

CHAPTER I

INTRODUCTION

This chapter consists of the background of the research, the research questions, the research objectives, significances of the research, rationale, the hypothesis, the methodology, data collecting techniques and the analysis of data.

A. Background of The Research

This research is concerned with investigating The Effectiveness of Think Pair Share Technique in Improving Students' Recount Text Writing Ability in an Islamic Junior High School (MTsN) in Bandung. The kind of research on recount text writing in a junior high school level is considered important for two main reasons. *First*, based on competence standard and basic competence (BSNP, 2006) of junior high school, the teaching and learning process of writing skill in junior high school is targeted to achieve a functional level. Students should be able to communicate adequately both in the spoken and written form. Students should also be able to develop their linguistic competence (using grammar and vocabularies). *Second*, based on the curriculum of junior high school recommended by the government, the student of junior high school should master recount text as one of short functional texts and essays while most of them still complain that produce an English text or essay is difficult. Many students are confused to share their ideas and thoughts in written English. There are only a few of the students writing well. Most of them are not well enough to write down their ideas in written form. It seems that they are lack of many aspects of good writing.

Think pair share can be used to develop students writing. By using think pair share technique, students could discuss, share ideas, and see how their peers think and react. Think pair share gives a more relaxing environment for learning and more opportunities for students to be more active. Therefore, students can feel and think well, and better writing can be produced.

Several pieces of research have supported the effectiveness of using think pair share technique. Think pair share can improve students' speaking ability (Sanjani, 2015). The mean score of students speaking score improved from 58.55 to 77.60. Moreover, think pair share can be used to increase students' achievement in writing procedure text. The mean of pre-test until post-test increased significantly from 80,525 to 92,98. Also, think pair share can be used to increase students' recount text score in SMPN 2 Pekalongan (Tantya and Darmawan, 2014). The mean score of students recounts text writing improved from 60 to 95.

From document observation, the average score of students' recount text writing of the third-grade students of MTsN 2 of Bandung in academic year 2016/2017 is 57. Thus, the research plans to implement think pair share technique in the teaching and learning process in writing in the third-grade students of MTsN 2 of Bandung to increase their recount text writing scores. In this research, quantitative research is used to collect the data. From the data, the result is analyzed and then presented as a complete description of the effectiveness of think pair share technique in improving students' recount text writing. The third-grade students of MTsN 2 Bandung are taken as the subject of this research.

B. Research Questions

The research has three questions. They are as follows:

1. What is the students' ability in writing a recount text before using think pair share technique?
2. What is the students' ability in writing a recount text after using think pair share technique?
3. How significant is the difference between students' ability in writing a recount text before and after using think pair share technique?

C. Purposes of Research

Based on the research questions above, the purposes of research are as follows:

1. To find out the students' ability in writing a recount text before using think pair share technique;
2. To find out the students' ability in writing a recount text after using think pair share technique;
3. To find out the significant difference between students' ability in writing a recount text before and after using think pair share technique;

D. Significances of Research

The significances of this research are divided into theoretical and practical significances.

1. Theoretical Significance

The result of this research may give more information about improving students' ability in writing a recount text using think pair share technique.

2. Practical Significance

The result of this research may give more information for students, teachers, and readers about how to improve students' ability in writing a recount text using think pair share technique.

- a. For the grade nine students of MTsN of 2 Bandung, it would be an effort for them to improve their recount text writing using think pair share technique.
- b. For the teacher, the research findings could be used to improve the success of the teaching-learning process.
- c. For the readers, it was hoped that this research could give more information about how to improve the students' ability in writing a recount text using think pair share technique.

E. Rationale

Writing is a process of generating and organizing ideas in right words to deliver the aim on a piece of paper. Writing is an essential capability student should own. Through writing, each can convey feeling, ideas, and announcements to others. As Hard and Osten (1993) stated that writing is a way communicate. Besides, writing is a skill interrelated with creativity, and it requires sufficient knowledge of grammar, vocabulary, and rhetorical structure of the language (Rashtchi and Beiki, 2015).

Teaching English needs a suitable technique to reach the goal of learning. According to Brown (2001), teaching can be defined as showing or helping someone to learn how to do something, giving someone instructions, guiding someone in the study or something, providing someone with knowledge,

and causing someone to know or understand. It shows that a teacher should have a good technique which makes students more interested in learning English. The use of a good technique is a way to help students understand the subject.

