

## CHAPTER I INTRODUCTION

### *A. Background*

Writing is one of the most important part of English skill. Writing is the productive skill in English. As a part of English skill, the learner of English skill should master it. It is important for person especially students in making communication and giving approach to the other person. The importance of writing can be seen from the fact that scientific book, novels, reports, letter, newspaper, magazine, brochure, commercial advertisement are products of writing. Most of those products are very important for human in their daily activities.<sup>1</sup>

Writing is an important part of language teaching as it also function as an essential tool for learning in which students expand their knowledge of the language elements in real use. This skill must be explicitly taught because writing outside school setting is relatively rare. Writing is also viewed as a social and cultural phenomenon as it is meaning-making that is socially and culturally shaped and individually and socially purposeful (weigle, 2002). In this sense, writing falls into complexity and importance as well.

Writing is one of the basic tools of civilization. Without it, the world as we know it could not exist. writing in English is very complex process. Writing is highly sophisticated skill, combining a number diverse element that require not only grammatical but also rhetorical element. So, we can say that

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<sup>1</sup> Farid Helmi, *Improving Students' Skill In Writing Recount Text By Using A Personal Letter*, (Unpublished Thesis, Semarang: 2012), p. 1.

the writing can be defined as an ability of communicating ideas through sign or written symbols by organizing the ideas based on the rules of language system to convey meaning, so that readers can understand the writer's messages.

Writing skill is more complicated than other skills in English language. Heaton (1975) stated that writing skill is complex and sometimes it is difficult to teach. Requiring mastery are not only of grammatical and rhetorical devices but also of conceptual and judgemental elements. As students' progress, they are increasingly expected to express what they know about many different subjects through writing. If a students fails to develop certain basic skills, they will be unable to write with speed and fluency required to excel as these demands increase. Indeed, for a student's struggling with a writing problem, the writing process itself interferes with learning. Students face with such difficult odds have trouble staying motivated.<sup>2</sup>

Many people often get difficulties on there. In speaking may they get shy to speak because of fears of getting falls. Then in writing they have no idea what will they write and they fears get falls in grammar or they do not know how to write, or they have no enough time to write. May be in the school the students when the teacher give them assignment to write a descriptive text, they feel bored because they are lazy to think and write much sentences. Then the last way, they use internet to do their homework. It is so effective for the time and the energy. The teacher is often confused how to

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<sup>2</sup> Kristy Dwi Pratiwi, *Students' Difficulties in Writing English* (National Journal of Bengkulu University, 2012), p. 4.

make their students creative in writing not copied other creation. They can make a descriptive text by their selves.

One way of teaching writing can be done, by think pair share strategy. Think pair share strategy here help teacher in teaching and learning writing process. That is to avoid plagiarism creation another people. This strategy also helps students improve their creativity in make a paragraph or essay. The teachers are main tutor here, and the main object is their students.<sup>3</sup>

Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks to the students to think about the specification of the topic, pair with another student to discuss their own thinking, and then share their ideas with the group. Although this strategy can help to solve these problems but the teacher should be active here is then the students. Also the teacher should be more creative.

The strategy above developed to present writing materials in the class. So, the students can make essay more easily and full ideas. To find out better strategy, the researcher tried to have study entitled "An Analysis of the Students' Difficulties in Writing Essay by Using Think Pair Share (TPS) Strategy at the Eleventh Grade of SMAN 6 Bone."

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<sup>3</sup> Isdiyah, Analia ika, *Using Think Pair Share (TPS) to Improve the Descriptive writing Skill*, (Unpublished Thesis, Tulungagung: 2012), p.1.

## ***B. Problem Statement***

Based on previous background, the researcher formulated the questions is “How are the students’ difficulties in writing essay by using think pair share strategy?”

## ***C. Definition of Key Term***

The researcher provides an explanation of some of the key terms that appear in this study. The explanation of these key terms aims to make it easier for readers to understand the meaning of these key terms.

In order to gain understanding and avoid misunderstandings, it is worth examining each section of the research. The title of the study is “An Analysis of the Students’ Difficulties in Writing Essay by Using Think Pair Share (TPS) Strategy at the Eleventh Grade of SMAN 6 Bone.”

