

IMPROVING STUDENTS' ACHIEVEMENT IN WRITING PROCEDURE TEXT THROUGH THINK-PAIR-SHARE (TPS) TECHNIQUE

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ABSTRACT

This study attempts to improve students' achievement in writing procedure text through Think-Pair-Share (TPS) technique. The result of writing test showed that the students score kept improving significantly. The mean of post-test I was 80,525 and the mean of post-test II was 92,98. The mean score of post-test II in cycle II was the highest. The mean of post-test I until post-test II increased significantly from 80,525 to 92,98. The students became active participants, enjoyable, and enthusiastic in teaching and learning process through Think-Pair-Share (TPS) Technique. The result of the research showed the progress of achievement scores, it can be concluded that Think-Pair-Share (TPS) technique gives contribution to improve students' achievement in writing procedure text.

Keywords: Achievement, Writing, Procedure Text, Think-Pair-Share (TPS) Technique

INTRODUCTION

Background of the Study

There are four language skills that the students must intend for mastering in learning English such as; listening, speaking, reading, and writing. One of them is writing. As we know that writing is a specific ability which helps writers to put their thoughts into words in a meaningful form and to mentally interact with the message. Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. Writing is also a powerful instrument for students to use to express their thoughts, feelings, and judgments

about what they have read, seen or experienced. According to Olice Oshima and Ann Hogue (1999: 3), writing is particularly academic writing is not easy. It takes study and practice to develop this skill. Therefore, the students must consider that writing is a habit in their daily life.

The importance of writing for the students are to make the students understand that writing is an essential part of one's life for communicating and get satisfy personal and academic needs, to recognize the students that oral language needs to be adapted for specific purposes such as communication messages for a variety of activities and events, to continue the students enjoying in writing and understand that writing can be used for a variety of purposes. The students can also write a variety of simple and complex sentences grouped into paragraphs.

Based on writer's experience for Teaching Training Practice (PPLT) in SMA Negeri 1 Bangun Purba for four months, the students were not able to produce a procedure text. The reality is that many students had difficulties in using grammar and punctuation, organizing, applying sentence fluency, exploring the ideas or content, and developing a procedure text. Not only because of those facts but also there was no teacher's motivation in teaching and learning process. The teacher did not apply the suitable technique to teach writing. It's a pity for the common senior students could not write a good procedure text.

Previous researcher used Think-Pair-Share (TPS) technique was Hafizah (2008). She applied Think-Pair-Share (TPS) technique on students' abilities in teaching writing to attract the students' motivation and actually Think-Pair-Share (TPS) technique has benefits such as to promote students' learning and academic achievement, to increase students' intention, to enhance students' satisfaction with their learning experience, to help students' self esteem and also to promote students' relations. Therefore, the researcher tried to apply Think-Pair-Share (TPS) technique as a suitable technique to improve students' achievement in writing procedure text.

From the problems above, the researcher interested to do research. He tried to offer Think-Pair-Share (TPS) technique to improve students' achievement, solve the students' problems and attract the students' motivation

in writing procedure text. The reasons are Think-Pair-Share (TPS) technique could be alternative and suitable technique to write procedure text in teaching and learning process. Through applying Think-Pair-Share (TPS) technique, the students were given chances to share their thinking and ideas with each partner in thinking time session to write a procedure text. Not only those chances but also the students could expand the sharing into a whole-class discussion. They were able to know their strength and weakness of writings. For instance, According to Lyman (1981), Think-Pair-Share (TPS) technique is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes and it can be used in any content area, before, during, and after a lesson.

The writer expected by applying Think-Pair-Share (TPS) technique in writing procedure text, the students were able to write a good procedure text and the students could develop their writing achievement easily and effectively.

Research Question

The problem of this study was formulated as follows: “Was the students’ achievement in writing procedure text improved when they are taught through the application of Think-Pair-Share (TPS) technique?”

The Scope of the Study

There are many genres of text learnt in SMA (Senior High School) such as recount, narrative, procedure, descriptive, and etc. Based on the first semester of grade ten (X) of Senior High School in syllabus of writing, procedure text is included in its teaching material. The types of procedure text are about how to cook kinds of foods, operate kinds of technology tools and plant kinds of flowers or plants. In this study, the students were expected to know the types of procedure text related to their daily life. There are many techniques in cooperative learning such as one of them is Think-Pair-Share (TPS) technique. It is an alternative and suitable technique to improve students’ achievement in writing procedure text. Therefore, specifically this study focused on improving the students’ achievement in writing procedure text through Think-Pair-Share (TPS) technique. The technique was expected to be able to improve students’

achievement, solve the students' problems and attract the students' motivation in writing procedure text.

