

CHAPTER I

INTRODUCTION

A. Background of the Research

Writing is the expression of ideas, thoughts, and opinions in written form. Writing is one of the four competency components that are important for Basic English learning. According to Rao (2018), writing is considered the most difficult of the four skills and requires more practice. It has been shown that most students have difficulty distinguishing between the main concept, topic sentence, supporting sentence, and conclusion sentence in a written paragraph. As a result, they receive low writing scores. Proficiency in writing English is one way to improve the nation's standard of living.

Writing is one of the most important skills in learning English. Good and quality writing is writing that attracts readers and makes them happy to read it. According to Donovan (2017), good writing must have the characteristics of "clarity and focus." It must be clear and in focus. All passages must make sense so as not to get lost or confused. Writing that does not make sense, is misleading and confusing, and is of poor quality.

Based on the opinion above, it can be concluded that writing is a process that must be carried out by students to express their ideas and build the meaning of their views based on the topic being discussed; therefore, it must be mastered

by students so that they are able to generate and organize their ideas in written form. But in this case, many students have not mastered it. Therefore, the teacher must direct the students to understand it easily.

However, it might be challenging to teach writing in general. When a teacher teaches how to write a narrative text, this occurs. Students must be able to understand the general structure of the narrative text genre in order to write narrative text. Following that, they must put the sentences and concepts in the appropriate order. According to Khairunnisa (2017) and Baa'syir (2014), this is the area where most pupils fall short. The majority of them struggle to put their thoughts into writing. Furthermore, they must utilize proper grammar and language when producing narrative prose. According to Baa'syir (2014), they are typically observed to struggle with writing due to a lack of vocabulary and grammar proficiency. Additionally, it seems like they are having trouble choosing the right word for their work. Due to all of these challenges, kids find writing boring and do not want to take it seriously.

Additionally, teaching kids how to compose narrative texts is crucial because it can help them become more analytical and critical thinkers. Additionally, according to Conle (2003), learning narrative texts will help students understand things more clearly (e.g., through the creation of useful meaning as a result of a narrative encounter), develop their interpretative competence (the ability to come up with multiple interpretations for the same

phenomenon or event), and result in broader perspectives and richer practice repertoires. Stories are frequently told in narrative text. When students read or even create one of these narrative texts, the story itself will naturally inspire their own creative thinking. Additionally, according to Conle (2003), learning narrative texts will help students understand things more clearly (e.g., through the creation of useful meaning as a result of a narrative encounter), develop their interpretative competence (the ability to come up with multiple interpretations for the same phenomenon or event), and result in broader perspectives and richer practice repertoires. Stories are frequently told in narrative text. When students read or even create one of these narrative texts, the story itself will naturally inspire their own creative thinking. According to Adam (2015), one advantage of learning narrative writing is that it aids in the facilitation of imaginative thinking and participation in the study of literature as a whole.

Think pair share is one of the learning models of cooperative learning. According to Phuong-Mai, Terlouw, Pilot, & Elliott (2009), "think pair share" (TPS) is a teaching technique that puts students in pair discussions and shares their ideas with other pairs. There are three distinct steps in TPS. Consider the given problem in your own words before discussing it in pairs and sharing your conclusions in front of the other pairs.

From the explanation above, researcher are interested in conducting research. In an effort to improve student achievement, overcome their problems, and encourage them to make procedural texts, the researcher uses the Think-Pair-Share (TPS) method. The "Think-Pair-Share" (TPS) method can be an alternative and a suitable technique for writing procedural texts in the teaching and learning process. Through the application of the "Think-Pair-Share" (TPS) technique, students are given the opportunity to share their thoughts and ideas with each other in a thinking time session to write narrative texts. Not only that, but students can turn their sharing into a whole-class discussion. They are able to identify their skills and weaknesses related to writing.

Researcher want to use this method for improving students' writing skill at SMPN 22 Kabupaten Tebo. According to a teacher who teaches at SMPN 22 Kabupaten Tebo, many of his students do not understand how to express their ideas in writing. In this case, the researcher uses the "Think-Pair-Share" (TPS) method to solve problems and increase students' motivation in writing. The researcher hopes that by applying the Think-Pair-Share (TPS) technique to writing procedural texts, students are able to write good procedural texts and can develop their writing abilities easily and effectively.

B. Identification of the Research

Based on the background that the author has provided, several problems can be identified. First, the lack of vocabulary that students have because the teacher provides readings that are less familiar with the text, thus making students find it difficult to understand the reading text. Second, students are bored and lazy to begin writing because they do not understand how to write well and how to get the main idea in writing narrative text.

Finally, monotonous class conditions cause students to not actively learn in class. Teachers must be creative and make learning in class as fun as possible so that students are more enthusiastic about learning. Therefore, alternative methods are used to make students learn better. Therefore, researcher use the think pair share method to make students active in learning.

C. Limitation of the Research

Based on the identification above, the researcher limits the problem in this study to "IMPROVING THE STUDENTS WRITING SKILL THROUGH THINK PAIR SHARE METHOD OF NARRATIVE TEXT AT SMPN 22 KABUPATEN TEBO".

D. Research Question

Based on the background and limitations of the problem, several problems can be formulated, including:

1. How is the students' understanding of writing in the Narrative Text before and after using the think pair share method for class IX SMPN 22 Kabupaten Tebo?
2. What is the significant effect of using the think-pair-share method on writing narrative texts for class IX students at SMPN 22 Kabupaten Tebo?

E. The Purpose of the Research

Based on the formulation of the problem, the research objectives outlined by the author include:

1. To find out students' writing comprehension on Narrative Text before and after using the think pair share method for class IX at SMPN 22 Kabupaten Tebo.
2. To find out whether there is a significant effect of using the think-pair-share method on writing narrative texts for class IX students at SMPN 22 Kabupaten Tebo.

F. Significance of the Research

The significance of this research is expected to be useful for:

a. Theoretical

1. For students.

To help students better understand and make it easier to write the text given by the teacher.

2. For English teachers

This method can inform English teachers to create more productive classes in teaching writing comprehension classes.

3. For researchers

Help other researchers in researching other methods to create an active class and not monotonous in the field of writing comprehension.

b. Practical

1. For students

By using this strategy, students can optimize their writing skill and be more motivated when writing English.

2. For English teachers

This strategy can increase the quality of teaching and learning and can also enrich teachers' knowledge.

3. For researchers

It is hoped that further researchers who are interested in teaching English writing at the intermediate level can obtain basic information from this research.

G. Definition of Key Term.

1. Writing

In general, the meaning of writing is to express ideas, thoughts, and opinions in an article. Although writing is considered an activity that drains concentration, it turns out that there are also many who want to become writers. Indeed, being a writer is not just about having intentions and ideals.

2. Think Pair Share

Think pair share is a type of cooperative learning developed by Frank Lyman, et al. at the University of Maryland in 1985 as a structure for cooperative learning activities. Think pair share gives students time to think and respond and help each other.

3. Narrative Text

Narrative text is fiction or nonfiction that tells the story of a certain event or incident in a fictitious or imaginary form. It should be noted that narrative text is made up stories rather than facts. CHAPTER II