

Improving Students' Writing Skill of Narrative Text by Using Think-Pair-Share Technique at Grade X.13 SMAN 5 Bukittinggi

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ABSTRACT

The purpose of this research are ; first to explain how Think-Pair-Share Technique can improve students' writing skill. Second, it is to find out the factors that influence the changes of students' writing skill of Narrative text at Grade X.13 academic year 2015/2016 of SMAN 5 Bukittinggi through the use of Think-Pair-Share Technique.

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

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

Keywords: *narrative text, writing, think-pair-share technique*

1. INTRODUCTION

Writing is one of the important skills because it takes a part as an important communication tools. It is an alternative way for communication besides speaking. Through writing, everybody can express feelings and ideas. Writing needs practice and it is a difficult subject for the students. If the students write well, they will achieve the competence in English. It is important to note that writing is a process, not a "product". It means that a piece of writing is never complete, it is always possible to review and revise, and revise again.

As one of the four language skills, writing is considered as the most difficult skill because the students have weaknesses on the complex skill that writing requires. One example is that the students do not only get difficulties in generating and expressing ideas but also in translating these ideas into readable text. Besides the students should consider some aspects of writing such as grammar, mechanics, content, vocabulary and organization when they write. The researcher in her preliminary study on students of class X.13 in SMAN 5 Bukittinggi found that writing of narrative text was difficult. It was shown by their writing test result. Many of them did not pass the Minimal Achievement Criteria (MAC), from 32

students, only 8 students (25%) could be said to have sufficient ability in writing paragraph.

As the consequence, even for making a very simple paragraph, the students spend much time looking up at the dictionary to find the suitable words they need. As a result, most of the time of learning writing in the classroom will be spent to find the vocabulary items needed.

There are some factors that influence the failure of the students in. The problems are like the following:

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

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

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

Fourth, the students do not know how to make the idea become words and sentences. Then it is difficult for the students to choose and combine vocabulary to create something meaningful and then it is difficult for the students to differentiate many kinds of texts since the curriculum is based on genre. Then the students problem is how to start writing since it is difficult to find out the idea what to write.

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

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

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

teacher's authority. In other words, this strategy focuses on student-centre learning

This technique is used to warm up before doing class discussion. The component of "Think" invites the students to think or organize their thought. The component of "Pair" and "Share" encourage the students to compare and share their idea to the others, so that they can practice before presenting in the whole

class. This opportunity can increase the quality of students' contribution and increase the readiness to speak up to the larger class.

[1] said that Think-Pair-Share is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. "Pair" and "Share" components encourage learners to compare and contrast their understanding with those of another and to rehearse their response first in a low-risk situation before going public with the whole class

The Think-Pair-Share strategy is deal for teachers and students who are new to collaborative learning. It can be used in a variety of contexts. However, to be effective, students must consider a question or issue, they should derive some benefit from thinking about it further with partners. The "Think" step may require students merely to be quiet for a few moments and ponder their thoughts about the question. They may write some thoughts in response to the question. Some teachers find it helpful to set a time limit for the "Think" and "Pair" steps of the strategy. If you choose to do this, be sure to give students an idea of how much time they will have. Remember to allow sufficient time during the "Pair" step to allow both students to talk about their thoughts.

In the "Share" step of the strategy, students can share their ideas in several ways. One way is to have all students stand, and after each students responds, he or she sits down, as does any student with a similar response. This continues until everyone is seated. Another way is to move quickly through the class, having students respond quickly, one after the other, or to have a class vote.

Based on the explanation above, the purpose of this research are 1) To explain how can Think-Pair-Share technique can better improve students' writing skill of Narrative text at grade X.13 of SMAN 5 Bukittinggi..., and 2) To find out what factors influence the change of students' writing skill of Narrative text at grade X.13 of SMAN 5 Bukittinggi through Think-Pair-Share technique.

2.METHOD

This research was classroom action research (CAR). [2] said that Classroom Action research is the process through which teachers collaborate in evaluating their practice jointly raises awareness of their personal theory and it is hoped to develop a shared theory of teaching by researching practice.

The research was conducted to improve students' writing skill of narrative text at class X.13 of SMAN 5 Bukittinggi through think-pair-share technique. It was done in three cycles in cycle process which involved four steps in one cycle, and it was done by admitting the model that suggested by [3]. The purpose the model of classroom action research which involves planning, action, observation, and reflection.

The participants of this research were students at class X.13 of SMAN 5 Bukittinggi. There were four instruments used; writing test result, observation checklist, fieldnotes, and interview. The data were analyzed both quantitatively and qualitatively.

