USING THINK-PAIR-SHARE TECHNIQUE TO IMPROVE STUDENTS' SKILL IN

WRITING DESCRIPTIVE TEXT

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Abstract
The problem is "how can the use of think pair share improve the seventh grade students' skill in writing descriptive text at SMPN 2 Kencong in 2015/2016 academic year?" and "how can the use of think pair share improve the seventh grade participation at SMPN 2 Kencong in 2015/2016 academic year?" and the objective of this research referring to the research problem is to find out how the use of think pair share can improve the seventh grade students' skill in writing descriptive text and students participation. The design of this research is classroom action research. The research subject is seventh A class consisting of 30 students. The data are collected using interview, observation, test and instrument used is test items. In order to analyze the data students' writing score, percentage formula is used. Think-Pair-Share Technique improved the students' writing skill in two cycles percentage of students scored ≥ 70 was 52% in the first cycle, and it was 76% in the second. Based on the research result, it can be concluded that Think-Pair-Share Technique is able to improve writing skill and students participation at SMP 2 Kencong in the 2015 – 2016 academic year.

Key Word: improving, Think-Pair-Share Technique, writing descriptive paragraph

PENGGUNAAN TEKNIK THINK-PAIR-SHARE UNTUK MENINGKATKAN KEMAMPUAN SISWA DALAM MENULIS TEKS DESKRIPSI

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Abstrak

Masalah penelitian ini adalah "Bagaimana penggunaan Teknik Think-Pair-Share dapat meningkatkan kemampuan siswa kelas sepuluh dalam menulis teks deskripsi di SMP N 2 Kencong pada tahun 2015/2016?" dan bagaimana penggunaan teknik Think-Pair-Share bisa meningkatkan keaktifan siswa dikelas? Tujuan dari permasalahan ini untuk mengatasi permasalahan kemampuan menulis dan keaktifan siswa menggunakan teknik Think-Pair-Shate. Jenis penelitian ini menggunakan PTK (Penelitian Tindakan Kelas). Subjek penelitian ini adalah kelas sepuluh A terdiri dari 30 siswa. Pengumpulan data menggunakan wawancara, meneliti langsung dan tes menulis. Menganalisis data menggunakan nilai menulis dalam rumus persentase. Teknik Think-Pair-Share meningkatkan kemampuan pemahaman membaca siswa di siklus kedua, presentase nilai ≥ 70 adalah 52% pada siklus pertama, dan menjadi 76% pada siklus ke 2. Berdasarkan hasil akhir dapat disimpulkan bahwa teknik Think-Pair-Share dapat meningkatkan kemampuan menulis dan juga keaktifan siswa di SMP N 2 Kencong tahun ajaran 2015/ 2016.

Kata Kunci: meningkatkan, teknik Think-Pair-Share, menulis paragraf deskriptif

INTRODUCTION

The seventh grade students' of SMP 2 Kencong had a difficulty in writing skill occurred might be caused by inappropriate strategies and activities conducted in the teaching of writing. In speaking they may get shy to speak because of fears of getting falls. But in writing they have no idea what to write and they fears getting falls in grammar or they don't know how to write. In the school the teacher also never gave model of how to write descriptive, because writing activities in class were dominated by memorizing a dialog, sentences and words. Therefore, it makes the students feel bored and lazy to join in class. Based on the condition above, the researcher wants to try a teaching writing strategy to help the English teachers increase their students' writing skill by using Think-Pair-Share Technique and this research is entitled "**Using Think-Pair-Share Technique to Improve The Seventh Grade Students' Skill in Writing Descriptive Text at SMP N 2 Kencong in the 2015-2016 Academic Year**."

RESEARCH METHOD

This research was intended to improve the writing skill by using Think-Pair-Share Technique for the seventh grade student in SMP N 2 Kencong. Therefore, the kind of this research is classroom action research. This classroom action research is conducted in a cycle model consist of four stages activities namely: (1) planning the action, (2) implementing of the action, (3) observing and (4) reflecting of the action.

To measure the student percentage of their reading comprehension, the researcher uses this formula:

$$E = \frac{n}{N}100\%$$

Where:

E : The percentage of students scored ≥ 75 in speaking ability
n : The number of the students achieving the minimum standard scores.
N : The total number of the students

(Ali, 1993:186)

The second cycle is conducted under the condition if the result of the first cycle has not achieved the criteria of success. If it is achieved the success, the first cycle is stopped. The steps in analyzing the data were as follows:

1. Scoring the result of the writing test in Cycle 1.
2. Analyzing the result of test quantitatively by using the formula above

After doing the reflection, the research and the English teacher discussed the result in detail to find another alternative or solution to solve the problem encountered both by the students and the English teacher, which was used as the consideration to conduct Cycle 2 if Cycle 1 is not success.

