

**IMPROVING CHARACTER BASED WRITING BY APPLYING THINK
PAIR SHARE MODEL OF THE TENTH YEAR STUDENTS OF SMK
MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR OF
2019/2020**

S-1 THESIS

This Thesis Submitted as a Partial Fulfillment of the Requirements for
Undergraduate Degree in English Education Study Program



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KLATEN

2020

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PRONOUNCEMENT

This is to certify that I myself write this thesis entitled **“IMPROVING CHARACTER BASED WRITING BY APPLYING THINK PAIR SHARE MODEL OF THE TENTH YEAR STUDENTS OF SMK MUHAMMADIYAH 2 KLATEN UTARA IN ACADEMIC YEAR OF 2019/2020”**.

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 on bibliography.

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

Klaten, June 2020


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MOTTO

Love Yourself

(The Writer)

PRESENTATION

This thesis is presented to:

1. My beloved Father and Mother who always support me whatever I did.
2. My beloved bestfriends Dwi Sri Rahayu, Mesya Sukmayati, Agus Suwarno, Eko Yuniarto, and Waahid Hidayat who always support and motivate me to finish this thesis.
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The writer realizes that this thesis is far from being good. So, the writer accepts the correction and suggestion from the reader. The writer hopes that this thesis will be useful to the reasercher and the readers.

Klaten, 30 June 2020

Yustikawati

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ABSTRACT

YUSTIKAWATI. 1611200027, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2020. Thesis. *Improving Character Based Writing by Applying Think Pair Share Model of the Tenth Year Students of SMK Muhammadiyah 2 Klaten Utara in Academic year of 2019/2020.*

This study aims at verifying that Think Pair Share model can improve character based writing of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020. The strategy which is used in this study is qualitative. The data of this study are the result of observation in the classroom, document, the answer of questionnaire, students' score, and the result of interview. The source of the data in this study includes event, informant, and document. The data are collected through observation, interview, questionnaire, test, and documentation of teaching and learning process of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020. The technique of analyzing the data is descriptive qualitative.

The finding shows that there is improvement of students' achievement in writing skill and students' character assessment of precycle, cycle 1, and cycle 2. The mean score of students' writing skill in precycle is 60.1, cycle 1 is 67.8, and cycle 2 is 76.5. While, the mean score of students' character assessment in precycle is 2.18, cycle 1 is 3.11 and cycle 2 is 3.44. So, it can be concluded that Think Pair Share model can improve character based writing for the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

Key Words: *improving, character, writing, Think Pair Share model*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is a way that students can express their ideas or thoughts on the paper or any other media. According to Hyland, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher (2003: 3). Writing is transforming thoughts into language (Harsyaf *et al*, 2009: 3)

According to Huy, writing is one of the most important skills in studying English in Senior High School because writing is not only an academic skill but also an important skill that will help students into any career fields. However, many students at Senior High School are not aware of the importance of writing skill and the number of high school students that is successful in learning writing is too small (2015: 53).

In teaching and learning writing, students' errors in writing can be caused by several factors such as low knowledge of English grammar, mother tongue, loan words, and lack of English exposure. So, in teaching writing, the teacher is certainly motivated to apply effective ways of increasing students' competence in revealing the ideas.

Writing involves several sub skills. Some of these are related to accuracy, such as using the correct forms of language. Writing accurately involves spelling correctly, forming letters correctly, writing legibly, punctuating correctly, using correct layouts, choosing the right vocabulary, using grammar correctly, joining sentences correctly, and using paragraphs correctly (Harsyaf *et al*, 2009: 3).

There are three aspects that should be understood by the learners. The first aspect is grammar. According to Nunan (2003: 154), grammar is generally thought to be a set of rules specifying the correct ordering of words at the sentence level. The second aspect is vocabulary. According to Alqahtani (2015: 1), vocabulary learning is an essential part in foreign language learning as the meanings of new words. The last aspect is spelling. According to Harmer and Rossner (1991: 33), English spelling is usually considered difficult since there often appears to be no direct relationship between the way something sounds and the way it is written. Different spellings can have the same sound.

Every student has different knowledge and abilities in writing. As example, one student is good at expressing her ideas but she does not have an ability to write her idea into a paragraph. In the other hand, one student is bad at expressing his idea, but he has an ability to write his idea into a paragraph. In order to increase the students' competence in revealing the ideas, a teacher can apply a learning strategy to improve their writing competence. According to Tint and Nyunt, in this era, students can learn

their lectures and students can do their exercises on the web as individually or collaboratively with their peers directed by the teacher by using the Think Pair Share model (2015: 1).

Think Pair Share is a cooperative learning model that gives students time to think and respond and help each other, by which time the thought be a powerful factor in improving students' ability to respond to questions (Sumarni, 2016: 783). By using Think Pair Share model, teaching and learning writing can not only improve writing skill but also students' character. The students surely encourage creative skill, responsibility, and habit. It means that Think Pair Share will make the students convey their knowledge and be able to write their ideas by writing.

Based on statements above, improving writing skill by using Think Pair Share model can also increase the students' character. The characters are such as responsible, creative, and discipline. Through responsibility, the students are expected to do their assignment that must be done by themselves. Through creativity, the students can build and increase their ability to have good writing skill, such as they can make paragraphs by considering the purpose, structure of the text, and linguistic elements correctly and in context. Through discipline, the students will behave and have an effort to motivate their desire to solve many barriers in learning writing.

According to *Peraturan Pemerintah Republik Indonesia Nomor 32 Tahun 2013 pasal 19 ayat (1)* "The learning process in the education unit is held interactively, inspiring, fun, challenging, motivating students to actively participate and provide enough sufficient space for initiative, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students". It means that English as the additional subject in Senior High School still becomes a concern of Indonesia government. So, English language teaching is very crucial and important to be implemented.

