

THE IMPLEMENTATION OF THINK-PAIR-SHARE STRATEGY IN WRITING REPORT TEXT

THESIS

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adalah benar-benar karya saya, **kecuali semua kutipan dan referensi yang disebutkan sumbernya**. Apabila terdapat kesalahan dan kekeliruan didalamnya, maka akan sepenuhnya menjadi tanggung jawab saya. Demikianlah surat pernyataan ini saya buat dengan sesungguhnya.

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Saya yang membuat pernyataan



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ABSTRACT

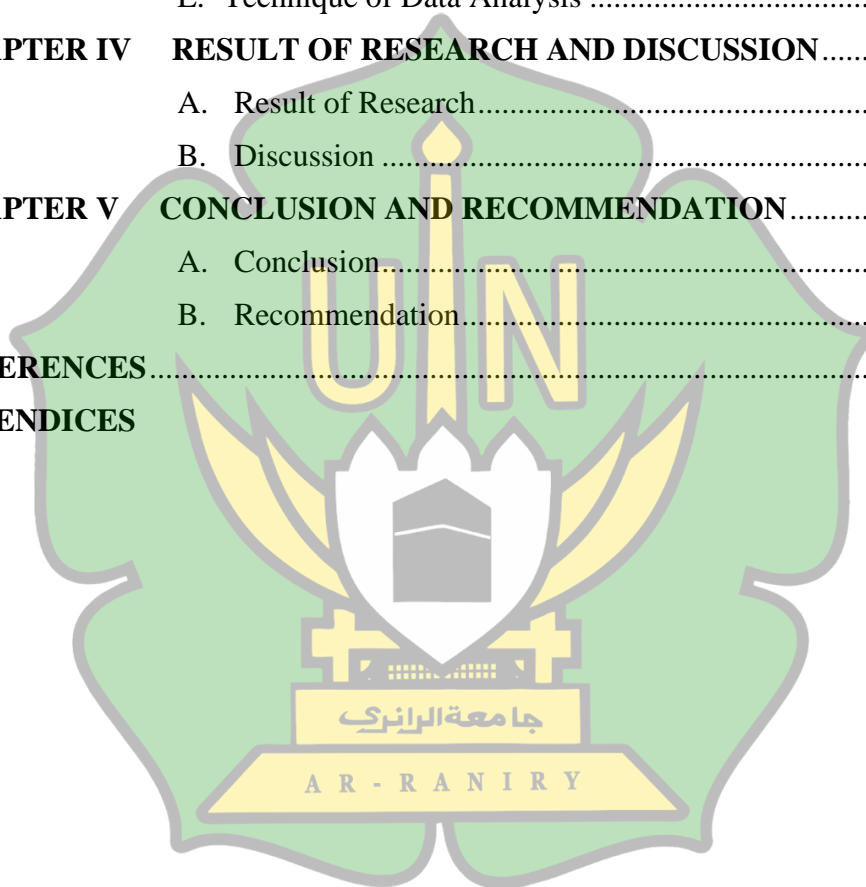
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The problem that is often faced by students in writing is the lack of ideas that makes them stuck on how to begin writing. Implementing an appropriate strategy is very important to overcome this problem and increase student ability in the learning process, especially in writing. Collaborative learning is a suggested method that allows and trains students to improve their abilities in learning by working in groups so they can share their ideas with their partners. This study used a collaborative learning strategy type Think-Pair-Share in writing report text. This study was conducted to find out whether the implementation of the technique improve students' ability in writing report text. This research was kind experimental study with one group pre-test and post-test design. The sample used in this study was 31 students of class XI IPA³ SMA 5 Banda Aceh. The results of the study show that the mean score of post-test were higher than pre-test. The mean score from pre-test was 55,22 while in post-test the mean score was 69,61. Therefore, it can be concluded that the Think-Pair-Share strategy improves students' writing ability in writing report text.

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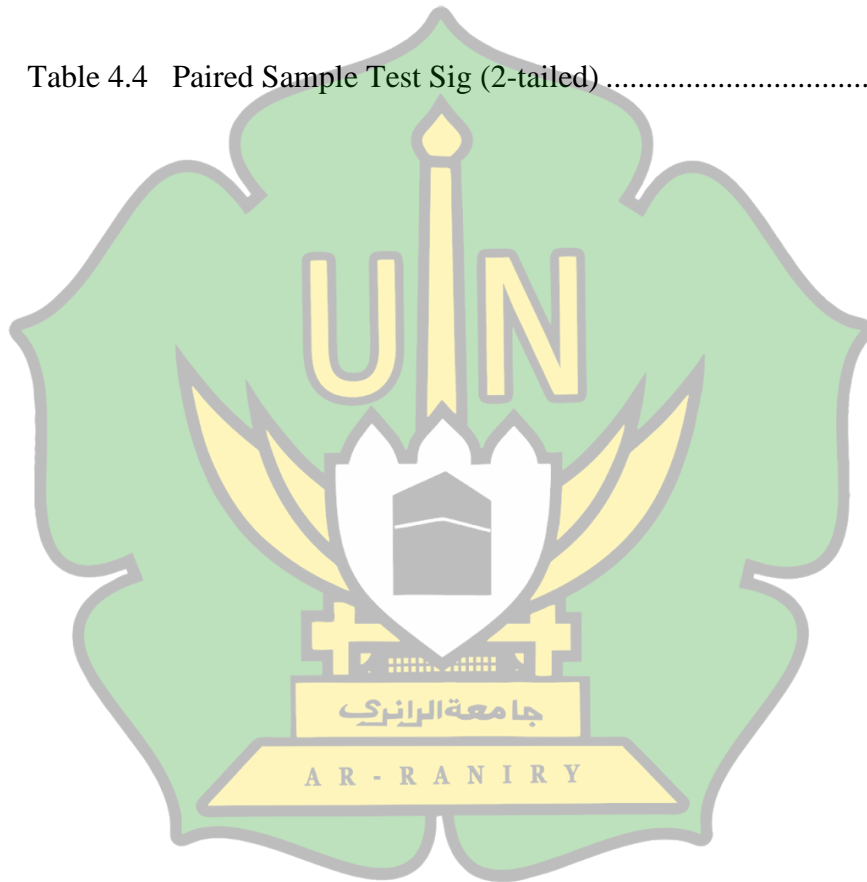
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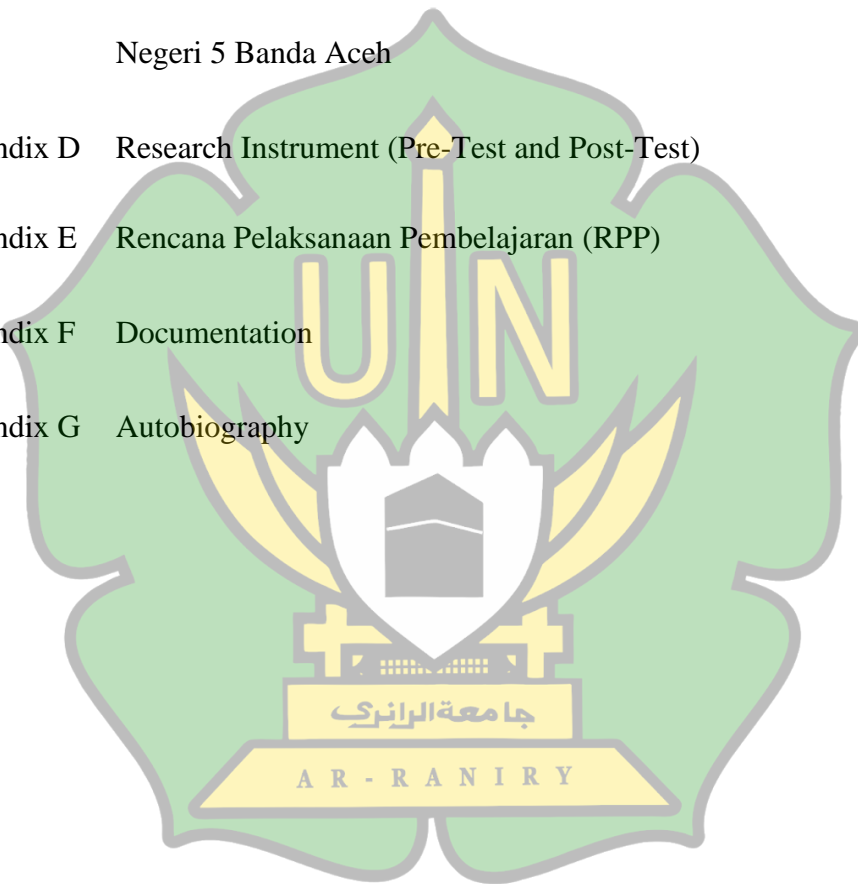
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CHAPTER I

INTRODUCTION

This chapter explains about background of study, research question, the aim of study, hypothesis, significance of study and terminologies.

