

THE EFFECTIVENESS OF THINK PAIR SHARE TECHNIQUE FOR  
TEACHING WRITING SKILL ON DESCRIPTIVE TEXT VIEWED  
STUDENTS' MOTIVATION

(An Experimental Study of Seventh Grade Students of SMP Bhakti Praja  
Margasari Tegal Regency in Academic Year 2017-2018 )

A THESIS

Presented as Partial Fulfillment of the Requirements for the Magister Degree of  
Language Education Study Programme



Written By  
NUR MIFTAHUL JANAHA  
NPM : 1681100039

GRADUATE PROGRAMME OF LANGUAGE  
WIDYA DHARMA UNIVERSITY  
KLATEN  
2018

APPROVAL


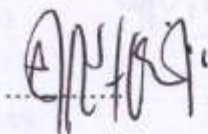
THE EFFECTIVENESS OF THINK PAIR SHARE TECHNIQUE FOR  
TEACHING WRITING SKILL ON DESCRIPTIVE TEXT VIEWED  
STUDENTS' MOTIVATION

(An Experimental Study of Seventh Grade Students of SMP Bhakti Praja  
Margasari Tegal Regency in Academic Year 2017-2018 )

By

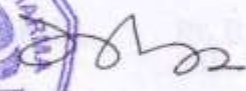
Nur Miftahul Janah  
NIM. 1681100039

A Thesis approved by :

Name	Signature	Date
Consultant I <u>Dr. Endang Eko Djati S, M. Hum</u> NIK. 690 886 103		20-07-2018
Consultant II <u>Dr. Hersulastuti, M. Hum</u> NIP. 19650421 198703 2 2002		20-07-2018



Head of English Department  
Of Widyadharma University Klaten

  
Dr. Dwi Bambang PututSetivadi, M.Hum.  
NIP. 19600412 198901 1 001

## ACCEPTANCE

THE EFFECTIVENESS OF THINK PAIR SHARE TECHNIQUE FOR  
TEACHING WRITING SKILL ON DESCRIPTIVE TEXT VIEWED STUDENTS'  
MOTIVATION

(An Experimental Study of Seventh Grade Students of SMP Bhakti Praja Margasari  
Tegal Regency in Academic Year 2017-2018 )

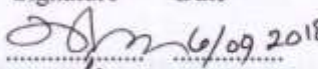
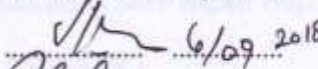
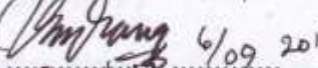
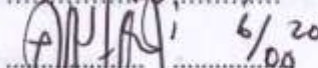
By

Nur Miftahul Janah

NIM : 1681100039

The thesis has been agreed and accepted by Examiners Team of the Language  
Education of Graduate Programme of Widya Dharma University Klaten

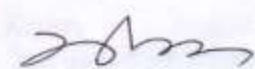
On , August 2018

	Name	Signature	Date
Chairman	<u>Dr. D.B. Putut Setiyadi, M.Hum</u> NIP. 19600412 198901 1 001		6/09 2018
Secretary	<u>Dr. Hj. Esti Ismawati, M.Pd</u> NIP. 19611018 198803 2 001		6/09 2018
Member	<u>Dr. Endang Eko Djati S, M.Hum</u> NIK. 690 886 103		6/09 2018
Member	<u>Dr. Hersulastuti, M.Hum</u> NIP. 19650421 198703 2 2002		6/09 2018

Accepted by

  
Director of Graduate Programme  
Widya Dharma University Klaten  
  
Prof. Dr. Herman J. Waluvo, M.Pd  
NIK. 690.115.345

Head of Language Education  
Study Programme

  
Dr. D.B. Putut Setiyadi, M.Hum.  
NIP. 19600412 198901 1 001

## PRONOUNCEMENT

The undersigned's :

Name : Nur Miftahul Janah  
Student Number : 1681100039  
Study Programme : Language Education Magister  
Faculty : Magister Programme

Hereby I certify that the thesis as follows :

Title : THE EFFECTIVENESS OF THINK PAIR SHARE TECHNIQUE FOR  
TEACHING WRITING SKILL ON DESCRIPTIVE TEXT VIEWED  
STUDENTS' MOTIVATION

(An Experimental Study of Seventh Grade Students of SMP Bhakti Praja  
Margasari Tegal Regency in Academic Year 2017-2018 )

It is not a plagiarism or made by others. Anything related to other's work is  
written in quotation, the source of which is listed in bibliography.

