

# CHAPTER I

## INTRODUCTION

### A. Research Background

In English language learning the students are required to master the four skills of language. One of those skills is writing, a very important skill in academic field. Sokolik (2003) states that writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statement and paragraphs that will be clear to a reader.

To improve writing skill, it is necessary to study and practice a lot. Because we should pay attention to sentence construction, to grammar, and to vocab list. By study and practice a lot, will improve skill in writing. Writing can be a pleasure and sociable activity. In writing students feel more comfortable to share their thought than in speaking. Students could share their thought each other to explore more about the topic to build their confident in writing their ideas.

Based on the school syllabus, hortatory text will be taught to the grade students of senior high school after they had been introduced and learnt writing other types of text (narrative, report, spoof, description text, etc) since junior high school. Hortatory tex not only new to them but also presents difficulty because when write it they need to share their point of view, give the proper arguments and show an interesting

recommendation so that the purpose to persuade the readers can be achieved. For senior high school student, to persuade others is not easy since they feel they are lack of ideas and experience. They feel they would not able to write it individually.

Anderson (2003) states that hortatory exposition is kind of text which represents the attempt the writer to have the addressee do or act in certain way. The purpose of hortatory exposition is to persuade the readers that something should not be the case. In hortatory exposition, the students are required to share their opinion or thought about the common case. The students need to communicate with each other to expand their knowledge, and building their opinions and thoughts.

Teacher often meet some difficulties in teaching writing. First, writing need process. Second, students tend to make grammatical mistakes. Third, students are afraid to express their ideas. Some researcher states that teaching writing is a process which requires the teachers to help the students in improving the students' thinking in writing. Fourth, the teaching of writing requires effective method. It is important for the teachers to use technique that is effective to help students think critically and be confident to express their idea.

Many studies related to implementation of think-pair-share technique to help students in improving their writing skill have been conducted. Alfan's (2012) study entitled "Teaching Writing of Descriptive Text by Using Think-Pair-Share Strategy" which was conducted in Diploma III Study Program in Taxation Study Program, FEB, Diponegoro University implied there was improvement in both experimental and control groups, but there was a significant improvement on variance in the

experimental group. The posttest-score mean of the experimental group was 78.50, while the control group's was 71.82. It can be concluded that there was a significant difference of English writing achievement between experimental group and control group and think-pair-share strategy (TPSS) was proved be capable of increasing students' achievement in writing descriptive text. Merchelina (2016) carried a study entitled "Improving Students' Writing Skill by Using Think Pair Share (TPS)" in the eight grade students of SMP Negeri 1 Jaten. The mean score of the pre-test in the study was 54.25 and it improved into 73.75 in the post-test. It proves that the use of think-pair-share in teaching writing can improve the students' writing skill. Those previous studies have the same point in improving writing English skill and also have a positive result on improving writing achievement using think-pair-share technique.

Based on the discussions on the problem background and the previous studies above, the researcher was interested to investigate whether the use of think-pair-share technique can effectively improve the students' writing hortatory exposition skill at SMAK Penabur Kota Wisata. The previous studies had shown it is effective to use for students in junior high school and university levels. Is it also effective to use for senior high school students? To answer this question, the researcher decided to carry out this study.

## **B. Research Problem**

Based on the statement above, the researcher identifies the problems as follows: “Is think-pair-share effective in improving the eleventh graders’ writing hortatory exposition skill at SMAK Penabur Kota Wisata?”

## **C. Research Objectives**

Based on the research question previously, this study will be conducted to find out whether think-pair-share is effective in improving the eleventh graders’ writing hortatory exposition skill at SMAK Penabur Kota Wisata.

## **D. Research Significances**

This study will hopefully be beneficial to the followings:

1. To teachers, this study can be beneficial and meaningful for the teachers to improve their students in some English skills by applying think-pair-share especially in English writing skill.
2. To the other researchers, the results of this study could be of information of the effectiveness of TPS technique in developing the eleventh graders’ writing hortatory exposition to conduct studies on the related areas.

### **E. Research Scope**

Due to the time limitation the researcher had to conduct this study, the population in this study were limited to the eleventh graders' of SMAK Penabur Kota Wisata only of even semester in 2017/2018 academic years. The participants were divided into two groups, they are 30 students as the experimental group and 30 students as the control group. In addition, the data was collected through test (pre-test and post-test).