

I. INTRODUCTION

This chapter discusses introduction of the research which deals several points such as, background of the problem, formulation of the problems, objectives of the research, uses of the research, scope of the research, and definition of terms.

1.1 Background of the Problem

In English learning, there are four skills namely, listening, speaking, reading and writing. In the level of Junior High School, writing is one of the important skills that should be mastered by the students. Writing skill is the most complex language skill which involved knowledge of sentence structure, dictions, organization of ideas, etc (Haris, 1974). Writing plays an important part in English learning because writing form is one of the students' thinking results. Accordingly, we can see how far the students can understand the problem or a text from their written form. One of the written forms is summary of the text. This summary is the result of students' thinking after they read a text or an article. In summarizing a written form, students try to find and understand the important points of the text at first, after that they express it in based on their understanding in written form. The summary of the text can help other students to get the important information from the long written form.

Based on School-based Curriculum (KTSP) 2006, students must be able to communicate not only in oral form but also in written form. Writing is a skill which expresses the ideas, feelings and thought arranged in words, sentences and paragraphs using eyes, brain and hand (Raimes, 1983). It means that students should be able to express their idea in written form as the result of their understanding of the text that they read. Because of that, writing is important skill to be taught to the students.

But in fact, based on the researcher's experience when she conducted teaching practice at SMPN 4 Gedong Tataan on July 2011 in two classes –IXC and IXD– the researcher found that the students there had difficulties to express their idea in written form. Based on the researcher's observation, in summarizing text, most students still had difficulties in choosing appropriate words to express their idea in a sentence, they are confused what tenses they should use, what conjunctions should be chosen to combine one important point with other important points, and arrange them in paragraph smoothly, so that readers can understand the summary easily. Students knew what they should write, but they did not know what points they should write. The researcher also found that most students especially at the third year seem to be poor in writing. It can be seen from their writing test scores which are mostly stated lower than the minimal mastery criterion (KKM) of that school which is 70. The score indicates that the students have difficulty to express their idea in written form. The students' average score is only 65.

Another possible reason came from the technique which was used by the teacher. The students seldom did exercises in writing. When the researcher observed to SMPN 1 Seputih Agung, the researcher found that teacher just asked the students to read the text, found the difficult word and answered the question in multiple choice forms. When students should answer the question in essay form, they just copied a sentence from the text and often it turned out to be the wrong answer. They complained they did not understand the lesson. Thus, they became passive and thought that English was a difficult subject. The students also said that the teacher's technique was not interesting. Thus they felt bored in class and become passive in learning activity. That was one of the reasons why they seldom did their homework. To finish their task, some of them did it in a group or just copied their friend's work. The students said that they felt secure and easier if they studied together with their friends. However, in most situations they should work individually.

To overcome the problem, the researcher arranged an effective technique to handle this problem. The most important point was the technique should help the students achieve the learning goal. The goal was not only to achieve the school target but also they could express their idea in written form as well as in oral form, then they should be trained to work with other in terms of discussion and change the passive classroom interaction become active and interesting.

The researcher used Think Pair Share technique to solve those problems. Slameto (in Isjoni, 2010) argues if students master the concept, they can solve their problem to express their understanding.

Furthermore, Ibrahim (in Pramudiyanti, 2008) claims that TPS is cooperative learning model which can make students get the points of materials by learning together. Lyman (in Pramudiyanti, 2008) has stated that the learning process of TPS will limit students' irrelevant activity and focus on learning activity because students should express their idea, at least with their pairs. Thus, Yulfisa (in Pramudiyanti, 2008) states that TPS can increase the average score in mastering the concept of materials. Pramudiyanti (2008) has found that students' average score increases to 83.78% after being taught by using TPS technique. Then, Madden (in Slavin, 2008) also states that cooperative learning can increase the students' motivation in learning. Moreover, Khodijah (in Pramudiyanti, 2008) has found that TPS strategies can increase students' positive response.

