CHAPTER 1

INTRODUCTION

In this chapter, will discuss about: background of the research, problem of the research, objective of the research, operational definitions, significance of the research, and scope of the research

1.1 Background of the Research

Writing ability is one of the important abilities in language learning. Writing is the ability to organize ideas, develop arguments, and convey ideas in writing with a clear and logical structure. For high school students, writing is the basis for critical thinking and communication ability that will be very useful both in the academic world and in the world of work. According to Lestari, 2019, p.3 the aim of teaching writing is that the students generally are expected to be able to write text based on the genres of writing and particularly, they are expected to know the basic theory of the genre texts that enable them to analyze the social function, schematic structure, and significant grammatical patterns of text and the way of writing the texts based on the genres. According to Reflinda, 2016, p.1 Writing is one of the language ability, besides listening, speaking, and reading ability, that should be achieved There are many genres of writing such as narrative, expository, descriptive, recount, report, spoof, by higher students. Students in higher education should express their idea mostly by writing in form of mini paper or mini research. The ability at communication through writing essentially reproduces the information and ideas into writing. In other words, writing is an expression of language in the form of letter, symbols or words. The

primary purpose of writing is written communication. hortatory, argumentative etc. In writing consist of some paragraphs. Paragraph is a group of sentences about single topic that develops in specific detail. Paragraph that higher students usually analyze is descriptive writing, narrative writing and argumentative writing.

However, in reality, the teaching of writing in schools still faces various challenges. Many students have difficulty in expressing their ideas in writing. According to Merisa Fauziah et al., 2023, p.1 Writing is widely considered as the most difficult of the four English language ability, notably when it comes to developing and organizing ideas and mastering writing mechanics like syntax, spelling, word choice, and punctuation. In particular, junior high school EFL students who still have poor grammar and vocabulary ability. In order to ensure that the reader(s) fully understands what they are reading, students must consider what they will write and be able to utilize proper grammar. The words "hard writing is easy reading" is frequently used by writers. In other words, writing is difficult. Students should be proficient writers because they employ their writing abilities in both their professional and academic activities. Some of the contributing factors include lack of self confidence, limited vocabulary, and lack of understanding of grammar. In addition, sometimes many students consider the learning process of writing is often considered monotonous and boring, which has an impact on their low ability to write well. The condition ultimately hinders the development of students' writing ability.

Recently various learning strategies have been implemented to promote students' writing ability. One of the interesting strategies is Think-Pair-Share

(TPS). This strategy is one of the fun learning strategies that involves students to think individually, check with their partner, and then share their thoughts with the group or class as a whole. Through this strategy, students are energized to be more effective in preparation for learning, creating thoughts freely, and afterwards improving their understanding through dialog with friends.

Studies have emerged that Think-Pair-Share can improve communication ability, develop understanding of the fabric, and advance basic reasoning ability. according to Merisa Fauziah et al., 2023, p.211 Think Pair Share strategy significantly improves students' writing abilities. The value of Sig. (2-tailed) 0.05, which was 0.000<0.005, according to the data calculated using the independent sample t-test, suggests that there is a difference in the mean by students' writing achievement on the pre-test and post-test in the experimental class. Based on the result and conclusion above, the use of think pair share strategy in teaching English gives the significance effect to students' writing ability. In the context of writing ability, this strategy gives students the opportunity to define thoughts independently, get critiques from their peers, and compose those thoughts into a more organized piece of writing. Therefore, the Think-Pair_share strategy not only makes a difference in advancing students' writing skilThe operational definition here will show TPS as a fun learning methodology that combines three stages-thinking separately around a point, checking thoughts with a partner, and sharing with a larger group. This will illustrate how this preparation is done in a writing lesson, such as by having students brainstorm to organize thoughts independently, talk about them with peers to refine the reflection, and afterwards show the thoughts that have been created for the lesson.

The difference between the previous research and this research is that the previous research focused more on junior high school students and descriptive test. In contrast to this research,the point of reflection aims to look at the impact of using the Think-Pair-Share strategy on students' composing ability at the senior high school level. The center of this thought is to see if there is a significant between Think-Pair-Share strategy and students' writing ability in perspective such as clarity of thought, cohesion, and precision of language. this study is expected to contribute to the advancement of more interesting learning strategies to advance the writing ability of senior high school students, as well as a reference for teachers in choosing appropriate teaching procedures that can enhance students' learning inspiration.

1.2 Problem of the Research

Based on the background of the study, the formulation of the research problem is as follows: Is there any significant Effect of using Think-Pair-Share on students' writing ability?

1.3 Objective of the research

The purpose of this research is to find out if there is a significant effect of using Think-Pair-share on a student's writing ability.

1.4 Operational Definition

Some definition of this study will be presented to avoid misunderstanding, these definition include:

1.4.1 Definition of Think-Pair-Share (TPS)

The operational definition here will show TPS as a fun learning methodology that incorporates three stages-thinking separately around a point, checking thoughts with a partner, and sharing with a larger group. This will be done by the researcher preparing the materials and concepts that students will do later. students are given time to think individually based on the topic given. After that students discuss in pairs and they discuss the ideas they think and give each other feedback. and in the final step they share the results of their discussion throughout the class.

1.4.2 Definition of Writing Ability

Writing ability is the student's ability to write and understand words, sentences, or phrases. This will be done with the scores achieved from the test. The test will be used to measure a student's writing ability after and before being given treatment in the form of a think pair share strategy in the learning process. This test will be measured by giving pre-test and post test.

1.5 Significance of the Research

With this study, the researcher hopes that his research will be useful for students and teachers in the future. Here there are 2 main significances, namely theoretical significance and partial significance.

1. Theoretical Significance

Theoretical Significance This study provides empirical evidence of the effectiveness of collaborative learning, particularly the think-pair-share (TPS) strategy, in improving writing ability, we contribute to educational theory. In line with social constructivist theory, this study highlights the importance of peer

interaction in cognitive development and language acquisition. These results may stimulate further research into collaborative learning methods in language teaching and support theories that emphasize socially active and interactive learning environments.

2. Practical Significance:

Practical Importance For educators, this study provides a proven approach to writing instruction that increases student engagement and improves writing performance through structured peer feedback.Teachers can utilize TPS to make writing lessons more dynamic and increase students' confidence and motivation. In addition, the findings will help curriculum designers integrate collaborative strategies such as TPS into language programs, providing a structured way to improve writing ability and long-term academic success.

1.6 Scope of Research

The scope of this study was to determine the results of the implementation of the use of Think-Pair-Share strategy on grade 11 students. This study involved class A as the experimental group and class B as the control group. This research was located at SMAN 1 Pakusari.