

**THE USE OF THINK-PAIR-SHARE TO IMPROVE STUDENT'S  
WRITING SKILL IN THE TENTH GRADE OF SMK TUNAS BANGSA  
AJUNG**

**THESIS**

Submitted to State Institute of Islamic Studies of Jember  
as partial fulfillment of the requirements to obtain a bachelor's degree  
of *Sarjana Pendidikan* (S.Pd)  
Faculty of Tarbiyah and Teacher Training  
English Education Departmen



By

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T20156090

**STATE INSTITUTE OF ISLAMIC STUDIES OF JEMBER**  
**Faculty of Tarbiyah and Teacher Training**  
**July 2021**

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**THESIS**

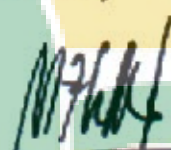
Has been examined and approved as requirement to obtain  
a bachelor's degree of *Sarjana Pendidikan* (S. Pd)  
Faculty of Tarbiyah and Teaching Training  
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## MOTTO

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنفُسِهِمْ

“Allah does not change a people’s lot unless they change what is in their hearts”.

(QS. Ar Ra’d: 11)<sup>1</sup>

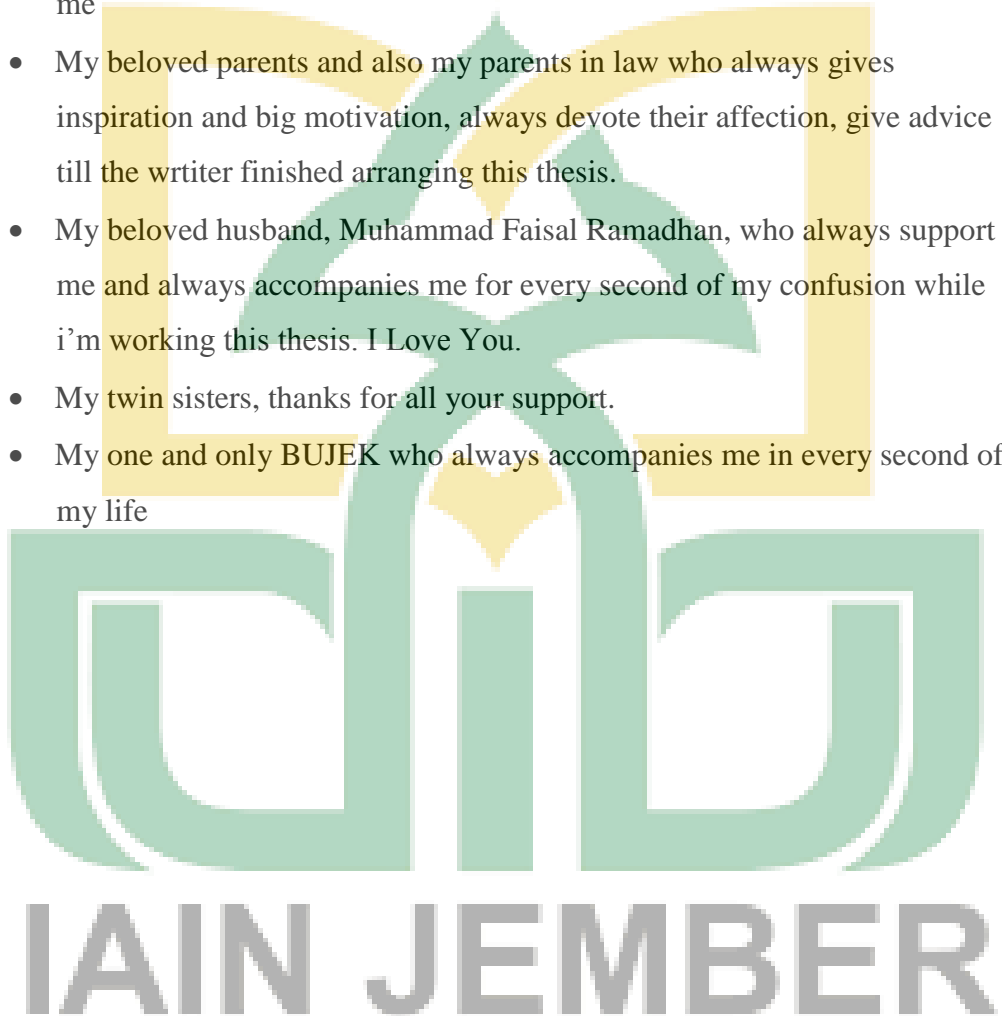


<sup>1</sup> <https://quran.com/96> Dr. Muhammad Taqi-ud-din Al-Hilali

## DEDICATION

This thesis are dedicated to :

- My beloved mom ever, Almh. Ibu Suminiati, who always loves me even though our world is different but I'm sure your prayers are always be with me
- My beloved parents and also my parents in law who always gives inspiration and big motivation, always devote their affection, give advice till the wrtiter finished arranging this thesis.
- My beloved husband, Muhammad Faisal Ramadhan, who always support me and always accompanies me for every second of my confusion while i'm working this thesis. I Love You.
- My twin sisters, thanks for all your support.
- My one and only BUJEK who always accompanies me in every second of my life



## ACKNOWLEDGEMENT

In the name of Allah, the most gracious and the most merciful, all praises and thanks to Allah SWT, who has given us His blessing and help so that the writer can finish thi thesis.

The writer would like to express his gratitude and appreciation to the honorable people who give their help, encouragement, and countless contribution to the writer in the process of the study:

1. Prof. Dr. H. Babun Suharto, SE. MM, as the Rector of IAIN Jember
2. Dr. Hj. Mukniah, M.Pd. I., as the dean of Faculty of Tarbiyah ad Teacher Training of IAIN Jember who had given permitted to do this research.
3. Asy'ari, M.Pd. I., as the Head of English Education Department of IAIN Jember for giving the writer permission to write thi thesis.
4. Ninuk Indrayani, M.Pd., as the Advisor, thank you for your patience, guidance, and suggestions.
5. All of the Investifators of this research, thank you for nicely scrutinizing this thesis
6. All of the lLecturers of English Education Department, thank you for everything you all have given to the writer.

Hence, the writwe accepts every suggestion,criticism, and comment from he readers. The writer hopes that this thesis gives contribution and can be useful for the improvement of the English teaching and learning process.

Jember, 5<sup>th</sup> July 2021

The writer

## ABSTRACT

Dewi Puspitasari, Ratna. 2021. *The use of think-pair-share to improve student' Writing skill in the tenth grade of SMK Tunas Bangsa Ajung*

Teacher is one of determinants of the success or failure of an education in a country. Because teachers have a very important role in the development and progress of their students. In addition, teachers are also required to be able to carry out their duties as well as possible. To be able to achieve the expected goals, teachers must be good at choosing what techniques are appropriate and in accordance with the needs of students. So that students can easily learn and gain understanding of the material that has been delivered by the teacher so that student learning outcomes can meet the expected criteria. One of the efforts that can be done to increase the activity and student learning outcomes, especially in writing is by using the think pair share technique in the learning process because with this cooperative learning type is seen as able to solve the problem, especially in writing. The problem in this research is “the use of think pair share to improve students writing skill At The Tenth grade of SMK Tunas Bangsa Ajung”. Researchers apply Think-Pair-Share technique because students' writing skills are relatively low. The purpose of this study is to improve students' writing skills using the Think-Pair-Share technique.

The research is conducted the classroom action research. The data were obtained by test, observation, and documentation. The test was used to measure students proficiency in writing descriptive text before and after the teachers implementing think pair share technique. The criteria of writing assessment involve ; content, organization, vocabulary, grammar, capitalization and mechanic.

The results of this study indicated that the think pair share technique can improve students' writing skills especially in writing descriptive text. This can be seen from the results of observations of student learning activities. This can be seen from the results of observations of student learning activities which always increase from the first to the last cycle. Pre-test conducted in the first cycle reached an average of 43.3%. In cycle 2 it reached an average of 66.6% or increased of 23,3%. And the last cycle showed the success rate of 86.6%. So in this research, it can be concluded that the Think-Pair-Share technique used to improve students' writing skills can be said to be successful accompanied by a higher percentage of success.

*Keywords : Think-Pair-Share, Writing skill.*

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# CHAPTER I

## INTRODUCTION

The chapter presents the main issues of the background of the study, research question, research objective, significance of the research, scope of the research, and the definition of key terms.

### A. Research Background

English is one of the international language, which is used as a means of both oral and written communication. Language plays an important role in human life because language is a tool of human communication everyday.<sup>1</sup> It means that many people around the world used English as second language to communicate with other people. They want to be master in English because they have a reason if they are able to be master in English they can walk around the world. As foreign language, English is carried out in Indonesian education. Since English becomes an important language for communication, it has the main goal to develop the four skills in order to get graduates who have good communicative competence. Learning English is important to keep up with the development of science and technology. In the globalization era, English is a vital linguistics tool for many business people, academics, tourists, and citizens who want to communicate easily across nationalities.

In Islam, many verses and the hadith are explained that education is a very important thing and learn is an obligation for every Moslem. Islam also

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<sup>1</sup> David Crystal, *English as a Global Language-Second Edition*. (New York, Cambridge, 2003), 8.

gives full of attention to education and its development. Islam ennoble educated human. Allah elevates the degree for people who have had science.

Allah stated in Al-Mujadilah verse 11:

يَا أَيُّهَا الَّذِينَ آمَنُوا إِذَا قِيلَ لَكُمْ تَفَسَّحُوا فِي الْمَجَالِسِ فَافْسَحُوا يَفْسَحِ اللَّهُ لَكُمْ ۗ وَإِذَا قِيلَ  
انشُرُوا فَاَنْشُرُوا يَرْفَعِ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ ۗ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ

”Believers, make room in your assemblies when you are bidden to do.

So, Allah will make room for you. Again, rise up when you are told to rise.

Allah will raise to high rank those that have faith and knowledge among you.

He is cognizant of all your actions.”<sup>2</sup>

Based on the verse above, it can be stated that Islam is a religion which wants the Moslem are hoped to give full of attention to the progress both of them. It can also be concluded that Islam doesn't forbid the Moslem to learn English which is as the international language.

Not only in Islam, Indonesia also regulates education in the Constitution of the Republic of Indonesia in Article 31, the year 2003 on National Education System.<sup>3</sup>

1. Every citizen has the right to education.
2. The government shall establish and conduct a national educational system which shall be regulated by law.

<sup>2</sup>Zayid, Mahmudy., *The Qur'an: An English Translation of The Meaning of The Qur'an*, ( Beirut: Dar Al Choura, 1980), 407

<sup>3</sup> The English version of the Act as published originally in Bahasa Indonesia in the National Gazette Number 31 year 2003. The original text of this Act in Bahasa Indonesia is the authentic version. 5

From that statement above, the researcher's view, the national educations developing students to get education according to the rights and obligations of citizen. It is expected that education will help students to learn for their bright future. Teaching English in the early stage is a good way since kindergarten and elementary. At the stage school students are in the golden age because they have a great chance to learn a new language besides their mother tongue. For this reason, all component of the nation must educate the life of the nation which is one of the goals of the Indonesian states.

In English, there are four skill that have be mastered by students. The four skills in English are listening, speaking, reading, and writing. But, in this research, the researcher is focus in writing. As one of basic skills in English, writing is an important skill to be mastered by the students.

Writing help students to focus on accurate in using language, because students think as they write, it may well encourage their language developmen as they resolve problems which the writing puts into their mind. Writing, together with reading, is an act of literacy: how we actually use language in daily life. Modern conceptions of literacy encourage us to see writing as a social practice rather than as an abstract skill separable from people and the places where they use texts.<sup>4</sup>

Many difficulties are found in teaching English especially in teaching writing, because the students are confused on how to write well with a correct grammar, punctuation, spelling, and vocabulary in sentence. Seen from early

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<sup>4</sup>Hyland, *Teaching and Researching Writing*, (Britain : Pearson Education,.2009) 48.

level students at SMK Tunas Bangsa Ajung, that almost students come from underdeveloped education and they don't interested in English. Most of students still lack about the spelling in sentence, vocabulary and other aspects in writing skill. The students can write but they don't know how to write in a correct way. In this school, teacher only use conventional method, explain the material in front of the class and after that give students exercise. Sometimes teacher offers to secretary of the class to write the material on the blackboard, after that the students have to write it. By using that method, bad effects for students surely happen. Almost of students are not interested in teaching learning process, specially at XA. There, some of the students are lazy to pay attention, joke with their friends even sleep at teaching learning process. Just a little bit students can pay attention. The consequences of that condition at class are teaching learning process can not run well and almost all of the students can not understand in the materials. To solve the student's problem in writing English, the English teacher should regrow student's motivation to improve their writing skill by using more suitable technique in teaching writing.

There are many activities which are suitable for students writing in pairs and groups. It can be a piece of writing that can respond to each other's idea. Many techniques and methods are created to support teaching learning become interesting and effective. The researcher choose think pair share in this research. Learning Model Think-Pair-Share is a learning model that developed by Professor Frank Lyman in Maryland University in 1981. Think-

Pair-Share is a model of cooperative learning type which designed in the form of discussions that can improve student's thinking abilities, communication skills, and encourage student's participation in class.<sup>5</sup>This TPS introduced about wait or think time in the cooperative teaching interaction that can be one of the best way to increase the student's answer.<sup>6</sup>Therefore, think-pair-share is a model tha is used to solve problem learning especially in writing. Think-Pair-Share is also a team in pair, students work together in pair to solve and discuss the problem, compare their answer with another group in learning.<sup>7</sup> If students can work in pair, they will be easier to solve their problem and they can develop their writing together.

Based on the explanation above, the researcher and the collaborator teacher decided to use Think-Pair-Share technique. The reason of using Think-Pair-Share technique is the students can improve their writing during the times allocated. Knowing the reason of the usefull of the model, the researcher decided to aply this model to improve student's writing skill by usingthink-pair-share in the tenth grade of SMK Tunas Bangsa Ajung.

## B. Research Question

Based on the research background describe above, the research statement is: "How can Think-Pair-Share (TPS) improve student's writing skill in the tenth grade of SMK Tunas Bangsa Ajung?"

<sup>5</sup>Azlina, N.A.N, *CETLs Supporting Collaborative Among Students and Teachers Through The Use of Think-Pair-Share Techniques*. IJCSI (International Journal of Computer Science Issues), 2010 (7th Volume), 18. <http://IJCSI.org> . 15 August 2019.

<sup>6</sup>Miftahul,H, *Model-Model Pengajaran dan Pembelajaran(Isu-Isu Metodis dan Pragmatis)*(Yogyakarta: Pustaka Pelajar,2014),206.

<sup>7</sup>Aqib,Z,*Model-Model Media dan Strategi Pembelajaran Konstektual Inofativ* (Bandung: Yhama Widya, 2013), 34



### **C. Research Objectives**

The objective of the study is to investigate how Think-Pair-Share can improve student's writing skill in the 10th grade of SMK Tunas Bangsa Ajung.

