USING TPS TO IMPROVE STUDENTS' WRITING AT THE FIRST GRADE STUDENTS OF SMA

Annisa Oktaviani, Patuan Raja, Muhammad Sukirlan
University of Lampung
Jalan Sumantri Brojonegoro No. 01, Gedong Meneng, Bandar Lampung, 35141
Annisoktaaa@gmail.com

Abstrak. Penelitian ini bertujuan untuk meneliti apakah ada peningkatan kemampuan menulis siswa setelah belajar menggunakan TPS. Penelitian ini adalah penelitian kuantitatif. Sasaran penelitian ini sebanyak 30 siswa kelas satu di SMAN 14 Bandar Lampung. Test menulis digunakan sebagai alat untuk pengambilan data. Hasil menunjukan bahwa terdapat perbedaan yang signifikan secara statistik pada pencapaian kemampuan menulis siswa dengan tingkat signifikansi $p < 0.05$ (p=0.00). Dapat disarankan bahwa pengajaran menulis menggunakan tehnik TPS membantu siswa untuk meningkatkan kemampuan mereka dalam menulis.

Abstract. The aim of this study was to find out whether there was an improvement of students' writing skill after the implementation TPS. This research was quantitative research. The subjects of this research were 30 students at the first grade of SMAN 14 Bandar Lampung. The writing test was administrated as the instrument of this research. The result showed that there was a statistically siqnificant difference of the students' writing skill with the siqnificant level $p < 0.05$ (p=0.00). This suggests that writing through TPS facilitates students to improve their writing skill.

Keywords : think pair share technique, writing skill, recount text

INTRODUCTION

Writing is a specific ability which helps writers to put their thought into words in a meaningful form and express their feelings through a sentence. Writing is a process of organizing and formulating ideas into right order to convey the aim and present it on a piece of paper. Writing is considered as an important activity for students to express their ideas, thoughts, feelings, and judgments about everything they have read, seen or experienced.

Considering the purpose of writing, Linderman (1983) points out that writing is a process of communication that uses conventional graphic system to convey a message to the readers. A lot of exercises are required to acquire writing skill and to produce a good written form, therefore the appropriate teaching learning method is very important to help students to be skillful in writing. This is because the process of writing requires a set of competencies.

In addition, Anderson and Anderson (2002) state that recount text is a text which lists and describes past experiences by retelling events in the order that happened in chronological order. Students in senior high school should be able to write or produce recount text. It is not something attractive and fun for them to write recount text although recount text has purpose to entertain the reader. They have many stories in their mind related to recount text but when they have to produce their own recount text, they face many difficulties. Based on the researcher's pre-observation by interviewing the English teacher of SMA N 14 Bandar Lampung, it can be reported that most students have a difficulty in learning English. Many students cannot get and generate their own ideas. Some students get a difficulty to express their ideas, thoughts, and feelings into written form. Furthermore, the students also have difficulties to arrange the idea into good order to form a good recount text. They also lack of vocabularies related to the idea that they want to write.

Teaching writing by using Think Pair Share (TPS) technique is very interesting activity to use. As a technique of cooperative learning, TPS is advantageous strategy that could be used as an active and interactive process in teaching writing. TPS has some stages. First, give a topic about recount to the class, telling them to think silently for a minutes. Then pair them with the other students, and ask them to exchange opinions. In this step, the teacher has opportunities to check for understanding by listening in pairs discussion and can note the ways in which pairs share their responses. The teacher also instructs the students to practice writing with their pair work about recount text, and the last stage is share the result of their discussion to the whole class, with some stages of TPS above, students are promoted to a technique of cooperative learning which is able to improve students' academic performance in writing recount text.

The first research was done by Sumarsih and Sanjaya (2013). The design was qualitative and quantitative, the students of grade VIII in Junior High School in Indonesia as the subject, the instruments were evaluation sheet, observation sheet, interview sheet and questionnaire. The result of this research revealed that the students' achievement improved when they are taught by TPS Technique.

The second research was done by Usman (2015). The design was qualitative and quantitative, the subjects were twenty students at the first year of the Islamic Education Department of STAIN Ternate in 2010/2011, the instruments were test, tape recorder, camera, observation checklist, and field notes. The result of this research is the TPS strategy was effective to be implemented at STAIN Ternate in order to improve the students' speaking ability.

