

CHAPTER I

INTRODUCTION

The objective of this study is to examine the effect of Think Pair Share in Student's Writing Skill through Padlet for tenth grade at SMA Muhammadiyah 9 Brondong. This part will discuss about background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation, hypothesis of the study, and definition of key terms.

1.1 Background of the Study

Until now, problem in writing in English is still a matter that is still widely discussed. There are still many researchers who find out the common causes of problem on writing in English. Writing learning so far only leads to individual aspects rather than interpersonal aspects. Where there are various aspects of the problem in it, namely the linguistic aspects and cognitive aspects. The problem arises because writing learning is still only individual rather than interpersonal. It is proven by the existence of several previous studies, in the research of Dwi Pratiwi Christian (2012) using descriptive method explaining that the problems faced by students are linguistic and cognitive aspects where writing learning is done individually not interpersonally. In the research conducted by Dr. Ibrahim Mohamed Alfaki (2015) also found cognitive problems and linguistic problems. The class studied also uses individual learning giving rise to linguistic problems and cognitive problems.

Meanwhile, according to Bryne (1988) that there are 3 categories that make writing difficult. Namely the linguistic aspects, physiological aspects, and cognitive aspects. The first is difficulties in linguistic aspects, this aspect itself includes vocabulary, grammar and language usage and the choice of language in writing must be fully controlled. The second is the difficulty in the physiological aspects, where writing feels smooth because there is no direct interaction with each other so there is no feedback from what they write to the reader. The third is difficulty in cognitive aspects, because writing requires special attention that must be in accordance with formal instructions such as punctuation, spelling, capital

letters and paragraphs. According to Sulasti (2003), the problem most often faced by students in writing is about what they want to write, how to write good and right, lack of vocabulary mastered by students and lack of ability in the structure of writing.

According to Raimes (1983) there are still many students who find it difficult to express their thoughts and ideas, words, sentences and paragraphs in a good form of writing. Raimes (1983: 13) also states that "when students find it difficult to write English, they not only find it difficult to use words and proper grammar but they also find it difficult to express ideas using their own new language. According to Clifford (1987) also stated that the difficulties faced by students in writing are exploring their ideas in written form and also for communicating with others.

According to Zamel (1983: 22) one of the biggest problems that causes difficulties for students in writing is being unable to write cohesively, even though cohesive matters play an important role in writing. According to Pincas (1982) also states that the difficulty for students in learning to write English is the inability of students to write cohesive paragraphs.

According to Jordan (1997), in writing there are several things that make it difficult and confusing, namely a way in the process of putting words in written form with the same structure in outlines and the right vocabulary. According to Shejbalová (2006) and Lado (1955) the difficulties faced by students in writing English are related to vocabulary, where most students cannot remember important words used, unable to use the right words. Al-khairi (2013) also stated that one of the main problems causing difficulties in writing English is the lack of vocabulary. According to Huyen and Nga (2002), one reason for the lack of vocabulary in learning to write English is because students feel bored and bored in learning because students learn passively from teacher explanations and writing is just like writing words on paper.

The first problem of writing skill that faced by the students in generating the ideas. The students at MAN Keboan Jombang are often hard to express their ideas of proper English. Some students of Senior High School have difficulty to

express their ideas in written form, such as the students of SMA Negeri 1 Ngemplak which was conducted by Nursyifa (2013), they have problem in determining both the main idea and supporting idea. They write a paragraph with many main ideas and sometimes without any main idea. Dr. Tiur Asih Siburian (2013) explain on his research at SMP Bilang Huluh in 8th grade, Rantau Parapat, North Sumatra that student's ability in writing specifically in descriptive paragraphs is still very low, he explained that it could happen because the strategies used by English teachers in teaching were not appropriate for the situation in this era which reduced students' interest and activeness in the process of learning English in the classroom, so that the impact is students feel bored to learn English. Zulfida Sari Saragih (2010) also stated on her research at SMP Negeri 3 Sei Bamban that the students still feel difficult when learn english especially in writing skill. The students feel can not share their ideas in their writing correctly, they even cheat each other so that the teacher finds similarities in their writing. The same case also happened in the research by Nova Elisabeth Siahaan (2012), in her research stated that when she practice for Teaching Training Practice (PPLT) in SMA Negeri 1 Bangun Purba, she found some problem in english learning. The students feel difficult in writing english learning to produce procedure text, one of the problem faced the students is exploring the ideas or content.

