

CHAPTER I

INTRODUCTION

A. Background of the Study

English is a language that is extensively utilized and has achieved the position of being an international language in various domains, including communication, commerce and technology, healthcare, and tourism. In Indonesia, English is taught in schools from primary level all the way up to university.

Education is a deliberate method of utilizing teaching methods to enhance individuals' abilities. It is also a fundamental and extensive component of human growth that encompasses gaining knowledge, expertise, values, and perspectives. It holds significant importance in molding individuals and communities, promoting personal development, analytical thinking, and aiding in economic and social advancement.

Listening, speaking, reading, and writing are the four primary skill domains in teaching and learning. Among these, writing is considered to be a crucial component in learning English. It is often viewed as the most challenging and demanding skill out of the four required for English education. Writing is a task that requires a significant amount of effort to be completed successfully. According to Blanchard and Root (1998: 1) as cited in S. Yulianti et al. (2019), mastering the art of writing in a foreign language is not always a simple task. Writing is more than just putting words on paper or forming letters; it involves a combination of processes and products to convey information or messages for the benefit of individuals or society.

Students need to possess the skill of writing for various purposes. Writing acts as a means of communication, which is one of its primary functions. According to Zuraida (2016), writing skills serve four main purposes: self-expression, sharing information,

organizing abstract ideas into a coherent manuscript, and enhancing proficiency in the English language. By fostering a supportive learning environment, such as in a classroom setting, students can enhance their English writing skills. Collaborating with peers during class sessions promotes a culture of mutual learning enthusiasm. Since English is a second language for some students, they may encounter additional challenges (Sakhiyya et al., 2018). This implies that aspects such as mechanics, syntax, vocabulary, and comprehension of topics may pose difficulties for these students. Therefore, the focus of teaching and learning should not solely revolve around text production.

Despite the importance of writing as a fundamental skill, students often fail to give adequate attention to their writing assignments in the classroom. This task is not only monotonous but also demands a considerable amount of time for both teaching and learning, which becomes challenging when there are constraints on classroom hours.

Teachers often encounter various challenges when acquiring new skills. Cooperative learning is a widely adopted approach in schools to streamline the teaching process. Numerous models, including Jigsaw, Think-Pair-Share (TPS), peer-to-peer learning strategies, and others, have been developed for cooperative learning. The Think-Pair-Share method specifically aims to enhance students' writing abilities within the classroom. By utilizing this method, students have the opportunity to contemplate individually or in small groups prior to responding to questions or completing assignments in front of their classmates.

Implementing TPS in the classroom enables teachers to enhance student engagement and maintain their concentration on assignments. Moreover, this strategy facilitates the cultivation of interdependence among team members as they collaborate on shared writing platforms. Each student is expected to actively contribute to the writing process with their assigned group partner. Consequently, it can be inferred that groups that support each other

in attaining common objectives foster positive relationships. This serves as an illustration of how collaboration nurtures a supportive learning environment, fosters relationships among group members, and cultivates social skills in other students.

The Indonesian government has developed a new curriculum based on past experiences to address various areas that require improvement, such as competency, academic qualifications, credentials, health, teacher status, and reward efforts (Suhirman et al., 2016; Mertler, 2017). Recently launched by the Ministry of Education and Culture in Indonesia in 2022, the Curriculum Merdeka highlights the genre-based approach to teaching English, which emphasizes the use of text in different formats, including written, spoken, visual, audio, and multimodal. Implementing this approach entails giving more importance to writing assignments in the classroom, particularly in English instruction. Students are expected to master a range of writing genres using the genre-based approach, including procedural texts, discussions, reviews, spoofs, anecdotes, reports, explanations, narratives, recounts, and news items.

During the process of learning English, it is crucial for students to develop proficiency in writing descriptive texts. As previously mentioned, descriptive content refers to text that is commonly used in everyday life to provide detailed descriptions of various subjects such as objects, locations, individuals, and animals. The researcher has revealed that a significant number of students at SMP Negeri 3 Berbah, Sleman, face challenges when it comes to composing descriptive texts during the teaching practice program (PLP). Despite the teacher's effective delivery of lessons and provision of necessary resources, it was observed that 75 percent of the students encountered difficulties in this particular area. Furthermore, the researcher also examined the teaching methods employed by the English teachers at SMP Negeri 3 Berbah, which involved instructing the students to independently write their own descriptive paragraphs.

