THE USING OF THINK PAIR SHARE (TPS) METHOD IN IMPROVING THE STUDENTS' WRITING SKILLS TO THE ELEVENTH GRADE STUDENTS OF SMA NEGERI 1 ANGKOLA TIMUR IN 2016 - 2017 ACADEMIC YEAR

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Abstract

Penelitian ini diadakan oleh penulis untuk mengetahui apakah adakah baik untuk menerapkan penggunaan metode Think Pair share (TPS) dalam meningkatkan kemampuan menulis siswa pada siswa kelas sebelas di SMA Negeri 1 Angkola Timur tahun ajaran 2016-2017 atau tidak. Jumlah populasi dalam penelitian ini adalah seluruh siswa kelas sebelas yaitu 141 orang siswa.

Sedangkan sampel yang digunakan oleh penulis adalah kelas XI^3 berjumlah 29 orang siswa. Metode penelitian ini adalah Penelitian Tindakan Kelas (PTK) dan sebagai instrumen untuk mengumpulkan data, penulis menggunakan kuisioner untuk variabel X dan test, yaitu test lisan dan tulisan untuk variabel Y.

Setelah pengumpulan data yang dibutuhkan, langkah selanjutnya yang dilakukan oleh penulis adalah menghitung nilai tengah dari kemampuan berbicara siswa di setiap siklus dengan menggunakan rumus dari Anas Sudijono. Kemudian penulis menghitung persentase siswa yang berhasil menuntaskan Kriteria Ketuntasan Minimal (KKM) kemudian mengidentifikasi seberapa besar peningkatan nilai kemampuan berbicara siswa sebelum dan sesudah penerapan pengajaran kuantum. Langkah terakhir adalah pengujian hipotesa dengan menggunakan analisa statistik yang dalam hal ini menggunakan dua lanalisa statistic, yang pertama Korelasi Produk Moment Pearson (r_{xy}).

Dari hasil data menunjukkan bahwa nilai tengah dari kemampuan menulis siswa sebelum mereka diajar dengan menggunakan metode Think Pair Share (TPS) berada dalam kategori rendah (66.27). Setelah menerapkan metode Think Pair Share (TPS), kemampuan menulis siswa meningkat menjadi kategori mampu. Hal tersebut dapat dilihat dari nilai tengah siswa, yaitu 71.89 dan 76.7. Total peningkatan kemampuan berbicara siswa hingga siklus terakhir adalah 16.8%, itu berarti bahwa metode belajar Think Pair Share (TPS) adalah metode yang baik untuk diterapkan untuk meningkatkan kemampuan menulis siswa. Persentase keseluruhan siswa yang berhasil melampaui Kriteria Ketuntasan

Abstrak

This research is conducted by the writer in order to find out whether the Using of Think Pair Share (TPS) Method is good to be applied in improving the Students' Writing Skills to the Eleventh Grade Students of SMA Negeri 1 Angkola Timur in 2016-2017 Academic Year or not.

The numbers of population in this research are the eleventh grade students, consist of 141 students. While the sample is used by the writer is the students of XI^3 class consist of 29 students.

The method of research is Class Action Research (CAR) and as the instrument for colleting the needed data, the writer used the questionnaires for variable X and for variable Y used the test that is fill the blank. After collecting the needed data, the next step which is done by the writer is to calculating the mean score of the students' writing skills in each cycles by using the Anas Sudijono's formula. Then he calculates the student percentage who has passed the Minimal Completeness Criteria (KKM).

After that, the writer identifies the students' improvement in writing before and after using Think Pair share (TPS) Method. The final step is the testing of hypothesis that made before by using two steps of statistical analysis. The first one is Correlation Product Moment Pearson (r_{xy}). From the result of data shows the mean score of students' writing skills before they taught by Think Pair Share (TPS) Method are still in low category (66.27). After using Think Pair Share (TPS) Method, the students' writing skills are improved to capable category.

This result can be seen from the students' mean scores, those are 71.89 and 76.7. The improvement total of students' writing skills in the last cycle (cycle 2) is 16.8%, it means that the Think Pair Share (TPS) method is good to be applied to improve the students' writing skills. The total students percentage that succeeded pass the Minimal Completeness Criteria (KKM) in writing skills are 82.76% (24 students) and hanya 17.44% (5 students) only that did not pass it. Through this analysis

Minimal (KKM) dalam aspek berbicara adalah 82.76% (24 orang siswa) dan hanya 17.23% (5 orang siswa) yang tidak berhasil menuntaskan bobot Kriteria Ketuntasan Minimal (KKM). Melalui analisa dari data yang dikumpulkan, telah ditemukan bahwa nilai korelasi atau pengaruh antara kedua variabel adalah 0.71.

Sedangkan nilai dari uji parsial yang telah dilakukan oleh penulis adalah 5.23. Dengan membandingkan nilai t_{hit} terhadap t_{tabl}, diketahui bahwa nilai tersebut dikategorikan kepada kategori korelasi tinggi. Itu artinya bahwa ada penggunaan metode Think Pair Share (TPS) bagus untuk diterapkan dalam meningkatkan kemampuan menulis siswa pada siswa kelas sebelas di SMA Negeri 1 Angkola Timur Tahun Ajaran 2016-2017. Dan hipotesa dari penelitian ini dapat diterima.

from the collected data, it has been found the correlation value or the influence between the variables is 0.71.

