

## **CHAPTER I INTRODUCTION**

### **A. The Background of The Study**

In English language learning, there are four skills should be taught to students. They are speaking, listening, reading and writing. In practice, learning the lessons taught writing after speaking, listening and reading. But this does not state that learning writing is not important. In fact, since writing is a very important lesson learning why writing is taught after the third important element is taught and writing also is the very difficult subject for the students. It is related to Olice Oshima and Ann Hogue (1999:3) 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”. This means that a piece of writing, whether it is a composition for your English class or a lab report for your chemistry class is never complete; that is, it is always possible to review and revise, and review and revise again.

Writing is a very important capability for being owned by students, writing is also an excellent communication tool. Through writing, each person was able to convey feelings, ideas, and announcements to others. Sharples (1999:8) actually, writing is an opportunity; it allows students to express something about themselves, explore and explain ideas. Student can convey their ideas in their mind by organizing them into a good text so that the others know them and they

can think critically. Therefore, learning is very important for improved writing in particular learning of English in Indonesia because the writing is a process of transformation of thoughts and ideas into tangible forms of writing. In addition, many people choose writing as a means of effective and efficient communication of information to be conveyed in some ways like posting letters, business letters and important information in a company's product.

In the *Kurikulum Tingkat Satuan Pendidikan* (KTSP) 2006 syllabus of junior and senior high schools curriculum require students to be able to write some kind of genre in writing. They are narrative, recount, descriptive, report, explanation, analytical a [procedure text](http://understandingtext.blogspot.com) is instructing, showing the steps of making completely something. This kind is exposition, hortatory exposition, procedure, discussion, reviews, and anecdote, spoof, and news items. (<http://understandingtext.blogspot.com>)

Based on the above, the Procedure text is one genre that must be mastered by students in learning English. And theoretically, How to make something completely is the best example of procedure text. As we all know that of text in English is commonly organized in imperative sentences. Bellow is another example of procedure text.

In fact, not all students are able to write procedure text properly and in accordance with the existing elements in the procedure text. Based on the researcher's observation at the time of the teaching practice program (PPL) contained 70% of students who were unable to write a procedure text and at Junior High School namely SMP Negeri 1 Bilah Hulu Labuhan Batu grade eight

there were many students who got problems in writing procedure text scores. The mean of their writing score was just 61, 72 from 32 students. From the mean of writing score there were 7 students got the score 7, 5, and 20 students got 60 then 5 students got 50. It means just 21,875 % students who passed the writing procedure text test.

Teachers of English already taught the material to students well but the students still have problem in writing Procedure Text. In addition, the researcher also had looked the teachers of English language teaching by lecture, and then asked the students to write procedure text individually.

From the above, student's ability to write procedure text was very less because the learning methods that was adopted by teachers of English language was a method that does not fit anymore in this day because it reduced the interest and liveliness of the students in the learning process so that students were bored and did not want to continue learning as they should.

At this present time, there were already implementations Learning Revolution in teaching and learning that is learning is no longer centered on teachers. In other words, it is called "Teacher Centered Learning (TCL)" but it has been centered on students. It is called "Student Centered Learning (SCL)" theoretically SCL is an approach to education focusing on the needs of the students, rather than those of others involved in the educational process, such as teacher and administrators (<http://en.wikipedia.org>). So the teacher is only as facilitators and a provider of solutions in learning is no longer only as a source of knowledge in the learning process.

Based on the above, the researcher offered a method that had to be applied in the learning process of writing procedure text because Ransdell and Laure Barbier (2002: 143) maintain that a good writing strategy can be trained, and it can improve writing performance. The method that is offered by researcher was the implementation of Student Centered Learning (SCL) and the development of Cooperative Learning (CL) that according to Robert E. Slavin (1995:2) Cooperative Learning refers to variety of teaching methods in which students work in small group to help one another learn academic content. In cooperative classrooms, students are expected to help each other to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other's understanding, so that the interest and active students in the learning process could be improved not only individually but in groups or together. Learning method which the researcher refers to is Team Pair Solo (TPS).

Team Pair Solo (TPS) is a method of cooperative learning in which the students do problem first as a team, then with a partner, and finally on their own (Jane cook, 2007:8). It was designed to motivate the students to tackle and succeed at problem which initially were beyond their ability. And then all students took individual quizzes on the material, at that time they might not help each other. It was based on the simple nation of mediated learning. Obviously, one alternative to solve the problem of writing procedure text was by applying TPS.

With the application of this method was expected to enhance students' skills in writing procedure text properly and in accordance with the existing elements in the descriptive paragraph.

## **B. The Problem of The Study**

Based on the background of the study, the problem of this study was formulated as follows:

“Is the student’s achievement in writing procedure text significantly improved when they are taught through the application of Team Pair Solo?”

## **C. The Objective of The Study**

In relation to the problem, the objective of the study was to investigate and to find out the improvement of students achievement in writing procedure text through the application of Team Pair Solo (TPS) method.

## **D. The Scope of The Study**

There are many genres of writing learnt in the SMA (Senior High School) such as recount, narrative, procedure, descriptive, and etcetera. Specipically this study focused on improving on the students’ achievement in writing descriptive paragraph. The method that was used to improve students’ achievement on writing procedure text was Team Pair Solo (TPS) method. In other words, the study was concentrated on the genre of descriptive.

## **E. The Significant of The Study**

Finding of this study was expected to be relevant and useful in that finding are expected

1. to motivate the students to be better on writing descriptive paragraph,
2. to provide significant information for the English teacher in their attempt to decide the TPS in teaching descriptive writing in senior high school,
3. to increase the readers knowledge about TPS and procedure text and,
4. to help the next researcher candidate of the teacher to apply a model in teaching learning process.