The third research was done by Siahaan and Ginting (2014). The design was qualitative and quantitative, the subject of this research was SMA Teladan Cinta Damai, and the instruments were written tests, diary notes, observation sheets, and questionnaire sheets as the instruments. The research results found that TPS technique had successfully improved students' achievement in writing procedure text.

The last research was done by Sugiarto and Sumarsono (2014). The subject was the eighth-graders in SMP N 4 Ampelgading Satu Atap. The instrument was a narrative text. The research results that the students' ability in reading narrative texts improved after the implementation of TPS model.

Those previous research had investigated about teaching writing and speaking through TPS technique in recount text, descriptive text, and procedure text. It seems that the previous researches have not conducted a research in teaching writing through TPS technique in recount text especially in 2013 curriculum. Considering the problems above and regarding the advantages of think-pair-share above, the researcher was interested to conduct a research entitled "The Use of Think Pair Share technique to Improve Students' Writing Recount text at the First Grade Students of SMAN 14 Bandar Lampung".

METHODS

This research was quantitative research in which one-group pretest-posttest design was applied. It was used One Group Pre-test Post-test Design to see the significant difference between before and after the application of TPS technique. This research was conducted at the first grade of SMAN 14 Bandar Lampung; one class was chosen, the sample of this research was class X MIA 1 which consisted of 30 students as the experimental class in second semester of 2016/2017 academic year. For the data collection instruments, pretest and posttest of writing were administered. The pretest was conducted for 80 minutes with two kinds of topic that the students had to choose. The posttest was administered after treatments and it also took 80 minutes; nevertheless, the researcher gave limitation to the students by giving some directions. This research was conducted in four meetings: pretest, first treatment, second treatment, and posttest. The data collection instruments were meticulously found valid based on the curriculum; moreover, in order to make sure that the data collection instruments were reliable, the reliability was analyzed by using Rank-order Correlation. The students' scores from pre-test and post-test were analyzed by using t-test of SPSS 16 program. The gained data were analyzed by the repeated measure t-test.

RESULTS

The pretest was conducted on February 22th, 2017 with the time allocated was 80 minutes. The students who practiced in the pretest were 30 students at X MIA 1. There were two kinds of topic that the students could choose with some directions. The mean score of the pretest was 60.96667 the highest score was 72 and the lowest score was 45.

The post test was administered in order to see the students' score of writing skill in recount text after being taught using TPS technique. The pretest was conducted on March 15th, 2017 in experimental class. It shows whether or not there are any increasing. The instrument using post test were the same as pre test. From the result, the mean of post test is 72.63333; the highest score is 82 and the lowest score is 65.5.

Table 1. The Improvement of Each Aspects

Aspects of Writing	Mean score of Pretest	Mean score of Posttest	Gain	Percentage
Content	18.93	22.18	3.25	10.83%
Organization	13.10	15.12	2.02	10.10%
Vocabulary	12.67	14.73	2.06	10.30%
Language Use	13.53	17.08	3.55	14.20%
Mechanics	2.98	3.52	0.54	10.80%

The table above shows that the implementation of TPS can improve all aspects of writing. The aspects of writing that improve the most is Language Use with increase 14.20%, and the second is Content with increase 10.83%, then Mechanics 10.80%, followed by Vocabulary 10.30% and 10.10%.

Table 2. Paired Sample Test

Paired Samples Test

	Paired Differences							Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper	t	df	
Pair 1 posttest - pretest	1.16667E1	4.29782	.78467	10.06183	13.27150	14.868	29	.000

The table above revealed that the result of t-test shows that t-value is 14.868 with two tail significance level shows $p<0.05$ (p=.000). The significance level is 0.000 it means that the result of the test is can be trusted 100%. The use of t-test here is to see the differences between mean score of pre-test and post-test. The difference of the mean score in pre-test and post-test is 14.868 and it shows that the result of

post-test is bigger than in pre-test. It can be inferred that H_0 is rejected and H_1 is accepted since $0.000 < 0.05$. In conclusion, there is a significant difference of students writing skill of recount text before using TPS technique and after using TPS technique. Thus, the hypothesis is accepted.

DISCUSSION

The purpose of the research is to find out whether there is any improvement of students' writing skill after being taught using TPS technique. The students' score of pretest and posttest were compared to determined students' improvement. The improvement showed that the achievement of experimental class was at the significant level of $p=0,000$, $p<0,05$. It implies that the TPS technique had positive effect on students' writing skill.