The Objective of the Study

The objective of the study was to investigate and found out the improvement of students' achievement in writing procedure text through the application of Think- Pair- Share (TPS) technique.

The Significance of the Study

Finding of this study was expected to be relevant and useful in that findings were expected:

- 1) To motivate the students to be better in writing procedure text.
- 2) To provide significant information for the English teachers in their attempts to decide Think-Pair-Share (TPS) technique in teaching writing procedure text in (SMA) Senior High School.
- 3) For the readers who have interest research to enlarge and expand their understanding about writing procedure text well.
- 4) To help the next researcher candidate of the teacher for applying Think-Pair-Share (TPS) technique to teach writing skill in teaching and learning Process.

CONCEPTUAL FRAMEWORK

Achievement in Writing Procedure Text

Achievement is the result, the successfulness, the extent or ability, the progress in learning education experiences that the individual indicated relation with his/ her educational learning. Achievement focuses on what someone has actually learnt whereas aptitude is the potential for learning something. In other words, achievement is a success in reaching particular goal/ status or standard, especially by effort, skill, courage, and so on.

The students who achieved in writing procedure text for this study were that had abilities to write a good procedure text that consisted of well-organized generic structure and language features, the elements of writing, and the students were able to follow the stages of writing process in teaching and learning process.

Writing

Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. Writing is also a powerful instrument for students to use to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. Writing is a complex process that involves a range of skills and tasks. Although writing is often used to clarify and express personal thoughts and feelings, it is used primarily to communicate with others. The students need to become thinkers in order to communicate their ideas clearly and effectively. They need to learn to select and organize their ideas, keeping in mind the purpose for which they are writing. (Ontario Ministry of Education and Training, 1997, p. 11)

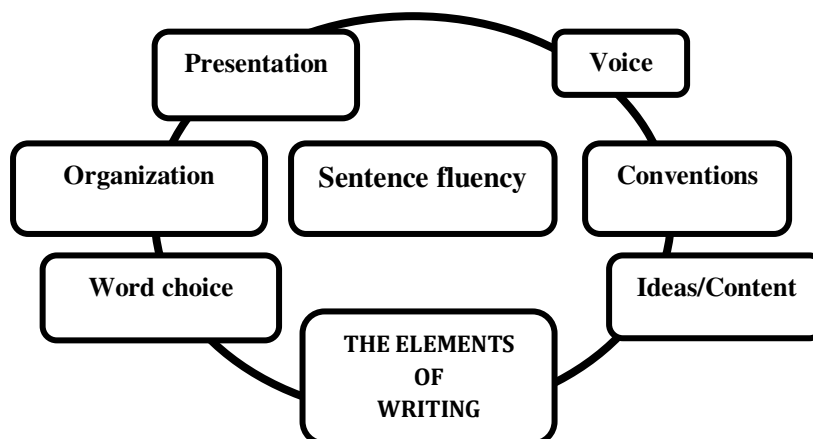
The Elements of Writing

As students develop as writers, they gained a greater understanding of the elements that gave each piece of writing its focus and character, so that the writing could be a good writing. The elements of writing are as follow:

- 1) Ideas/ content.
- 2) Organization.
- 3) Voice.
- 4) Word choice.
- 5) Sentence fluency.
- 6) Conventions.
- 7) Presentation.

The picture elements of writing can be seen in the following picture.

Picture 2.1 The Elements of Writing



The writing process is the means by which students learn how to approach and carry out a writing task. The writing process emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teachers should do to help learners perform a writing task. The numerous incarnations of this perspective are consistent in recognizing basic cognitive processes as central to writing activity and in stressing the need to develop students' abilities to plan, define a rhetorical problem, and propose and evaluate solutions.

According to Flower and Hayes (1981), the process of writing is influenced by the task- environment and the writer's long term memory. Its main features are that:

- 1) Writer's have goal.
- 2) They plan extensively.
- 3) Planning involves defining a rhetorical problem, placing it in a context, then making it operational by exploring its parts, arriving at solutions and finally translating ideas on to the page.
- 4) All work can be reviewed, evaluated and revised, even before any text has been produced.
- 5) Planning, drafting, revising and editing are recursive, interactive and potentially simultaneous.
- 6) Plans and text are constantly evaluated in a feedback loop.
- 7) The whole process is overseen by an executive control called the monitor.