If then this pronouncement proves incorrect, I am ready to accept  
academic punishment, including the withdrawal or cancellation of my academic  
degree.

Klaten, August 2018

The writer

  
Nur Miftahul Janah

METERAI  
TEMPEL  
CBEF7AFF068884828  
6000  
DANA KIBULUMPAH



## **DEDICATION**

To :

1. Risna Rizki Mustaqim,my beloved husband
2. M. Nouriz Ikhsanulbukhori, my beloved son
3. Talwadin and Sunarti,my beloved father and mother
4. Riyono and Siti Nakiroh ,my beloved mother and father in law
5. All my sisters and brothers, my beloved family
6. Anna Rosyawati, My best friend
7. The big family of SMP Bhakti Praja Margasari

**MOTTO**

Education is not Learning of Facts,  
but the Training of the Mind to Think

- Albert Einstein -

## ACKNOWLEDGEMENT

In the name of Allah, the beneficent and merciful. All praise be to Allah, lord of the world, who has given mercy and blessing in finishing this “thesis”. Peace and salutation be upon to the prophet Muhammad SAW, his family, his companion, and his adherence.

This “thesis” is entitled “The Effectiveness of Think Pair Share Technique for Teaching Writing Skill on Descriptive Text Viewed Students’ Motivation”

(An Experimental Study of Seventh Grade Students of SMP Bhakti Praja Margasari Tegal Regency in Academic Year 2017-2018 )

In doing this study, the writer realizes that it is impossible to finish it without contributions, helps, suggestions, comments and revisions from many people. So in this chance the writer would like to express thanks and deep appreciation to :

1. Prof. Dr. Triyono, M.Pd as Rector of Widya Dharma University Klaten who has given the facilities to conduct a research and to accomplish the study at Magister Programme of the Language Education Programme.
2. Prof. Dr. Herman J. Waluyo, M.Pd as Director of the Graduate Programme of Education Language Programme of Widya Dharma University Klaten.
3. Dr. D.B. Putut Setiyadi, M.Hum as Head of Language Education Study Programme of Widya Dharma University Klaten.
4. Dr. Endang Eko Djati S, M. Hum as the first advisor, who has given direction, guidance and help to finish this thesis.

5. Dr. Hersulastuti, M.Hum as the second advisor, for his patience in giving guidance, direction, support and help to finish this thesis.
6. Moch. Bachro, S.Pd.I the Head master of SMP Bhakti Praja Margasari Tegal Regency, who has given a chance to do this research.
7. My families who have always supported, given spirit and prayed continuously for the success.

In writing this thesis, the writer realizes that the thesis is still far from being perfect, so she needs advice, and positive criticism from everyone.

Finally , the writer would like to thank to everybody who wants to read this manuscripts which is hopefully useful for anyone concerned especially for the English teachers.

Tegal, August 2018

The writer



## TABLE OF CONTENTS

TITLE .....	i
APPROVAL .....	ii
ACCEPTANCE .....	iii
PRONOUNCEMENT .....	iv
DEDICATION .....	v
MOTTO .....	vi
ACKNOWLEDGEMENT .....	vii
TABLE OF CONTENT .....	ix
LIST OF TABLE .....	xi
LIST OF FIGURE .....	xii
LIST OF APPENDICES .....	xiii
ABSTRACT .....	xiv
<i>ABSTRAK</i> .....	xvi
CHAPTER I INTRODUCTION	
A. Background of the Study .....	1
B. Identification of Problem .....	6
C. Limitation of the Problems .....	7
D. Problem Statement .....	7
E. Objective of the Study .....	8
F. Significance of the Study .....	9
CHAPTER II UNDERLYING THEORIES	
A. Theoretical Description .....	10
1. Think Pair Share Technique.....	10
a. Definition of Think Pair Share (TPS)Technique .....	10
b. Advantages and Disadvantages of TPS .....	16
2. Writing Skill.....	17
a. The Nature of Writing .....	17

b. Components of Writing skill .....	19
c. The Concept of Writing .....	20
d. Micro Skills and Macro Skills of Writing .....	21
e. Writing Process .....	23
3. The Nature of Genre in Writing Skill .....	26
4. The Nature of Descriptive Text .....	27
a. The Definition of Descriptive Text .....	27
b. Generic Structure of Descriptive Text .....	28
c. Language Future of Descriptive Text .....	28
d. The Example of Descriptive Text .....	29
e. Assessment of Descriptive Text writing .....	31
5. The Nature of Motivation .....	33
a. The Definition Of Motivation .....	33
b. Kinds of Motivation .....	35
c. The Way to Motivate the Students in Learning English .....	39
B. Relevant Studies .....	41
C. Conceptual Framework .....	43
D. Hypothesis .....	46

