

**THE INFLUENCE OF USING THINK PAIR SHARE (TPS) TECHNIQUE
TOWARDS STUDENTS' NARRATIVE TEXT WRITING ABILITY IN
THE TENTH GRADE OF SMA PERSADA BANDAR LAMPUNG
AT THE SECOND SEMESTER IN THE ACADEMIC YEAR OF
2016/2017**

A Thesis

Submitted as a Partial Fulfillment of the Requirement for S1 Degree

By:

LILIS PRISTIANI
NPM. 1211040125

Study Program: English Education

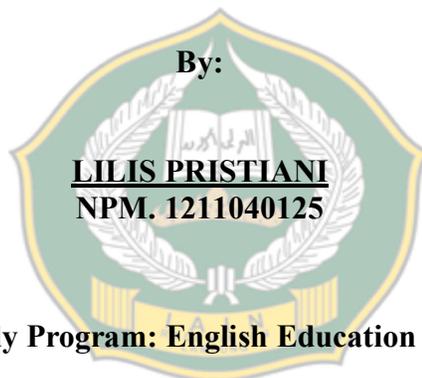


**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
RADEN INTAN LAMPUNG
2017**

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Study Program: English Education

Advisor : Meisuri, M.Pd
Co- Advisor : Deri Herdawan, M. Pd

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RADEN INTAN LAMPUNG
2017**

ABSTRACT

THE INFLUENCE OF USING THINK PAIR SHARE (TPS) TECHNIQUE TOWARDS STUDENTS' NARRATIVE TEXT WRITING ABILITY IN THE TENTH GRADE OF SMA PERSADA BANDAR LAMPUNG AT THE SECOND SEMESTER IN THE ACADEMIC YEAR OF 2016/2017.

By:
Lilis Pristiani

This research was conducted in SMA Persada Bandar Lampung. Based on preliminary research that was done in the school, there were many students who had low ability in writing especially narrative text. The technique that the teacher used to teach the students was not interesting to express the students' idea in writing. Therefore, the research applied Think Pair Share Technique as an effective technique to change the discourse pattern in classroom, give the students question or a problem and have them think quietly of an answer or solution. The objective of the research was to find out whether there was a significant influence of using Think Pair Share (TPS) technique towards students' narrative text writing ability towards students Narrative text writing ability at the second semester of the tenth grade of SMA Persada Bandar Lampung in the academic year of 2016/2017.

The research methodology was quasi experimental design. The population of this research was the tenth grade of SMA Persada Bandar Lampung. The researcher took two classes consisting of 30 students for experimental class and 32 students for control class. In experimental class, the researcher used Think Pair Share Technique, whereas in control class the researcher used Free Writing Technique. The treatments were held in 3 meetings in which 2 x 45 minutes for each meeting.

After doing the data analysis, it was found that there was a significant influence of using Think Pair Share (TPS) Technique toward students' narrative text writing ability at the second semester of the tenth grade of SMA Persada Bandar Lampung. It can be seen from the result of T-test was 3.5 and of $t_{critical}$ was 1.67. The criteria to know whether the hypothesis is accepted or not, was $t_{observed}$ higher than 1.67. This result means that there is a significant influence of using Think Pair Share (TPS) Technique towards students' narrative text writing ability at the second semester of the tenth grade of SMA Persada Bandar Lampung in the academic year 2016/2017.

Keyword : Narrative Text, Think Pair Share technique, Student' Writing Ability, Quasi Experimental Research.



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Title : **THE INFLUENCE OF USING THINK PAIR SHARE
TECHNIQUE TOWARDS STUDENTS' NARRATIVE
TEXT WRITING ABILITY AT THE TENTH GRADE OF
SMA PERSADA BANDAR LAMPUNG AT THE
SECOND SEMESTER IN THE ACADEMIC YEAR OF
2016/2017.**

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MOTTO

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ ﴿١﴾

“Nun, by the pen and by the (record) which (men) write.” (QS. Al Qalam:1)¹



¹ Abdullah Yusuf Ali, *The Meaning of Holy Qur'an New Edition Revised Translation, commentary and Newly Comprehensive Index* (Beltsville: Amana Publication, 2005), p. 106

DEDICATION

I would like to dedicate this thesis for all my beloved people :

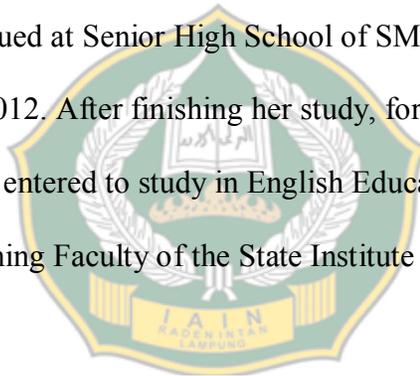
1. My beloved parents, Mr. Sarijo and Mrs. Sri Lestari, who have always prayed and supported for my success and advice me wisely.
2. My beloved sisters, Sri WahyuniA.md, Rara Andriani S.I, and my young brother Rahmat Wijaya Saputra
3. My almamater UIN Raden Intan Lampung.



CURRICULUM VITAE

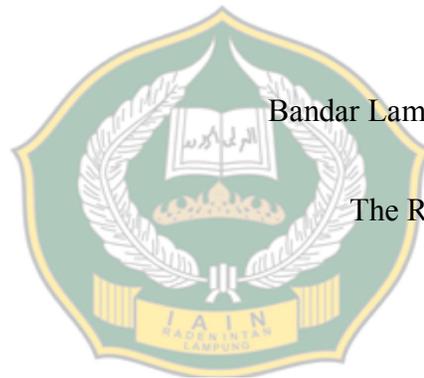
The name of the researcher is Lilis Pristiani. She was born in Bandar Lampung on March 13th, 1995. She is the third child of Mr. Sarijo and Mrs. Sri Lestari. She has two sisters and one little brother. She lives in Bandar Lampung.

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DECLARATION

Hereby, I state this thesis entitled” The Influence of Using Think Pair Share (TPS) Technique Towards Students’ narrative Text Writing Ability in the Tenth Grade of SMA Persada Bandar Lampung at the second semester in the academic year of 2016/2017” is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.



Bandar Lampung, January 2017

The Researcher,

LILIS PRISTIANI
NPM. 1211040125

ACKNOWLEDGEMENT

First and foremost, the researcher would like to express her gratitude to Allah, the Almighty God for the blessing, faith, knowledge and charity in lending her to accomplish the final project. Without Him, she could not stay patient and in control in writing this final project from the first page to the last one. Shalawat and salam for the Prophet Muhammad Peace Be Upon Him (PBUH) who brings us from darkness to brightness.

This thesis is presented to the English Study Program of UIN Raden Intan Lampung. The primary aim of this thesis is to fulfill a part of students' task in partial fulfillment of the requirement to obtain S1-degree.

Therefore, the researcher would like to thank the following people for their ideas, time and guidance for this thesis :

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Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. Therefore, the researcher sincerely welcomes criticism and suggestion from the readers to enhance the quality of the thesis.

Bandar Lampung, January 2017

The researcher

LILIS PRISTIANI

NPM.1211040125



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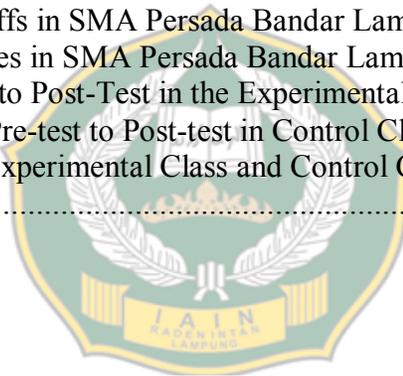


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Research Permission Letter From UIN

Research Permission From SMA Persada Bandar Lampung

CHAPTER I INTRODUCTION

A. Background of the Problem

Sokolik and Olson in Caroline state that writing is a combination of process and product. The process refers to the act gathering ideas and working with them until they are presented in a manner that is polished and comprehensible to readers.² It means that writing is training people to express their feeling and ideas in written form. Furthermore, according to Susanto writing is a process of expressing ideas or thoughts in words that should be done at our leisure.³ It means that writing is not only to express ideas or to share someone opinion into a words at the readable text, but also writing is the activity to spend our leisure time.

Writing is not easy. The difficulties are not only in organizing and generating ideas, but these ideas into readable texts. The students have to pay attention on planning and organizing as well as spelling, punctuation, and word choice. It becomes the reason why the students have to master writing as their need. Based on the journal research of Spelkova and Hurt about teachers' attitude to skills and writing process in Latvia and Portugal, writing is the most difficult skill in English. This problem could be seen that most of the teachers approximately 80% in Portugal and 75% in Latvia chose

¹ Caroline T. Linse, *Practical English Language Teaching: Young Learner* (New York: McGraw-Hill, 2005), p.98

² Leo Susanto, *Essay Writing* (Yogyakarta: Andi Yogyakarta, 2007), p. 1

writing as the most difficult skill.⁴ It means that writing is the most difficult subject skill in English. In writing there are many aspects of writing that should be known by the students. Besides understand the aspects of writing the students also must know the kinds of writing text as we know that there are many kinds of writing text that should be learnt and mastered by the students. So, it can be concluded that writing is really difficult subject, many of students have difficulties to master it.

Writing is not easy skill it need a lot of practice to master it. In writing there are many aspects and text of writing that should be mastered by the students. One of the text that should be mastered by the students is narrative text. According to Pardiyono narrative text is kind of text has functions to amuse, entertain and to deal with actual experience in different ways.⁵ The purpose of this text is actually to entertain the reader. Moreover, there are a lot of messages stated implicitly in this text. To understand the message in the text, students should identify it in the right way. It means that narrative is a text that tell the story on the past to give information or entertain the reader to master it the students have to understand in identifying the roles of narrative text well.

Based on the preliminary research conducted at SMA Persada Bandar Lampung in August 2016, it was found that most of the students at the tenth grade of that school

³ Innelsa Spelkova and Nicholas Hurst, *Teachers' Attitudes to Skill and Writing Proses in Latvia and Portugal*, Available n<http://web.letras.up.pt/nrhurst/Writing%20Article%20for%20APPI%20Journal.pdf> (access on Friday, May 6th, 2016)

⁴Pardiyono. 2007. *Bahasa Indonesia*. Bandung: CV. Andi Offset. Company Inc.

still found difficulties in writing ability as one of the English components especially writing narrative text. It can be seen from the result score of the writing narrative text that was done by the students of tenth grade of SMA Persada Bandar Lampung was low.