Procedure Text

Siahaan and Shinoda (2008) state that a procedure text is the writer describes how something is accomplished through a sequence of action or step. Procedure text is a text containing four components i.e., goal, material, method, and re-orientation by which a writer describes how something is accomplished through a sequence of action or step. The goal is to describe how something is accomplished. The material deals with the thing needed in the case being discussed. Some text does not need the material. The method concerns with a

sequence of steps by which the something is accomplished to achieve the goal. The re-orientation is optional.

As suggested in // www.docstoc.com/.../Generic-Structure-of_Procedure// states that a text that shows a process in order. Its social function is to describe how something is completely done through a sequence of series.

In <http://typesoftext.blogspot.com//> also states that procedure text is to help the readers on how to make or do something. Procedure is a text of the set of steps which should be completed in the right sequence to get the goal. In our daily life, we often have to perform some steps to make or get something done.

The Three Components of Procedure Text

Siahaan and Shinoda (2008) state there are three components of procedure text namely:

- 1) Social Function: To describe how something is accomplished through a sequence of actions or steps.
- 2) Generic Structure:
 - a) Goal : Showing the purpose.
 - b) Material: Telling the needed materials. (not required for all procedure texts).
 - c) Step 1- end: Describing the steps to achieve the purpose. (goal followed by a series of steps oriented to achieving the goal).

The Types of Procedure Text

In [wiki.answers.com/Q/What is procedural text](http://wiki.answers.com/Q/What_is_procedural_text) states that there are two types of procedural texts namely:

- 1) Texts that instruct how to do a particular activity such as recipes, rules for games, science experiments, road safety rules, how to do it manuals, and
- 2) Texts that instruct how to operate things such as how to operate an appliance, a machine, the photocopier and the computer.

As suggested in www.englishdirection.com/2011/09/kumpulan-lengkap-contoh-text-procedure.html that there are types of procedure text. They are namely:

1) Procedure text on how to make food and beverage.

For examples: How to make meatball, how to boil eggs, etc.

2) Procedure text on how to make interesting things / toys and business.

For examples: How to make candle, how to make kite, how to write a business letter, etc.

3) Procedure text on how to plant.

For examples: How to plant chilies, how to plant rose, etc.

4) Procedure text on technical instruction.

For examples: How to installing SIM card into the mobile phone, how to operate the computer, etc.

Think-Pair-Share (TPS) Technique

According to Kaegan (1992), everyone has a chance to share an answer after think time. Think- Pair- Share (TPS) technique is an invaluable tool that allows every student to think and communicate. Think- Pair- Share (TPS) technique is also structured talk. Its benefits are numerous, wait time, socializing, interacting with peers, high level of engagement and participation, accountable talk, and more. Lyman (1981) also states that Think-Pair-Share (TPS) technique is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Think-Pair-Share (TPS) technique is also a summarization technique that can be used in any content area, before, during, and after a lesson. The activities involve three basic steps. During the “think” stage, the teacher tells students to ponder a question or problem. This allows for wait time and helps students control the urge to impulsively shout out the first answer that comes to mind. Next, individuals are paired up and discuss their answer or solution to the problem. During this step students may wish to revise or alter their original ideas. Finally, students are called upon to “share” with the rest of class.

*The Application of Think-Pair-Share (TPS) Technique
in Writing Procedure Text*

In this study, the researcher applied Think-Pair-Share (TPS) technique to extend and improve the students' achievement in writing procedure text. The activities were done by the teacher as follow:

- 1) Posed a discussion topic about how to cook kinds of special culinary foods from Indonesia, how to operate technology tools and how to plant flowers or plants.
- 2) Organized the students into pairs in a group.
- 3) Gave the students to think on each their chosen titles. ("think time")
- 4) Asked the students to pair with each partner and share their thinking in writing a procedure paragraph for 30 minutes.
- 5) Called on a few students to share their ideas with the rest of the class and expanded the sharing into a whole- class discussion.