In writing class, small groups can be used to create communication, interpersonal and team skills as members of each group who do not have the same background or ability in EFL writing. Think pair share could be variety in learning activity especially in writing class activity. Think pair share makes students think through a problem or concept, explore a different approach, make a connection and share with a partner (Molyneux, 1992). The stages of think pair share could be used in generating the students' ideas in writing. Furthermore, Stone (1999) cited in Fitriainingsih (2013) stated that think pair share could be helpful in revising. The fact that not all students were able to find out the answer. Therefore, the partner could be the best tutor for them.

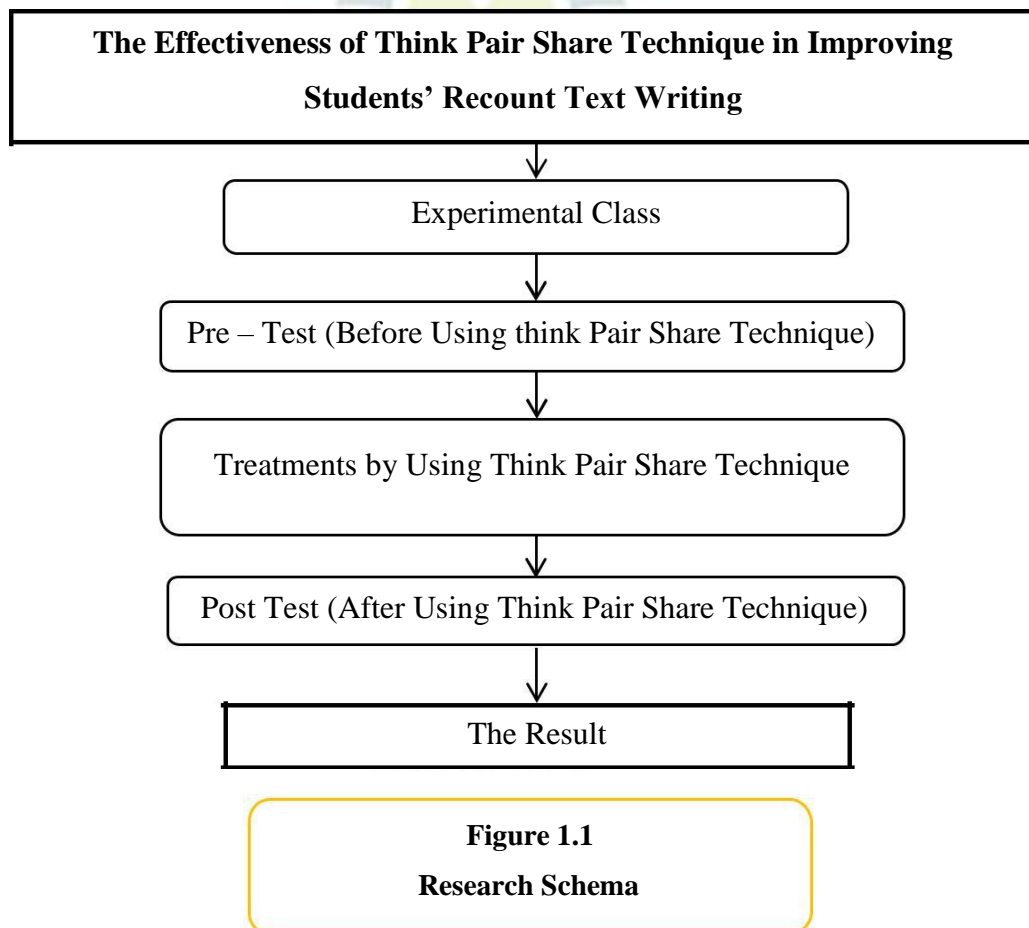
Following this way, low-level students can benefit from their strong-level peers' feedback about grammatical, vocabulary, punctuation and spelling mistakes. At the same time, strong-level students feel satisfied and proud that they had a significant role in helping their low-level classmates.

From the exegesis above, it can be concluded that think pair share technique is chosen for teaching writing because it gives advantages to students and increases students' motivation and participation in learning English especially writing activities.

The research begins with experiment, pre-test in experimental class to know students' writing ability. After knowing their writing ability, it goes on with

an experimental study in one class. The experimental class is using think pair share technique to build students' recount text writing ability. And the last post-test is given to know significant difference between students before and after being taught using think pair share technique.