On the other hand, the researcher not only analyzed the improvement of the students' writing skill, but also included the improvement of each aspect of writing. Therefore it makes the result of this research is deeper and more specific.

As the result in order to find out whether there was any significant improvement of students' writing skill after being taught using TPS technique, this research conducted the data by using Independent Group T-test to measure the data from pretest and posttest score.

Based on the result of pretest and posttest, it shows that there is an improvement of the students' writing skill. The result of the data that shows on the graphic, it can be seen that there is an improvement of students writing skill after being taught using TPS technique. After the implementation of TPS technique students writing skill could improve, since Think-Pair-Share is a technique that combine both between individual learning and also collaborative learning. This technique provided some steps that could easily follow by the students in order to write better.

Through the steps of TPS technique, students could learn and get information from their pair or friends who presented their work in front of the classroom, therefore TPS technique helps the students to consider or failure in writing activity. Moreover, Harmer (2004) states that process of writing are the phase where the writer goes through in order to produce something in its final written form. By applying TPS technique those phase could be done effectively. It can obviously be seen that TPS technique which was applied in the writing class successfully improves the students' writing skill. It can be seen from the improvement of a mastering writing recount text.

Furthermore, this technique TPS technique provided some steps that the students could easily follow. By following the three main steps of TPS technique, the students could easily develop their story, consider their failure in writing a recount text, related to the language use and the other aspects of writing in order to write better. Due to the steps of TPS technique, which give them "think time" that was time to think before they begin to write their story related to the theme or topic of the day, consider other point of view, learn and get information

from their pair in the "pairing time" and reinforce their knowledge or information that they got from their through the presentation of their friend in "sharing time". This technique make the students learn from their pair and friends. So it will help them to write a better recount text easily and make them more confident in writing activity.

The finding of this research showed that TPS technique which was applied in the writing class successfully improves the students' writing skill and language use was the aspect that improved the most. It can be seen from the improvement of a mastering writing recount text. It supported by the theory The think-pair-share strategy increases the kinds of personal communication that are necessary for students to internally process, organize, and retain ideas. In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority (Lyman, 1987).

The finding of this research also correspond with the finding of Sumarsih and Sanjaya (2013) that TPS technique works effectively and efficiently in helping students in improving their achievement in writing descriptive text. Moreover, also in line with the finding of Siahaan and Ginting (2015) that Think-Pair-Share (TPS) technique gives contribution to improve students' achievement in writing procedure text. The last this finding also correspond with the finding of Usman (2015) that the think-pair-share strategy was effective to be implemented in order to improve the students' speaking ability.

Referring to those explanations above, it can be concluded that TPS technique can improve students' writing skill, since TPS technique provides some steps that could easily follow by the students. Through those steps, students could learn and get some information from their pair and their friends who present their work in front of the classroom.

CONCLUSION
Drawing the analysis of the findings and discussion, there are two conclusions in this study, first, there is an improvement of students' skill of writing recount text after being taught using TPS technique. Since TPS technique contains some steps that could help the students to write better. Second, the implementation of TPS technique could improve all aspects of writing, especially language use aspect. It is because the TPS technique helps the students to learn and get information from their pair and friends who presented their work. TPS technique provided some steps that the students could easily follow. By following the three steps of TPS technique, the students could easily consider their failure in writing a recount text, related to the language use. Due to the steps of TPS technique, which give them time to think before they begin to draft, consider other point of view by pairing them and ask a volunteer to share their result of discussing in pair in front of the class, it make them learn from their pair. So TPS technique help the students to write a better recount text easily and make them more confident in writing activity.

SUGGESTIONS

Based on the conclusions above, the writer proposes some suggestions concerning the research findings as follow:

1. For the teachers in general and particularly those in SMAN 14 Bandar Lampung who want to improve the students' writing skill, the researcher suggested that the English teachers to make sure that the students brings their own dictionary that provides an explanation of regular and irregular verbs. Moreover, the teacher should monitor students' activity during writing class and support the interaction among the students in class, in order to make the technique more effective.

2. For further researchers, it is necessary to roll the pair with another pair in order to avoid the limitation of information that the students get from their pair, therefore, it will be better if there is a rolling pair in every meeting of the treatment. Moreover, it would be better if further researchers choose a different topic from this study.

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