The Advantages and Disadvantages of Think-Pair-Share (TPS) Technique

In [eworkshop.on.ca/edu/pdfPopup.cfm?p=Mod08 think pair share.pdf](http://eworkshop.on.ca/edu/pdfPopup.cfm?p=Mod08_think_pair_share.pdf) states that there are advantages of Think-Pair-Share (TPS) technique, they are:

- 1) When students have appropriate "think time", the quality of their responses improves.
- 2) Students are actively engaged in the thinking.
- 3) Thinking becomes more focused when it is discussed with a partner.
- 4) More of the critical thinking is retained after a lesson if students have an opportunity to discuss and reflect on the topic.
- 5) Many students find it safer or easier to enter into a discussion with another classmate, rather than with a large group.
- 6) No specific materials are needed for the strategy, so it can easily be incorporated into lessons.
- 7) Building on the ideas of others is an important skill for students to learn.
- 8) Building oral communication skills.

The disadvantages of Think-Pair-Share (TPS) technique are:

- 1) Too short and quite low-risk collaborative learning structure.
- 2) Needs a few minutes to think with the partner.

Achievement in Writing Procedure Text

Achievement is the result, the successfulness, the extent or ability, the progress in learning education experiences that the individual indicated relation with his/ her educational learning. Achievement focuses on what someone has actually learnt whereas aptitude is the potential for learning something. In other words, achievement is a success in reaching particular goal/ status or standard, especially by effort, skill, courage, and so on.

The students who achieved in writing procedure text for this study were that had abilities to write a good procedure text that consisted of well-organized generic structure and language features, the elements of writing, and the students were able to follow the stages of writing process in teaching and learning process.

Conceptual Framework

When the students were writing, the elements of writing that must be mastered were ideas/ content, organization, voice, word choice, sentence fluency, conventions, and presentation. The students were not able to produce a writing procedure text because they had difficulties in grammar, vocabulary and no idea to produce and develop a procedure text. Not only because of those facts but also there was no teacher's motivation. The teacher did not apply the suitable technique to teach writing in teaching and learning process. These reasons affected students' achievement in writing procedure text.

To solve the problems above, the researcher chose the suitable technique that could help the students to write a procedure text in learning and teaching process one of the techniques is Think-Pair-Share (TPS) technique. Think-Pair-Share (TPS) technique has benefits such as to promote students' learning and academic achievement, increase students' intention, enhance students' satisfaction with their learning experience, help students' self esteem and also promote students' relations.

In teaching writing procedure text through applying Think-Pair-Share (TPS) technique involved the activities as follow: firstly, posed a discussion topic about how to cook kinds of special culinary foods from Indonesia, operated technology tools and planted flowers or plants, after that organizing the students into pairs in a group. Then, the teacher gave the students thinking on each their chosen titles (“think time”). Next, asked the students pairing with each partner and sharing their thinking in writing a procedure text for 30 minutes. Finally, called on a few students sharing their ideas with the rest of the class and expanded the sharing into a whole- class discussion.

METHODOLOGY

Research Design

According to www.julianhermida.com/algoma/scotlactionresearch.htm states that Classroom Action Research (CAR) is a method of finding out what works best in our own classroom so that we can improve students in learning English. There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on learning and teaching process. The goal of Classroom Action Research (CAR) is to improve our own teaching in our own classrooms, departments, or schools.

As suggested in teachersnetwork.org/tnli/Action_Research_Booklet.pdf that Action Research is a rather simple set of ideas and techniques that can introduce us to the power of systematic reflection on our practices. Our basic assumption is that we have within us the power to meet all the challenges of the teaching profession. Furthermore, we can meet these challenges without wearing yourself down to a nub. The secret of success in the profession of teaching is to continually grow and learn. Action research is also a way for us to continue for growing and learning by applying of our own experiences. The only theories involved are the ideas that we already use to make sense of our experiences. Action research literally starts where we are and will take us as far as us want to go.

Based on the statements above, this research conducted as a Classroom Action Research (CAR) in order to improve the students’ achievement in writing

procedure text through applying Think-Pair-Share (TPS) technique. It was hoped that through the dynamic process of the Classroom Action Research (CAR), the students' achievement in writing procedure text could be improved significantly. There are four-stage cycles in Classroom Action Research (CAR). They are Planning, Action, Observation and Reflection. Stephen Kemmis in O'Brien (2001) has developed a simple model of the cyclical nature of the typical Classroom Action Research (CAR) can be seen in the following figure.

