THE EFFECT OF THINK PAIR SHARE METHOD ON STUDENTS WRITING RECOUNT TEXT ABILITY OF THE TENTH YEAR STUDENTS OF SMA DHARMA PATRA PANGKALAN BRANDAN

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Abstract

The objective of this study is to find out there is a significant effect using think pair share method on students writing recount text ability of the tenth year students of SMA Dharmapatra Pangkalan Brandan. This study was an experimental research. This study used a system of control class and experimental class, which acts as a control class benchmark basic ability students in writing recount text without application of the method, while the experimental class was given a Think Pair Share method with the sample of the study was put into two groups, that were 24 students as control class and 24 students as experimental class. Students writing recount text in control class have been found the averages result of an essay test is 54,58. It mean that the ability students in writing recount text was needed more effective learning method of lesson writing recount text. Students writing recount text in experimental class have been found the averages result of an essay test is 84,37. It mean that the ability students in writing recount text has increased after the students gave the aplication of think pair share method. After knowing the homogeneity of the data by used statistics test then have been found the data was homogeneous, then the researcher used t formula to determine of hypothesis test. Based on the calculation above, it has been known tcount is 6,6733. To test the hypothesis based on data that has been obtained, then in accordance with the provisions that have been established that the hypothesis accepted if tcount > ttable. It has been known the ttable is 1,6786, then 6,6733 > 1, 6786. It concluded the hypothesis was accepted, it concluded that using Think Pair Share method significantly affect students' writing recount text ability of the tenth year students of SMA Dharma Patra Pangkalan Brandan.

Keywords: **Think Pair Share Method – Students Writing – Recount Text**

INTRODUCTION

English is very important because it becomes a global or international language that is using by people around the world to communicate each other. English is implement as a first or second language around the world. It means that English is the main language in communication. It can solve the problem in conversation with other people who have different background of cultures and languages around the world. English can be implemented in science, business, technology, and education. In Indonesia, English is implemented as a foreign language. Indonesian students learn English as a foreign language because it becomes a subject. Harmer explained that "EFL described situations where students were learning English in order to use it with any other English speaker in the world." (Jeremy Harmer, 2007) In this case, students know well about the sentence patterns and diction and they should be implement in four skills, such as listening, speaking, reading, and writing. The teaching of English to students is intended to master the four language skills. Moreover, according to Educational Unit Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP) of Senior High School, that there are four skills that should be achieved by the students . One of the four skills is writing. Students are expected to be able to write simple text of descriptive, narrative and recount text. At the eighth grade of Junior High School, there are three genres are taught, they are descriptive, narrative and recount. From the previous investigation, the teacher said the most difficult genre taught at Junior High School is recount.

As stated before, the EFL students should learn the four skills. One of the two productive skills in learning English is writing. Writing skills have many important aspects in the world. Some people use writing for communication because people can interact with others not only by using

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OPEN ACCESS

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spoken language but also the written language. The writing skill is needed in modern communication or high-technology. Then, the writing skill must be taught to and learned by students from now to face the competition with other people in this global era.

Writing is one of the most powerful communication tools we use today and for the rest of our life. Writing is one way making meaning from experience for us and others. It is process of transforming thoughts and ideas into written form. There are many types genre of writing such as recount, narrative, procedure, descriptive, and news item in the context daily life.

According to Hylan, "Writing is central to our personal experience and social identities, and we are often evaluated by our control on it. Writing is a productive skill. It is very useful for students because it can convey their message through their minds in the written form." (K. Hyland,2002) Writing involves transferring a message from our thoughts using language in the written form and it is a communicative competence that must be read and comprehended in order to communicate.

Writing skill is complex and difficult to teach, many students think that writing is complicated to study. It makes the assumption that writing maybe considered as the most difficult of the language skill. Writing has always had problem which put students into trouble as shown by errors made in both the organizing of the composition and the language so the students' writing topic cannot be stated correctly.

