"Improving Students' Writing Skill Through Think Pair Share Technique at the Second Grade of Mts Al-Khoirot Karangsuko"

THESIS

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ABSTRACT

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Keyword: Implementation, Think Pair Share technique, Teaching Writing, Writing Skill

Think Pair Share is a cooperative learning that may influence the students' writing skill through thinking, pairing and sharing. In this present study, the researcher tries to identify whether or not the *Think Pair Share technique* as a teaching writing shows a good result on students' writing ability of Mts Al-Khoirot Karangsuko. Therefore, this study is conducted to know the effectiveness of Think Pair Share in teaching writing in order to help the students improve their writing skill and also might give the contribution for the teachers in designing the appropriate and effective teaching technique dealing with the subject or material they teach.

This study employed experimental research design in the form of non-randomized with different treatment of two different classes, because they were already organized well in class. For the purpose of collecting data, 44 students were participated in this study. In line with that the researcher used written test to be the instrument. The experimental class was treated or taught by using TPS technique. The control class was not treated by using TPS technique. Than, the test was also given to both experimental and control class. The researcher use SPSS_20 to count t-test and know the significant difference between the mean score of the experimental and control class.

Based on the data analysis, the significant column value of t-test was 0.000 it was less than 0.05, it indicated that the result of t-test analysis was significant. In addition, the results simply contribute to make students became more enthusiastic and active doing the learning process. This was also giving the evidence that for this research the implementation of Think Pair Share technique was an effective teaching technique to help teacher in achieving the goal of teaching learning process, especially in teaching writing. Thus, it indicated that the null hypothesis (Ho) was rejected and alternative hypothesis (Ha) was accepted.

ABSTRAK

Pujawanti, Etty. 2020. Meningkatkan Keterampilan Menulis Siswa melalui Teknik Think Pair Share di Kelas II Al-Khoirot Karangsuko. Skripsi, Program Pascasarjana Jurusan Pendidikan Bahasa Inggris, Universitas Islam Malang. Pembimbing: (1) Dr. H. Langgeng Budianto, M.Pd

Kata Kunci: Implementasi, Teknik Think Pair Share, Pengajaran Menulis, Keterampilan Menulis

Think Pair Share adalah pembelajaran kooperatif yang dapat mempengaruhi keterampilan menulis siswa melalui berpikir, berpasangan dan berbagi. Dalam penelitian kali ini, peneliti mencoba untuk mengidentifikasi apakah teknik Think Pair Share sebagai pembelajaran menulis menunjukkan hasil yang baik terhadap kemampuan menulis siswa MTs Al-Khoirot Karangsuko. Oleh karena itu, penelitian ini dilakukan untuk mengetahui keefektifan Think Pair Share dalam pembelajaran menulis agar dapat membantu siswa meningkatkan keterampilan menulisnya dan juga dapat memberikan kontribusi bagi guru dalam merancang teknik pengajaran yang tepat dan efektif dalam menghadapi mata pelajaran atau materi. mereka mengajar.

Penelitian ini menggunakan rancangan penelitian eksperimental berupa non-randomized dengan perlakuan berbeda dari dua kelas yang berbeda, karena sudah tertata dengan baik di kelas. Untuk tujuan pengumpulan data, 44 siswa berpartisipasi dalam penelitian ini. Sejalan dengan itu peneliti menggunakan tes tertulis sebagai instrumennya. Kelas eksperimen diberi perlakuan atau diajar dengan menggunakan teknik TPS. Kelas kontrol tidak diberikan perlakuan dengan teknik TPS. Selain itu, tes juga diberikan kepada kelas eksperimen dan kelas kontrol. Peneliti menggunakan SPSS_20 untuk menghitung uji-t dan mengetahui perbedaan yang signifikan antara skor rata-rata kelas eksperimen dan kelas kontrol.

