

ABSTRACT

Huwaida, Nisrina Balqis. 2017. Improving Eleventh Grade Students' Writing Ability by Using Think Pair Share Technique at Islamic Boarding School Baitul arqom Balung in 2016 / 2017 Academic Year. Thesis. English Language Education Program, Faculty of Teacher Training and Education, University of Muhammadiyah Jember. Advisors: (1) Henri Fatkurochman, M. Hum.(2) Widya Oktarini, S.S. MA.

Key word: Writing Ability, Think Pair Share Technique

The second and foreign language learners of English (ESL and EFL) consider writing as the most difficult skill to learn and also to teach. As the preliminary study of the students in Islamic boarding school, the researcher found that most of students unable to write well because they think writing is a boring activity to do. This problem caused by their difficulties in developing idea and organizing the structure of analytical exposition text.

In this research, the problem "how can Think Pair Share technique improve the Eleventh B grade students' writing ability at Islamic Boarding School Baitul Arqom Balung in the 2016/ 2017 academic year.

The design of this research is classroom action research. The research subject is XI B class consisting of 30 students. The data collected by using writing test, field note and document. In order to analyze the data students' writing score, percentage formula is used.

The researcher used only one cycle which consist of two meetings. Those the result of this cycle achieved the criteria of success. Think Pair Share technique improved the students' writing ability in one cycle from the percentage of the students' score 75 (E= 83%)

It is concluded that Think Pair Share Technique can improve the Eleventh grade students' writing ability at Islamic Boarding School Baitul Arqom in the 2016/ 2017 academic year by working in pair and sharing the ideas, the students easily to be able to communicate with their pair in composing analytical exposition text.

ABSTRAK TERJEMAHAN

Kata Kunci: Kemampuan menulis, Teknik Think Pair Share.

Pelajar Bahasa Inggris sebagai bahasa kedua dan asing (ESL dan EFL) menganggap kemampuan menulis adalah kemampuan paling sulit untuk dipelajari dan bahkan untuk mengajarkannya. Berdasarkan preliminary study yang dilakukan di Pondok Pesantren Baitul Arqom Balung, peneliti menemukan banyak siswa yang masih tidak bisa menulis teks eksposisi analitis, siswa menganggap bahwa menulis adalah aktifitas yang membosankan. Maka siswa sulit untuk mengembangkan ide dan menyusun teks eksposisi analitis berdasarkan susunan yang baik dan benar.

Pada penelitian ini, masalah penelitiannya yaitu “ bagaimana cara meningkatkan kemampuan menulis siswa kelas XI di Pondok Pesantren Baitul Arqom Balung pada tahun akademik 2016/ 2017.

Jenis penelitian ini adalah penelitian tindakan kelas . subjek penelitian yaitu kelas XI B yang terdiri dari 30 siswa. Teknik pengumpulan data menggunakan tes menulis, catatan lapangan dan dokumen. Dalam menganalisis data, peneliti menggunakan rumus persentase.

Peneliti menggunakan satu siklus yang terdiri dari dua pertemuan. Untuk itu hasil pada siklus tersebut sudah tercapai. Teknik Think Pair Share meningkatkan kemampuan menulis siswa pada satu siklus dengan hasil perhitungan siswa yang mendapat 75 (E= 83%).

Maka dapat disimpulkan bahwa teknik Think Pair Share dapat meningkatkan kemampuan menulis siswa di Pondok Pesantren Baitul Arqom Balung pada tahun akademik 2016/ 2017dengan melibatkan siswa dengan rekan kerja mereka dan bekerja sama serta berbagi ketika menulis teks eksposisi analitis.

I. INTRODUCTION

Writing is a developmental process. Students try to express their views or ideas in the best writing with teachers' guidance. Grenville (2001: 06) stated that writing is a process. No one's born knowing how to write, but it is a skill that most people can learn, and the more you do it, the easier it becomes. What students need is to practice more and more. The difficulty not only in developing and organizing ideas, but also in translating these ideas into readable text. Hyland (2004: 09) explained that writing is a way to share personal meanings. The people construct their own views on topic. They will share their views on a topic to each other then. A person's views may be different from other people's views. It depends on their belief. Therefore, when constructing their views (ideas), the people have to make it understandable and acceptable. It means that the students need a partner to share their ideas.

