

# CHAPTER I

## INTRODUCTION

### 1.1 Background of The Study

Writing is one of the four language skills that is important in learning English. Zaki et al. (2014: 1) mention that writing is used as a medium of delivering ideas, feeling, and thoughts of the writer to the readers in written form. As stated by Huy (2015: 53) writing is an essential tool to support the other skills, if the students has good writing ability, they can speak and read the text more effectively.

In writing process, it is required many skills, and constituted a complex domain to learn and teach (Ningrum et al., 2013: 2). The students should listen to other people, discuss with others, and read more books to gain more information before doing and making a good writing. Students' messages could be delivered to their readers by writing. In addition, writing is almost same with speaking, because students can deliver their aim or their message to the other people, but the differences are when writing they write down it on the paper, and it is more difficult. This statement is appropriate with the statement of Nurfiryalianti et al. (2014: 1) that state in writing many learners might express their ideas, feelings, thoughts, desires and experiences written to the readers.

The purpose of learning English as stated in KTSP curriculum applied in SMPN 33 Semarang especially in syllabus for the seventh grades, that students can understand the aim of functional text, know the function of related text, and

generic structures or the language features. There are some kinds of written text or functional text that teacher teaches at seventh grade of Junior High School students. One of them is procedure text. Procedure text is a kind of text that the aim is to explain how to make or do something (Ruswinarsih, 2015: 15).

Based on the pre observation done at seventh grade of SMPN 33 Semarang, it showed that the students had difficulties in writing procedure text. The difficulties were to determine a topic or the main idea, arrange words became a sentence using the right grammatical rules, and arrange every sentence became a coherence paragraph. Actually the students had good ideas but they had difficulties in delivering their thought in the written form. They also had many basic mistakes in written works that were spelling, grammar, punctuation and organization.

The other problem was the teacher preferred to ask the students to answer every exercise in the text book or on the white board, in order to past the exam. Consequently, the teacher only used learning model like video or power point and asked the students to find the vocabularies and translate it.

Based on the problems above, the researcher wants to know that existence of interesting learning models that can increase the students' interest in learning English, so she can help them to improve their writing skills. Therefore, the researcher wants to use the think pair share and team pair solo learning models. Team pair share and team pair solo learning model is almost the same, both of them are using discussion and working in pairs but the steps are different.

In think pair share, students work individually first before working in pairs and doing discussion (Usman, 39: 2015). While in the team pair solo learning model, students are doing discussion with the team first and for the next steps they work individually (Satriyani et al., 41: 2016). That two learning models are suitable for learning English, because it help students to have collaboration with their group or team. It is in line with Wichaade (2012: 95) that stated think pair share provides an opportunity for all students to share their ideas with at least two students, and increases their sense of involvement in learning process.

Then the researcher chooses the think pair share and team pair solo because it is expected the students can be motivated and have collaboration with others in writing or creating a procedure text. Think pair share and team pair solo is a learning model that gives students the opportunity to work independently and in collaboration with others in learning about a kind of text.

## **1.2 Reason for Choosing the Topic**

The reasons why the researcher chooses the topic is based on the students' problems and students' difficulties in writing texts such as procedure text. The students are often confused in determining the topic or title of what they want to develop into a written text. Then their difficulties are also located in composing one sentence to another sentence so it can be a proper paragraph and related to each other.

Writing skill is one of the skills that is important to help the students in putting their idea or their minds on a sheet of paper. The teacher as a facilitator

could help them to find information and build their knowledge by providing new learning models that are exciting so they could feel more excited to write.

### **1.3 Statement of the Problem**

The problems that will be discussed in this research are :

- 1.) Is there any significant difference of students' achievement in writing procedure text taught using think pair share and team pair solo?
- 2.) Is there any significant difference of students' responses taught using think pair share and team pair solo?

### **1.4 The Objectives of the Study**

The objectives of the study are;

- 1.) To find out whether there is a significance on students' achievement of writing procedure text taught using think pair share and team pair solo.
- 2.) To describe the differences of students' responses taught using think pair share and team pair solo.

### **1.5 Significances of the Study**

The significances of the research are as follows:

- 1.) The result of the research can be useful for the students to help their writing skill especially for creating procedure text, make students more active in doing discussion and share with each other.
- 2.) The result of the research hopefully can be useful for the teacher to use appropriate methods for teaching procedure text.

## **1.6 The Scope of the Study**

The researcher will only limit the research on the significant differences of teaching procedure text using think pair share and team pair solo at the seventh grade students SMP Negeri 33 Semarang.

## **1.7 Outline of the Study**

The research paper comprises some parts:

Chapter 1 contains background of the study, reason for choosing topic, statement of the problem, objectives of the study, significances of the study, the scope of the study, and outline of the study.

Chapter II is review of the related literature underlying the concept of teaching writing which consists of definition of writing, the teaching writing, procedure text, think pair share, team pair solo, and the conceptual framework of the present study.

Chapter III is research methodology consists of research design, subject of the study, method and instrument of collecting data, data analysis, research procedure, research instrument, difficulty level, writing rubric, standard deviation.

Chapter IV is research finding and discussion consist of research result, the result data analysis of test try out, the analysis of the try out questionnaire, the result of students' writing procedure text using team pair solo in the experimental class, the result of students' writing procedure text using think

pair share in the control class, the result of the questionnaire in the experiment and control class.

Chapter V consists of conclusions and suggestion.