Berdasarkan analisis data nilai signifikan kolom t-test 0,000 lebih kecil dari 0,05 yang menunjukkan bahwa hasil analisis uji-t signifikan. Selain itu, hasil yang diperoleh cukup berkontribusi membuat siswa menjadi lebih bersemangat dan aktif melakukan proses pembelajaran. Hal ini juga membuktikan bahwa dalam penelitian ini penerapan teknik Think Pair Share merupakan teknik pengajaran yang efektif untuk membantu guru dalam mencapai tujuan proses belajar mengajar, khususnya dalam pengajaran menulis. Dengan demikian, hal ini menunjukkan bahwa hipotesis nol (Ho) ditolak dan hipotesis alternatif (Ha) diterima.

CHAPTER I

INTRODUCTION

In regard to the report of this present study, the researcher is going to expose firstly the introduction section in this chapter. This chapter covers some points, namely; background of study, statement of the problem, hypothesis of the study, purpose of the study, significance of the study, scope and limitation, and definition of key terms. Each section is presented as below.

1.1 Background of the Study

In teaching English, students have to concern on understanding every skill such as writing, reading, speaking and listening. Writing is considered as an essential skill in teaching and learning English. It involves students' creativity and confidence in expressing their ideas, feelings and thoughts into a written form. Crème and Lea (2003, p. 5) says: "Writing consists of words and these words are put together in particular formations to make sentences". It means that students need to write down a group of words that appear in their brain.

The problems of writing are students do not have enough self-confidence to express their idea. For instance, they are afraid of making mistakes. Based on Ramadhani (2015) says that many students were confused to start their writing and had limited vocabulary, because of that reason the students faced difficulty in developing their idea. It is therefore, the difficulties of finding the idea of vocabulary in creating good writing is the biggest challenge for students.

From the information, each students perceives their writing difficulty from different perspectives. For the teachers, it is important to understand students' writing difficulties in order to improve students' writing ability. It is believed that cooperative learning might be used by English Foreign Language student to less their difficulties. It is also beneficial to enhance students' writing ability through cooperative learning.

Cooperative learning is one of the methods to teach the learner working in group. Cooperative learning has several types. One of them is Think Pair Share. Kusuma & Aisyah (2012) says that the implementation of think pair share is started from thinking. Thinking means the student have to solve the problem individually. Thinking stage consist of the student's diligently work to be active and look for the references to solve the problem, material or the topic of writing individually. Moreover, pairing stage is the phase in which the learners have to join with their friends to discuss and improve their understanding. In this case, discussion can motivate the student to actively convey their opinion and work together. After the students discuss their problem with their pair, the students have to share their result to the other groups. It is widely known as sharing stage since the students have to speak up and express their opinion with responsibility and it might maintain the students' opinion.

There are two previous researchers focusing on think pair share technique. The first researcher is Melliyanti (2017) says that her result of Think pair share technique improve students' speaking skill. It is showed by the students

involvement in speaking activity which was observed by observation checklist and field note. Then, the students' achievement score also showed that there was improvement in every cycle after implementing Think pair share technique in the classroom, this technique could make the students activity involved in speaking activity by sharing it to the whole class.

The second researcher is Sugiarto (2013) says that the teaching learning process will be more attractive and develop their knowledges rapidly. It can be seen from his conclusion that says "the number of students who passed the minimum criteria of mastery learning improved compared in cycle I, the percentage was 82 % of the total number of students. Moreover, their average score had improved from 74 in cycle I to 80 in cycle II. It means that the teaching model implemented by the researcher was successful"

As a result, the researcher does not only focus on the implementation of Think Pair Share (TPS) technique. Therefore, the researcher would like to do investigation merely on Think Pair Share (TPS) study. Hence, the researcher tries to investigate more about the implementation of using TPS technique to improve teaching English.

There are some differences that related to the previous researches with research that the researcher is going to do such as the topic that presented and the subject in the research. The subject in this research is also different from the previous researches where this research will be conducted at the eighth grade students' of Mts Alkhoirot.

1.2 Statement of the Problem

Following the background of study, the researcher formulates one research question from the problem exposed in order to shape the focus of this present study. The research question is: *Is the result of teaching using think pair share technique better than the traditional technique?*

1.3 Hypothesis of the Study

The following hypotheses are formulated and tested at 0.05 level of significance. Those hypotheses are:

Ha: There is significant Think Pair Share have better writing skill than the traditional technique at second grade of Mts Al-Khoirot Karangsuko.