### **D. The Significance of the Research**

Based on the research objectives to be achieved, this research is expected to have benefits in education both directly and indirectly. The benefits of this study are as follows:

#### **1. Theoretical Significance**

Theoretically, this study will examine the appropriate learning styles to improve student's writing skill through think-pair-share model. And useful for English students because will provide more theory or English of dealing method, particularly in writing

#### **2. Practical Significance**

The action given to the students provide writing practice by using think-pair-share model to improve their writing ability, particularly in grammar, vocabulary, mechanics, content and organization.

### **E. Research Limitation**

Based on the identification of the problem, the researcher focused on Think-Pair-Share to improve student's writing skill. Limit of this study is in English students at tenth grade of SMK Tunas Bangsa Ajung.

## F. Operational Definition of Key Term

### 1. Think-Pair-Share

Think-Pair-Share is an effective way to teach students especially in writing. Assuming that all recitation or discussing requires settings to control the class as a whole, and the procedures used in Think-Pair-Share can give students more time to think, to respond and help each other. The teacher estimates that only completes a short presentation or the student write down the assignment, or the situation becomes a question mark.

### 2. Writing Skill

In the senior high school's levels, writing is very necessary in teaching, especially English. Because in this era of globalization, the world requires us to be able to master the global language, namely English. Here, students are not taught to write in mother's language, but students are taught to write in second language, where significant writing skills are needed.

Writing is the way to express our feelings. In this case, writing descriptive text is to describe something according to aspects that we have understood before. The characteristics of descriptive text are the description is done by involving the five senses. Describe the physical characteristics of object, such a shape, size, colour or an object in detail. Reader can also heard, seen or felt the object being described by the author.

By writing, students can devote what they feel without the other person to listen, so they can freely express their feelings. However, in school students are taught how to write in a right.



## CHAPTER II

### LITERATURE REVIEW

This chapter discusses the use of think-pair-share strategy to improve student's writing ability. This chapter consist of two section. The first section is review of related literature that consist of two terms that are; writing ability and think-pair-share strategy. The second section is hypothesis.

#### **A. Previous Study**

There are several studies that have been carried out and related to this research, those are:

1. Ridwan Riski Yuwardi. The Influence of the Cooperative Learning Model of Think-Pair-Share towards the Student's Learning Out Comes in Thematic Learning.

The similarities between Ridwan Riski Yuwardi's research with this research are both researchers discuss about Think-Pair-Share. And both of the researchers use the same instrument in collecting data that is observation.

The differences between Ridwan Riski Yuwardi research with this research are this research using classroom action research, Ridwan Riski Yuwardi research using quantitative research, and this research focus on improving writing skill using Think-Pair-Share, Ridwan Riski Yuwardi research is focus on the Thematic skill. The object in this research is the tent grade of senior high school, and in Ridwan Riski Yuwardi's research is in fourth grade of elementary school.

2. Ainul Yaqin. Using Think-Pair-Share Technique to Improve Student's Writing Skill in Descriptive Text (A Classroom Action Research at VII A Grade Student's of Mts.Darusalam Kemiri Subah Batangin the Academic Year 2016/2017).

The similarities between Ainul Yaqin research with this research are both researchers discuss about Think-Pair-Share to improve student's writing skill.. And both of the researchers use the same instrument in collecting data that is observation.

The differences between Ainul Yaqin research with this research are this research is focus to the tenth grade student's of SMK Tunas Bangsa, but Ainul Yaqinis focus to the eight grade student's of Mts.Darusalam Kemiri Batang.

**Table 2.1**  
**The Similarities and the Differences between The Previous Study and Nowadays Research.**

No	The title of thesis	Similarities	Differences
1	2	3	4
1	Ridwan Riski Yuwardi. The Influence of the Cooperative Learning Model of Think-Pair-Share towards the Student's Learning Out Comes in Thematic Learning.	Both researchers are discuss about Think-Pair-Share. And both of the researchers use the same instrument in collecting data that is observation.	<ul style="list-style-type: none"> <li>- This research is using classroom action research but Ridwan Riski research is using quantitative research.</li> <li>- This research is focus on tenth grade student of senior high school. and Ridwan Riski's research are focus on fourth grade student of elementary school.</li> </ul>

1	2	3	4
2	Ainul Yaqin. Using Think-Pir-Share Technique to Improve Student's Writing	both researchers discuss about Think-Pair-Share to improve student's writing skill.. And both of the	This research is focus on the tenth grade student of senior high school and Ainul Yaqin's research is focus on the eight grade student of
	Skill in Descriptive Text (A Classroom Action Research at VII A Grade Student's of Mts.Darusalam Kemiri Subah Batangin the Academic Year 2016/2017).	researchers use the same instrument in collecting data that is observation and the same research design is classroom action research.	junior high school.

The similarities of both studies above with this research are the method used is classroom action research, and using the same method in data collection, namely observation. And the difference is researched school level.

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## B. Theoretical Framework

### 1. Think-Pair-Share

#### a. The Definition of Think-Pair-Share

Think-Pair-Share (TPS) is one of cooperative learning that can be used in teaching learning process. This technique was improved by Frank Lyman from University of Maryland.<sup>8</sup> The think-pair-share (TPS) strategy or thinking in pairs is a type of cooperative learning that is designed to influence patterns of students interaction. Think pair share are composed by three words, they are:

#### 1) Think

According to Khodijah, thinking is a symbolic representation of several events or item. According to Drever in Khodijah, thinking is to train ideas in the right and careful way that starts with the existence of a problem.<sup>9</sup> So, thinking is an aspect of the human person which result in a goal directed at a goal. We think of finding the understanding/ understanding we want.

At the think stage, the teacher asks a question or problem that is associated with the lesson, and students are asked to think independently about the questions or problem raised. At this stage, students should write down their answer, this is because the teacher can not monitor all the student's answer. So that, through the notes

<sup>8</sup>Miftahul,H, *Cooperative Learning*, (Yogyakarta:Pustaka Belajar, 2012), 142

<sup>9</sup>Khodijah.N, *Psikologi Belajar*, (Jakarta:PT.Raja Persada, 2014), 117

the teacher can find out the answer that must be corrected or straightened out at the end of the lesson.

## 2) Pair

Pair is working together with group mates. In this research, students who has received assignments from the teacher must work in groups to train the cooperation in team.

The second step is for the teacher to ask students to pair up and discuss what has been though. Interactions during this period can produce a joint answers if a question has been asked. Usually the teacher allows no more than 4 or 5 students.

## 3) Share

In this final step, the teacher asks the group to share or cooperate with the class a whole about what they have been talking about. This step will be effective if the teacher goes around the class from one pair to the other, so that a quarter or half of the group get the opportunity to report.

This step is a refinement of the previous steps, in the sense that this step helps all groups to be more understanding about problem solving given based on the explanation of the other groups.

### b. The Components of Think-Pair Share

In this learning model, there is responsibility for the students to work by their own capability and work together with other students.



The meaning of responsibility here is give attention to teacher when the teacher is explaining the lesson, doing instructions from the teacher, and asking to the teacher when there is a lack of understanding in learning.

Think-Pair-Share has three components, that are :

1) Think

The implementation of TP learning began with thinking for their own self about solving a problem. The thinking stage requires students to be more diligent in learning and actively looking for references to make it easier to solve problems or questions given by the teacher.

2) Pair

After starting with thinking, students asked to discuss the result of their thoughts pairs. Discussion ,can encourage students to actively express opinions and listen to the opinions of others in a groups, and students are able to work together with others.

3) Share

After discussing the result of their thoughts, the existing pairs of students are asked to share the ideas that have been discussed with their respective partners to the whole clas. The haring stage requires students to be able to express their opinions responsibly, and be able to defend the opinions that have been conveyed.

In Think-Pair-Share, students also have to share their result of classroom work to their friends. Students must have their own responsibility for what they do so that students can know what lessons are explained by the teacher, and the teacher can also know the extent to which students can receive learning. It also can optimize student's participant and students can applied any subject and level.

c. The Implementation of Think-Pair-Share

In this learning model, teacher explained the main of this learning that related to previous learning, then teacher give written assignment to each student and give time to think for about 15 minutes.

Teacher classifying students to discuss about the answer from the assignment. Than students share the answer to other groups in written form and briefly present it. The pair in the group gave a feedback in the form of a comment on the writing that was wrong in the results of the thought of the group's partner and corrected the writing. Next, teacher

give a test to each students in essay form to understand the student's ability and give a reward for student who get the highest score. And for

the last, teacher ask the students to make a conclusion of learning outcomes.

## 2. Writing Ability

### a. The Definition of Writing Ability

Writing is one of the language skills that is often considered to be difficult to learn by students'. Writing is act or process of producing and recording words in a form that can be read and understood. Writing is a combination of process and product.<sup>10</sup> The process refers to the act of gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.

Writing is not only must be mastered by students, but also considered as one the difficult skill to master. In terms of skills, producing a coherent, fluent, extended piece of writing is probably the most difficult thing there is to do in English.

### b. The Aspect of Writing Ability

A writer should consider some aspect of writing in order to make a good and readable writing, namely: grammar, vocabulary, mechanic, content, and organization. In this research, the aspects measured were grammar, vocabulary, mechanics, content and organization.

#### 1) Grammar

Grammar is a rules for forming words and making sentence. Grammar is essential in English writing because it

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<sup>10</sup>Nunan,D,*Practical English Language Skill, McGraw Hill, ( New York. 200), 98*

controls what we write.<sup>11</sup> Thus, the lack of grammar knowledge makes the writing hard to be interpreted by the reader. Most learners whose native language is not English, grammar become a problem of them. The teacher should help them learn and focus on the grammar when they are writing English. So that they can avoid the grammatical errors. Some basic points to construct the sentences with correct grammar. First, all sentences should contain a main verb. Second, verb should agree with the nouns or pronouns, the tenses of the verb should be consistent. Third, there should be no crucial or grammatically significant words which are missing. These were measured in this research.

In this research, there are some tenses that according to the curriculum used. There are:

(a) Simple past tense

The simple past is a verb tense that is used to talk about things that happened or existed before now. The simple past tense shows that you are talking about something that has already happened. Unlike the past continuous tense, which is used to talk about past events that happened over a period of time, the simple past tense emphasizes that the action is finished.

The formula of simple past tense is:

(+) S+ Verb2 / S + be (was/were)

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<sup>11</sup>Bram, B, *Write Well (Improving Writing Skill)*, ( Kanisuis. Yogyakarta, 1995), 54

(-) S + did + not + bare infinitive / S + be (was/were) + not

(?) did + S + bare infinitive / be (was/were) + S

Examples:

- The doctor came

- The doctor didn't come

- Did the doctor come?

(b) Simple past continuous tense

The past continuous tense, also known as the past progressive tense, refers to a continuing action or state that was happening at some point in the past. Past continuous tense is a form of tense used to express that an action is taking place during a certain time in the past. The past continuous tense is formed by combining the past tense of to be (i.e., was/were) with the verb's present participle (-ing word).

The formula of simple past continuous tense is:

(+) S + be (was/were) + Verb (-ing)

(-) S + be (was/were) + not + Verb (-ing)

(?) be (was/were) + S + Verb (-ing)

Examples:

- She was waiting for you yesterday

- She was not waiting for you yesterday

- Was she waiting for you yesterday?

## (c) Present perfect tense

The present perfect tense refers to an action or state that either occurred at an indefinite time in the past (e.g., we have talked before) or began in the past and continued to the present time (e.g., he has grown impatient over the last hour).

This tense is formed by *have/has* + the past participle.

The construction of this verb tense is straightforward. The first element is *have* or *has*, depending on the subject the verb is conjugated with. The second element is the past participle of the verb, which is usually formed by adding -ed or -d to the verb's root (e.g., walked, cleaned, typed, perambulated, jumped, laughed, sautéed) although English does have quite a few verbs that have irregular past participles (e.g., done, said, gone, known, won, thought, felt, eaten).

The formula of simple present perfect tense is :

(+) S + Auxiliary verb (have/has) + V3 (past participle)

(-) S + Auxiliary verb (have/has) + not + V3 (past participle)

(?) Auxiliary verb (have/has) + S + V3 (past participle)

Examples :

- I have read the book
- I have not read the book
- Have i read the book?

## 2) Vocabulary

Vocabulary is all the words that a person knows or uses.

Vocabulary is a list or set of words that individual speakers of a language might use.<sup>12</sup> Vocabulary is very important in supporting English skills: listening, reading, speaking, and also writing. It is because vocabulary is used to express our ideas and feelings to others both in spoken and written form. to represent ideas in successful writing, a writer should have a great score of vocabularies. Parts of speech are classified into seven:

### (a) Noun

A noun is a word that names something: either a person, place, or thing. In a sentence, nouns can play the role of subject, direct object, indirect object, subject complement, object complement, appositive, or adjective.<sup>13</sup>

### (b) Pronoun

Pronoun is a word that use to substituted for other nouns. Either person or non-person (thing).<sup>14</sup> some functions of pronoun are:

- Subject of verb
- Subject of complement
- Object of verb

<sup>12</sup>Brown,C and Hatch. *Vocabulary, Semantic, and Languagw Education.*( Cambridge:University Press, 1995), 1

<sup>13</sup>Mettayana, Dkk. *Complete English Grammar for Everyone.* (Yogyakarta:Pelangi, 2012), 10

<sup>14</sup>Ibid., 15

- Object of preposition
- Head of modifier
- Adverb of vocative

#### (c) Verb

A verb can be considered as one of the most important parts of a sentence. A sentence must be composed of a subject and a predicate. The verb is the main component of a predicate. Without it, there won't be a sentence, just a bunch of words with an incomplete thought. Simply defined, the verb is a part of speech which is used to demonstrate an action or a state of being.<sup>15</sup>

#### (d) Adverb

An adverb is a word that modifies (describes) a verb (Dina decorates her room beautifully), an adjective (very tall), another adverb (ended too quickly), or even a whole sentence (Fortunately, I had brought an umbrella). Adverbs often end in -ly, but some (such as fast) look exactly the same as their adjective counterparts.<sup>16</sup>

#### (e) Preposition

Preposition is a word that shows the relationship between a noun or pronoun and other words in a

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<sup>15</sup>Ibid., 33

<sup>16</sup>Ibid., 23



sentence. Prepositions are words like in and out, above and below, and to and from, and they're words we use all the time.<sup>17</sup>

(f) Conjunction

The conjunction is the part of speech used as a joiner for words, phrases, or clauses in a particular sentence.<sup>18</sup> It links these words or groups of words together, in such a way that certain relationships among these different parts of the sentence will be established, and the thoughts that all of these convey will be connected.

Conjunction defined into three types, there are:

(1) Coordinative conjunction

The main function of coordinating conjunctions is to join words, phrases, and clauses together, which are usually grammatically equal. Aside from that, this type of conjunctions is placed in between the words or groups of words that it links together, and not at the beginning or at the end.

Example: Sally and Andy are good friends.

He looked on the chair and under the chair

(2) Correlative conjunction

This type of conjunctions is used in linking two clauses together. Aside from the fact that they introduce a

<sup>17</sup>Ibid., 28

<sup>18</sup>Ibid., 30

dependent clause, subordinating conjunctions also describe the relationship between the dependent clause and the independent clause in the sentence.