The second problem in writing is organizing. Based on the research of Nursyifa (2013) stated that the students at SMAN 1 Ngemplak are can not to organize a text to make it cohesive and coherent. They still produce unwell to organize the text. It is difficult for them to write down their ideas in a well-organized written work. They actually do not know what they have to write in the beginning of writing itself while they have a very limited time to do their writing. Their ideas are not coherent, sometimes they lose their idea and it makes them stuck in, they can not continue their writing.

The third problem of writing is Vocabulary. Based on Richard (2001:4) is one of language component of visible, and one of first things to applied in linguistic to attract their attention. Widdowson (2003) stated that vocabulary is

communication act, where people can interaction face to face each other and it was named verbal exchange. And Ida Ubaidah Hidayati (2017) stated on her research that the students at second class of Muhammadiyah Vocational High School, Salatiga in Academic Year 2011/2012 are get many problem that faced by the students, especially the lack of vocabulary in english learning. Based on her research during observation there are some problems that faced by the students, the first is student enthusiasm in english learning is still very lacking, the second is students who are passive in english learning, the third is students who seem to feel bored because the teacher use methods such as teacher centered so that students are positioned only as listeners in learning, etc.

From the problems that have been mentioned and the biggest problems in the classroom, namely learning that is only focused on individuals is not personal, a strategy that can accommodate the interests of two interrelated things is needed, namely cognitive and interpersonal relationships in it. So the researcher uses a strategy that is cooperative learning. According to Johnson and Holubec (1993) cooperative learning is a strategy in learning that helps students maximize the learning process with each other when they discuss. Slavin (1996) also claims that with cooperative learning, learning in the classroom has the purpose of being able to discuss each other. And one of the strategies part of cooperative learning that is most popular and suitable for solving this problem is to use Think Pair Share

On the other hand, there are so many interesting method to be applied in teaching writing. One of them is Think Pair Share (TPS). Why used “Think Pair Share (TPS)” ? Based on Arend (Trianto, 2007:61) stated that Think Pair Share (TPS) is the varied effective ways to apply in class discussion. In Think Pair Share (TPS), the procedures used can help students think more critically in more and more determined times and can help each other. Also as explained by Lie (2002:57) that Think Pair Share (TPS) is a learning strategy where students are given the opportunity to respond independently and cooperate with others. In this case, the teacher is an important role in bringing students into discussions that are more active, effective, creative and fun. Think Pair Share is kinds from type of Cooperative Learning designed to influence student interaction in learning. In

Think Pair Share (TPS) requires that one student with another student can work together in their groups, in one group usually consists of 2-4 students (Ibrahim et al: 2000). Based on Lyman (1981) quoted in Lie (2002:57), states that there are three steps in the think pair share technique, namely think, pair, share. The first step is think, students are asked to think independently about the questions or problems raised by the teacher. The next step is a pair, where the teacher asks students to pair up and discuss what has been thought, third, that is share, in this step the teacher asks couples to share their thoughts with other partners or with the whole class.

Many researchers have conducted study to examine the effect of using Think Pair Share (TPS) in writing problems, such as Muhammad Ariansyah, et al (2016) on their research in Senior High School 3 Pekanbaru. There were 34 students of X-2 as a sample. This study used the classroom action research. The researcher concluded that Think Pair Share is the strategy that was successfully used to improve the student's writing skill in Senior High School 3 Pekanbaru in english learning. It is showed by score in Pre test 54,46 then in Post test 1 65,14 next the score showed 77,64 in post 2. Futhermore, the result of this study also showed that Think Pair Share make a students more active and increase the student's motivation in writing skill. The student's also showed can write their idea well on good paragraph in recount text.

On the other hand, Rosnani Sahardin, et al (2017) on their research in Banda Aceh. This study used the experimental design. There were 14 student on X-A as sample, which was this study selected by using a purposive random sampling by Gay, et al (2006). The result of this study showed that Think Pair Share is effective strategy that used to improve the student's writing skill. This improvement was showed in the improvement in averages score in every writing aspect: content (12 to 15 or 16), organization (11 to 15), vocabulary (9 to 13), grammar (8 to 10), and mechanics (8 to 11). On the result, showed that Think Pair Share can make the student's mastery organization, content and vocabulary, but still less to increase mechanis and grammar. Nevertheless, students' abilities in

writing skills are better and there are far-reaching improvements using Think Pair Share as a learning strategy rather than not using Think Pair Share.