Besides, the researcher interviewed the English teacher that she said the most difficult aspects in teaching writing narrative text is structure and grammar mastery. She also said the students did not have ideas on their mind what they want to write. The students' narrative text writing is still low. The students often felt confused what they want to write and felt difficult to understand generic structure about narrative text. The students are still confused in using tenses in sentences. It indicated that most students still faced difficulties in writing narrative text.⁶ The data can be seen on the table 1:

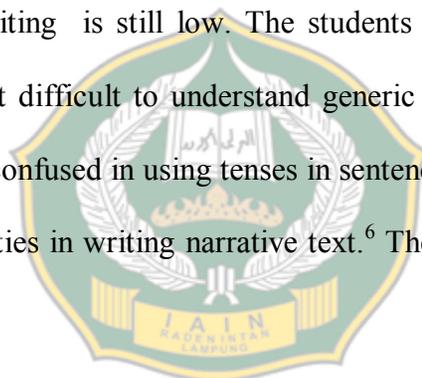


Table 1
Students' Narrative Writing Test Score in the Tenth Grade of
SMA Persada Bandar Lampung in the Academic Year of 2016/2017

| No. | Class | Score | | Total |
|-------------------|-------|---------------|---------------|-------------|
| | | <70 | ≥70 | |
| 1 | X. 1 | 20 | 10 | 30 |
| 2 | X. 2 | 24 | 8 | 32 |
| 3 | X. 3 | 18 | 12 | 30 |
| 4 | X. 4 | 20 | 10 | 30 |
| Total | | 82 | 40 | 122 |
| Percentage | | 66.12% | 33.88% | 100% |

Source: The Document of English Teacher of SMA Persada Bandar Lampung

⁶ Melya Yusepa S. Pd, *Interviewed of the Teacher SMA Persada Bandar Lampung*, 19 August 2016, Unpublished.

Based on the table 1, the total number of students in the failed category is higher than in the passed category. There are 82 students in failed category (66.12%) and 40 students in passed category (33.88 %). It can be inferred that the achievement of the students in learning writing especially narrative text is relatively low because the criteria of minimum mastery (KKM) in SMA Persada Bandar Lampung is 70.⁷

Besides, the researcher interviewed with some of the students. It was found that most of the students have difficulties in writing narrative. The students really confused, because they just sat and listened quietly to the explanation in the classroom. When the teacher give the exercises, the students still confused. The students did not get involved with the learning process⁸.

Teaching-learning process basically is a process in which teachers and students interacts each other. The process needs students' active role. Furthermore, the teacher should use technique to make students enjoy, fun, and good approach will support learning English. According to Hyland, writing is learned, rather than taught, and the teacher's best method are flexibility and support.⁹ It means that writing is a process to write something with enjoy and fun in learning English for the students by guiding the teacher to give support in writing classroom activities.

⁷*The Document of English Teacher of SMA Persada Bandar Lampung*, in 19 december 2016, Unpublished.

⁷ Students of SMA Persada Bandar Lampung, 19 December 2016, Unpublished.

⁹ Ken Hayland, *Teaching and Researching Writing* (London: Longman, 2002), p. 78.

In the teaching and learning process technique is very important the help both teacher and students by using the effective technique. The teaching and learning process will run well and the students will be enjoy and relax to join and teaching and learning process. Thus the teacher to select and use the good and effective technique that makes the students interested in writing. The writing class should be facilitated with activities which motivate students to learn, in education field there are many kinds of good teaching technique. One of the techniques is Think Pair Share.

According to Jolliffe, Think Pair Share (TPS) is a cooperative learning technique that can promote and support higher level thinking. The teacher asks students to think about a specific topic, pair another students to discuss their own thinking, and then share their ideas with the group.¹⁰ Think pair share is an effective technique to change the discourse pattern in a classroom. Give students a question or a problem and have them think quietly of an answer or solution.¹¹ It challenges the assumption that all recitations or discussions need to be held in whole group setting, and it has built in procedures for giving students more time to think and to respond and to help each other.¹² Students have the opportunity to share their ideas and answers questions for the teacher with another pair in front of class. For the reason, the researcher used think pair share technique to make students more enjoyable and active in learning narrative text writing. Moreover, it also can help students communicating and sharing

⁹ Wendy Jolliffe, *Cooperative Learning in the Classroom*, (London: Paul Chapman Publishing, 2007), p.43

¹⁰ Spencer Kagan, *Cooperative Learning*, (San Clemente :Kagan Publishing, 2009), p. 143

¹¹ *Ibid*, p.143

each others with their friends in a group. They can discuss the problems' solution and find the way to overcome it.

Based on the reasons mentioned above, the researcher expects this technique can improve the students' ability in writing narrative text. So, the researcher conducted an experimental research entitled The Influence of Using Think Pair Share Technique towards Student's Narrative Text Writing Ability in the Tenth Grade of SMA Persada Bandar Lampung at the Second Semester in the Academic Year of 2016/2017.

B. Identification of the Problem

Based on the background of the problems above, the researcher concluded the identification the problems as follows :

1. The students had difficulties in expressing their ideas in writing.
2. The students have confused how to construct structure and grammar mastery
3. The students felt bored in learning writing.
4. The teacher's technique in teaching writing was still uninteresting.

C. Limitation of the Problem

Based on the identification of the problem described above, the research focuses on The Influence of Using Think Pair Share Technique towards Student's Narrative Text Writing Ability in the Tenth Grade of SMA Persada Bandar Lampung at the Second Semester in the Academic Year of 2016/2017.

D. Formulation of the Problem

In this research, the formulation of the problem formulated as follows: is there any The Influence of Using Think Pair Share Technique towards Student's Narrative Text Writing Ability in the Tenth Grade of SMA Persada Bandar Lampung at the Second Semester in the Academic Year of 2016/2017?

E. Objective of the Research

Based on the background of the problems, the objective of this research is: to know whether there is The Influence of Using Think Pair Share Technique towards Student's Narrative Text Writing Ability in the Tenth Grade of SMA Persada Bandar Lampung at the Second Semester in the Academic Year of 2016/2017.

F. Uses of the Research

The used of the research as follow:

1. Theoretical Contribution

The result of this research is expected to support the previous theories about teaching writing ability using Think Pair Share(TPS) Technique.

2. Practical Contribution

- a. The result of this study is expected to be able to widen the skill of teachers in using think pair share in order to influence writing ability
- b. The result of this study is expected to apply think pair share technique to influence the students' competence in English writing ability.



- c. The use of Think Pair Share (TPS) technique is expected the students are more enjoyable in doing their tasks associated with the writing materials.

G. Scope of the Research

1. The subject of research

The subjects of the research was the students of the tenth grade of SMA Persada Bandar Lampung, and the English teacher

2. The object of the research

The object of the research was the use of Think Pair Share (TPS) technique and students' writing ability narrative text.

3. The place of the research

The research was conducted at SMA Persada Bandar Lampung

4. The time of research

The research was conducted at the second semester in the academic year of 2016/2017.



CHAPTER II

REVIEW OF RELATED LITERATURES

A. Concept of Writing

1. Definition of writing

Writing is one of four skills in English that must be mastered by students. Rimes states that writing is a skill in which we express ideas which are arranged in word, sentence and paragraph by using eyes, brain, and hand.¹³ When we write, our mind gets an idea and expresses the idea by letter that is arranged to be word form and the word is arranged to be sentence form, so that the researcher can give the information or tell the reader about their ideas by using writing.

As stated in Harmer, writing (as one of the four skills of listening, speaking, reading, and writing) has always formed part of the syllabus in the teaching of English.¹⁴ Writing is viewed as the result of complex processes of planning, drafting, reviewing and revising and some approaches to the teaching of first and second language writing suggest students to use these processes. There are many steps to make a good writing, in which the students learn how to generate the ideas with the steps and process of writing that should be followed to make it coherently.

Other experts such as Murcia and Olshtain state that, writing is the production of the written word that results in a text but the text must be read and comprehended in

¹³Ann Rimes, *Techniques in Teaching Writing* (London: Oxford American English, 1983), p. 3.

¹⁴Jeremy Harmer, *How to Teach Writing*, (Essex: Pearson Education Limited, 2004), p.31.

order for communication to take place.¹⁵In short, writing is like a message when someone could not speak with oral communication, she can communicate through written text.

Based on the definition of writing the above, it can be concluded that writing is an activity to express an idea or thought with a good organization of the written language that requires several stages and activities to express thoughts and feelings in written form which is expected to be understood by the reader and serves as a communication tool is not directly. Furthermore, writing process is an activity to produce a good language that suitable based on the rule of written. Nonetheless, written language needed some steps or process. The students make a good writing if they follow rule of writing process, like they begin with planning, drafting, editing and final version. Here, the role of the teacher is important for the students in writing.

2. Purpose of Writing

The purpose of writing is to give information from the writer to reader. A written text is use to convey the written message of information correctly and effectively. The researcher should be able to communicate the idea or thought in written language clearly in order the reader can understand what are the writer' ideas or thoughts and the researcher can to know the purpose of her/his written text.

¹⁵Marianne Celce-Murcia and Elite Olshain, *Discourse and Context in Language Teaching*, (London: Cambridge University Press, 2000), p. 142.

Writing is activity to express and put on the ideas or thought on written form. In addition, Oshima states that writing is a process, because it go through many stages.¹⁶It can be said that when we are trying to write something, we need some steps.From the statement above, it can be say that writing is not instant process.

3. Process of Writing

There are some steps of writing based on Harmer,they are:

1. Planning

Experienced researcher plan what they are going to write. Before they start to write or type, they try and decide what is they are going to write. For some writers this many involve making detail notes. When planning, writers have to think about three main issues. In the first, place they have to consider the purpose of their writing, the audience they are writing for, and the content structures.

2. Drafting

We can refer to the first version of a piece of writing as a draft. As the writing process into editing, a number of drafts may be produced on the way the final version.

3. Editing (reflecting and revising)

Once researcher have produced a draft, usually they read the text to know whether there is something the must be added and removed or not. After that, they make a new text.

⁴Alice Oshima and Ann Hogue, *Writing Academic English*, New York: Longman,3rd Edition, 1999, p. 3

4. Final version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version.¹⁷

In writing, we are not only have to learn the process but also we have to mastered the written form of the language and learn certain structures which are less use in speech, or perhaps not all use at all, but which are important for effective communication in writing.¹⁸ It means that the researcher should know both the process of writing and the aspects of writing in order to have a good writing ability.

4. Concept of Writing Ability

Writing is one of the crucial ways to deliver information through a language mastery by both the researcher and the reader. Having realized the importance of the english as one of the international languages in the globalization era, people consider mastering English writing skill is pivotal expertise in the world of communication. By means of writing English, language learners are able to convey messages to the readers across places and time.¹⁹

Another definition comes from Byrne who states that writing is the act of forming letters or combination of letters: making marks on flat surface of same kind. It is more than the production of graphic symbols, just are speech is more than the

⁵Jeremy Harmer, *How To Teach Writing* (England: Pearson Education,2004), p. 4.

⁶Donn Byrne, *Teaching Writing Skill* (New York: Longman, 1988), p.5

¹⁹H. Douglas Brown, *Op.Cit*, p.363-364

production of sounds. The symbols have to be arranged according to certain conventions to form words, and words arranged to form sentence.²⁰ From the definition above, it can be concluded that writing is the production of graphic symbols which have to be arranged according to certain conventions to form meaningful words, sentences, etc.