### CHAPTER III RESEARCH METHODS

A. Research Design .....	47
B. Research Setting .....	47
C. Variable of the Study.....	48
D. Operational Definition.....	50
E. Population and Sample.....	51
F. Technique of Collection Data .....	52
G. The Validity and Reliability of Instrument .....	56
H. Reliability of the Instrument .....	58
I. Technique of Analyzing Data .....	59
J. Statistical Hypotheses.....	63

CHAPTER IV THE RESULT OF RESEARCH	
A. Implementation of the Research.....	66
B. Data Description.....	70
C. Pre-requisite Testing.....	78
D. Hypothesis Testing.....	80
E. Discussion.....	87
CHAPTER V THE CONCLUSION, IMPLICATION, AND SUGGESTION	
A. Conclusion.....	97
B. Implication .....	97
C. Suggestion .....	99
BIBLIOGRAPHY .....	101
APPENDICES .....	103

## LIST OF TABLES

Table 3.1 : Planning of Research .....	47
Table 3.2: Factorial Design .....	49
Table 3.3: The Population of the Study .....	51
Table 3.4: Blue Print of Writing Test.....	54
Table 3.5: The Score of Motivation Questionnaire.....	55
Table 3.6: Blue Print of Motivation Questionnaire.....	55
Table 4.1: Summary of the Implementation of the Research.....	66
Table 4.2: The Materials of Experimental and Control Class.....	66
Table 4.3: Frequency Distribution of Data A1.....	72
Table 4.4: Central Tendency (Data A1) .....	72
Table 4.5: Frequency Distribution of Data A2.....	74
Table 4.6: Central Tendency (Data A2) .....	74
Table 4.7: Central Tendency (Data A2B1, A1B2, A2B2) .....	77
Table 4.8: Summary of Normality Test .....	78
Table 4.9: Homogeneity Test .....	79
Table 4.10: Summary of T test (hypotheses 1) .....	80
Table 4.11: Summary of T test (Hypotheses 2, high motivation) .....	81
Table 4.12 : Summary of T test.....	81
Table 4.13: Summary of T test (Hypotheses 2, low motivation).....	82
Table 4.14: Summary of T test.....	82
Table 4.15: Summary of Two Ways ANOVA (Hypotheses 3) .....	82
Table 4.16 : Summary of a 2 x 2 Multifactor Analysis of Variance .....	83
Table 4.17 : Mean Score .....	84
Table 4.18 : Summary of Tukey Test.....	85

## LIST OF FIGURE

Figure 2.1 Conceptual Frame Work of the Research .....	45
Figure 4.1 Polygon and Data Histogram of Data $A_1$ .....	73
Figure 4.2 Polygon and Data Histogram of Data $A_2$ .....	75
Figure 4.3 Polygon and Data Histogram of Data $A_1B_1, A_2B_2$ .....	77

## LIST OF APPENDICES

A. Appendix 1 Syllabus .....	103
B. Appendix 2 Lesson Plan.....	111
C. Appendix 3 Questionnaire.....	129
D. Appendix 5 The Validity Calculation of Questionnaire .....	134
E. Appendix 6 Reliability Calculation of Questionnaire .....	136
F. Appendix 7 Homogeneity Test .....	138
G. Appendix 8 Normality Test.....	144
H. Appendix 9 The Calculation Hypotheseses By (Hight $T_{test}$ ) .....	152
I. Appendix 10The Calculation Hypotheseses By (Low $T_{test}$ ) .....	154
J. Appendix 10 The Calculation Of Two Ways Anova .....	158

## ABSTRACT

Nur Miftahul Janah, NIM1681100039, The Effectiveness of Think Pair Share Technique for Teaching Writing Skill on Descriptive Text Viewed Students' Motivation (An Experimental Study of Seventh Grade Students of SMP Bhakti Praja Margasari Tegal Regency in Academic Year 2017-2018 ). Thesis. Graduate Program of Language, Widya Dharma University of Klaten, 2018.

