

**IMPROVING TENTH GRADE STUDENTS' RECOUNT WRITING SKILL
THROUGH APPLICATION OF TEAM PAIR SOLO
AT SMKN 5 JEMBER**

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ABSTRACT

Key words: Writing, Team Pair Solo

Writing is one of the four language skills taught after speaking, listening and reading. Writing activity has an important contribution to students so the students have to improve their writing skill. However there were some problems faced by the students of X PMT 1 at SMKN 5 Jember in writing recount text. Therefore, it was important to do a research entitled "improving tenth grade students' recount writing skill through application of team pair solo at SMKN 5 Jember".

In this research, the problem was "How can application of Team Pair Solo improve the tenth grade students' recount writing skill?" and the objective of this research referring to the research problem was to find out how the application of team pair solo can improve the tenth grade students' recount writing skill. Based on the research problem and the relevant theory, the hypothesis of the research was described as follows: the application of team pair solo can improve the tenth grade students' recount writing skill.

The design of this research was classroom action research. The research subject was X PMT 1 class consists of 36 students. The data were collected using writing test, field note and observation checklist. In order to analyze the data of the students' writing score, triangulation data was used.

The application of team pair solo was conducted in two cycles. In the first cycle, the researcher performance was not really good and there were a half of the whole students that did the task appropriate with the instruction but in the second cycle the teacher performance was good and there were almost all of the students do the task appropriate with the instruction. Those caused the result of the second cycle fulfilled the criteria of success. Application of team pair solo improved the students' recount writing skill in two cycles from the students' average score ≥ 80 ($\bar{x} = 72.19$) in cycle 1 to ($\bar{x} = 81.02$) in cycle 2.

Based on the students' recount writing result it could be concluded that Team Pair Solo technique was improved the students' average score of recount text, but in some aspects. Some aspects of writing recount text in had already been improved in this research were organization, content, and grammar. Meanwhile, just a half of the whole students had already improved their vocabulary and mechanic aspects.

ABSTRAK

Kata Kunci: Menulis, team pair solo

Menulis adalah salah satu dari empat kemampuan dalam bahasa Inggris yang diajarkan setelah berbicara, mendengar dan membaca. Kegiatan menulis memiliki kontribusi yang penting untuk siswa sehingga siswa harus mengembangkan kemampuan menulisnya. Tetapi masih ada beberapa masalah yang dialami siswa XPMT 1 di SMKN 5 Jember dalam menulis teks recount. Untuk itu, sangat diperlukan penelitian yang berjudul “meningkatkan kemampuan siswa kelas sepuluh dalam menulis teks recount melalui pengaplikasian teknik team pair solo di SMKN 5 Jember”.

Rumusan masalah dalam penelitian ini yaitu “bagaimana pengaplikasian teknik team pair solo bisa meningkatkan kemampuan siswa kelas sepuluh dalam menulis teks recount?” dan tujuan dari penelitian ini mengacu pada rumusan masalah yaitu untuk menemukan bagaimana pengaplikasian teknik team pair solo bisa meningkatkan kemampuan siswa kelas sepuluh dalam menulis teks recount. Berdasarkan rumusan masalah dan teori yang terkait, hipotesis dari penelitian dijabarkan sebagai berikut: pengaplikasian team pair solo bisa meningkatkan kemampuan menulis teks recount pada kelas sepuluh.

Model penelitian ini adalah penelitian tindakan kelas. Subjek penelitian adalah kelas sepuluh PMT1 yang terdiri dari 36 siswa. Pengambilan data dilakukan dengan tes tulis, catatan lapangan, dan checklist observasi. Triangulation digunakan untuk menganalisis data hasil menulis siswa.

Pengaplikasian team pair solo dilakukan dalam dua siklus. Di siklus pertama, kinerja peneliti tidak begitu baik dan hanya setengah dari semua siswa yang melakukan tugasnya sesuai dengan instruksi tapi di siklus kedua kinerja peneliti lebih baik dan hampir sebagian besar siswa mengerjakan tugas sesuai instruksi. Karena hal tersebut, hasil dari siklus kedua memenuhi kriteria ketuntasan. Pengaplikasian dari team pair solo meningkatkan kemampuan siswa dalam menulis teks recount di kedua siklus dari rata-rata nilai siswa ≥ 80 ($\bar{x} = 72.19$) di siklus ke 1 menjadi ($\bar{x} = 81.02$) di siklus ke 2.