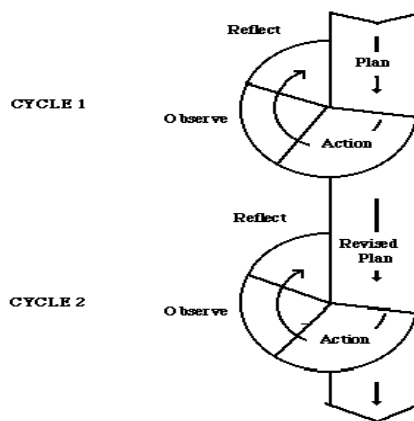


Figure 3.1 Simple Action Research Model (from MacIsaac, 1995)

The cycle started from the planning where the researcher had to decide and prepare the material and media for teaching and learning process. After completing the preparation, the next stage is the implementation of the planning. In the acting stage, the students studied in small group with their each partner. The students learned how to share knowledge, appreciate different opinion, make the right decision in accomplishing the task, practice, and many more. While the researcher teaching, the observer monitored the teaching and learning process, the interaction and pair discussion by using the observation sheets, interview sheet, questionnaire sheet, and diary notes. And the last stage in each cycle is reflection. The reflection was conducted after the action and observation had finished. In this stage the researcher and observer discussed the aspect that related to the research, for example the advantages and the disadvantages of applying Think-Pair-Share (TPS) technique. The result of reflection was used to rearrange the second cycle. Since Classroom Action Research (CAR) was a collaborative work, the researcher

and teacher discussed and decided together all aspects in planning, action, observation, and reflection.

Time, Location and Subject of the Study

The action research was done for 3 weeks from 18th of July to 01st of August 2012, at SMA Teladan Cinta Damai. The location is on Jl. Pendidikan No.62 Medan Helvetia, Kampung Lalang, post code: 20126, telephone: 061 (845-9081).

Data Collection

The researcher used written tests, diary notes, observation sheets, and questionnaire sheets as the instruments of data collection. The data in this study were analyzed by using qualitative and quantitative design. The qualitative data were taken from diary notes, observation sheets and questionnaire sheets, while quantitative data were taken from students' writing scores.

RESULTS AND DISCUSSION

The researcher took three writing test scores to show the improvement of students' achievement in their writing assignments from the score of the orientation test given before conducting the research and the writing tests done in the last meeting of each cycle. The researcher applied the following formula:

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

where: \bar{x} = the mean of the students' scores
 $\sum x$ = the total scores of the students
N = the number of the students

To categorize the number master of students, the writer used this following formula:

$$P = \frac{R}{T} \times 100\%$$

Where: P: Percentage of students
R: Number of students who get point above 75.

T: The total number of students who do the test.

*75= The Minimum Competence Criteria (KKM)

The students' scores increased from the first competence test to the last competence test. It can be seen in Table 4.1.

Table 4.1 Students' Writing Scores in Test I, Test II and Test III

No	Initial Name	Pre-Test	Post-test I	Post-Test II
1.	A	30	75	87
2.	CRW	36	78	100
3.	D	40	80	80
4.	DL	45	80	95
5.	DP	50	75	89
6.	EPP	52	80	100
7.	ES	34	68	84
8.	ERP	70	85	89
9.	EAG	43	78	98
10.	FV	40	86	90
11.	FY	43	80	100
12.	HS	25	78	98
13.	IR	55	76	90
14.	IDA	30	80	80
15.	IA	36	80	98
16.	JHS	65	87	90
17.	KH	50	80	89
18.	K	35	80	80
19.	LSS	42	75	90
20.	LWP	25	89	100
21.	LUCS	50	98	100
22.	LUNS	55	80	96
23.	MAY	46	68	89
24.	MS	55	100	100
25.	MY	50	80	90
26.	MPT	30	76	88
27.	MOS	62	82	96
28.	MAN	38	42	89
29.	NKCS	70	80	90
30.	OO	70	75	93
31.	PC	42	76	82
32.	RY	32	80	100
33.	RP	40	82	98
34.	RO	55	85	95
35.	RS	65	87	100
36.	SAT	44	100	100
37.	SEA	55	82	98

38.	TK	60	80	93
39.	VM	46	98	100
40.	VO	50	80	95
— $\bar{x} = \frac{\sum X}{N}$		46,23	80,53	92,98
$P = \frac{R}{T} \times 100\%$		0%	92,5%	100%

The students' score increased from pre-test until post-test II. The researcher gave assignment tests for each meeting in cycle I and cycle II. By applying Think-Pair-Share (TPS) technique, the students' score were improved significantly. The ranges of score improvement can be seen in the following table:

