IMPROVING STUDENTS' WRITING SKILL OF NARRATIVE TEXT BY USING THINK-PAIR-SHARE TECHNIQUE AT GRADE X.13 SMAN 5 BUKITTINGGI IN ACADEMIC YEAR 2015/2016

THESIS

by

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ABSTRAK

Sridiana Elfia.2020. Meningkatkan Kemampuan Siswa Dalam Menulis Teks Naratif Menggunakan Think–Pair-Share Teknik Pada Siswa Kelas X.13 SMA Negeri 5 Bukittinggi. Tesis. Pascasarjana Universitas Negeri Padang.

Penelitian ini bertujuan untuk menerangkan bagaimana Think-Pair-Share teknik dapat meningkatkan kemampuan menulis siswa dan menemukan faktor apa saja yang mempengaruhi perubahan kemampuan menulis teks Narrative pada siswa .

Penelitian ini adalah Penelitian Tindakan Kelas yang menggunakan instrumen kuantitatif dan kualitatif untuk memperoleh data. Data kuantitatif diambil dari hasil nilai tugas dan ujian pada setiap pertemuan dan data kualitatif dikumpulkan dari hasil observasi selama proses belajar mengajar yaitu catatan kejadian, observasi ceklis dan wawancara pada siswa kelas X.13 SMAN 5 Bukittinggi pada tahun ajaran 20015/2016.

Hasil penelitian menunjukkan bahwa Think-Pair-Share dapat meningkatkan kemampuan siswa dalam menulis teks naratif mulai dari siklus 1 sampai siklus 3. Keberhasilan siswa dibuktikan dengan adanya peningkatan nilai kemampuan menulis mereka secara bertahap dan terjadinya perubahan cara belajar mereka dikelas. Mereka menjadi lebih antusias dan terlibat secara aktif dalam mengikuti pelajaran sehingga kelas menjadi lebih kondusif. Dengan menganalisa nilai dari tugas dan ujian serta hasil data observasi, dapat disimpulkan bahwa dengan menggunakan Think-Pair-Share teknik maka kemampuan menulis naratif siswa dapat ditingkatkan dan menjadi salah satu cara tepat dalam pengajaran menulis.

ABSTRACT

Sridiana Elfia.2020. Improving Students' Writing Skill of Narrative Text By Using Think-Pair-Share Technique At Grade X.13 SMAN 5 Bukittinggi. Thesis.Graduate Program of Universitas Negeri Padang.
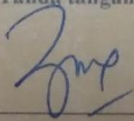
The purpose of this research are ; first to explain how Think-Pair-Share Technique can improve students' writing skill. Second, it is to find out the factors that influence the changes of students' writing skill of Narrative text at Grade X.13 academic year 2015/2016 of SMAN 5 Bukittinggi through the use of Think-Pair-Share Technique.

This reaseach is an Classroom Action Research which use qualitative and quantitative instrument to get the data. Quantitative data were analyzed from the score of test and task and qualitative data were analyzed from observation and interview of the students of X.13 SMAN 5 Bukittinggi.

From the result of the research, the writer found that Think-Pair-Share Technique can improve students' skill in writing narrative text from cycle 1 to cycle 3. The improvement of achievement was proved from the result of the students writing score where they could their score gradually. It also could be seen on students' performance during teaching and learning process. The students became more active and all students were involved in teaching learning process. Students were more enthusiastic in joining the lesson, so the class became more conducive. From this research, it was also obtained that the improvements of the students writing were influenced by four factors; classroom activities, the materials, classroom management, and teacher's approach.

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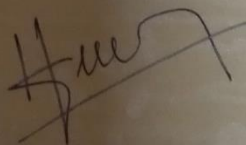
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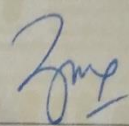
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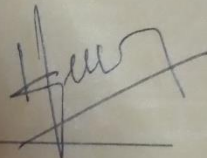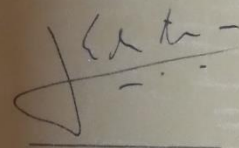NIP.19611221 199003 1 001

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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa :

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Saya yang menyatakan

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The researcher realized this thesis is far from being perfect. Therefore, constructive advice, critics, and suggestion from the readers would be much appreciated. The researcher expects that this thesis can give valuable contribution for the readers.

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CHAPTER 1

INTRODUCTION

A. **Background of the problem**

Writing is one of the important skills because it takes a part as an important communication tools.It is an alternative way for communication besides speaking. Through writing, everybody can express feelings and ideas. The purpose of writing skill is empowering students to express their thoughts in written. Through that skill, the students will be able to enlarge their ideas,thought and feeling in writing.

