ABSTRACT

Hariyati, Hendra Sri. 2016. *Improving Tenth Grade Students' Recount Writing Skill Through Application of Team Pair Solo at SMKN 5 Jember*. Thesis. English Education Program, Faculty of Teacher Training Education, University of Muhammadiyah Jember. Advisor: (1) Henri Fatkurochman, SS.M.Hum. (2) Indri Astutik, M. Pd

Key Word: 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.