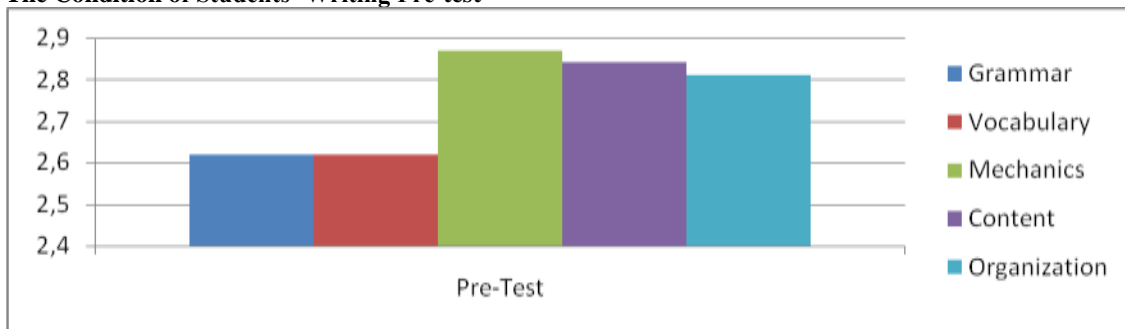
3. RESULT AND DISCUSSION

3.1 The extend to which think-pair-share technique could improve the students' low writing of Narrative text.

Preliminary Study

In this study the teacher explained the concept of narrative text to the students. Then the teacher wrote 2 titles of narrative text on the whiteboard and asked the students to choose which title would be elaborated. After that the students wrote down the draft and ready for the test.

The Condition of Students' Writing Pre-test



Derived on the data above, it can be summed up that the achievement of the students in writing were low, especially in the vocabulary and grammar of the writing. It can be seen from the descriptions of each indicator.

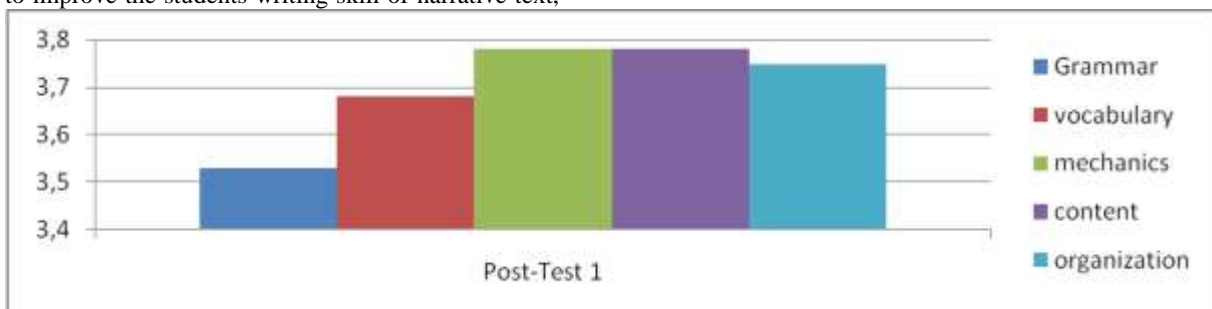
The problems faced by the students in writing narrative essay included the difficulties in exploring and expressing their idea, using vocabulary and tenses in making good sentences, and difficulties in how to start writing. The students also found it difficult when they were asked to write their idea. Their submitted papers were little writing without any elaborations.

After analyzing the data from the pre-test, the researcher concluded that the skill of the students for writing especially narrative text were poor. No indicator was in the level of very good. Thus, in order to improve the students writing skill of narrative text,

the researcher applied think-pair-share technique. The improvement of students' writing skill involved some aspects of writing, namely grammar, vocabulary, mechanics, content and organization. In applying think-pair-share technique, the classroom activities were varied and dynamic. There was explanation from the teacher, group discussion which was lead by the teacher, individual writing, and pair discussion to revise or to edit friend's paper. In general the students felt that these kinds of activities made them comfort and enjoy in teaching and learning process.

Cycle 1

The condition of each indicator of students' writing in post-test 1 in cycle 1



The result of the post-test in cycle 1 was also described in the diagram. It was shown there were some increasing to the mean scores of the writing indicators; grammar, vocabulary, mechanics, content and organization. The rates of the achievement in the diagram were different. The highest mean scores were

on content and mechanics. The lowest score was on Grammar.

After analyzing the observation result in the cycle one, the researcher did reflection in order to evaluate the teaching and learning process she did so far. She found the students' progress in writing ability. Observation result showed that there were some

improvements achieved by the students after doing the action. Moreover, in this first cycle, observer filled the writing checklist, writing narrative checklist and teaching steps in checklist. This checklist were useful to evaluate and reflect the teacher's and students' activities during the first cycle.