Writing needs practice and it is a difficult subject for the students. If the students write well, they will achieve the competence in English. It is important to note that writing is a process, not a "product". It means that a piece of writing is never complete, it is always possible to review and revice, and revise again.

As stated in Kurikulum Tingkat Satuan Pendidikan (KTSP, 2006) of Senior High School in teaching and learning process for the English class, the students should have been introduced to some kinds of texts, they are: narrative,recount,report,procedures and descriptive text. The students must be able to master the kinds of the text. They must be able to organize the ideas, choose the words or vocabulary and arrange the words in grammatical order to develop the topics into good sentences in English text.In achieving these purposes, it is

necessary for students to know the steps or the procedures how to write a text.Besides the students should consider some aspects of writing such as grammar,vocabulary,mechanics,content and organization when they write.

On the Sillabus, Narrative text appears in every semester at high school. It has its own characteristics. First, it presents a story by showing sequence of events. Next, it needs specific detail informations to be convincing because narrative text tells about the process of story, moving from beginning to end, from first event to the last. Last, it has a purpose to entertain the readers. It is a fiction or an imaginative story which usually tells about one's experiences or a short story that states a conflict and resolution of problem. Narrative is used in storybook, autobiography, fable, fairy tales, etc.

Based on the researcher's teaching experience who has been teaching English at grade X SMAN 5 Bukittinggi, many students especially grade X.13 have low ability in writing activities during the learning process. It is proved by the fact that only 25% of the students get 75, 20% get 65, 25% get 60 and 29% get below 60. It is also indicated by the students attitude in writing class.The students are hesitated if they are asked to write even a very simple text such as writing about their daily activities or writing about their favorite program on TV.Even for some students, who have a provided topic, they still confused although the students have learnt English for several years in the teaching and learning process.

Since the pattern of verb for English language is quite different to indonesian language, the students are still confused to choose the verb seemed appropriate relate to the story, subject, and adverb of time and the students also have difficulties to decide the generic structure of the narrative text.In fact they only think how they begins and ends of writing. They do not put the sentences according to generic structure of narrative text.

The condition shows that the students are lack of writing ability. Most of them can't understand what to do.They just did the assignment and discussed the answers together. When the students were asked to write, they were reluctant to write even a very simple text, and the products of their writings were far from the expectation. Actually students were expected to be able to write a good text with good content and coherence, but in fact, they could not do it well. Students do not have any ideas to write.

The researcher assumes that this condition is caused by several factors. First, It is caused by the students have limited vocabulary in writing composition.From 32 students in the classroom only 8 students achieve the Minimum Achievement Criteria, it means that only 25% of students pass the Minimum Achievement Criteria and the rest of them are still poor in writing. The students' Minimum Achievement Criteria Score (MAC) for SMA 5 Bukittinggi is 75. As the consequence, even for making a very simple paragraph, the students spend much time looking up at the dictionary to find the suitable words they need.

As a result, most of the time of learning writing in the classroom will be spent to find the vocabulary items needed.

Second, the students are difficult to find ideas of the story they are going to write. The students find out it is difficult in writing about the main conflict (complication) of the story which is the most dominant part in narrative text. They tend to write commond conflict that will not entertain the reader, for example a story about people fighting or love story. They are difficult to write the proper main conflict of the story and tend to be monotonous writer,for instance, they often write the conflict of the story with just a good event or just bad event.

Third, the students always get a difficulty in a grammar to make words into sentences and sentences into paragraphs. The students have many grammatical mistakes in their writing especially in using to be and verb. Narrative text uses past tense form in its writing. They do not use the form of past tense correctly and grammatically.However, writing sentences grammatically was still hard for most of the students. In the researcher's class, from 32 students of class X.13, the result of their writing was very poor,especially in the use of appropriate grammar.

Fourth, students have some difficulties to produce the narrative text, in writing narrative text the students must pay attention in generic structure, but in student's writing task of narrative text, the students are still difficult to construct based on generic structure. They did not know about orientation, sometimes did

not write the scene and introduce the characters. In complication, they did not know how to tells the beginning of the problem which leads to the crisis of the main characters. In resolution, the students didn't write how the problem is resolved, either in happy or sad ending

Besides, the problems came from the teachers of English. First, the teachers tended to focus their teaching based on the English guidebook or textbook. The writing activities in the textbook are mostly about arranging the sentences; completing the sentences, writing the answers of the questions based on the text and arranging the jumbled words. These might cause the learning process to become not communicative and tended to make the students bored. Second, the teachers did not use various techniques in the writing process. The teachers mostly gave a topic to students and asked them to make a paragraph or composition about it. Teachers tend to assign the students to write without helping them how to write. Well, since writing is relatively difficult, ideally the teachers should get involved in helping the students in the writing process.

