

CHAPTER I

INTRODUCTION

In this chapter, the researcher explains about background of the study, statements of the problems, research objectives, significances of the research, scope of the study, underlying theory, definition of the key terms, research hypothesis, and organization of writing

1.1 Background of the Study

Language has played an important role in the development of science and technology in a country. To face the global challenge signed with the increasingly significant development of science and technology, people are insisted to master several languages especially English because it is an international language. English is one of the languages taught in all levels of schools in our country for a long time. One of efforts done by Indonesian government is that English is taught as a compulsory subject for students from the elementary school to the university. It is an important decision taken by the government because English can help them to take part in some fields such as commerce and business technology.

English as one of international languages is spoken in many countries throughout the world, including Indonesia. As the first foreign language in Indonesia, English has been given special attention. Therefore, it is taught at

Elementary Schools, Junior High Schools, Senior High Schools, and Vocation Schools even Colleges or Universities.

English is taught in Diploma III of Taxation Study Program, Faculty of Economics and Business (FEB), Diponegoro University. There are four competencies focused in English teaching. They are speaking, reading, listening, and writing. One of the competencies taught is writing. Teaching writing is a complicated skill.

Based on observation conducted by the writer, there are some problems faced by students in writing. One of the problems is that they have difficulty to begin writing. Secondly, they may be not good at grammar. Thirdly, there has not been the appropriate teaching method applied in writing yet. Therefore, the lecturers need to apply a good teaching strategy.

Think-Pair-Share is one of strategies in cooperative learning method that encourages individual participation and is applicable across all grade levels and class sizes. The strategy has some benefits for students. It can increase the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas. Additional advantage of using this strategy is that students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority. In other words, this strategy focuses on student-centre learning.

Before conveying the term of descriptive text, the writer describes the definition of text. According to Halliday (1978:40) in Yoce (2009:189), text is

semantic choice of data in social context. It means that text is a way to express the meaning in written or oral form. As people know, that Descriptive text is a kind of text that has a social function. The social purpose of the text is to describe a particular person, place or thing. The generic structures of descriptive text consist of identification and description. Language features of the descriptive text consist of specific participants, attributive and identifying processes, and the use of simple present tense.

Based on the reasons above, the writer uses Think-Pair-Share Strategy to prove whether the strategy is appropriate and effective in writing descriptive text by using pictures as a teaching aid.

1.2 Statements of the Problems

To avoid unfocused discussion, the writer limited and focused on problems stated in this research. The statements of the problems are as follows:

- (1) How effective and appropriate is Think-Pair-Share Strategy applied to teach writing in Diploma III of Taxation Study Program, the Faculty of Economics and Business, Diponegoro University, academic year 2011/2012.; and
- (2) Is there any significant difference of the teaching learning results between a group of the students of the Diploma III students in Taxation Study Program, the Faculty of Economics and Business Diponegoro University, academic

year 2011/2012 treated by using Think-Pair-Share Strategy (TPSS) and without TPSS strategy?

1.3 Research Objectives

Based on the statement of the problem previously, the objectives of the study are:

1. to find out whether the strategy is effective and appropriate to be applied to teach writing.
2. to find out whether there is a significant difference of the teaching learning results between a group of students treated by using Think-Pair-Share Strategy (TPSS) and without TPSS.

1.4 Significances of the Study

Connected with the objectives of the research, this analysis and its elaboration are conducted to give useful contribution as explained in the following paragraphs. The writer elaborates the significances of the study pedagogically, theoretically, and practically.

The first significance of the study is pedagogical one. This research may be useful for the readers who involve in education world such as teachers, lecturers and instructors as guidance for their teaching. This study can be beneficial and meaningful especially for lecturers to improve their students in

some English skills by applying Think Pair Share Strategy (TPSS) especially in English writing skill.

The second one is theoretical significance. This research may give knowledge and explanation to teachers, lecturers, and educators concerning how to solve the students' writing problem by using teaching and learning strategy. The can use Think-Pair-Share Strategy (TPSS) to solve the writing problem faced by students.

The last one is practical significance. This study may be advantageous and meaningful for teachers, lecturers and educators as additional knowledge in developing the students' writing skill by using Think-pair-Share Strategy.

