THE USE OF THINK-PAIR-SHARE TECHNIQUE TO IMPROVE THE WRITING ABILITY OF THE STUDENTS OF SMA NEGERI 03 PEKANBARU IN RECOUNT TEXT

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Abstract: *The aimof this research was to know whether or not Think-Pair-Share technique could improve students' ability in writing recount texts and how it could improve the ability. Classroom action research was conducted in two cycles to 34 students of X-2Class of SMAN 03 Pekanbaru as the participant of this research. The data were collected through written test, observation sheet, and field note. This research findings found that Think-Pair-Share technique could improve the students' ability in writing recount texts. Students' mean score improved from 54.46 in pre-test to 65.14 in post-test 1, and to 77.64 in post-test 2. It is in line with the activeness of students that improved from 46.08% in cycle 1 to 86.26% in cycle 2. Think-Pair-Share technique helped students in writing the recount texts. It analyzes each part of generic structure of recount text. Think-Pair-Share strategy could motivate the students during teaching and learning process. This research recommended that teachers to use Think-Pair-Share to find out the different effect after using this cooperative learning technique than a conventional technique.*

Key words: *Think Pair Share Technique, writing ability, recount text*

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Abstrak: Tujuan penilitian ini adalah untuk mengetahui apakah teknik Think-Pair-Share bisa meningkatkan kemampuan siswa dalam menulis teks recount dan bagaimana teknik tersebut bisa meningkatkan kemampuan. Penelitian tindakan kelas ini telah dilaksanakan dalam dua sikulus terhadap 34 siswa kelas X-2 SMAN 03 Pekanbaru sebagai peserta dalam penelitian ini. Data dikumpulkan melalui tes menulis (writing, lembaran observasi, dan catatan kecil. Hasil penelitian menunjukkan bahwa teknik Think-Pair-Share bisa meningkatkan kemampuan siswa dalam menulis teks recount. Nilai rata-rata siswa meningkat dari 54.46 dalam pre-test ke 65.14 dalam post-test 1, dan 77.64 dalam post-test 2. Hal ini sejalan dengan keaktivan para siswa yang meningkat dari 48.08% di siklus 1 ke 86.26% pada siklus 2. Teknik Think-Pair-Share telah membantu siswa dalam menulis teks recount. Teknik ini menganalisis setiap bagian dari struktur umum dari teks recount. Teknik Think-Pair-Share mampu memotivasi siswa selama proses belajar mengajar. Penelitian ini merekomendasikan para guru untuk menggunakan teknik Think-Pair-Share untuk mendapat hasil yang berbeda setelah menggunakan teknik pembelajaran kooperatif dari pada yang konvensional.

Key words: *TeknikThink Pair Share, KemampuamMenulis, Teks Recount.*

INTRODUCTION

Writing is one of the most powerful communication tools that is used today and for the rest of the life. It is a process of transforming thoughts and ideas into written form that is called genre such as recount, narrative, procedure, descriptive, and news item in the context daily life. For Indonesian students, learning English is an integrated process that includes the four basic skills. Among the four basic skills, writing is one of the productive skills, as considered important. By writing, students can convey message through minds in the written form. Writing involves transferring a message from thoughts using language in the written form and it is a communicative competence that must be read and comprehended in order to communicate.

Based on the writer's observation and small survey in SMAN 03Pekanbaru, there were several problems that faced by the students in writingrecount text. They were the students' lack of vocabularies, the students' lack of interest, and teacher's technique in teaching writing.As the data from the result of small survey the students and interview with the English teacher,there were only 6 students or 18.75% from the class that reached the minimum criteria of achievement (KKM).The minimum criteria of achievement (KKM) of the English subject in the school are 70. However, the data showed that more than 50% of the students didn't reach the minimum criteria of achievement. To the writer's understanding, the causes of the problems are; first, the students' lack of vocabularies that made them difficult in writing recount text. When the students found unfamiliar words, they would look to translate the word one by one and it wasted too much time. Second, the lack of students' interest that made them not motivated in learning writing. When the process of writing session, the teacher explanation about the material was not clear and used old method. Moreover, the students' problems that dealing with recount text were they had difficulties in identifying the generic structure of recount text.