LITERATURE REVIEW

1. General Concept of Think Pair Share (TPS)

Think pair share can be said like learning strategy. It is used in every subject in school such as, Biology, Mathematics, English, and some others. In English itself TPS is used to teach English skills as like listening, speaking, reading, and writing. The application of TPS is differently in used, depend on the teacher.

In the following, there are some explanations about what is TPS, what is the purpose, how the applications, what are the hint and management, the advantages, and the assessment and evaluation of TPS. The explanation below based on some arguments of the scientist.

2. General Concept of Writing

Writing is usually thought to be the most difficult skill to acquire and should only be taught after students have learned the other skills. But here, students are expected to be able to write well. Because by writing, the writer can express what happen in her mind, so that the readers will know about it.

Writing has various kinds, it can be used as a means to express the writers' idea based on her experience, thoughts, and feelings. And in many schools, writing is principally conducted to demonstrate knowledge of deconstextualised facts with little awareness of a reader beyond the teacher-examiner (Hyland, 2002).

Thus it can be stated that writing is one of the language skills which need a physical and mental process of students to express ideas, feelings, experience, message and opinion through words.

3. General Concept of Text

Oxford Advanced Learner's Dictionary stated that "text is the main written or printed part of a book or page, contrasted with notes." (A. S. Hornby, 2010) Creating a text requires us to make choices about the words they use and how they put them together. If they make the right choices then we can communicate with others. Our choice of words will depend on our purpose and our surroundings (context).

In other references also state at the same point that "text is a discourse or composition on which a note or commentary is written; the original words of an author, in distinction from a paraphrase, annotation, or commentary." (Horland, 2016) And Longman Dictionary of Applied Linguistics stated that "text /tekst/ is a piece of spoken or written language. A text may be considered from the point of view of its structure and/ or its functions." (Jack Richards and friends, 1990).

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4. General Concept of Genre

The word genre comes from the French (and original Latin) word for "kind" or "class". The term is widely used in rhetoric, literary theory, media theory, and more recently linguistics. Robert Allen notes that "for most of its 2,000 years, genre study has been primarily numerological and typological in function (Daniel Chandler, 2016).

Each genre is characterized by a distinctive schematic structure, that is, by a distinctive beginning, middle and end structure through which the social function of the genres is realized. "While some purposes for speaking and writing remain constant across cultures, the ways in which these purpose are realized vary. Thus it is likely that there will be considerable variation of genres between cultures."

METHOD

This study was conducted at SMA Dharma Patra Pangkalan Brandan. The implementation of this research was done in the first semester of the academic year 2020/2021.

Method selected in accordance with the purpose of the study, every researcher needs identified whether the data held fulfill the basic assumptions that must be met each technique, the early stages are further refine the selection (screening) of data, which identify behavioral data, the presence or absence of extreme values (outliers), the complete absence data and statistical description of the data they hold.

Format quantitative research in the social sciences depends on the problem and the purpose of the study itself. There are two formats quantitative study is based on the dominant paradigm in quantitative research methodology is descriptive format and the format of explanation. Both of these formats are described as follows: (Arikunto, S, 2010).
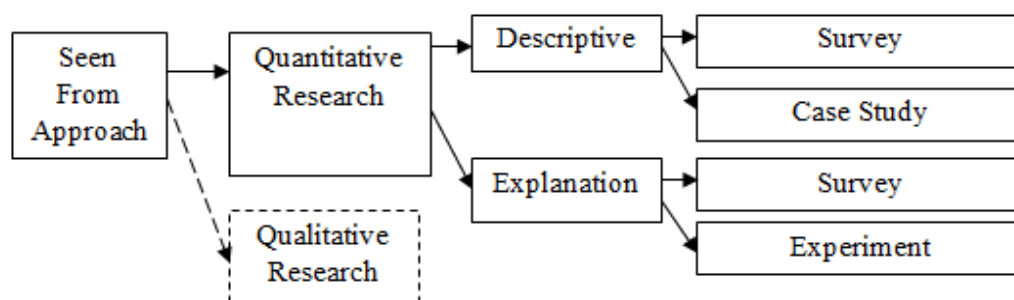

Figure 1. Quantitative Research Format

This study was an experimental research. This study used a system of control class and experimental class, which acts as a control class benchmark basic ability students in writing recount text without application of the method, while the experimental class was given a Think Pair Share method.