Berdasarkan hasil dari nilai menulis siswa dapat disimpulkan bahwa teknik team pair solo meningkatkan nilai rata-rata siswa dalam menulis teks recount, tetapi hanya di beberapa aspek yang mencakup organisasi, isi, dan tata bahasa. Sedangkan hanya separuh dari semua siswa yang mampu meningkatkan aspek kosakata dan tanda baca

INTRODUCTION

Writing is one of the four language skills (listening, speaking, reading and writing). Writing taught after speaking, listening and reading. As one of the four language skills, writing is often considered as a difficult language skill by most of the EFL learners. It supported by Oshima and Hogue (1998:3) who say that writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native speaker and new learners of English, it is important to note that writing is a process, not a “product”.

Writing activity has an important contribution to students. According to Harmer (2004:4), writing is used for a wide variety of purposes it is produced in many different forms. It could be seen in student daily activities when they need

to write memos, letters, notes, and many others. It is supported by Raimes (1983:3) who say that writing helps and measures the students' knowledge. First, it helps students reinforces the grammatical structure, idioms, and vocabulary. Second, they have a chance to be adventurous with the language in writing. The last, they learn how to express their idea in the right word and right sentence. Therefore, improving the students' writing skill was important for English Foreign Learner (EFL).

Based on curriculum 2013, the teaching learning process was centered on the students, a teacher was a facilitator. Students were expected to be able to write some kind of genres of writing. They were narrative, recount, descriptive, report, explanation, and etc. But there were some problems faced by students in writing.

Working in group is a way to eliminate students' problem in learning process because they could help each other to solve problem faced. The researcher considers cooperative learning as effective way to help the students faced their problem in learning. Team Pair Solo is one of cooperative learning techniques which could be an effective way to teach writing and helped students to improve their writing skill and solve their problem. According to Kagan (2009: 4.9), it is based on Vygotsky's learning theory which the child's cultural development appears twice; on social level and individual level. On social level, students do the problem on a team and then on a pair in which the students are motivated to help their teammates succeed. On the individual level, the students perform similar thing about what they learned as a team and pair work.

Research Method

The design of this research is Classroom Action Research. The following diagram is bellow.