THE RESULT OF THE RESEARCH

The test was administered after the second implementation of cycle I and it was followed by 30 students. In this research the target score of the students was ≥ 70 and it must be achieved by 70% of the students.

The Result of Reading Comprehension Test in Cycle I

The Data Results	Percentage (%)
The students who got score ≥70	52%
The students who got score < 70	47%

Based on the result of writing test in Table 4.1 above, it was found that the percentage of students who got score ≥70 was 52% and the percentage of students who got score < 70 was 47%. It means there were 16 of 30 students who got score ≥70, and there were 14 of 30 students who got score < 70 in cycle I. The result of writing test could not reach the criteria of success that was 70%. As mentioned before, the cycle of this research was considered to be successful if 70% students got score ≥70. It means that the action in cycle I was not successful yet and it was necessary to continue the action to cycle II.

Based on the observation checklist in cycle I, in the first meeting there were 12 of 30 students (40%) who active in the class and there were 18 of 30 students (60%) who passive in the class. Meanwhile in the second meeting there were 17 of 30 students (57%) who active in the class and there were 13 of 30 students (43%) who passive in the class.

The Result of Reading Comprehension Test in Cycle 2

The Data Results	Percentage (%)
The students who got score ≥70	76%
The students who got score < 70	34%

Based on the result of reading test in Table 4.2 above, it was found that the percentage of students who got score ≥70 was 76% and the percentage of students who got score < 70 was 23%. It means that there were 23 of 30 students who got score ≥70, and there were 7 of 30 students who got score < 70 in cycle II. So, the target percentage of the research that was 70% of the students got ≥70 has been achieved.

There was improvement from 52% in cycle I up to 76% in cycle II. This research was successful and the teaching writing skill through Think-Pair-Share Technique could reach the criteria of success. So, the action was stopped, and it is unnecessary to continue the action into the next cycle because more than 70% of the students could achieve the target score.

Based on the observation checklist in cycle II, in the first meeting there were 24 of 30 students (81%) who active in the class and there were 6 of 30 students (20%) who passive in the class. In this cycle only one meeting.

DISCUSSION

Based on the result of writing test in cycle I was 52% of the students got score ≥ 70. It means that they are failed or did not achieved the target score. And there was 47% of the students who got score < 70 because they do not understand about the test and was not serious doing the test. Thus, the students did not achieve the target score. As the result, the action was continuing in cycle II. The average of the student active participations in the cycle I was 57% and 43% of the students who passive in teaching learning activities. In could be said that the observing in the cycle I was not success because could not achieve 70%. It means that the percentage the standard score had not been achieved and it can be said that it was not successful.

In the cycle II indicated that the students' writing skill increased after the use of Think-Pair-Share Technique in teaching writing. There was 76% of the students who got score ≥70 are success, it means that most of the students achieve the target score. The average of the student active participations in the cycle II 81% and 20 of the students who passive in teaching learning activities. In could be said that the observing in the cycle II was success because more than 70% of the students active in teaching learning activities.

CONCLUSION AND SUGGESTION

Conclusion

Based on the research result, it could be concluded that the use of Think-Pair-Share technique in teaching descriptive paragraph could improve the seventh grade students' writing skill at SMPN 2 Kencong in 2015/2016 academic year. Think-Pair-Share technique helps students to develop writing of a topic by pairing. The students can exchange opinions and knowledge more of them and develop the ability to get more information. And the result of observation using Think-Pair-Share could improve the seventh grade students' participation at SMPN 2 Kencong in 2015/2016 academic year by sharing of knowledge and experience among friends or group.

Suggestion

Based on the conclusion above, that use of Think-Pair-Share Technique can improve students' skill in writing descriptive paragraph, some suggestions are given to the following people:

1. The English Teacher

Considering that Think-Pair-Share technique can improve the students' idea in writing, it is better for them to implement this technique as an alternative that can be used in teaching writing. It is also suggested for them to give more helps and guidance to the students during implementations of Think-Pair-Share technique in teaching and learning process of writing.

2. The Students

It is suggested for students to use Think-Pair-Share technique as the way to help them to improve their idea in writing a text. In addition, by using Think-Pair-Share Technique in

order to be more active participant, to make good cooperation with the other in writing class. Therefore, they can get more knowledge and get better score in writing.

3. The Future Researchers

It is suggested for future researcher who found similar problem that they conducted the similar study in different levels with different types of the text to see whether Think-Pair-Share technique is also appropriate and effective to improve students' idea in writing.

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