Arikunto says that "the population was the object to be examined. The populations in this study were all students of class X on SMA Dharmapatra Pangkalan Brandan as many as 120 students from 4 Classes.

Arikunto reveal " When the subject is less than 100, better taken all that researcVariables are terms that support on the symptoms, characteristics, or circumstances whose occurrence is more different in each subject such as test scores, academic achievement, motivation, interest and the like. Variables can be classified into two kinds of independent variables and the dependent variable.

In this study, the multiple variables of the variables that influence the other variables. Variable X (independent variable) affect the variable Y (the dependent variable).

The writer used the test to collect the data. The pre-test and post test were administered to both classes. The pre-test was done before the teaching learning process and the post-test was done after teaching learning process. The pre test was done in order to know the students ability in

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writing recount text and the post-test was done in order to know the influence and the effectiveness of using Think Pair Share method on teaching writing recount text.

RESULTS AND DISCUSSION

1. Description of the Data Collecting

This research was conducted on the students of class X SMA Dharmapatra Pangkalan Brandan with the number of samples of 48 students divided into 2 classes, ie 24 students in the control class and 24 students in the experimental class.

At the beginning of the study, students in the control class was given learning writing recount text with the aplication of conventional method. Then they were given an essay test writing recount text measure of student learning success.

In the next stage, the researcher also gave lessons about writing recount text to the experimental class students, but the researchers applied Think Pair Share method. And at the end of the learning the students were given an essay test writing recount text as a measure of the success of the applied method.

### 1.1. The Data of Control Class

The following is the frequency distribution result of student learning in the control class in answering an essay test writing recount text that the researcher gave (see at Appendix 3).

Table 2. Frequency of the Data Control Class

Score	Frequency
45	1 students
50	8 students
55	8 students
60	6 students
65	1 students

Based on the table 1 above can be expressed in the following diagram:

Diagram 2. Frequency of the Data Control Class
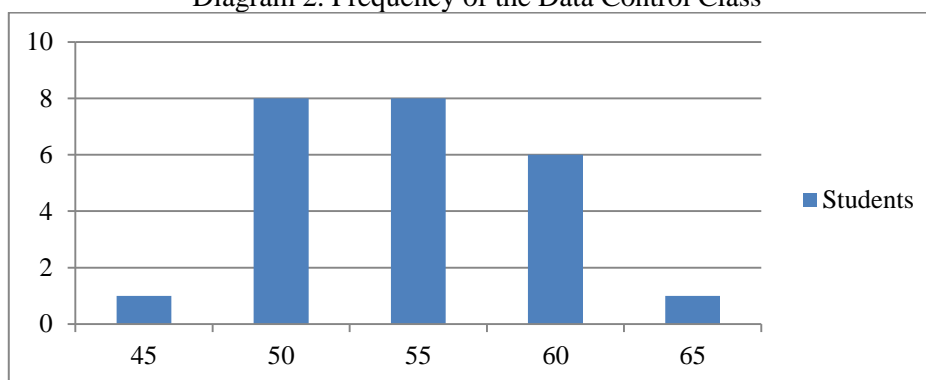
From the above table can be determine the average value or mean of the result of students as follows:

$$\sum X = 1310$$

$$\sum X^2 = 72050$$

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

$$= \frac{1310}{24}$$

$$= 54,58$$

Based on the above calculation, it is known that the mean value of the control class students is 54,58. Next to know the standard deviation of data above, used calculation as follows:

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$$SD_X = \sqrt{\frac{n \sum X^2 - (\sum X)^2}{n(n-1)}}$$

$$= \sqrt{\frac{24(72050) - 1310^2}{24(24-1)}}$$

$$= \sqrt{\frac{1729200 - 1716100}{552}}$$

$$= \sqrt{\frac{13100}{552}}$$

$$= \sqrt{23,73188}$$

$$= 4,871$$

From the above calculation has been known standard deviation the data of control class is 4,871.

