

CHAPTER 1

INTRODUCTION

A. Background of the Research

Language is a tool of communication. It means that people use language as an instrument of communication to other in daily life. People can express a message by using language. There are many languages used in the world, but the most important language is English because English is one of the international languages that present in this era. In Indonesia English has become a content subject and has been studied in formal school since elementary school. It will be continued to be studied in junior and senior high school until university level.

Learning is an activity that has educational value. It is interaction between students and teacher. It has educational value because teaching and learning activities are carried out, directed to achieve the certain goals that have been formulated before the teaching is done.¹ In conducting teaching learning process, English consist of four skills; they are Listening, Speaking, Reading, and Writing. Listening and Reading are called receptive skills, because they only receive the word without producing the words. Speaking

¹ Syaiful Bahri Djamarah dan Aswan Zain, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2010), p. 1.

and Writing are called productive skills, because they are can produce words in different ways.

Writing is one of those four communication skills. Through writing, a person is able to convey his thoughts or ideas to others who are not present in front of writer. Moreover, writing makes the record permanent. Whatever is written once remains forever; unless it is knowingly destroyed. While writing, a person has to be very exact.² Writing is form of manifestation of the ability to speak the ultimate master in language learning. As we know that writing is not easy. Among the skills, writing is the most difficult to be learnt, because it needs hard thinking in producing words, sentences, and paragraph in the same time.

Text can be the way for students to apply their writing skill. There are many types of text in writing such as narrative, recount, descriptive and procedure which are closely related to the purpose of each type. Descriptive text is one of the texts that is taught at the eighth grade of junior high school.

Descriptive text is one of the text types. It is a kind of genre to describe a particular person, place or thing. It is a text containing identification and description.³ According to Oshima and Houge,

² M.E.S. Elizabeth, *Methods of Teaching English*, (India: Discovery Publishing House New Delhi- 110002), p. 295.

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description is writing about how something or someone looks and uses space order.⁴ In this research, the researcher focuses on descriptive text in several aspects like generic structure, social function and language feature which are produced by the eighth grade students of junior high school in their writing result.

The problems encountered in teaching learning process are the implementation of learning. Generally, teachers are still applying a conventional learning such as only explaining the material, giving examples, and then giving assignments so that the learning process tends to be centered on the teacher. As well as studying writing. From interviews that has been conducted by the writer to the English teacher of SMP NU 03 Islam Kaliwungu, that the difficulties experienced by the eighth grade students in SMP NU 03 Islam Kaliwungu when they must write is on selecting vocabulary and the use of tenses. Students still confused how to organize a sentence in appropriate tenses or write a text correctly.

So, Students who write rarely will find the problem when they must write especially when they want to transfer their thought and

gam Siahaan, *Generic Text Structure*, (Yogyakarta: Graha Ilmu, 2008), p. 89.

⁴Alice Oshima and Ann Houge, *Introduction to Academic Writing*, (New York: Longman, 1997), p. 48.

ideas in writing form. Not only they must focus on words, phases, and grammar, but also they must focus on idea of each paragraph. By learning as it, students will be difficult to understand the material to make descriptive text. As a result, the practice of teaching and learning occurs less than optimal so as to make students passive and saturated in learning activities. Ultimately, the goal of learning itself will not be achieved.

From those problems, teacher must have or create a good teaching method to solve it. Method that to make the class more effective, fresh and interesting for students in teaching learning process, and to make students' writing ability better than before. Therefore, in teaching descriptive text, teacher needs good and effective method.

There are many methods that can be used to build the students' interest and activeness especially in writing descriptive. One of them is Think-Pair-Share (TPS) learning model. TPS is a learning model that was first developed by Professor Frank Lyman at the University of Maryland in 1981. This model introduces the idea of 'wait or think time'. The interaction element of cooperative learning is now becoming one of the powerful factors in improving students' response.⁵ TPS is a learning model that trains students to

⁵Miftahun Huda, *Model-Model Pengajaran dan Pembelajaran*, (Yogyakarta: Pustaka Pelajar, 2014), p. 206.

think independently before they will discuss their thought with their group to produce a work in written form.

TPS can help the students develop a conceptual understanding of a topic, and consider the differences of viewpoints. TPS is not only making the students to be able to think individually but also they can discuss the matter and conclude the solution by involving the group. It is possible thing, if they are already familiar with the material obtained, the students will be easy to apply their idea in writing and be able to make descriptive text. In using the TPS learning model, the writer also using realia in teaching descriptive text. The use of realia are to make it easier for students in composing the descriptive text, because they can see and touch the object directly that they will be describe, so that the learning becomes more concrete.

Based on the explanation above, the researcher will examine the effectiveness of using TPS with realia in descriptive text writing in SMP NU 03 Islam Kaliwungu by conducting an experimental research.

B. Questions of the Research

How is the effectiveness of using TPS with realia to teach descriptive text writing at the eighth grade of SMP NU 03 Islam Kaliwungu in the academic year of 2016/2017?

C. Objectives of the Research

The objective of this research is to identify the effectiveness of using TPS with realia to teach descriptive text writing at the eighth grade of SMP NU 03 Islam Kaliwungu in the academic year of 2016/2017.

D. Significances of the Research

The result of this research hopefully will give contribution to English teaching and learning and will be beneficial in many sides such as for; students, teacher, and the next researcher.

1. For students

The result of this study is expected to motivate and help the students to improve their writing skill, especially in descriptive text writing.

2. For the teachers

The result of this research may show the teacher that TPS with realia can be a variation and appropriate learning model in teaching descriptive text writing. It will become a good stimulate students' motivation in writing.

3. For the school

The school will make a right decision to use some methods or media for supporting teaching and learning process, especially to use TPS with realia.

4. For the readers

The readers can get more information and knowledge from this research.

5. For the writer

The writer will get about effectiveness of using TPS with realia in teaching learning process and the improvement of students' motivation in writing descriptive text after being taught by using TPS with realia.

E. Scope of the Research

The study should be limited in order to get focus of the research. To determine and analyze the problem, the research should be limited by following factors:

1. The topic concentrates to the effectiveness of using TPS with realia to teach descriptive text writing.
2. The study is an experimental research.
3. The population of the research is limited to eighth grade students of SMP NU 03 Islam Kaliwungu in the academic year of 2016/2017.