Based on the class observation at the eleventh graduate in Islamic Boarding School Baitul Arqom most of the students have ideas but they find it is difficult to express in writing form. When they obtain the task to write, they prefer to use simple and short sentence. They worry about making mistakes. The teacher ask the students to write sentences as many as they can without knowing how to make their students write as many as they can. Students in Senior High School especially, the Eleventh grade students should be able to write or produce analytical exposition text because it has a purpose to persuade the reader that there is something that certainly needs to get attention to know many issues, but when they have to produce their own analytical exposition text, they face many difficulties. They have difficulties in developing ideas into good order to form a good analytical exposition paragraph and organize the structure of the text.

According to the result of an informal interview held on March, 5th 2017 with the English teacher of the Eleventh grade of Baitul Arqom Islamic School, it is found that the teacher has never used pair discussion technique or method in teaching writing. Instead, the teacher provide them some individual activities. So, based on preliminary study the result only 60% from all the students who get the lower scores under the minimum criteria in producing the analytical exposition paragraph.

Harmer (2004 : 128) stated that pair works play an important role in a big class. They can maximize students' participation. To make the students motivated and enjoyable in learning, the teacher should use interesting technique. One of the techniques in cooperative learning is Think Pair Share (TPS) Technique. Arends (2007 : 354) stated that Think Pair Share is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations or discussions need to be held in whole group setting, and it has been built in procedures for giving students more time to think and to respond and to help each other. Students have the opportunity to share their ideas and share their mistakes into their pair. For that reasons, the writer brings think pair share technique to involve students in learning writing an analytical exposition paragraph.

Based on the information above, it is known that using Think Pair Share Technique has some advantages to the students' writing ability, which can be used to overcome the students' problem in learning English, especially in writing.

II. RESEARCH METHOD

In this research, Classroom Action Research (CAR) is the method that the researcher uses to overcome the writing problem faced by students in the class. The population of this research is the eleventh grade student at Islamic Boarding School Baitul Arqom Balung which consists of 30 students. The subjects are taken by using purposive sampling. It means that the researcher selects a sample based on the prior information, which provide the data he needs. There are two classes in the eleventh grade. In this case, the subjects are XI B based on the consideration that their writing ability need to improve. In the previous class there are 40% of the students can write well. The instrument of this research is using writing test, field note and document as a tools to collect a data.

- a) In test, the students are asked to write an analytical exposition text in paragraph in 60 minutes, 200 words. There are three topic provided by the teacher. Hughes (2003:104). There are five aspects :content, organization, grammar, vocabulary, and mechanics.
- b) The observer used field notes to write down the activities during teaching and learning process in the classroom. The observer uses field note as a

guideline while observing. The aspects which are observed in the field notes as follows : How the teacher implement Think Pair Share Technique in teaching writing in the classroom. How the students' respond in writing analytical exposition text which has been taught through Think Pair Share Technique. How the improvement and the development of the students' test between the first meeting to the last meeting.

- c) Document provides students' writing analytical exposition draft. This documents are from students' writing assignment starting from the first meeting to the third meeting in one cycle to know their improvement.

III. RESULT AND DISCUSSION

The findings of this research showed that almost students in class XI had their score increased in each assessment given. Based on the field note in the first meeting to the last meeting. The students' responses from the first meeting to the last meeting were really improved. They were enthusiastic in receiving the material from the teacher through TPS technique. Although in the first meeting some of the students did not still understand with the teacher explanation. The teacher explained once more in the middle of the discussion section. The teacher reflected from the previous meeting and tried to be different and gave more attention then the second meeting, the students were more active in asking some questions and gave their partner feedback. They shared their ideas into a whole class and the others corrected it if there was a mistake. And the students' development in writing analytical exposition improved. In other words, teaching writing by using Think Pair Share Technique could improve students' writing analytical exposition.

After conducting two meetings implementing TPS technique. The writing test was conducted to measure the students' achievement score in writing. There were 25 students of 30 students who got 75 and the rest got lower than it. From the score it was found that the percentage of the students who had achieved the target was 83%. It means that it has achieved the target criteria of this research.

I. CONCLUSION AND SUGGESTION

In having good writing never a one step action, it is an on going creative act. Think phase influenced to the students in developing ideas and made the students easily in arranging the sentences in order. By putting the ideas down on paper to transform thought into words, to give them structure and coherent organization and to convince the readers that there was an issue need to get attention. Those are influenced in pair phase, because it is the main activity to develop their writing beside Think and Share phases. On the other hand, Share phase also needed to share what had been written by the students in a whole class to make the writers proud of their product.

Thus, it is concluded that Think Pair Share Technique can improve the Eleventh grade students' writing ability at Islamic Boarding School Baitul Arqom in the 2016/ 2017 academic year by involving the students working in pair and sharing the ideas. So that they can discuss their writing draft and revise the writing product.

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