

**IMPROVING STUDENTS' SKILLS IN WRITING THROUGH
THINK-PAIR-SHARE (TPS) TECHNIQUE AT GRADE VIII B OF
MTs YAPI PAKEM IN THE ACADEMIC YEAR OF 2016/ 2017**

E-Journal

**Presented as Partial Fulfillment of the Requirements for the Attainment of
a *Sarjana Pendidikan* Degree in English Language Education**



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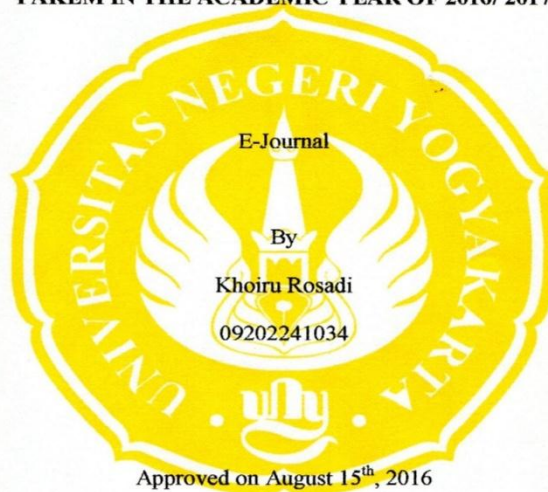
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FACULTY OF LANGUAGES AND ARTS
YOGYAKARTA STATE UNIVERSITY**

2016

APPROVAL SHEET

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**Improving Students' Skills in Writing through Think-Pair-Share (TPS)
Technique at Grade VIII B of MTs YAPI Pakem
in the Academic Year of 2016/ 2017**

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Abstract: This research is aimed at improving the writing skills of grade VIII B students of MTs YAPI Pakem in the academic year of 2016/ 2017 with the use of Think – Pair – Share (TPS) technique. The research was carried out through action research that consisted of two cycles. Each cycle consisted three meetings. The researcher worked collaboratively with the English teacher. The data consisted of qualitative data and quantitative data. The qualitative data were obtained from observations, students' writing performances and interviews, while the quantitative data were gained from tests. The qualitative data were analyzed by condensing data, displaying data, and drawing conclusion. The mean scores of the tests were gained as the result of the quantitative data analysis. The validity of this research was gained by applying democratic, outcome, process, catalytic, and dialogic validity. The researcher used a triangulation technique to get the trustworthiness. The results of the research show that the use of Think – Pair – Share technique was able to improve the students' writing skills. Based on the qualitative data sources, the students got improvements in the aspect of language features, organization of the text, mechanism, and vocabulary.

Keywords: think – pair – share technique, improving the students' writing skills.

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Abstrak: Penelitian ini merupakan penelitian tindakan kelas yang bertujuan meningkatkan kemampuan menulis siswa kelas VIII B MTs YAPI Pakem pada tahun ajaran 2016/ 2017 menggunakan teknik Think – Pair – Share. Penelitian ini terdiri dari dua siklus. Setiap siklus terdiri dari tiga pertemuan. Peneliti bekerja sama dengan guru bahasa Inggris. Data terdiri dari data kualitatif dan data kuantitatif. Data kualitatif bersumber dari observasi, hasil menulis siswa, dan interview, sedangkan kuantitatif data diperoleh dari tes. Data kualitatif dianalisa dengan meringkas data, memperlihatkan data, dan membuat kesimpulan. Nilai rata-rata tes didapatkan dari data kuantitatif. Validitas penelitian ini menggunakan validitas demokrasi, hasil, proses, katalitik, dan dialogik validitas. Triangulasi dilaksanakan untuk mendapatkan keabsahan data. Hasil penelitian menunjukkan bahwa penggunaan teknik Think – Pair – Share meningkatkan kemampuan menulis siswa. Berdasarkan data kualitatif, siswa menunjukkan peningkatan dalam beberapa aspek seperti pengucapan, penguasaan perbendaharaan kata, dan kepercayaan diri.

Kata kunci: teknik Think – Pair – Share, meningkatkan kemampuan menulis

Introduction

English is an international language used by most people in the world. In Indonesia, it gets a greater attention especially in education program. It is taught from the elementary level up to the university as a foreign language. It is aimed to develop language skills in order the learners are able to communicate. Related to English skill, there are four language skills including listening, speaking, reading and writing which the language learners should master. Considering these reasons, it is important for students to have good writing skills. Therefore, it is necessary to teach writing, even to junior high school students. The observation conducted in MTs YAPI Pakem confirmed that grade VIII B students had some difficulties in learning English writing skills. The causes were from some aspects, the students, the English teacher, and the technique. Students were not confident since they did not know how to write the text and the teacher used a conventional method, teacher-centered, which gave less opportunity to the students to explore the materials actively. Considering these existing problems, the teacher and I decided to conduct an action research study focusing on improving the students' writing skills using Think – Pair – Share technique.

Research Method

This research was action research in nature. The investigations were conducted regarding the process of teaching and learning in the English classroom. This research was conducted in MTs YAPI Pakem located in Turi – Pakem street. Through July – August 2016. The participants of this research were 24 students of class VIII B students, the English teacher of class VIII B, and the researcher.

In conducting this research, the action research steps which were based on the action research concept proposed by Kemmis, Mc Taggart, and Nixon, R (2014). Those steps were plan, action, observation, reflection.

The data in this research were qualitative and quantitative in nature. The data were collected in every action during the research. The researcher used several techniques in collecting the data. They were interview, observation, test, and documentation. The data were collected using some instruments: rubric of the students' writing performance, observation checklist, and interview guideline. The data were in the form of: field notes, interview transcripts, and the students' writing performance.

The quantitative data, the students' writing performances, were taken using the writing rubric. The writing rubric was adapted from Anderson in Hughes. To analyze the qualitative data, the researcher used the actions proposed by Miles, Huberman, and Saldaña (2014), data condensation, data display, and conclusion drawing/verification. The researcher, the English teacher, and the collaborator reached the conclusion based on the scores of the students' writing performance, vignettes, and interview transcripts.

Data validity was obtained by implementing democratic, outcome, process, catalytic, and dialogic validity. The reliability of the data was obtained through time, investigator and theoretical triangulation.

Research Findings

The Research findings were inferred from the qualitative and the quantitative data gathered during the research. The qualitative data were gathered from the observation of teaching and learning process and the interview with the students and the English teacher, while the quantitative data were derived from the students' writing scores of each cycles. The results of the observation, the interviews and the tests showed that the use of think – pair – share technique was effective in improving the students' writing skills, building self-confidence and motivation.

To support the general findings, The researcher conducted pre-test and writing performances in each cycle. Both tests were taken from the performances of the students before and after implementing think – pair – share technique in the classroom. The students' writing scores showed the improvement of the students' writing skills. The result of the test strengthened the data derived from the qualitative data and the quantitative data which showed that the use of think – pair – share technique could help the students to improve their writing skills.

Conclusions

The use of Think Pair Share technique could improve the students' motivation. Think Pair Share made the students write better since they did not want to make many mistakes in their writing in front of their friends. By getting some responses and corrections from their friends, the students could revise their writing based on their discussion in pairs. The students could gain their skills such in grammar, organizing ideas, mastering vocabulary, and mechanics better than what they gained before the actions. The significant improvement on the students' writing skills can be seen from the mean scores of each cycle, the conversion table, and from the samples of students' writing in two cycles. This shows that TPS technique was successful in improving the students' writing skill.

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