## 1.2. The Data of Experimental Class

The following is the frequency distribution result of student learning in the experimental class in answering an essay test writing recount text that the researcher gave after the students was given think pair share method on teaching writing recount text (see at Appendix 4).

Table 2. Frequency of the Data Experimental Class

Score	Frequency
80	5 students
85	17 students
90	2 students

Based on the table 2 above can be expressed in the following diagram:

Diagram 2. Frequency of the Data Experimental Class
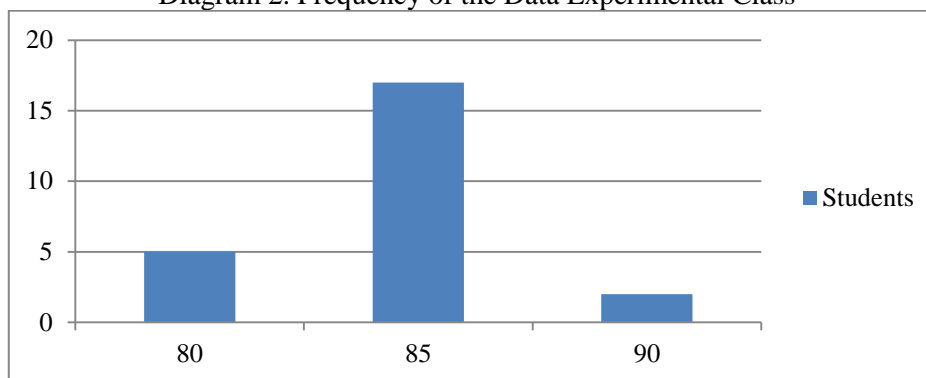
From the above table can be determine the average value or mean of the result of students as follows:

$$\sum Y = 2025$$

$$\sum Y^2 = 171025$$

$$\bar{Y} = \frac{\sum Y}{n}$$

$$= \frac{2025}{24}$$

$$= 84,37$$

Based on the above calculation, it is known that the mean value of the experimental class students is 84,37. Next to know the standard deviation of data above, used calculation as follows:

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$$SD_Y = \sqrt{\frac{n\sum Y^2 - (\sum Y)^2}{n(n-1)}}$$

$$= \sqrt{\frac{24(171025) - 2025^2}{24(24-1)}}$$

$$= \sqrt{\frac{4104600 - 4100625}{552}}$$

$$= \sqrt{\frac{3975}{552}}$$

$$= \sqrt{7,20108}$$

$$= 2,683$$

From the above calculation has been known standard deviation the data of experimental class is 2,683.

1.3. Homogeneity Test

Testing homogeneity was about equal variances least two or more distributions. Homogeneity test which was discussed in this paper is a test of homogeneity of variance and test burlett. Homogeneity test was done to determine whether the data in the variables X and Y are homogeneous or not. To test whether the two groups of homogeneous, the following statistical formula used is:

$$F_{count} = \frac{S_1^2}{S_2^2}$$

$$= \frac{4,871^2}{2,683^2}$$

$$= \frac{23,73188}{7,201087}$$

$$= 3,29$$

Based on the above calculation, it is known that Fcount = 3,29. Then testing to find out the homogeneity of data obtained with the provision if Fcount > Ftable, then the data is homogeneous. It is known that Ftable for probability 0,05 is 3,19. It mean that 3,29 > 3,19, then it concluded the data is homogeneous.