The sample of this research used two kinds of the variable. The first is think pair share technique as the "X" variable, and the second is student' recount text writing ability as the "Y" variable. The study can be seen in the figure below:



F. HYPOTHESIS

The hypothesis is a prediction about the outcome of the study (Creswell, 2012). A hypothesis must be experimented and logical-based or explained clearly.

The relationship between variables should be stated in a clear term. So, the hypothesis can make clear questions that will be researched. This research has two variables; think pair share technique as variable X and students' recount text writing ability as variable Y. The relation of the research hypothesis is proposed as follows: "Students' recount text writing ability will improve through think pair share technique."

The hypotheses in this study are alternative hypothesis (H_a) and the null hypothesis (H_0). The formulated hypothesis is described as follows:

H_a : There is a significant improvement in students' ability in recount text writing through teaching using think pair share technique.

H_0 : There is not significant improvement in students' ability in recount text writing through teaching using think pair share technique.

G. Research Methodology

This research is a quantitative research. The followings are the points of research methodology used in this research:

1. Research Method

This research uses quantitative method. According to Creswell (2012), quantitative method involves the collection and analysis of numerical data that is obtained from test, questionnaires, checklists, and surveys. The method used in this research is a quantitative method to know the effectiveness of think pair share technique in improving students' recount text writing ability. The researcher experimented and applied the technique in the teaching writing to find out the data. This study has one class for collecting data. There are pre-test and

post-test to collect the data. Treatments are conducted in the process of collecting data.

2. Research Design

This research applied a pre-experimental design. According to Beaumont (2009), pre-experimental design is a design that is used to investigate associations, the direction of any causal link is purely due to the researcher's interpretation of the results. In this research, the researcher used one-group pretest-posttest design. One-Group Pretest-Posttest Design is a design which includes a pretest measure followed by a treatment and a posttest for a single group (Cresswell, 2014). This design has one experimental class which was given three steps during observation. Those steps are pre-test, treatment, and post-test.

3. Research Procedure

The research involves several organized steps. According to Creswell (2014), the quantitative data collections use an instrument to measure the variable in the study. An instrument is a tool to measure, observe or document quantitative data. It contains specific questions and response possibilities that establish or develop in advance of the study. In this case, think pair share technique is employed to increase students' recount text writing. The validity, reliability and difficulty level of the research instrument of this research had been tested. Here is the table of research schedule that lists some activities in collecting the data:

Table 1.1
The research schedule at MTsN 2 of Bandung

No	Time	Activity	Target
1	1 st meeting	Conducting pre-test	Students of Experimental class
2	2 nd meeting	The process of teaching and learning writing recount text using think pair share technique	Students of Experimental class
3	3 rd meeting	The process of teaching and learning writing recount text using think pair share technique	Students of Experimental class
4	4 th meeting	The process of teaching and learning writing recount text using think pair share technique	Students of Experimental class
5	5 th meeting	Conducting post-test	Students of Experimental class
<i>Total meeting is 5 meetings</i>			

There are five meetings done in this research. The first meeting is conducting pre-test. The second to the fourth meeting is giving treatment. The last meeting is conducting post-test. The following are the steps of the research procedure:

a. Pre-test

The first step is conducting pre-test to measure the students' ability in writing recount text before getting treatments. The students should write their recount text in forty minutes.

b. Treatments

The second step is giving treatments to students. In this research, think pair share technique is a treatment which was given to students in the experimental

class, and treatment is the main point of this research. The treatments can be seen in the table below:

Table 1.2
Steps of Treatments at Grade nine of MTsN of 2 Bandung

1 st meeting	
First step	The researcher explains the material
Second step	To assess students' understanding of the material given, the researcher gives a media related to the material
Third step	The researcher explains about think pair share technique and its rules
Fourth step	The researcher asks the students to make a pair group
Fifth step	The researcher is showing a recount text about holiday experience to the students and asks them to discuss it with their partners.
Sixth step	The researcher asks some students share their works in the front of class in writing form.
Seventh step	The researcher and the students are evaluating it together
2 nd meeting	
First step	The researcher explains about the activities are going to do
Second step	The researcher asks the students to make a pair group
Third step	The researcher is showing a recount text about unforgettable moment to the students and asks them to discuss it with their partners
Fourth step	The researcher asks some students share their works in the front of class in writing form.
Fifth step	The researcher and the students evaluating it together

