

CHAPTER I

INTRODUCTION

This chapter contains into depth research background, research questions, research purposes, research significances, research scope, rationale, and previous studies.

A. Background

The study examines how Indonesian teacher uses Think-Pair-Share (TPS) in teaching students' writing skills in E-Learning on WhatsApp. E-Learning phenomena emerge following the COVID-19 pandemic which causes teachers and students to abandon their physical classrooms and enter emergency remote teaching (ERT) settings. ERT is a sudden transition transforming teaching delivery into the online mode due to the pandemic (Hodges et al., 2020). In Indonesia, educational institutions were placed on lockdown and changed their system to the online mode teaching-learning (Rahiem, 2020), thereby affecting around 60.2 million students and 2.3 million teachers nationally.

The sudden change caused many problems in the teaching and learning process in the countries where lockdown was enforced for a long time. Oyedotun (2020) classified three pedagogy disadvantages in pandemic which are students, course, and resources problems. First, problems attack the students such as unfocused, demotivation, mental health, and inflexibility. Two, problems related to delivering the course such as ineffective student–teacher engagement, limited assessment, and compromised the deadline. Three, problems includes to E-learning resources and infrastructures, for instance; inequalities of internet access and digital tool, lack of training and practice, and inconsistent internet power & speed (Oyedotun, 2020).

The same problems are also found in Islamic Senior High School Al-Huda, Bandung Barat, Indonesia. Based on my preliminary observation in the school, ERT and E-learning result in considerable problems, especially in teaching writing. Those problems are: (a) students' writing issues including finding ideas, generating ideas, grammatical error, misspelt word, and lack vocabulary, and (b) students' lack participation. It is relevant to the statement of Anugrah et al. (2021) that the issues in Indonesian EFL online writing classes are caused by a lack of vocabulary and grammatical skill & poor motivation in writing, which are affected by inadequate teaching strategies. For that reason,

the English teacher should change the strategies, considered ineffective (Demirci and Düzenli, 2017) and choose an appropriate online writing teaching strategy to counter the mentioned problems. Hence, the findings of the preliminary observation call for further analysis of online writing teaching strategy.

One of the old popular language learning strategies among language teachers is Think-Pair-Share (TPS). Lyman (1987) cited in Rosadi (2017), found TPS as a cooperative learning strategy that enables students to find ideas on a topic, pair with others, and share their ideas with others. TPS has advantages for teaching writing, such as promoting students' writing motivation, collaboration, participation (Farizi et al., 2019), and writing achievement (Amaniarsih, 2019). Although formally TPS is designed for face-to-face classrooms, the ERT situation makes it switch to online design. Fortunately, TPS can be easily shifted to virtual form (Sumekto, 2018) and support the need for pandemic relevant learning strategy (Assa, 2020).

Regarding TPS's use for teaching writing, in the five recent years, two previous studies are found. Oktaviani (2017) used TPS for senior high school (SHS) writing class and found that TPS is an important strategy for enhancing writing recount text. Yusuf et al. (2019) applied TPS to improve SHS students' writing descriptive text and argued that TPS has developed students' writing particularly in organization, vocabulary, and text content. Apart from the mentioned previous studies, this study deals with online context TPS theory for teaching descriptive text writing (Suhartono, 2007:50 cited in Parmawati, 2016), which focuses on five elements of students' good writing evaluation proposed by Abas (2018) using WhatsApp (WA) as the teaching-learning media. This study offers a more comprehensive understanding because it provides a more detailed analysis and explanation about online TPS for teaching writing.

B. Research Questions

Based on the above description, this study aims to answer the two following questions.

1. How does the teacher use Think-Pair-Share (TPS) on WhatsApp to teach English writing?
2. What is the students' perception of Think-Pair-Share (TPS) on WhatsApp in the class of English writing?

C. Research Purposes

Based on the above questions, this study aims to obtain the two following purposes.

1. To observe the teacher's process in using Think-Pair-Share (TPS) on WhatsApp to teach English writing.
2. To reveal the students' perception of Think-Pair-Share (TPS) on WhatsApp in the class of English writing.

D. The Significances of the Research

The results of this study are expected to be useful in theory and practice.

1. Theoretical Significances

This study is expected to serve as information and guidance for teachers on how TPS theory handles E-learning in pandemic and students writing process in online writing classrooms. This study also become additional information on EFL student's perception toward their writing learning by online TPS trough WA.

2. Practical Significances

a. Students

This study findings are expected to make students' descriptive text which has fulfilled the good writing evaluation.

b. Teachers

The results of this study are required to be a source of information for teacher that online TPS can be an alternative as a learning strategy in their online writing classroom.