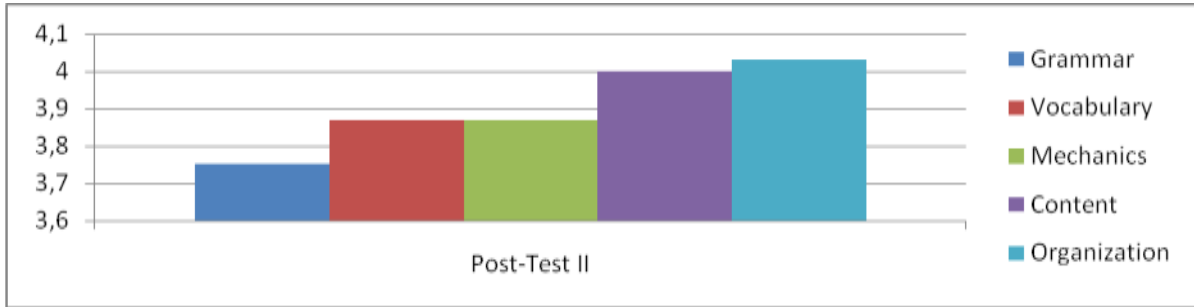
Based on the students writing scores, interview results to the students and field note from the observer it was concluded that the students' skill in writing increased but researcher needed to give more attention especially in Grammar indicator because the mean scores were lower than other indicators.

Dealing with problems found in the reflection above, the researcher and the collaborator agreed to re-plan for an improvement of teaching and learning process of writing.

Cycle II

The activities in the cycle 2 were similar to those in cycle 1, but, there was some different emphasis due to the problem found on the previous cycle.

The condition of each indicators of students' writing in post-test of cycle 2



From the table above, it can be seen that there were many progressions to the students' writing skill if the researcher compared with the students' writing score in cycle 1.

The improvement in Content and Organization indicator were higher than other indicators. It could be seen from the students' composition where their texts organization had been written clearly and coherently. They had been classified which one as the Orientation of composition, what was as the Complication but the re-orientation were not stated clearly.

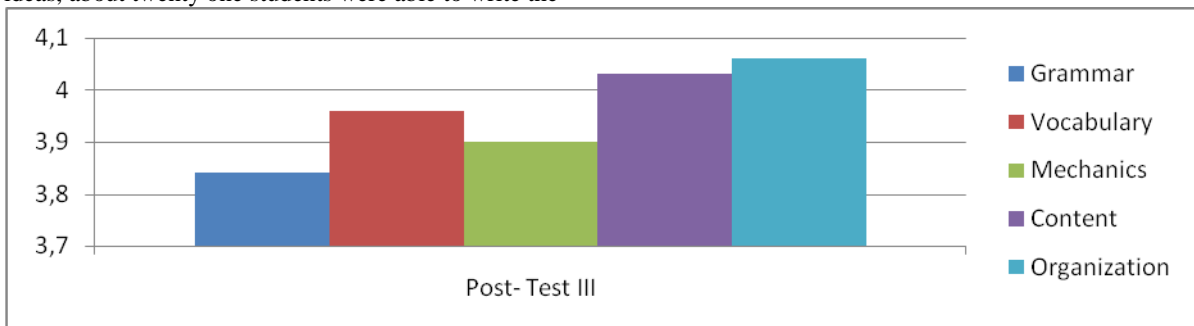
In order to make the students wrote more, researcher showed a picture and gave several questions about the picture. This was useful to stimulate the students and leading the students to the topic. From the observer field notes, she noted that the class situation became more vigorous and spirited because think-pair-share technique was attractive to the students.

In analyzing the students' activities in formulating the ideas, about twenty one students were able to write the

composition based on the text organization. In Narrative text, there were three components of the text organization; Orientation (introducing the participants and the background of the story), Complication (the conflict the participants have), Resolution (how the participants solve the conflict) and re-orientation (the part where the reader can get the moral value of the story). For these good students, they could present the introduction and background of the story clearly and gave some evaluation of why the conflict occur to support the ideas in Complication. For the ending, they wrote the sentences those could lead the reader to the moral value. In choosing the words, they had used the appropriate words and there were variation in building up the compositions. The composition had been presented in clearly and using a good structure.

