

ABSTRACT

Dian Fitriani. 2017. **“The Effectiveness Think Pair Share Technique to Improve Students’ Achievement in Writing Descriptive Text”**. (A True Experimental Research at the Tenth Grade Senior High School Students of SMAN 1 Muara Gembong Kab. Bekasi in Academic Year 2016/ 2017).

Writing is one of the four language skills besides listening, reading and speaking. Students in the tenth grade are expected to understand how to write ideas in a descriptive text. In fact, they are not able to write it even not interested in writing because they cannot organize the ideas and think that writing in English is difficult. The researcher wants to find out whether using Think Pair Share (TPS) technique can improve students’ achievement in writing descriptive text.

Specifically, the purposes of this research are 1) to find out the students’ achievement in writing descriptive text by using TPS technique, 2) to find out the students’ achievement in writing descriptive text by using conventional method, 3) to find out the significant difference between the students’ achievements in writing descriptive text taught by TPS technique and those taught by using conventional method.

The research used quantitative method. Furthermore, the techniques of collecting data in this research are pre-test and post-test. The data analysis used statistical calculation. The researcher counted normality, mean and testing hypothesis by using Wilcoxon signed rank test. In addition, this research is a true experimental research. Thus, the research used two classes: an experimental class and a control class.

Based on the data analysis, the result shows that there is a significant difference of students’ achievement in writing descriptive text by using TPS technique and using conventional methods (lecturing method). It can be seen from the data $Z = 3,9 > Z_{table} = 1,96$ and the different average scores between experimental class and control class. The average score of the post-test in experimental class is 41 while that in control class is 31. It means the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. Therefore, it can be concluded that teaching writing by using TPS technique is more effective to improve students’ achievement in writing descriptive text. This research hopefully can be useful to improve the quality of teaching writing with an interesting technique that can make students enjoy and motivated to learn writing descriptive text.