Students are still confused about learning English by themselves, in this stage teacher's role as a facilitator is needed. In SMK Muhammadiyah 2 Klaten Utara, the students are confused to write and discuss the material in English. Beside that, the students are difficult to express their ideas, and they are weak in grammar and vocabulary.

Based on the explanation above, the writer believes that Think Pair Share model can improve the students' character based writing of the tenth grade students of SMK Muhammadiyah 2 Klaten in academic year of 2019/2020. Therefore, this study is entitled "Improving Character Based Writing by Applying Think Pair Share Model of the Tenth Year Students of SMK Muhammadiyah 2 Klaten Utara in Academic Year of 2019/2020".

B. The Reason for Choosing the Topic

The reasons why the writer has chosen the topic are as follows.

1. The quality of English teaching especially in writing skill of the tenth year students of SMK Muhammadiyah 2 Klaten Utara needs to be improved.
2. Think Pair Share is an interesting and effective model to improve the students' ability in writing.

C. The Limitation of the Study

The study is focused on the improvement of character based writing by applying Think Pair Share model of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

D. The Problem of the Study

The problem of this study is formulated as follows “Can Think Pair Share model be used to improve character based writing of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020?”.

E. The Aim of the Study

The aim of this study is to verify that Think Pair Share can be used to improve character based writing of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

F. The Use of the Study

The use of this study is classified into practical and theoretical use. Practically, this study can be used as a teaching model for other schools.

Theoretically, this study can be used to enrich the repertoire of character based teaching and learning writing theory.

G. The Clarification of the Key Terms

To be easier for the readers to understand the terms dealing with the title of the thesis, the writer needs to clarify some important terms. The definition of the terms is as follows.

1. Improving

According to Hornby (2005: 426), improving is become or make something better. It means that improving is an activity to change the quality of something or someone to be better than before. In this study, improving means to make the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020 be able to write better than before the treatment.

2. Character Based Writing

a. Character

According to Hornby (2005: 174), character is all the mental or moral qualities that make a person, group, nation, different from others. In this study, character means to build the attitudes, behaviours, motivation and skill of the students.

b. Writing

Writing is one of four skills in English learning. According to Sokolik (2003: 88), writing is the mental work of inventing ideas,

thinking about how to express them, and organizing them into statement and paragraph that will be clear to a reader. According to Hyland, writing is seen as a product constructed from the writer's command of grammatical and lexical knowledge, and writing development is considered to be the result of imitating and manipulating models provided by the teacher (2003: 3). In this study, writing is a way that students can express their ideas or thoughts on the paper or any other media.

Based on the explanation above, character based writing means a way to deliver thoughts or ideas that makes one student different from others in creativity, responsibility, and discipline of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

3. Think Pair Share

Think Pair Share is a cooperative learning that is designed to influence the pattern of student interaction and is an effective way to create an atmosphere variation pattern class discussion, with the assumption that all the recitation and discussion requires setting in the control of the class as a whole (Trianto, 2010: 22).

According to Kinzie *et al*, Think Pair Share is a model designed to provide the students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another students. It is a learning model developed by Lyman and

associates to encourage student classroom participation. This strategy is designed to encourage student's involvement (2005: 67).

In this study, Think Pair Share is a learning model designed to encourage the students to be more active in participating in the classroom of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

H. The Organization of the Study

The organization is presented in order to give the direction of the thesis arrangement. It is also meant to give description to the readers.

Chapter I is introduction. It consists of background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is review of related literature. It consists of previous studies, theory of writing, the character education, Think Pair Share model, and theoretical framework.

Chapter III is the method of the study. It deals with the meaning of research method, the strategy of the research, the data and source of data, the technique of collecting the data, the validity of data, the procedure of the action, the analysis of data, and testing performance indicator.

Chapter IV is the result of the study. It includes the analysis of the data and the discussion of the findings.

Chapter V is conclusion and suggestion. Conclusion describes the summary of the study. Suggestion provides some suggestions to the students, English teacher, and school.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the writer presents the conclusion and suggestion of the research. The details are presented below.

A. Conclusion

After presenting and analyzing the data which were obtained in the research discussed in chapter four, the writer concludes the result of the research as the answer of problem “Can Think Pair Share model be used to improve character based writing of the tenth year students of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020?”. By applying Think Pair Share model, the students learn more actively and can solve their problem by sharing with their friends. From the analysis, it can be seen that the students’ mean score in writing skill in precycle is 60.1, cycle 1 is 67.8, and cycle 2 is 76.5. While the mean score of students’ character in precycle is 2.22, cycle 1 is 3.11, and cycle 2 is 3.44. So, the conclusion is Think Pair Share model can improve the students character based writing skill of the tenth year students of *Rekayasa Perangkat Lunak* (RPL) of SMK Muhammadiyah 2 Klaten Utara in academic year of 2019/2020.

B. Suggestion

After the writer carried out the study by using Think Pair Share model to improve the students’ character based writing skill, the writer presents some suggestions to the students, the English teacher, and the school below.

1. To the Students

The students must be active in teaching and learning process, especially when they are taught by using Think Pair Share model. Because of this learning model, they can share their ideas and ask their difficulty to their friends or to the teacher by writing. So, they can improve their writing skill.

2. To the English Teacher

English teacher is also expected to be creative in finding new ways of learning model to develop learning activity. Besides, the writer should give various materials and keep monitoring the students' activity during writing class, in order to make the learning process dynamic, fun, and alive.

3. To the School

The school must give more attention to the students' writing skill by providing some interesting writing materials and various media. It also makes the teacher get a good training in understanding Think Pair Share learning model.

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