Cycle 3

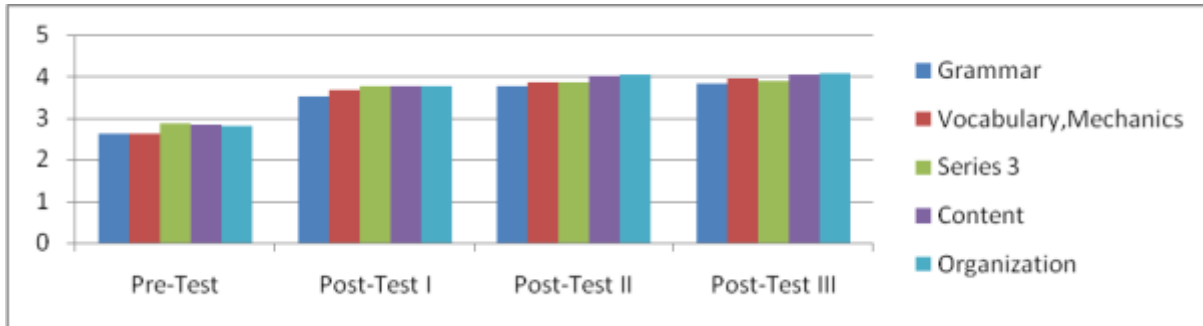
The condition of each indicators of students' writing in post-test III in Cycle 3.



From the diagram above, organization as one of writing indicators got the highest level where the mean score 4.06. It means that the students did not get difficulties in developing the ideas and it was

presented clearly. Then, the materials also well organized and were clearer.

The improvement of each indicator of writing from pre-test, post-test cycle 1, Post-Test cycle 2, Post-test cycle III.



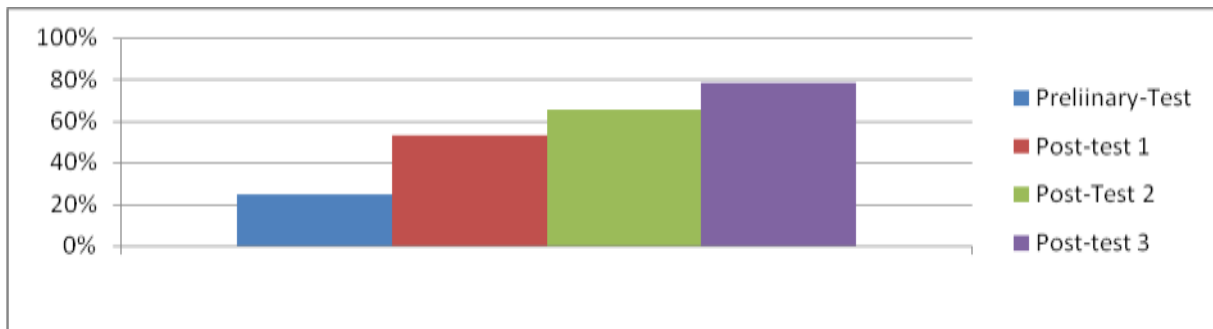
From the table and figure above, it could be said that there were some progressions to the students' writing if it was compared from the pre-test result, post-test result in cycle 1, cycle 2 and cycle 3.

In conclusion, based on the observation done by the researcher and collaborator in three cycles, it can be concluded that think-pair-share technique can improve students' writing skill. It can be seen from many improvements that the students got during the research. Most of the students has got good mark and pass the MAC of Writing Narrative text.

The data showed that there was also an improvement to the mean score of students' achievement from writing test in each cycle. It can be seen from the table and figure below:

The improvement of mean scores in cycle I, cycle II and cycle III was also described in the diagram below. It was shown how far the achievement of the students in every indicators writing. The rates of the mean scores in diagram were different.

The Progress of Students' Writing Test on the Research



This illustrated the improvement of the mean scores in every cycle.

In conclusion, the students' writing skill after conducting the research by using think-pair-share technique achieved better improvement. The improvement was caused by several factors: teaching materials, the classroom activities, classroom management and teacher's approach. These factors were supported each other to help the students were able to write the narrative text. These factors encouraged the students to write well.

3.2 What factors influence the changes of students' writing skill of Narrative

The improvements of the students' skill of narrative text could be seen on the test at the end of each cycle. The improvement was caused by many factors, and those factors were identified through the observation sheet, the field notes, and supported with the interview result which was done to few randomly selected students after the teaching and learning process. Besides having the result of the students' improvement on writing of narrative text by using think-pair-share technique which was held in three cycles, the researcher also found that the improvement was also due to several factors.

First, Teaching Material. According to the students, the materials of the pictures used were interested. In the interview they said that mostly they liked the pictures because most of the pictures were funny and easy to understand, and moral value from each picture sequence made them aware of the lesson in life such as there is a will, there is a way, or cooperation or work together made the job easier, and so on.

