

## **CHAPTER 1: INTRODUCTION**

### **Basic Consideration**

English is a language, which is widely used for communication among people in the world.

English language gives many impacts to the countries that use it as second language and foreign language in their life fields such as in their daily communication and education. English is an international language. There are four language skills, which must be mastered by students: they are reading, speaking, listening, and writing. One of the skills becomes the main concern of this research is writing.

Writing is one of the ways to communicate and use language. It is also the expression of idea, which expressed in written form. In writing, the writer has to construct the background and concept of knowledge in the mind. Writer needs suitable language to arrange these ideas in the form of coherent composition. Heaton (1975, p. 135) state that writing skills are more complex and difficult to teach, to require, and to master not only of grammatical and rhetorical devices but also conceptual and judgments because of the difficult of writing, some efforts have been done to solve the main problem. The purpose is to help learners produce self-contained composition.

Without learning writing, the students will get some difficulties in achieving clarity, which is the goal of any writing exercise.

In teaching and learning process, teaching writing is one of the important skills that must be mastered by the students, because the success of the students in language learning process is influenced by writing ability. Before conducting this research, the research did the pre-observation that most of students are still facing problems in writing. They do not know how to express their ideas in written form and how to put vocabulary appropriatly. Therefore, by using

think-pair-share technique, the students' writing ability particularly in writing analytical exposition can be improved. It is supported by Arends (2004, p. 363) who stated "Think Pair Share technique can help the students learn about the writing process. It guides students to write their own word by using Think pair share technique, the students can build up their ideas to the other."

In syllabus of English subject, students in senior high school on second grade are expected to master two kinds of text such as procedure text and analytical exposition text. Before choose this analytical exposition text, the researcher did interviewing about the students' ability in writing procedure text and analytical exposition text with the English teacher at SMA Negeri 1 kabila and the teacher said that students' ability in analytical exposition text is still low than their ability in writing procedure text. This research focused on analytical exposition text because the students' need to improve their ability in writing analytical exposition text

Before conducting this research, the researcher observed and interviewed the teacher training(PPL 2) at SMA Negeri I Kabila in first grade class X. Further, the researcher figured out that most students bored in the process of learning English in class they feel difficult to write in English is difficult for them to find out, generate, and translate the idea in their brain into written form. Some of students hard to think what they have to write first and to connect the first paragraph with the next paragraph because they are lack of practice and vocabulary. They also feel bored about the systematic in constructing text, the steps of brainstorming ideas and how the paragraph are coherent each other. To solve this problem, the teacher should use one technique in learning process in order to make the students enjoy in learning process.

All condition affect the students' achievement in writing is related with generating and organizing the idea. To improve the students' writing ability, the teacher should use methods, techniques or strategies during teaching and learning process. Actually, there are many ways to solve the problems faced in improving students' skill in writing. To solve the problem, the researcher tries to apply one technique to improve students' writing ability namely "Think-Pair-Share". This is one of the cooperative learning strategies that is developed by Professor Frank Lyman at the University of Maryland in 1981.

Think-pair-share technique is one of techniques used 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 works in a group and should be active in the classroom. The technique is started when the teacher gives a topic, and 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.

This technique is selected as the research because this technique is a simple technique with great benefits. For example: students learn from one another and get to try out their ideas, students get in learning English and students are given a way to participate in class, rather than the few who usually volunteers. Moreover, the benefits for the teacher include increasing time on task in the classroom and greater quality of students' contributions to class discussions. Students and teachers gain much clearer understandings of the expectation for attention and participation in classroom discussions.

Using think-pair-share technique also can help students to overcome their anxiety in writing because they have discussed the entire problem related to the writing. They will have bravery and confidence to write in and their ability in writing will be improved. Therefore, think-pair-share technique used in this research is an alternative way to help students in writing skill. Based on explanation before the researcher is interested in conducting a research about

## The Use of Think-Pair-Share Technique to Increase Students' Ability in Writing Analytical Exposition Text

### **Problem Statement**

The problem statement in this research is “Can the think-pair-share technique significantly increase the students’ writing ability?”

### **Objective of Study**

The objective of this research is to find out whether think-pair-share technique can increase significantly the students’ writing ability or not.

### **Significances of Study**

The significances of this research consist of two kinds: firstly to students, to help the students in improving their writing skill and to motivate the students to increase their writing ability .

Secondly to teacher, to inform the teacher and students about think-pair-share technique that will be useful for teaching process especially for teaching writing skill

### **Scope and Delimitation of Study**

In this research, the researcher focuses on applying think-pair-share technique to increase students' ability in writing to write an analytical exposition text based on its generic structure that consists of: a) thesis, b) arguments and e) reiteration