CHAPTER I

INTRODUCTION

This chapter consists of background of the study, statements of the study, objectives of the study, Significance of the Study, Scope and Limitation, and definition of terms.

1.1 Background of the Study

Language is the most important tool to communicate. As a tool of communicate, language is closely related to human life and it influences all aspects of human life (Lewis and Hill, 1985: 23). The human in this world use language to transfer their ideas, knowledge, and information to one another. The language is important as a means of communication in daily life.

English is an international language, so English is one of the tools of communication in the world. In other countries, they use English as their national language or their own languange. But in another country like Indonesia, Thailand, and etc. where English is not used as their own language, they use English to communicate with society all over the world.

In Indonesia, English becomes a foreign language, not as a first or second language. As usual, in Indonesia the students learn English starting from junior high school until the university, it is the first way the people in Indonesia learn English and the second is through the informal way such as courses.

English there are four language skills, they are listening, speaking, reading and writing, and other important sub skills are grammar, mechanics, vocabulary,

form should be concidered. This research focusses on one of those four skills, that is writing skill. As one of the basic skills, writing should be learnt and taugh seriously since it is a repesentative of what students said and though. Aristoteles says that words in writing are the symbol of oral language (Tans 2004: 48). In teaching learning process writing is a good way for someone to share the knowledge. The student who can tell his or her own thing directly can use it, the students can communicate their thought, feelings idea and so on through letters, written sentences, essays and text.

Writing is a good way for students to tell their own think, but sometimes the students get confused because they do not know how to start it. Some students can produce the words corectly but they do not know how to write the words to become a sentence. It is because they have a minimal vocabularies, grammar, mechanics, form and etc.

Procedure text is a text that is designed to describe how something is achieved throught a sequence of action or steps. It means that when we will do something, we will do by step for example to make noodle or tea and so on. Some students sometime don't know how to make tea (for example) with the steps in writing, something that make them confused is how to write the words to become sentences.

To improve the students writing skill in procedure text, the writer uses Think-Pair-Share technique. According to Layman (1981) Think-Pair-Share is an equity pedagogical best practice because it provides students with (a) " think time", a period to reflect and compose their answer, (b) "behavioral rehearsaltime", a period to practice stating their thoughts with a clasmate, and (c) five safe options including

sharing the thought of learning partner. The research of Think- Pair – Share is compelling that it encourages student to increase participation, and higher levels of student thinking and questioning. Think Pair Share enhances students' oral communication skills as they discuss their ideas with one another. By using this technique the students will be collaborated in pair to do something that is given by teacher and also they don't need to move from their desk.

The Think – Pair –Share technique will be needed when teacher asks the students to make a procedure text in writing, it is because some students don't know how to write the steps in procedure text. So, based on the back ground above the writer would like to make a study under the title **" The Use of Think Pair Share to Improve Writing Skill in Procedure Text of the Tenth Grade Students of SMKN 2 Kupang in the School Year 2017/2018"**

1.2 Statement of The Problem

Based on the background describe above, the writer would like to formulate those problems in the following questions :

1. Does think pair share improve writing skill in procedure text of the Tenth Grade students of SMKN 2 Kupang in the school year 2017/2018?

2. How is Think Pair Share used to improve writing skill in procedure text of the Tenth Grade students of SMKN 2 Kupang in the school year 2017/2018?

1.3 Objective of the Study

Based on the questions in the statement of the problems, the objectives of the study are as follows:

1. To find out whether TPS improve the writing skill in procedure text of the Tenth Grade students of SMKN 2 Kupang in school year 2017/2018 or not.
2. To find out the use of think pair share to improve writing skill in procedure text in the Tenth Grade students of SMKN 2 Kupang in school year 2017/2018 .

1.4 Significance of the Study

The result of the study may contribute several benefits for English teacher, students, and other writers. The benefits are :

1. **For the English Teacher**

   From the result of the research, the teacher can get more information about the technique to teach English to the students in general or particular English.

2. **For the Students**

   By using the technique especially TPS (Think Pair Share) the student can become more interested learn English and the students can collaborate to think and share about the procedure text.

3. **For the Writer**

   The result of the research can be used as a reference for the other writers and for the writer she will implemented the Think Pair Share Technique to improstudents writing skill.

1.5 Scope and Limitation

There are many kinds in writing text, there are Recount, Report, Narrative, Procedure, Descriptive, but the writer just focussed on Procedure Text. Many technique also to teach sudents such as Jigsaw, Number Head Together, Think Pair Share, and Snowball Throwing and etc., and the writer only focussed on Think Pair Shae technique. The limitation of the problem is about to improve students writing skill of Procedure Text by using TPS to the Tenth Grade Students of SMKN 2 Kupang in school year 2017/2018. The writing components evaluated were : grammar, vocabulary, mechanics, and form .

1.6 Definition of Terms

The following are the definitions of terms that can help the reader to understand the whole body of the study

1. **Think Pair Share (TPS)**

TPS or Think Pair Share is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading (Cabb at al,1991).

2. **Writing**

Meyers (2005: 1), writing is a way to produce language which you do naturally when you speak. Writing means kind of activities that the students do in producing sentences. Term "writing" in this study means particularly the activity of student to convey their ideas concering the topic chosen by their own words concretely and vividly, in order the readers can capture both its detail and wholeness.

3. Writing Skill

Hearton (1997: 138) states thet writing skill is more complex and dificult skill to be taugnt because it is not only requiring mastery on grammatical and rhetorical devices but also on conceptual and judgement devices.

4. Procedure Text

According to Mark Anderson and Kathy Anderson (2003: 6), procedure is kind of text which is used to instruct someone on how somethingcan be done. A procedure text tells about how to do something. The function of procedure text is to describe how something is accomplished through a sequence of actions of steps (Eltis, 2000). In this study, procedure text are common factual genres that provide instructions on how to do something.

5. SMKN 2 Kupang

SMKN 2 Kupang is one of the vocational senior high school in Kupang. It is located at Jl. Ahmad Yani, No. 48, Kupang.