A. Background of Study

English as a foreign language becomes one of the important subjects in Indonesian education curriculum. The technological developments as in the current era where English is used as an international language for communication makes English language become a compulsory subject taught in Indonesian schools. In addition, many varieties of field such as getting scholarship or finding a job, English capability can add a value for students to open the opportunity more widely. Abidah and Sabur (2020) mention that on social media and also everyday life, English nowadays becomes the most preferable language that uses by people thorough the world. Santoso (2014) also states English language is implemented in the Indonesian Education system was caused by the majority of various information in every field is mostly written in English. Because of that, mastering English language will help the Indonesian people absorb scientific advancements and deepen their knowledge. In short, mastering English is crucial for students to face this global era.

To master English, there are four skill that have to consider such as listening, speaking, reading and writing. Generally, the first skill taught in learning a language is listening, continued by speaking, and then reading skill,

until the last one is writing skill (Alisha, Safitri & Santoso, 2019). Listening is the first skill as communication's fundamental component. Good listening skills are needed to understand what other speak. Beside listening, speaking is an essential skill required to conduct a conversation, giving and sharing information or ideas to others verbally. Reading also important as a way to get information, build vocabulary and increase communication skill. The last is writing, a skill to express ideas and convey information in written form. Rosyana, Baihaqi and Prasasti (2022) state that to master or proficient in English communicate in an efficient way, these four fundamentals must study continually.

Writing is the last skill taught after other skill, but this skill is crucial and even have more complex structure than other skills. Writing is crucial because it can train students in the language they are learning. It also used as measuring tool for practicing the language they are studying (Harmer, cited from Mulyadi & Hikmah, 2014). Writing itself is a way to show idea and thought in form of written. In expressing the ideas, writing is more complex than other skill because it has particular structure and also writer have to planning first, then arranged the idea into written form, and the last step is evaluation or revision (Susanti, Widiati, Cahyono & Sharif, 2022). According to Silvia (as cited Suadah, 2014), the aspects of writing included the elements of writing structure, accuracy, and fluency.

In Indonesia, where English is as a foreign language, it is quite challenging for students in doing writing. Additionally, Indonesian prefer to use local language to communicate in daily life (Irmalia, cited from Mubarok & Budiono, 2022). The fact that the students' mother tongue is not English, most students feel

that writing in English is more difficult to arrange ideas in foreign language than in native language. Beside, writing is indeed considered as toughest skill among the other skill (Suadah, 2014; Moses & Muhammad, 2019). As Nurjannah and Faisal (2021) state writing in English is a highly challenging skill to master since it requires the author to have a solid comprehension of the subject matter. EFL students mostly have difficulty at organizing the idea they have into written form. not only at arranging the idea, but also including other component such as punctuation that students should consider and pay attention to makes a good writing. Students also have difficulties in arranging sentences due to grammars rules and choosing appropriate vocabulary (Pratiwi, 2016; Abidah & Sabur, 2020).

However, writing skills are needed and always exist in the academic field in form of many genres of written text. According to Kaffah, Rohaeti, and Abdurrakhman (2021), writing exercises is a first stage in preparing students to utilize their linguistic skills, such as vocabulary, language usage, sentence structure, and so on. From junior high school until senior high school, there are several genres of topics to practice and accomplish by English learners. In secondary level, several kinds of the text taught to students such as descriptive text, procedure text and etc. In higher level, the genres that teach to student for example report text and analytical exposition text. Briefly, writing is always exist in variety genres of text . Because of this, the ability of the student to write is a basic requirement that students must master to achieve the goals of learning and attain success in the academic field.

One of the text genres that including in the subject of senior high school level is report text. The purpose of the text itself is to increase EFL learner's imagination about a specific subject. Additionally, it trains the student to express their ideas and write a report including facts of a particular things (Dinamika & Hanafiah, 2019; Tarigan, 2021; Prasetyaningrum, Asrobi, Husnu, Royahin, 2022). There are some obstacles find by students in writing report text. Some students tend to be confused about where to begin the writing. The majority of learner's face challenges in writing report that come from inability to comprehend and use grammar correctly, inability to construct coherent sentences and appropriate vocabulary which results in grammatical errors in their writing (Leviana, 2013; Putri, 2016; Ratnaningsih & Swandi 2019; Prasetyaningrum et al., 2022; Mubarak & Budiono, 2022). Additionally, sometimes learners are not engaged in the learning environment or are less interested in writing class because the teacher's approach to teaching writing frequently fails to stimulate their interest.

Based on the problems above, applying an appropriate strategy during the teaching process is crucial. Effective strategy helps to achieving the goal that students can write a report text as one of fundamental language competencies in senior high schools (Kaffah et al., 2021). Moses and Mohamad (2019) mentioned that enhancing students' writing abilities is one of the most difficult challenges that teachers deal in most institutions nowadays. To overcome this issue, an appropriate learning model should be implemented by teacher to make students achieve a good improvement in learning especially writing. Chamisah (2013) stated that applying appropriate techniques will inspire the students and help them

attain their learning objectives by fostering a positive learning environment in the classroom. Teachers can choose many strategies according to the types of their students and the materials given. The outcome of the good method applied by a teacher as an educator is successful learning of which strategies and the needs of the students are relevant. In the case of writing report text, an effective strategy is needed to make students able to create good writing.

One of the cooperative learning strategies which were suitable for teaching writing namely Think-Pair-Share Strategy. According to Lyman (as cited from Astuti, 2017), The cooperative learning design named Think-Pair-Share can increase student's personal communication, retain ideas and exchange their ideas in pairs then share them with other students. This strategy is believed can make the students easier in writing because they can discuss their ideas with their pairs first before writing them on a piece of paper. Moreover, it is also expected that this strategy can create a more active learning environment and attract students to be more enthusiastic about learning.

Some previous studies have conducted about the using of Think-Pair-Share strategy show that the presence of the technique is effective for writing. Atika, Sukarno and Wahyuningsih (2018) conducted research on this field about the use of this strategy to enhance observation report writing skills. Their research discovers that using this strategy enhances student abilities to write observation reports. Sumarsih and Sanjaya (2013) conducted the same research and found that the achievement of students increased by applying Think-Pair-Share technique and teaching learning become more enjoyable. Erfiyanti, Mustaji and Rusmawati

(2019) on their research found that TPS strategy make the learning activity more active. Sanjaya and Agustina (2019) on their research applying TPS strategy in teaching descriptive found that TPS inspires the students to take on and overcome challenges that were originally outside of their scope of competence. Syahputra and Ginting (2012) on their research found that Think-pair-share make improvement on students' writing, and can increase the ability of students at writing. Mulyadi and Hikmah (2014) also conducted research on the same field which focused on analysis responses of student's writing by using TPS and result show that this strategy makes them easier in writing.

Furthermore, Think-Pair-Share strategy also can create an enjoyable environment in learning process. Naim, Luqman, and Matmin (2020) discovered that this cooperative learning technique improves student performance and brings a positive effect on the learning environment and helps English learners overcome shyness. Abidah and Sabur (2020) stated that Think-Pair-Share increase engagement and allow the facilitator to make better decisions, while also developing communicative skills. Not only on writing field, some researchers such as Putri, Fahriany and Jalil (2020); Li, Wu, and Lin (2017); also Sari (2012) conducted research on other macro skills (speaking, listening, and reading) by using this learning model and found this strategy is enjoyable and effective. The results found that this strategy provide opportunities for the learners to practice communication and problem-solving skills, increase their learning motivation, gives students time to think and help each other in learning, also improve their critical thinking (Saragih, Yusnadi, & Alesyanti, 2020; Prah, 2017; Nugraha,

Ikram, Anhar, Sam, Putri, Akbar, & Ridfah, 2018). In addition, by applying Think-Pair-Share strategy provide the opportunities for the student to think about a topic, discuss and their ideas together open widely (Shih & Reynolds, 2015; Demirci & Düzenli, 2020).

Although several researchers have conducted research applying Think-Pair-Share strategy in writing, there is a gap of the study that less publication implemented this strategy in writing report text. According to the 2013 curriculum, one of the texts studied by students at the high school level is the report text. Report text itself is one kind of text that provides a general description of something that is based on fact. Writing report text is important for the students and becomes one of the topics included in the school's syllabus (Utami, Pabajah, & Juhansar, 2018). Based on the problem above, researcher interest to conduct a study entitled “The Implementation of Think-Pair-Share Strategy in Writing Report Text”

B. Research Question

Based on the background of study above, the research question of this study focused on "Does the implementation of Think-Pair-Share improve students' ability in writing report text? "

C. The Aim of Study

The purpose of this study was to determine does the implementation of Think-Pair-Share strategy improves the ability of students in writing report text.