Lastly, occasionally the portion of time for writing in class was much less compared to other skills, and frequently the teachers usually assigned writing as homework for them, which were not corrected and returned to them. This was a pity since writing can play a valuable part in class such as the students can have discussions about how to develop the topics in the classroom, the students can share the ideas of what the supporting details for the topic in order to produce a

good result of writing. In narrative text, the students not only should make an interesting story, but also the story which has a social function to amuse the readers.

The teacher has tried many ways and methods to solve the problem about students'difficuties in writing class but it doesn't work yet. From the explanation above the researcher wants to improve the students'ability in writing of narrative text. Here the researcher tries to use Think- Pair- Share technique to help the students write By having this technique in writing class, it is expected to guide the students write the words become sentences and the sentences become paragraphs.

Think-Pair-Share is one of strategies in cooperative learning method that encourages individual participation and is applicable across all grade levels and class sizes. It is an effective technique used to assist learners in thinking more deeply, as well as allow students the opportunity to practice in communicating their thoughts and ideas with peers and teachers .The strategy has some benefits for students. It can increase the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas. Additional advantage of using this strategy is that students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority. In other words, this strategy focuses on student-centre learning

This technique is used to warm up before doing class discussion. The component of "Think" invites the students to think or organize their thought. The

component of "Pair" and "Share" encourage the students to compare and share their idea to the others, so that they can practice before presenting in the whole class. This opportunity can increase the quality of students" contribution and increase the readiness to speak up to the larger class.

A number of related studies on writing have been conducted. First, Disra (2018) had conducted a research about the the improvement of the students'writing skill by using cooperative learning (Think-Pair-Share)). It was hoped that by using this technique the studets' writing skill could be improved. After finishing the first,second, and third cycle of the research, there was some improvement in writing test scores.

Lilis Pristiani (2017) with her thesis about the influence of using Think-Pair-Share technique found out that there was a significant influence of using Think-Pair-Share (TPS) technique toward students' narrative text writing ability. The criteria to know whether the hythesis is accepted or not, was k observed higher than 1,67. The result means that there is a significant influence of using Think-Pair-Share (TPS) technique toward students narrative text.

So, the researcher will conduct a research to find out the effectiveness of using Think-Pair-Share technique to improve students' ability in writing of narrative text at grade X.13 of SMAN 5 Bukittinggi registered in 2015/2016.

B.Identification of the Problem

Based on the researcher's experience and diagnose about teaching and learning at her classroom, there are some factors that influence the failure of the students in. The problems are like the following:

First,from the writing test given to the students,it can be concluded that the students do not have enough English vocabularies. They have limited English words. This weakness create serious problem for the students to write. They can not think well while writing because they are busy to find the translation of certain words in English. They ask their friends about the English words for some Indonesian Words. Some of them are busy with their dictionary to look up the translation of indonesian words in English.

Second, the students tend to get difficulties to develop their ideas into paragraphs. They sometimes get an idea, but they do not know how to develop the idea into paragraphs. Some of them can write a main sentence, but they can not continue that with some supporting ideas in sentence forms.Even some students only have one sentence in one paragraph.

Third, the students can not write some text according to the generic structure of narrative text well. They do not know what they should write in the first paragraph, and what they should write in the next paragraphs.Some of the students write based on what come to their mind only.

Fourth,the students do not know how to make the idea become words and sentences. Then it is difficult for the students to choose and combine vocabulary

to create something meaningful and then it is difficult for the students to differentiate many kinds of texts since the curriculum is based on genre.Then the students problem is how to start writing since it is difficult to find out the idea what to write.

Besides, the problems came from the teachers of English. First, the teachers tended to focus their teaching based on the English guidebook or textbook. The writing activities in the textbook were mostly about arranging the sentences; completing the sentences, writing the answers of the questions based on the text and arranging the jumbled words. These might cause the learning process to become not communicative and tended to make the students bored. Second, the teachers did not use various techniques in the writing process. The teachers mostly gave a topic to students and asked them to make a paragraph or composition about it. Teachers tend to assign the students to write without helping them how to write. Well, since writing is relatively difficult, ideally the teachers should get involved in helping the students in the writing process.Lastly, occasionally the portion of time for writing in class was much less compared to other skills, and frequently the teachers usually assigned writing as homework for them, which were not corrected and returned to them. This was a pity since writing can play a valuable part in class such as the students can have discussions about how to develop the topics in the classroom, the students can share the ideas of what the supporting details for the topic in order to produce a good result of writing.

B. Limitation of the Problem

According to the identification of the problem above, the problem of the students is low ability in writing and inappropriate technique. In this case, the researcher is done the classroom action research about improving the students' writing skill by using Think–Pair-Share technique.The grade X.13 students of Senior High School in the first semester study about Recount,Narrative, and procedure texts. So in this research, the focus of the research is improving students' writing skill of Narrative text through Think-Pair-Share technique.

