

IMPROVING STUDENTS' ACHIEVEMENT IN WRITING NARRATIVE TEXT BY USING THINK PAIR SHARE STRATEGY

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ABSTRACT

This study was focused to improve students' achievement in writing narrative text by using Think Pair Share Strategy. It was conducted by applying Classroom Action Research with two cycles and six meetings. The subject of this study is Grade X Students of SMA PAB 1 MEDAN ESTATE and consisted of 28 students. The instruments for collecting data used writing test for quantitative and used diary notes, observation sheet and interview sheet for qualitative data. The mean of the test shows the improvement of the students' score from the first test to the third test. The mean of the students' score for orientation test was (76,7), the mean in cycle I test was (78,3), and the mean in the cycle II test was (79,4). Based on the data above, it can be concluded that Think Pair Share Strategy is significantly improved students' writing achievement especially in narrative text.

INTRODUCTION

Language is very important tool of communication used to communicate between two or more people in carrying out their daily activities and has main role to make people understand. The function of language is not only for a communication but also for culture transfer. English is an International language has been taught to the student of kindergarten, primary school, Junior high school, Senior High School and also to the students of University.

In English there are four skills that must be learned in studying English, they are Listening, Speaking, Reading and writing. One of the skills becomes the focus of this thesis, namely is writing. Writing is the hardest part of the four language skills is listening, speaking, reading and writing. To make us able to speak, we have to listen. And the same thing in writing, to make us able to write, we have to able read and think much.

As one of the four language skills, writing has always occupied place in most English language course. Writing is the expression of language in the form of letters, symbols and words. Through writing someone can share their knowledge, conveying idea, feeling and intention to other people. The knowledge which we have until now mostly we got by reading written information or texts, whether it is books, articles, paper, etc, which are written by those who share their idea through writing. Carrol, et.al (2001 : 3) defines writing as the powerful communication tools to express or share ideas on thought in the rest of our life. These imply that writing as a tool and skill of writers to communicate information or ideas to reader in written form. Even though, writing is important, but it is not easy as people think. As Nunan (1999) states that writing is the most difficult skill among the four language skills.

Moreover, Broadman (2002 : 4) states that writing is a continuous process of thinking, organizing, rethinking, and reorganizing. The mastery of vocabulary, spelling, grammar, punctuation, appropriate content, word selection appropriate to the audience, topic and occasion, are required in writing. However, the ability of thinking and the ability to organize are crucial in order to make you express your idea in well-organized sentences, which have a good coherence and cohesion. That's why many peoples and students find it difficult to write.

According to Harmer (2004:31), Writing encourages students to focus on accurate language use because they think as they write; it may well provoke language development as they resolve problems which the writing puts into their minds. When writing, students frequently have more time to think than they do in oral activities. Students can go through what they know in their minds and event consult dictionaries, grammar books, or other reference material to help them.

Unfortunately, the English writing of Indonesian students still low. The students are not able to write English well because their knowledge vocabulary still limited and they do not use grammar in writing.

Based on writer's observation and interview result upon English teachers and students in class X of Senior high school in research in SMA PAB 1 Medan Estate, most of them said that it was so difficult and bored in writing session. The students usually complained, when they were asked to write something. It was difficult for them to find out, generate, and translate the ideas in their brain into written language. Another factor that made learning writing in English was so difficult and so bored because there are the too many genre, they are Report, Procedure, Narrative, recount Descriptive, Expository, Argumentative and Persuasive. Procedure text: a kind of text that tells a procedure of making something completely. Report text: to presents information about something, as it is. Explanation: to explain the process involved in the information or working of natural or socio-cultural phenomena. Discussion: to present information and opinions about issues in more one side of an issue. Exposition: to persuade the readers that something should or should not be the case or be done. Anecdote: to share with others an account of an unusual or amusing incident. Review: to critique or to evaluate an art work or event for a public audience dominant generic structure. Spoof: to tell an event with a humorous twist and entertain the readers. News item: to give the information and the events (headline). Descriptive text: a type of writing which has the meaningful linguistics unit to describe person thing and place by using vivid details. Recount text: to retell something that happened in the past and to tell a series of past event. Narrative text: a kind of text that tells a story. Narrative text is concerned with by using Think Pair Share Strategy. The Purpose of Narrative Text is to amuse or information to reader. Every genres of writing has different characteristics: they are generic social function, structure, and lexicon grammatical features.

Based on the research that the writer had made in teaching English, actually the writer can use the same ways in all time, the writer must change the way of teaching so that the students do not get bored and difficulties in teaching and learning process.

In this research in SMA PAB 1 Medan Estate as an interesting and effective think pair share and research also shows that method helps student's to learn and apply academic content as well as. SMA PAB 1 believe to improve the student's skill in writing because they can use their sense more to build their opinion and idea in order to make a good series of narrative text.

By all explanation about SMA PAB 1 method, it is clear that this SMA PAB 1 is an interesting activity to be done in the classroom. This research deals with investigating the improving of SMA PAB 1 method on student's ability in writing skill as especially in narrative text. By conducting a research on this technique it is hoped that the way of using SMA PAB 1 in Think Pair Share can reveal the out most result of teaching and learning process.