The term of ability is defined as skill or power. Concisely, writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed. In other words, writing ability is an ability to write ideas or experiences by putting words on the paper based on the aspect in writing. According to Tribble, there are five aspects in writing: Content, organization, vocabulary, language use and mechanics.²¹

According to Siahaan, writing is probably the linguistic skill that is least used by most people in their native language.²² While Siahaan states writing is the skill is also realized by his or her ability to apply the rules of the language she/he writing to transfer the information she/he in her or his mind to her or his readers effectively.²³

Based on explanation above, it can be concluded that writing ability is defined as technique competence to arrange and produce written form in which the researcher use certain of aspect in writing (content, organization, vocabulary, language use, and

²⁰Donn Byrne, *Teaching Writing Skill* (London: Longman Group UK, 1997), p.1

⁹Christopher Tribble, *Language Teaching Writing* (Oxford University,1996),p.130-131

²²Sanggam Siahaan. *Issue in linguistics* (Yogyakarta: Graha Ilmu,2008), p.2

²³Sanggam Siahaan, *Ibid.* p.2

mechanics) in order to express idea thought, opinion, and feeling so that people as readers can understand.

5. Concepts of Teaching Writing Ability

In learning writing, sometimes students feel uncomfortable and boring. There are many reasons for students such as they do not have ideas, do not have anything to say, lack writing habit, lack grammar and vocabulary then there is no motivation in themselves, according to Harmer, students are extremely unconfident and unenthusiastic writers. The may be many reason for this. They have never written much in their first language, they think that they do not have anything to say and cannot come up with ideas.²⁴ Furthermore, according to Harmer, Teaching writing for writing is entirely different, however, since an objective here is to help students to become better writers and to learn how to write in various genres using different registers.²⁵

Harmer also says that teachers need to help such students build the writing habit so that students recognize writing as being a normal part of classroompractice and they come to writing tasks with as much enthusiasm as they do other activities. Teachers must make sure, however, that teachers give them enough information to do what they have asked. Teachers need to be able to give students ideas tocompletethe task,

¹²Jeremy Harmer, *Op. Cit*, 2007,p.329

¹³Jeremy Harmer, *How to Teach Writing* (New York: Longman,2004), p.34

as well. Sometimes teachers will feed ideas to students or students as they do the tasks.²⁶

Based on the statement above, teachers should give clear information and help to rise students' ideas in order to students can express their idea into writing. Then teacher are needed to give motivation to the students in writing and help students in writing and help students come up writing habit in the classroom practice.

Teacher can make students enjoy in the learning process, if they can apply interesting technique in teaching narrative text writing ability with the types of classroom. The following types of classroom writing performance that can help the teacher in writing process:

1. Imitative or writing down

At the beginning level of learning to write, students will simply “write down” english letters, words, and possibly sentences in order to learn the conventions of the orthographic code.

2. Intensive or controlled

Writing is sometimes used as production mode for learning, reinforcing, or testing grammatical concepts. This intensive writing typically appears in controlled, writing grammar exercise. This type of writing does not allow much, if any creativity on the part of the writer.

¹⁴Jeremy Harmer, *Ibid* 2007, p.329

3. Self writing

A significant proportion of classroom writing may be devoted to self writing, or writing with only the self in mind as an audience. The most silent instance of this category in classroom is note taking, where students take notes during a lecture for the purpose of later recall.

4. Display writing

It is noted that writing within the school curricular context is a way of life. For all language students, short answer exercises, essay examinations, and even research reports will involve an element of display.

5. Real writing

In every classroom writing task will have an element of display writing in it, some classroom writing aims at the genuine communication of message to an audience in need of those messages.²⁷

From the statements above, it can be concluded that the teacher can use classroom performance to make students enjoy in the learning process. The types of classroom writing are imitative or writing down, intensive or controlled, self writing, display writing, and real writing. Then, the teacher should find an appropriate technique in teaching narrative text writing ability to the students, in order to develop their writing ability. Students need to be helped by teacher to get good writing. In other words

¹⁵H. Douglas Brown, *Teaching by Principles, An Interactive Approach to Language Pedagogy*, Pearson Education (New Jersey, 2007), P.85

teacher guides students' writing and come up students' ideas, in order to make students are interested and enjoyable to do writing.

6. Types of Writing

In English, we can found type of writing. Each of these writing has its own characteristics and functions. The students of Senior High School should have knowledge of these writing text. Donald divides types of writing into four kinds, which are:²⁸

a. Exposition

Exposition is an explanation. It does not argue although exposition can form part of an argument. It does not tell a story-though might explain something essential to tell a story. Tricia defines, “exposition is writing that informs, clarifies, defines, analyze, or otherwise treats a subject by letting the reader. It often answers the question what, why, how”.

b. Persuasion

Persuasion is used in persuading and convincing. Persuasion is used to make a case or to prove or disapprove a statement or proportion.

c. Description

Description tells how something looks or feels or sounds. It describes features such as sizes, shapes, color, sounds, etc. Alan Meyers states that a description of a scene allows the readers to see, hear, or even feel the subject matter clearly, through careful

²⁸ Donald Hall, *Writing well 2nd*. (Boston: Little Brown and Company,2001), p.223.

word choice, strong details, and clear organization, people creates a mental picture for the readers.²⁹

d. Narrative

Narrative is telling a story-by chronological order. Narrative can belong to exposition, as describes the phases the moon. Narration may help in argument, anecdote or exposition. Hyland divides in her book,there are some factual genres:³⁰

Table 2
Writing's Genres

| Genre | Purpose |
|-------------|---|
| Recount | to reconstruct past experiences by retelling events in originalsequence |
| Procedure | to show how processes or events are accomplished – how something is done |
| Description | to give an account of imagined or factual events and phenomena |
| Report | to present factual information about a class of things, usually by classifying them and then describing their characteristics |
| Explanation | to give reasons for a state of affairs or a judgment |

Based on the explanation above, it can be concluded that, types of writing according Donald is exposition, persuasion, description, narrative and then according Hyland type of writing is recount, procedure, description, report and explanation. Whereby, in this research the researcher focuses on the Narrative text, it was conducted in SMA

²⁹ Alan Mayers, *Op.Cit*, p.60.

³⁰ Ken Hyland, *Second Language Writing*, (New York: Cambridge University Press, 2003), p.20.

Persada Bandar Lampung based on syllabus on tenth grade, the students learn Narrative text.

B. Concept of Narrative Text

1. Definition of Narrative Text

According to Siahaan, narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.³¹ It means that narrative text is kind of the text that tell the reader about story, as if the readers take part in the story that is purposed to amuse the readers.

Gerot state that Social function of narrative: to amuse, entertain and to deal with actual or vicarious experience in different ways; narratives deal with problematic events which lead to crisis or turning point of some kind, which in turn finds a resolution.³²

2. Social Function of Narrative Text

The social function of narrative text is to amuse entertain and to deal with actual or various experience indifferent ways; narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution.³³It means that the purpose of narrative is to give to entertain and to deal with actual or various experience indifferent ways, which is the evaluation shows now the problem

³¹Sanggam Siahaan, *Op. Cit*, p.73

²⁰Linda Gerot, and Peter Weignell, *The Genre-Grammar Connection*, (Australia: AEE, 1994) p.192-205

²¹Linda Gerot and Peter Weignell, *Op.Cit*, p.204

starts. Then, there will be complication which the problem arises. The resolution comes to solve the problem in story narrative.

3. Generic Structure of Narrative Text

The generic structure of narrative text, they are:

- a) Orientation, introducing the characters of story, the time and place the story happened. (Who/ What, When, and Where).
- b) Complication, a series of events in which the main character attempts to solve problem.
- c) Resolution, the ending of story containing the solution.³⁴

From the statement in above, the researcher concludes that narrative introduces orientation to lead the writers to the context. It is continued by complication, which tells about events and solve problem in a narrative. Then, it is solution of problem in resolution.

4. Concepts of Students' Narrative Text Writing Ability

To make a good narrative text the writer must be creative. The writer also has to understand about points that must be there in narrative text writing. In writing a narrative text, the writer expresses the idea or topic of the text by keep attention about rhetorical structure and language features of narrative text. The writer also has to keep attention about five aspects of writing (content, organization, vocabulary,

²²Th. M. Sudarwati, *Look Ahead An English Course For Senior High School Students Year XI*, (Jakarta: Erlangga, 2007), p.52

language, and mechanics) because they will be the assessment of writing. In this research, the students have to retell the story of narrative text they read.

Based on the explanation above, the researcher makes conclusion that students' narrative text writing ability is their ability to procedure or compose a text, by retelling a pictures in the past whose purpose is to entertain and give moral lesson to the readers, which fulfills the criteria of good writing including content, organization, vocabulary, language, and mechanics.

C. Think-Pair-Share Technique

1. Concept of Think Pair Share Technique

There is several teaching technique in the cooperative learning. One of them is Think-Pair-Share technique. Think-Pair-Share is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes.³⁵ Think-Pair-Share (TPS) technique is also a summarization technique that can be used in any content area, before, during, and after a lesson, the activities involve three basic steps. During the “think” stage, the teacher tells students to ponder a question or problem. This allows for wait time and helps students control the urge to impulsively shout out the first answer that comes to mind. Next, individuals are paired up and discuss their answer or solution to the problem. During this step students may wish to revise or alter their original ideas. Finally, students are called

²³AgusSuprijono, *Cooperative Learning*, (Yogyakarta : PustakaPelajar, 2008), p107

upon to “share” with the rest of class.³⁶ Students think through questions using three distinct steps:

1. Think: Students think independently about the question that has been posed, forming ideas of their own.
2. Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
3. Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable to present ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.³⁷

According to Kagan Think Pair Share (TPS) help students refine their thinking skills, the teacher process a problem or a question. Students are given a certain amount of time to ponder a response they from pairs to discuss their thought the teacher pick different students to share their thinking or their partner’s thinking with the entire class.³⁸ When a lecturer teaches a lesson to the class, students sit in pairs within their teams. The lecturer poses questions or presents pictures to the class. The students are instructed to think of an answer on their own, then to pair with their partners to reach

²⁴Nova Elisabeth, SiahaanSitiAisahGinting, *Improving Students’ Achievement in Writing Procedure Text Through Think Pair Share (TPS) Technique*, (retrieved on September 11, 2016, 20.13 pm)

²⁵AgusSuprijono, *Ibid*, 2008, p.110

²⁶Spencer Kagan, *Cooperative Learning*, (San Clemente :Kagan Publishing, 2009), p.143

consensus on answer. Finally, the lecturer asks students to share their answer with other groups for further discussion.

After viewing the concepts concerning Think-Pair-Share, the researcher assumes that Think-Pair-Share is one of some cooperative learning technique, which involves the students collaboration, mutual and collective problem solving, active learning process, no distinction participation, and individual accountability.

2. Advantages and Disadvantages of Think Pair Share (TPS)

1. Advantages of Think Pair Share

According to Nurhadi, Think Pair Share has the following Advantages:

- a. Easily implemented in a large class
- b. Allow time students to reflect on the content of the subject matter.
- c. Give time to students to train an opinion before sharing with a small group or as whole class.
- d. Reduces dropout rates. Learning model Think Pair Share (TPS) is expected to motivate students in learning so that students learning outcomes can be better than learning to conventional models.
- e. Reduces student apathy. Before the lesson begins, students feel lazy tendency for procedural learning in class just to listen to what the teacher and answer

all the answers asked by the teacher. Involving students actively in the learning TPS will be more interesting less monotonous than conventional technique.³⁹

2. Disadvantages of Think Pair Share

The disadvantages of Think Pair Share are:

- a. Think Pair Share needs of the skills and abilities of teachers.
- b. Preparing teaching materials each meeting with an appropriate level of difficulty as the extent of student thinking.
- c. Change the study habits of the students listening to a lecture way thinking is replaced by learning to solve problems as a group, because it is own.⁴⁰

Based on the explanation, the researcher concludes Think-Pair-Share learning technique provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning.

