CHAPTER I:
INTRODUCTION

1.1 Research Background

Think Pair Share (TPS) is a teaching technique that put students on pair discussion and share their idea to another pair (Phuong-Mai, Terlouw, Pilot, & Elliott, 2009). TPS has three specific steps that are Think individually about the topic given then proceed to discuss the topic in Pair and Share their final thought of the topic in front of another pair. By placing students in a small group, they are expected to be more confident with giving positive responds in the discussion and share idea properly (Goyena, 2019).

TPS is flexible teaching technique for conducting discussion in the class. It is easy and efficient technique to be implemented compare to the other technique which require several conditions before applying it in the class. (Brandt, 1991; Kagan, 1989). The ease of TPS implementation will facilitate teacher to deliver the materials in any condition of the class (Lyman, 1981). Teacher can implement it by giving specific topic to the students and several minutes to think individually. Then teacher giving students opportunity to find a pair to discuss the topic and combine their thought. After the discussion they will present their thought on the topic in front of the class. Yaqin (2018) suggests that TPS increase student’s writing ability and also give positive responses in writing descriptive text. Another research shows that TPS make the students become more active, enthusiast and enjoying the class (Ginting & Siahaan, 2014).

As this study was Classroom Action Research that implement TPS at IX grade SMP Tahfidz Almansyurin Malang. The teacher of IX Grade at SMP Tahfidz
Almansyurin Malang was interviewed by the researcher related to the English teaching in the class. From the interview, the students were not really active and not participating in the classroom. It was because the teacher did not give attractive activity that led to monotonous learning. Also at some point the students seems not paying attention at all to the teacher explanation. The teacher states that the applied method is mostly teacher-centered due to limited facilities available in the class.

Therefore, TPS has the relevance to offer solution on the problem of the class. Thus, the researcher conducted classroom action research in IX Grade at SMP Tahfidz Almansyurin Malang using think pair share learning model to improve students’ competence in writing procedure text.

1.2 Research Problem

How think pair share learning model improve students skill in writing procedure text?

1.3 Research Objective

Based on the research problem, this research investigates how TPS improve students on writing procedure.

1.4 Scope and Limitation

The scope of the research is teaching writing procedure text using think pair share to improve writing competence at class IX with 15 students participate. The limitation of the research is only improving writing procedure text on certain topics for IX grade SMP Tahfidz Almansyurin Malang by using TPS.

1.5 Research Significance

The significance of this research as noted below:

- English teachers
This research facilitates the English teacher to solve the problem faced in IX class SMP Tahfidz Almansyurin. Furthermore, this research also can be used as a reference for English teachers at IX grade junior high school in general.

- Relevant study

This research is in attempt to contribute on the same academic field and can be used as a reference for researcher who might want to conduct similar research with CAR as the design and TPS as the technique in teaching.

1.6 Definition of Key Terms

- Cooperative Learning (CL) is technique which students learn the activity in a small groups and receive recognition on performance of the group (Slavin, 1980).

- Think Pair and Share (TPS) is strategy that encourage students to be more active in thinking and sharing with more engagement in discussion (McTighe & Lyman, 1988). This strategy was first developed by Lyman in 1978 and still widely used in recent study.