This Research is aimed : 1) to find out whether using Think Pair Share Technique for Teaching Writing Skill on Descriptive Text Viewed Students' Motivation. 2) to find out whether the students with higher motivation get higher score writing skill to Seventh Grade Students of SMP Bhakti Praja Margasari Tegal Regency in Academic Year 2017-2018. 3) To find out whether there is an interaction between Think Pair Share Technique with level of students' motivation in writing skill to the to Seventh Grade Students of SMP Bhakti Praja Margasari Tegal Regency in Academic Year 2017-2018.

On this research, the writer used the quasi-experimental research design. There were experiment group and a control group. Both of those groups were given the different treatments. The experiment group was taught using Think Pair Share Technique for Teaching Writing Skill and the control group was taught using Conventional technique. The writer took thirty students for each group. Furthermore, the students of class VII C were the experiment group who had been taught using Think Pair Share Technique for Teaching Writing Skill. On the other hand, the students of class VII D were the control group who had been taught using conventional technique. Both the students of class VII C the students of class VII D were equal.

After collecting the data, it was found  $F_{a\text{computation}} = 17,314$  and  $F_{0,05;1;139} = 3,92$ . Because  $F_{a\text{computation}} > F_{\text{table}}$  so  $H_0$  is rejected. So that, there is difference teaching writing skill on descriptive text between students' high level and students' low level motivation.  $F_{b\text{computation}} = 3,775$  and  $F_{0,05;1;139} = 3,154$ . Because  $F_{b\text{computation}} > F_{\text{table}}$  so  $H_0$  is rejected. So that, there is differences between using TPS technique and conventional in teaching writing skill on descriptive text  $F_{ab\text{computation}} = 3,556$  and  $F_{0,05;1;139} = 3,154$ . Because  $F_{ab\text{computation}} > F_{\text{table}}$  so  $H_0$  is rejected. So that, there is interaction between teaching technique and motivation

The writer concludes some findings based on the data analysis described that Think Pair Share Technique is effective in teaching writing skill to Seventh Grade Students of SMP Bhakti Praja Margasari Tegal Regency in Academic Year 2017-2018, the students with higher motivation get higher score writing skill to the to Seventh Grade Students of SMP Bhakti Praja Margasari Tegal Regency in Academic Year 2017-2018, and there is an interaction between teaching technique with level of students' motivation in teaching reading comprehension to Seventh Grade Students of SMP Bhakti Praja Margasari Tegal Regency in Academic Year 2017-2018

Key words: Think Pair Share Technique, Writing Skill, Descriptive Text, Students' Motivation

## ABSTRAK

*Nur Miftahul Janah, NIM1681100039, The Effectiveness of Think Pair Share Technique for Teaching Writing Skill on Descriptive Text Viewed Students' Motivation*

*(An Experimental Study of Seventh Grade Students of SMP Bhakti Praja Margasari Tegal Regency in Academic Year 2017-2018 ). Thesis. Jurusan Pendidikan Bahasa, Program Pascasarjana , Universitas Widya Dharma Klaten, 2018.*

*Penelitian ini bertujuan:1) untuk mengetahui apakah penggunaan TPS technique efektif untuk mengajar menulis siswa kelas tujuh di SMP Bhakti Praja Margasari Tahun Akademik 2017/2018. 2) untuk mengetahui apakah siswa kelas tujuh di SMP Bhakti Praja Margasari Tahun Akademik 2017/2018 dengan motivasi tinggi mendapatkan nilai menulis lebih tinggi. 3) untuk mengetahui apakah ada interaksi antara penggunaan TPS technique dan motivasi dalam kemampuan menulis siswa kelas tujuh di SMP Bhakti Praja Margasari Kabupaten Tegal Tahun Akademik 2017/2018.*

*Pada penelitian ini, penulis menggunakan desain penelitian kuasi-eksperimen. Ada kelompok eksperimen dan kelompok kontrol. Kedua kelompok tersebut diberi tindakan yang berbeda. Kelompok eksperimen diajarkan menggunakan TPS technique dan kelompok kontrol diajarkan menggunakan konvensional technique. Penulis mengambil tiga puluh siswa untuk setiap kelompok. Selanjutnya, siswa kelas VIIC adalah kelompok eksperimen yang telah diajarkan menggunakan TPS technique. Di sisi lain, siswa kelas VIID adalah kelompok kontrol yang telah diajarkan menggunakan konvensional technique. Kedua siswa kelas VIIC siswa kelas VII D adalah sama.*