Moreover, Ida Ubaidah Hidayati (2017) on her research in Muhammadiyah Vocational High School, Salatiga. This study used classroom action research as the methodology. The subject were 35 students in one class. They are 34 boy and 1 girl students. The result showed that there was a significant increase in vocabulary mastery when using Think Pair Share as a teaching strategy in learning. The increase was indicated by a significant change in the pre-test and post-test, where the value of student students in the post test was higher than in the pre-test.

Ade Dedi Saliputra (2013) on his research in Senior High School 1 Pontianak, academic 2012/2013. This study involved 30 students in 10th grade. This study used classroom action research. The result showed that Think Pair share can improve the student's writing skill on report text. It is has showed in cycle 1 and cycle 2. Besides that, it is showed also can improve the student's vocabulary, classification of general and description in report text, the score showed in cycle 1 is 75,00 and in cycle 2 is 79,16.

Zulfida Sari Saragih (2010) in his research in Junior High School 1 Teluk Mengkudu. This study used classroom action research. The subject was VIII-1 grade of Junior High School 1 Teluk Mengkudu. They are consist of 40 students. The reason of choosing this class because the researcher found some the problems in student's writing skill. In the result of this study, the researcher explained that there was improvement in student's writing skill after the implementation of Think Pair Share as the teaching strategy in english learning. Proven by an increase in the score of each cycle, where the score orientation test was 51.4, 66,15 in cycle 1, and and experienced an increase in score of 74,57 in cycle 2. Based on the results of research data, the researcher can conclude thatthink Pair Share can increase the student's writing skill in Narrative text at Junior High School Negeri 1 Teluk Mengkudu.

As reviewed by the previous researchers above, most of them examined the effectiveness of Think Pair Share in many areas. One of previous study in

research of Muhammad Ariansyah, et al., Explained that Think Pair Share is effective strategy that used to improve student's writing skill but will be more effective if the next researcher used this strategy combined with attractive media for teaching to generate their ideas easier. So far, the researcher does not find any research which attempts to examine the efficacy of Think Pair Share strategy using media. By using media, it helps the students to comprehend the material easier. It is supported statement by As Sanaky (2005) explained that media is a communication tool in teaching and learning process which can be used by the teacher in transferring information. It means that media can communicate by referring anything that carries information between sources and receivers.

One of the media that used in this study is E-learning, it is Padlet. Wood (2016) said that Padlet is one of attractive online media because in using the padlet, users can add images, documents, text, links and videos to the walls of their padlets. In the use of padlets, padlets provide benefits for teachers in monitoring students in interacting with each other and managing their class performance. When students have responded to what was assigned by the teacher, a notification will automatically appear in the teacher's e-mail. Based on rizki wulandari's research (2015) explained that the use of padlets is to provide facilities to students in writing. In it explained that padlet is an educational platform, which functions as motivation for students, also to improve the quality of students' writing skills. First, padlets provide opportunities for students to be able to discuss each other online. With the padlet, students can share their ideas, assignments, and comment on the wall of the padlet. Second, with padlets students become more motivated to learn because they can share any ideas among their friends, according to their own creativity. Third, the use of padlets can help students improve student writing where students can post and even provide feedback on the platform provided by the padlet. Students can post whatever they want both ideas, comments, opinions and feedback even students can exchange information with each other. Students can also share any content with their teacher. Even Wiangsima (2013) also claims that padlets can develop students' writing skills, can make students more confident in developing their own writing