E. Scope and Limitation

The scopes of this study are: one, the X grade at MA Al- Huda Cikalongwetan is the study' participants and site. This school is one of the Islamic senior high school in Bandung Barat district. Two, the TPS is conducted in an online context. Three, Teaching English Writing focus on children aged 14-16 years old, in online class. The study's limitation is that the study focuses on student's Descriptive text writing process using TPS by Amaniarsih (2019) theory on WhatsApp which evaluated by theory students' good writing (Abas, 2018). Ten students from this first-year grade have an intermediate level of English skill.

F. Rationale

Think-Pair-Share (TPS), Trianto, cited in Amaniarsih (2019), is a cooperative technique with three steps, which are 'think', 'pair', and 'share'. The 'think' stage is that the teacher gives students questions or problems related to the subject, and after that, students have few minutes to think and answer them. 'Pairs' is where the teachers pair up their students and let them discuss what they have gained. 'Share' is when the teacher tries to ask his or her students to present what they got in the discussion. TPS was first found by Frank Lyman et al (1985) from the University of Maryland. TPS is considered useful in promoting students' collaborative competence and writing achievement (Sahardin et al., 2017).

In this study, TPS is used to teach English writing. Writing is a writer's process from gathering his or her ideas and working it until they presented in a polished manner that makes the reader understand (Linse, 2005: 98, cited in Ratnaningsih, 2019). According to Harmer (2007: 31), writing is an activity in producing language and expressing human ideas, feelings, and opinions. In writing, EFL students should pass five stages; pre-writing, planning, drafting, revising, editing, and publishing stage (Abas et al., 2018) modified from (William, 2003)

In regard to teaching writing using TPS technique, according to Huwaida (2017) and Nadeem (2019), TPS technique is technique in EFL writing classroom to improve students' writing ability, especially in composing certain texts by implementing stages in TPS. TPS promotes better classroom' activities, lesson, managements, and teacher-approach which influence to student' engagement in the English writing classroom. According to Demirci & Düzenli (2017) active learning principle in TPS activates students' interest and engagement in the classroom activities and lesson. Therefore, significantly, TPS helps writing teachers to conduct their writing classroom which promotes better teacher' and students' teaching learning activities.

The writing class is held online. Online class is where the learning courses are conducted on media called technology to support the distance learning (Stanciu et al., 2020) which has two types; synchronous and asynchronous learning class (Watts, 2016). One of asynchronous learning is the use of WhatsApp (WA) application as a tool to conduct the class. WhatsApp messenger (WA) is a kind of asynchronous learning medium to send text, pictures, and even

sounds, which is very suitable for use as a discussion tool (Qamar & Riyadi, 2019). Rahmawati (2017) argues that WA could be an easy media for an online writing class. In sum, WhatsApp messenger is a simple application used as media for applying TPS online due to its convenience and easy access for both teachers and students.

G. Previous Studies

In the five past years, there are four studies related to the use of TPS in English writing classes. Two experimental studies of Indonesia EFL Senior High School context to write a descriptive text are conducted by Sahardin et al. (2017) and Farizi and Fauzyah (2019). These two studies were applied on first grade SHS level using quantitative research design. Sahardin et al. (2017) found TPS technique was effective for improving students writing skills, including mastery of organization, vocabulary, and content, but less so for improving mechanics and grammar. On the other hand, study's findings by Farizi and Fauzyah (2019) indicated that TPS could help students of vocational school to improve their creative writing skills on descriptive text.

Third, study conducted by Demirci (2017) explored how a teacher used the online TPS on *Google Docs* technique to facilitate both constructive or active learning and perform a formative appraisal in a time-efficient manner for Turkish university students writing skill. This study focuses on the context of "*future tenses and expressions for prediction*" paragraph writing. The data was from the teacher's assessment and using open-ended questions. In the end, the TPS has successful result to improve the acquisition of high-level cognitive skills. This study also found that teachers should give students extra time for *share* stage, teacher-guided feedback session, and precautions preparation on online TPS.

Fourth study was carried out by Khalifa (2017) which investigated TPS Strategy's effectiveness to Improve Eleventh-Grade Students' Writing Skills in Rafah, Gaza. The aim of the study was to look into the impact of the TPS strategy on the development of paragraph writing sub-skills (the ability to write a topic statement, supporting words, a closing sentence, and punctuation marks). A quasi-experimental approach was used in this study using purposive sample of 68 students. The study found statistically significant disparities between the mean scores obtained by the experimental group and those obtained by the control group on writing achievement test.

Previous studies are different from the current study. First, this study applied TPS for writing class according to Amaniarsih (2019) and Sahardin et al. (2017) theory in which TPS is applied for teaching descriptive text in EFL writing classroom. Second, WhatsApp (WA) is selected to be TPS media in the online English writing class. Third, this study focuses on writing descriptive text which evaluated by students' good writing rubric composed Abas & Abd Aziz (2018) modified from William (2003) .

