

# CHAPTER I INTRODUCTION

## A. The Background Of The Study

English as international language has already become one of the compulsory subjects for both senior and junior high school students. According to the curriculum, students have to achieve and master four languages, they are : listening, reading, writing and speaking. Writing is one of the most important skills in learning besides listening, reading, and speaking. Through writing, people can share his or her knowledge, good idea or minds in written text to everyone who want to read it.

Writing is a process of thinking, organizing, reorganizing. However the ability of thinking and the ability to organize are crucial or very important in order to make the ideas in good sentences which have a good coherence.

According to (Coffin et al, 2003:34) writing is a process of discovery and organizing the ideas, developing the ideas, conveying into paper, reshaping and revising them. The aim of writing is to convey to the reader what the writers want to share. Among the four language skills (listening, speaking, reading and writing), writing is the most difficult to be mastered by the students. This is supported by Heaton (1990:135) who states that writing skills are complex and difficult to teach, not only requiring mastery of grammatical and rhetorical devices, but also of conceptual and judgment elements. It means that in teaching writing, the teacher is expected to help students to write their ideas by using

correct grammar, appropriate vocabulary and punctuation which are some indicators showing the success of writing.

According to Harmer (2004:31), writing ( as one of the four language skills of listening, speaking, reading and writing) has always formed part of the syllabus in the teaching of english.

In syllabus of english subject, students in senior high school are expected to master some genres of writing, such as narrative, report, recount, procedure, analytical exposition and others. This study will focused on analytical exposition text which is teach on the second grade of senior high school. In writing analytical exposition text, students are expected to think critically toward phenomenon surrounding.

Based on the writer's experience and observation in senior high school SMAN 1 Balige, the researcher found the data of the XI grade students, the teacher said that many students get the score below Minimal Completeness Criteria (Kriteria Ketuntasan Minimal) of english lesson for senior high school. The minimal grade completeness criteria (KKM) applied for the eleven (XI) grade by school is 78.

Simaremare, Ayu (2013) state that there are some factors that cause students was not able to write , they are: 1. The students was still confused how to start writing, how to develop their idea and how to make it into good sentences. 2.The students was confused or not confident with their self to use their own language . 3. The teacher strategy that used to teach writing does not motivate and

encourage them. The teacher just taught the students and asked them to do the exercise. It make the students feel bore.

Pardiyono (2007) state that Analytical exposition is a type of text to argue that something is the case. Analytical is the important genre, this genre not only about how to put words in written but also how to devise the idea, information, and persuasion correctly in a text, in a particular criteria so the readers can catch the message and information. In delivering information and persuasion to the readers, the writer should be able to put them in writing from briefly and clearly.

To solve the problems, the writer will apply cooperative learning in teaching writing. There are some techniques in cooperative learning, they are Jigsaw, Numbered Heads Together, Story Telling, Group Investigate, Think Pair Share, Two Stay Two Stray, Think Pair Write and others. The technique that will be used in this study is Think Pair Share technique.

Think Pair Share (TPS) is one of the Cooperative Learning which poses a challenging or open-ended question and gives students a half to one minute to think about the question. Students then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the question for several minutes.

Furthermore, Lyman Proposed Think Pair Share in (1981) state that TPS is short collaborative learning structure and minimum risk, in addition is appropriate technique for teachers and learners who are beginner to collaborative learning ([www.wcer.wisc.edu](http://www.wcer.wisc.edu)). It is designed to motivate the students to tackle and succeed at problem which initially beyond their ability. It is based on the

simple nation of mediated learning. Obviously, one alternative to solve the problem of writing analytical exposition text is by applying TPS. With the application of this technique is expected to enhance students' skills in writing. Thus, in order to make students write easily, the writer is very interested in conducting a study on students' achievement in writing analytical exposition text by applying Think-Pair-Share technique.

### **B. The Problem Of The Study**

Based on the background of the study, the problem is formulated as the following: "Is there any significant effect of using think pair share technique on the students' achievement in writing analytical exposition text?"

### **C. The Objective Of The Study**

The objective of the study is to investigate the significant effect of using think pair share technique on the students' achievement in writing analytical exposition text for grade XI (Science) SMA N 1 BALIGE.

### **D. The Scope Of The Study**

The research focus on applying Think Pair Share as the teaching technique in teaching writing especially analytical exposition text for grade XI (Science) SMA N 1 BALIGE.

### **E. The Significance Of The Study**

The result of this study is expected to be useful and meaningful for:

1. Teacher can add and apply this technique as an alternative in teaching writing analytical exposition text.
2. Students who want to enlarge their knowledge in writing analytical exposition text.
3. Other researcher who is interested in doing further research related to the study.