Table 1.2
Steps of Treatments at Grade nine of MTsN of 2 Bandung

3 rd meeting	
First step	The researcher explains about the activities are going to do
Second step	The researcher asks the students to make a pair group
Third step	The researcher is showing a recount text about biography of someone to the students and asks them to discuss it with their partners
Fourth step	The researcher asks some students share their works in the front of class in writing form.
Fifth step	The researcher and the students evaluating it together

c. Post-test

The last step is conducting post-test to measure the students' ability in writing recount text after getting treatments. The students should write their recount text in forty minutes.

4. Research Site

The study of the use of think pair share technique to the grade nine students of MTsN. The location is at MTsN of 2 Bandung. It is located at Antapani street Bandung. This research is conducted in grade nine students to reduce students' difficulties in producing a recount text.

5. Participant

Research must select the population, sample and sampling technique before collecting research data. The following are the population, sample and sampling technique of this research.

a. Population

A population is a group of individuals who have the same characteristic (Creswell 2012). The population of this research is the third-grade students at MTsN 2 of Bandung. There are 320 students of eight classes, and each class consists of 36 to 40 students.

b. Sample

A sample is a small group of the target population that the researcher plans to study for generalizing the target population (Creswell 2012). The sample is the students of grade nine at MTsN 2 of Bandung because the students need experience using think pair share technique to improve their ability in writing a recount text and also they have enough knowledge for that material. For the sample are 36 students. The sample was IX-A as the experimental class that was given treatments of think pair share technique in teaching writing.

c. Sampling Technique

The sampling technique is non-probability sampling that the participants are available to be studied (Creswell 2012). According to Sugiyono (2009), non-probability sampling has six types, one of them is purposive sampling. Purposive sampling is a sampling technique based on the considerations. This study uses purposive sampling. The sample was selected by English teacher in the school.

6. Research Technique of Collecting Data

The research data was collected from validity test, pre-test, and post-test. Before being used in research, a research instrument must be tested. A research instrument can be used in research if it is valid.

a. Validity, Reliability and Difficulty Level Test of Research Instrument

Research instrument must be tested before it is used in research. In this research, the research instrument used is recount text essay. The followings are the tests done for the research instrument:

1. Validity Test

Validity is a test to know the degree to which theoretical rationales and empirical evidence supporting the sufficiency and appropriateness of inferences and action based on test scores or other modes of assessment (Bachman, 2004). The validity test in this research was done with ANATES (can be seen in appendix I).

The results which were obtained can be interpreted as establishing the validity of the question or test. The interpretation can be seen in the table below:

Table 1.3
Coefficient Correlation

Interval Coefficient	Degree of Relationship
0,00 – 0,199	Very low
0,20 – 0,399	Low
0,40 – 0,599	Average
0,60 – 0,799	High
0,80 – 1,000	Very high

2. Reliability Test

Reliability refers to the consistency of test result. Reliable here means that a test must rely and fit on several aspects in conducting the test itself. Bachman

(2004) states that reliability is the consistency of measures across different conditions in the measurement procedures. A test should be reliable toward students. The reliability test in this research was done with ANATES (can be seen in appendix I).

To know the high and low coefficient of reliability of the test it can be used index according to Guilford, as follows:

Table 1.4
The Interpretation Reliability of The Matter

Index Reliability	Interpretation
$0,00 < r_i \leq 0,20$	Very low
$0,20 < r_i \leq 0,40$	Low
$0,40 < r_i \leq 0,60$	Medium
$0,60 < r_i \leq 0,80$	High
$0,80 < r_i \leq 1,00$	Very high

3. Level of difficulty test

A good test is a test which is not too easy or vice versa too difficult to students. It should give an optional answer that can be chosen by the student and not too far from the key answer. Thus, the test should be standard and fulfill the characteristics of a good test. The number that shows the level difficulty of a test can be said as difficulty index (Arikunto, 2006). In this index, there are minimum and maximum scores. The lower index of a test, the more difficult the test is. And vice versa, the higher the test, the easier it is. The level of difficulty test was done by using ANATES analysis (can be seen in appendix I).