*Setelah pengumpulan data, telah ditemukan  $F_{a\text{hitung}} = 17,314$  dan  $F_{0,05;1;139} = 3,92$ . Karena  $F_{a\text{hitung}} > F_{tabel}$  jadi  $H_0$  ditolak. Sehingga, ada perbedaan pengajaran kemampuan menulis pada teks deskriptif antara siswa motivasi tinggi dan siswa motivasi rendah.  $F_{b\text{hitung}} = 3,775$  and  $F_{0,05;1;139} = 3,154$ . Karena  $F_{b\text{hitung}} > F_{tabel}$  jadi  $H_0$  ditolak. Sehingga, ada perbedaan antara penggunaan teknik TPS dan teknik konvensional dalam pengajaran kemampuan menulis pada teks deskriptif  $F_{ab\text{hitung}} = 3,556$  dan  $F_{0,05;1;139} = 3,154$ . Karena  $F_{ab\text{hitung}} > F_{tabel}$  jadi  $H_0$  ditolak. Sehingga, ada interaksi antara teknik pengajaran dan motivasi.*

*Penulis menyimpulkan bahwa TPS technique efektif untuk mengajar membaca siswa kelas tujuh di SMP Bhakti Praja Margasari Tahun Akademik 2017/2018, siswa kelas tujuh di SMP Bhakti Praja Margasari Tahun Akademik 2017/2018 dengan motivasi tinggi mendapatkan nilai menulis lebih tinggi, dan ada interaksi antara teknik pengajaran dan motivasi dalam kemampuan menulis siswa kelas tujuh di SMP Bhakti Praja Margasari Tahun Akademik 2017/2018.*

*Kata Kunci: Think Pair Share technique, Writing Skill, Descriptive Text, Students' Motivation*



# CHAPTER I

## INTRODUCTION

### **A. Background of the study**

English is the first foreign language in Indonesia. It is learned by the students in every school level, from elementary levels until university level. They learn English twice or more a week. They realize that English is an important language, so they need to learn and master English well. In general, the goal of teaching English at school is students are able to communicate using English both oral and written. It can be said that the goal of teaching English at school is the students are able to communicate using English both oral and written.

In line with the goal, teaching English at Junior High School is to support the mastery and development of four skills: (1) listening; (2) speaking; (3) reading; and (4) writing. Writing is one of skills in learning a new language that is learnt by students beside listening, speaking, and reading. Writing help students to produce grammatically correct and organize students' ideas.

In English, there are many kinds of written text. They are: narrative, descriptive, procedure, recount, anecdote, report, explanation and many others (Martin, 1994 et al in Johns, 2002: 76-77). Based on the syllabus in academic year 2014/2015, students of junior high school are demanded to write various text types, one of which is descriptive text. Descriptive text is

text which describe about the features and characteristic of something in detail. In writing descriptive text, the seventh grade students are expected to be able to write simple descriptive text correctly. It is taught by teacher in order to make student know how to describe people, something, or animal. Student should be able to make sentences in form of present tense and develop main idea into short descriptive text.

Unfortunately, the seventh grade students of SMP Bhakti Praja Margasari have not reached those competences yet. According to the school curriculum, students should score at least 70 in writing, but most of them scored lower. It was revealed through an interview the researcher conducted with them prior to the research. According to them, English was difficult and writing was, too. They had low writing skill. Their low writing skill was indicated by some indicators having been gathered in the pre research. They were: (1) students often made mistakes in stating main idea for their writings. They had difficulties in exploring idea to write. They did not know what to write; (2) Students' word choices were limited. Students sometimes found difficulties in applying the appropriate words to express their ideas; (3) Students also made many mistakes in structure. They often made mistakes when applying the appropriate tense for their texts; (4) Students made many mistakes in word order. They often made many mistakes when ordering words into sentences; and (5) Students' writing lack of cohesiveness and coherence. Students did not get specific guidance of how to write systematically.

These problems may also have occurred due to the classroom situation. When observing the English class, the researcher found that: (1) Students did not pay attention to the teacher. They made noise. When the teacher was explaining the materials; the students talk to each other; (2) Students did non-academic activities rather than focusing on the lesson. They were operating their hand phone or even slept during the writing class; (3) Students could not answer when teacher asked questions and they seldom asked questions to the teacher; (4) Students refused to present their writings in front of the class; (5) Students spent much more time when writing. They preferred asking to have the writing assignment as their homework. When the students were asked to write a text, they needed longer time and could not finish it in the class. There are many techniques and methods that can be used to help the students write easily and correctly. They can help the students in organizing the ideas and lesson their difficulty in writing activity. Teachers are often afraid to implement cooperative learning in the classroom because it requires them to give up some control. However, this method of instruction has been shown to increase student communication skills and academic achievement if done correctly. Here are tips for effectively implementing cooperative learning into the instructional program. Spencer Kagan (1989) recommends that teachers use the “structural approach” to cooperative learning, which involves ‘content-free ways of organizing social interaction in the classroom’.