Based on the previous research, it can be stated that TPS can optimize students' participation in learning, because in thinking steps, they had chance to share their thoughts with friends about teacher's questions of the material. Thus, in pairing step students worked with their pair to discuss the answer also confirmed their ideas each other. Last, in sharing step, each pair presented their results' discussion in front of the class. This step allowed other pairs to give comment and had more discussion about the topic. Students also could express their idea longer and smoothly. Learning process of TPS could increase students' ability and positive skill. Finally, TPS can organize students' thinking when they had discussion with their friend by using their communicative skill.

TPS technique is one of the cooperative learning strategies which uses small groups that allows students to work together to maximize their own ability in learning and also help the other member to maximize their own capability.

Students work in pairs, work together to solve the problem and finish their task to achieve the learning goal. This technique would help the students to be more active in thinking, more active in learning activity, learn how to work together and last every student can solve their own problem in their individual test.

In short, the researcher chose TPS technique because looking at the reality that the students became more active in learning activity, more enjoyed their work with their pair and reduced their anxiety when they work individually. The students felt secure because they were combined based on their achievement score. The students who have low score worked together with other good students, then they learned to solve the problem and gained their achievement.

Considering that, the researcher focused on using TPS technique to increase students' ability in summarizing text. This research administered at the second year of SMPN 1 Seputih Agung because after the researcher did pre observation in that school through interviewing the teachers, the researcher found that the second year of SMPN 1 Seputih Agung could not express their idea in written form. The students there had difficulties in writing particularly in form of summarizing texts. Hopefully, by using TPS technique, the students could express their idea in written form and made classroom more active, interactive and interesting.

1.2 Formulation of the Problems

Based on the background, the researcher formulates the research problems as follow:

1. Is there any increase of students' ability in summarizing text of writing after being taught through TPS technique?
2. How is the students' activity in learning process using TPS technique?

1.3 Objectives of the Research

Based on formulation of the problems, the objectives of the research are:

1. To investigate whether there is increase of the students' ability in summarizing text of writing after being taught through TPS technique.
2. To find out the students' activity in learning process using TPS technique.

1.4 Uses of the Research

The results of this research are expected to be useful theoretically and practically.

1. Theoretically, the finding of this research can be useful as references for future research with the similar problem of the writing ability and support theories of teaching writing technique.
2. Practically, the significances of this research are:
 - a. As a consideration to the teacher to use this technique as an effective technique in teaching writing in classroom.
 - b. The treatment in this research can increase students' ability in summarizing recount text and make them active in learning activities.

- c. This research can give the information for other researcher who will conduct similar research.

1.5 Scope of the Research

This research was quantitative research conducted at the second year of SMPN 1 Seputih Agung. The research focused on teaching summarizing text by using TPS technique as the way to increase students' ability in summary writing. The students were given the treatment three times about recount text. This research used one class selected by using simple random sampling in order to find out the class with heterogenous students' ability. The increase of students' writing achievement was measured by a set of pretest and posttest in form of summarizing test.

1.6 Definition of Terms

To get general understanding about the aim of this research, there are some definitions in this research which are important to know, namely:

- a. *Writing* is a skill in which we express the ideas, feelings and thoughts arranged in words, sentences and paragraphs using eyes, brain and hand (Raimes, 1983).
- b. *Summary writing of text* is a shorter version of the original. Such a simplification highlights the major points from the much longer subject, such as a text, speech, film or event. The purpose is to help the audience get the gist in a short period of time (Aragoni, 2008).

- c. *Text* is any meaningful stretch of language either oral or written in the form of word, clause and sentences (Derewianka, 1990).
- d. *Recount text* is a text that tells about something that happened or retells past events or activities and has a purpose to give details information about what and when of that events (Anderson, in Wulandari D., 2012).
- e. *Think Pair Share* is a summarization strategy that can be used in any content area before, during and after a lesson. The activity involves three basic steps, they are *thinking, pairing and sharing*. Thinking steps, they have chance to share their thoughts with friends about teacher's questions of the material. Thus, in pairing step students work with their pair to discuss the answer and also confirm their ideas each other. Last, in sharing step, each pair present their result discussion in front of the class (Lyman, in Sari N., 2010).