Second, Classroom Activities. The activities of applying think-pair-share technique made the students were motivated to be participate in the learning session and to produce good writing result. Those activities were thinking about the topic given by the teacher and wrote the draft of narrative text individually.

Next, the activity was pair discussion of text writing. In this activity, the students work in pairs to share the ideas. Students who were weak in writing indirectly helped by this activity since the mate asked them to discuss the ideas and the way to write. In the interview, it was also found that the students enjoyed writing in pair because they shared their strength and covered the weakness in writing.

For sharing activity, the students are asked to read their writing in front of the class and the other friends listened and gave comment. Then the researcher guided them to revise by giving the explanation of what were should be corrected. The

researcher said that the students could revise the writing from the plot of the story, the features of narrative text, from the language use, the grammar, or the word spelling. After they were accustomed to this activity, gradually they enjoyed it. It also increased their knowledge of vocabularies, grammar, and mechanism of writing and the developing of the story from the introduction, complication, and resolution.

And last was producing final writing result. After they received their papers which had been corrected by other friends, they students learnt the correction. They learnt their mistakes such as about the grammar, the story, and so on. This activity gave feedback to the students that the essence of writing was write, and revise, until the good writing was produced. Even for famous authors, their writing should be corrected before published.

Three, Classroom management. The teacher's approach was the factor which could improve the students' writing of narrative text. The teacher could manage the noise and the situation well. Moreover, the way the researcher controlled the classroom affected to the result of the students' writing especially in term of vocabulary, language use, and mechanism.

And **fourth, teacher personal approach** also influenced the result of the students' learning. The teacher did not only help the students in the teaching learning process, but also she encouraged and motivated the students who showed less interest in writing or find difficulties in writing. The teacher and the collaborator never blamed the students if they made mistakes. Hence, she encouraged them that it is okay to make mistake because we can learn a lot of things from that mistakes.

With reference to the findings of this research, it could be concluded that think-pair-share technique could improve the students' writing skill of narrative text of class X.13 SMAN 5 Bukittinggi. The implementation of this technique could reduce their anxiety in learning English. They felt fun and happy when producing or writing. So, if they got difficulties they could ask the teacher directly without getting afraid or shy to the teacher. The students also said that the teacher always controlled the activities and helped them when they had difficulties in finding the unfamiliar or difficult words, word spelling, punctuation, transitional words, and grammar.

Analyzing from the research findings which were obtained from the application of video to improve the students' writing skill of narrative text from cycle 1 to cycle 3, the researcher found that this technique could improve or made a better result of the students' writing skill of narrative text. This improvement was proved from the results of the students writing from cycle 1 to cycle 3.

The progress of the research in overcoming the problem of writing skill could be identified from the increasing of average score of the students that continuously increased from cycle to cycle, and the numbers of the students who could pass the minimum achievement criteria score also increased from cycle

to cycle. There were some factors influenced the changes.

First, the use of think-pair-share technique to improve the students' writing skill had been successful since it answers the questions in the research questions. The answer of the first question could be identified from the increasing number of the students' writing skill in each indicator. It was supported by increasing of the students' writing scores from cycle 1, cycle 2 and cycle 3

From the interview results conducted to the students, it was found that the students were eager to write the composition and easier to develop their writing because they were accustomed to the title..

Derived from the observation result, as one of the ways to make the students aware to the aspects of writing, the researcher encouraged them to evaluate other writing by making some editing and revising. Therefore, every pairs exchanged their writing to others pairs. This activity was beneficial to maximize the students' writing abilities. This becomes essential factor in writing exercises.

Subsequently, collaborator gave big contributions to the researcher during the research. They discussed the problems during the research and tried to find to the solutions together. Because of that, this research could run-well. Yassin (2010) statements that teachers can improve their teaching quality by working together with their collaborators, and they can help each other supported this.

Besides the writing test scores, this research was also supported by synchronize results of each instrument: observation checklist, field notes, and interviews. From the observation checklist examined by the researcher and collaborator, it was found that the students were actively expressed their ideas in the pair and group working.

The result of field notes from the collaborator, were found that most of the students were excited and actively participate in the learning process.

4. CONCLUSION

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

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

1. The using of Think-Pair-Share technique can improve the students' writing ability at grade X.13 of SMA N 5 Bukittinggi. The improvement is shown by the increasing of average score of each cycle.
2. The improvement of the students' writing skill at grade X13 of SMA N 5 Bukittingggi by using Think-Pair-Share technique is influenced by the following factors: The first factor is material. One of the factors to make the success of the students' writing skill is

materials or topics. The topics are related to the students' real life, so they can easily write the text when they have prior knowledge about the topic.

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

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

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

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