Example : Both the temperature and the humidity were high yesterday.

### (3) Subordinate conjunction

The correlative conjunctions are simply pairs of conjunctions which are used to join equal sentence elements together. Subordinate conjunction will create complex sentence.

### (g) adjective

An adjective is a part of speech which describes, identifies, or quantifies a noun or a pronoun. So basically, the main function of an adjective is to modify a noun or a pronoun so that it will become more specific and interesting.<sup>19</sup>

### 3. Mechanics

Mechanic is a set of rules in written language related to punctuation, spelling, numbers, and italics.<sup>20</sup> This research concern on spelling and punctuation because most of the students make mistakes on those two aspects of mechanics in their writing. English spelling is difficult to remember. This is because most of the spelling is different with the English pronunciation. However, to spell well is something

<sup>19</sup>Ibid.,20

<sup>20</sup>Crimmon. Mc, *Writing with a Purpose (fourth edition)*,.( Houghton Mifflin Company, 1967), 452

that cannot be ignored.<sup>21</sup> It is important in writing because poor spelling can make meaning ambiguous and non-sense sentences. It makes the readers confused with the message conveyed by the writer.

a) Punctuation

Punctuation is a variety of devices that is used to help understand the meaning of writing. The appropriate use of punctuation will help the readers to understand what will be communicated by the writer. Further, it is added that the use of punctuation can also help to indicate meanings that in speech would be conveyed by tone of voice, gesture, and stress on particular words or syllables. There are many kinds of punctuation such as: full stop (.), question mark (?), comma (,), exclamation mark (!), quotation mark (“.”), semi colon (;), colon (:), hyphen (-), apostrophe (‘).

The functions of punctuation are:

- Full stop period (.)

- 1) This marks the end of a positive or negative statement, the end of a complete thought. E.g.: Crocodile can kill.
- 2) It is often used the end of initial, or abbreviations; sometimes it is optional. E.g: R.I.P or RIP

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<sup>21</sup>Bram, B. *Write Well*, (Jogjakarta : Kanisius, 1999), 83

- Question mark (?)

1) The function is to signal that a message or an utterance is in a direct question form. E.g.: Is this your book?

2) Although rarely, it can also be used to show doubt, to show something we are unsure about. E.g.: In January 1994 (?) Soeharto was died

- Comma (,)

1) we use the comma to separate a series of items from the same category, such as nouns, phrases, and clauses. E.g.: we are looking forward to buying apple, watermelon, and banana.

2) A comma is normally required to separate a transitional expression in a sentence. E.g.: *by the way*, what do you think about his girlfriend?

3) The comma is used after a subordinator dependent clause (italicized) that precedes a superordinate or independent clause. E.g.: *if i had known you better*, i would not have misunderstood you.

4) To introduce a verb phrase beginning with 'to', a reduced clause verb less clause. E.g.: to succeed in studies, we have to be studious.

- Exclamation mark (!)

This punctuation is useful to show strong emphasis. E.g.:

Do not cheat!

- Quotation mark (“..” or ‘..’)

1) This kind of punctuation functions to mark quotation or other speech. E.g.: “I don’t care,” he shouted angrily

2) Quotation marks are used to give more attention to a certain word or term. E.g.: We saw several ‘chicks’ in front of Dina’s house.

- Semi colon (;)

1) this bridges sentences which convey ‘closely connected’ messages. E.g.: The children are not tired; they are, in fact, bored.

2) The semi colon can replace a comma if the coma is already used in a list of items. E.g.: Indonesia, India, and Iran are situated in Asia; Sudan, Nigeria, and Namibia in Africa; and Italy, Iceland, and Belgium in Europe.

- colon (:)

1) we use this punctuation to introduce a long list or a series of things. The colon is often preceded by the phrases in the following, as follows, or as in, to mention three examples. E.g.: The prefix in-meaning not can be found in the following: inexpensive, intorerable, and incurable.

2) Although rarely, this colon may function to join closely related sentences. E.g: The sun rises: a new day begin.

- hyphen (-)

The function of the hyphen is to connect words in order to create or form new words or new phrases. E.g: They try to write every article using easy-to-understand language.

- apostrophe (')

1) In informal written dialogue, the apostrophe functions to indicate that one, or more than one, letter has been deleted.

E.g.: How's life?

2) The hyphen can replace the letter o or not to form a contraction. E.g.: Don't stand so close to me!

3) It is also used to mark possession. E.g.: Ratna's husband.

Based on those above explanation, the component that were used as writing indicators in this research were punctuation marks consisting of full stop (.) and comma (,), spelling and capitalization.

#### 4. Capitalization

Another mechanical skill is capitalization. There are some rules in used capitalization.

- The first letter in a sentence. E.g.: My neighbour is a mechanic.
- The pronoun. E.g.: My friends and I often play together.
- Names of people and their titles. E.g.: Professor Indiana Jones.

d. Nationalities, religions, languages, and ethnic groups. E.g: English, Javanis, Islam.

e. Names of school courses with number. E.g: Psychology 101.

f. Specific places you could find on a map. E.g: England.<sup>22</sup>

c. Content

Content is the ability to use knowledge and understandable subject and information, development thesis, interrelationship of many details relevance of materials and topic. According to Heaton, “content is the ability to think creatively and develop thoughts, excluding all irrelevant information”.<sup>23</sup>

d. Organization

Organization is an arrange something into a particular structure or order. Ti is the student’s ability to arrange their ideas into logical sequence and cohesion to make a unified paragraph. There are two elements of organizations: unity and coherence.

▪ Unity

Unity means each sentence in one paragraph should focus on the one thing expressed in the topic sentence so all sentences stick together.<sup>24</sup> Unity can be achieved as long as the paragraph has a good and clear topic sentence. Each sentence in a paragraph should relate to the topic and develop the controlling idea.

<sup>22</sup>Hogue, A, *First Step in Academic Writing*. ( Britain:Pearson Education, 2008), 16

<sup>23</sup>J.B. Heaton, *Writing English Language Test*, (New York: Longman, 1990), 135

<sup>24</sup>Bram. B. *Write Well (Improving Writing Skill*, (Yogyakarta:Kanisius, 1995), 20

- Coherence

Coherence plays a crucial role in making a paragraph read well together.<sup>25</sup> Coherent paragraph contains sentences that are logically arranged and flow smoothly. Smooth flow refers to how well one idea or sentence leads into another.

**Table 2.2**  
**The Scoring Criteria of the Student's Descriptive Text Writing**

Components	Score	Criteria
<b>1</b>	<b>2</b>	<b>3</b>
GRAMMAR	5	There is a clear subject, verb, and use (s/es) or complete sentences.
	4	There is no clear subject or verb.
	3	Errors of grammar or word order very frequent, re-reading is necessary for full.
	2	Errors of grammar or word order very frequent, readers own interpretation.
	1	There is no use clearly grammar.
VOCABULARY	5	Use appropriate terms or word to express of their idea.
	4	Use wrong or inappropriate terms of words ; expression of idea
	3	Limited use of vocabularies, the reader can comprehend the idea.
	2	Vocabularies very limit, it is difficult to understand.
	1	Vocabularies very limit, it is difficult to understand.
MECHANICS	5	Punctuation, capitalization or spelling are right.
	4	Errors in punctuation, capitalization or spelling; needs re-reading to comprehension.
	3	Frequent errorsin spelling, capitalization
	2	Did not use any punctuation or capitalization.
	1	Did not use any punctuation or capitalization.

<sup>25</sup>Ibid., 20

<sup>26</sup>Hughes. A, *Testing For Language Teaching*, (London: Cambridge University, 2003), 101



1	2	3
CONTENT	5	Knowledgeable; substantive; through development of thesis; relevant to assigned topic.
	4	Some knowledge of subjects; adequate range; limited development of thesis; mostly relevant but lacks detail.
	3	Limited knowledge of subject; little substance; not relevant with the topic.
	2	Limited knowledge of subject; little substance; not enough to evaluate.
	1	Doesn't show knowledge of subject; non-substantive; not pertinent; or not enough to evaluate.
ORGANIZATION	5	Good organization, very clear information or explanation.
	4	Some lacks of organization; needs re-reading to get clear information or explanation.
	3	Little or no attempt at connectivity, though reader can decide some organization.
	2	Individual ideas may be clear; but there is no connection between them.
	1	Lack of organization, the reader can not understand the information or explanation.

### 3. Writing Process

In order to write well, the writer should master the process of writing. Unlike the finished product, which can be read and evaluated, the writing process is the activity, from start to finish, that results in the product.<sup>27</sup> Those stages that explained to three stages that are pre-writing, writing, and re-writing activities that are described as follows:

<sup>27</sup>Gerson, S, *Technical Writing Process and Product*. (London: Prentice Hall, 1997), 11

a) Pre-Writing Stage

Pre-writing stage is the first step in the writing process. Pre-writing is the part of the process when the writer is planning the paper and coming up with ideas. The three activities in pre-writing stage are determining objective, gathering data, and consider audience.<sup>28</sup> Determining objectives means defining the purpose of writing or in another word determining the topic that the writer wants to write. While gathering data means organizing and arranging information and supporting data for the topic. Whereas consider audience means considering the reader who will read our writing.

b) Writing Stage

After generating and organizing ideas, the next step of writing process is drafting or getting ideas down. Drafting is a way to discover more ideas about our topic because a new idea will come to us as we write the draft.<sup>29</sup> Drafting involves our first effort to write the sentences and paragraphs that will make up the paper.<sup>30</sup> When the writer begins to write, the writer should stay to focus on the main idea (topic or sentence), purpose and audience.

c) Re-Writing Stage

In writing, the writer revises or edits the draft of writing.

Revising is one of the most important phases of the writing process.<sup>31</sup>

<sup>28</sup>Ibid., 11

<sup>29</sup>Ploeger, K, *Simplified Paragraph Skil*, (Ntc Pub Group, 2000), 7

<sup>30</sup>Gerson,S,*Technical Writing Process and Product*, (London: Prentice Hall, 1997), 11

<sup>31</sup>Ploeger, K. *Simplified Paragraph Skill*, (Ntc Pub Group, 2000), 9

When revising, we should focus on different aspects of writing, from how well the ideas are expressed and organized (the large perspective) to sentence structure (the narrow perspective). Revising means making changes to clarify words and organization.<sup>32</sup>

#### 4. The Implementation of Think-Pair-Share for Writing Skill

During this research, researcher found two articles that discuss about Think-Pair-Share. The first is Andi Khoirun Nisa Hardyanti's article.<sup>33</sup> The title is "The Implementation of Cooperative Learning Method for Type *Think-Pair-Share* to Enhance the Student's Writing Achievement of the Class XI MIA.2 SMA Negeri 3 Model Takalar (Study for Acid-Base Solution)". In Andi's article, the implementation of Think-Pair-Share the Class XI MIA.2 SMA Negeri 3 Model Takalar, can be concluded that Think-Pair-Share can improve student's learning outcomes. Because students have passed six phases, they are introduction, think, pair, share, evaluation, award, and conclusion.

The second is Nurul Badriatul's Article.<sup>34</sup> The title is "*Pengaruh Model Pembelajaran Kooperatif Think-Pair-Share Terhadap Hasil Pembelajaran Menulis dalam Mata Pelajaran Bahasa Inggris.*" Based on

<sup>32</sup>Wingersky, J, *Writing Paragraph and Essay: Integrating Reading, Writing, and Grammar Skill, Third Edition*, (New York: Wadsworth Publishing Company, 1999), 15

<sup>33</sup>Hardayanti. Andi Khairunnisa, "The Implementation of Cooperative Learning Method for Type *Think-Pair-Share* to Enhance the Student's Achievement of the Class XI MIA.2 SMA Negeri 3 Model Takalar (Study for Acid-Base Solution)" *IJCSI (International Journal of Computer Science Issues)*, 2017 (Vol.18 Number 2), 71-79 <http://IJCSI.org> . 15 August 2019.

<sup>34</sup>Badriatul. Nurul, "Pengaruh Model Pembelajaran Kooperatif Think-Pair-Share Terhadap Hasil Pembelajaran Menulis dalam Mata Pelajaran Bahasa Inggris. SAP (Susunan Artikel Pendidikan) Indraprasta PGRI University. Vol.2 Number 1, 2017. <https://journal.lppmunindra.ac.id/index.php/SAP/article/view/1509/1335> 14 September 2019.

the research above, it can be concluded that Nurul Badriatul's article also can improve student's writing skill better than a conventional learning. It can be seen during learning process in the classroom. In Think-Pair-Share learning, students have to communicate with other to share their learning result. It is different with other class which the teacher who only explain in front of class and students who only listen the teacher. In a conventional learning, students are not be able to communicate with other during learning process.

### C. Hypothesis

In the teaching learning process by using Think-Pair-Share technique, the students can write descriptive text which the answer on the worksheet that the teacher provided and check the answer together. They work in pair, discuss, and solve the problem together. It is claimed that the use of think-pair-share strategy can improve student's writing skill in the tenth grade of SMK Tunas Bangsa.

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## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Research Setting

This research was implemented in SMK Tunas Bangsa Ajung. This school has been chosen with several reason. First, the students of the tenth grade of SMK Tunas Bangsa Ajung. Second, think-pair-share had never been applied by English teacher in teaching writing. Third, the headmaster and the English teacher of SMK Tunas Bangsa Ajung had given permission to conduct this research. Fourth, it gave benefits to the students and the English teacher because the result of the research was intended to improve the student's achievement in writing.

#### B. Research Subject

The researcher is use purposive sampling in this research. Purposive sampling is a technique for determining research samples with certain considerations aimed at making the data obtained later more representative.<sup>35</sup>

The researcher is only applied this research in one class, XA which contain of 30 students.

#### C. Research Design and Procedure

##### 1. Kind of Research

In this study, Classroom Action Research (CAR) is used because it is intended improve tenth grade student's writing skill by using Thing-Pair-Share (TPS) in SMK Tunas Bangsa Ajung.

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<sup>35</sup>Sugiyono, *Metode Penelitian Kualitatif Kuantitatif dan R&D*, (Bandung: CV. Alfabeta, 2010), 300

Classroom action research (CAR) is the research conducted by the teacher in the classroom or in the school where he/she teach with the aim to improving or perfecting in learning process.<sup>36</sup> Classroom action research (CAR) is a research that is intended to improve the quality of the teaching learning process. CAR will help teacher to discover what works best in their own classroom situation. It means that the purpose of classroom action research is to solve the student's problem and to improve the score of the students, the quality of learning process, and to change the situation in teaching learning process involving collaboration with the English teacher in the class.