3. Procedure of the Teaching Narrative Text Writing Ability by Using Think Pair Share

Think-Pair-Share model implemented that in a group discussion, there is fair possibility that the students improve their communication skills. In a group, while

²⁷Nurhadi, *Pembelajaran Kontekstual (Cooperative Learning di Ruang-ruang Kelas)*, Jakarta, 2000, Gramedia Widiasarana, p. 132

²⁸Nurhadi, *Ibid*, 2000, p.132

sharing their opinions and exchanging views with others, they will automatically improve their communication skills.⁴¹

1. Giving time to students to think

The teacher should give the students several minutes to posing a question or a topic to the students. This question should be in general and has many kinds of answers. For example, “what do you know about narrative?” If they read a text, the question may “what is the message in the text?” It makes the students think deeper and deeper, and they can give their opinions in many aspects. Think an answer main idea from the picture giving by the teacher. They should analyze the picture and use their critical thinking to answer it. Hopefully, each student has a different answer to be shared to his or her classmates.

2. Organizing students into pairs

Think-Pair-Share model is begun by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students. Besides, they will have higher chance to know each other closely, and it will increase the respect of a student to others.

3. Asking students to discuss with their partner and share their thinking

In this section, each student will share his or her own answer to his or her partner in pairs. They will share their thinking and discuss each other to find the best answer. Furthermore, this activity can be developed into higher level by gathering one pair into another pair, so that there will be some groups that consist of four students in

²⁹AgusSuprijono, *Cooperative Learning*,(Yogyakarta: Pustaka Pelajar,2015),p.110

each group. It means that there will be many ideas to be shared in order to find the best answer, and it helps the students to improve their critical thinking and analyzing. However, this activity helps the students develop not only their knowledge, but also their communicative skill and confidence.

4. Calling on a few students to share their ideas with the rest of the class.

The last step of this model is calling some students to share their ideas with the rest of the class. Some students give their answer, and the others can give their opinion or other answers. However, it improves not only the student's knowledge but also their confidence.⁴²

D. The Concept of Free Writing Technique

1. Definition of Free Writing Technique

According to Oshima and Hogue free writing is a brainstorming activity in which you write freely about a topic because you are looking for a specific focus. Another prewriting technique is free writing. When you free write, you write “freely” without stopping on a topic for a specific amount of time. You just write down sentences as sentences are correct or not.⁴³ In other book according to Oshima and Hogue also support that, as with listing, the purpose of free writing is to generate as many ideas

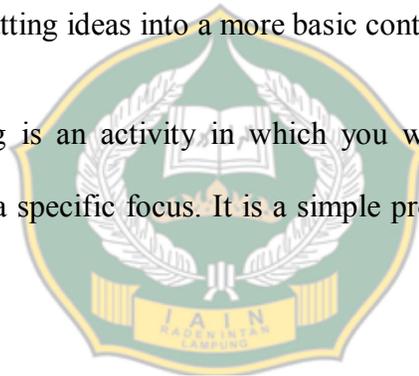
³⁰Dino Sugiarto, Puji Sumarsono, *The Implementation of Think-Pair-Share Technique to Improve Students' Ability in Reading Narrative Texts*, International Journal of English and Education, July 2014 (retrieved on September 11, 2016, 20.13 pm)

³¹Alice Oshima and Ann Hogue, (3th Edition), *Introduction to Academic Writing* (New York: Pearson Education, 2007), p.34.

as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization.⁴⁴

The students will write without regarding to spelling, grammar, etc, and will make no corrections. If the students reach the point when they cannot think anything to they will write, they will continue write until they find another line of thinking. At time, the student may also do a focus on free write, letting choose the topic structure their thinking. Explain from the topic. This technique help the researcher explore a particular subject before putting ideas into a more basic context.

In conclusion, free writing is an activity in which you write freely about a topic because you will look for a specific focus. It is a simple process that is the basic for other discovery techniques.



2. Procedures of Teaching Writing Using Free Writing Technique

There are some procedures of teaching writing using free writing technique as follows:

1. Write the topic at the top of your paper.
2. Write as much as you can about the topic until you run out of ideas. Include such supporting items as facts, details, and examples that come into your mind about the subject.

³²Alice Oshima and Hogue, *Ibid*, p.6.

3. After you have run out of ideas, reread your paper and circle the main idea that you would like to develop.
4. Take that main idea and free writing again.⁴⁵

3. Advantages and Disadvantages of using free writing technique

1. Advantages of Free Writing Technique

There are some advantages of using free writing technique.

1. Students learn not to edit their word or their thoughts.
2. Sometimes previously repressed thoughts and emotions surface (you may be surprised at what you write), but then again you might write total incoherent no sense for ten minutes, It doesn't matter.
3. Most of us have a compulsive habit of editing as we write. Resulting in a repression of thoughts and emotions we consider unacceptable or not good enough.

Based on the explanations it can be concluded that free writing has some advantages by using this technique the students will learn not to edit their words or thoughts, and the students will surprise at their writing.⁴⁶

2. Disadvantages of free writing technique

There are some disadvantages of using free writing. The disadvantages numerous.

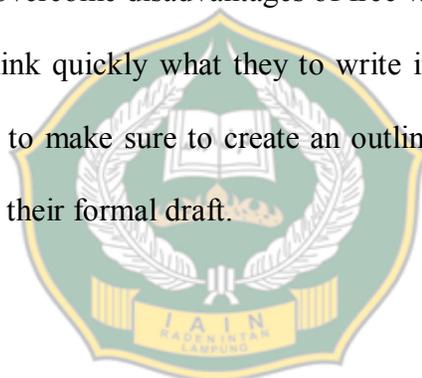
³³ *Ibid*,

³⁴ ambarLeaStarfire, Guided Writing Tips: the benefits of freewriting, 2011, <http://www.writingthoughlife.com/jurnal-writing-tips-the-benefits-of-freewriting>. accessed on december18, 2016,21:11pm.

1. They can be very time consuming as you often cannot use much of what you free- write in your final essay. In need, you will absolutely need to resist the urge to treat your free writing as a formal draft of the essay.
2. You need to make sure to create an outline of your free writing so that you can apply it to your formal draft.⁴⁷

The researcher concludes that disadvantages of this technique are time consuming, still need an outline before applying of free writing to formal draft.

There are some tips to overcome disadvantages of free writing. The students must be able to write and think quickly what they to write in order to spend a lot of time and they are need to make sure to create an outline of their free writing so that they can apply it to their formal draft.



E. Frame of Thinking

Think Pair Share is the technique that can apply for all subjects and in levels class. It can be concluded that think pair share technique can be applied in narrative text writing as well. The basic foundation of this model is to make the students more active in the teaching-learning process by discussing with their classmates. Moreover, the teaching-learning process will be more attractive there will be more fun. So, it will give positive influence to students in understanding the material given by the teacher. He further stated that there are five steps in Think-Pair-Share model, they are giving time to students to think, posing the topic or a question, organizing students

³⁵Loc.Cit

into pairs, asking students to discuss with their partner and share their thinking, and calling on a few students to share their ideas with the rest of the class.

In fact, many students, elementary school students until university students, still assume that English is the most difficult as well as boring lesson. Those factors make the students unable to master English very well. There are four basic skills should master in English, they are writing, reading, speaking, and listening. Besides, it is also used to understand the main idea and message in a text. One of some kinds of text that has a lot of messages to be identified is a narrative text.

By using think pair share the students try to solve the problem themselves that set by the teacher and pairs with the partners and allow time for each member to explain their answers to the other pairs, in this case students are required to understand the material that will be presented, the teacher will tell them how to pronounce and spell the word truly, how to write the truly and they are finally used to do it. And the next steps of teaching by using Think Pair Share, the students are asked to write English the discussing text or problems that set by teacher. Hopefully it can solve the students' problem and also increase their ability in narrative text writing.

F. Hypothesis

Based on the theory and statement above, the researcher states the hypotheses as follows:

Ha : There is a significant influence of Using Think Pair Share technique towards Student's Narrative Text Writing Ability in the Tenth grade of SMA Persada Bandar Lampung at the second Semester in the academic year of 2016/2017.

Ho : There is no significant Influence of Using Think Pair Share technique towards Student's Narrative Text Writing Ability in the Tenth grade of SMA Persada Bandar Lampung at the second Semester in the academic year of 2016/2017.



CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In conducting this research the researcher used experimental design because in order to know the influence of using think pair share technique in students' narrative text writing ability. Experimental design is the general plan to carrying out a study with and active independent variable.⁴⁸ In this research, the researcher used quasi experimental research, quasi-experiments include assignment, but not random assignment of participants to groups. This is because the experimenter cannot artificially create groups for the experiment.⁴⁹ Instead, the researcher used two classes of students that consists of one class as the experimental class and another class as the control class.

In this research, the researcher used pretest and posttest. The researcher used the pre-test and post-test design approach to a quasi-experimental design. In this research, the students in experimental class which used taught by using Think Pair Share technique and the students in control class used taught by using freewriting technique. After getting the data, the researcher used analyze them by using quantitative approach, the design is illustrated as follows⁵⁰:

⁴⁸Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, (8th Edition), *Introduction to Research in Education* (Canada: Wadsworth Cengage Learning, 2010), p.301.

⁴⁹John W. Creswell, (4th Edition), *Educational Research* (Boston: Pearson Education, 2008).p.309.

³ Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen, *Op. Cit*,p.316

| | | | |
|----|----------------|---|----------------|
| G1 | T ₁ | X | T ₂ |
| G2 | T ₂ | O | T ₂ |

Notes :

G1 :Experimental class

G2 :Control class

T₁ : Pre-test

T₂ : Post-test

X : Treatments by using think pair share technique

O : Treatments by using free writing

B. Research Variable

According to Sugiyono variable is something that can be object of research to get the information of everything about it.⁵¹ In this research there are two variables, they are:

1. Independent variable

The independent variable in this research was Think Pair Share technique that is symbolized by (X).

2. Dependent variable

The dependent variable in this research was students' narrative text writing ability that is symbolized by (Y)

⁵¹Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R & D* (Bandung: Alfabeta, 2003), p.38.

C. Operational Definition of Variable

The operational definition of variable is used to describe the variables which are used in this research to avoid misconception of variables presented in this research. It is also aimed in other the research has clarity about the data needed, so the researcher investigates the data related to the variables of this research. The operational definitions of the variable were follows:

1. The Independent Variable (X)

Think Pair Share (TPS) is a kind of cooperative learning, students think independently about the pictures, the students are grouped in pairs to discuss their thought, and after that the students pairs share their ideas with a larger group, such as the whole class.

2. The Dependent Variable (Y)

Students' narrative text writing ability is their ability to procedure or compose a text ,by retelling a picture in the past. Which fulfills the criteria of good writing as content, organization, grammar, vocabulary, and mechanics.