Then the value of partial test which is done by the writer is 5.23. By comparing the value of t_{hit} to value of t_{tabl}, it can be known that the value can be categorized into high category. It means that the using of Think Pair Share (TPS) Method is good to be applied to improve the students' writing skills to the eleventh grade students of SMA Negeri 1 Angkola Timur in 2016-2017 academic year. And the hypothesis of this research is acceptable.

Keywords : Using of Think Pair Share (TPS) Method, Writing Skills

Kata Kunci : *Metode Think Pair Share (TPS), Kemampuan Menulis*

BACKGROUND

The background is the part which explains the reasons why the writer should choose this topic. In this part, the writer should be able to explain and describe properly about the context. At least the writer is interested to the chosen topic or it should be appropriate to his or her educational background.

Those above things also happened in the writer thought, and as the student of English Study Program the writer is interested to conduct the research and observes the language, especially english. In another word, this research is focused on english educational research.

Language is the communication tools which is used by human in their life. There are so many various languages in this world that is used in written or spoken language. One of that language which is used by human is English, that is the language is used internationally. Further, we can call it as the legal language over the world.

In several countries, English language has a different position. Some country makes the English language as the first language, and also as the second language. The using of English language as the first or second language usually is applied in develop country. In Indonesian itself, English language is used as the foreign language, that is a language which is learned in formal education as detail as possible.

In this moment, in Indonesia English language has been learned from elementary school until the university grade. English language has become the main or important subject that has been applied in the Indonesian education curriculum by the government. Besides that, English language also has the important position in Indonesian education environment. It is relate to the function as the international language, so that we can find many places for learning English language out of school schedule.

In considering to the explanation above, English language which is learned in Indonesia by the students has 4 basic skills, those are listening, reading, speaking, and writing. Both of them are integrated one of each other, and writing skill is one of productive skill.

Writing is seen as an extension of grammar and therefore focuses on accuracy. Writing is used as a support skill in the language classroom. It is usually approached from a teaching orientation which is product centered, meaning that the teacher will immediately correct any mistakes in grammar and the language form, therefore not giving learners the opportunity to attend to their own weaknesses with either form or in conveying meaning.

Based on syllabus, writing descriptive text ability is in basic competence where stu-

dents are hoped to express the meaning and theoretical step in simple short essay which are used in various language written as accurately. According to BSNP (2007), "Fluency and accepted to interact in daily life context that forming procedure and report". Writing descriptive text ability studied at the Eighth grade students of Junior High School. Writing descriptive text ability always found in our around at manual as instruction or recipes operation.

The students have a purpose to learning the writing descriptive text. It can be seen the writing descriptive text is a type of written text, which has the specific function to give description about an object (human or non human). With this writing the students can make to describe about a something/ someone/ a place/ an animal in our life, and it can be useful in their social function in the future.

But the fact, there are some students that have the problem in writing descriptive text. Because for become able in writing descriptive text the students must have the supporting skill, such as using vocabulary and developing sentences, arranging random sentences, imperative sentences and writing descrytive text ability. And besides that, the using of learning method also has the important influence in teaching writing descriptive text. A teacher should be able to choose and apply the correct method learning. Further, through the correct and suitable.

However, the writer found that the students' skills are still low in it. The writer assumes this condition can happen because the students' motivation for writing is low. The students do not know what exactly the essential of writing is, such as descriptive text. Furthermore, the students are not interested to compete in writing. Certainly this issue belongs to the teachers' responsibility.

Sometimes the teacher forgets the pure meaning of teaching. Most of teacher has the same paradigm of teaching, that is to transfer the knowledge into students as a lot as possible. Eventhough the students are able to receive the lesson or not. One thing that always thinking by the teacher is to complete the syllabus or curriculum. But actually, the teacher must

to consider the using of correct method in teaching.

Imagine if the teacher always talking or giving explanation orally about the writing descriptive text in two lesson hours (90 minutes). The absolutely thing that we can find is boring. How could be the lesson can transfer properly if there is no interaction between the teacher and student or between the student to other students. The good class is not only based on the conducive class without single voice. But the good class is about the active relation between teacher and students. In order to gain that class condition, the teacher must be able to choose the suitable method in writing teaching and apply it. One of them is by using Think Pair Share (TPS) Method.

Think Pair Share is a method designed to provide students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student. It is a learning method developed by Frank Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think Pair Share encourages a high degree of student response and can help keep students on task. So that, the writer is interested to conduct the research through using Think Pair Share (TPS) Method to improve the student writing skills by title: **"The Using of Think Pair Share (TPS) Method in Improving the Students Writing Skills".**

Based on the explanation in the background before, it has been said this research is concern into students' writing skills. And as we know together there are so many various kind of writing activity, such as writing story, essay, poetry, article, etc. And because of writer's condition is limited in the time or sources, so that the writer has decided to make the limitation in order to avoid the misunderstanding from the readers. Further, the limitation of this research can be seen below:

1. The writing skill in this research is only focuses on writing descriptive text.
2. This research focuses on the using of Think Pair Share (TPS) Method.

3. The object in this research is the eleventh grade students of SMA Negeri 1 Angkola Timur in 2016-2017 academic years.

The problem of research is the guidance for the writer in order to carry out the research step by step systemically. The problem of research should be formulated clearly, so that the writer understands about the variable and what is the tool to measure it. According to Jack R. in Syamsuddin (2003) states: "the problem of research should be feasible it means the problem is possible to carry out in research. And significant it means the problem of research must have the benefit for people". Finally, before conduct the research the writer have to formulate the problem of research first.

