

THESIS

**THE USE OF THINK PAIR SHARE TO IMPROVE
WRITING SKILL IN PROCEDURE TEXT
OF THE TENTH GRADE STUDENTS
OF SMKN 2 KUPANG
IN THE SCHOOL YEAR 2017/2018**



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TEACHER TRAINING AND EDUCATIONAL
SCIENCES FACULTY
WIDYA MANDIRA CHATOLIC UNIVERSITY
KUPANG
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**Presented in Partial Fulfilment of the Requirements
for Sarjana Pendidikan Degree in English Language Education**

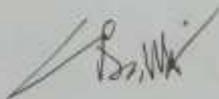
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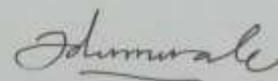
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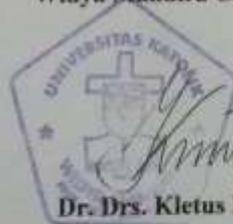
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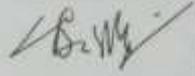
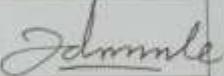
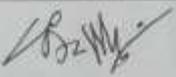
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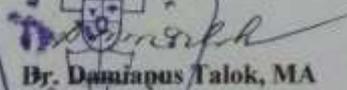
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Board of Examination

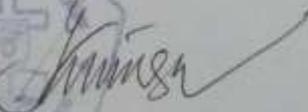
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MOTTO

**DREAM, BELIEVE AND
MAKE IT HAPPEN**

(Agnes Mo)

Dedication

The writer dedicates this thesis for the importance persons in her life and they are mentioned below.

- 1. God Almighty, Jesus Christ, and Mother Marry.**
- 2. Her beloved parents, Syrilus Sepu and Fransiska Natalia.**
- 3. Her younger sister Maria Elvira Alamanda Khatartika.**
- 4. Her beloved grandmother Katharina Ito.**
- 5. Her almamater, Widya Mandira Catholic University.**

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11. The writer beloved friends in LABEN who always support her on doing her thesis.

Kupang,..... 2018

The Wtiter

ABSTRACT

Oktaviana Nelcy Sepu. 2018. The Use of Think Pair Share to Improve Writing Skill in Procedure Text of the Tenth Grade Students of SMKN 2 Kupang in the School Year 2017/2018. Thesis of Language Art Department. English Study Program. Advisor I P. Paulus Asa, Mag, TESOL, M. Pd. and advisor II Yohanis Nurak Siwa, S.Pd, M. Pd.

The problems of this study are: (1) Does think pair share improve writing skill in procedure text of the tenth grade students of SMKN 2 Kupang in school year 2017/2018?, (2) How is the think pair share used to improve writing skill in procedure text of the tenth grade students of SMKN 2 Kupang in school year 2017/2018?. Therefore the objectives of this study are: (1) To find out whether think pair share improve the writing skill in procedure text of the tenth grade students of SMKN 2 Kupang in the school year 2017/2018 or not, (2) To find out the use of think pair share to improve writing skill in procedure text in the tenth grade students of SMKN 2 Kupang in the school year 2017/2018. The subject of this study was the tenth grade students of SMKN 2 Kupang in the school year 2017/2018.

This study belongs to the Classroom Action Research (CAR) offered by Kemmis and McTaggart and was conducted in two cycles. Each cycle consists of four stages. They are planning, acting, observing and reflecting. Based on the research, the writer makes some conclusions as follows: (1) Think pair share as a technique of teaching helps the students to think individually, think again in pairs and share what both of them get before, and definitely the result when they work individually and pairs are different. The result when they did in pairs is higher than individually. The pre test result was very low and categorized as "Below Average", in which the class average was 8,2. It was 5 students of the subject who were able to pass the test. The result of cycle I indicated improvement but still in below the standard of achievement and categorized as "Average". The class average score in post test was 10,4. It was 18 students or 9 pairs of the subject who were able to pass the test so the researcher made cycle II, and the result post test in this cycle is categorized as "Above Average" with the class average score was 14. It was only 2 students or 1 pair who got average and other students got above average and very good. (2) Think pair share is one of many techniques in teaching writing. In the pre test the researcher only tested their basic knowledge or how far they know about procedure text. The students did their task (how to make a glass of coffee) individually, it means that think pair share did not use on this test. The result of pre test was 8.2 (below average). On the first cycle, the researcher explained about procedure text and used think pair share technique. First the researcher divided the topic (how to make a tea), and then the researcher asked them to do it individually, when they did it individually, they made draft, after that they sat in pairs. In pairs they thought again and share what they had got before. The result that the researcher got is 10.4 (average). On the second cycle think pair share technique was used. The implementation of this technique is first the students did the task that was given by researcher individually (the researcher gave 4 different topics), they made draft and sat in pairs after sat in pairs they thought

together and shared what they get before in writing it was same with the first cycle. The result was 14 (above average).

For all English teacher especially those who are teaching English at the place where the researcher did this study are highly recommended to use think pair share technique as one technique to help the students perform better on writing procedure text since the writer has found that this technique can motivate the students to ask his or her friend when they don't know how to write or share something important in learning English, so it can be improve their knowledge about learning English; Students should stimulate themselves to learn English especially writing. They should get involved actively in the activities during the lesson and finish the task well. They must also do more practices especially for writing English lesson either in school or at home. In practicing to write the students may use the think pair share as the technique to learn together and help both of them in developing the idea; The writer will become an educator and since this study showed a positive result she decided to continue to use mind map with any necessary adjustment in her professional career as a teacher later on and shares it with other especially her future students.

Keywords : Think pair share, writing skill, procedure text.

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