D. Population, Sample and Sampling Technique

1. Population

The population in social science research refers to all of your potential participants; think of it as the whole group of people in which you are interested.⁵²According to

⁵ James B. Schreiber and Kimberly Asner-Self, *Educational Research, The Interrelationship of Question, Sampling, Design and Analysis* (India: John Willey and Sons Inc, 2011), p.13.

Aryet.al stated that, the larger group about which the generalization is made is called a population. Thus, the population in this research was the students at the tenth grade of sma persada bandar lampung at the second semester in the academic year of 2016/2017. Total number of population was 122 students consist of 4 classes.

Table 3
The Total Students at the Second Semester of the Tenth Grade of SMA
Persada Bandar Lampung in the Academic Year of 2016/2017

| No | Class | Gender | | Number of Student |
|--------------|-------|-----------|-----------|-------------------|
| | | Male | Female | |
| 1. | X.1 | 12 | 18 | 30 |
| 2. | X.2 | 10 | 22 | 32 |
| 3. | X.3 | 13 | 17 | 30 |
| 4. | X.4 | 15 | 15 | 30 |
| Total | | 50 | 72 | 122 |

Source : The Document of Sma Persada Bandar lampung in the academic year of 2016/2017.

2. Sample of the Research

A sample is any part of a population of individuals on whom information is obtained. It may, for a variety of reasons, be different from the sample originally selected. It means that sample is part of individual members which is chosen to represent of the whole population. Based on the population above, the researcher took two classes as the sample of the research, the experimental class was X.I and control class was X.II .

3. Sampling Technique

In this research, the researcher used cluster random sampling because the students have homogeneous characteristic and are in cluster or groups. The researcher conducted the research at the tenth grade. The tenth grade consists of four classes,

but is quite hard to maintain all of the tenth grade students as the sample of this research. Step in determining the experimental and control class as follows:

- a) First, the researcher made a kind of lottery.
- b) Second, the researcher provided four pieces of small paper which each piece wrote the name of each class then rolled them up and put them into a glass.
- c) Third, the researcher shake the glass and take one of the pieces of the paper. For the first paper as the experimental class and second paper as the control class.

E. Data Collecting Technique

In conducting this research, the researcher needed technique to collect the data. In this research the researcher used a test. The test was done to know the students' narrative text writing ability after they were taught by using Think Pair Share (TPS) technique. The researcher provided some topics. Every student had to choose one of the topics that were provided by the researcher and then made the narrative text based on the topic. In this research, the control and the experimental class were given the same test. The result of the test would be written in the scoring column on the paper.

F. Research Instrument

An instrument is a tool for measuring, observing, or documenting data. It contains specific questions and response possibilities that you establish or develop in advance of the study. The researcher used pretest posttest as a set of writing test. This test to

be aimed at measure the students' writing ability. The students were asked to compose an narrativetext that consists of minimal 70-100 words with the time allocation 45 minutes because by the end of the research the students should make an narrative text. The topics of narrative text pretest and posttest are:

Table 4

The Topics for Pre-Test

| No. | Topics |
|-----|--|
| 1. | RoroJonggarang |
| 2. | TangkubanPerahu |
| 3. | The Legend of Lake Toba and Samosir Island |

**Post-Test
The Topics for Post- Test**

| No. | Topics |
|-----|--------------|
| 1. | Snow White |
| 2. | Lake Toba |
| 3. | MalinKundang |

G. Research Procedure

In conducting this research, the researcher applied some procedures as follow:

1. Finding the subject of research

The researcher chose the students of the tenth grade SMA Persada Bandar Lampung as a subject of the research. One class as experimental class and one class as control class.

2. Designing the instruments of the research

The instrument of this research was writing test. The studentsgot the same instrument for both classes in several topics.

3. Pretest

Pretest was given to know the students' narrative text writing ability before given the treatment. The students was given three topics, they are: RoroJonggrang, TangkubanPerahu, The Legend of Lake Toba and Samosir Island

4. Conducting treatment

Treatment was given in three meetings in each class. In the experimental class, the researcher used Think Pair Share (TPS) technique. In the control class, the researcher used free writing technique.

5. Administrating the posttest

Posttest was conducted after the treatments. The test was used to know the students' narrative writing ability after giving the treatment. In this test, the students was given the topic. Then the students made the narrative text related to the topic.

6. Analyzing the result of posttest

In analyzing the result, the researcher was going to compare the result of posttest between experimental and control class to see whether the posttest's score of experimental class is higher than control class.

H. Criteria for Evaluating Students' Writing

There were some aspects must be used to measure the result of students' score in writing. They are: content, organization, vocabulary, language use and mechanics. The following are some criteria for evaluating students in writing proposed by tribble.

Table 5
Assessment Scale for Written Work.⁵³

| | | |
|------------------------------------|--------------|---|
| a. Task fulfillment/content | 20-17 | Excellent to very good: Excellent to very good treatment of the subject, considerable variety of ideas or argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail. |
| | 16-12 | Good to average: Adequate treatment of topic, some variety of ideas or argument; some independence of interpretation of the topic; most content relevant to the topic; reasonably accurate detail. |
| | 11-8 | Fair to poor: Treatment of the topic is hardly adequate, little variety of ideas or argument; some irrelevant content to the topic; lacking detail |
| | 7-5 | Very poor: Inadequate treatment of topic, no variety of ideas or argument; content irrelevant, or very restricted; almost no useful detail |
| | 4-0 | Inadequate: Fails to address the task with any effectiveness |
| b. Organization | 20-17 | Excellent to very good: Fluent expressions, ideas clearly stated and supported. Appropriately organized paragraphs or sections; logically sequenced (coherence); connectives used (cohesion) |
| | 16-12 | Good to average: Univen expression, but main ideas stand out; paragraphs or sections evident; logically sequenced (coherence); some connectives used (cohesion) |
| | 11-8 | Fair to poor: Very uneven expressions, ideas difficult follow; paragraphing/organization does not help the reader; logical sequenced difficult to follow (coherence); connectives largely absent (cohesion) |
| | 7-5 | Very poor: Lacks fluent expressions, ideas very difficult to follow, little sense of paragraphing/organization ; no sense of logical sequence. |
| | 4-0 | Inadequate: Fails to address this of aspect of the task with any effectiveness |
| c. Vocabulary | 20-17 | Excellent to very good: Wide range of vocabulary; accurate word/idiom choice and usage; appropriate selection to match register. |
| | 16-12 | Good to average: Adequate range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate. |
| | 11-8 | Fair to poor: Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate |
| | 7-5 | Very poor: No range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; no apparent sense of appropriate. |
| | 4-0 | Inadequate: Fails to addresses his aspect of the task with any effectiveness. |
| d. Language | 30-24 | Excellent to very good: Confident handling pf appropriate structures, hardly any errors of agreement, tense, number, word, order, articles, pronouns, prepositing; meaning never obscure. |

⁶ Christopher Tribble, *Language Teaching Writing*, London Oxford University Press, 1996, p.130.

| | | |
|---------------------|--------------|---|
| | 23-18 | Good to average: Acceptable grammar but problem with more complex structures; mostly appropriate structures; some errors of agreement, tense, number, word, order, articles, pronouns, prepositions, meaning sometimes obscured. |
| | 17-10 | Fair to poor: Insufficient range of structures with control only shown in simple constructions; frequent errors of agreement, tense, number, word, order, articles, pronouns, prepositions, meaning sometimes obscured |
| | 9-6 | Very poor: Major problems with structures even simple ones; frequent errors of negation, agreement, tense, number, word, order/function, articles, pronouns, prepositions,; meaning often obscured |
| | 5-0 | Inadequate: Fails to address his aspect of the task with any effectiveness. |
| e. mechanics | 10-8 | Excellent to very good: Demonstrates full command of spelling, punctuation, capitalization, and layout. |
| | 7-5 | Good average: Occasional errors in spelling, punctuation, capitalization, and layout. |
| | 4-2 | Fair to poor: frequent errors in spelling, punctuation, capitalization, and layout. |
| | 1-0 | Very poor: fails to address his aspect of the task with any effectiveness |

For clearer explanation, the following are the criteria for scoring writing which are used in this research:

- a) Content : the agreement with the title chosen
- b) Organization : paragraph unity, coherence, and cohesion
- c) Vocabulary : the precision of using vocabulary
- d) Language use or grammar : tenses and pattern
- e) Mechanics : spelling and punctuation

The final score = Content + Organization + Vocabulary + Language + Mechanics

Example:

Content : 20

Organization : 20

Vocabulary : 20

Language : 30
Mechanics : 10 +
10

Based on the explanation above, it can be concluded that the scoring scale for evaluating students' writing analytical exposition text ability is adopted by Tribble with considered the content, organization, vocabulary, language, and mechanics. Besides, in this research the researcher used inter-rater to score the result of the test. The scoring was done by researcher herself and another person who also score the test, the English teacher in the school. The scores of two raters were summed up and then divided into two.

I. Validity, Reliability and Readability

1. Validity of The Test

A good test is test that has validity. The test can be said valid if the instrument item can be use yo measure what should be measured.⁵⁴ In other words, a test is valid if the test can really test what needs to be test correctly. The researcher analyzes the test from content and construct validity to measure whether the test is validity or not.

a. Content validity

Content validity is the extent to which the question on the instrument and the scores from the questions are representative of all the possible questions that could be asked about the content or skills.⁵⁵ Content validity can be found by relating the material of

⁵⁴Sugiyono, *Op. Cit.*, p. 173.

⁸ John W. Creswell, *Educational Research; Planning and Conducting Quantitative and Qualitative Research* (Boston: Pearson, 2012), p.618

the test with the curriculum for SMA. It means that the researcher gives the test to the sample based on the current curriculum in the school.

To get contents validity of the writing test, the researcher tries to arrange the material based on the objective of teaching in the school based on the curriculum for the tenth grade of SMA Persada Bandar Lampung the researcher consults the instrument to the English teacher of SMA Persada Bandar Lampung, to make sure that the instrument is valid. **(See Appendix 9)**

b. Construct validity

Construct validity is a determination of the significant, meaning, purpose, and use of scores from an instrument.⁵⁶ Construct validity is concerned with whether the test is actually in line with the theory of what it means to know the language. Construct validity focuses on the kind of the test that is used to measure the students' writing ability. The scoring covers five aspects of writing that are adapted from tribble. They are content, organization, vocabulary, language use and mechanics. The test items must measure that the students have master in narrative text. To make sure, the researcher consulted to the English teacher of SMA Persada Bandar Lampung Mrs. Melya Yusepa S.Pd. After the teacher analyzed the instruments and she concerned that the instruments were valid and she said that it needed to give a few minute for the students doing the task. The result of validation form for writing test is attached. **(see Appendix 6)**

⁹ *Ibid.* p.618

2. Reliability of The Test

Reliability shows that an instrument can be trusted to be used as a tool of data collecting technique when the instrument is good enough.⁵⁷ It means that a test is reliable if the test is able to give constant result even though the test given repeatedly to the same individuals or sample. Furthermore, reliable instrument is an instrument which is if used to measure the same object for some time will result same data.⁵⁸ To get the reliability of the test, the researcher used inter-rater reliability, they are two raters: English teacher and the researcher. To estimate the reliability of the test, the researcher used rank order correlation as follows:⁵⁹

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

Note:

ρ = The number of rank order correlation (Rho)

6 & 1 = Constant number

D = Difference of rank correlation (D = R1 – R2)

N = The number of students.