so that they are more enthusiastic in learning languages using technology. Based on the research by Pritantina Yuni Lestari & Erwin Hari Kurniawan (2017) on student's English Department UNISKA, in the result on their research claimed Padlet is effective media to use on student's writing skill. Pritantina Yuni Lestari and Erwin Hari Kurniawan (2017) examined whether using Padlet is effective or not to increase the writing skill in english department students of UNISKA, academic 2015/2016. The research method was classroom action research design. The subject were 17 students from third semester of UNISKA. The result of this research showed that there was improvement toward the achievement on student's writing skill, which was showed in each cycles. From the observation, it could be seen that the students more active in cycle 2 than cycle 1. In Padlet when send the messages and gives interesting topic is one of things that can attract student motivation in the use of padlets in English learning. Before the implementation of padlet in english class, there were 11 students from 17 students got score below average 70. Then when Padlet has implemented in classroom, in cycle 1 showed that there were 3 students got below average 70 and didn't get a score because it didn't collect assignments on time. In the cycle 2 or last treatment showed that the criteria desired by researchers have been achieved well, namely 15 out of 17 students score above 70, so researchers can stop the cycle, in addition all students participate in collecting assignments on time. Munirah Haris, et al., (2017) on their research in University of Sains Islam Malaysia. This methodology that used experimental design. The subject were 30 students of first year undergraduate at University of Sains Islam Malaysia. From the 30 students consisting of several majors, they are Islamic finance, Islamic studies, and business. The result of this study showed that there was significant improvement when the students use padlet on their grammar learning. Padlet provides the platform for the students to interact with each other.

The reason why the researcher choose SMA Muhammadiyah 9 Brondong because based on the interview when the researcher do Preliminary study with the English teacher at SMA Muhammadiyah 9 Brondong, he said that the students have same problem with this study which is they are difficult to generate the ideas

because the lack of the vocabulary and difficult to organize the text to be a cohesive and coherence especially in tenth grade.

From the problem and explanation above, the researcher decides to carry out the study entitled “The Effect of Think Pair Share on Student’s Writing Skill through Padlet for Xth Grade at SMA Muhammadiyah 9 Brondong.”

1.2 Statement of the Problem

Based on the explanation about the problem in writing skill, the problem of this research is formulated into the following question :

“Is there any significant effect of Think Pair Share on Student’s Writing Skill through Padlet for Xth Grade at SMA Muhammadiyah 9 Brondong?”

1.3 Purpose of the Study

Based on the importance of Think Pair Share above, the researcher wants to examine the effect of Think Pair Share on Student’s Writing Skill through Padlet for Xth Grade at SMA Muhammadiyah 9 Brondong.

1.4 Significance of the Study

According to the explanation above, the researcher can get some benefits theoretically and practically from this study.

1.4.1 Theoretical Significance

For the theoretical, the process of teaching learning activities in writing skills by using Think Pair Share on Student’s Writing Skill through Padlet for Xth Grade at SMA Muhammadiyah 9 Brondong.

1.4.2 Practical Significance

- a. For teachers, the result of this research will help teachers to get a solution on how to utilize a strategy in teaching writing in order to enhance the student’s writing.
- b. For students, this study will make the students easy to learn about writing with an interesting strategy.

- c. For researchers, it will be used as the experience of how to do good research according with a good procedure.

1.5 Scope and Limitation

The scope of this study is the students of Xth grade at SMA Muhammadiyah 9 Brondong. There are 2 classes and the total of the subject are 56 students.

The limitation of the study only focuses on Descriptive text and Think Pair Share through Padlet which is how the students generate and organize the ideas, and also vocabulary.

1.6 Hypothesis of the Study

In order to answer the research question, the following Hypothesis is proposed : the null hypothesis (H₀) and the alternative one (H₁). In this study, the null is rejected and the alternative one will be accepted.

H₁ = There is significant effect of Think Pair Share in student's writing skill through Padlet for Xth grade at SMA Muhammadiyah 9 Brondong.

1.7 Definition of Key Terms

a. Writing skill

Writing is a skill how to write descriptive text by the students of SMA Muhammadiyah 9 Brondong who generate their own ideas to written form through Padlet.

b. Descriptive text

Descriptive text is text which description about something through Padlet to make the students at SMA Muhammadiyah 9 Brondong generate and organize their ideas in Think Pair share.

c. Think Pair Share

Think Pair Share (TPS) is the strategy of a cooperative learning discussion to help the students generate and organize their ideas with some clues to form their writing.

d. Padlet

Padlet is a web-based online wall feature which is presented in a sequence to be used as media to make the students get a clue for generating and organizing their ideas in the Think Pair Share.