In conducting the research, the first one should know what exactly the problem that will be discussed is. After the writer has known the problem on that research, then it will become easier for the writer in doing the next step on his research. So that the writer will bring out the good and systematically research. For that the writer has formulated the problem of research, those are:

1. How far is the using of Think Pair Share (TPS) Method in Improving the Students' Writing Skills in descriptive text to the eleventh grade student of SMA Negeri 1 Angkola Timur in 2016-2017 academic years?
2. How is the learning process by Using Think Pair Share (TPS) Method in Improving the Students' Writing Skills in descriptive text to the eleventh grade students of SMA Negeri 1 Angkola Timur in 2016-2017 academic years?

The clearly purpose of research is giving the basic form to design the research process. The purpose of research also as the main key in giving the form or result of a research. Without a definite purpose, a research cannot run well, or disappear from the problem of research which has been formulating before by the writer.

After the problem of research has been formulated, next the writer should make the purpose of research. The good or ideal pur-pose should be able to answer the problem of research which is made before. In doing that, so this research can be stated has completed the criteria of good research and is able to publiccizing. And considering to that explanation, the purpose of this research those are:

1. To find out how the Using of Think Pair Share (TPS) Method in Improving Students' Writing skills in descriptive text to the eleventh grade students of SMA Negeri 1 in 2016-2017 academic years is.
2. To find out how the learning process by Using Think Pair Share (TPS) Method in Improving the Students' Writing Skills in descriptive text of eleventh grade students of SMA Negeri 1 Angkola Timur in 2016-2017 academic years is.

Before conducting a research the writer should have the hypothesis first, that is a tentative answer. Where the hypothesis is expected can be proved or not after collect the data and gain the result. As Suharsimi Arikunto (2015) says: "hipotesis adalah jawaban sementara terhadap pertanyaan penelitian atau rumusan masalah sampai terbukti melalui data yang terkumpul". In English hypothesis can be meant as a tentative answer to the problem of research, until is proved through the collected data.

Based on explanation above, before conducting the research, the writer must have a tentative answer of the research. Let's say the writer assumes that the using of Think Pair Share (TPS) Method is good to be applied in improving the students' writing skills, especiallly descriptive text. It means the writer believes that this method has the significant relation with writing skill. Eventhough the writer has not yet proved it.

As the writer said, the good hypothesis is not only can be proved, but also must relate to the problem of research. Therefore, the writer makes the hypothesis in this research that is "The Using of Think Pair Share (TPS) Method is good to improve the students' skills in descriptive text to the eleventh grade students of SMA Negeri 1 Angkola Timur in 2016-2017 academic years".

THE REVIEW OF LITERATURE
The Explanation of Writing Descriptive Text

Before going to define writing descriptive text, it is better to explain what writing is by the writer's knowledge. Writing is seen as an extension of grammar and productive skill. It is an important activity in our life because we can enrich and update our knowledge through writing.

Pardiyono (2007) says, "Writing is the process or activity to use the language in order to build, arrange, or design become a text". An approach encourages students to plan and draft and, as a consequence of revising, of deliberating over the extent to which the draft effectively conveys meaning, or in response to peer or teacher feedback, they may need to re-plan or redraft what they have written.

Harmer (2008) adds that writing is done with a purpose in mind, whether it is to write a postcard, a love letter, a newspaper article, or a university essay, and these various purposes influence the overall structure and features of a text such as coherence.

Students need to understand writing different kinds of text. Many students have weaknesses in writing text, particularly in writing descriptive text. Descriptive text has a purpose to describe someone, something, place, or animal. It is highlight one person, things, place, animals which special. Description text is giving much information about people, things, place, and animals more detail.

Langan (2008) states, Descriptive text has a function to give clear description about something. It can be a person, a thing, a happening, a place, a situation or the other. When we describe someone or something, we give our readers a picture in words. To make the world picture as vivid and real as possible, we must observe and record specific details that appeal to our readers' senses (sight, hearing, taste, small, and touch). More than any other type essay, a descriptive paper needs sharp, colorful details.

Pardiyono (2007) states, "Descriptive text function to describe someone, a place an animal. Descriptive text to describe a person/ thing/ place/ animal which specially, almost, can devitalized."

Djatmika (2013) also argues, Description text has a function to give a clear descripttion about something, it can be a person, a thing, a happening, a place, a situation or the other. When we describe someone or something, we give our readers a picture in words. To make the word picture as vivid and real as possible, we must observe and record specific details that appeal to our readers' senses (sight, hearing, taste, small and touch). More than any other type essay, a descriptive paper needs sharp, colorful detail."

In addition, Anten (2003) argues, "descriptive text is a text which says what a person or a thing is like."It means that in descriptive text the characteristics of a person or thing describe clearly.

Based on syllabus, the students have a purpose to learning the writing descriptive text at the eleventh grade students of SMA Negeri 1 Angkola Timur. It can be seen the writing descriptive text is a type of written text, which has the specific function to give description about an object (human or non human). Through this writing the students can make to describe about a something/ someone/ a place/ an animal in our live, and it can be function in their social function in the future.

From the explanations above, it can be concluded that writing descriptive text is a kind of text that have a purpose to explain detail about an object, a person, a thing, a situation, and human or non human. Writing descriptive text is so important because it is one of the texts which are examined in National Final Examination in Senior High School. Therefore, the writer will also discuss about social function, the generic structure and lexicogrammatical features of descriptive text.

Social Function

Pardiyono (2007) states, "the social function is near the same with the communicative purpose which has the specific function to give description about an object (human or non human) which want to be expressed by the writer to the reader. "Social Function is telling what the aim of the text."