The TPS (Think-Pair-Share) teaching technique is a good technique to help students activate their prior knowledge. It is an pair group activity developed by Lyman (1981) whichThink-Pair-Share was designed to provide students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student.. This study intends to answer the following questions: Can Think-Pair-Share (TPS) technique improves the ability of the X-2 students' class of SMAN 3 Pekanbaru?

RESEARCH METHODOLOGY

This is a classroom action research because this research designed to solve the students' problems in writing recount texts. It was conducted from April-June 2014. The Think-Pair-Sharetechnique was implemented in the classroom during teaching and learning process. Moreover, this research was conducted in two cycles. In this case, the writer was as the teacher.

Kemmis and Mc. Taggart (1998) suggested that action research is a "form of collective, self reflective enquiry undertaken by participants in social situations in order to

improve the rationality and justice of their own social or educational practices, as well as their understanding of these practices, and the situations in which these practices are carried out". The purpose of action research is to provide educational practitioners with new knowledge and understanding, enabling them to improve educational practices or resolve significant problems in classrooms and schools.

In analyzing the quantitative data, the writer would use the formula by Hughes (2003) to analyze and find out the students' score in writing of recount texts by using Think-Pair-Share technique as in the following:

$$\textbf{TS} = \textbf{G} + \textbf{V} + \textbf{M} + \textbf{O} + \textbf{F}$$

Where :

TS =   Total Score

G =   Students' ability in Grammar

V =   Students' ability in Vocabulary

M =   Students' ability in Mechanics

O =   Students' ability in Organization

F =   Fluency

To know the final score of each students, it can be calculated by:

$$\textbf{RS} = \frac{TS}{MS} \, x \, 20$$

RS   : Real Score of each individual

TS   : Total Score of the aspect of Writing

MS   : Maximum Score (4)

The next step to do is to know the average of each student by using the formula as follows:

$$\textbf{Average Score} = \frac{rater1 + rater2 + rater3}{3}$$

Then, to know the mean score of the students' ability in writing recount text, the writer would use the following formula as suggested by Hatch and Farhady (1982):

$$X = \frac{\sum x}{N}$$

Where: X = mean of score
              $\sum x$ = the total of correct answer
              N = number of the students

Finally, the score of students' tests would be classified to determine their levels of ability in writing comprehension recount texts as in the following table as suggested by Harris, (1969):

Table 1. The student's level of ability

No.	Scale of Ability	Score
1	Good to Excellent	80 – 100
2	Average to Good	60 – 79
3	Poor to Average	50 – 59
4	Poor	0 – 49

RESEARCH FINDINGS

In this research, the scores of the students in pre-test, post-test I, and post-test II would be analyzed. According to this data, they were significantly different of scores before and after doing the treatments using TPS technique. According to this research, the writer found that there were improvements in students' ability in comprehending recount texts after being taught by using TPS technique which was proved in the result of pre-test, post-test I, and post-test II. The following table would show the comparison the total students of the results of pre-test, post-test I, and post-test II.

The Analysis of Observations Result

Table 4.10. The Result of the Students' Observation in Post Tests

	Cycle I			Cycle II		
	1st	2nd	3rd	1st	2nd	3rd
F	12.5	16.5	18	27.33	31.5	29.16
P	36.76%	48.52%	52.93%	78.08%	90%	85.78%
Average	15.67 (46.08 %)			29.33 (86.26%)		

The result of the observation above showed that there was improvement. There were 12.5 (36.76%) and 16.5 (48.52%) and 18(52.93%) students were active in each meeting of first cycle, 46.08% in average. In second cycle there were 27.33 (78.08%) and 31.5(47.14%) and 29.16(85.78%) active students in each meeting during learning process. As a result, the average number of students who were active in class was 29.33 students (86.26%). Therefore, it can be concluded that the use of Think Pair Share could help the

students write recount text and also increase students' interest in writing especially in writing recount text.