Table 4.4 Range of Score Improvement from Pre-Test until Post-Test II

RANGE OF SCORE IMPROVEMENT	INITIAL NAME	TOTAL
60-80	LWP, HS, CRW, IA, RY	5
40-59	A, DL, ES, EAG, FV, EPP, D, IDA, K, LSS, LUCS, LUNS, MAY, MS, MY, MPT, MAN, PC, RP, RO, SAT, SEA, VM, VO, FY	25
20-39	DP, IR, JHS, KH, MOS, NKCS, OO, RS, TK	9
0-19	ERP	1
Number of Students		40

From all range of students' score improvement from pre-test until post test II were categorized into above of Minimum Criteria Score (KKM). See the following table below about the comparison score of students' writing test.

Table 4.5 Comparison Score of Students' Writing Test

Type of Score	Pre-Test	Post-Test I	Post-Test II
	Meeting I	Meeting 4	Meeting 6
Lowest Score	25	42	80
Highest Score	70	100	100
Number of Students	40	40	40

The writer also analyzed the qualitative data to support this research finding. The qualitative data were taken from diary notes, observation sheets and questionnaire sheets to know how Think-Pair-Share (TPS) technique could

improve the students' ability in writing procedure text. Observation result showed that the students gave their good attitudes and responses in teaching and learning process. Even though they had problems in learning procedure text but they could solve and handle the problems and enjoyed the lesson well. They became active participants in learning and could include writing as a way of organizing thoughts generated from discussions. The proven data were seen from the questionnaire and interview sheet that the students agreed that Think-Pair-Share (TPS) technique had helped them in writing procedure text. These all qualitative data supported the research finding. So, from the result of quantitative and qualitative data proofed that Think-Pair-Share (TPS) technique had successfully improved students' achievement in writing procedure text.

CONCLUSION AND SUGGESTIONS

Conclusion

Having analyzed the data that have been presented in the previous chapter, it was found that applying Think-Pair-Share (TPS) technique in writing procedure text, the results students' score improved significantly. The proven data can be seen from mean of students' score, namely: the mean of pre-test (46,23) increased to the mean of post-test I (80,53) and the mean of post-test II (92,98). The score improved significantly from pre-test until post-test II. Observation result showed that the students gave their good attitudes and responses in teaching and learning process by applying Think-Pair-Share (TPS) technique. Questionnaire and interview result showed that the students agreed that the application of Think-Pair-Share (TPS) technique had helped them in writing procedure text. It can be concluded that the application of Think-pair-Share (TPS) technique improved the students' achievement in writing procedure text significantly and helped the students became active participants in learning and could include writing as a way of organizing thoughts generated from discussion.

Suggestions

The result of this study showed that through applying of Think-Pair-Share (TPS) technique could improve students' achievement in writing procedure text significantly. In relation to the conclusion above, some points are suggested as follow:

- 1) For the English teachers are suggested to use Think-Pair-Share (TPS) technique as suitable technique to stimulate the students in learning writing, to promote students' learning and academic achievement, to increase students' intention, to enhance students' satisfaction with their learning experience, to help students' self esteem and also to promote students' relations.
- 2) For the students are suggested to be more active participant and enjoyable the discussion in writing.
- 3) For the readers who are interested for further study (university students) related to this study should explore the significant information to enlarge and expand their understanding about how to improve students' achievement in writing procedure text.

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APPENDIX

The Mean of Students' Scores

In Pre-test, the students' total score was 1626 and the number of the students was 40. The mean was:

$$\bar{X} = \frac{1849}{40} = 46,23$$

In Post-test I, the students' total score was 3221 and the number of the students was 40. The mean was:

$$\bar{X} = \frac{3221}{40} = 80,53$$

In Post-test II, the students' total score was 3719 and the number of the students was 40. The mean was:

$$\bar{X} = \frac{3719}{40} = 92,98$$

The Number of Competent Students

The percentage of the improvement of students' score in writing procedure text in Pre-Test:

$$P = \frac{0}{40} \times 100\% = 0\%$$

The percentage of the improvement of students' score in writing procedure text in Post-Test I:

$$P = \frac{37}{40} \times 100\% = 92,5\%$$

The percentage of the improvement of students' score in writing procedure text in Post-Test II:

$$P = \frac{40}{40} \times 100\% = 100\%$$