One of the methods is Think Pair Share (TPS). The researcher believes that Think Pair Share is a good method in conducting writing activity. By conducting a classroom action research that implements Think Pair Share Method, it is expected that the teacher be able to improve the students' writing skill. Think Pair Share is a cooperative discussion strategy developed by Frank Lyman and his colleagues in Maryland. It gets its name from the three stages of students' action with emphasis on what students should do at each of those stages.

Think Pair Share is chosen because it has many advantages to apply in teaching writing for students. The researcher assumes that TPS is as a good technique in teaching writing since it gives students chance to dig their own ideas on what to write, share ideas with peer students, develop ideas, learn to criticize and accept criticisms and promote effective team work. By using Think Pair Share method, students will easily brainstorm the ideas to write and explore the details. They will write systematically in an organized way.

To have the better understanding about writing, the researcher presents some basic theories about writing suggested by some experts. Bell and Burnaby in Nunan (1998: 36) say that writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to

structure and integrate information into cohesive and coherent paragraphs and texts.

According to Harris (1993: 10), writing is a process that occurs over period of time, particularly if we take account the sometimes extended periods of thinking that precede initial draft. In writing, the writer needs a time to do some processes inside. The length of the time is different among writers. Some needs longer time to just think about what to write before making the initial draft.

Teachers are in need of finding effective strategies for activating students' motivation levels to improve student achievement and cultivate life-long learners. We feel that this is an issue of great importance to the future and improvement of education. Maehr and Midgley (1991) state that, "(No school) in America will improve unless its teachers want to improve and its students want to learn. That is why the question of teacher, student and parent motivation is one of the single most important questions we face" (p. 400).

Motivation is a fundamental concern among teachers (Linnenbrink and Pintrich, 2003). Motivating students is a continual problem throughout education and although there are no clear cut solutions, there are several strategies to help teachers with the dilemma (Linnenbrink and Pintrich). Motivation is generally defined as an internal condition that initiates behavior ("Motivation," 2009). Motivation gets humans going. Motivation arouses interests. Motivation creates the want to achieve a goal. Teachers are always

looking to see what motivates their students. Motivation is the key to academic success as well as promoting lifelong learning (Sanacore, 2008). The reluctance to learn must be turned into the want to learn. There are reluctant learners in every classroom. Reluctant learners are the individuals that do not finish their assignments and, sometimes, avoid tasks. Reluctant learners are content with just getting by. One common thread among reluctant learners is their perception of themselves, known as self-efficacy (Sanacore, 2008). If their self-efficacy is low, then their motivation to perform will be low. When students are constantly berated with negative comments, their self-esteem and self-efficacy become diminished. Student's reluctance to learn is also affected by the assignments teachers create. If an assignment is too easy or too difficult, reluctant learners are unmotivated to succeed. Teachers must adjust their teaching to match the motivations of their students. In a traditional classroom, teachers need to encourage students' intrinsic motivation (Sanacore, 2008).

## **B. Identification of the Problems**

Based on the background of study which is described above, some problems can be identified:

1. Writing skill is one of difficult component because it has different language rules with the students' first language.
2. Students often made mistakes in stating main idea for their writings

3. Students sometimes found difficulties in applying the appropriate words to express their ideas
4. Students also made many mistakes in structure.
5. Students' writing lack of cohesiveness and coherence
6. Students refused to present their writings in front of the class

### **C. Limitation of the Problem**

Based on the background of the study and identification of the problems, the research limits on the techniques for teaching writing descriptive text. One of the techniques that can be used to teach writing descriptive text is by using think pair share (TPS) technique.

The reason of choosing think pair share technique is the atmosphere of learning writing skill could be much better, effective and give motivation to students by using think pair share technique at seventh grade students of SMP Bhakti Praja Margasari Tegal Regency and think pair share technique as part of the important for improving writing skill on descriptive text.