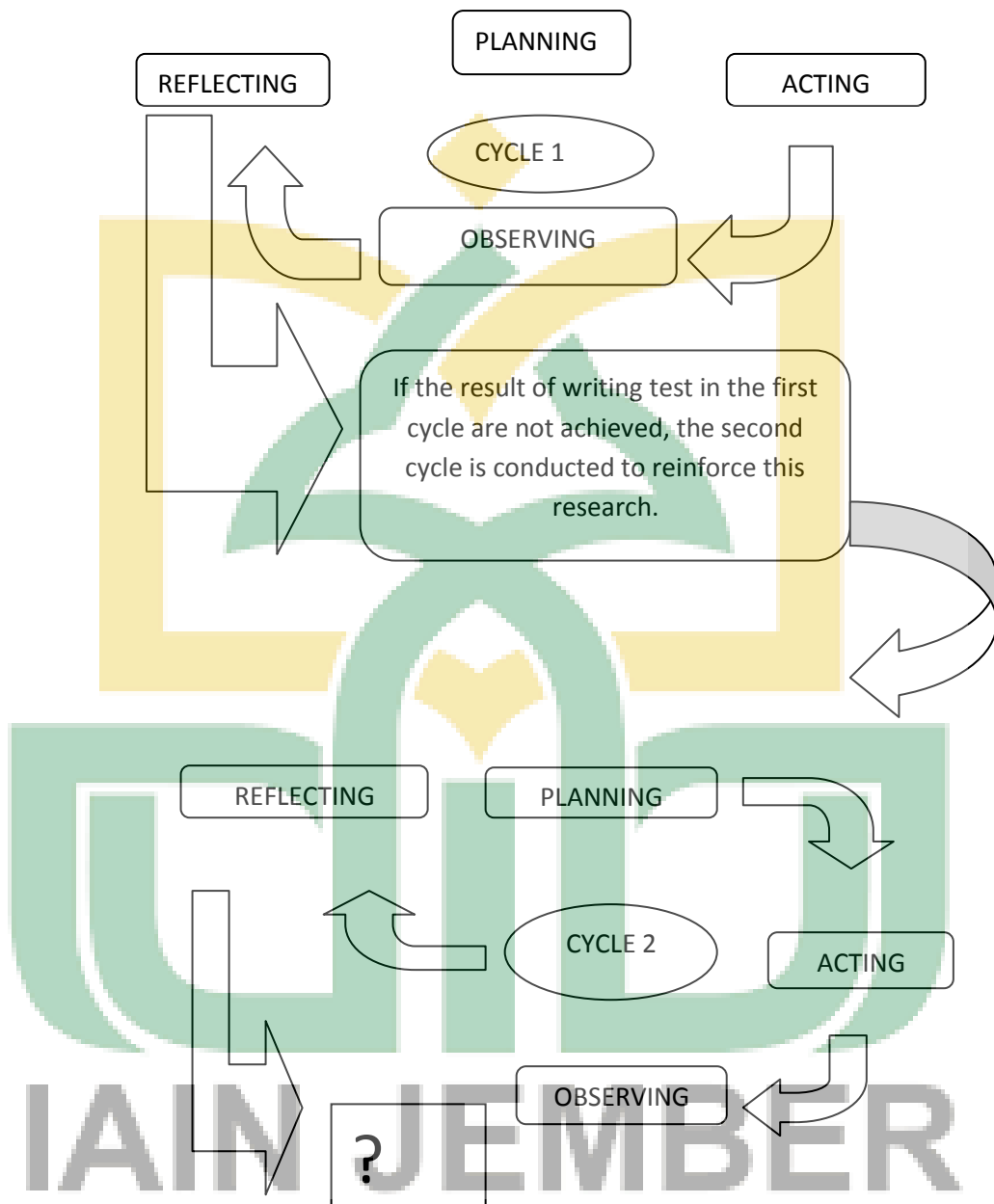
## 2. Design of the Research

This research is a classroom action research. This research will be conducted at maximum two cycles in which each cycle covers four stages of activities. There are four stages of each cycle, they are : (1) planning, (2) acting, (3) observing, (4) reflecting.<sup>37</sup> The design of classroom action research is illustrated as the following diagram:

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<sup>36</sup>Arikunto,S,*Prosedur Penelitian: Suatu Pendekatan Praktik (Edisi Revisi)*, (Jakarta: PT.Rineka Cipta, 2010), 135

<sup>37</sup>Ibid., 131



**Diagram 3.1 The Design of Classroom Action Research**

### 3. Procedure of the Research

Based on the research design, the action of the research is started by doing preliminary study and continued with planning of the action, implementing of the action, observing and the last activities is reflecting.

The further explanations as are follow:

#### a. Preliminary Study

In the preliminary study, the researcher interviewed the English teacher and took the documentary study to get student's data and the mean score. According to the interviewed with English teacher, the researcher discovered the student's writing ability are still under the main score. The English teacher adds that students are face difficulties because the students are confused on how to write well such as correct in grammar, vocabulary, punctuation and spelling in sentence and the mean score of tenth grade students was 62,7 and only 45,4% students reach the target score 70.

#### b. Planning

The planning or preparation of the actions covered the activities which were done before the implementation (acting). There was as

follows:

- 1) Choosing the topic based on the genre (descriptive) for teaching writing comprehension is suitable with the K13 (Curriculum 2013).
- 2) Preparing the student's worksheet.
- 3) Constructing the lesson plans for the first cycle.



- 4) Constructing the observation guide form or checklist paper in each cycle.
- 5) Preparing the material for student's exercise of writing.
- 6) Constructing the writing test for each cycle.
- 7) Constructing the lesson plans for the second cycle by revising the problem found in first cycle.

c. Acting

In implementing the action, the researcher using think-pair-share model during teaching English especially in writing. The first meeting in the first cycle was conducted with deliver student's ideas by telling about information. In implementing think-pair-share model, the researcher constructs some activities as follow:

- 1) The teacher explained the concept
- 2) Students are divide into several teams
- 3) Each team consist of four people. Every team mate in a team burdened each one a different role; coach and partner
- 4) Teacher share about the issue to each coach. Then the coach tell the issue that mentioned by teacher, every member of group think the issue.
- 5) In a pair, the member of each group wrote down about the issue which has been discussed in the form of outline
- 6) Each group exchanging the outline with other groups to continue to be text.

- 7) When the outline finished in the form of text, the text is returned to the own group and then corrected together.

Those activities conducted during learning and teaching process. If in the first cycle is fail or students can not improve student's writing ability it will continue to the second cycle.

d. Observing

In the research, observing of the action is needed to control the teaching writing process in the classroom. It used to observe the activities and the applications of the action in this research. In this research, observing guide in form of checklist paper was used containing the indicators observed. It was used to record the student's activities in teaching writing through think-pair-share. The indicators of observing are as follows: the students pay attention to the teacher's explanation; the students activeness during the teaching writing; the students make a group in a pairs; the teacher give a problem to every groups which problems based on the text that the teacher given containing to elements of descriptive text related to the topic; and the students check the answer together. The observing was conducted during the teaching learning process by the researcher.

1) Observation

Observation is the foundation of all science. Scientist can only work based on data, it's a fact about the real world that

comes from observation it is collected and often aided by highly sophisticated devices so that very small and distant objects can be clearly observed.

In this research, the researcher will observe in SMK Tunas Bangsa Ajung which has two English teachers. But the researcher only observed one class especially the XA class of SMK Tunas Bangsa. This research conducted at the first semester of 2019/2020 education year because in this school, students have difficulties in English, so they are not master the English learning especially in writing. Therefore, the researcher used Think-Pair-Share to improve student's writing skill by giving a question in the form of a case to each student for them to think about then they share it with friends in written form.

## 2) Interview

Esterberg stated that interview is meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about particular topic. An interview is a meeting of two people to exchange information and ideas through question-and-answer so that they can be constructed meaning in a specific topic. <sup>38</sup>

In this research, the researcher is doing the interview to some interviewees that are the English students and the students.

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<sup>38</sup>Ibid., 231

Researcher has two questions for teacher which includes what methods have been used in learning English and what specific problems teachers find when teaching writing to students. And two questions for the students which includes learning models like what students like and what problems are often happened when learning to write in English.

### 3) Test

Test is a set of question or other instruments used to measure skill, aptitude, knowledge, intelligence of individual or groups.<sup>39</sup> In this research, the use of a test is aimed to measure tenth grade student's writing ability by using Think-Pair-Share.

Achievement test is a test used to measure the individual's achievement after learning something.<sup>40</sup> The form of the test give was subjective test in the form of essay test. The researcher use subjective test because the skill is writing where the score gave based on the student worksheet. Before the researcher gives the test, the researcher held the try out test to make sure whether the item test are reliable or not and proper to be used for

the further test. The type of test applied in this research is free writing. In the free writing test, the students are asked to write a descriptive text based on the titles given. To evaluate the student's written work, their writing is score based on five

<sup>39</sup>Arikunto.S, *Prosedur Penelitian: Suatu Pendekatan Praktik (Edisi Revisi VI)*, (Jakarta: PT. Rineka Cipta, 2010), 193

<sup>40</sup>Ibid. 194

aspects of writing covering grammar, vocabulary, mechanics, content, and organization. In the writing test, the students are asked to write a descriptive text consisting of three paragraphs, and each paragraph is about 10 sentences. Concerning with the scoring system, analytic scoring method is used in this research.

The analytic scoring method is a method of the scoring which requires a separate score for each of a number of aspects of a task.<sup>41</sup>

e. Reflecting

In this case, the data analysis method was used to analyze the obtained data. In this classroom action research, the collected data covered writing test in the form of scores and the result of observing during teaching learning process. The result of writing test were analyzed by using the following formula to find the percentage score:

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

Notes :

E : the percentage of student's who achieved the minimum standard score

n : the number of students who achieved the minimum score

N : the total number of students<sup>42</sup>

Reflecting refers to the activities or retelling all the information derived during the implementing of the actions.<sup>43</sup> It

<sup>41</sup>Hughes.A, *Testing for Language Teaching*, (London: Chambridge University Press, 2003), 100

<sup>42</sup>Ali, Muhammad, *Strategi Penelitian Pendidikan*, (Bandung : Angkasa, 1993), 186

<sup>43</sup>Arikunto.S. *Prosedur Penelitian: Suatu Pendekatan Praktik*, (Edisi Revisi VI). (Jakarta: PT. Rineka Cipta, 2010), 140

was done after analyzing the data of the student's writing test and the result of observation in each cycle in order to identify the strengths and weaknesses of the actions. The result of the reflecting in the first cycle was used as a guide to revise the actions in the next cycle. The results of student's writing test scores and observation have not achieved the target criteria of the evaluation, the actions were continued to the second cycle by revising the problems occurred in the first cycle. However, if the result of student's writing test scores and observation have achieved the target criteria of the evaluation. The second cycle would be done to know the consistency and reinforcement to the result of the first cycle.

Technique of data analysis comes from the interpretation of the data collection. The researcher got data from documentation, observation of the learning process and the result of the student's test.

As the research designed above, the researcher used classroom action research that was completed by using quantitative and qualitative data. In the technique of data analysis, the researcher obtained qualitative data through observation. The result of observation was analysed as below:

$$p = \frac{SN}{x} 100\%$$

p : the implementation of every indicators

- S : the number of the scores acquisition for every indicator  
 N : the sum total of score

Then the researcher formulates to get the mean of each element of writing researched by the formula. Sutrisno Hadi explains the mean of each writing element researched as follows:<sup>44</sup>

$$M = \frac{\sum X}{n}$$

Where :

M : The average of students score

$\sum X$  : Total Score

n : The number of students

#### D. Criteria of Success

This research will be success if the researcher objective indicator were reached. In this research, achievement indicator were started as follows:

- 1) Students average achievement in English are equal to or higher than minimum score established by the school (75)
- 2) Students reach the minimum score (75) are equal to or higher than 75% of total students in the research.

<sup>44</sup> Sutrisno, Hadi, *Statistic second Series*, (Yogyakarta: Andi off set, 2004), p.230

## CHAPTER IV

### RESEARCH FINDING AND ANALYSIS

This chapter presents the research finding and discussion based on the result of the analysis of collection data. The finding and the discussion were about the using of Think-Pair-Share to improve students writing skill at the tenth grade students of SMK Tunas Bangsa.

#### A. Reseach Objective

##### 1. Profile of SMK Tunas Bangsa Ajung

The demand for mastery of material in the fields of religion, science, technology and behaviour that reflects Islamic values in the face of the Globalization Era is a matter of top priority for the development of educational institutions, especially in the preparation of superior and human resources.<sup>45</sup>

To realize a superior generation in facing the Globalization Era, the SMK Tunas Bangsa which located about 15 km from the city center to the southwest, precisely in the Mangaran village, Sukamakmur Ajung Jember East Java is working hard to realize these idea. This is supported by the excistence of SMK Tunas Bangsa which is very strategic in the integrated with education in Islamic Boarding School, so that it can easily and quickly absorb various actual and factual information.

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<sup>45</sup> Interviewed with Curriculum of SMK Tunas Bangsa Ajung, 7<sup>th</sup> Januari 2021



Potential majority of the population of Jember are farmers and or agribusiness cities that are rich in agricultural product as well as plantations and cultural nuances of Islam, this is evidence by the large number of rubber and tobacco products that are exported abroad and Islamic customs which are still very attached to the people of Jember. Therefore, in this city many educational institutions are established with Islamic nuances and Islamic boarding school.

## 2. Identity of school

- a. NSM : 342052411304
- b. NPSN : 20568576
- c. Status of school : Private
- d. Time of study : Morning
- e. Name of school : SMK Tunas Bangsa
- f. NPWP : 31.710.853.8-626.000
- g. Telephone : (0331) 757054

## 3. Location of school

- a. Street : Jl. Ptpn X Mangaran
- b. Regency : East Java
- c. Sub-district : Jember
- d. Village : Sukamakmur
- e. Postal code : 68175

#### 4. History of SMK Tunas Bangsa Ajung

Starting from the determination of KH. Muhammad Mastur Dahlan who is the head of Assathoriyyah Educational Institution in 2009 which initially departed from his anxiety to advance the community in the boarding school environment and in the surrounding area. With the establishment of SMK Tunas Bangsa to improve the quality of human resources, also incorporating religious values as a barometer in pursuing further life. The rapid flow of information that enters, both through the mass media and electronic media, if not balanced with faith and piety, will gradually erode the religious mentality of our youth. Therefore, with the formation of this school, it became his goal to preach amar ma'ruf nahi munkar.

#### 5. Vision and Mission

Vision :

The realization of the Assathoriyyah Educational Institution as a center of excellence that is able to prepare and develop qualified human resources in the field of IMTAQ and Science and Technology which is Islamic and Sunny.

Mission :

Organizing quality-oriented education, both academic, moral and social so as to be able to prepare and develop quality human resources in the fields of IMTAQ and Science and Technology in order to realize baldatun thoyyibun warobbun ghofur.

## **B. Research Finding**

In this chapter, the researcher described and discussed finding of the research. The research was a classroom action research on improving students writing skill through Think-Pair-Share technique. It was conducted of several activities which include pre-cycle, cycle 1, and cycle 2. Its purpose were to know students ability in writing text after taught by using TPS technique.

### **1. Pre-cycle**

This activity was done on Monday, January 11<sup>th</sup> 2021. In this activity, students were taught writing descriptive text used common learning model. Teacher asked two students to come forward, one student asked to described the other student in front of the class. After that teacher explained the generic structure of descriptive text. During teaching learning process, some of the students did not pay attention to the teacher explanations. There were only few students that pay attention to the teacher.

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The test was followed by 29 students and teacher gave to them 30 minutes to do the test. The purpose of the test was to measure student's achievement.

