

# CHAPTER I

## INTRODUCTION

### A. The Background of the study

Language is very important tool of communication used to communicate between two or more people in carrying out their daily activities and has main role to make people understand. The function of language is not only for a communication but also for culture transfer. English is an International language has been taught to the student of kindergarten, primary school, Junior high school, Senior High School and also to the students of University.

In English there are four skills that must be learned in studying English, they are Listening, Speaking, Reading and writing. One of the skills becomes the focus of this thesis, namely is writing. Writing is the hardest part of the four language skills is listening, speaking, reading and writing. To make us able to speak, we have to listen. And the same thing in writing, to make us able to write, we have to able read and think much.

As one of the four language skills, writing has always occupied place in most English language course. Writing is the expression of language in the form of letters, symbols and words. Through writing someone can share their knowledge, conveying idea, feeling and intention to other people. The knowledge which we have until now mostly we got by reading written information or texts, whether it is books, articles, paper, etc, which are written by those who share their

idea through writing. Carrol, et.al (2001 : 3) defines writing as the powerful communication tools to express or share ideas on thought in the rest of our life. These imply that writing as a tool and skill of writers to communicate information or ideas to reader in written form. Even though, writing is important, but it is not easy as people think. As Nunan (1999) states that writing is the most difficult skill among the four language skills.

Moreover, Broadman (2002 : 4) states that writing is a continuous process of thinking, organizing, rethinking, and reorganizing. The mastery of vocabulary, spelling, grammar, punctuation, appropriate content, word selection appropriate to the audience, topic and occasion, are required in writing. However, the ability of thinking and the ability to organize are crucial in order to make you express your idea in well-organized sentences, which have a good coherence and cohesion. That's why many peoples and students find it difficult to write.

According to Harmer (2004:31), Writing encourages students to focus on accurate language use because they think as they write; it may well provoke language development as they resolve problems which the writing puts into their minds. When writing, students frequently have more time to think than they do in oral activities. Students can go through what they know in their minds and event consult dictionaries, grammar books, or other reference material to help them.

Unfortunately, the English writing of Indonesian students still low. The students are not able to write English well because their knowledge vocabulary still limited and they do not use grammar in writing.

Based on writer's observation and interview result upon English teachers and students in class X of Senior high school in research in SMA PAB 1 Medan Estate, most of them said that it was so difficult and bored in writing session. The students usually complained, when they were asked to write something. It was difficult for them to find out, generate, and translate the ideas in their brain into written language. Another factor that made learning writing in English was so difficult and so bored because there are the too many genre, they are Report, Procedure, Narrative, recount Descriptive, Expository, Argumentative and Persuasive. Procedure text: a kind of text that tells a procedure of making something completely. Report text: to presents information about something, as it is. Explanation: to explain the process involved in the information or working of natural or socio-cultural phenomena. Discussion: to present information and opinions about issues in more one side of an issue. Exposition: to persuade the readers that something should or should not be the case or be done. Anecdote: to share with others an account of an unusual or amusing incident. Review: to critique or to evaluate an art work or event for a public audience dominant generic structure. Spoof: to tell an event with a humorous twist and entertain the readers. News item: to give the information and the events (headline). Descriptive text: a type of writing which has the meaningful linguistics unit to describe person thing and place by using vivid details. Recount text: to retell something that happened in the past and to tell a series of past event. Narrative text: a kind of text that tells a story. Narrative text is concerned with by using Think Pair Share Strategy. The Purpose of Narrative Text is to amuse or information to reader. Every genres of

writing has different characteristics: they are generic social function, structure, and lexicon grammatical features.

Based on the research that the writer had made in teaching English, actually the writer can use the same ways in all time, the writer must change the way of teaching so that the students do not get bored and difficulties in teaching and learning process.

In this research in SMA PAB 1 Medan Estate as an interesting and effective think pair share and research also shows that method helps student's to learn and apply academic content as well as. SMA PAB 1 believe to improve the student's skill in writing because they can use their sense more to build their opinion and idea in order to make a good series of narrative text.

By all explanation about SMA PAB 1 method, it is clear that this SMA PAB 1 is an interesting activity to be done in the classroom. This research deals with investigating the improving of SMA PAB 1 method on student's ability in writing skill as especially in narrative text. By conducting a research on this technique it is hoped that the way of using SMA PAB 1 in Think Pair Share can reveal the out most result of teaching and learning process.

All these conditions affect the student's achievement in writing narrative text paragraph for narrative text writing is related with generating and organizing the ideas. To improve the student's writing, the teacher should use the methods, approaches, techniques and strategies during teaching and learning process

Actually there are many ways to solve the problems above in improving their skill in writing. There is one way to solve the problem with suitable method

in using in the classroom is Think Pair Share Strategy. This is one of the cooperative learning strategy that is developed by Proffesor Frank Lyman at the University of Maryland in 1981 (Lie, 2002 : 57).

Think Pair Share Strategy is one of method that is taught by the teacher, in which the students work together in a group of the classroom to reach a purpose together. It also called team work or working in a group just like discussion. It means that every student work in a group and also should be active in the class room. The teacher give the topic, after that the students discuss the topic and then share the idea and information in group and finally entire in the class. This technique also gives the chances to the students to express their own ideas and opinions and we are as a teacher can reach all aspect of competence well.

Think Pair Share Strategy gives the students helps students' chances to work alone and work in group. It is involves three steps of cooperative structure, namely thingking, pairing and sharing. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group (Lyman 1981).

By using Think Pair Share Strategy can help students to overcome their anxiety in writing because they have discussed all the problem related to the writing. They will much bravery and confidence to write in the next time and their ability in writing will be increased.

Lyman (1981) on his research had shown that cooperative learning gives the benefit to the students, that is to promote student learning and academic achievement, increase student retention, enhance student satisfaction with their learning experience, help students develop skills in oral communication, develop students' social skills, promote student self-esteem, help to promote positive race relations (<http://edtechkennesaw.edu/intech/cooperativelearning.htm>).

Based on the explanation above, the writer is interested in conducting a research about the improving students' achievement in writing narrative text through by using think pair share strategy.

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

Based on the background of the study, the problem of the study is Formulated in the form of question as the following:

“Is the students' achievement in writing narrative text significantly improved if the texts are taught by using think-pair-share strategy?”

### **C. The Scope of the study**

Based on the scope of the study, there are some types of writing that should be mastered by students of Senior High School especially in first class. However, in this study the writer focuses on Narrative Text Writing. To improve

students' achievement in writing narrative text of First Grade of SMA PAB 1 MEDAN ESTATE, the writer used think pair share strategy.

#### **D. The objective of the study**

The objective of this study is to find out the effectiveness and the efficiency of by using think-pair-share strategy the student's achievement in writing narrative text in SMA PAB 1 MEDAN ESTATE.

#### **E. The significance of the study**

The findings of the study are expected to be useful for:

- A. The students to overcome their problem in writing Narrative Text
- B. The English teacher to improve their way of teaching narrative text writing in Senior High School by using think-pair-share strategy.
- C. The research knows about think-pair-share strategy and narrative text.
- D. The teachers to enrich the strategy in teaching writing narrative text by using think-pair-share strategy.
- E. English teachers by using think-pair-share strategy in their writing class to improve the student's achievement.
- F. This research is focused on the teaching of narrative text by using think-pair-share strategy.