D. Hypothesis

According to Creswell (2014), the research questions and hypotheses help to focus the study's goal and make it more specific. This study has two hypotheses which are known as Alternative hypothesis (H_a) and Null Hypothesis (H_0). The detailed explanation is as follows:

H_a : The Implementation of Think-Pair-Share strategy improves the student's ability in writing report text.

H_0 : The Implementation of Think-Pair-Share strategy did not improve the student's ability in writing report text.

E. Significance of Study

This research is expected to obtain useful results for readers, including:

1. For English teachers, to know about a cooperative method that is believed useful for teaching writing in the classroom
2. For students, to motivate students in writing and suggests to them how the best way to improve their writing
3. This research is also expected to help the reader to contribute further research on the same topic.

F. Terminologies

1. Writing Report Text

In this study, writing report text refer to writing a text that generally classifies or describes something that begins with a general statement to introduces the topic (Susilohadi, 2008). In short, writing report text is classified as non-fiction writing that describes facts about something in a general way.

2. Think-Pair-Share (TPS)

Think Pair Share (TPS) refers to a cooperative learning strategy that was first developed by Frank Lyman and his colleagues in Maryland. The name of this strategy is derived from the activities namely: think, pair, and share that is involved in the technique. In the practice of this technique, the teacher gives a topic to students and asks them to think about it individually for a few moments. After that, the students work in pairs to discuss their ideas together, then they collaboratively compare the ideas that they got and identify which answer is best. In the last step, the pairs share their thoughts with their classmates.

CHAPTER II

LITERATURE REVIEW

This chapter gives literature review related to topic, including each variable discussed: writing report text, think-pair-share, and previous studies.

A. Writing

1. Definition of writing

Writing is one of the basic language skills that need to learn, as important as other skills which are reading, listening, and speaking (Harmer, 2004). According to Huwaida (2017), Writing is a developmental process for students, where the students express their ideas in written form with the guidance of the teacher to create good writing. Other experts such as Grenville (2001) also mentioned about writing, he stated that writing is a process. It means writing is not a skill that humans are born with, but that skill can learn step by step how to write until succeeding to create good writing. English writing is considered a difficult process that requires a lot of understanding and accuracy. The ability to use appropriate vocabulary, grammar, and punctuation is needed. As Muluk, Zainuddin, and Dahliana (2022) mentioned that writing is an activity of revealing ideas in written form which requires not only higher-level abilities in grammar, spelling, and the word but also require skills in planning and arranging. The good writing skill of students can make their writing understandable for the readers. For senior high school students, there are some specific kinds of text in writing, such as analytical exposition text, review text, narrative text, persuasive essay and report text.

Writing is the process of formulating and organizing ideas clearly and concisely in a paper so that they can be delivered and understandable for the reader. Siburian (2013) states although in practice the teaching-learning process writing is taught after other skills (reading, listening, and speaking), this does not mean that writing is not important, but in fact, writing is the most difficult skill to master. According to Reinking, Hard, and Osten (1993, as cited in Siburian; 2013), writing is a method of communication. It is also defined as a whole-body activity, which involves using both emotional and logical brain sides. Writing requires students' critical thinking skill (Anwar & Iramawaty, 2015). Both right and left-brain sides are used in writing, the right-brain side is more important because it is a location where new ideas and emotions can be generated. Based on the explanation, it can be concluded that writing is a whole-brain activity that helps to formulate and organize ideas coherently.

In general, writing is regarded as the hardest language skill to master. Regarding writing, the difficulty in writing is not just in coming up with ideas, but also in expressing them clearly in the text. In other words, writing is tough not only because of the difficulties in forming and organizing thoughts but also because of the difficulty in converting these concepts into legible language. Because of that, the writing class environment should be welcoming and encouraging. In the process of writing, it is believed can be easier to master it through student engagement, instead of relying on teachers. There is crucial to develop and bring fun ways to increase the student's confidence when enhancing their writing (Toledo & Hoit, 2016).

2. The Stages of Writing

Writing is a challenging task for learners because of the stages of it more complex than other skills. According to Harmer (2004) there are four stages of the writing as listed below:

1) Organizing

Before the students begin writing, the first stage is organizing or planning what to write. Students may explore ideas in their individual writing at this point. By taking notes, making a list, creating an outline, creating journal entries, and writing rough drafts, this step is meant to assist students in exploring ideas and approaches to topic.

2) Drafting

In this stage, students must put their thoughts on paper, arrange the data logically, and concentrate on developing topics in sufficient detail during the design process.

3) Revising

The three stages of writing is editing/revising. This stage is most crucial stage of the writing process which students strengthen their writing in response to their flaws or errors made during the draft stage. This stage is frequently aided by feedback from other readers who remark and offer suggestions. The author revises the draft, and adds any required alteration.

4) Finalize the document.

After rechecking in previous stage, then the final version is produced, which may differ greatly from the initial idea and draft as a result of changes made during the editing process.

3. Purpose of Writing

Writing has several purposes, as Grenville (2001) mention that there are three writing purposes, as follows:

1) To entertain reader

Usually, this type of writing known as creative writing which used to entertain readers. It implies that the writer must use inventiveness or creativity in her writing. Additionally, authors must express their emotions in some way.

2) To provide information

Another purpose of writing is to inform readers about a topic. This kind of writing might concentrate on things like locations, occasions, objects, and processes. It's obvious through articles, newspapers, scientific or business reports, directions or procedures, and essays for schools and universities.

3) To persuade

The third purpose of writing is to persuade where in this writing style included opinion. Some example of this writing are ads, some

newspaper pieces, magazine articles, and persuasive essay are included in this.

4. Advantages of writing

Writing as essential skill has numerous benefits. According to Chappell (2011), there are many benefits of writing, as follows:

- a) express one's personality
- b) encourage communication
- c) build thinking abilities
- d) produce logical and convincing arguments
- e) provide a person the ability to later reflect on and reevaluate his or her ideas
- f) exchange and accept feedback
- g) get ready for school and the workforce.

5. Elements in writing

In writing, there are 5 important elements should be considered by students as a writer, namely content, organization, vocabulary, grammar, and mechanics. Those five elements are really important to assess the quality of students' writing. In contrast, those aspects included in writing makes students frequently experience anxiety over making mistakes and have a hard time understanding the objective of their writing (Eveline M et al., 2022). There are five elements or components that are important in writing, is as follows:

- 1) Content

The content written by the author must be clear so that the reader can understand what the author wants to convey. The content written by the author tends to be logical and relevant. Unified content means that each sentence must have related and mutually supportive ideas, while completeness in writing means that writing the main idea can be developed in its entirety and explained well.

2) Organization

Organization relates to the way writers organize ideas and messages to be written. Before starting to write, the writer must know in advance what topic going to write or convey, and the type of paragraph to be written, which in this organization must be coherent. Coherence means that all the ideas in the writing are related to each other, and the supporting sentences are also related to the topic created and the main idea of the writing so that it becomes a coherent and complete essay.

3) Grammar

In writing, language usage is related to the use of correct grammar, such as tenses, verbs, nouns, adjective and agreements. Correct use of grammar is really needed in order to create a good writing.

4) Vocabulary

Writers need a good vocabulary mastery to express or write their ideas, so in writing, this vocabulary is the most important component. In addition, the vocabulary used must be relevant to the topic written in other words, the author must use effective vocabulary that is appropriate to the topic. Lack of vocabulary in writing makes someone face difficulty to express their ideas with appropriate vocabulary in composing writing.

5) Mechanics

Mechanics related to the ability of the writer to use words appropriately in a written language such as the use of punctuation, capitalization, and spelling. The use of that component makes the writing well-structured and understandable to the reader. By using capitalization, punctuation, and spelling correction in writing, it can explain the ideas clearly because it guides the reader to differentiate one sentence from other. The name of people, organizations, and first and last words of title is the word which must be capitalized. Then Punctuation is crucial in writing because punctuation explains the relationship between one sentence and another. The last one is spelling, the ability to write words appropriately or correctly. The quality of writing is also reflected in the good spelling contained in the text.

B. Report Text

1. Definition of Report Text

Report text is one type of text in English that describes the details of an object in general (Lestari & Yusuf, 2023). Report text purposed to provide information about the object as it is by the author's observations. According to Susilohadi (2008), report text is a text that generally classifies or describes something. The report text is an observation-based analysis along with a factual language that explains how things are as it is. In short, the report text is a text that only tell facts about something (Batubara, Rahila, & Rahmadani, 2021). A report begins with a general statement that introduces the topic. Then continued by the description part which tells about facts of the topic (parts, traits, habits, behaviors of the subject). Report text is different from the descriptive text. Descriptive text provides a description of a particular topic in more specific ways, while report text supposes to provide information about a general topic and describes it based on facts. The data provided in a report paragraph is extremely generic data. As the social function of report itself is to provide a general description of how things are with reference to a variety of social, natural, and phenomena in social environment.