Table 4.11. The Result of the Teacher's Observation in Post Tests

	Cycle I			Cycle II		
	1st	2nd	3rd	1st	2nd	3rd
P	66.67%	77.78%	88.89%	88.89%	88.89%	100%
Average	77.78 %			92.59 %		

Based on the result of the analysis above, it could be seen that the teacher's activeness in running the procedures during learning teaching process is improving. Teaching effectiveness in English instruction is 77.78% in cycle I, then in cycle II is increasing into 92.59%.

The Analysis of the Post-Tests Data

Table 4.12. The Average Score of the Group in Pre-Test and Post-Test

The average of pre-test	The average of post-test I	The average of post-test II
54.46	65.14	77.64

From the data above, the average score of pre-test is 54.46. The average score of post test I is 65.14. Thus, the different mean between pre-test and post-test I is 10.68 points; it means the improvement was really high. It might be because students were completely blind toward recount text before treatment. In addition, they do the post test in group. The improvement from the average of post test I (65.14) to post test II (77.64) is 12.50 points. Based on observation result, the writer concluded that the increasing might be because the students did brainstorming as a group and wrote report text individually. Based on observation result the writer finds out that the topic of the test were familiar for students

Table 4.13. Classification of Students' Writing ability in Post Tests

Ability Level	Test		
	Pre-test	Post test I	Post test II
Poor	41.18 %	0 %	0 %
Poor-Average	35.30 %	29.42 %	0 %
Average-Good	14.70 %	61.76 %	67.65 %
Good-Excellent	8.82 %	8.82 %	32.35 %

From table 4.13 it could be seen that the percentage of writing ability is increasing from pre-test to post test I and II. In pre-test, the ability of students was

dominated by poor level ability which is 41.18%. In post test I, the number of level ability of students increased. The majority of students ability in post test I is average to good level ability which is 61.76%. In post test II, average to good level ability was still dominated with 67.65%.

Table 4.14. The Improvement Aspect of Writing

Ability Level	Test		
	Pre-test	Post test I	Post test II
Grammar	2.18	2.71	3.24
Vocabulary	2.37	2.75	3.17
Mechanics	2.19	2.55	3.09
Fluency	2.12	2.56	2.87
Organization	2.01	2.43	3.13

The improvement can be seen from all the average of the aspects of writing. In post test I, the highest increasing is grammar aspect. The score increased 0.53 points. Meanwhile, the lowest increasing is mechanics aspect. The score increased 0.36 points. For post test II, the highest increasing is organization aspect which is 0.7 points. Meanwhile, the lowest increasing is fluency aspect which is 0.31 points.

Looking at the fact, all efforts and steps were performed all. It was proven that using Think Pair Share can improve students' writing ability. So, until this cycle, it could be concluded that TPS technique gave a big improvement in the writing ability of X-2 class students of SMAN 03 Pekanbaru since the Minimum Standard of Achievement score was achieved by the students.

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

Based on the data analysis of the Pre-test, Post-test 1, and Post-test 2 in the previous chapter, it can be concluded that using Think Pair Share successfully improved the writing ability of the X-2 classstudents of SMAN 03 Pekanbaru in learning English. It is proven by the increase of average scores of the students from 54.46 in pretest, 65.14 in post test 1 and up again to 77.64 in post test 2. This improvement happened because this technique teaching is appropriate to be applied to the class.

Then, there were also increased of students' activity and motivation in writing. It could be seen in the observation sheet for students that showed the percentage students activeness in each meeting. It can be conclude that TPS strategy could motivate the students during teaching and learning process.Besides, the students can developed very well the idea to write a recount texts, and also they can organize the paragraph into make a good recount texts. The activities of TPS make students more enjoyable in learning writing.

Recommendations

Based on the data that has been found in this research, the researcher would like to deliver some suggestions into TPS strategy, the researcher think that TPS strategy would be better if the teacher can fill attractive media or technique for teaching and then the teacher need to know and recognize what the students need and interesting for learning English to make the learning process to be better and easier and the teacher needs to more concern to keep the good atmosphere in classroom for make a students feel comfortable and enjoyable in studying English.

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