According to Djatmika and Isnanto (2013) say that social function of descriptive text is to describe a particular person, place or thing. By writing a descriptive text, the writer wants to create an experience of reading for the reader through giving an identity or specific information about an object, so that the reader is able to recognize that object".

Descriptive text has the function to deliver an experience of reading and gives the identity or information about object. Furthermore, the readers are able for describing an object as properly as possible. In order to gain this function the writer needs a correct structure that can guide the reader to understanding and identifying the object which is described by the writer.

Based on the definitions, it can be concluded that communicative purpose or social function of descriptive text is to inform the readers or listeners about describe a particular person, place or thing.

Generic Structure

Every genre of writing skills has the own structures and difference one of each other. By knowing a definite structure the students are helped in writing the text. Usually the structure of some text has the parts, and these parts have the characteristic and the function. Each part is the supporting for the students and leads them in order for writing some kind of text. This case also happened to the writing descriptive text activity. There are so many people are thinking that the structure of writing descriptive text is really complex. Even though the content in descriptive text is really detail, but the structure is not necessary difficult.

According to Pardiyono (2007) says, "the generic structure of the descriptive text is identification and description." Djatmika and Isnanto (2013) add, "schematic structure of descriptive text; identification, description."

It can be concluded that descriptive text has two generic structures; they are identification and description. So, here is the explanation of the above generic structure:
1) Identification

Sometimes this part is not containing a complete statement of something. Identification part only has the function to identify or introducing about the object that will be described and it is the beginning for the readers in going to the main part. In order to gain this function, the identification part should have the substance of the sentences that show the identification of definite object, not generally.

Djatmika and Isnanto (2013) say, "Identification, to know subject or one thing to describe. This part does not contain of a complete explanation about an object. Identification part has the function to identify or introduce what the object that will be discussed is". This part has to limit about the topic that explain an object is not generally but specific. Besides that, Pardiyono (2007) also states, "Identification is a statement which one topic language will describe."It means that the beginning of descriptive text is identification.

From the above defininitions it can be concluded that identification is the objective of the activity about what an object which describe as simply as possible. It is the final purpose of identification.
2) Description

This part contains all of detail about the object that has been introduced first at identifycation part. The description part will deliver the characteristics, the physical type, colors, quality, and other things that will be describe about the object. Besides that, this description part will give an explanation clearly from identification part.

Pardiyono (2007) says that description is the detail description about object in identification. It means that every descriptive text must have materials identification because it is optional, may be exist or not. It is not required for all descriptive texts.

Djatmika and Isnanto (2007) add, "Description is information the types of subject, example: the kinds of psychology, the fysicly, the quality and an other". This part will continue the explanation before and give the complete information of object.
The example of identification and description.
Identification:

Mr. Sigit is my new neighbor, and his house is right next to me.
Description:
Mr. Sigit is about 30 years old. He is a police officer. He has short and black neat hair. He is about 180 cm, he hass ideal posture with about 65 kg in weight. He has brown skin. Mr. Sigit has an oval face that always looks clean. Mr. Sigit is very popular among children in my neighborhood, he likes child. He always give the candy to the children. Everyday there are many children playing in his house. I think he is kindest person in the neighborhood.

From the explanation above, we can conclude that description is information the types of subject and then the subject written the way of identification and description.

The Object of Descriptive

There are so many things that we can describe. Perhaps, we are often reading a descripttive text without realizing it. Noun, human and an event the objects that can be descrybed. Simply, everything that can be seen, touched, or feel can be described.

Considering to the statement above, the object can be described those are:
1) People
We have already read a people description on newspaper or magazine for many times. However, we also watch the news that tells about people description. The usual characteristics that said for describe people are body weight, face, skin, color, hair and others.
2) Noun
The noun that describe through descripttive text should be specific, not generally. The characteristic for describing the noun are the form, size and color.
3) Place
The example of descriptive text about the places can be as a home, a destination place, or about our home town. The students can describe it by follow these characteristics, such as the location of the place, the characteristic of the place (weather, topografi, etc) and

other characteristics that contains of adjective (clear, beautiful, fresh, etc)

Think Pair Share (TPS) Method
Description

Think Pair Share (TPS) can be said like learning method. It is used in every subject in school such as, Biology, Mathematics, English, and some others. In English itself Think Pair Share (TPS) used to teach English skills as like listening, speaking, reading, and writing. The application of Think Pair Share (TPS) is differently in used, depend on the teacher. In this thesis Think Pair Share (TPS) is used to teach "writing skill" in descriptive. So, the teacher asks to the students to write paragraph of descriptive and the teacher use this method to help her/ him in teaching and learning process.

As follows there are some explanations about what Think Pair Share (TPS) is, what the purpose is, how the applications, what are the hint and management, the advantages, and the assessment and evaluation of Think Pair Share (TPS). The explanation below is based on some arguments of the scientist.

According to Riyanto (2009) students think through questions using three distinct steps, those are:
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 presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

Think Pair Share (TPS) is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981 and adopted by many writers in the field of cooperative learning since then. It introduces into the peer interaction element of cooperative learni-

ng the idea of 'wait or think' time, which has been demonstrated to be a powerful factor in improving student responses to questions.

It is a simple method, effective from early childhood through all subsequent phases of education to tertiary and beyond. It is a very versatile structure, which has been adapted and used, in an endless number of ways. This is ones of the foundation stone for the development of the cooperative classroom.

