) stated that pair works play an important role in a big class. They can maximize students' participation. To make the students motivated and enjoyable in learning, the teacher should use interesting technique. One of the techniques in cooperative learning is Think Pair Share (TPS) Technique. Arends (2007 : 354) stated that Think Pair Share is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations or discussions need to be held in whole group setting, and it has been built in procedures for giving students more time to think and to respond and to help each other. Students have the opportunity to share their ideas and share their mistakes

into their pair. For that reasons, the writer brings think pair share technique to involve students in learning writing an analytical exposition paragraph.

Based on the information above, it is known that using Think Pair Share Technique has some advantages to the students' writing ability, which can be used to overcome the students' problem in learning English, especially in writing. The writer is going to make a research entitled " Improving Eleventh Grade Students' Writing Ability by Using Think Pair Share Technique in Islamic Boarding School Baitul Arqom Balung, Jember in the 2016 / 2017 Academic Year".

1.1 Problem of the Research

Based on the background above, the problem to be answered in this research are formulated as "How can the use of Think Pair Share technique improve eleventh grade students' writing ability in Islamic Boarding School Baitul Arqom Balung, Jember in the 2016 / 2017 academic year?

1.3 Objective of the Research

This classroom action research is intended to find out how the use of Think Pair Share technique can improve eleventh grade students' writing ability in Islamic Boarding School Baitul Arqom Balung, Jember in the 2016 / 2017 Academic Year.

1.4 Operational Definition of the Terms

The operational definition will guide the reader to understand the concept of the study. It enables the writer and the readers to get mutual understanding of the concept studied. It also functions to avoid misunderstanding in interpreting the

research. It is necessary to define operationally Think Pair Share Technique and Writing Ability.

1) Think Pair Share Technique

Think Pair Share Technique is cooperative learning which the students gather in pair in the process of making analytical exposition text.

2) Writing ability

Writing ability is the students' competences (content, organization, vocabulary, language use and mechanics) in writing analytical exposition text by developing their ideas.

1.5 Significance of the Research

The results of the research were expected to be useful for the students, the English teacher and other researchers.

1) The result of the research can be beneficial reference for teacher as a consideration in teaching writing English in the classroom.

2) The result of the research can be beneficial reference for students in learning writing English, especially using Think Pair Share technique

3) The result of the research can be beneficial reference for the other researchers who want to observe how to improve students' writing ability by using Think Pair Share technique.

1.6 Scope of the Research

This research focuses on investigating the improvement of using Think Pair Share Technique on Eleventh Grade Students' writing ability in Islamic Boarding

School Baitul Arqom Balung, Jember in the 2016 / 2017 Academic Year, which consist of 30 students.