**Table 4.1**  
**Score of Observatio in Pre-Cycle**

No	Indicators	None (0%)	A few (<20%)	Half (20%- 49%)	Many (50%- 69%)	Majority (>70%)	Total of score
		1	2	3	4	5	
1	The students are enthusiastic in listening to teacher's explanation			√			3
2	Students are active in understanding the material		√				2
3	The students show coriosity by asking the question		√				2
4	Students are enthusiastic doing the test		√				2
5	Students are active to present their work		√				2
6	The students are active in doing evaluation		√				2
Total score		0	10	3	0	0	13

The score of the observation as follow :

$$\text{Score} = \frac{\text{Total score}}{\text{Maximal score}} \times 100\%$$

$$= \frac{13}{30} \times 100$$

$$= 43,33\%$$

Based on the result of observation above it can be concluded that students were not enthusiastic enough, it shows that the teaching learning process was not effective enough, students didn't understand well in the material.

**Table 4.2**  
**The Test Score of Pre-Cycle**

No	Name	Code	Gender	Score
1	2	3	4	5
1	Ahmad Amir Husna	X-1	Male	50
2	Ahmad Dwito Fajar	X-2	Male	55
3	Alifiyah Izza Afkarina	X-3	Female	50
4	Desita Nur Afiandari	X-4	Female	80
5	Ahmad Maulana Ishak Ali	X-5	Male	45
6	Ahmad Muzakki	X-6	Male	60
7	Arya Nurwafa	X-7	Male	60
8	Dicky Rama Hidayat	X-8	Male	55
9	Dicky Apriyadi Ababil	X-9	Male	40
10	Dinda Listyowati	X-10	Female	40
11	Faramitha Susilowati	X-12	Female	40
12	Fitria	X-13	Female	45
13	Heri Irawan	X-13	Male	60
14	Lukman Hakim Samsul	X-14	Male	45
15	M. Andi Lasmana	X-15	Male	55

1	2	3	4	5
16	M. Wahyudianto	X-16	Male	40
17	Muhammad Ardi	X-17	Male	45
18	Mudrikul Hikam	X-18	Male	75
19	Muhammad Alfiyan	X-19	Male	50
20	Nida Zahra Zauzani	X-20	Female	60
21	Putri Nur Alifiyah	X-21	Female	50
22	Muslim Afandi	X-22	Male	80
23	Rohilil Danin	X-23	Male	60
24	Refi Mariska Agustin	X-24	Female	50
25	Silviyatus Zahro	X-25	Female	45
26	Sindi Narska Impa Setia	X-26	Female	40
27	Siti Fatimah	X-27	Female	75
28	Sofiyatus Sakdiyah	X-28	Female	40
29	Tia Novitasari	X-29	Female	50
<b>Total</b>				<b>1540</b>
<b>Average</b>				<b>53,10</b>

After the data had been analyzed, the researcher counted the mean to know how the average score of students. To know mean of students score, the formula is as follow:

$$M = \frac{\sum X}{n}$$

Where :

M : The average of students score

$\sum X$  : Total Score

n : The number of students

$$\begin{aligned} M &= \frac{\sum X}{n} \\ &= \frac{1540}{29} \\ &= 53,10 \end{aligned}$$

From the result above, the average score of students in writing descriptive text was low. It can be seen from the result of the students was not required in KKM (7,5). The low score was 40 and the high score was 80.

Based on the result of student's answering, most of students got difficulties in deciding the generic structure of descriptive text and some new vocabulary word. Those problem used to decide the treatment in teaching learning process. So, the researcher intended to use TPS in the next activity.

## 2. Cycle 1

This activity was done from Monday to Wenesday, January 18<sup>th</sup> to 27<sup>th</sup> 2021. Based on the result of pre-test, it was not satisfy. The teacher and researcher decided to use Think-Pair-Share technique. According to Arends, there are three steps n doing Think-Pair-Share such as, think alone about the answer, in pairs to discuss what they have been thinking about,

and share what they have writing their own text.<sup>46</sup> Those were explained as follows :

a. Planning

The researcher made a planning for doing action based on the problems faced by the students in writing descriptive text. Before teaching learning process, the researcher prepared everything which would be used in teaching learning process.

- 1) Discussed with the English teacher about the materials.
- 2) Prepared the materials of study about descriptive text and the instructional tolls.
- 3) Arranged the lesson plan based on the teaching material.
- 4) Prepared observation checklist.

In the first meeting, the material was “ Complete the paragraph” conducted in two meetings. At first meeting, the researcher brought the material of paragraf writing of descriptive text. the researcher described about the defintition and generic structure of descriptive text.

In the second meeting, the researcher ave the example of descriptive text entitled “Wonderful Indonesia”. The researcher told how to identify the generic structure and language features, and gave the example how to implement the TPS technique in this text.

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<sup>46</sup> Richard I. Arends, *Learning to Teach*. (New York: McGraw-hill, 2012) p, 370-371



In the third meeting, the researcher ask the students to piar and asked them to make a descriptive text based on their own way.

5) Preparing the criteria of success

The criteria of success was for the students to be able to make a descriptive text by using Think-Pair-Share technique. The minimum score of English subject was 75. The target of success in this technique was 85%. It mean that 85% of tenth grade students passed the minimum score.

6) Acting

The action of the research was conducted based on the lesson plan that have been prepared (lesson plan-Appendix ). The action of this first meeting was applied on Monday, January 18<sup>th</sup> 2021. At the beginning of the class, researcher greeted, prayed together, checked student's attendance, gave motivation and informed the material to the students. The meeting 1 was followed by 29 students. In the main activity, first researcher gave the topic. The topic of this meeting was "Complete the paragraph" than explain the topic to the students. Researcher explained about grammar, vocabulary, mechanics, capitalization, content, and organization which are impotant in writing descriptive text.

In the second meeting, the researcher gave the example of descriptive text untitled "Petruk Cafe". Then researcher asked

students to spent few minute thinking by their own mind and ask them to make another descriptive text based on the example. Second, the students divided in pairs randomly. After that, teacher gave question and asked students to think about the spesification topic and discuss their own thinking with the pairs. Third, the teacher asked the pairs to wrote and shared what they have been thinking about with the whole class.

In the third meeting, the researcher asked students randomly and shared their own descriptive text that have been shared with their own pairs before. The reearcher took up the student's work and discussing the chart result. This way aimed to give student's more undsrstanding about the materials. So, the student's mistakes could be assessed and fixed.

#### 7) Observing

The researcher made an observation during the teaching and learning process. The result of observation as follows :

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**Table 4.3**  
**Score of Observatio in Pre-Cycle**

No	Indicators	None (0%)	A few (<20%)	Half (20%- 49%)	Many (50%- 69%)	Majority (>70%)	Total of score
		1	2	3	4	5	
1	The students are enthusistic in listening to teacher's explanation				√		4

		1	2	3	4	5	
2	Students are active in understanding the material			√			3
3	The students show curiosity by asking the question			√			3
4	Students are enthusiastic doing the test			√			3
5	Students are active to present their work				√		4
6	The students are active in doing evaluation			√			3
	Total score	0	0	12	8	0	20

The score of the observation as follow :

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{Maximal score}} \times 100\% \\
 &= \frac{20}{30} \times 100 \\
 &= 66,6 \%
 \end{aligned}$$

Based on the result above, it can be concluded that the students were more active enough. There were many students who more active in teaching learning process. They were more active in work and shared to solve the problem in pairs. There was improvement from pre-cycle to cycle 1.

**Table 4.4**  
**The Test Score of Cycle 1**

No	Name	Code	Gender	Score
1	Ahmad Amir Husna	X-1	Male	90
2	Ahmad Dwito Fajar	X-2	Male	80
3	Alifiyah Izza Afkarina	X-3	Female	80
4	Desita Nur Afiandari	X-4	Female	95
5	Ahmad Maulana Ishak Ali	X-5	Male	70
6	Ahmad Muzakki	X-6	Male	75
7	Arya Nurwafa	X-7	Male	60
8	Dicky Rama Hidayat	X-8	Male	75
9	Dicky Apriyadi Ababil	X-9	Male	75
10	Dinda Listyowati	X-10	Female	80
11	Faramitha Susilowati	X-12	Female	70
12	Fitria	X-13	Female	70
13	Heri Irawan	X-13	Male	70
14	Lukman Hakim Samsul	X-14	Male	85
15	M. Andi Lasmana	X-15	Male	80
16	M. Wahyudianto	X-16	Male	75
17	Muhammad Ardi	X-17	Male	80
18	Mudrikul Hikam	X-18	Male	85
19	Muhammad Alfiyan	X-19	Male	85
20	Nida Zahra Zauzani	X-20	Female	75
21	Putri Nur Alifiyah	X-21	Female	85
22	Muslim Afandi	X-22	Male	90
23	Rohilil Danin	X-23	Male	75
24	Refi Mariska Agustin	X-24	Female	75
25	Silviyatus Zahro	X-25	Female	75
26	Sindi Narska Impa Setia	X-26	Female	80
27	Siti Fatimah	X-27	Female	75
28	Sofiyatus Sakdiyah	X-28	Female	75
29	Tia Novitasari	X-29	Female	75
	<b>Total</b>			<b>2260</b>
	<b>Average</b>			<b>77,9</b>

After the data had been analyzed, the researcher counted the mean to know how the average score of students. To know mean of students score, the formula is as follow:

$$M = \frac{\sum X}{n}$$

Where :

M : The average of students score

$\sum X$  : Total Score

n : The number of students

$$M = \frac{\sum X}{n}$$

$$= \frac{2260}{29}$$

$$= 77,9$$

The average score of cycle 1 is 77,9. It mean that student's score in writing descriptive text had improved, but the researcher wanted to implement the technique better because some of students still get score les than KKM (7,5). So, rhe researcher decided to implement the next cycle.

#### 8) Reflecting

The reflection was done after the researcher collaborated with teacher, observing students, and also calculated the score of the student's writing test. Based on the student's pre-test result, it could be known that the student's writing comprehension was increased. In this cycle, the student's average score 77,9. This analysis showed that the result of the first cycle was better than previous one.

The result of observation showed that the student's activeness was better than the pre-cycle. It is caused the teacher could

not giving instructions well, the teacher could not manage the students well. The teacher did not give many chances to the students to ask and give their opinion about the material, so the students felt difficult in asking and giving their opinion about the material. The researcher decided to continue the action to the next cycle and conduct the next cycle to give a better explanation.

Then the researcher tried to modify the action in order that the students' writing skill reached 75% of students in the class could pass the passing grade criterion. It was because the result of cycle one showed only 66,6% of students who passed the passing grade criterion.

### 3. Cycle 2

This activity was done on Monday, February 1st 2021. In this activity, the teaching learning process ran well. In the previous research, the researcher got little difficulty to attract the students' interest. In this cycle, the students were interested in the teaching learning process, it can be proved by their motivation in understanding the material. The activities in this cycle were explained as follows:

#### a. Planning

The researcher made a plan for doing action based on the problem faced by the students in writing descriptive text. Before the teaching learning process, the researcher prepared everything which would be used in the teaching learning process.

- 1) Prepared the material of study

- 2) Arranged the lesson plan based on the teaching material
- 3) Prepared observation checklist

b. Acting

At the beginning of the class, teacher greeted, prayed together, checked student's attendance, gave motivation and informed the material to the students. The cycle 2 was followed by 29 students.

In the main activity, first teacher gave the topic, then explain the topic to the students. The teacher asked students to spend a few minutes thinking by their own mind about the answer. Second, the students divided into pairs randomly. After that, teacher gave question and asked students to think about the specification topic and discuss their own thinking with the pairs. Third, the teacher asked the pairs to share what they have been thinking about with the whole class. Giving the students an opportunity to share ideas in order to encourage and to make sense of those new ideas in terms of their prior knowledge.<sup>47</sup> In general, the action in this cycle was not totally different from cycle 1. The activities included explaining the material and method, asking students to write descriptive text using this method, and giving post-test to students. The differences were in the theme and strategy of this method.

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<sup>47</sup> Kong Shontara, and Shao Vanna, *Cooperative Learning : Theory & Practice- A New Guide for Teacher* (Boaton & Cambodia: World Education, Inc., 2009), p. 42

## c. Observing

In cycle 2, generally teaching learning process was better than previous cycle. It can be seen from the result of checklist student's activeness in cycle 2, it was 86,66%. The result a follow :

**Table 4.5**  
**Score of Observatio in Pre-Cycle**

No	Indicators	None (0%)	A few (<20%)	Half (20%- 49%)	Many (50%- 69%)	Majority (>70%)	Total of score
		1	2	3	4	5	
1	2	3	4	5	6	7	8
1	The students are enthusiastic in listening to teacher's explanation				√		4
2	Students are active in understanding the material				√		4
3	The students show coriosity by asking the question					√	5
4	Students are enthusistic doing the test					√	5
5	Students are active to present their work				√		4
6	The students are active in doing evaluation				√		4
Total score		0	0	0	16	10	26



The score of the observation as follow :

$$\begin{aligned} \text{Score} &= \frac{\text{Total score}}{\text{Maximal score}} \times 100\% \\ &= \frac{26}{30} \times 100 \\ &= 86,6\% \end{aligned}$$

In this cycle, most of students tried to ask some questions and give opinion about the material. The teacher more focused in student's activeness, how students divided and work in pair. By work in pair, students are able to share their idea to each other. Its purpose to develop student's understanding and student's activeness.

From the result of observation, it showed that the student's participation in teaching and learning process was increasing. Students were more enthusiastic and active in class.

**Table 4.6**  
**Test Score of Cycle 2**

No	Student's Code	Scoring Aspects					Score
		G	V	M	O	C	
1	2	3	4	5	6	7	8
1	X-1	24	15	12	21	3	75
2	X-2	24	13	16	18	4	75
3	X-3	28	18	16	23	5	90
4	X-4	26	18	14	23	4	85
5	X-5	23	14	13	21	4	75
6	X-6	28	17	19	23	3	90
7	X-7	23	15	15	18	4	75
8	X-8	28	19	19	24	5	95
9	X-9	27	17	13	22	4	85
10	X-10	23	14	15	19	4	75
11	X-11	26	16	13	21	4	80
12	X-12	27	16	15	22	5	85

13	X-13	24	15	14	19	3	75
14	X-14	24	15	15	18	3	75
1	2	3	4	5	6	7	8
15	X-15	26	16	13	20	5	80
16	X-16	24	15	15	18	3	75
17	X-17	29	19	18	24	5	95
18	X-18	28	18	16	23	5	90
19	X-19	27	20	13	20	5	85
20	X-20	23	14	15	19	4	75
21	X-21	23	14	16	18	4	75
22	X-22	23	14	14	20	4	75
23	X-23	23	14	15	20	3	75
24	X-24	26	16	15	19	4	80
25	X-25	26	16	16	17	5	80
26	X-26	28	19	19	24	5	95
27	X-27	23	16	16	20	5	80
28	X-28	23	14	15	19	4	75
29	X-29	29	18	19	24	5	95
<b>Total Score</b>							<b>2365</b>

$$M = \frac{\sum X}{n}$$

Where :

M : The average of students score

$\sum X$  : Total Score

n : The number of students

$$M = \frac{\sum X}{n}$$

$$= \frac{2365}{29}$$

$$= 81,5$$

The average score of cycle 2 is 81,5. This score was satisfied enough, so the teacher decided to stopped the cycle.

d. Reflecting

Based on the student's score in the cycle 2, the student's were interested in teaching and learning process. There was a good achievement that was achieve by students. The student's average score on writing descriptive text was 81,5 and all of the students were success in achieving the minimum standard score (KKM).