One of the fundamental language competencies required of students at senior high schools is the ability to write reports. This is due Indonesian language instruction in the 2013 curriculum is text-based, which students are expected to comprehend a variety of texts, including the content of the report text. This skill is included to productive-active language (Kaffah et al., 2021). According to

Batubara et al (2021) There are numerous issues that continue to encounter when creating report texts. The biggest issue in teaching writing was the students lack of interest and their mistakes in structuring the sentences due to their limited vocabulary. According to Ningsih and Karim (2023) state that in order to improve students' motivation and writing skills, teachers must offer an engaging learning environment. Consequently, the researcher concurs that the English teachers should employ effective teaching strategy (Batubara et al, 2021).

2. Generic Structure of Report Text

Facts, descriptions, and details about its component, the behavior, and qualities are typically things that should be included in writing report text (Tenridinanti, Inderawati, Mirizon, 2021). A report begins with a general statement that introduces the topic. Then continued the description part which tells about facts of the topic (parts, traits, habits, behaviors of the subject).

Report text is different from the descriptive text. Descriptive text provides a description of a particular topic in more specific ways, while report text supposes to provide information about a general topic and describes it based on facts. As the social function of report itself is to provide a general description of how things are with reference to a variety of social, natural, and phenomena in social environment.

The generic structure between both texts is also different. Below are the generic structures of the report text:

1. General Classification

The first structure is the first part and contains various general information based on the author's observations. The results of these observations can be detailed forms of animals, natural phenomena, plants, and other subjects.

2. Description

Pestaria (2014) stated that description part is the part in report text which describe the phenomenon that is the subject of different discussions. The descriptive text is intended to explain the author's findings in more detail.

3. Social Function of Report Text

Report text's social function is to provide readers of broad information about a subject. Report text often discusses topics connected to natural, man-made, and social phenomena in our environment, such as: animals, planets, rocks, plants, nations and cities, culture, transportation, etc. The fact that a report text provides data gained from analyzing result or observation makes it scientific.

C. Think-Pair-Share

1. Definition of Think-Pair Share Learning Strategy

Think Pair Share (TPS) is one type of strategy in cooperative learning that was first developed by Frank Lyman and his colleagues in Maryland in 1981. In this learning technique, students have the option to work cooperatively with their peers to design their learning. According to Lyman's (1981) in think-pair-share strategy, pairs of students work together to complete the assigned task. That step

increase student's ability to express and constructing thought with their partner (Putpuek, & Kiattikomol, 2017). This learning model is intended to diversify learning by giving students time and structure to think about a particular topic, allowing them to generate individual thoughts and exchange these ideas with a peer. According to Astuti (2017) this Strategy is an alternative to make variations and patterns of student discussion in class become more active.

The name of this strategy is derived from the activities namely: think, pair, and share that is involved in the technique. In this technique, the teacher gives a topic to students and asks them to think about it individually for a few moments. After that, the students work in pairs (either with their desk-mate or designated partner) then they collaboratively compare the ideas that they got and identify which answer is best. In the last step, the pairs share their thoughts with their classmates. In implementing TPS Strategy, Cooper (2018) suggest that allowing students to investigate the parts of the subject that most interest them and letting them create their own questions can make a significant increase in the student's commitment to finishing the task.

Students must think of a solution to an issue that they are given individually by the teacher during the Think step. The teacher must award the students with a success sign if they complete the task effectively. Students who had trouble pairing up and discussing do so in the Pair stage. When a problem is successfully solved, the student who previously received a mark of success from the teacher is assigned to each group to facilitate discussion and is also eligible to award the group a sign of success. In this procedure, learning resources such as

students are used in assessment strategies. The act of students coaching one another occurs during the learning process.

2. The Advantage of Think-Pair-Share strategy

Think Pair Share (TPS) is a cooperative learning method that gives students more time to reflect and refine their answers. Students can acquire higher level thinking skills from their peers with this learning strategy (Rifa'i & Lestari, 2017). They analyze the responses to determine which is the best, the most compelling, or the most creative. TPS learning exhibits the proper characteristics, such as the ability to give students time to reflect, react, and assist one another (Pangastuti, Nurdin, Surya, Apriyanto, & Khoiroh, 2019). it can develop students' scientific knowledge through study. Wicaksono, Herawati, and Sueb (2019) stated that academic success, tolerance of variety, and cooperative behavior are three different learning outcomes that cooperative learning can provide. Yusuf, Jusoh and Yusuf, Q. (2019) mentioned that the cooperative learning can enhancing student's skill especially in writing. In short, this strategy has several advantages, as follow:

- a) The quality of students replies increases when they give sufficient time to "Think" individually.
- b) This strategy increases the students critical thinking and thinking actively.
- c) By pairing step in this technique, where they asked to communicated with a partner, they become more concentrated about the topic.

- d) Students had the opportunity to discuss and reflect on the issue.
- e) Students can engage in a discussion with another classmate rather than with a large group.
- f) Simple to implement into lessons.
- g) Increase students' skills to understand how to build on the ideas of others, that make their understanding about a particular topic increase.

3. The Disadvantages of Think-Pair-Share Strategy

Despite of the advantages, using TPS strategy also have several disadvantages, namely:

- a) In some case, using this strategy is “time-consuming” that refers to situations when either the teacher did not adequately prepare the lesson plans or the students felt more comfortable working alone than in groups.
- b) the teachers work hard to help all the trainers with the discussion due to the large number of groups in the classroom.
- c) students may make noise or the classroom can also be very noisy because the students work in groups.

D. Previous Study

Some previous studies have conducted about the Think-Pair-Share strategy on students' writing. Those several previous studies categorized based on the level of education and the use of this strategy on writing skill, as follows:

First, the following are some previous research categorized based on the level of education. In elementary school context, Atika, Sukarno, and Wahyuningsih (2018) conducted the study using mix method with classroom action research design on 5th grade students to see the improvement of observation report writing skill through the application of think pair share technique. The result show that classical completeness on pre-action increases to 35%, on cycle I to 70%, and on cycle II to 85% that means the application of this model improve student ability on writing observation report. Then, in junior high school level, Syahputra and Ginting (2012) on their research showed the results that the use of TPS technique can improve junior high school students' learning in writing descriptive texts where the average of the first evaluation 66.4375 increased to 78.125 and then increased again to 87.5625. This study found that students were stimulated better when implemented this technique than traditional learning.

Another study in junior high school context was conducted by Lukman (2016) entitled “the effectiveness of Think-Pair-Share technique toward students’ ability in writing descriptive text at SMP Negeri 3 Sinjai. Quasi-experimental design used in this study where pre-test and post-test was used for collecting data. The result of this study found that the TPS technique is effective to improve students’ writing skill which the t-value was 3,99 that higher than the t-table (3.99 > 2.021) which mean this technique was significantly effective for enhancing writing ability. Next, Sanjaya & Agustina (2019) on their research at SMPN 1 Bilah Huluh found that applying TPS strategy in teaching descriptive inspires the

students to take on and overcome challenges that were originally outside of their scope of competence. This research conducted using Classroom Action Research (CAR) design and found that on the straightforward concept of facilitated learning and by using this technique, students become more adept at writing descriptive text correctly and in accordance with its existing elements. It proved by the mean value of each evaluation kept increases, from 66,44 at first until 87,56 at the third evaluation.

Then, the last previous study can be categorized based on the use of the TPS strategy on writing skill but in various text genres. Siahaan (2014) on his research entitled " Improving students' achievement in writing procedure text through Think-Pair-Share technique" conducted at SMA Teladan Cinta Damai, found that by applying that technique the student score significantly improve and student become more enthusiastic in writing. Hasibuan (2016) also conducted research at the tenth-grade students of SMA Swasta Kampus Padangsidimpuan on same technique in writing, but different topic which on his research topic conducted on recount text. The research is kind of experimental study and the result found that Think-pair-share strategy have a good impact on student writing outcomes and appropriate to apply in writing. Next, the research conducted by Arianti (2020) on topic news text writing skill by using Think-Pair-Share strategy at SMP Negeri 7 Rambah. Qualitative method used in this research and researcher found that after TPS technique applied, the student's improvement on writing news text increased and the quality of learning outcomes and activities with

percentage from 44% on the cycle 1 become 68%, and on cycle II improve to 90%.



CHAPTER III

RESEARCH METHODOLOGY

This chapter explains the research methodology that discusses the research design the researcher uses, Population and Sample, Research Instrument, Procedure of Collecting Data, and Data Analysis Technique.