Think-pairshare is a cooperative discussion method that provides structure in the classroom while allowing students "think time" to internalize content. Students follow a prescribed process that keeps them on task and holds them accountable for their results.

The Application of Think Pair Share (TPS)

These are some techniques to apply this Think Pair Share (TPS) method by Riyanto (2009). Technique to use it from teacher vision.

1. With students seated in teams, have them number them from 1 to 4.
2. Announce a discussion topic or problem to solve. (Example: Which room in our school is larger, the cafeteria or the gymnasium? How could we find out the answer?)
3. Give students at least 10 seconds of think time to THINK of their own answer. (Research shows that the quality of student responses goes up significantly when you allow "think time.")
4. Using student numbers, announce discussion partners. (Example: For this discussion, Student #1 and #2 will be partners. At the same time, Student #3 and #4 will talk over their ideas.)
5. Ask students to PAIR with their partner to discuss the topic or solution.
6. Finally, randomly call on a few students to SHARE their ideas with the class.

Purpose of Think Pair Share (TPS)

This purpose make to tell the user that think pair share method have purpose itself. There are some purpose that showed by (Eazhull:2003):

1. Processing information, communication, de-veloping thinking.
2. Providing "think time" increases quality of student responses.
3. Students become actively involved in thinking about the concepts presented in the lesson.
4. Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students time to "think-pair-share" throughout the lesson, more of the critical information is retained.
5. When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage.
6. Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.
7. Think-Pair-Share is easy to use on the spur of the moment.
8. Easy to use in large classes.

The Advantages of Think Pair Share (TPS)

Advantages of the Think Pair Share (TPS) technique from Carleton education are (http://serc.carleton.edu/introgeo/interactive/tpshare.html):

1. It's quick.
2. It doesn't take much preparation time.
3. The personal interaction motivates many students with little intrinsic interest in science.
4. You can ask different kinds and levels of questions.
5. It engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.
6. You can assess student understanding by listening in on several groups during the activity, and by collecting responses at the end.

7. You can do think-pair-share activities once or several times during a given class period.

This method almost use in all of lesson at schools. Based on some reference from internet Think Pair Share (TPS) used in some lesson such as, Mathematics, Biology, English, etc. In English itself almost use in four aspect skill; listening, speaking, reading, and writing.

The Frame of Mind

Writing is the productive skill in English language that is the ability to express some idea, argument, opinion, imagination, facts, event, story, etc by using a written media that concern to the structure rules. There are so many kinds of writing in English, such as writing narrative text, descriptive text, procedure text, reported text, etc. In learning all that kinds of writing the students must able to understand the language feature which is relate into writing.

Writing descriptive text is on kind of text in writing activity. Writing descriptive text has the purpose to give more detail of information about people, things, and place. Further, through that describing the reader are able to vivid the description of something clearly.

Writing descriptive text is learned in the formal education, such as in senior high school. But the writer assumes there is a difficulty in teaching writing descriptive text, in this case the method of teaching. So that the teacher need to applies another teaching method. The teacher should become smarter in choosing the correct method. That will be expected can improve the students' writing skills in descryiptive text.

In order to solve that problem, the English teachers have to choose an active and fun learning method. By choosing an active and fun learning is able to lead the student for gain a better achievement in English lesson. For example the writer promotes the Think Pair Share (TPS) Method. The writer assumes this method is good to improve the students' writing skills, especially in writing descriptive text. By using Think Pair Share (TPS) Method, the students will get the chance for thinking by their own ideas and share it to other students.

THE METHODOLOGY OF RESEARCH

The place and time are the important aspect in order to conducting the research. And before doing the research the writer should decide first where the place which will be stated as the place for research and also when it will be conducted. And related to the writers discipline that is the English teacher candidate, so that the place of this research in the SMA (senior high school). That school is SMA Negeri 1 Angkola Timur Tapanuli Selatan. And this research will be conducted start from September until complete in 2016.

As it has been explained before that this research is conducted in order to know how far the using of Think Pair Share (TPS) Method in improving the students' writing skills to the eleventh grade students of SMA Negeri 1 Angkola Timur in 2016-2017 academic year. In implementing this research the writer applies the steps as follows:

1. After passing from the seminar of proposal the writer takes the agreement letter from the Teachers Training and Education Faculty of Graha Nusantara University (FKIP-UGN) Padangsidimpuan which is signed by the deputy of dean.
2. The writer prepares the instruments of research, those are questioners and test.
3. By bringing the letter of agreement the writer makes the observation to the place of research, in this case SMA Negeri 1 Angkola Timur in order to get information and permission to make a research in that school.
4. The writer goes to the class and teachs the material by using an usual learning method. And this meeting the writer as the English teacher test the students' writing skill, it is called as pre-action.
5. The writer applies the Think Pair Share (TPS) Method for the next meeting and test their writing skills in the end of class, it is called as cycle 1.

6. The writer analyzes the answers of students and calculates it into table.
7. The writer applies the cycle 2 and analyzes the result.
8. The writer calculates the result of research and analyzes the data by using the statistical analysis of Pearson's Product Moment Correlation (r_{xy}) in order to know how far the influence of using Think Pair Share (TPS) Method in improving the students' writing skills in descriptive text. After that, the writer carries out the partial test to find out the value of t_{hit} for testing the hypothesis.
9. The writer tests the formulated hypothesis.

Instrument is a tool or a medium which is used to get the data both of variables (X and Y) in the research. As Arikunto (2014) says, "The instrument of the research is all of the tools or facility which is used by the researcher in collecting the data in order to be easy, to be concluded and the result of the research is more complete accurate and systematic".