### **1. Writing**

Writing is a process of imagination in the form of writing language to spill out ideas.<sup>4</sup>

### **2. Essay**

Essay is one of the academic writing types has some benefits for the students to learn.<sup>5</sup>

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<sup>4</sup> Nur Asisa. “*The Analysis of Students’ Problems on Writing Thesis*”, (Makassar, University Muhammadiyah of Makassar, 2021).p.25

<sup>5</sup> Ashrafiany, Hasanuddin, Nonny Basalama. “*The Students’ Writing Difficulties an Essay Based on Cognitive Process*”, (Gorontalo, State University of Gorontalo, 2020).p.63

### 3. Think-Pair-Share

Think-Pair-Share is one of cooperative learning that can be used in teaching learning process.<sup>6</sup>

#### ***D. Objective and Significance of the Research***

##### 1. Objective of the research

Based on the problem statement, the objective of this research is to find out the students' difficulties in writing essay by using think pair share (TPS) strategy.

##### 2. Significance of the research

The result of this study is expected to be useful for the teachers and students to give beneficial contribution. Especially, for English knowledge about teaching and learning in writing process.

For the students, this study can improve their skill in writing by using think pair share strategy, because think pair share is an interesting strategy and the students can work cooperatively.

For English teacher, this result of this study can help to get information about writing essay by using think pair share strategy.

For researcher, this study can help to get knowledge as a teacher in the future, especially in writing essay by using think pair share strategy.

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<sup>6</sup> Ainul Yaqin. "Using Think-Pair-Share Technique to Improve Students' Writing Skill in Descriptive Text", (Semarang, State Islamic University Semarang, 2018).p.29

### ***E. Previous Related Research Findings***

There have been many studies conducted in writing essay by using think pair share strategy. In this sub-chapter, the researcher describes some of the previous studies that have been conducted by students at several different universities.

The first study is from Intaniya Fathanty Lukman in 2016 under the title “The Effectiveness of Think-Pair-Share Technique Towards Students’ Ability in Writing Descriptive Text at the Eighth Grade Students of SMP Negeri 3 Sinjai in the Academic Year of 2015/2016. Research method in this research included that think pair share method in an effective method to use. Although some researchers above using think pair share as a method in teaching writing descriptive text, they have different way when applying and implementing.<sup>7</sup>

Another similar research by Fikri Fauzi Alawi under the title “Improving Students’ Ability in Writing Descriptive Text Using Clustering Technique” (An Action Research at Eight Grades of MTs. Darul Ma’arif Cipete-Jakarta). The result of this research showed that using clustering technique in teaching descriptive text could improve students writing ability. The students responses showed that they were interested to learn writing subject, because they felt easier to write using the technique. Moreover, the students’ achievement in pre-test and post-test showed a significance improvement.<sup>8</sup>

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<sup>7</sup> Intaniya Fathanty Lukman. Thesis: “*The Effectiveness of Think-Pair-Share Technique Towards Students Ability in Writing Descriptive Text*”, (Makassar, State Islamic University of Makassar,2016).p.11

<sup>8</sup> Fikri Fauzi Alawi, Thesis: “*Improving Students’ Ability in Writing Descriptive Text Using Clustering Technique.*”, (Jakarta, Syarif Hidayatullah State Islamic University,2011).

The other research entitled to the Use of Picture-Game in Implementing Team-Pair-Solo Technique to Improve the Students' Ability to Write Descriptive Text. (A Classroom Action Research at SMA Negeri 1 Subah for Grade X in the Academic Year 2012/2013). The Objective of the research were to describe the use of Picture Guessing Game in implementing Think Pair Solo technique to teach descriptive text and to investigate how to improves students' ability of writing descriptive text. The researcher concluded that the research improved students' ability to write descriptive text.<sup>9</sup>

The fourth research was conducted by Siburian (2013) conducted the research of Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share. She found that average scores of students in every evaluation keep improving. It canbe said that there is a significant improvement on students achievement in writing descriptive text by applying the application of Think Pair Share method.<sup>10</sup>

The fifth research by Laini (2014) conducted the research of the Application of Think Pair Share in Improving Writing Skill of the Eight Grade Students of SMPN 9 Denpasar in Academic Year 2013/2014. She proves that Think-Pair-Share was an effective way to improve the subjects' were motivated to study and to write a descriptive paragraph. It was showed by the

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<sup>9</sup> Ika Kurniawati Khasanah, Thesis: "*The Use of Picture Guessing Game in Implementing Team Pair Solo Technique to Improve Students' Ability to Write Descriptive Text.*", (Semarang: English Department Faculty of Languages and Arts, UNNES,2013).