A. Research Design

Creswell (2014) mentions that research design means a series of strategies and procedures for conducting research, from general assumptions to collecting data specifically and analysis methods. In this research, the researcher applied a pre-experimental design with One group pre-test and post-test design. That design involved a pre-test and also a post-test given to students in one class where experiment conducted. The pre-test was given before the treatment to know student ability before the Think-Pair-Share strategy implemented, and then post-test was given after the treatment. With the pre-test and post-test, the results of the treatment can be known more accurately by comparing the results of the pre-test with the results after the experiment was carried out (results of the post-test). In detail, the design of this research is as follows:

Table 3.1
Research design using One group pre-test-post-test design

O₁	X	O₂
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Source: Sugiyono (cited from Asdar,2018)

The explanation is as follows:

O_1 : Value of students' pre-test

X : Treatment

O_2 : Value of students' post-test

In this research, students were given test before treatment by using Think-Pair-Share strategy. Then, at last meeting the students given post-test to measure their ability in writing report text after treatment conducted.

B. Population and Sample

1. Population

The population is the entire object to be studied by researcher (Syahrurum & Salim, 2012). The total numbers of the population were 259 students. The target population of this research was conducted at XI IPA³ class of SMA 5 Banda Aceh in the 2022/2023 academic year.

2. Sample

The object of research is a small part of the population that take as sample (Syahrurum & Salim, 2012). A sample is needed to define the target of the population to collect the data for one research (Taherdoost, 2016). This sample was taken by using purposive sampling. Researcher uses purposive sampling because based on interview with an English teacher, researcher found that the eleventh-grade of students of SMA 5 Banda Aceh had low ability in writing report text. The sample of this research consist of one class of eleventh-grade students at SMA 5 Banda Aceh in the 2022/2023 academic year which includes 36 students in the class.

C. Research Instrument

The instrument used in this research was one kind of instrument namely a written test. The test was done in two sections. The pre-test was given before the treatment to get the data on the student's prior knowledge in writing. Then post-test was given at the last meeting to know students' improvement by using the Think-Pair-Share strategy, and whether or not the student's ability increased in writing report text after they were taught by using the technique. In pre-test and post-test, the students were required to write report text individually. The score of the pre-test and post-test was assessed by the following rubric adapted from Brown (2007):

Table 3.1

Rubric to assess writing

Criteria to be evaluated	Descriptions	Score	weight
Content	Excellent, the information presented with clearly and well-chosen details	4	3x
	Good, the information presented with details in parts of paragraph	3	
	Average, the information presented with some details	2	
	Poor, the information presented is not clear	1	
Organization (General classification & Description)	Excellent, the text's main ideas are reinforced by pertinent General classification and details of the description	4	

	Good; the main points of text are supported by General classification and description, yet the details of the content rather less relevant	3	2x
	Average; general classification and description support the main points, but the details of content are less relevant.	2	
	Poor; the main points of the text are supported by irrelevant General classification and description	1	
Vocabulary (Noun, Verb, Adjective)	Excellent; the paragraph shows that the usage of words such as personal nouns, linking verbs, and adjectives are used appropriately	4	
	Good; occasional errors of words form such as personal noun, linking verb, and adjectives shown in the paragraph but the meaning is not obscured.	3	
	Average; frequent errors of words form such as personal noun, linking verb, and adjectives shown in the paragraph but the meaning is not obscured.	2	1,5x
	Poor; the paragraph does not show that the writer understands the usage of words such as personal noun, linking verb, and adjectives.	1	
Grammar (Simple Present Tense, Degree of Comparison, Adjective)	Excellent; the paragraph contains complete sentences and correct use of simple present tense, degree of comparison and adjective	4	
	several errors in simple present tense, degree of comparison and adjective, but dominate by complete sentences	3	
	few complete sentences, frequent	2	2x

	errors in of simple present tense, degree of comparison and adjective.		
	Poor; the writer does not master the grammar or not enough to be evaluated in of simple present tense, degree of comparison and adjective.	1	
Mechanics (Spelling,Punctuation, Capitalization)	Excellent; spelling, punctuation and capitalization are correct.	4	
	Good; occasional errors of spelling, punctuation and capitalization in a paragraph.	3	
	Average; frequent errors of spelling, punctuation and capitalization in a paragraph.	2	1,5x
	Poor; no mastery of convention, dominated by errors of spelling, punctuation and capitalization.	1	
<hr/>			
Total Score: $\frac{3C+20+1,5V+G2+M1,5}{40} \times 100$			

D. Procedure of Collecting Data

There are three stages carried out by researchers to collect data from students, namely giving them pre-test, treatment, and post-test. The explanation of each stage is as follows:

a. Pre-test

Before researcher conducted treatment, the students were given a pre-test to find out the extent of the student's ability in writing report text

before applying Think-Pair-Share strategy. Pre-test was conducted on 10th May 2023. In this pre-test, students are asked to write about a topic of report text independently.

b. Treatment

Students get treatment after the pre-test. This treatment was carried out in three meetings, where students was taught the report text by using the Think-Pair-Share strategy.

The details of treatment procedures for each meeting as follow:

1) First meeting

At the first meeting, the students were taught about definition, purpose of report text, and generic structure of report text. The topic is about natural phenomena such as flood, tsunami, and earthquake. The students are given an exercise related to material they have learned at this meeting to deeper their knowledge about important part of report text including definition and generic structure of a report text.

2) Second meeting

In the second meeting, students were given material related to the tenses used in the report text on the topic natural phenomena. As same as the first treatment, in this meeting researcher also conducted treatment and worksheet for student by using the think-pair-share strategy where students were given time to think independently,

discuss in pairs, and then the representative of the students share results of their discussions in front of the class.

3) Third meeting

In third meeting, students were asked to write a report text on topic Tsunami by using Think-Pair-Share strategy by paying attention to the general structure and elements of writing report text.

c. Post-test

After the treatment, the students were given post-test to check their ability in writing report text after taught by using Think-Pair-Share strategy. The post-test was conducted on 20th May 2023. As same as the procedure when pre-test given at the beginning, in this post-test students are asked to write report text individually but the topic in this post-test was different from pre-test.

E. Technique of Data Analysis

Data analysis techniques is a step for researcher to know the result of the gained data. The first step researcher was counted the students' score by using the rubric for assess writing that suggested by Brown. Then the next step researcher calculated the mean score of the data, which researcher compared between pre-test and the post-test to evaluate and answer the research question.

The formula for the mean score as follow:

$$Md = \frac{\sum d}{n}$$

Where :

Md = Mean score

$\sum d$ = total score of pre-test and post-test

n = number of data

After scoring the mean of students score, then researcher calculated the sample paired t-test by using formula :

$$t = \frac{\bar{x}_{\text{diff}} - 0}{s_{\bar{x}}}$$

where:

$$s_{\bar{x}} = \frac{s_{\text{diff}}}{\sqrt{n}}$$

The explanation as follow:

t : paired sample t-test

\bar{x}_{diff} : sample mean of the differences

n : sample size

$s_{\bar{x}}$: sample standard deviation of the differences

s_{diff} : estimated standard error of the mean

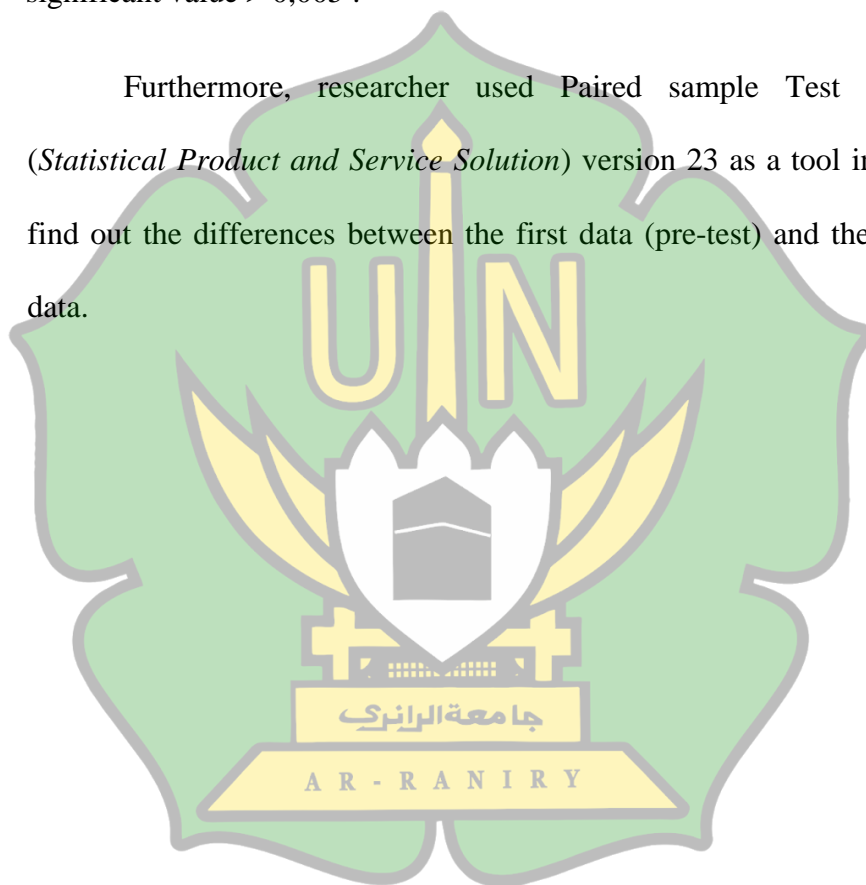
The significant value then observed to test the hypothesis and make conclusion based on the hypothesis of this study. In this study researcher use Alternative hypothesis (H_a) and Null Hypothesis (H_0). The detailed explanation is as follows:

H_a: The Implementation of Think-Pair-Share strategy improves the student's ability in writing report text.