### **D. Problem Statement**

Based on the background of the study above, the problem of this research are stated as follow :

1. Is think pair share (TPS) technique effective for teaching writing skill on descriptive text to the seventh grade students of SMP Bhakti Praja Margasari Tegal Regency in the academic year 2017/2018?

2. Do the students with high motivation have better writing skill on descriptive than those who have low motivation to the seventh grade students of SMP Bhakti Praja Margasari Tegal Regency in the academic year 2017/2018?
3. Is there an interaction between teaching technique and level of motivation in teaching writing skill on descriptive text to the seventh grade students of SMP Bhakti Praja Margasari Tegal Regency in the academic year 2017/2018?

#### **E. Objective of the Study**

In the line with study problem, the objectives of the study are :

1. Whether TPS technique is more effective than conventional technique to teach writing skill on descriptive text to the seventh grade students of SMP Bhakti Praja Margasari Tegal Regency in the academic year 2017/2018.
2. Whether the students having high motivation have better writing skill on descriptive text than having low motivation.
3. Whether there is an interaction between teaching technique and motivation in teaching writing skill on descriptive text to the seventh grade students of SMP Bhakti Praja Margasari Tegal Regency in the academic year 2017/2018.



## **F. Significance of the Study**

The result of the study is expected to be able to give the following benefits for:

### 1. For English Teacher

In this research, the researcher hopefully can give a reference to select suitable English teaching in order to be aware of the importance of technique in teaching English writing

### 2. For Students

For the students, it can also be used to improve and develop their abilities in writing English. Because it will be give them a lot of new experiences in order that they will be more active and interactive in the English writing class.

### 3. For the writer

To motivate the writer in doing some researches as contribution in developing English teaching. As a researcher and an English teacher, the writer is supposed to conduct some activities or research that can make development in educational field especially in English teaching.

### 4. For Reader

For reader, the result of this research can enrich knowledge about the effectiveness of using think pair share technique to teach students' writing skill of descriptive text.

## **CHAPTER V**

### **CONCLUSION, IMPLICATION, AND SUGGESTION**

#### **A. Conclusion**

Based on the description of the data analysis, some findings are stated as follows:

1. TPS is more effective than conventional technique for teaching writing skill on descriptive text viewed from students' motivation
2. Students with high motivation have better writing skill than students with low motivation of seventh grade students of SMP Bhakti Praja Margasari in academic year 207/2018
3. There is interaction between teaching technique and motivation in teaching writing skill for seventh grade students of SMP Bhakti Praja Margasari in academic year 2017/2018.

It can be concluded that TPS technique is an effective technique to teach writing for the seventh grade students of SMP Bhakti Praja Margasari Tegal regency in academic year 2017/2018. The effectiveness of the technique is influenced by the students' level of motivation.

#### **B. Implication**

According to the research, Think Pair Share is proved as an effective technique perhaps Government institutional could socialize some new technique including think pair share to the school. Besides that, teachers are

also demanded to be aware and be able to use some innovative technique in teaching English especially writing that is the basic English. Motivation is also one of important factors influencing student in learning that should be considerable in making decision about teaching learning process for all element such as the government, schools, Teachers, and parents. Think pair share is able to attract the students' attention and motivation in learning writing. The think pair share helped students in the writing process started by listening to the story, writing down the keywords, discussing with friends and writing the description things, animals, place or people. The think pair share also helps the students improve their skill in organizing the text because it helped them remembering the elements in descriptive text. The think pair share also made the students to focus on the lesson. It implies that the think pair share technique could be used to improve the writing ability of grade VII students at SMP Bhakti Praja Margasari. Introducing think pair share as a new technique in writing and using think pair share technique to give explanation the materials. The researcher provides a think pair share technique for the students. The think pair share contains the materials of descriptive text. The students seem to be active in the learning process. They respond to the teacher explanation or the questions. The class is mastered well by the teacher. The teacher designs the appropriate media in order to make media became more interesting. Beside that, Using think pair share technique in stages of writing: planning, drafting, revising, editing. The stages of writing are applied on the think pair share technique. The students feel happy

and enjoy the thinking, pairing, and sharing activity. Each student sharing to help them write English especially a descriptive text. The students' skill on grammar and spelling are helped by the features of web blog. Besides, the students are motivated using interactive technique.