<sup>10</sup> Dr. Tiur Asih Siburian, Thesis: "*Improving Students' Achievement on Writing Descriptive Text Through Think Pair Share.*", (Medan, Medan University,2013).

increasing of the mean score of the subjects' descriptive paragraph writing in every test which had been administered during the research.<sup>11</sup>

The sixth research by Yolanda Marza Ageasta and Witri Oktavia (2018) conducted the research of Using the Think-Pair-Share Strategy in Teaching Reading Narrative Text for Junior High School Students at the First Grade of SMK N 2 Painan. She found advantage of implementing TPS in reading narrative text for junior high school students. First, think-pair-share allows students to have "wait time". Second, TPS helps in improving students' participation during discussion class. Additionally, the strategy enhances students' communication in class discussion. Last, students could explore their knowledge and be able to answer the question that the related to the topic.<sup>12</sup>

The seventh research by Sanjani (2015), investigated the use of Think-Pair-Share in teaching speaking to the Eighth Grade Students of MTs N Karangmojo in the Academic Year of 2014/2015. In this quantitative research, the data was gathered by using test. The tape recorder was used to record the students' voice during the oral test and camera was used to filming the class activities during the learning process.<sup>13</sup>

There are some differences that related to the previous researchers with research that the researcher went to do such as the topic that presented and the

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<sup>11</sup> Laini in Intaniya Fathanty Lukman, Thesis: *"The effectiveness of Think Pair Share Technique Toward Students Ability in Writing Descriptive Text."*, (Makassar, State Islamic University of Makassar, 2016), p.9.

<sup>12</sup> Yolanda Masta Agearta and Witri Oktavia. Using Think-Pair-Share Strategy in Teaching Reading Narrative Text for Junior High School Students (*Journal of English Language Teaching*, Vol.7, No. 3, 2018).

<sup>13</sup> Melikhah Nur Maulani, H Khalimi Romansyah, M Ita Atiyawati. (*The Journal of English Literacy Education*, Vol. 6, No. 2, 2019).



subject in the research. The others research using quantitative method while in this research using qualitative method. The subject in this research also different from the previous researchers where this research conducted at the Eleventh Grade of SMAN 6 Bone.

#### ***F. Conceptual Framework***

The conceptual framework is concluded by the researcher as follows:

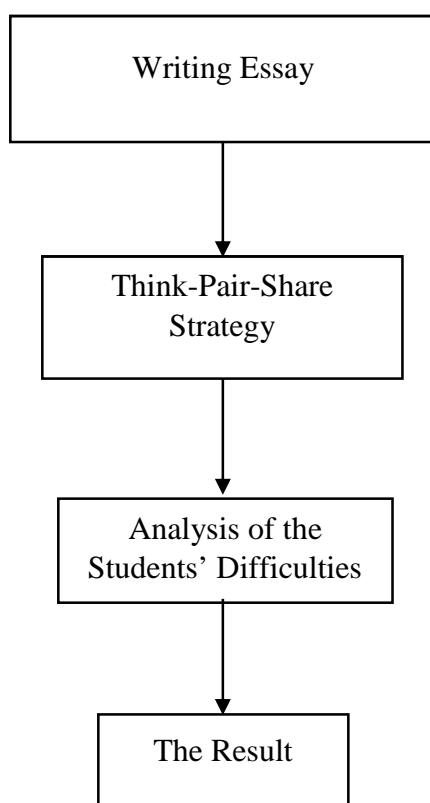


Figure 1.1 Framework

Based on the conceptual framework above, it can be understood that the researcher will teach students and it can be analyzed that the researcher focus on analysis of the students' difficulties in writing essay by using think pair share strategy at the Eleventh Grade of SMAN 6 Bone.

## **G. Methodology**

### **1. Type and Research Design**

Researcher have applied qualitative research. Qualitative research is carried out through intense or long-term contact with life situations. These situations are usually normal, reflecting the daily lives of individuals, groups, communities, and organizations.<sup>14</sup>

In this study, the researcher have used a qualitative descriptive method. The descriptive method does not aim to test a certain hypothesis but only describes some variables and conditions naturally. The researcher have used this method because this research have analyzed students' difficulties in writing essay by using think pair share strategy in class XI IPA 2 SMAN 6 Bone.