H₀: The Implementation of Think-Pair-Share strategy did not improve the student's ability in writing report text.

H_a accepted if the significant value $< 0,005$ and H₀ is accepted if the significant value $> 0,005$.

Furthermore, researcher used Paired sample Test in SPSS (*Statistical Product and Service Solution*) version 23 as a tool in order to find out the differences between the first data (pre-test) and the post-test data.



CHAPTER IV

RESULT OF RESEARCH AND DISCUSSION

This chapter presents mainly about the research result of student's writing ability in report text after conducted treatment by using Think-Pair-Share strategy. Researcher also presents discussion regarding the previous literature which relevant to this study.

A. Result of Research

After gaining the data, the researcher analyzed the result of pre-test and post-test students to answer the research question. The score of students' pre-test and post-test that have counted by using writing rubric could be seen on the table below:

Table 4.1

Students' score for pre-test and post-test

No	Students' initial name	Pre-test Score	Post-test Score
1	ALP	25	40
2	AK	40	58
3	AP	58	67
4	AMR	58	71
5	A	67	79
6	AH	53	65
7	DMF	65	82
8	FM	67	79
9	F	58	72
10	IS	75	88
11	KM	59	72
12	MF	33	47
13	MNF	34	50

14	MA	63	78
15	MJ	25	38
16	MM	55	68
17	MD	59	72
18	M	62	78
19	NW	75	92
20	PN	67	80
21	PIV	63	79
22	RFR	43	58
23	RES	34	47
24	RM	70	83
25	RJ	54	72
26	SAZ	68	79
27	TAT	59	75
28	UN	58	75
29	WW	62	79
30	YY	54	72
31	ZA	49	63

Based on the result of students' pre-test and post-test, the lowest score at the pre-test was 25 while at the post-test was 40, and the student higher score on pre-test was 75 while at the post-test was 92. However, normality test was required because of this research included in statistic parametric which required the distribution of the data must normal. The result of normality test analyzed by using SPSS 23 could be seen on the following table:

Table 4.2

Normality test of pre-test and post-test data

One-Sample Kolmogorov-Smirnov Test		
		Unstandardized Residual
N		31
Normal Parameters ^{a, b}	Mean	.0000000
	Std. Deviation	2.24936957
Most Extreme Differences	Absolute	.132
	Positive	.132
	Negative	-.107
Test Statistic		.132
Asymp. Sig. (2-tailed)		.178 ^c

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

Based on result of normality test, the significance value of the test was 0,178. The result value of normality $0,178 > 0,05$ then it could conclude that the distribution of data was normal. After analyzed normality of the data, researcher used paired sample T-test to continue the analysis and measure the mean score. Mean score was sought to find out the differences between students' abilities after the treatment.

Table 4.3

Mean score of pre-test and post-test

Paired Samples Statistics					
		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	55.2258	31	13.67652	2.45638
	posttest	69.6129	31	13.63495	2.44891

The output above show the descriptive statistic analysis of pre-test and post-test score student. From the table, got that the mean value of pre-test was 55,22 while mean score in the post-test was 69,61 from 31 students. Based on the output, the post-test was higher than the pre-test which mean differences range about -14.387 and the detail analysis could be seen in the following table:

Table 4.4

Paired Sample Test Sig (2-tailed)

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	pretest- posttest	-14.38710	2.26094	.40608	-15.21641	-13.55778	-35.430	30	.000

From the table, the result of significant value was 0,000 and mean for the pre-test and post-test different range was about -14,387. Then, Researcher made conclusion based on the data and hypothesis testing based on criteria:

1. If Significant value $\text{Sig}(2\text{-tailed}) < 0,005$ then H_a accepted which mean the implementation of Think-Pair-Share strategy improve student' ability in writing report text.
2. If Significant value $\text{Sig}(2\text{-tailed}) > 0,005$ then H_a rejected and H_0 accepted which mean the implementation of Think-Pair-Share strategy did not improve student' ability in writing report text.

Based on the result of significant value $0,000 < 0,005$ which mean that H_0 Rejected and H_a was accepted. This finding shows that Think-Pair-Share technique increase the student's ability in writing report text. Also, by using this technique in writing report text the student become more active and engage in learning. However, the result is not significantly increase because of the limitation time of time in this study and for further research should add meeting for teaching experiment in order to get optimal results.

B. Discussion

Based on research question of this study which focused on the implementation of Think Pair share strategy increase the ability of students in writing report text, both pre-test and post-test was compared to test the hypothesis. The point was the implementation of Think-Pair-Share strategy can improve students' ability in report text writing based on the score of pre-test and post-test

of the student. This could be seen on the analysis table of mean score which show that mean score from pre-test was 55,52 while in post-test the mean score was 69,61. From that researcher could assume that Think-Pair-Share technique could overcome student problem in writing report text, and it makes the class more active. In addition, the findings of the present research are in line with the existing research which show the advantage of the use of this strategy (thinking individually, pair and discuss with the partner, and share their work to the classmate) in teaching English writing skills especially in report text.

This finding is relevant with Syahputra and Ginting (2012) which stated that the Think-Pair-Share technique has a positive impact for student's writing ability. Based on the result of this study, it could be concluded that their ability in writing skill increase after the treatment. This result also supported by Atika, Sukarno, and Wahyuningsih (2018); Sanjaya and Agustina (2019) which discovered that TPS technique help student to improve their writing, and empowers students to take on and conquer obstacles that were previously outside of their field of competence.

This research also relevant with the research conducted by Mundriyah, and Parmawati, (2016), Sahardin, Hanum and Gani (2017) which concluded that the TPS strategy also improve their students' mastery in several aspect of elements in writing such as grammar and mechanics. Cooper (2018), Arianti (2020), and Naim, et al. (2020), also supported this finding that this coolaborative strategy can improve the students ability in writing. In conclusion, the finding of this study

show that there are improvement of students in writing report text after the Think-Pair-Share technique implemented.



CHAPTER V

CONCLUSION AND RECOMMENDATION

This chapter presents the conclusion, limitation of study and recommendation of this study related to the implementation of Think-Pair-Share in writing report text.

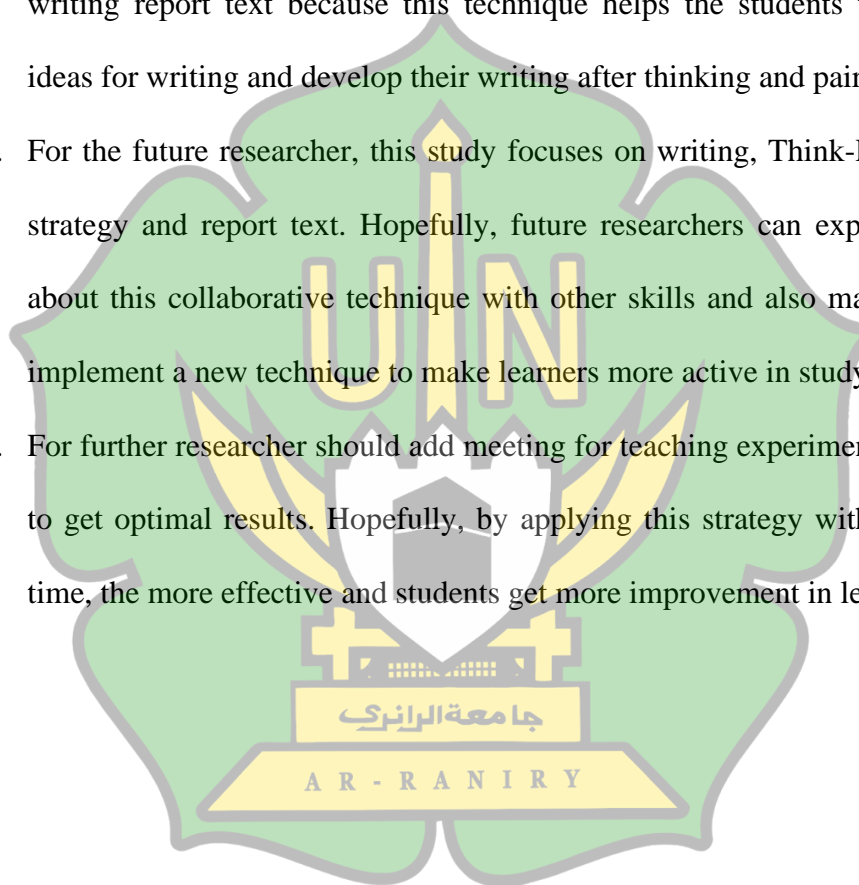
A. Conclusion

After describe all the data found in the previous chapter, researcher made the conclusion of this study. Based on the data, researcher concluded that the implementation of collaborative learning type Think-Pair-Share in writing report increase the student's ability in writing report for XI IPA³ students at SMA 5 Banda Aceh after taught by using Think-Pair-Share strategy. It can be seen from the data the post-test scores were higher than the pre-test and also the significant test value that served after analyze by using SPSS 23. The significant value Sig (2 tailed) was 0,000 that show there are impact of this strategy in writing report. However, the student's improvement in this study is not significantly increase due to the limitation of the time of the study, but the students still show improvement in writing report. In short, the implementation of Think-Pair-Share in teaching report text develop the student's ability in writing. Furthermore, by implemented the Think-Pair-Share strategy in teaching writing makes students can share ideas so they got a new insight for how to make report text more organized based on the structure of report text and overcome the problem of students which often face the lack idea in doing writing.