The students could understand well about the material, they also worked together with their pai well. They could produced a good text and be active participants when dicussed the material.

From the collected data of student's score in cycle 2, this classroom action research of using Think-Pair-Share technique was successful. It can be seen from the percentage of students who passed the test was 86,6%. This percentage has exceeded the limit set in this study.

The result of the whole test from the pre-test until the post-test can be seen briefly as follow :

**Table 4.7**  
**Comparison Percentage Student's Enthusiastic in Response Teaching and Learning Proces Using Think-Pair-Share Technique on Pre-Cycle, Cycle 1, and Cycle 2.**

No	Cycle	Total Score	Percentage (%)
1	Pre-cycle	13	43,3%
2	Cycle 1	20	66,6%
3	Cycle 2	26	86,6%

**Table 4.8**  
**The Result of the Whole Test**

No	Name	Pre-cycle	Cycle 1	Cycle 2
1	2	3	4	5
1	Ahmad Amir Husna	50	90	75

1	2	3	4	5
2	Ahmad Dwito Fajar	55	80	75
3	Alifiyah Izza Afkarina	50	80	90
4	Desita Nur Afiandari	80	95	85
5	Ahmad Maulana Ishak Ali	45	70	75
6	Ahmad Muzakki	60	75	90
7	Arya Nurwafa	60	60	75
8	Dicky Rama Hidayat	55	75	95
9	Dicky Apriyadi Ababil	40	75	85
10	Dinda Listyowati	40	80	75
11	Faramitha Susilowati	40	70	80
12	Fitria	45	70	85
13	Heri Irawan	60	70	75
14	Lukman Hakim Samsul	45	85	75
15	M. Andi Lasmana	55	80	80
16	M. Wahyudianto	40	75	75
17	Muhammad Ardi	45	80	95
18	Mudrikul Hikam	75	85	90
19	Muhammad Alfiyan	50	85	85
20	Nida Zahra Zauzani	60	75	75
21	Putri Nur Alifiyah	50	85	75
22	Muslim Afandi	80	90	75
23	Rohilil Danin	60	75	75
24	Refi Mariska Agustin	50	75	80
25	Silviyatus Zahro	45	75	80
26	Sindi Narska Impa Setia	40	80	95
27	Siti Fatimah	75	75	80
28	Sofiyatus Sakdiyah	40	75	75
29	Tia Novitasari	50	75	95
	Sum	1540	2260	2365
	Average Mean	53,1	77,9	81,5
	Low Score	40	60	75
	High Score	80	95	95

From the table above, using Think-Pair-Share technique can improve student's writing skill of descriptive text. So, this Classroom Action Research of the using of Think-Pair-Share technique was succesfull. It can be seen from the result in each cycle.

### C. Discussion

In this research, a researcher conducted the research in two cycles during the teaching and learning process. The subject of the research consist of 29 students. The researcher used classroom action research. The purpose of the researcher using classroom action research as design is because there were some problems faced by students in writing skill, especially in writing descriptive text. In this research, the researcher used Think-Pair-Share technique to solve the problem that faced by students.

Based on the result above of research finding, the students who were taught without using Think-Pair-Share technique did not reveal significant improvement. It can be seen from the mean score of pre-test was 53,1 (see table 4.2), the mean score of cycle 1 is 77,9 (see table 4.4), and for the last cycle is 81,5 (see table 4.6). It means that, the students reading comprehension was increased.

Based on the data analysis above, showed that Think-Pair-Share technique could improve the students writing skill in the aspects of grammar, vocabularies, mechanics, punctuation, and capitalization. This finding was support by theory provided by Miftahul Huda, that Think-Pair-Share is one of cooperative learning that can used in teaching learning process. This technique was improved by Frank Lyman from University of Maryland.<sup>48</sup> By using Think-Pair-Share technique the teacher can create atmosphere where students actively to explore their main idea of text, especially descriptive text.

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<sup>48</sup> Ibid, 142

Based on improvement above, it was proven that Think-Pair-Share technique could improve students writing skill especially in descriptive text.



## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter is to conclude the result of the using of Think-Pair-Share technique to improve students writing skill at tenth grade students of SMK Tunas Bangsa and to suggest others after conducting this research. Below are the concusion and suggestions of the study.

#### A. Conclusion

The research conclusion is presented according to he data which have been analyzed in the previous chapter. From all the data analysis about the use of Think-Pair-Share technique to improve student's writing skill at the tenth grade of SMK Tunas Bangsa can be concluded that:

1. This research shows that the use of TPS technique can improve student's writing skill especially in descriptive text. The students can solve their problem in writing descriptive text. The improvement students achievement in descriptive text writing after being taught by using TPS can seen from the average score of students in every cycle. It improved in every cycle until in the end of cycle, all of student's score achieved in KKM (7,5). In the pre-cycle, the average score of students was 50,50. The low score was 35, and the high score was 80. In the firt cycle, the average score was 60 and the high score was 95. In the second cycle, the average score of students was 81,5. The low srore was 75 and the high score was 95 and also all of students score were required from KKM.

Students writing skill increase as well as their understanding in writing descriptive text.

2. The improvement student's participation in teaching and learning process using TPS technique can be seen from the average percentage of students enthusiastic in every cycle. In the pre-cycle, the average percentage was 43,3%. In the first cycle, the average percentage was 66,6%. In the second cycle, the average percentage was 86,6.

### **B. Suggestions**

From the conclusion above, there are some suggestions:

1. For English Teachers
  - a. Teacher should motivate student's writing interest by giving interesting writing materials.
  - b. Teacher should use time allocation effectively in order to make teaching learning process can be used maximally.
  - c. Thing-Pair-Share technique can help students easier to understanding the material. The teacher can apply this technique in teaching learning process because TPS is very simple technique that can make students more active by sharing each other.
2. For Further Researcher
  - a. Other researcher may implement this technique to research by using Classroom Action Research



- b. Other researcher may implement the result of this research with different populations or in the different places by considering the drawbacks in this research

### **C. Closing**

Praise to Allah, which has been giving guidance. So the thesis can be finished. The researcher realizes that this thesis is far from being perfect, because of that, constructive critics and advice are really expected for the perfection of this thesis. Hopefully, this thesis will be usefull for all of us.



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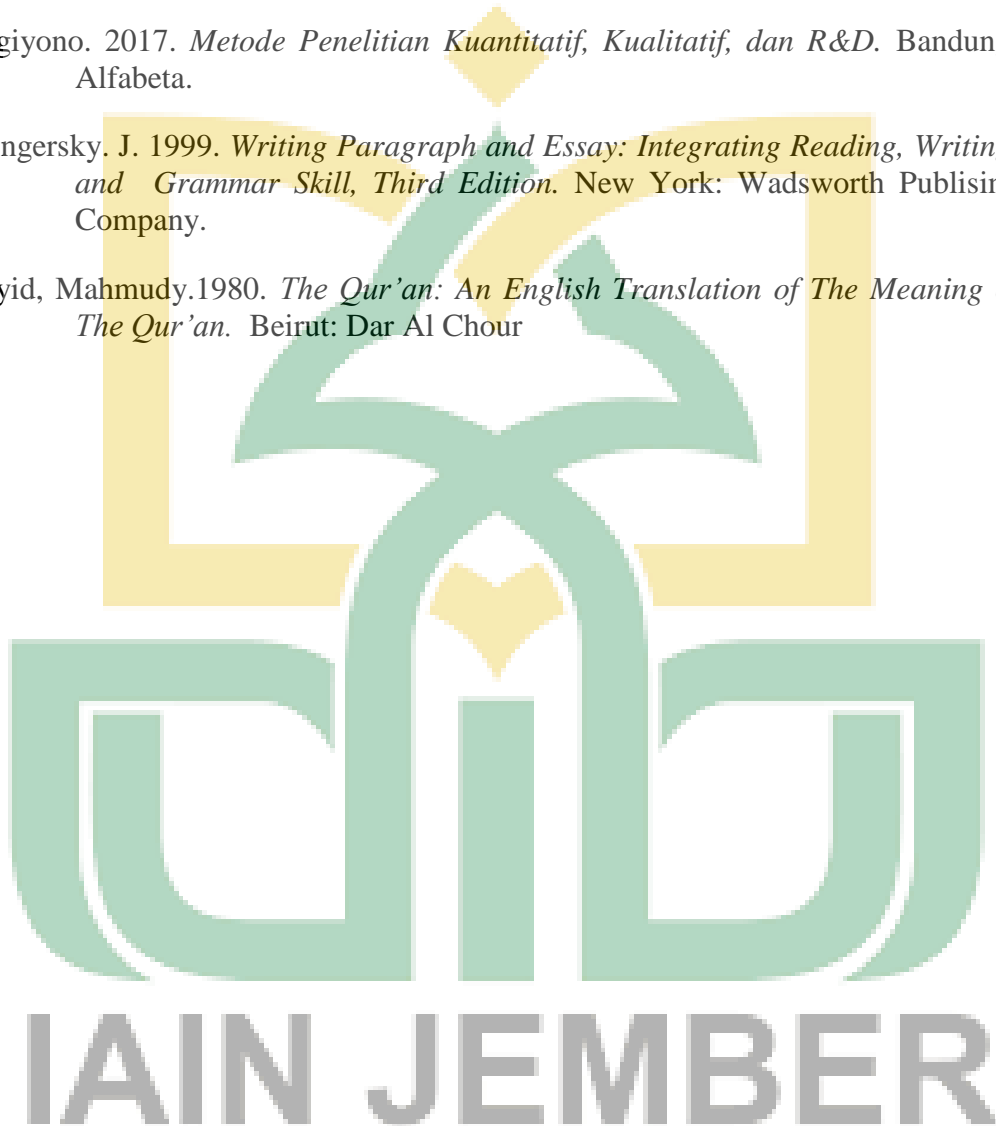
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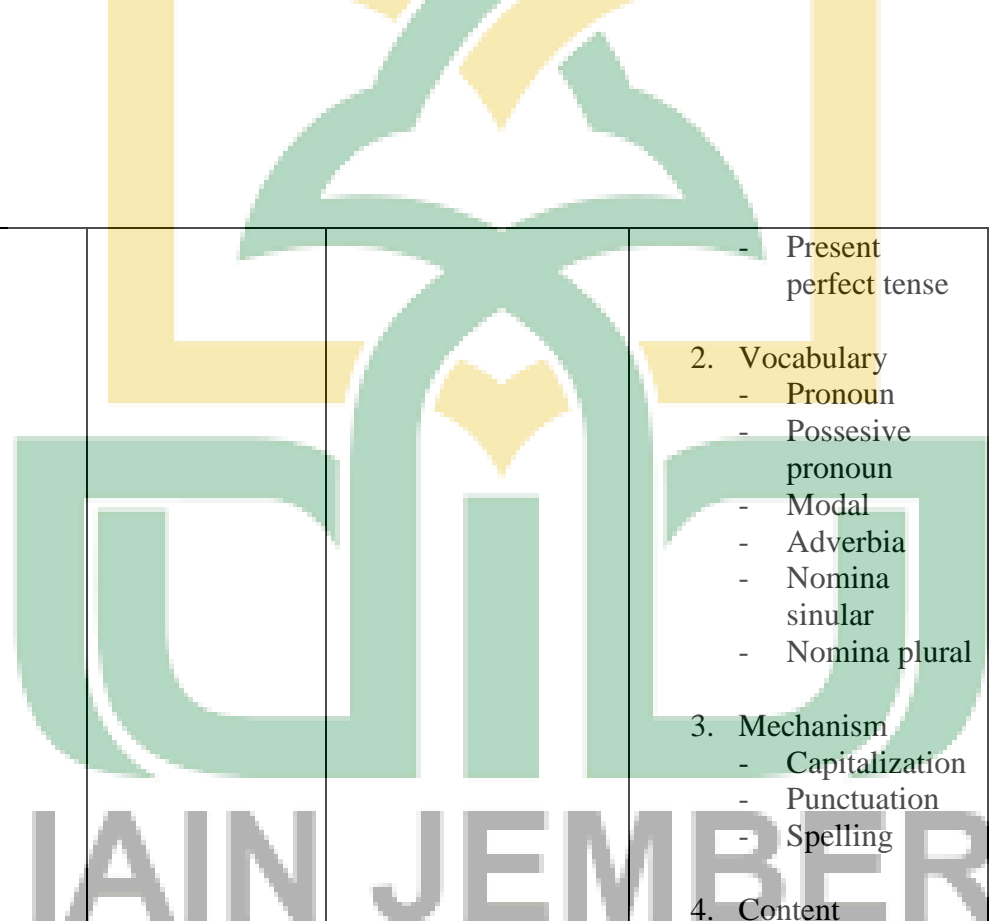
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**APPENDIX 1**

**RESEARCH MATRIX**

Title	Variable	Sub Variable	Indicators	Source of Data	Research Method	General Question
<p>The Use of Think Pair Share (TPS) to Improve Student's Writing Skills in the Tenth Grade of SMK Tunas Bangsa</p>	<p>A. Think Pair Share (TPS)</p> <p>B. Writing Skills</p>	<p>Think Pair Share (TPS)</p> <ol style="list-style-type: none"> <li>1. Thinking</li> <li>2. Pairing</li> <li>3. Sharing</li> </ol> <p>Writing skills</p> <ol style="list-style-type: none"> <li>1 Grammar</li> <li>2 Vocabulary</li> <li>3 Mechanics</li> <li>4 Content</li> <li>5 Oranization</li> </ol>	<p>Think Pair Share (TPS):</p> <ol style="list-style-type: none"> <li>1. Thinking                             <ul style="list-style-type: none"> <li>- Question of issues</li> <li>- Think the answers</li> </ul> </li> <li>2. Pairing                             <ul style="list-style-type: none"> <li>- Discussion</li> <li>- Compare the answers</li> </ul> </li> <li>3. Sharing                             <ul style="list-style-type: none"> <li>- Share the answer</li> </ul> </li> </ol> <p>Writing Skills:</p> <ol style="list-style-type: none"> <li>1. Grammar                             <ul style="list-style-type: none"> <li>- Simple past tense</li> <li>- Simple past continous tense</li> </ul> </li> </ol>	<p>Research subject : The tenth grade students of SMK Tunas Bangsa</p> <p>Informant : English teachers at SMK Tunas Bangsa</p>	<p>Research Design : CAR (Classroom Action Research)</p> <ol style="list-style-type: none"> <li>1. Preliminary study</li> <li>2. Planning</li> <li>3. Implementing</li> <li>4. Observing</li> <li>5. Reflecting</li> </ol>	<p>How can think pair share (TPS) improve student writing skill in the tenth grade student of SMK Tunas Bangsa?</p>