Based on the explanation above, it can be said that instrument of research is the tool for collecting the data that is used by the writer to get the data from respondent in the research field. The instrument to collect the data is made up of two set, for the first variable X (independent variable), that is Think Pair Share (TPS) Method by using the questionnaires that consists of 10 items with 3 options for each question (Ya, kadang-kadang, and Tidak). With the rules:
a) Ya   : 2
b) Kadang-kadang   : 1
c) Tidak   : 0

And the total score that the students get will be multiplied by 5 score for each item. Thus, the maximum score of the test is 100.

And for variable Y, is writing descriptive text by using the test in this case fill the blank test of descriptive text consists of 20 items. So the student have to fill the blank become a complete sentence by using the words that has been provided before by the writer.

In this research, the test is given to both groups. To find out the score of the students answer, the researcher give 5 scores for each item. Thus, the maximum score of the text is 100. Further writing descriptive text is a skill which should be mastered by the students to describe something.

The population of this research is all of the eleventh rade students of SMA Negeri 1 Angkola Timur in 2016-2017 Academic Year. The population of the research which are consist of 5 classes, and total number of population are 141 students. In this research, purposive sampling is suitable to use in order to get sample in this research. The writer take the students of XI^3 class as the sample of this research, those are 29 students.

The design of this study is collaborative classroom action research (CAR). It was done in some cycles with the topic descriptive writing skill used. The writer used collaborative classroom action research (CAR) by Kemmis and Taggart theory. In this research, the researchher collaborated with the collaborator teacher. In this case, the researcher used the modified collaborator teacher method, the researcher as the teacher and the teacher as the observer. This matter is meant that the method of study which selected goes or run well and as according to expectation.

In this classroom action research (CAR) the researcher used the spiral model as suggested by Kemmis and Taggart in Syamsuddin (2009) which consist of cycles. This model consist of four steps, they are: step 1 is planning, step 2 is acting, step 3 is observing and step 4 is reflecting.

THE RESULT AND DISCUSSION
In this chapter, the writer would like to present the result of research that writer has found from the field. All the data that is got from all the research activities strip will be explained in this chapter. As the writer has explained before, the method which is used in this research is the class action research (CAR) that consist of pre-action, cycle 1, and cycle 2 (if necessary needed). For that, the writer shows all of the data systemically based on research conduction schedule. By doing that, the readers are able to understand the result of this research easier and properly.

Pre-Action

Before applying the Think Pair Share (TPS) Method, the writer teaches the materiel by using the conventional learning method. The writer does it in order to find out how far the students' writing skills in descriptive text is. By applying it, the writer is helped in analyzing the data in the next steps of his research. Beside that, the writer also replies the explanation about what exactly the descriptive text is. By doing so, the writer got the valid data from the research field.

The writer as the English teacher taught the descriptive text for one lesson. After that, the students are tested by finishing the test that is to complete the missing word of the descriptive text by using provided words or phrases (in this case called as fill the blank test). As the important information, the minimal completeness criteria (KKM) of English lesson in SMA Negeri Angkola Timur is 70. Considering into that condition, the writer applies the Think Pair Share (TPS) Method until touch this KKM by the students' percentage is 80%. It means the writer will stop the cycles if the students have touched the KKM with total number at least 80% from the whole students' number with definite mean score that is 75. The writer did the Pre-Action step in Tuesday 22th November 2016, and the result of their test indicates that their writing skills in descriptive text are still low. Based on the observation, the writer believes that the motive of this case is less of understanding.

The writer describes the result of pre-action as follows:

Table 4.1
The Result of Pre-Action

No	The Correct Answer (Y)	Final Score
1	15	75
2	14	70
3	14	70
4	14	70
5	14	70
6	11	55
7	12	60
8	15	75
9	12	60
10	11	55
11	11	55

| No	The Correct Answer (Y)	Final Score
12	12	60
13	13	65
14	12	60
15	12	60
16	11	55
17	12	60
18	13	65
19	13	65
20	14	70
21	14	70
22	14	70
23	16	80
24	16	80
25	16	80
26	13	65
27	12	60
28	15	75
29	16	80
∑ Y		1935

By using the collected data, the writer can calculate the students' scores percentages as follows :

Table 4.2
The Percentage Distribution of the Students' Writing Skills in Pre-Action

No	Scores	Frequency	Percentages
1	55	4	13.8%
2	60	7	24.1%
3	65	4	13.8%
4	70	7	24.1%
5	75	3	10.4%
6	80	4	13.8%
TOTAL	29	100 %

Based on the table above the writer can make the histogram graphic as follows:

Figure 4.1
Histogram of Pre-Action
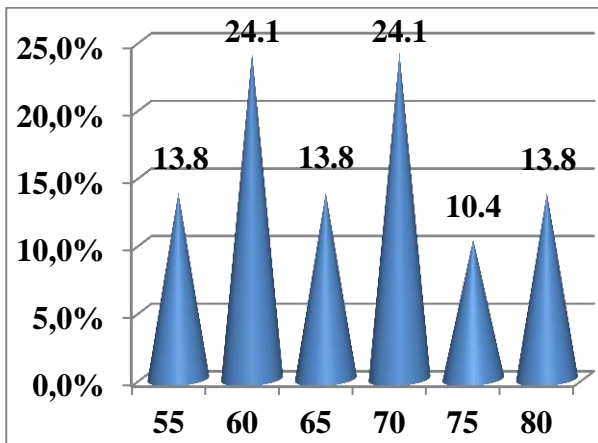
Based on the above calculations, it has been known that the mean score of the students in preaction is 66.72, with the highest students' score is 80 and the lowest one is 55. It can be stated that the students' writing skills can be categorized into low category. In the other side, to find out the class percentage of the students who have passed the minimal completeness criteria (KKM), the writer uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{14}{29} \times 100\%$$

P = 48.27%

From that calculation, we can see that there are 14 students who passed the minimal completeness criteria and 15 students did not pass, so after dividing students' score in the class and altering that into percentage form, it could be derived 48.27% students whom passed the minimal completeness criteria.