B. Recommendation

Based on the result of this research, several suggestion or recommendations are offered by researcher, as follows:

1. For the teachers, it is suggested to used Think-Pair-Share in teaching writing report text because this technique helps the students to get the ideas for writing and develop their writing after thinking and pairing step.
2. For the future researcher, this study focuses on writing, Think-Pair-Share strategy and report text. Hopefully, future researchers can explore more about this collaborative technique with other skills and also material and implement a new technique to make learners more active in study English.
3. For further researcher should add meeting for teaching experiment in order to get optimal results. Hopefully, by applying this strategy within longer time, the more effective and students get more improvement in learning.



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APPENDIX A: APPOINTMENT LETTER OF SUPERVISOR

SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY
Nomor : B-15380/UN.08/FTK/KP.07.6/12/2022

TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN KEGURUAN
UIN AR-RANIRY

DEKAN FAKULTAS TARBIYAH DAN KEGURUAN UIN AR-RANIRY

Menimbang : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu menunjuk pembimbing skripsi tersebut yang dituangkan dalam Surat Keputusan Dekan;
b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.

Mengingat : 1. Undang-undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
2. Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
3. Undang-undang Nomor 12 Tahun 2012, tentang Pendidikan Tinggi;
4. Peraturan Pemerintah Nomor 74 Tahun 2012 tentang Perubahan atas Peraturan Pemerintah RI Nomor 23 Tahun 2005 tentang Pengelolaan Keuangan Badan Layanan Umum;
5. Peraturan Pemerintah Nomor 4 Tahun 2014, tentang Penyelenggaraan Pendidikan Tinggi dan Pengelolaan Perguruan Tinggi;
6. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan IAIN Ar-Raniry Banda Aceh Menjadi UIN Ar-Raniry Banda Aceh;
7. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi dan Tata Kerja UIN Ar-Raniry Banda Aceh;
8. Peraturan Menteri Republik Indonesia No. 21 Tahun 2015, tentang Statuta UIN Ar-Raniry;
9. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang, Pengangkatan, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
10. Keputusan Menteri Keuangan Nomor 293/KMK.05/2011 tentang Penetapan Institut Agama Islam Negeri Ar-Raniry Banda Aceh pada Kementerian Agama sebagai Instansi Pemerintah yang Menerapkan Pengelolaan Badan Layanan Umum;
11. Keputusan Rektor UIN Ar-Raniry Nomor 01 Tahun 2015, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;

Memperhatikan : Keputusan Sidang/Seminar Proposal Skripsi Prodi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 21 Oktober 2022

Menetapkan
PERTAMA :
Menunjuk Saudara:
1. Khairiah Syahabuddin, M.HSc., M.TESOL, Ph.D. Sebagai Pembimbing Pertama
2. Azizah, M. Pd. Sebagai Pembimbing Kedua
Untuk membimbing Skripsi :
Nama : Rizka Ramadhan
NIM : 180203196
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Implementation of Think Pair Share Strategy in Writing Report Text

KEDUA : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh Nomor: SP.DIPA. 025-04.2.422925/2022, tanggal 17 November 2021.

KETIGA : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023

KEEMPAT : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
Pada Tanggal: 01 Desember 2022
Dekan


Safrul Muluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan;
4. Mahasiswa yang bersangkutan;
5. Arsip.

APPENDIX B: RECOMMENDATION LETTER FROM *FAKULTAS TARBIYAH DAN KEGURUAN* TO CONDUCT THE RESEARCH



KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN
Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-5627/Un.08/FTK.1/TL.00/06/2023
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,

1. Kepala Dinas Pendidikan Wilayah Kota Banda Aceh
2. Kepala SMA 5 Banda Aceh

Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **Rizka Ramadhan / 180203196**
Semester/Jurusan : / Pendidikan Bahasa Inggris
Alamat sekarang : Gampoeng Lampulo Kec. Kuta Alam Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul ***The Implementation of Think-Pair-Share Strategy in Writing Report Text***

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 05 Mei 2023
an. Dekan
Wakil Dekan Bidang Akademik dan
Kelembagaan,



AR - RAN

Berlaku sampai : 05 Juni 2023

Prof. Habiburrahim, S.Ag., M.Com., Ph.D.

**APPENDIX C: CONFIRMATION LETTER FOR RESEARCH FIELD
FROM THE HEAD OF SMA NEGERI 5 BANDA ACEH**



**PEMERINTAH ACEH
DINAS PENDIDIKAN
SMA NEGERI 5 KOTA BANDA ACEH**

Jalan Hamzah Fansuri No.3 Kopelma Darussalam, Kec. Syiah Kuala, Banda Aceh, 23111
Telp. (0651) 7552010 Email: sman5b.aceh@gmail.com Website: www.disdikbna.net

SURAT KETERANGAN

Nomor : 070 / 284 / 2023

Berdasarkan Surat Kepala Cabang Dinas Pendidikan Wilayah Kota Banda Aceh Nomor: 421.3/1607/2023 tanggal 10 Mei 2023 tentang Izin Pengumpulan Data, maka Kepala Sekolah

Menengah Atas (SMA) Negeri 5 Banda Aceh menerangkan :

Nama : Rizka Ramadhan
NIM : 180203196
Program Studi : Pendidikan Bahasa Inggris
Alamat : Banda Aceh

Yang namanya tersebut di atas benar telah mengumpulkan data/ melakukan penelitian di SMA Negeri 5 Banda Aceh pada tanggal 10 s.d 20 Mei 2023 untuk penyusunan Skripsi dengan judul :

“THE IMPLEMENTATION OF THINK-PAIR SHARE STRATEG IN WRITING REORT TEXT“.

Demikian surat ini kami keluarkan untuk dapat dipergunakan seperlunya.

Banda Aceh, 30 Mei 2023

Kepala Sekolah,

Dra Nuriah

Pembina, Tk.I

NIP: 196312311989032030



**APPENDIX D:
RESEARCH INSTRUMENT (PRE-TEST AND POST-TEST)**

Pre-Test

Please write a report text based on the criteria below:

1. The report text should pay attention to the generic structure :
 - a) General classification : stating classification of general aspect of thing; animal;plant; etc which will be discussed in general
 - b) Description: tells what the phenomenon under discussion; in terms of parts, qualities,habits, or behaviour (contain bundles of specific information).
2. Choose a report topic below:
 - a) Flood ;
 - b) volcanic eruption

Pre-Test

Name :

Class :