The students' proficiency in crafting intricate descriptive paragraphs is significantly low due to the aforementioned reasons. The teaching methods employed by English teachers are no longer effective as they diminish students' interest and engagement in the learning process. Simultaneously, the traditional and teacher-centered approaches used by educators fail to inspire and effectively teach writing. Consequently, in order to assist students in enhancing their writing skills, teachers must adopt techniques that address their specific problems and requirements. Researchers discovered that when students were tasked with creating English descriptions, many struggled not only with grammar and vocabulary, but also with effectively expressing and developing their ideas into descriptive text.

B. Identification of The Problem

The investigation's background reveals that several issues can be pinpointed in this study:

1. Following the teaching practice program (PLP) at SMP Negeri 3 Berbah, Sleman, the researcher noted that a significant number of students struggled with articulating their thoughts effectively in writing.
2. The lack of diverse instructional methods has led to decreased student engagement in the learning writing process.
3. Students face challenges in writing English appropriate, in concept formation and identification on an individual basis.
4. Teachers fail to implement instructional strategies in teaching writing that foster student engagement and vitality within the classroom.

C. Delimitation of the Study

The researcher focus on narrowing down the issue to effectively identify and address the limitations of the study: enhancing students' writing skills in descriptive text using the think pair share technique.

D. Formulation of the Study

Based on the study context, the researcher describes the problem in the following manner:

1. What are students' improvements using Think Pair Share technique in writing skills to descriptive text?
2. What is the difference in students' learning situation before and after the application of Think Pair Share?
3. What is the impact of students learning using Think Pair Share technique in the classroom?

E. Objective of the Study

The purpose of this study is to examine and identify enhancements in students' writing skills in relation to the issue by implementing the Think Pair Share (TPS) approach.

F. Significance of the Study

The outcome and discovery in This study is expected to:

1. Encourage students to unlock their maximum potential in English learning, particularly in the realm of descriptive paragraph writing.
2. This text offers valuable information for English teachers who are attempting to establish a TPS (Teaching Proficiency Scale) for teaching Writing, particularly in the context of English language learning.
3. Promote a greater interest among students in engaging with writing-based learning activities during class.
4. To expand readers' understanding of the Think Pair Share Technique and its application in the realm of Writing Instruction.
5. To apprise the prospective researcher candidate about identifying a suitable model for the educational process, particularly in the domain of Writing.

G. Operational Definition

The researcher can define the operational definitions based on the title provided:

1. Writing ability

Brown (2001) emphasizes the importance of learning to write for individuals within the literary community. Writing is a crucial technical skill that allows effective communication through written language. Hampton, as referenced in (Latifah, 2022), defines writing as the act of translating ideas into written form, whether in books, articles, or other mediums. When considering the definition of writing proficiency in the context of teaching, it becomes evident that this skill plays a significant role in the learning process within educational settings. As highlighted by (Mays, 2017), writing is a multifaceted process that involves elements of creativity and unpredictability. These activities require various skills, such as observation, listening, and emotional connection, which are then translated into written words that convey meaning and explanation.

2. Think Pair Share

Think pair share is a collaborative learning strategy where students work together in pairs or as a large group to solve problems. This activity requires students to collaborate with their peers or the entire group. The think pair share technique is particularly beneficial during the writing process as it is simple to implement. According to Azizah (2019), the foundation of Think-Pair is essential for increasing student engagement in learning activities through discussions with classmates. Sometimes, students may struggle to choose a topic to write about. When faced with questions or tasks that require deep reflection, students can use this technique to think about ideas from different perspectives more easily.

3. Descriptive text

Descriptive text serves the purpose of conveying information through detailed and vivid descriptions. It aims to create a clear mental image for the reader by utilizing sensory details, vivid language, and various literary devices. Eka Yoandita, (2019) stated that by appealing to the reader's senses, descriptive texts enable them to visualize or even feel what the author is portraying. The essence of descriptive text lies in its ability to vividly depict people, places, things, or events.