1.4 Purpose of the Study

In relation with the problem stated above, the purpose of study is to know whether using Think, Pair, Share technique might better writing skill in learning writing at MTS ALKHOIROT.

1.5 Significance of the Study

The researcher has divided the significance of the study into two types, those are theoretical and practical. The result of the study is expected to give some advantages for several people who are related to this study. To give information for the teachers about variation in teaching writing. They would know what they should do to conduct the best way to improve their students' writing ability. Moreover, students might understand about how to construct a

simple sentence, complex sentence or even compound sentence so their writing skill could be improved.

Practically, this study might help the teachers to organize the teaching and learning activity especially in writing and hopefully the students writing ability might improve significantly by using Think Pair Share model. For students, the researcher hopes the result of this study might motivate them to write more and help them improve their writing skill in the classroom. Moreover, the result of this study is expected to give contribution for the next researchers as a reference to solve some topics or problems of learning.

1.6 Scope and Limitation

In this study, the researcher will focus on the implementation of Think, Pair, Share technique in the academic writing, especially in applying English writing at MTS Alkhoirot.

In this study, the rsearcher focuses on the implementation of Think Pair Share technique. Meanwhile, the researcher limits her study at MTS Alkhoirot.

1.7 Defintion of the Key Terms

The researcher defines the key terms related to the tittle of this research in order to avoid misinterpretation of their meaning. The key terms are defined as follows:

1. Think pair share is a cooperative learning strategy in which the teacher gives the students a question or topic. Then students think about it for a few

moments, then form pairs and discuss their individual thoughts. Finally, each pair shares their insights with the rest of the class (Kagan, 2009)

2. Teaching technique is a guideline to conduct the curriculum, arrange the materials, and also give the instruction for teachers in teaching (Suprijono, 2011).

3. Writing is a form of communicat that allows students to put their feelings and ideas on paper, organize their knowledge and beliefs into convincing arguments and convey meaning through well-constructed texts. (webster,2020)

This chapter has highlighted some information required to conduct the research. It covers the discussion of background of study, statement of the problem, purpose of the study, significance of the study, scope and limitation and definition of key terms. In order to make it theoretically supported, the following chapter will discuss the review of related literature. Further, chapter II will be reported after this chapter.

CHAPTER VI

CONCLUSION AND SUGGESTIONS

Following the previous report on the research findings and discussion, this section discusses the conclusion and suggestions of this present study. Each sections will be revealed further below.

6.1 Conclusion

From the whole activities in conducting this present study and based on the research findings and discussion of the study, the results of hypothesis testing were used to verify the implementation of Think Pair share technique in teaching writing that might show a good result on students' writing skill. This teaching technique has succeeded in improving students' writing skill of second grade students of Mts Al-Khoirot Karansuko. It might be seen from the difference of the mean scores of experimental and control group. This was also reflecting that the null hypothesis (Ho) was rejected and alternativehypothesis (Ha) was accepted.

6.2 Suggestions

Based on the all information summarized in this present study, the researcher gives suggestions directed to the students, English teachers and further researchers. The suggestions are explained as follow.

a. For the Students

It is expected that after reading this study, the students could improve their writing ability. It is necessary for students to understand that increasing writing skill is an important aspect in language learning. It is because writing is an essential skill in learning English.

b. For the Further Researchers

The researcher expects the findings of this study will give information about the kinds of teaching model on students' writing ability. It may also give them contribution in enriching references concerned with the teaching model in improving writing ability. Furthermore, it is highly recommended for the further researchers who are interested in the use of teaching model as teaching writing to have a better innovation in developing effective teaching model on students' writing ability. Moreover, for further researchers who are interested in the implementation of think pair share model, the researcher suggests to take the study on other skills, such as speaking, listening, or reading.

c. For the English Teacher

Teachers have a great influence on the success of learning English. They should be creative to create a new strategy in learning English especially writing. The old method such as explaining the topic, writing down and asking students to memorize the words are not enough. Furthermore, the teachers should be able to find new strategies or techniques to motivate students in order to be interested in teaching and learning English.

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