In measuring the level of difficulty of essay tests or short answer items manually, the researcher used the formula test below:

$$P = \frac{\text{Mean}}{\text{max imumscore}}$$

(Zulaiha, 2008)

The difficulty level value obtained is interpreted in the following table:

Table 1.5
Interpretation of Difficulty Index

Difficulty of Index	Interpretation
P	Difficult
0,30	Medium
0,70	Easy

b. Pre-Test

A pre-test is the first step that was given to the student at grade nine of MTsN of 2 Bandung, and this test was conducted before they were given the treatment of think pair share technique. The students should write their recount text in forty minutes. It is kind of free writing based on their ability. This test is to measure the ability of each student before they receive treatments. The students recount text writing were scored with the prepared rubric assessment.

c. Post-Test

The last step of collecting data is post-test. It is conducted to measure students' ability in writing a recount text after they received treatment. This test is used to know the students' recount text writing ability, and to see whether this

technique increase their writing skill or not. Based on Creswell (2012) says that post-test is a measure of some attribute or characteristic that is assessed for participants in experimental class after treatments.

H. DATA ANALYSIS

Data analysis is data information to provide the result of research. In analyzing the data, there are four steps in analyzing data; they are: scoring for pre-test and post-test, normality test, hypothesis test, and index N-gain calculating. Also, to find out the significant influences toward the use of think pair share technique in students' recount text writing, the percentage scale formula is used:

1. Normality Test

Testing the normality is done to see whether the data have normal distribution or no. The normality test is conducted by the procedure as follows:

- a. Calculating the range (R) of data with the formula below:

$$R = (\text{Highest Score} - \text{Lowest Score} + 1)$$

$$R = H - L + 1$$

(Sugiyono, 2009)

- b. Calculating the class interval (K)

Formula:

$$K = 1 + (3.3) \log n$$

(Sugiyono, 2009)

- c. Calculating the length of class interval (P)

$$P = \text{Formula:}$$

(Sugiyono, 2009)

- d. Making the table of distribution of frequency with:

- 1) $s = \sqrt{\quad}$ Counting standard deviation

$$\frac{\quad}{\quad}$$

$$= \text{---}$$

(Sugiyono, 2009)

2) Counting the degree of freedom with the formula:

$$dk = K - 3$$

e. Calculating normality tests criteria

Normality test with determination:

- The data is normal if $x^2_{count} < x^2_{table}$
- The data is abnormal if $x^2_{count} > x^2_{table}$

2. Hypothesis Test

A hypothesis test is used to know the influence of think pair share on students' recount text writing. The hypothesis test is done by testing the statistic data. Testing hypotheses by using T-test formula as follows:

$$t = \frac{X_1 - X_2}{dsg \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

X_1 = mean of pre-test of the experimental class

X_2 = mean of post-test of the experimental class

n = the total number of case

dsg = cumulative standard deviation on f the experimental class

$$dsg = \sqrt{\frac{(n_1 - 1)V_1 + (n_2 - 1)V_2}{n_1 + n_2 - 2}}$$

V_1 = the pre-test standard deviation of the experimental class V_2

= the post-test standard deviation of the experimental class

The next step is determining the table score:

- If $t_{count} > t_{table}$, H_a is accepted and H_0 is rejected, it means there is significant of think pair share in improving students' recount text writing.
- If $t_{count} < t_{table}$, H_a is rejected and H_0 is accepted, it means that there is no significant of think pair share in improving students' recount text writing.

3. N-Gain Calculating

To know the improvement of the students' writing ability on writing normal gain (d) is used with the formula:

Normal gain score acquired is then interpreted into the table below

Table 1.6

Normal Gain Interpretations

Score	Interpretation
$g > 0.70$	High
$0.30 \leq g \leq 0.70$	Medium
$g < 0.30$	Low

4. Determining The Category of Test Result

The result of tests was analyzed by doing analytical scoring. The analysis level was proposed by Weigle (2002) was used. There were five components to be measured. They were: content, organization, vocabulary, grammar, and mechanics. The total score obtained was one hundred. After all scores were

obtained, they were categorized based on Harris (1969) cited in Iqbal (2016) classification of achievement level. The classification was described as follows:

Table 1.7
Scoring Classification

Grade	Category	Score
1	Poor	0-49
2	Poor to Fair	50-59
3	Fair to Good	60-79
4	Good to Excellent	80-100



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