Furthermore, to know the degree or the level of the reliability of writing test there researcher also uses the criteria of reliability as follows:

⁵⁷SuharsimiArikunto, *Procedure PenelitianSatuanPendekatanPraktek*(Jakarta: RhinekaCipta, 2010), p.142.

⁵⁸Sugiyono, *Op.Cit.*p.17.

⁵⁹AnasSudjono, *PengantarStatistikPendidikan*(Jakarta: Raja GrafindoPersada, 2008), p.232.

Table 6
Criteria of Reliability

| | |
|-------------|------------------------------------|
| 0.800-1.000 | Very high reliability |
| 0.600-0.800 | High reliability |
| 0.400-0.600 | Fair reliability |
| 0.200-0.400 | Low reliability |
| 0.00-0.200 | Very low reliability ⁶⁰ |

After calculating the reliability, the researcher found that the Cronbach's alpha of reliability in pre-test was 0.982 and reliability in post-test was 0.938. The researcher concluded that the degree of the level of reliability of the students' was very high and sufficiently reliable. (see Appendix 10 until Appendix 15)

3. Readability of the Test

Readability tests were indicators that measure how easy a documents is to read and understand. For evaluators, readability statistics can be solid predictors of the language difficulty level of particular documents. The essential information in an evaluation document should be easily understandable. To know readability of the procedure test instrument, the writer followed Kouame's research. The students asked to evaluate instructions of the test and the understandability of each item on a scale of 1 to 10, where, 1 describes an item that is easy to read and describes an item that is

¹³Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik*, (Jakarta: Rineka Cipta, 2006), p.311

difficult to read. The questions tested individually the questionnaire for readability is attached.(see Appendix 4)

J. Data Analysis

1. Normality Test

The normality test is used to measure whether the data in the experimental class and control class are normally distributed or not. In this research, the researcher used Liliefors test as explained below.⁶¹

a. Hypothesis formula

H₀ :The data have normal distribution.

H_a :The data do not have normal distribution.

b. The average rates (x) are calculated by formula:

$$x = \frac{\sum x_i}{n}$$

Notes :

X_i : The score achieve by students

N : The total of students

c. Variants (S²) calculated by formula:

$$S^2 = \sqrt{\frac{nx^2 - (\sum x_i)^2}{n(n-1)}}$$

Notes:

⁶¹Sudjana, *Metode Statistika*, (Bandung: Tarsito, 2005), p.466

x_i :The score achieve by students

n :The total of students.

d. The test of hypothesis is as follows:

1. For $x_1, x_2, x_3, \dots, x_n$ assumed as number $z_1, z_2, z_3, \dots, z_n$ by using the formula:

$$Z_i = \frac{x_i - \bar{x}}{s}$$

2. For each this absolute number is arranged in the normal distribution, then it calculated $F(Z_i) = P(Z \leq Z_i)$

3. Next calculate the proportion $z_1, z_2, z_3, \dots, z_n$ then can be smaller or just the same as z_i . The proportion is represented by

$$S_z = \frac{\sum z_1, z_2, z_3, \dots, z_n \text{ that } \leq z_i}{n}$$

4. Calculate $F(Z_i) - (Z_i)$ and calculate the absolute number.
5. Calculate the highest numbers and calls the number as t_{observed} .

e. The criteria are as follows:

H_0 is accepted if L_{observed} is lower than L_{critical} , means the data is normally distributed.

H_0 is rejected if L_{observed} is higher than L_{critical} , means the data is not normally distributed.

2. Homogeneity Test

Before administering the data in t-test, it is necessary that the data are homogenous or not. The following explanation is to prove homogeneity of the test.⁶²

a. The hypothesis for the homogeneity tests are :

H₀ : The variance of the data is homogenous.

H_a : The variance of the data is not homogenous.

a. The formula is :

$$F = \frac{Vb}{vk}$$

F : The homogenous

Vb : The biggest variant

vk : The smallest variant

b. The testing criteria are :

H₀ is accepted if F-observed is lower than F-critical (F-observed < F-critical) it means the variance of the data are homogeneous.

H_a is rejected if F-observed is higher than F-critical (F-observed > F-critical). It means the variance of the data are heterogeneous.⁶³

3. Hypothetical Test

In this research the researcher used the quantitative analysis to know whether there is any significance influence of using think pair share technique in students' narrative text writing ability or not. Because the data was taken from homogeneous population

⁶² *Ibid*, p.250

¹⁷ Suharsimi Arikunto, *Prosedure Penelitian : Suatu Pendekatan Praktik*, (jakarta: Rineka Cipta, 2010), p.354

and were normally distributed, the research used hypothesis. The significance of the different in the average pretest-posttest change for two groups could be determined by a *t* test.⁶⁴

a. The t-test formula is :

$$t = \frac{M_x - M_y}{\sqrt{\left(\frac{\Sigma x^2 + \Sigma y^2}{N_x + N_y - 2}\right) \left(\frac{1}{N_x} + \frac{1}{N_y}\right)}}$$

Note :

t : t test

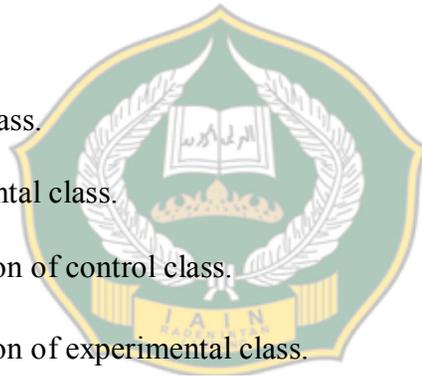
M_x : mean of control class.

M_y : mean of experimental class.

Σx² : average of deviation of control class.

Σy² : average of deviation of experimental class.

N : Number of subject.



b. The hypothesis are :

Ha : There is a significant Influence of Using Think Pair Share Technique towards Student's Narrative Text Writing Ability in the Tenth Grade of SMA Persada Bandar Lampung at the Second Semester in the Academic Year of 2016/2017.

⁶⁴*Ibid*, p.307

H_0 :There is no significant Influence of Using Think Pair Share Technique towards Student's Narrative Text Writing Ability in the Tenth Grade of SMA Persada Bandar Lampung at the Second Semester in the Academic Year of 2016/2017.

The criteria are:

H_a is accepted if t_{observed} is higher than t_{critical} .

H_0 is rejected if t_{observed} is lower than t_{critical}



CHAPTER IV RESULT AND DISCUSSION

A. School Profile

1. History of SMA Persada Bandar Lampung

SMA Persada Bandar Lampung was established in 1989. It is located on Jl. Imam Bonjol Km. 11 No. 08 Kemiling, Bandar Lampung. At the present, Misran S.ag. MM is the headmaster. The activities of teaching learning process begin at 07.15 A.M in the morning and finish at 02.00 P.M.

SMA Persada Bandar Lampung has 20 teachers, 2 Vice of Headmasters (Curriculum, and Studentship). The condition of the teacher of SMA Persada Bandar Lampung can be seen in this following table:

Table 7
List of Teachers and Staffs in SMA Persada Bandar Lampung

| No | Name | Subject | Position |
|----|------------------------|------------------------------------|------------------------------|
| 1 | Misran S.Ag.MM | History and Art of Islamic | Headmaster |
| 2 | Drs. M.Tohir, M.Pd.I | Fiqih | Vice Chairman of Curriculum |
| 3 | Sunarto, S.Pd | Social Education | Vice Chairman of Studentship |
| 4 | Fadillah Ahmad, S.Pd.I | Akidah Akhlak | Teacher |
| 5 | Jubaidi, S.Pd | Mathematics | Teacher |
| 6 | Devid Istiani, S.Pd | Mathematics | Teacher |
| 7 | Sarmini, S.Pd | English | Teacher |
| 8 | Andi Irawa, S.Kom | Technology Information of Computer | Teacher |
| 9 | Suhendri, S.Pd.I | Counseling Guidance | Teacher |
| 10 | Partiyani, S.Pd | Science | Teacher |
| 11 | Zaini Mustofa, S.Pd | Indonesian | Teacher |

| | | | |
|----|----------------------|------------------|---------|
| 12 | Segeng Santoso,S.Ag | Al Qur'an Hadits | Teacher |
| 13 | MelyaYusepaS.Pd | English | Teacher |
| 14 | Darrul Fattah,S.Pd | Sport | Teacher |
| 15 | Tugimin,S.Pd | Sport | Teacher |
| 16 | Tri Handayni,S.Pd | Art | Teacher |
| 17 | Selvi Mutiasari,S.Pd | Science | Teacher |
| 18 | Ita Nur Azizah, S.Pd | Civics | Teacher |
| 19 | Mahyudi,S.Pd.I | Arabic | Teacher |
| 20 | Hasnudin,S.Pd | Social Education | Teacher |

Source: SMA Persada Bandar Lampung in the academic year of 2016/2017.

This school also has some extracurricular; it can be seen in this following table:

Table 8
Extracurricular Activities in SMA Persada Bandar Lampung

| No | Name of Extracurricular | Advisor |
|----|-------------------------|-----------------------|
| 1 | ROHIS | Rahmadi Mu'alim, S.Pd |
| 2 | PRAMUKA | ZainiMustofa, S.Pd |
| 3 | FUTSAL | Jubaidi,S.Pd |
| 4 | SENI | SelviMutiasari S,.Pd |
| 5 | BASKET | SuhendriS.Pd |
| 6 | BOLA VOLI | ZainiMustofaS.Pd |
| 7 | PASKIBRA | Darrul Fattah S.Pd |

Source: SMA Persada Bandar Lampung in the academic year of 2016/2017.

B. Description of the Treatment

The research has been conducted since January, 5th2017 to February 5th 2017. They involved pretest, three times treatments and posttest. In the experimental class, the researcher gave three times treatments by using Think Pair Share (TPS) technique to find out the influence of using Think Pair Share (TPS) technique. Meanwhile, in the control class the researcher gave free writing technique that usually is used by the teacher there. The researcher identified several results, they were: the score of the students before treatment in pretest, score of students after treatment in posttest.

1. Description of the First Treatment

The first treatment on January 6th2017, the students looked nervous. The students were not interested when the researcher said about writing. They assumed that it was very difficult to express their ideas because they are lack of vocabulary, did not want to try writing an narrative text, and low motivation.

From the situation above, the researcher gave the motivation first. The researcher shared her experiences when she was student in senior high school. And then, the researcher explained about writing aspects and narrative text included generic structure and grammatical features of narrative text. After the students understanding about narrative text, the researcher introduced Think Pair Share technique as a technique to teach writing especially narrative text. And then, the researcher asked students to makenarrative text related phenomenon surrounding using Think Pair

Share (TPS) technique. After making narrative text, the researcher asked one of students each group to read his writing.

2. Description of Second Treatment

The second treatment on January 9th 2017 for this session, it was better than first because the students did not look nervous anymore. The researcher started the teaching learning process with explained of materials. In this treatment, the researcher reviewed about narrative text include generic structure and grammatical features of narrative text. After that, the researcher reminded the students about Think Pair Share (TPS) technique and explained again the steps to make narrative text by using Think Pair Share (TPS) technique. The last session of this lesson, the researcher asked students to make narrative text and one of students each group to read result his writing.