Cycle 1

The writer entered the class again at the next meeting, and this meeting is called as cycle 1 (at Saturday 26th November 2016). In cycle 1, the writer started the lesson by giving a motivation in order to build the students' interesting in learning English. The writer persuasives the students to create the active and enjoy class by applied the Think Pair Share (TPS) Method. In this case, the writer

has the role as a teacher and gives the chance to each student for thinking independently by their selves toward the material. It is considering to the purpose of Think Pair Share (TPS) Method that is to train the students for thinking independently. After that, they pair and consult their own ideas to their partner (in this case, their table mate). Finally, the students train their self confidence and try to defense their ideas toward other partners. These activeties have the purpose to train their thinking systemically and of course to build their self confidence become well.

When the students were communicating one of each other, the writer observes their participation. The writer has done it in order to know their activeness and interesting in learning writing descriptive text through Think Pair Share (TPS) Method. Then the writer explains again the way for writing a descriptive text shortly and analyzes a single example of descriptive text with students. Furthermore, the writer gives the test toward the students to improve their writing skills in descriptive text. The result of cycle 1 can be seen as follows:

Table 4.3
The Result of Cycle 1

No	The Correct Answer (Y)	Final Score
1	16	80
2	16	80
3	14	70
4	15	75
5	15	75
6	12	60
7	14	70
8	15	75
9	13	65
10	12	60
11	11	55
12	14	70
13	14	70
14	13	65
15	13	65
16	13	65
17	12	60
18	13	65
19	14	70
20	15	75
21	16	80
22	15	75
23	17	85
24	17	85

| No	The Correct Answer (Y)	Final Score
25	18	90
26	15	75
27	13	65
28	15	75
29	17	85
∑ Y		2085

By using the collected data, the writer can calculate the students' scores percentages as follows:

Table 4.4
The Percentage Distribution of the Students' Writing Skills in Cycle 1

No	Scores	Frequency	Percentages
1	55	1	3.5%
2	60	3	10.3%
3	65	6	20.7%
4	70	5	17.2%
5	75	7	24.2%
6	80	3	10.3%
7	85	3	10.3%
8	90	1	3.5%
TOTAL		29	100 %

Based on the table above the writer can make the histogram graphic as follows:

Figure 4.2
Histogram of Cycle 1
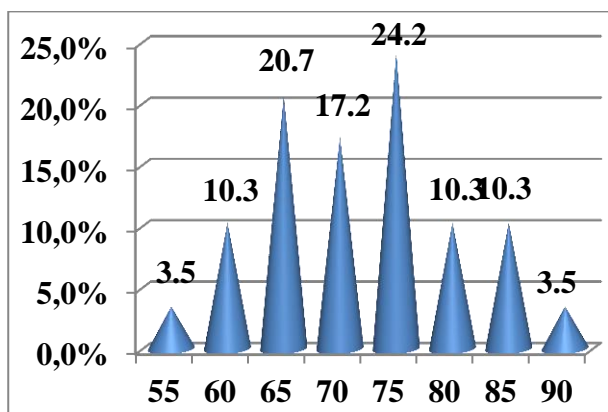
Based on the above calculations, it has been known that the mean score of the class in cycle 1 is 71.89 with the highest score is 90 and the lowest one is 55. It can be stated that the students' writing skills has not achieved the criteria of this research score yet. In the other side, to find out the class percentage of students who have passed the minimal completeness criteria (KKM), the writer uses the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{19}{29} \times 100\%$$

$$P = 65.52\%$$

From that calculation, we can see that there are 19 who passed the minimal completeness criteria and 10 students did not pass, so after dividing students' score in the class and altering that into percentage form, it could be derived 65.52% students whom passed the minimal completeness criteria.

Cycle 2

The writer entered the class again for the last time, and this meeting is called as cycle 2 (at Tuesday 28th November 2016). In cycle 2, the writer tries to create the new class condition. The writer gives the chance for each student to describe something by their own words, such as favorite actress, a pet, or their favorite place for having a great holiday. Through this activity, the writer observes their skills in writing descriptive text based on their ideas.