1.5 Scope of the Study

This study belongs to an experimental and quantitative research. It focuses on the writing skill including acquiring and improving the grammar and vocabulary knowledge of Diploma III students in Taxation Study Program, the Faculty of Economics and Business, Diponegoro University in their own class.

1.6 Definition of the Key Terms

The writer presents several key terms used in this study. The key terms are TPSS, writing, descriptive text, and experimental research. The definition of the key terms is defined in the following paragraphs.

- 1) TPSS as abbreviation of Think-Pair-Share Strategy belongs to an example of cooperative learning, which refers to the collaborative approach. Kagan (1994:125-129) in Jacob *et al.* (1997:17)
- 2) Writing is a process to produce words, phrase, and sentences that results in a text, and the text must be meaningful and comprehensive in order for communication. Murcia & Olshtain (2000:142)
- 3) Descriptive Text is a text having aim to describe a particular person, place or thing. Harmer (2004:67)
- 4) Experimental Research is a certain investigation used to determine variables and how the form of the correlation, and to manipulate the object of the research as dependent variable to observe independent variable. Cohen *et al* (2007:277)

1.7 Research Hypothesis

Hypothesis can be defined as a temporal answer about the result of the study (Hatch, 1982:3). In general, Hypothesis is the researcher's pre assumption concerning the outcomes of the research. The hypothesis (H_a) of the research is that the teaching learning results between groups of the students treated by using Think-Pair-Share Strategy (TPSS) and without TPSS strategy are similar. Meanwhile, Null hypothesis (H_o) of this research is that there is a significant difference of the teaching learning results between a group of the students treated by using Think-Pair-Share Strategy (TPSS) and without TPSS strategy.

1.8 Underlying Theories

The writer takes some references to support his study about teaching writing of descriptive text by using Think-Pair-Share-Strategy (TPSS). The writer uses the concepts of the language teaching and learning process stated by Ron Scollon (2004:272) in Brown (2007:6), Brown (2000:19), and Bailey and Nunan (1996:11). The writer also takes the concepts of cooperative learning by Slavin (1995: 5), Davidson (1990: 8-9) in Jacob *et al.* (1997:17), Kagan (1994:125-129) in Jacob *et al.* (1997:17) and (Larsen, 2000:168).

To support the study, the writer quotes the concepts of Think-Pair-Share Strategy said by Frank Lyman (1981), Slavin, 1995:132), Kagan (1994:125-129) in Jacob *et al.* (1997:17) and Ledlow (2001:1). The theory of writing skill and the concept of descriptive text are also presented here. Concerning research method, the study is an experimental and quantitative research and the writer uses quasi – experiment stated by Cohen *et al.* (2007:501).

The writer uses Likert scale which provides a range of responses to a given statement (Wilson and Mclean in Cohen *et. al.*, 2007:326). The writer analyzes the data and scores the writing test based on elements of writing score adapted from Brown (2004: 244). After getting result of the test, the writer formulates the result to gather the mean of each elements of writing (Ruseffendi, 1998:77). After finding out the mean of all the score, the result will be concluded based on the level of mastery (Arikunto, 2002:245).

Before discussing the results of the tests and questionnaire, the writer intends to present the findings of the research. The findings are preliminary analysis including normality test, test for linearity and homogeneity test and the results of the tests, the reliability and validity of the tests and the results of the tests.

1.9 Organization of Writing

This thesis consists of five chapters. The first chapter contains introductory aspects of the study, which gives the general foundation that this study is based on. It includes the explanation about background of the study, statements of the problem, objectives of the study, significances of the study, scope of the research, definition of the key terms, research hypothesis, underlying theory, and the organization of writing.

The second chapter contains the previous studies connecting with increasing the students' writing skill by using Think-Pair-Share Strategy, the concept of the language teaching and learning process, the concept of cooperative learning, the concept of Think-Pair-Share Strategy, the theory of writing skill, the concept of descriptive text, Think-Pair-Share Strategy for the teaching writing, and theoretical framework.

The third chapter relates to the research method. It presents the design of the research, population and sample, research setting, variables of the research, research instruments, analyzing the data, and method of analyzing data.

The fourth chapter is about findings and discussions. The findings deal with preliminary analysis including normality test, test for linearity and homogeneity test, the reliability and validity of the tests and the results of the tests. Analyzing the data of the questionnaire is also presented in this chapter.

The last chapter provides conclusion and suggestion as the end of the discussion.