3. Description of Third Treatment

The third treatment on January 11th 2017 for this session, it was better than the second because they felt enjoyable with the materials of writing. In this session the researcher gave the new example about narrative text. The researcher explained more details so that students understood about it.

C. Result of the Research

1. Result of Pre-test in Control Class

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test was administered on January 5th, 2016. The score of the students' narrative text tested in pre-test can be seen in figure 1.

frequency

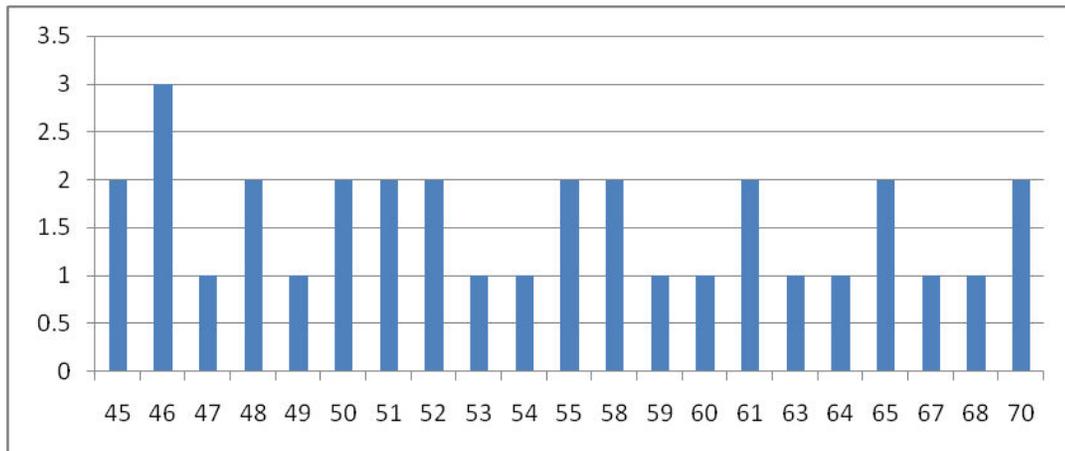


Figure 1
Result of the Pre-Test of X1

Based on the figure 1, it could be seen that there was two students who got 45 score, three student who got 46 score, one student who got 47 score, two students who got 48 score, one student who got 49 score, two students who got 50 score, two students who got 51 score, two students who got 52 score, one student who got 53 score, one student who got 54 score, two students who got 55 score, two students who got 58 score, one student who got 59 score, one student who got 60 score, two students who got 61 score, one student who got 63 score, one student who got 64 score, two

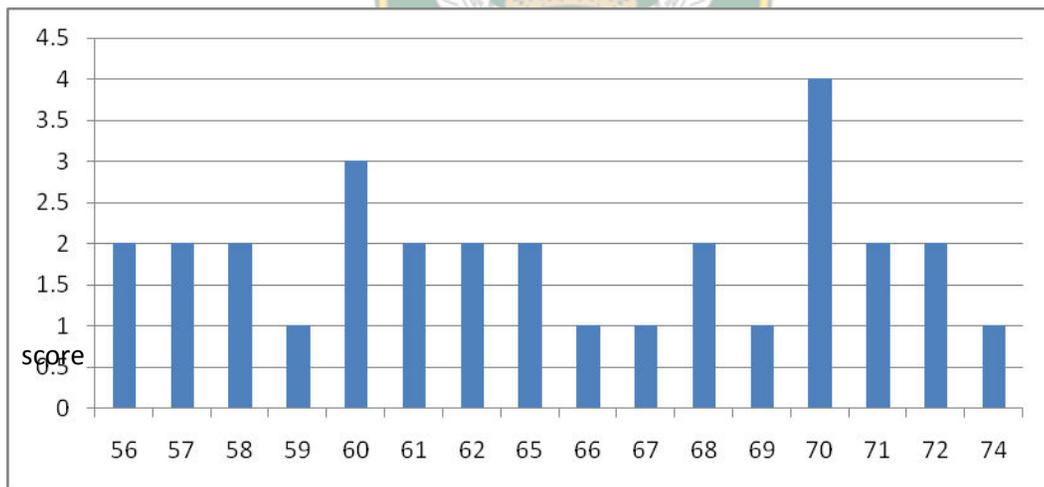
students who got 65 score, one student who got 67 score, one student who got 68 score, one student who got 70 score. It can be seen that the highest score of pre-test of X1 was 70 and the lowest score was 45.

The researcher also showed mean of pre-test in control class was $1770:32 = 64.50$.(See appendix 11).

2. Result of the Pre-test in the Experimental Class

The researcher conducted pre-test in order to know students' ability before the treatment. The pre-test administered on januari 10th, 2016. The score of the students' narrative text tested in pre-test can be seen in figure 2.

frequency



Fig

ure 2
Result of Pre Test in X2

Based on the figure 2, it could be seen that there were one student who got 74 score, two students who got 72 score, two students who got 71 score, four students who got 70 score, one student who got score 69, two students who got 68 score, one student

who got 67 score, one student who got 66 score, two students who got 65 score, two students who got 62 score, two students who got 61 score, three students who got 60 score, one student who got score 59, two students who got 58 score, two students who got 57 score, two students who got 56 score. It can be seen that the highest score of pre-test of X2 was 74 and the lowest score was 56.

the researcher also showed the mean of pre-test in experimental class was $1935:30 = 64.5$ (See appendix 9).

3. Result of the Post-test in Control Class

The researcher also gave post-test in experimental class to know students' narrative text after the treatment. It was administered on January 15th, 2016. The score of post-test in control class are presented in figure 3.

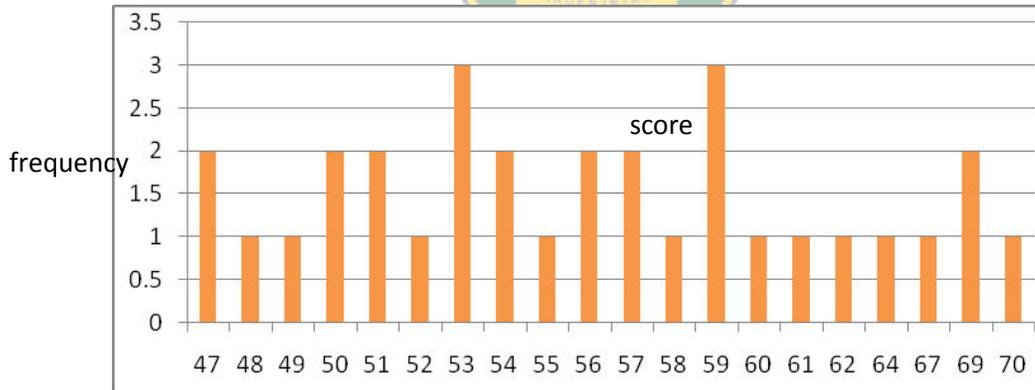


Figure 3
Result of Post test of X1

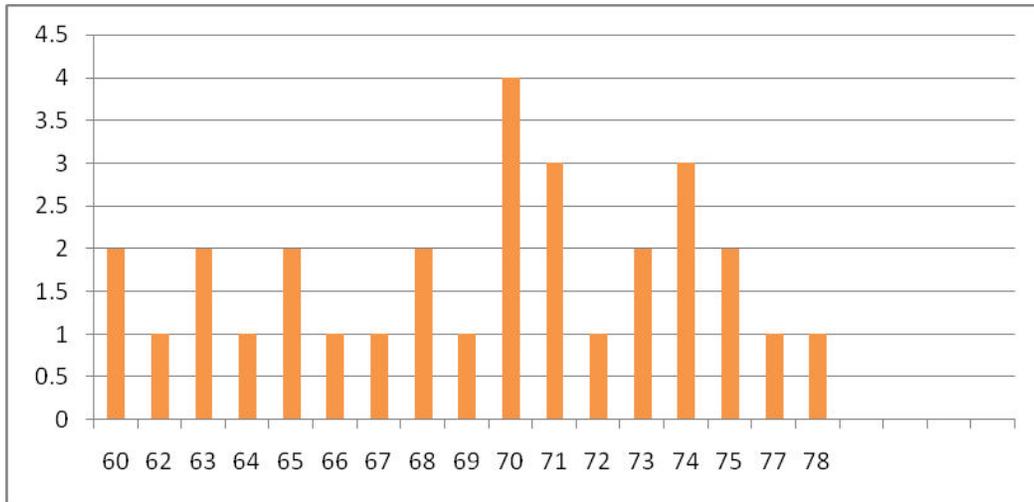
Based on the figure 3, it could be there was two students who got 47 score, one student who got 48 score, one student who got 49 score, two students who got 50 score, two students who got 51 score, one student who got 52 score, three students

who got 53 score, two students who got 54 score, one student who got 55 score, two students who got 56 score, two students who got 57 score, one student who got 58 score, three students who got 59 score, one student who got 60 score, one student who got 61 score, one student who got 62 score, one student who got 64 score, one student who got score 67, two students who got score 69, and one student who got 70 score .It can be seen that the highest score of post-test of X3 was 70 and lowest score was 50.

The researcher also showed the mean of post-test in control class was $1810 : 32 = 56.5$ (See appendix 13) it increased from 55.3 to 56.5.

4. Result of the Post-Test in Experimental Class

The researcher also gave post-test in experimental class to know students' narrative text after the treatment. It was administered on January 19th, 2016. The score of post-test in control class are presented in figure 4.



Fig

ure 4

Graph of the post-test in experimental class

Based on the figure 4, it could be seen that there were two students who got 60 score, one student who got 62 score, two students who got 63 score, one student who got 64 score, two students who got 65 score, one student who got 66 score, one student who got 67 score, two students who got 68 score, one student who got 69 score, four students who got 70 score, three students who got 71 score, one student who got 72 score, two students who got 73 score, three students who got 74 score, two students who got 73 score, three students who got 74 score, two students who got 75 score, one student who got 77 score, one student who got 78 score. It can be seen that the highest score of post-test of X1 was 78 and lowest score was 60.

The researcher also showed the mean of post-test in experimental class $2078 : 30 = 69.3$ (See appendix 20) it increased from 64.5 to 69.3.