The scores which got by the students in cycle 2 indicates that the Think Pair Share (TPS) Method is good to be applied in improving the students' writing skills. It can be seen from the students' mean score in this cycle is 77.93 higher than English KKM of SMA Negeri 1 Angkola Timur for eleventh grade (KKM is 70). It means that the learning by using this method was successfully. For the clear result of cycle 2 can be seen as follows :

Table 4.5
The Result of Cycle 2

No	The Correct Answer (Y)	Final Score
1	17	85
2	17	85
3	16	80
4	15	75
5	16	80
6	16	80
7	16	80
8	16	80
9	15	75
10	13	65
11	13	65

| No	The Correct Answer (Y)	Final Score
12	16	80
13	15	75
14	13	65
15	14	70
16	16	80
17	13	65
18	16	80
19	16	80
20	17	85
21	16	80
22	17	85
23	18	90
24	17	85
25	19	95
26	16	80
27	13	65
28	16	80
29	15	75
∑ Y		**2260**

By using the collected data, the writer can calculate the students' scores percentages as follows:

Table 4.6
The Percentage Distribution of the Students' Writing Skills in Cycle 2

No	Scores	Frequency	Percentages
1	65	5	17.2%
2	70	1	3.5%
3	75	4	13.8%
4	80	12	41.3%
5	85	5	17.2%
6	90	1	3.5%
7	95	1	3.5%
TOTAL		29	100 %

Based on the table above the writer can make the histogram graphic as follows:

Figure 4.3
Histogram of Cycle 2
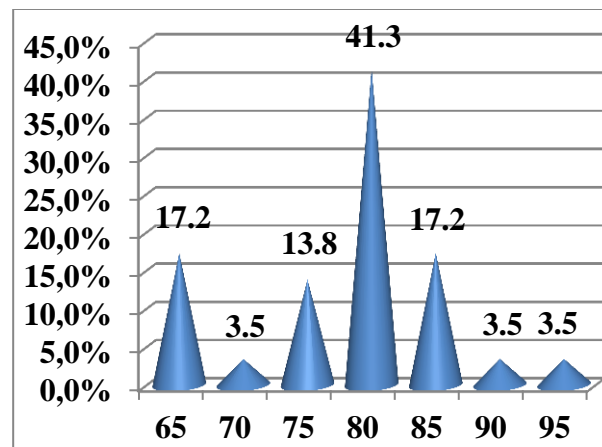
Based on the above calculations, the mean score of the class in cycle 2 is 77.93 with the highest score is 95 and the lowest one is 65. It means that the using Think Pair Share (TPS) Method is good to be applied in improving the students' writing skills. In the other side, to find out the class percentage of students who have passed the minimal completeness criteria (KKM) in the cycle 2, the writer used the following formula:

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{24}{29} \times 100\%$$

$$P = 82.76\%$$

From that calculation, we can see that there are 24 students who passed the minimal completeness criteria and 5 students did not pass, so after dividing students' score in the class and altering that into percentage form, it could be derived 82.76% students whom passed the minimal completeness criteria.

From the data that has been calculated in the pre-action shows the students' writing skills to the eleventh grade students of SMA Negeri 1 Angkola Timur in 2016-2017 Academic Year can be categorized into low category (66.72), with the passed KKM percentage is 48.27%. While the result from cycle 1 and cycle 2, it can be stated the students' writing skills has improved from low upto

capable category (71.73 and 77.93), with the passed KKM percentage in cycle 1 is 65.52% and in cycle 2 is 82.76%.

After analyzing the data, it has been gotten that the value of r_{xy} is 0.71 the writer uses this value to calculates the value of t_{test}. Next, based on the calculation of partial test (t_{test}), it has been found the value of t_{test} is 5.234. Meanwhile, the value t_{tabel} is 2.04. It means, the calculation of partial test indicates that the t_{test} is bigger than t_{tabel} or $5,234 > 2,04$.

Finally, based on all the data analysis that has been done by the writer has answered the hypothesis. It means the hypothesis that has been made before is accepted. In another word, the using of Think Pair Share (TPS) Method is good to be applied in improving the students' writing skills to the eleventh grade students of SMA Negeri 1 Angkola Timur in 2016-2017 academic year.

THE CONCLUSIONS AND SUGGESTION

The Conclusions

In this chapter the writer would like to deliver the conclusions of this research toward the readers. It refers to the following information:

1. The using of Think Pair Share (TPS) Method is good to be applied in improving the students' writing skills. It can be known from the mean score of the students' writing skills in preaction is 66.27. While the mean scores of the students' writing skills in cycle 2 is 77.93.
2. The students' writing skills has improved. The improvement percentage of the students' writing skills before and after using Think Pair Share (TPS) Method is 16.8%.
3. The percentage of the eleventh grade students of SMA Negeri 1 Angkola Timur in 2016-2017 academic year who have succeed achieving the minimal completeness criteria (KKM) in the pre-action is 48.27%, in cycle 1 is 65.52%, and in the last cycle is 82.76%.
4. The highest students' score in the last cycle is 95 and the lowest one is 65.
5. The value of t_{test} is 5.23 and the value of t_{tab} with the sample number 29 is 2.04. It means the value of $t_{test} > t_{tabel}$.
6. The hypothesis of this research is acceptable.

The Suggestions

Offering the suggestion has the purpose to improve the knowledge that relate into this research. Further, it gave the input for other researcher in doing the relevant research. At last, the writer's suggestions those are:

1. The writer suggests to the English teacher to use the Think Pair Share (TPS) Method to teach students in writing skills, especially writing descriptive text. The Think Pair Share (TPS) Method gives the opportunity toward each student for thinking by their selves independently based on teacher's guidance. Considering into that case, the students are able to contribute in the class activity. Also build the students' confidence in delivering their ideas.
2. The writer suggests to the students to keep practice their English continuously because practice makes perfect in writing and the other language skills. Also make English as their habits, for simply example is change their hand phone language configuration into English.
3. The writer suggests to the students to provide their selves with English dictionary. By using dictionary the students are helped in find out the meaning of unfamiliar words.
4. The writer suggests to the headmaster to improve the facilities to support the more effective learning process, such as introduceng the educational technology (in focus) and the English library.
5. And for the writer itself to expand the literature in this research and also makes the addition of sample number.

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