### **C. Suggestion**

Regarding to the results of the study, the interpretation and the conclusion, some suggestions are proposed to increase the students' writing ability below

#### **1. For the English Teacher**

Based on the result of this action research, the Think Pair Share technique is useful to improve the students' writing skills. It helps the students in generating ideas, enrich the text content and organizing the text. It also improves the students' motivation and attention towards writing. The Think Pair Share technique also can be customized with other media and other text types that will be taught. The English teacher is suggested to use the Think Pair Share technique to teach writing in order to improve students' writing ability.

#### **2. For Other Researchers**

This study is limited only to the VII grade students at SMP Bhakti Praja Margasari. This research study is aimed at improving the students' writing ability. However there are still some problems which were not yet solved. Related to the focus of the study, it is advisable that the results of the study

can be used as one of references for the other researchers who conduct the similar studies related to the development of the students' writing ability.

### **3. For the Students**

The students are suggested to continue this activity. It will be very useful for them in improving their writing ability. It can also be used as a reference when they need to write the same topics. The students should always practice writing to build their writing habits, one of the ways is by using Think Pair Share.

## BIBLIOGRAPHY

- Achmad Dody, Ahmad Sugeng, and Effendi .(2008). *Developing English Competencies*, (Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional, p. 70.
- Alice Oshima and Ann Hogue. (2007). *Introduction to Academic Writing*, New York: Pearson Education), p. 24.
- Anas Sudijono. (2006). *Pengantar Statistik Pendidikan*, Jakarta: PT. Raja Grafindo Persada, p. 314.
- Brown, Douglas H. (2004). *Language Assesment principle and classroom practices*. United States, USA Pearson education. Inc
- Carolyn Kessler. (1992). *Cooperative Language Learning*, New Jersey: Prentice Hall Regent, p. 8 & p. 137
- Diane Larsen-Freeman and Marti Anderson. (2011). *Techniques and Principles in Language Teaching*, New York: Oxford University Press , p. 86.
- Fatma, Funda, & Mustafa. (2011). *The Effectiveness of Cooperative Learning on the Reading Comprehension Skills in Turkish as A Foreign Language*, TOJET: The Turkish Online Journal of Educational Technology, Vol 10 Issue 4, 2011, p. 330.
- Harmer, Jeremy. 2004. *How to Teach Writing*. Essex: Pearson Education Ltd.
- Imaroh, Husnul (2007) *,Teaching Reading Comprehension by Using Collaborative Strategic Reading*. UNNES, Semarang
- John G. Duxbury and Ling-ling Tsai (2010). The Effects Of Cooperative Learning On Foreign Language Anxiety: A Comparative Study Of Taiwanese And American Universities. *International Journal of Instruction*, Vol.3, No.1 ISSN: 1694-609X
- Larsen-Freeman, D., & Long M. 1993. *An Introduction to Second Language Acquisitions and Research*. London:Longman

- Lucy Astheri Merchelina, Dahlan Rais, Teguh Sarosa. Improving Students' Writing Skill By Using Think Pair Share (Tps).Sebelas Maret University, Surakarta
- Javed, Muhammad & Xiau Juan Wu (2013), A study of Students' Assessment in Writing Skill of the English Language. *International Journal of Instruction*.Vol.6, No. 2 p-ISSN: 1694-609X
- Nur Miftahul Fuad, Siti Zubaidah, Susriyati Mahanal, and Endang Suarsini (2017). Improving Junior High Schools' Critical Thinking Skills Based on Test Three Different Models of Learning. *International Journal of Instruction*. Vol.10, No.1 p-ISSN: 1694-609X pp. 101-116
- Saefurrohman.(2004).*Improving Students' Motivation Through Colaborative Learning Strategies State*. University of Semarang. Semarang
- Siburian, Tiur Asih (2013). *Improving Students' Achievement On Writing Descriptive Text Through Think Pair Share International Journal of Language Learning and Applied Linguistics World (IJLLALW)*, Volume 3 (3), July 2013; 30---43 EISSN: 2289---2737 & ISSN: 2289-3245
- Sinaga, P. & Feranie, S. (2017). Enhancing Critical Thinking Skills and Writing Skills through the Variation in Non-Traditional Writing Task. *International Journal of Instruction*, Vol.10, No.2 e-ISSN: 1308-1470 ISSN: 1694-609X pp. 69-84
- Sudjana, Nana. 2009. *Tuntunan Penyusunan Karya Ilmiah : Makalah – Skripsi – Tesis Disertasi*. Bandung : Sinar Baru Algensindo.
- Wallace, Trudy. et al. 2004. *Teaching Speaking, Listening and Writing*. International Academy of Education (Educational Practices Series 1- 14).