1.4. Hypothesis Test

To calculate the significant effect of the application of think pair share method to teaching students writing recount text, then test the difference between two averages that the t test one hand, the right hand with the formula T test. T test were used for the variance between the two groups to say homogeneous as follows:

$$S_{gab} = \frac{(n_e-1)S_x^2 + (n_k-1)S_y^2}{n_e + n_k - 2}$$

$$= \frac{(24-1)4,871^2 + (24-1)2,683^2}{24+24-2}$$

$$= \frac{(23)23,73188 + (23)7,201087}{46}$$

$$= \frac{545,8332 + 165,625}{46}$$

$$= \frac{711,4582}{46}$$

$$= 15,46$$

After knowing the value of Sgab = 15,46, then next done t test calculation as follows:

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$$t_{count} = \frac{X_y - X_x}{s\sqrt{\frac{1}{n_y} + \frac{1}{n_x}}}$$

$$= \frac{84,37 - 54,95}{15,46\sqrt{\frac{1}{24} + \frac{1}{24}}}$$

$$= \frac{29,795}{15,46\sqrt{0,083}}$$

$$= \frac{29,795}{15,46(0,28867)}$$

$$= \frac{29,795}{4,464}$$

$$= 6,6733$$

Based on the calculation above, it has been known tcount is 6,6733. To test the hypothesis based on data that has been obtained, then in accordance with the provisions that have been established that the hypothesis accepted if tcount > ttable. It has been known the ttable is 1,6786, then 6,6733 > 1, 6786. It concluded the hypothesis is accepted.

2. Research Finding

Based on the description of the data collecting above, researcher was finding bellow:

1. Students writing recount text in control class have been found the averages result of an essay test is 54,58. It mean that the ability students in writing recount text was needed more effective learning method of lesson writing recount text.
2. Students in experimental class were given lesson of writing recount text with the aplication of think pair share method as strategy to find out significantly affect on students writing recount text. And the last stages, students in experimental class were given an essay test as the measure of success of the applied method.
3. Students writing recount text in experimental class have been found the averages result of an essay test is 84,37. It mean that the ability students in writing recount text has increased after the students gave the aplication of think pair share method.
4. Testing homogeneity was about equal variances least two or more distributions. Homogeneity test which was discussed in this paper is a test of homogeneity of variance and test burlett. Homogeneity test was done to determine whether the data in the variables X and Y are homogeneous or not.
5. Based on the statistics calculation, it is known that Fcount = 3,29. Then testing to find out the homogeneity of data obtained with the provision if Fcount > Ftable, then the data is homogeneous. It is known that Ftable for probability 0,05 is 3,19. It mean that 3,29 > 3,19, then it concluded the data was homogeneous.
6. After knowing the homogeneity of the data by used statistics test then have been found the data was homogeneous, then the researcher used t formula to determine of hypothesis test. Based on the calculation above, it has been known tcount is 6,6733. To test the hypothesis based on data that has been obtained, then in accordance with the provisions that have been established that the hypothesis accepted if tcount > ttable. It has been known the ttable is 1,6786, then 6,6733 > 1, 6786. It concluded the hypothesis is accepted.

CLOSING

Conclusion

After this research was done on the tenth grade students of SMA Dharmapatra Pangkalan Brandan with the number of samples of 48 students divided into 2 classes, ie 24 students in the control class and 24 students in the experimental class, it can be concluded as follows:

1. Students writing recount text in control class have been found the averages result of an essay test is 54,58. It mean that the ability students in writing recount text was needed more effective learning method of lesson writing recount text.

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2. Students writing recount text in experimental class have been found the averages result of an essay test is 84,37. It mean that the ability students in writing recount text has increased after the students gave the aplication of think pair share method.

3. After knowing the homogeneity of the data by used statistics test then have been found the data was homogeneous, then the researcher used t formula to determine of hypothesis test. Based on the calculation above, it has been known tcount is 6,6733. To test the hypothesis based on data that has been obtained, then in accordance with the provisions that have been established that the hypothesis accepted if tcount > ttable. It has been known the ttable is 1,6786, then 6,6733 > 1, 6786. It concluded the hypothesis was accepted.

4. Based on the result used calculation statistics have been found the hypothesis test was accepted, it concluded that using Think Pair Share method significantly affect students' writing recount text ability of the tenth year students of SMA Dharma Patra Pangkalan Brandan.

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