D.**Formulation of the Problem**

In order to obtain the data needed, the researcher formulates the research questions like the following :

1. The extent to which the using of Think-Pair-Share technique can improve the students'writing skill of Narrative text at grade X.13 of SMAN 5 Bukittinggi.

2. What factors influence the students'writing skill of Narrative text by using Think-Pair-Share technique at grade X.13 of SMAN 5 Bukittinggi.

E.Purpose of the research

The purposes of the research are as follows:

1. To explain how can Think-Pair-Share technique can better improve students' writing skill of Narrative text at grade X.13 of SMAN 5 Bukittinggi.

2. To find out what factors influence the change of students' writing skill of Narative text at grade X.13 of SMAN 5 Bukittinggi through Think-Pair-Share technique.

F. Significance of the research

The result of this research is expected to be beneficial theoretically and practically. Theoretically, the results of this research are capable of enriching the theory of teaching writing skill by using Think-Pair-Share technique. And practically, for the teachers, it can become an input to determine the step and strategy for teaching learning of writing.So, we can reach the maximal teaching as a feed-back to improve in the process of English teaching learning especially in writing.

G. Definition of the key terms

In order to avoid misunderstanding and misinterpretation on the topic discussed the researcher thinks that it is better to state the definition on each keyword in the title of this research. The researher clarifies the main term as follows:

Writing: Writing is viewed as the result of complex process of planning, drafting, reviewing, and revising and some approaches to the teaching of first and second language writing teach students to use these process (Richard, 2010:640).

Think-Pair-Share Technique: Think-Pair-Share technique is one of the techniques in Cooperative Learning that is used by teachers in order to make

students think about the topic, then Pair with another student to discuss it and share their idea to other students.

Narrative text is a text which says the past activities or event concerns on the problematic experience which contains of orientation, complication, and resolution in order to amuse and even give the moral messages to the reader

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

A. Conclusion

Based on the results of the research, it can be concluded that Thing-Pair-Share technique improves the students' writing skill of narrative text at tenth grade students of SMAN 5 Bukittinggi. The improvement of writing skill of narrative can be seen from the mean score of the students' writing test at one cycle to other cycles and observations that continuously increased in every process of teaching and learning.The improvements can be shown at each indicator which is grammar, vocabulary, Mechanics, content and organization.

Based on the finding on the data collected of this research, it can be concluded that:

1. The using of Think-Pair-Share technique can improve the students' writing ability of narrative text at grade X.13 of SMA N 5 Bukittinggi in academic year 2015/2016. The improvement is shown by the increasing of average score of each cycle.

2. The improvement of the students' writing skill of narrative text at grade X13 of SMA N 5 Bukittingggi by using Think-Pair-Share technique is influenced by the following factors:

a. The first factor is material. One of the factors to make the success of the students'writing skill is materials or topics. The topics are related to the students' real life, so they can easily write the text when they have prior knowledge about the topic.

b. The second factor is classroom activities. The activities of Think-Pair-Share can maximize the students' involvement in the classroom. The activities make the students relaxed and enjoy the writing class .

c. The third factor is classroom management. The successful of learning depends on how well the teacher can organize and manage the class, whether monitor pair work, group work, using the time, and students' involvement of Think-Pair-Share activities.

d. The fifth factor is the teacher's approach. The students feel comfortable, enjoyable, and happy when the teacher approached them and helped them if they get difficulties in Think-Pair-Share activities.

B. IMPLICATION

The implementation of Think-Pair-Share technique in teaching learning process gives some advantages both for the teacher and the students. The teacher

becomes more active in teaching and the students become more motivated in learning English.

The finding of using Think-Pair-Share technique can be chosen as a strategy to solve learning problems in writing skills. So, it is expected for English teacher can implement Think-Pair-Share technique for the students in teaching and learning process. The result of this research can be considered by English teacher since it has been proved that Think-Pair-Share technique can improve the students' writing skill. By using Think-Pair-Share technique in the classroom, the students are easier to get the idea what they are going to write and the students become creative and active in presenting and sharing their ideas to other groups. Then, the students have good self-confident and motivation because Think-Pair-Share technique maximizes the students' involvement in classroom activities, so they enjoyed in learning English.

C. Suggestion

Related to the conclusion and implication, the suggestions can be given as follows:

1. The researcher herself as an English teacher should continue using Think-Pair-Share technique in teaching writing skill of narrative text as an alternative strategy in teaching since it has been proved that Think-Pair-Share technique can improve the students' writing skill of narrative text.

2. For other English teachers who have the same problem with the researcher can apply Think-Pair-Share technique in their own classes to improve their students' writing skill of narrative text.

3. Students may apply Think-Pair-Share technique in writing text in order to get many ideas to write.

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