### **2. Location and Respondent**

#### **a. Location**

The location of this research took place at SMAN 6 Bone, Kahu District, Bone Regency, South Sulawesi.

#### **b. Respondent**

The respondent of this study is all subjects related to the study. The respondent of this research took the students of class XI IPA 2 and the resercher took 10 students.

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<sup>14</sup> L. R. Gay, Geoffrey E. Mills, and Peter Airasian, *Educational Research: Competencies for Analysis and Applications*, 10th ed (USA: Pearson Education, 2012), p.6.

### 3. Instruments of the Research

This research have carried out with qualitative methods of data collection. The instruments have used in this research are test and interview.

#### a. Test

A test is a formal, systematic, usually paper-and-pencil procedure for gathering information about peoples' cognitive and affective characteristics (a cognitive characteristic is a mental characteristic related to intellect, such as achievement; an affective characteristic is a mental characteristic related to emotion, such as attitude).<sup>15</sup> This test is conducted to write an essay. In this research, the researcher have used a test to analyze students' difficulties in writing essay by using think pair share strategy for class XI IPA 2 SMAN 6 Bone.

#### b. Interview

In order to make it easier for researcher to conduct interviews with informants so that researcher get information and data related to the discussion to the students.

### 4. Data Collection Procedures

To make the data more accurate, researcher have used data collection techniques such as tests and interviews.

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<sup>15</sup> L.R. Gay, et al ., *Education Research: Competencies for Analysis and Applications* (Tenth Edition; New Jersey : Pearson Education Inc., 2012) p. 154.

a. Test

The researcher have used test in this study. The research have carried out in one meeting as for several things that the researcher have done during the research process, namely:

- 1) The researcher enters the class XI IPA 2.
- 2) The researcher introduces herself first and then explains the aims and objectives of the researcher.
- 3) The researcher explains to the students the type of research that have conducted, namely the test of writing an essay.
- 4) Then the researcher instructs each student to write an essay. The researcher gives 60 minutes for students to write an essay.
- 5) After completing the researcher collects student writing for research.

b. Interview is a process of question and answer to the source or object of research directly.<sup>16</sup> In this interview the research have used structured interviews.

## **5. The Technique of Data Analysis**

Researcher have used an interactive model according to Matthew B. Miles and A. Michael Huberman. There are three data analyses, namely data reduction, data display, and drawing conclusions or verification.

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<sup>16</sup> Lexy J. Moleong, *Qualitative Research Methods* (Bandung: PT. Remaja Rosdakarya, 2004), p. 1

a. Data Reduction

Data reduction is based on the process of selecting, focusing, simplifying, abstracting, and transforming data contained in field notes or written transcriptions. Qualitative oriented data reduction occurs continuously throughout the life of the project. Before data is collected, data reduction must be set before the researcher decides which conceptual framework, what cases, which research questions, and which data collection approach to choose.<sup>17</sup> In this case, the data that have selected by the researcher. The sources are from the results of test and interview during the writing process of class XI IPA 2 students at SMAN 6 Bone.

b. Data Display

Data display is a collection of information organized and compressed in making conclusions and actions in everyday life to help us understand what happens in doing something to be further analyzed or take action based on that understanding. The researcher have used essay in this study to display data using tables.

c. Drawing Conclusions or Verification

The last is conclusions or verification. From the outset of the qualitative analysis data collection process, decide to

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<sup>17</sup> “Matthew B. Miles, A. Michael Huberman - Qualitative Data Analysis\_ An Expanded Sourcebook-Sage Publications, Inc (1994).Pdf,” n.d.

interpret noting regularities, patterns, explanations, possible configurations, causal flows, and proportions. researcher who are competent at maintaining openness and skepticism take this conclusion lightly. "Final" conclusions may not emerge until data collection is complete, depending on the size of the field note corpus; encoding, storage, and retrieval methods.<sup>18</sup> In the process of data collection, the researcher get conclusions about an analysis of the students' difficulties in writing essay by using think pair share strategy for class XI IPA 2 SMAN 6 Bone.

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<sup>18</sup> "Matthew B. Miles, A. Michael Huberman - Qualitative Data Analysis\_ An Expanded Sourcebook-Sage Publications, Inc (1994).Pdf," n.d