D. Data Analysis

1. Result of Reliability

Reliability shows that the instrument can be believe to be used the data collecting technique when the instrument is good enough.

a. Reliability of Pretest Control Class

The statistical formula is:

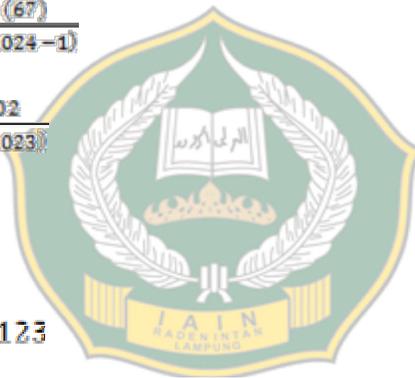
$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6(67)}{32(1024 - 1)}$$

$$\rho = 1 - \frac{402}{32(1023)}$$

$$\rho = 1 - \frac{402}{32736}$$

$$\rho = 1 - 0.0123$$



$\rho = 0.987$ --> Reliability is Very High

From the calculation above, the result of pretest experimental class is 0.984. It means that the instrument has very high reliability.

b. Reliability of Posttest Control Class

The statistical formula is:

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6(60)}{32(1024 - 1)}$$

$$\rho = 1 - \frac{360}{32(1023)}$$

$$\rho = 1 - \frac{360}{32736}$$

$$p = 1 - 0.0109$$

$p = 0.989$ --> Reliability is Very High

From the calculation above, the result of posttest control class is 0.984. It means that the instrument has high reliability.

c. Reliability of Pre test Experimental Class

The statistical formula is:

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6(80.25)}{30(900 - 1)}$$

$$\rho = 1 - \frac{481.5}{30(899)}$$

$$\rho = 1 - \frac{481.5}{26970}$$

$$\rho = 1 - \frac{481.5}{26970}$$

$$p = 1 - 0.0178$$

$p = 0.982$ --> reliability is Very High

From the calculation above, the result of pretest control class is 0.972. It means that the instrument has very high reliability.

d. Reliability of Posttest Experimental Class



The statistical formula is:

$$\rho = 1 - \frac{6 \sum D^2}{N(N^2 - 1)}$$

$$\rho = 1 - \frac{6 (277.5)}{30(900 - 1)}$$

$$\rho = 1 - \frac{1665}{30(899)}$$

$$\rho = 1 - \frac{1665}{26970}$$

$$\rho = 1 - \frac{1665}{26970}$$

$$p = 1 - 0.062$$

$$p = 0.938 \rightarrow \text{reliability is Very High}$$

From the calculation above, the result of posttest control class is 0.938. It means that the instrument has very high reliability.

Based on the data above, it can be seen that the result of the experimental class and control class have the high reliability by the criteria of reliability. (see appendix 10,12, 14, 17)

2. Result of Normality Test

The researcher did normality test to measure whether the data has normal distribution or not. The hypothesis for the normality test are formulated as follow:

H_0 = the data are normally distributed.

H_a = the data are not normally distributed.

Test criteria :

$L_{observed} > L_{critical}$: it means that the data is not in the normal distribution.

$L_{observed} < L_{critical}$: it means the data is in the normal distribution.

Table 9
Normality of the Experimental and Control Class

| Class | Pre Test | | Post Test | | Conclusion |
|--------------|----------------|----------------|----------------|----------------|------------|
| | $L_{observed}$ | $L_{critical}$ | $L_{observed}$ | $L_{critical}$ | |
| Experimental | 0.140 | 0.161 | 0.0985 | 0.161 | Normal |
| Control | 0.127 | 0.156 | 0.0972 | 0.156 | Normal |

Based on the table above, it can be seen that in experimental and control class shows $L_{observed} \leq L_{critical}$, so, the conclusion is that the population is in the normal distribution (see appendix 19, 20, 21).

3. Result of Homogeneity Test

Homogeneity test is used to know whether the variance of the data is homogenous or not.

a. Hypothesis formula

H_0 = The variance of the data homogenous

H_a = The variance of the data not homogenous

criteria for the test are as follows :

H_0 is accepted if $F_{observed} < F_{critical}$

H_a is refused if $F_{observed} > F_{critical}$

Table 10
Homogeneity Test

| Class | The biggest variant | The smallest variant | F_{observed} | F_{critical} | Conclusion |
|--------------|----------------------------|-----------------------------|-----------------------------|-----------------------------|-------------------|
| Experimental | 31.276 | 27.35 | 1.143 | 1.61 | Homogeneous |
| Control | 52.223 | 37.184 | 1.40 | 1.56 | Homogeneous |

Based on the table above, it can be seen that the result of the test in experimental class and the control class, the $F_{observed}$ are 1.143 and 1.40 while the $F_{critical}$ at the significant level of 0.05. It proves that H_0 is accepted because $F_{observed} < F_{critical}$. It means that the variance of the data is homogenous. (see appendix 25)

4. Result of Hypothetical Test

The researcher used the following t-test formula:

$$t = \frac{M_x - M_y}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{N_x + N_y - 2} \right] \left[\frac{1}{N_x} + \frac{1}{N_y} \right]}}$$

Notes:

M_x = Mean of control class

M_y = Mean of experimental class

$\sum x^2$ = Average of deviation of control class

$\sum y^2$ = Average deviation of experimental class

N = Number of subject⁶⁵

The hypotheses formula is:

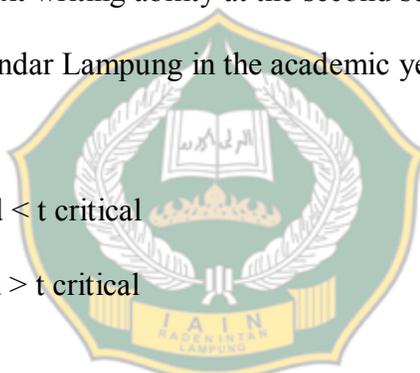
Ho : There is no a significant influence of using think pair share technique towards students narrative text writing ability at the second semester of the tenth grade of SMA Persada Bandar Lampung in the academic year of 2016/2017.

Ha : There is a significant influence of using think pair share technique towards students narrative text writing ability at the second semester of the tenth grade of SMA Persada Bandar Lampung in the academic year of 2016/2017.

Testing criteria:

Ho is accepted if $t_{\text{observed}} < t_{\text{critical}}$

Ha is accepted if $t_{\text{observed}} > t_{\text{critical}}$



Based on the result (see appendix 27) obtain $t_{\text{observed}} = 3.5$ t_{critical} at degree of significance 0.05 and $d.f = N_x + N_y - 2 = 30 + 32 - 2 = 60$ gain $t_{\text{critical}} = 1.67$. Since $3.5 > 1.67$, Ho is refused and Ha is accepted. It means that the treatment has influence of the students' score. It means that there is significant influence of using think pair share technique towards students narrative text writing ability at the second semester of the tenth grade of SMA Persada Bandar Lampung in the academic year of 2016/2017.

E. Discussion

⁶⁵ Arikunto, *Op. Cit.*, pp 306-308

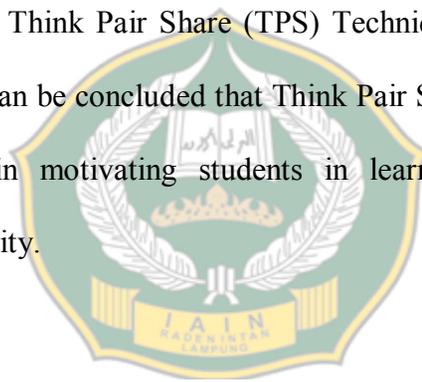
In the first treatment, the students looked nervous. They looked difficult to understand the material. To make the students understand the material easier, the researcher gave an example of the story of making text by Think Pair Share (TPS) technique. The researcher explained the material by using Think Pair Share (TPS) technique. Then, the researcher asked the students to make a narrative text by using Think Pair Share (TPS) technique with their own group. After that, the researcher gave chance to the students to ask if they had difficulty about the material. Finally, the researcher guided the students to make a conclusion about the material. The researcher and the students concluded the material has been studied together. The researcher asked to the students if they had difficulty in understanding this lesson. Then, the researcher closed the lesson.

It proved Harmer's theory which defined that the way to encourage the students to be more active in teaching and learning process, a teacher should apply a method, strategy or a technique, due to Think Pair Share the students were all active in the class for completing their task to make writing narrative text and they were all interesting to give and to receive comments and suggestion.

Based on the result pre-test and post test score, was influence between the experimental class and the control class where the pre-test and post-test score of the experimental class were higher. It can be seen from the mean in pre-test in experimental class was 64.5 and the mean score of pre-test in control class was 55.3. and the mean of students' post-test score in experimental class was 69.3. and the

mean of students' post-test score in control class was 64.5. It means that H_0 is rejected and H_a is accepted. It means that the treatments had influence of using Think Pair Share (TPS) Technique towards students narrative text writing ability.

Based on the analysis of the data and the testing Hypothesis, the result of the calculation is found that the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. From the analysis above, we know that the students who got high frequency of using Think Pair Share (TPS) Technique get better score than the students without using Think Pair Share (TPS) Technique in teaching narrative text writing ability. So, it can be concluded that Think Pair Share (TPS) Technique is one of good technique in motivating students in learning English, especially innarrative text writing ability.



CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion

In the previous chapter the researcher analyzed the data statistically. Based on the statistical analysis, the researcher concluded that there is a significant influence of using Think Pair Share (TPS) technique towards students' narrative text writing ability of the tenth grade at SMA Persada Bandar Lampung in the academic year of 2016/2017.

The reason for taking conclusion above, it can be proved from hypothetical test. In the hypothetical test, the research used $t_{critical}$ (1.67) of t-value distribution for $n=60$. H_a is accepted if $t_{observed}$ is higher than $t_{critical}$, or ($t_{observed} > t_{critical}$). H_o is rejected if $t_{observed}$ is lower than $t_{critical}$, or ($t_{observed} < t_{critical}$).

So, since $3.5 > 1.64$ there is a significant influence of using Think Pair Share (TPS) technique towards students' narrative text writing ability at the second semester of the tenth grade of SMA Persada Bandar Lampung in the academic year of 2016/2017.

B. Suggestion

In reference to the conclusion above, the researcher proposes some suggestion as follows:

1. Suggestion For The Teacher

- a. In this research the researcher find out that Think Pair Share (TPS) technique can be used to improve students' narrativetext writing ability. Due to the finding, English teacher can help students increase theirnarrative text writing ability by using othet effective and relevant technique. This can be done, among others, by providing certain clues based on the technique so that they can develop they Think Pair Share (TPS) technique appropriately.
- b. From the result, the score the students are not really satisfying. Therefore, the teacher can still improve the students' writing ability. The teacher should help the students increase their score by giving more explanation.

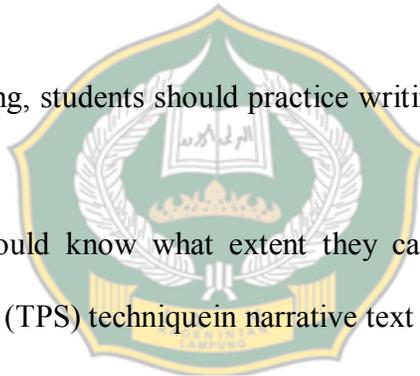
2. Suggestion to Other Researcher

- a. The researcher applied Think Pair Share (TPS) techniqueto increase students' narrative text writing ability. Furher other researcher should conduct this strategy on different skill and genre of text.
- b. In this research, the researcher used Think Pair Share (TPS) technique to help the students of senior high school, especially in narrative text writing

ability. Further other researcher should conduct this technique on different level of students.

3. Suggestion For the Students

- a. The students should use Think Pair Share (TPS) technique for write in writing ability especially in narrative text.
- b. The students should be able to identify their need in learning, they can choose Think Pair Share (TPS) technique to make the students easy to write.
- c. In learning writing, students should practice writing that they have learned in real situation.
- d. The students should know what extent they can understand the use of Think Pair Share (TPS) technique in narrative text writing.



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| No. | Date | Consultation | Signature |
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Co-Advisor**

**Deri Herdawan, M.Pd
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