			<ul style="list-style-type: none"><li>- Present perfect tense</li></ul> <p>2. Vocabulary</p> <ul style="list-style-type: none"><li>- Pronoun</li><li>- Possessive pronoun</li><li>- Modal</li><li>- Adverbia</li><li>- Nomina singular</li><li>- Nomina plural</li></ul> <p>3. Mechanism</p> <ul style="list-style-type: none"><li>- Capitalization</li><li>- Punctuation</li><li>- Spelling</li></ul> <p>4. Content</p> <ul style="list-style-type: none"><li>- Thesis statement</li><li>- Related idea</li><li>- Development of ideas</li></ul> <p>5. Organization</p> <ul style="list-style-type: none"><li>- Unity</li><li>- Coherence</li></ul>			
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## APPENDIX 2

### Research Jurnal

**Teacher** : Wiwik Suwito Laksono

**Researcher** : Ratna Dewi Puspitasari

**Class** : X of SMK Tunas Bangsa

No	Things to do	Time	Informant	TTD
1	provide a letter of research to the headmaster	Thursday, January 7 <sup>th</sup> 2021	Headmaster	
2	Meet the English teacher to ask data of student's participant	Thursday, January 7 <sup>th</sup> 2021	English teacher	
3	Interview about teaching and learning process	Thursday, January 7 <sup>th</sup> 2021	English teacher and curriculum	
4	Observation and consulting strategy used in the research	Friday, January 8 <sup>th</sup> 2021	English teacher	
5	Do the research (pre-cycle)	Monday, January 11 <sup>th</sup> 2021	English teacher and students	
6	First cycle (meeting one)	Monday, January 18 <sup>th</sup> 2021	English teacher and students	
7	First cycle (meeting two)	Wednesday, January 20 <sup>th</sup> 2021	English teacher and students	
8	First cycle (meeting three)	Monday, January 25 <sup>th</sup> 2021	English teacher and students	
9	Second cycle (meeting one)	Wednesday, January 27 <sup>th</sup> 2021	English teacher and students	
10	Second cycle (meeting two)	Monday, February 8 <sup>th</sup> 2021	English teacher and students	
11	Second cycle (meeting three)	Wednesday, February 10 <sup>th</sup> 2021	English teacher and students	
12	Interview survey about the strategy was done	Saturday, February 20 <sup>th</sup> 2021	English teacher	
13	Request a letter of research completion	Thursday, March 4 <sup>th</sup> 2021	Administration staff	

## APPENDIX 3

### INTERVIEW GUIDELINES

#### 1. Interview Guidelines for the English Teacher

- 1) What do you think about writing descriptive text?
- 2) What are student's difficulties in writing descriptive text ?
- 3) Does the discussion often held in the class ?
- 4) What kind of technique that you often use in teaching writing ?
- 5) What do you think about TPS technique ?
- 6) Is TPS technique relevant with classroom situation?

#### 2. Interview Guidelines for the Students

- 1) What difficulties do you feel when learning English?
- 2) From several aspects of learning English, what are the most difficult aspects for you to master?
- 3) What difficulties did you feel when you learned to write?
- 4) Do you prefer to study in a tense situation or study in a fun situation?



## APPENDIX 4

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMK TUNAS BANGSA AJUNG

Kelas/semester : X/A

Mata Pelajaran : Bahasa Inggris

Materi Pokok : Descriptive Text

Alokasi Waktu : 2X3 JP

#### A. KOMPETENSI INTI

KI 3. Menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4. Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, dan mampu menggunakan metode sesuai kaidah keilmuan.

#### B. KOMPETENSI DASAR

3.4 Membedakan fungsi sosial, struktur teks dan unsur kebahasaan beberapa teks deskriptif dengan memberi dan meminta informasi terkait tempat wisata dan bangunan bersejarah terkenal, pendek, dan sederhana sesuai dengan konteksnya.

4.4 Teks *Deskriptif*



4.4.1 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan *deskriptif* lisan dan tulis, pendek dan sederhana terkait tempat wisata dan bangunan bersejarah terkenal.

4.4.2 Menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

### **C. INDIKATOR PENCAPAIAN KOMPETENSI**

3.4.1 Menentukan fungsi sosial teks deskriptif terkait tempat wisata

3.4.2 Menganalisis struktur teks deskriptif terkait tempat wisata

3.4.3 Menemukan unsur kebahasaan dalam bentuk teks deskriptif terkait tempat wisata

3.4.4 Meresume teks deskriptif sederhana terkait tempat wisata

4.4.1 Membuat teks deskriptif sederhana, terkait tempat wisata.

4.4.2 Menyajikan secara lisan teks deskriptif terkait tempat wisata

### **D. TUJUAN PEMBELAJARAN**

- Setelah mengamati teks yang diberikan oleh guru, peserta didik mampu menentukan fungsi sosial teks deskriptif terkait tempat wisata
- Setelah mengamati teks yang diberikan oleh guru, peserta didik mampu menganalisis struktur teks deskriptif terkait tempat wisata
- Setelah mengamati teks yang diberikan oleh guru, peserta didik mampu menemukan unsur kebahasaan dalam bentuk teks deskriptif tempat wisata

- Setelah melakukan tanya jawab kelompok, peserta didik mampu meresume teks deskriptif sederhana terkait dengan tempat wisata.
- Setelah melakukan tanya jawab kelompok, peserta didik mampu membuat teks deskriptif sederhana terkait dengan tempat wisata di sekitar tempat tinggal masing-masing menggunakan bahasa sendiri.

#### **E. METODE PEMBELAJARAN**

1. Pendekatan : *Scientific Approach*
2. Tehnik : *Think-Pair-Share*

#### **F. MEDIA PEMBELAJARAN**

1. Papan Tulis
2. Worksheet

#### **G. SUMBER-SUMBER PEMBELAJARAN**

1. Buku ajar siswa Bahasa Inggris kelas X Kurikulum 2013 edisi 2016
2. Kamus Bahasa Inggris

#### **H. MATERI PEMBELAJARAN**

1. The definition of Descriptive Text : *A descriptive text describes a particular object like a place, thing or a person.*
2. Sosial Function: *Describing or presenting information about a particular place and a historical building.*
3. Generic Structure :

- Opening Paragraph (identification): *Opening statement to introduce the subject*
  - A series of Paragraph (Description) : *Supporting paragraph that describes the subject*
  - Closing Paragrah : *Concluding paragraph that indicates the end of the text.*
4. Language Feature:
- a. Vocabulary : *word related to ecotourism destination and historical building as destination (n), establish (v), impressive )adj), etc*
  - b. grammar : *Noun phrases such as beautiful flower, wonderfull mountain, etc*

## I. LANGKAH-ANGKAH PEMBELAJARAN

### PERTEMUAN 1 (40 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa inggris agar English Environment dapat langsung tercipta di pertemuan pertama.</li> <li>▪ Guru dapat menggunakan kalimat” <i>Good morning students</i>”.</li> </ul>	5 menit

	<ul style="list-style-type: none"> <li>▪ Pastikan peserta didik merespon dengan menjawab kembali “ <i>Good morning, Teacher/ Sir/ Ma’am</i>”.</li> <li>▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.</li> <li>▪ Jika memungkinkan, guru dapat bertanya kepada anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru</li> <li>▪ Guru menyampaikan tujuan pembelajaran</li> </ul>	
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> <li>▪ Siswa Guru meminta siswa mengamati teks yang terdapat dalam buku ajar siswa</li> <li>▪ Guru menjelaskan materi tentang deskriptif teks mencakup fungsi sosial, unsur kebahasaan, struktur teks, dan tujuan.</li> </ul> <p><i>Questioning</i></p> <ul style="list-style-type: none"> <li>▪ Guru menyampaikan pertanyaan yang membangkitkan rasa ingin tahu siswa tentang penggunaan kalimat dalam descriptive text.</li> <li>▪ Siswa menjawab pertanyaan- pertanyaan yang diberikan</li> </ul>	30 menit

	<ul style="list-style-type: none"> <li>▪ Siswa menanyakan terkait fungsi sosial, struktur teks, dan unsur kebahasaan didalam teks deskriptif yang belum dimengerti.</li> </ul> <p><i>Associating</i></p> <ul style="list-style-type: none"> <li>▪ Guru meminta siswa mengumpulkan informasi tentang tempat-tempat wisata di Indonesia dari berbagai sumber.</li> </ul> <p><i>Experimenting</i></p> <ul style="list-style-type: none"> <li>▪ Siswa meresume tentang tempat-tempat wisata di Indonesia dari berbagai sumber.</li> <li>▪ Guru mengawasi dan membimbing peserta didik</li> </ul> <p><i>Communicating</i></p> <ul style="list-style-type: none"> <li>▪ Secara individu siswa mempresentasikan hasil analisa teks deskriptif terkait fungsi sosial, struktur teks, dan unsur kebahasaan yang telah dipelajari dari sumber belajar.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, guru menyimpulkan hasil belajar bersama-sama.</li> <li>▪ Guru memberikan tugas individu mencai detinasi wisata dalam negeri dan mencari</li> </ul>	5 menit

	kosa kata sulit baru dalam teks deskriptif terkait materi yang telah dipelajari.	
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PERTEMUAN 2 (40 menit)

Kegiatan	Deskripsi Kegiatan	Alokasi waktu
Pendahuluan	<ul style="list-style-type: none"> <li>▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama.</li> <li>▪ Guru dapat menggunakan kalimat " <i>Good morning students</i>".</li> <li>▪ Pastikan peserta didik merespon dengan menjawab kembali " <i>Good morning, Teacher/ Sir/ Ma'am</i>".</li> <li>▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.</li> <li>▪ Jika memungkinkan, guru dapat bertanya kepada beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru</li> <li>▪ Guru menyampaikan tujuan pembelajaran</li> </ul>	5 menit

Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> <li>▪ Guru menginstruksikan kepada siswa untuk mengumpulkan tugas pekerjaan rumah.</li> </ul> <p><i>Questioning</i></p> <ul style="list-style-type: none"> <li>▪ Guru dapat memberikan pertanyaan yang berhubungan dengan pelajaran yang kemarin telah di bahas.</li> <li>▪ Peserta didik menjawab pertanyaan-pertanyaan yang diberikan</li> <li>▪ Guru dapat mengulang-ulang pertanyaan tersebut.</li> </ul> <p>bahkan mengacak pertanyaan tersebut sehingga siswa mampu mengingat lebih dari sebelumnya</p> <p><i>Associating</i></p> <ul style="list-style-type: none"> <li>▪ Siswa mengumpulkan informasi terkait tempat wisata yang telah ditugaskan sebelumnya.</li> </ul> <p><i>Experimenting</i></p> <ul style="list-style-type: none"> <li>▪ Guru meminta siswa untuk membentuk kelompok kemudian mencertakan informasi apa yang telah didapat dari</li> </ul>	30 menit
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	<p>tugas sebelumnya.</p> <ul style="list-style-type: none"> <li>▪ Guru mengawasi dan membimbing peserta didik</li> </ul> <p><i>Communicating</i></p> <ul style="list-style-type: none"> <li>▪ Guru menyediakan waktu dan tempat bagi siswa yang masih belum paham dengan materi.</li> <li>▪ Guru menjelaskan lebih detail kepada siswa yang blm faham akan materi.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa diberi tugas untuk membuat teks deskriptif dari apa yang telah mereka dapatkan dari tugas sebelumnya bersama dengan kelompoknya.</li> <li>▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topik</li> <li>▪ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> </ul>	5 menit

PERTEMUAN 3 (40 MENIT)

KEGIATAN	DESKRIPSI KEGIATAN	ALOKASI
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		WAKTU
Pendahuluan	<ul style="list-style-type: none"> <li>▪ Guru masuk ke kelas dan langsung menyapa menggunakan bahasa Inggris agar English Environment dapat langsung tercipta di pertemuan pertama.</li> <li>▪ Guru dapat menggunakan kalimat " <i>Good morning students</i>".</li> <li>▪ Pastikan peserta didik merespon dengan menjawab kembali " <i>Good morning, Teacher/ Sir/ Ma'am</i>".</li> <li>▪ Jika peserta didik belum merespon, jangan dulu melanjutkan pelajaran.</li> <li>▪ Jika memungkinkan, guru dapat bertanya kepada beberapa anak secara individual untuk memastikan bahwa peserta didik dapat merespon perkataan guru</li> <li>▪ Guru menyampaikan tujuan pembelajaran</li> </ul>	5 menit
Inti	<p><i>Observing</i></p> <ul style="list-style-type: none"> <li>▪ Guru menginstruksikan kepada siswa untuk mengumpulkan tugas pekerjaan rumah.</li> </ul> <p><i>Questioning</i></p>	30 menit

- Guru dapat memberikan pertanyaan yang berhubungan dengan pelajaran yang kemarin telah di bahas.
- Peserta didik menjawab pertanyaan-pertanyaan yang diberikan
- Guru dapat mengulang-ulang pertanyaan tersebut, bahkan mengacak pertanyaan tersebut sehingga siswa mampu mengingat lebih dari sebelumnya

*Associating*

- Siswa mengumpulkan tugas tentang deskriptif teks sesuai informasi yang telah didapat terkait tempat wisata yang telah ditugaskan sebelumnya.

*Experimenting*

- Guru meminta siswa untuk maju satu persatu kedepan kelas dan menceritakan teks deskriptif yang telah mereka buat bersama kelompoknya.

- Guru menilai hasil kerja siswa dan kemampuan berbicara siswa

*Communicating*

- Guru menyediakan waktu dan tempat bagi siswa yang masih belum paham

	<p>dengan materi.</p> <ul style="list-style-type: none"> <li>▪ Guru menjelaskan lebih detail kepada siswa yang blm faham akan materi.</li> </ul>	
Penutup	<ul style="list-style-type: none"> <li>▪ Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, siswa diberi motivasi terkait materi hari ini, siswa dibimbing untuk terus mengah kemampuan berbicara didepan kelas.</li> <li>▪ Guru memberikan pertanyaan untuk mengetahui apakah siswa sudah memahami topic.</li> <li>▪ Siswa diminta membuat kesimpulan pembelajaran pada pertemuan ini.</li> </ul>	5 menit

## J. PENILAIAN HASIL PEMBELAJARAN

### -Penilaian Observasi

Penilaian observasi berdasarkan pengamatan sikap dan perilaku peserta didik sehari-hari, baik terkait dalam proses pembelajaran maupun secara umum.

### - Penilaian Pengetahuan

KD	IPK	MATERI	INDIKATOR SOAL	BENTUK
4.4.2 Menyusun teks <i>deskriptif</i> lisan dan	4.4.2 Membuat teks deskriptif	Teks deskriptif	Disajikan contoh teks deskriptif, peserta didik	Uraian

<p>tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.</p>	<p>sederhana</p>		<p>diharapkan dapat :          -menentukan fungsi sosial teks deskriptif terkait tempat wisata          -menganalisis struktur teks deskriptif terkait tempat wisata          -menemukan unsur kebahasaan dalam bentuk teks deskriptif terkait tempat wisata          -menyusun teks deskriptif terkait tempat wisata dengan baik dan benar.</p>	
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- **Isntrumen**

Petruk Cave

Petruk cave is one of the leading tourist attractions in Kebumen, Central Java. The cave is located in the dukuh Mandayana Candirenggo Village, Ayah District, Kebumen regency. In the petruk cave there is no lighting that illuminates the cave. It is still very natural cave so that petruk cave is very dark to be entered. Petruk cave's name is taken from the punokawan of puppet characters that is Petruk. The cave Named Petruk cave because the length of cave is as long as petruk's nose.

