

## ABSTRACT

Puspita, Agnes Rini. (2019). *The Effectiveness of Think Pair Share (TPS) to Improve Writing Skill of SMA BOPKRI 2 Students*. English Language Education Study Program, Sanata Dharma University, Yogyakarta.

Writing skill becomes one of the most important skills because it communicates students' ideas and perception in written form. However, based on researcher's observation, writing activity is not always successfully studied among the students because its complexity and challenges can be daunting for students. Writing should be learned with appropriate learning strategy. One of the techniques is called Think Pair Share (TPS) learning strategy was applied to improve students' writing skills in class. According to Engkos Kosasih (2014), "Success in learning the materials is not only calculated by individual's ability but also working together in group" (p. 101). Therefore, the researcher proposed TPS learning strategy as a solution to boost students' motivation in improving their writing skills. TPS is a pair learning where the students have an adequate discussion time with their friends in class (Dol, 2014). This study aimed whether TPS learning strategy improved students' writing skills and their responses toward this learning strategy.

The goal of this study is to answer two research questions: (1) Does TPS improve the student's writing skill in class XI IPS of SMA BOPKRI 2 Yogyakarta? (2) What are the students' responses toward TPS in improving their writing skill in class XI IPS of SMA BOPKRI 2 Yogyakarta?

This study employed experimental research. The participants of this research were 40 students in class XI IPS of SMA BOPKRI 2 Yogyakarta. There were three research instruments in this study; writing tests, interviews, and field notes. An implementation of TPS learning strategy was applied in experimental group class. Interviews were also intended for those students who had chance to experience the learning strategy. A Field note was used to observe the students' activities during the research.

The result of this study revealed that there was significant difference which was proven from the scores of pre-test and post-test with  $p < 0.05$ . Likewise, experimental group showed higher improvement in mean gain writing tests scores. Moreover, the results of experimental group's interview revealed that most of students considered that TPS learning strategy did improve their writing skills because it triggered positive changes in their learning attitude. They were encouraged to be more active, critical, and creative. At last, this study could be treated as recommendation to another research in similar topic.

**Keywords:** Students' Writing skills, TPS learning strategy, Experimental Research

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Keterampilan menulis menjadi salah satu keterampilan yang paling penting karena bisa mengomunikasikan gagasan dan persepsi siswa dalam bentuk tertulis. Namun, berdasarkan observasi peneliti, kegiatan menulis tidak selalu berhasil dipelajari di antara siswa karena kompleksitas dan tantangannya dapat menakutkan. Menulis harus dipelajari dengan strategi pembelajaran yang tepat. Think Pair Share (TPS) adalah salah satu strategi pembelajaran yang diterapkan untuk meningkatkan keterampilan menulis siswa di kelas. Menurut Engkos Kosasih (2014), "Keberhasilan dalam mempelajari materi tidak hanya dihitung oleh kemampuan individu tetapi juga bekerja bersama dalam kelompok" (hal. 101). Peneliti mengusulkan pembelajaran TPS sebagai solusi untuk meningkatkan motivasi siswa dalam meningkatkan keterampilan menulis mereka. TPS adalah pembelajaran berpasangan di mana siswa memiliki waktu diskusi yang memadai dengan teman-teman mereka di kelas (Dol, 2014) Penelitian ini bertujuan sebagai uji coba pembelajaran TPS meningkatkan keterampilan menulis siswa dan respons mereka terhadap strategi pembelajaran ini.

Tujuan dari penelitian ini adalah untuk menjawab dua pertanyaan penelitian: (1) Apakah TPS meningkatkan keterampilan menulis siswa di kelas XI IPS SMA BOPKRI 2 Yogyakarta? (2) Apa tanggapan siswa terhadap TPS dalam meningkatkan keterampilan menulis mereka di kelas XI IPS SMA BOPKRI 2 Yogyakarta?

Penelitian ini menggunakan penelitian eksperimental. Partisipan dalam penelitian ini adalah 40 siswa kelas XI IPS SMA BOPKRI 2 Yogyakarta. Ada tiga instrumen penelitian dalam penelitian ini; pre-test dan post-test, wawancara, dan catatan lapangan. Implementasi strategi pembelajaran TPS hanya diterapkan di kelas kelompok eksperimen. Wawancara juga ditujukan untuk siswa yang memiliki kesempatan untuk mengalami strategi pembelajaran. Catatan lapangan digunakan untuk mengamati aktivitas siswa selama penelitian dilakukan.

Hasil penelitian ini mengungkapkan bahwa ada perbedaan signifikan yang diwujudkan dari skor pre-test dan post-test dengan  $p < 0.05$ . Demikian juga, kelompok eksperimen menunjukkan peningkatan yang lebih tinggi dalam rata-rata nilai menulis. Selain itu, hasil wawancara mengungkapkan bahwa siswa menganggap strategi pembelajaran TPS meningkatkan keterampilan menulis mereka karena memicu perubahan positif dalam sikap belajar mereka. Mereka didorong untuk lebih aktif, kritis, dan kreatif. Akhirnya, penelitian ini dapat diperlakukan sebagai rekomendasi untuk penelitian lain dalam topik serupa.

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