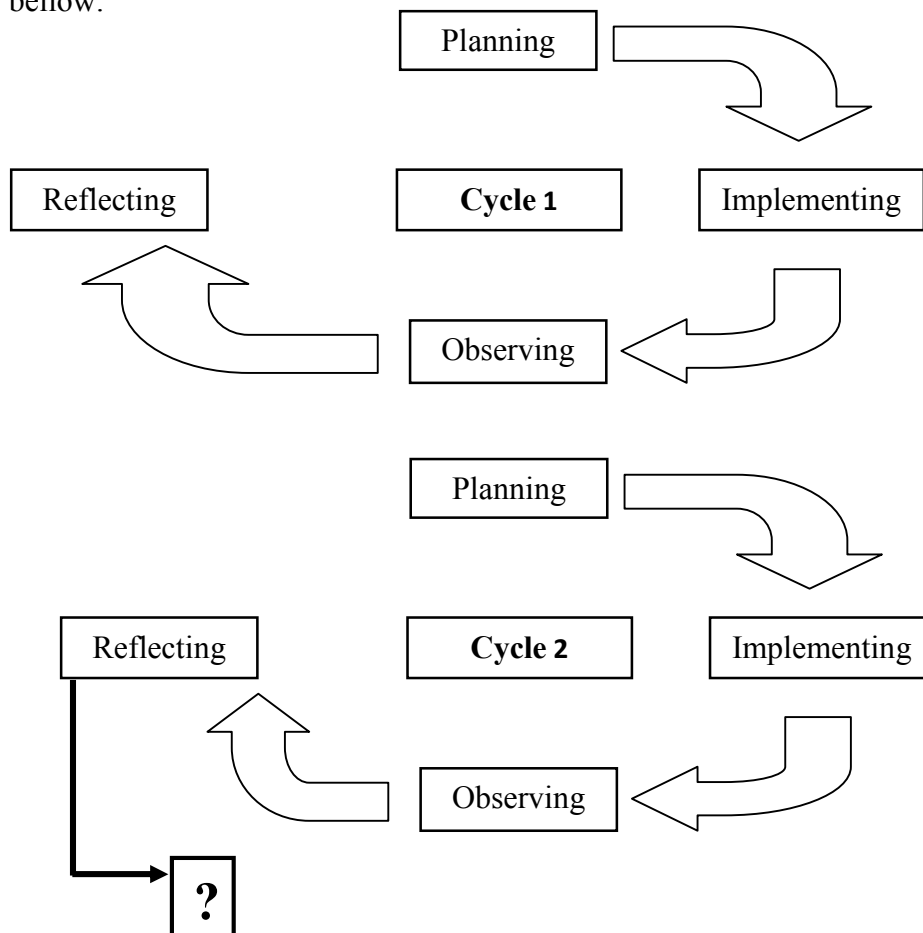


Figure of the Research Design

(Kemmis and Taggart in Arikunto, 2013:137)

Subject in this research is the students of XPMT 1 SMKN 5 Jember in the 2015/2016 academic year. It consisted of 36 students.

The instruments used in this research were test, field note, and observation checklist. The researcher used content/logical validity which meant that the. While the reliability of test was analyzed by using Carol Pearson Product moment and Spearman Brown. The research found that the reliability of the test was 0.9.

Result and Discussion

The research was done in two Cycle. The result of the research could be seen in the table below.

Table of The Result of Cycle 1 and Cycle 2

Cycle	Writing Test	Field Note	Checklist
Cycle 1	Students' average score was 72.19	A half of the whole students did not give any comments or questions about the teacher's explanation, were enthusiastic about the teacher's instruction, do their work appropriate with the instruction, and were enthusiastic in group and pair work.	The researcher did not communicate the instruction and example clearly and specifically, treat the students fairly, use the variety of activities and questioning, and manage the time well.
Cycle 2	Students' average score was 81.02	Almost of all the students paid attention, gave feedback to the researcher explanation, were enthusiastic on researcher instruction and were able to work in team, pair and individual.	The researcher able to teach orderly. She began the teaching learning process well, communicated the objective, explained, and instruction clearly, treated the students fairly, and managed the time well.

Based on the result of the action done in each cycle, it could be said that the application of team pair solo technique in teaching learning process improved the

students' recount writing skill. This was due the fact that Team pair solo can help the students to solve their problem in writing recount text.

In teamwork the students discussed and generated ideas on the topic given and answered, some questions related the topic posed by teacher. It was done in the meeting one in cycle in the exploring activity. The students was given a recount text and then they discussed and found the ideas of the text covered generic structure of the text, language features of the text, what the story was about, who was in the story, when the story happened, where did the story happen, and how the story happened. Teamwork intended to make the students helped each other to understand well about recount text and were able to generate their idea in the next activity. It could be seen on the field note results that the students were not enthusiastic to work in team and pair.

In pair work the students made sentence based on the topic posed by the researcher. It was done in associating activity in meeting 2 in cycle 1. The students had to write a main idea in the form of sentences appropriately with the topic and words given. For example, the topic in cycle 1 was "unforgettable experience" and the words posed by researcher was "what: unforgettable experience, when: last year, Who: my friend and I, Where: Bali/Papuma, Why: Holiday, How : Prepare, Train/car/bus/motor cycle, Sanur Beach/Teluk Love, Kuta/lunch, Home". The students chosen one of the places and made a main idea about the topic and words they had already been chose. In the next activity was communication, in this activity the students organized and developed the sentence into some paragraphs of recount text.

According to Kagan (2001), Students do problems first as a team, then with a partner, and finally on their own. All of the activities were done, but based on the field note and observation checklist there were some aspects that had to be increase. Based on the observation checklist result the researcher did not communicate the instruction and give example clearly and specifically, treat the students fairly, use the variety of activities and questioning, and manage the time well. When the researcher explain the instruction and example there were a half of the whole students still got difficulties and did not do the their work appropriate with the instruction. When the researcher asked question to the students, there were only same students who answered the teacher's question while almost the whole of them did not pay attention and did not answer the researcher question. They tended to keep silent and depend on their friends' answer. When the researcher asked them to work in team, they prefer to work individually than in team. Some of students were not enjoy working with their member of team. It could be seen on the field note results that the students were not enthusiastic working in group and pair.