In the cave there are 3 floors that are the first is a basic cave, Hindu caves and Petruk cave. The base cave is a short cave which is just 100 meters away. The cave is used for tourist attractions. Hindu cave is part of the cave that is usually used to put offerings to the ancestor. Inside Petruk cave there are so many stalactites and stalagmites which are really awesome. If you want to explore this cave, you must be led by guides who are ready to take you through the cave. After arriving at the end of the cave, you can see the beach or waterfall located near at the end of the cave

1. What is the text purpose?
  - a. To inform readers about tourism in Kebumen
  - b. To entertain reader about Petruk Cave
  - c. To explain the reader about floors in Petruk Cave
  - d. To Introduce The Local tourism in Kebumen
  - e. To describe Petruk Cave
2. Why did Petruk cave named as one of character in Punokawan puppet?
  - a. Because the cave is belong to Petruk
  - b. Because Petruk is the first explorer of the cave
  - c. Because Petruk is buried at the cave
  - d. Because the cave's length is as long as Petruk's nose
  - e. Because the cave's depth is as deep as Petruk's hair
3. Which part of Petruk Cave which used for place to put foods for ancestor?
  - a. In the basic cave
  - b. In petruk cave

c. In Hindu cave

d. In front of the cave

e. Inside the cave

4. What is stalactites means?

a. A type of formation that hangs from the ceiling of caves

b. Types of formation that lay on the floor of caves

c. Types of food given to ancestor

d. Someone who guide the visitor in the cave

e. Kind of animals in the cave

5. What is “lead” means in paragraph 2?

a. Guide

b. Take

c. Bring

d. Put

e. Place

ESSAY

1. Identify the generic structure of the text

a. Identification

b. Description

c. Language Features used

2. Make a paragraph about descriptive text about tourist attractions that are around you!

### SKOR PENILAIAN

<b>NO</b>	<b>Huruf</b>	<b>Rentang angka</b>
<b>1</b>	<b>Sangat baik (A)</b>	<b>86-100</b>
<b>2</b>	<b>Baik (B)</b>	<b>71-85</b>
<b>3</b>	<b>Cukup (C)</b>	<b>56-70</b>
<b>4</b>	<b>Kurang (D)</b>	<b>&lt;56</b>



**APPENDIX 5**

**STUDENT'S ATTENDANCE LIST**

<b>No</b>	<b>Name</b>	<b>Pre-Cycle</b>	<b>Cycle 2</b>			<b>Cycle 3</b>		
<b>1</b>	<b>Ahmad Amir Husna</b>	√	√	√	√	√	√	√
<b>2</b>	<b>Ahmad Dwito Fajar</b>	√	√	√	√	√	√	√
<b>3</b>	<b>Alifyah Izza Afkarina</b>	√	√	√	√	√	√	√
<b>4</b>	<b>Desita Nur Afiandari</b>	√	√	√	√	√	√	√
<b>5</b>	<b>Ahmad Maulana Ishak Ali</b>	√	√	√	√	√	√	√
<b>6</b>	<b>Ahmad Muzakki</b>	√	√	√	√	√	√	√
<b>7</b>	<b>Arya Nurwafa</b>	√	√	√	√	√	√	√
<b>8</b>	<b>Dicky Rama Hidayat</b>	√	√	√	√	√	√	√
<b>9</b>	<b>Dicky Apriyadi Ababil</b>	√	√	√	√	√	√	√
<b>10</b>	<b>Dinda Listyowati</b>	√	√	√	√	√	√	√
<b>11</b>	<b>Faramitha Susilowati</b>	√	√	√	√	√	√	√
<b>12</b>	<b>Fitria</b>	√	√	√	√	√	√	√
<b>13</b>	<b>Heri Irawan</b>	√	√	√	√	√	√	√
<b>14</b>	<b>Lukman Hakim Samsul</b>	√	√	√	√	√	√	√
<b>15</b>	<b>M. Andi Lasmana</b>	√	√	√	√	√	√	√
<b>16</b>	<b>M. Wahyudianto</b>	√	√	√	√	√	√	√
<b>17</b>	<b>Muhammad Ardi</b>	√	√	√	√	√	√	√
<b>18</b>	<b>Mudrikul Hikam</b>	√	√	√	√	√	√	√
<b>19</b>	<b>Muhammad Alfiyan</b>	√	√	√	√	√	√	√



20	<b>Nida Zahra Zauzani</b>	√	√	√	√	√	√	√
21	<b>Putri Nur Alifiyah</b>	√	√	√	√	√	√	√
22	<b>Muslim Afandi</b>	√	√	√	√	√	√	√
23	<b>Rohilil Danin</b>	√	√	√	√	√	√	√
24	<b>Refi Mariska Agustin</b>	√	√	√	√	√	√	√
25	<b>Silviyatus Zahro</b>	√	√	√	√	√	√	√
26	<b>Sindi Narska Impa Setia</b>	√	√	√	√	√	√	√
27	<b>Siti Fatimah</b>	√	√	√	√	√	√	√
28	<b>Sofiyatus Sakdiyah</b>	√	√	√	√	√	√	√
29	<b>Tia Novitasari</b>	√	√	√	√	√	√	√



APPENDIX 6

DOCUMENTATION



Teacing and learning process



Teaching and learning process

IAIN JEMBER

## APPENDIX 7

### AUTHENTIC STATEMENT OF WRITING

The underdesigned below :

Name : Ratna Dewi Puspitasari  
NIM : T20156090  
Study Program/ Major : Tadris Bahasa Inggris / English Education  
Faculty : Tarbiyah and Teacher Training  
Institution : IAIN JEMBER

Hereby declares that the content of the thesis entitled **“The Use of Think-Pair-Share to Improve Student’s Writing Skill at the Tenth Grade of SMK Tunag Bangsa Ajung”** is the result of my research/ work, except in the part referred by the source.

Jember, 05 July 2021

Stated by



Ratna Dewi Puspitasari  
NIM. T20156090

# IAIN JEMBER

APPENDIX 8



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI JEMBER FAKULTAS  
TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No.1 Mangli, Telp. (0331) 487550 Fax. (0331) 472005, Kode Pos : 68136  
Website : [www.http://ftik.iain-jember.ac.id](http://ftik.iain-jember.ac.id) e-mail : [tarbiyah.iainjember@gmail.com](mailto:tarbiyah.iainjember@gmail.com)

Nomor : B. 0995/In.20/3.a/PP.00.9/01/2021 06 Januari 2021  
Sifat : Biasa  
Lampiran : -  
Hal : **Permohonan Ijin Penelitian**

Yth. Kepala SMK TUNAS BANGSA  
Mangaran Sukamakmur Ajung Jember

*Assalamualaikum Wr Wb.*

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan IlmuKeguruan, maka mohon diijinkan mahasiswa berikut :

Nama : Ratna Dewi Puspitasari  
NIM : T20156090  
Semester : XI  
Prodi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai ***The Use Of Think Pair Share to Improve Student's Writing Skill in the Tenth Grade of SMK tunas Bangsa Ajung*** selama **30 ( tiga puluh )** hari di lingkungan lembaga wewenang Bapak/Ibu M. KHAUSUL AMAL, M. Pd.

Adapun pihak-pihak yang dituju adalah sebagai berikut:

Kepala Sekolah

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

*Wassalamualaikum Wr Wb.*

Jember, 06 Januari 2021

a.n. Dekan

Wakil Dekan Bidang Akademik,



*Mashudi*  
Mashudi

APPENDIX 9



YAYASAN PENDIDIKAN DAN PONDOK PESANTREN ASSATHORIYAH  
SEKOLAH MENENGAH KEJURUAN(SMK)

**TUNAS BANGSA**

TERAKREDITASI B

Kompetensi Keahlian : Budidaya Tanaman Pangan & Hortikultura

Jl. Mangaran Sukamakmur Ajung Jember, Telp. (0331) 757054 Kode Pos : 68175

**SURAT KETERANGAN TELAH MELAKUKAN PENELITIAN**

Nomor : 413/SMK-TB/A/VII/2021

Yng bertanda tanan di bawah ini:

Nama : **M. Khausul Amal**  
Jabatan : Kepala Sekolah  
Alamat : Sukamakmur-Ajung-Jember

Dengan ini menerangkan bahwa mahasiswa dengan identitas:

Nama : Ratna Dewi Puspitasari  
NIM : T20156090  
Prodi : Tadris Bahasa Inggris  
Jurusan : Pendidikan Bahasa  
Jenjang : S1

Telah selesai melakukan penelitian di SMK Tunas Bangsa Ajung selama 70 hari yakni pada tanggal 06 Januari 2020 sampai 17 Maret 2021 guna melengkapi data pada penyusunan skripsi yang berjudul "The Use of Think-Pair-Share to Improve Student's Writing Skill at the Tenth Grade of SMK Tunas Bangsa".

Sukamakmur, 17 Maret 2021

Kepala Sekolah,

**Muh. Khausul Amal, S.Th.I, M.Pd .**

NIP.







**YAYASAN PENDIDIKAN DAN PONDOK PESANTREN ASSATHORIYYAH  
SEKOLAH MENENGAH KEJURUAN(SMK)**

## **TUNAS BANGSA**

**TERAKREDITASI B**

**Kompetensi Keahlian : Budidaya Tanaman Pangan & Hortikultura**

**Jl. Mangaran Sukamakmur Ajung Jember, Telp. (0331) 757054 Kode Pos : 68175**

APPENDIX 9

### **SURAT KETERANGAN**

**Nomor :374/SMK-TB/AVII/2021**

Sehubungan dengan adanya surat dari Fakultas Tarbiyah dan Ilmu Keguruan IAIN Jember, dengan Nomor:0095/In.20/3.a/PP.00.9/01/2021, hal: Permohonan ijin peneliti tertanggal 06 Januari 2021, maka Kepala smk Tunas Bangsa Ajung dengan ini menerangkan nama mahasiswa di bawah ini :

**Nama : Ratna Dewi Puspitasari**  
**NIM : T20156090**  
**Prodi : Tadris Bahasa Inggris**  
**Jurusan : Pendidikan Bahasa**  
**Jenjang : S1**

Benar telah mengadakan penelitian di SMK Tunas Bangsa Ajung pada tanggal 06 Januari 2020 sampai 17 Maret 2021 guna melengkapi data pada penyusunan skripsi yang berjudul "The Use of Think-Pair-Share to improve Student's Writing Skill at the Tenth Grade of SMK Tunas Bangsa".

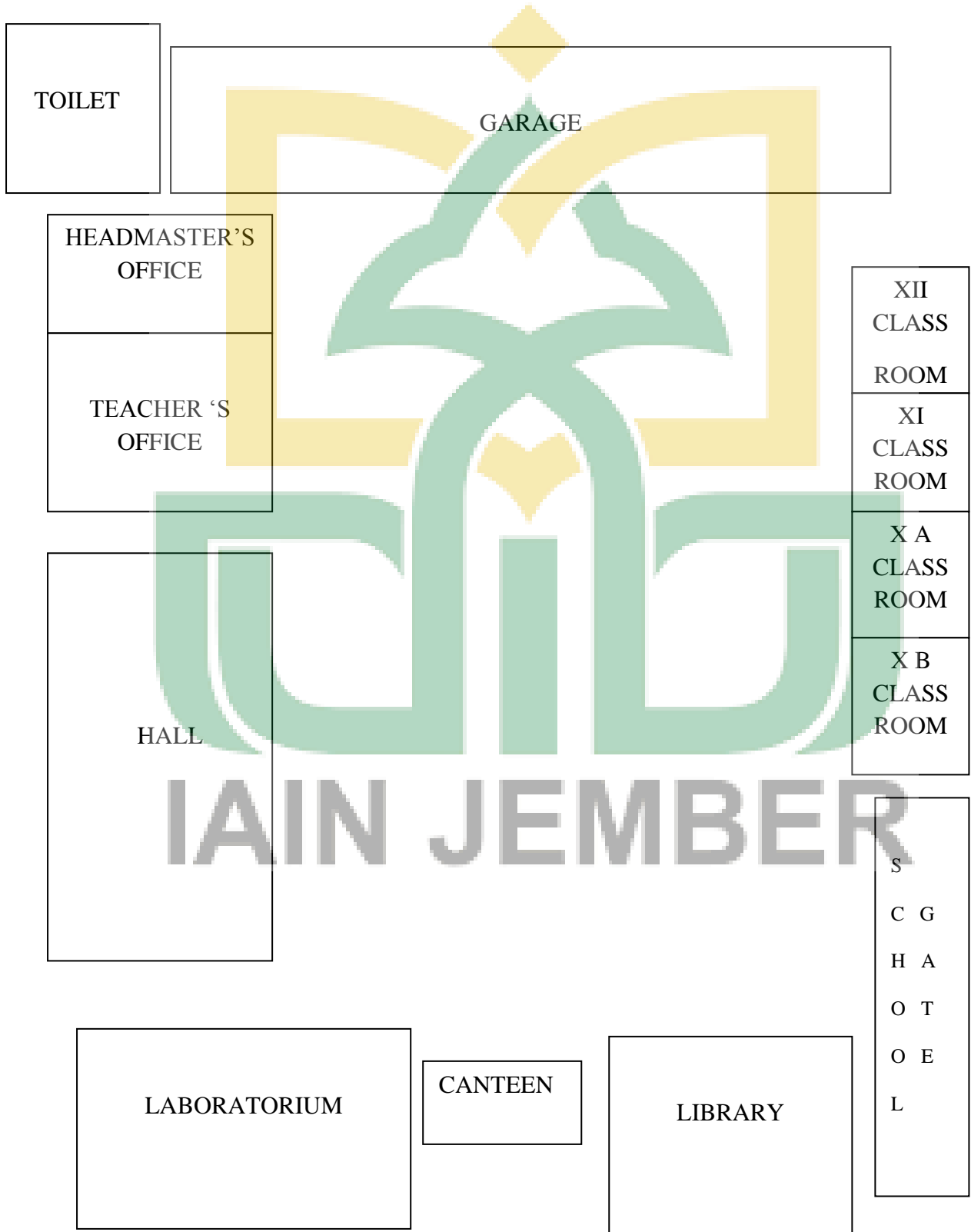
Sukamakmur, 17 Maret 2021  
Kepala Sekolah,



**Muh. Khausul Amal, S.Th.I, M.Pd.**  
NIP.

APPENDIX 10

SCHOOL MAP



## APPENDIX 11

### RESEARCHER'S BIODATA



#### Personal Information

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#### Educational Background

2002-2008 : SDN Bangsalsari IV  
2008-2011 : SMPN 1 Rambipuji  
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