All these conditions affect the student's achievement in writing narrative text paragraph for narrative text writing is related with generating and organizing the ideas. To improve the student's writing, the teacher should use the methods, approaches, techniques and strategies during teaching and learning process.

Actually there are many ways to solve the problems above in improving their skill in writing. There is one way to solve the problem with suitable method in using in the classroom is Think Pair Share Strategy. This is one of the cooperative learning strategy that is developed by Proffesor Frank Lyman at the University of Maryland in 1981 (Lie, 2002 : 57).

Think Pair Share Strategy is one of method that is taught by the teacher, in which the students work together in a group of the classroom to reach a purpose together. It also called team work or working in a group just like discussion. It means that every student work in a group and also should be active in the class room. The teacher give the topic, after that the students discuss the topic and then share the idea and information in group and finally entire in the class. This technique also gives the chances to the students to express their own ideas and opinions and we are as a teacher can reach all aspect of competence well.

Think Pair Share Strategy gives the students helps students' chances to work alone and work in group. It is involves three steps of cooperative structure, namely thinking, pairing and sharing. During the first step individuals think silently about a question posed by the instructor. Individuals pair up during the second step and exchange thoughts. In the third step, the pairs share their responses with other pairs, other teams, or the entire group (Lyman 1981).

By using Think Pair Share Strategy can help students to overcome their anxiety in writing because they have discussed all the problem related to the writing. They will much bravery and confidence to write in the next time and their ability in writing will be increased.

Lyman (1981) on his research had shown that cooperative learning gives the benefit to the students, that is to promote student learning and academic achievement, increase student retention, enhance student satisfaction with their learning experience, help students develop skills in oral communication, develop students' social skills, promote student self-esteem, help to promote positive race relations (<http://edtechkennesaw.edu/intech/cooperativelarning.htm>).

Based on the explanation above, the writer is interested in conducting a research about the improving students' achievement in writing narrative text through by using think pair share strategy.

Conceptual Framework

Writing is one of the communication process that should be acquired by students. By writing, they will get more information, knowledge and science. Students should be motivated book as much possible with good comprehension and interpretation to make learners understand about what the teacher said is very difficult.

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Based on the explanation above, the writer is interested in conducting a research about the improving students' achievement in writing narrative text through by using think pair share strategy. Think Pair Share strategy more effective to be use to improve writing skills of the students, because Think Pair Share strategy has many advantages for the students.

Therefore applying Think Pair Share strategy can increase the ability of the students to comprehension the writing text critically and it makes it easy for the students to grasps information from writing text. Then the students can be attentive, energetic readers who reach rather than cursory understanding of the text well.

In conclusion, by using this strategy, the students' achievement in writing can be increases. That is why think pair share strategy is suitable for students achievement in learning writing. Finally, the readers can understand well after the finish their writing.

Research Findings and Discussion

Based on the data, it was found that there was an improvement of students' achievement on writing narrative text which taught by applying Think Pair Share (TPS). There is an improvement of students' writing narrative text if it is taught by using Think Pair Share (TPS). It showed by the mean of the students' test : the mean of Orientation Test was 76,7, there was not any treatment given to students because it was a test to know the students achievement in writing narrative text. While doing the orientation test, there were few students who were sigh because they found out difficulties to answer the questions. Because of lack the vocabularies many of them cheated their friends' work and it made the class condition noisy. Some of them just guessed the answer because they felt difficult to comprehend the text. The mean of the test In Cycle I was 78,3 The students felt bored and hot so they made noisy in the class. In Cycle I, some of the students tried to open the dictionary while doing the test because they didn't know the meaning of the words find in the text. The cases caused the students' mean in writing narrative text was low with highest and lowest score were 85 and 70. The mean of test was 79,4. The students were active in teaching and learning process. The students' felt more enjoyable and interest in learning writing narrative text by using Think Pair Share (TPS). It could be shown from their enthusiams and attentive during the classroom activities.

The qualitative data which were taken from observation sheet, diary notes, and interview showed that the students were interested and understanding in writing narrative text especially when it was taught by applying TPS. Because they were easy to understand and enjoy materials because they discuss it with their pairs. They were also more comfortable with condition of the class because they were let to be more active without ignoring individual score and the main purpose and learning. Based on the results of quantitative and qualitative data, it was found that the application of TPS had successfully improved students' achievement in writing especially on narrative text.

Conclusion

After analyzing the whole data, it was found that the students' writing narrative text score improved from the orientation test to the cycle 2 test, based on the result of the study, there is an improvement of students' writing narrative text if it is taught by using Think Pair Share Strategy (TPS).

Suggestion

The result of the study showed that applying Think Pair Share Strategy (TPS) improved the Students' Achievement in Writing Narrative Text.

Related the conclusion above, some suggestions are pointed out as follow as:

- A. To English teacher, they are suggested to use Think Pair Share Strategy (TPS) in teaching writing narrative text because this strategy can make th students easy to understand and to motivate them to cooperate in their pairs. Besides that, the teachers should create the classroom atmosphere alive to facilliate the students' interesting in learning English, especially writing narrative text.
- B. The Students, they are suggested to follow this strategy because they are trained to be more active and link the teacher's knowledge with the material given by teacher.
- C. To readers, they are suggested to use this strategy because because it can improve their writing narrative text and it can strengthen this cognitive so you can remember the content of writing narrative text.

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