From the results, it was known that there were some aspects influenced the results. To solve those problems the researcher did some revisions. The researcher gave more explanations about the advantage and purpose of working in group and pair by using example to make them become enthusiastic working in team and pair. The researcher showed that by working in group they were easier to generating their idea and developed it. In other side, the students allowed choosing their team and partner in order to make them enjoy in doing their task. The instructions drew in a paper to make them understanding well about it. The researcher treated the student fairly in order to make them understand well about

the example and instruction, managed time orderly, and gave more explanation and example of past participle, personal pronoun and capitalization in used.

In cycle 2 the material focused on improving the students' grammar and mechanic and the activities was focus on them. The students gave the paper of material that covered of personal pronoun, past participle, and capitalization. In the first meeting in cycle 1 in exploring activity, the students gave incorrect recount text (grammar and mechanic). The students worked in group to find out the mistakes and correct them. To make them enjoyed working in group and discussing the topic, the researcher allowed them to choose the member of team. Because working in group that consisted of member that closer each other could make the students easier to discus and share their ideas. So, they able to help each others and solve the problem that posed by the researcher.

In associating activity in second meeting in Cycle 2, the students arrange the jumble words into the correct sentence. This activity intended to make them understand well in using grammar especially past tense. This activity was done in pair. In pair activity, the students also allowed choosing their partner to make them enjoyed working in pair. Almost of students was enthusiastic working in pair and helped their partner. Sometime, some of partners asked question to the researcher when they got difficulties in pair work. The researcher treated them by giving more explanation and example.

In the communicating activity the students worked individually. They developed the sentences from the previous activity become a paragraph. The researcher explained the way to do it by oral and draw it in paper. The students were enthusiastic and able to work well in this activity. It could be seen on the students' recount text, almost all the students had already been able to write in acceptable organization, content, and used correct grammar. Meanwhile, just a half of the whole students had already able to write correctly using vocabulary and mechanic. The students' recount product in cycle 2 was better that in cycle 1. Their product had appropriate generic structure of recount text, content delivered through the reader, used correctly vocabulary, grammar and mechanic.

After the action was done in cycle 2, it was found that the students' average score of writing test in cycle 2 was improved. The students' average score was 81.02. It was higher than the students' average score in cycle 1 that was 72.19. From the result of cycle 2, it proved that by revising some aspects, the students could improve their average score of writing recount text.

The result was supported by some theories and studies related to the application of team pair solo in teaching writing recount text. Harmer (2004:86), says that writing is a process that people write is often heavily influenced by the constraints of genres, then the elements have to be presented in learning activities. Based on that statement, in application of team pair solo in teaching writing recount text the researcher presented the learning activities in process of team first, then pair and then individual. In supported by Kagan and Kagan (2001) that students do problems first as a team, then with a partner, and finally on their own. The advantages of the process made the student able to tackle and solve their problem. Kagan and Kagan (2009: 12.6), who says after the teamwork portion is completed, students independently solve problems and turn in their own worksheets. This activity supported by Vygotsky in Cameron (2001:6), who says that development and learning take place in a social context. In team pair solo,

when the students worked in team and pair, those activities played important roles in learning process, bringing objects, asking question, helping each others, arranging and developing the ideas, and solving their problem. With the helped of others, students could do and understood much more than they could do on their own. When they worked individually, they did not have as many options for solving their problem as team and pair worked. In team and pair worked, the student could learn how to solve the problem with help from their team and partner, but when they worked individually there were no someone helped them when they got difficulties.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of writing tests which were done in cycle 1 and cycle 2, it could be concluded that teaching writing a recount text trough application of team pair solo technique could improve the X PMT 1 of SMKN 5 Jember at 2015/2016 academic year. The team pair solo technique could help the students to solve their problem in a process of working in a group first, than with partner, and then individually. When the students worked in team pair solo, those activities played important roles in helping the students learning in process, asking and answering question, helping each others, arranging and developing ideas, and solving their problem.

Suggestions

The result showed that the application of team pair solo could improve the students' recount writing skill. The English teacher and future researchers are suggested to applied team pair solo technique as a technique in improving the students writing skill in organization, contents and grammar aspects by giving clear explanation and instruction. To make the students improved all aspects of writing, the English teacher could be combined the team pair solo with other appropriated technique. The students are suggested to more aware to others and improve their writing skill by using team pair solo technique for other topics in writing a recount text.

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