جامعة الرانري

A R - R A N I R Y

Post-Test

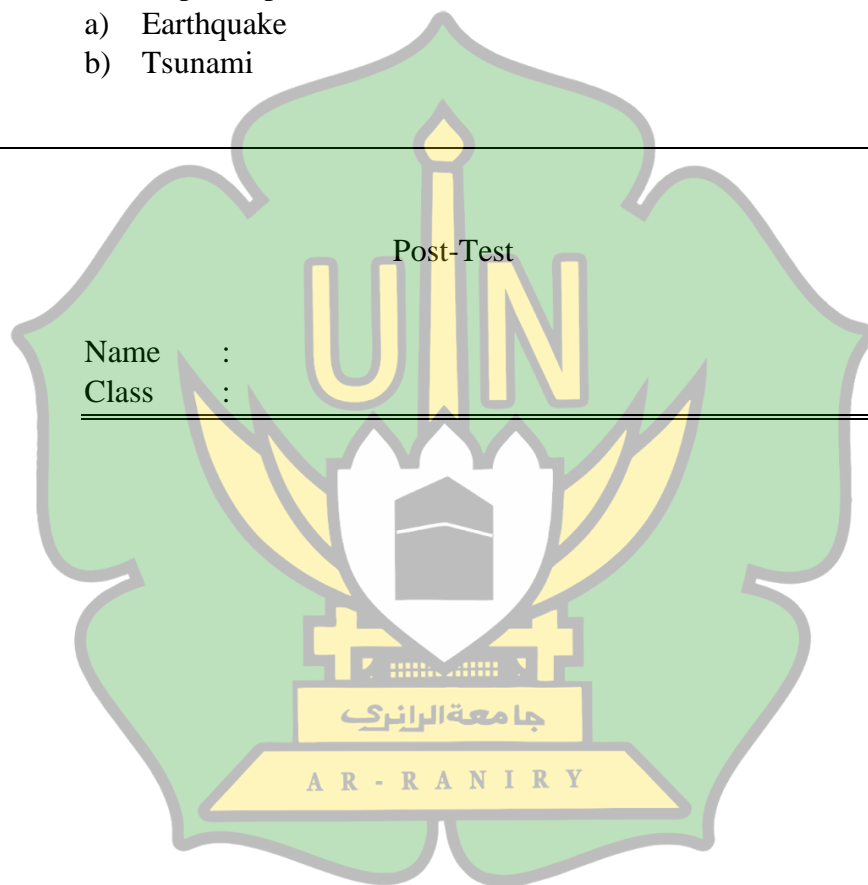
Please write a report text based on the criteria below:

- A. The report text should pay attention to the generic structure :
- a) General classification : stating classification of general aspect of thing; animal;plant; etc which will be discussed in general
 - b) Description : tells what the phenomenon under discussion; in terms of parts, qualities,habits, or behaviour (contain bundles of specific information).
- B. Choose a report topic below:
- a) Earthquake
 - b) Tsunami

Post-Test

Name :

Class :



**APPENDIX E: RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)**

Sekolah : SMA 5 BANDA ACEH

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : XI / Genap

Materi Pokok : Report teks

Alokasi Waktu : 6 × 45 Menit

A. Kompetensi Dasar dan Indikator

Kompetensi Dasar	Indikator
3.9 Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks information report lisan dan tulis dengan memberi dan meminta informasi terkait mata pelajaran lain di kelas XI, pendek dan sederhana, sesuai dengan konteks penggunaannya	3.9.1 Menganalisis fungsi sosial dan struktur beberapa teks information report tulis dengan memberi dan meminta informasi sesuai dengan konteks penggunaannya. 3.9.3 Menguraikan unsur kebahasaan dari beberapa teks information report tulis dengan memberi dan meminta informasi pendek dan sederhana, sesuai dengan konteks penggunaannya.
4.9 Menyusun teks informtion report lisan dan tulis, sangat pendek dan sederhana, terkait topik yang tercakup dalam mata pelajaran lain di kelas XI, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.	4.9.1 Menyusun teks report sederhana terkait topik yang tercakup dalam mata pelajaran lain di kelas XI, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

B. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan mampu mengkomunikasikan secara tulis teks report pendek dan sederhana , terkait topik yang tercakup dalam mata pelajaran lain di kelas XI dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang tepat sesuai dengan konteks penggunaannya.

C. MATERI PEMBELAJARAN

- Fungsi sosial :
Mempresentasikan pengetahuan umum tentang orang, benda, binatang, fenomena sosial, fenomena alam secara ilmiah dan objektif.
- Struktur teks :

➤ General classification

Penjelasan umum mengenai sesuatu yang akan digambarkan.

➤ Description

Penjelasan lebih lanjut dan detil mengenai bagian atau ciri – ciri, kualitas, kebiasaan, atau perilaku dari sesuatu yang akan digambarkan.

• Unsur kebahasaan

- General Noun

- Kalimat deklaratif dalam simple present tense

- Passive voice

- Adjective

- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan

D. Media Pembelajaran, Alat/Bahan & Sumber Belajar

4) **Alat/Bahan:** Laptop, spidol, papan tulis dan LKPD

5) **Sumber Belajar:** Kementerian Pendidikan dan Kebudayaan. 2015 Think globally act locally. Jakarta: Kementerian Pendidikan dan Kebudayaan.

E. Pendekatan, Metode, dan Teknik Pembelajaran

Metode : cooperative learning

Model : Think- Pair- Share

Teknik pembelajaran : tanya jawab, diskusi, presentasi

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none">• Guru memberi salam dan tegur sapa.• Guru mengarahkan peserta didik untuk berdoa terlebih dahulu sebelum proses belajar dimulai.• Guru memberikan motivasi belajar kepada peserta didik agar memastikan peserta didik siap untuk belajar.• Guru mengarahkan peserta didik ke topik
Kegiatan Inti (70 Menit)
<ul style="list-style-type: none">• Guru memberikan pertanyaan terkait report text (fungsi sosial dan struktur report text) kepada siswa dan memberikan mereka waktu untuk berpikir mandiri• Siswa memberikan jawaban terkait pertanyaan guru• Dengan bimbingan guru, peserta didik menentukan fungsi sosial, struktur teks, dan unsur kebahasaan dari teks report.
<ul style="list-style-type: none">• Guru membagikan peserta didik dalam beberapa kelompok kecil yang terdiri dari 2-4 orang.• Peserta didik menentukan fungsi sosial, struktur teks dan unsur kebahasaan secara berkelompok (LK 1).• Peserta didik dan guru memberikan penegasan dan penguatan

terhadap jawaban peserta didik.
<ul style="list-style-type: none"> • Perwakilan setiap kelompok akan mempresentasikan hasil diskusi didepan kelas.
<ul style="list-style-type: none"> • Peserta didik membuat ringkasan tentang hal-hal yang telah dipelajari terkait fungsi sosial, struktur teks, dan unsur kebahasaan dari teks report. • Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)
<ul style="list-style-type: none"> • Siswa menyimpulkan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran • Guru mengevaluasi, memberikan motivasi serta refleksi atas materi yang telah diberikan. • Guru dan siswa menutup kegiatan belajar mengajar dengan mengucapkan Hamdallah dan salam

Pertemuan ke-2

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> • Guru memberi salam dan tegur sapa. • Guru mengarahkan peserta didik untuk berdoa terlebih dahulu sebelum proses belajar dimulai. • Guru memberikan motivasi belajar kepada peserta didik agar memastikan peserta didik siap untuk belajar. • Guru mereview pelajaran sebelumnya. • Guru mengarahkan peserta didik ke topik
Kegiatan Inti (70 Menit)
<ul style="list-style-type: none"> • Peserta didik mengamati video contoh teks report yang diberikan oleh guru • Guru memberikan pertanyaan terkait tenses yang digunakan dalam report text yang diberikan. • Peserta didik diberi kesempatan untuk berpikir secara mandiri jawaban atas pertanyaan yang diajukan guru. • Guru memberikan kesempatan kepada siswa untuk menjawab pertanyaan dan kemudian kembali dipertegas oleh guru • Dengan bimbingan guru, peserta didik mempelajari grammar terkait tenses yang digunakan dalam menulis teks report
<ul style="list-style-type: none"> • Guru meminta peserta didik untuk duduk berpasangan • Secara berpasangan, peserta didik berdiskusi dan mengerjakan latihan yang diberikan oleh guru (LK 2).
<ul style="list-style-type: none"> • Perwakilan setiap kelompok akan mempresentasikan hasil diskusi didepan kelas.
<ul style="list-style-type: none"> • Peserta didik membuat ringkasan tentang hal-hal yang

<p>telah dipelajari terkait <i>simple present tense</i> dari teks report.</p> <ul style="list-style-type: none"> • Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)
<ul style="list-style-type: none"> • Siswa menyimpulkan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran • Guru mengevaluasi, memberikan motivasi serta refleksi atas materi yang telah diberikan. • Guru dan siswa Menutup kegiatan belajar mengajar dengan mengucapkan Hamdallah dan salam

Pertemuan ke-3

Kegiatan Pendahuluan (10 Menit)
<ul style="list-style-type: none"> • Guru memberi salam dan tegur sapa. • Guru mengarahkan peserta didik untuk berdoa terlebih dahulu sebelum proses belajar dimulai. • Guru memberikan motivasi belajar kepada peserta didik agar memastikan peserta didik siap untuk belajar. • Guru mereview pelajaran sebelumnya. • Guru mengarahkan peserta didik ke topik
Kegiatan Inti (70 Menit)
<ul style="list-style-type: none"> • Guru memberikan waktu kepada siswa untuk berpikir terkait topic report teks tsunami. • Peserta didik mempersiapkan jawaban dengan menulis poin penting
<ul style="list-style-type: none"> • Guru meminta peserta didik untuk duduk berpasangan • Secara berpasangan, peserta didik berdiskusi dan mengerjakan latihan yang diberikan oleh guru (LK 3).
<ul style="list-style-type: none"> • Perwakilan setiap kelompok akan mempresentasikan hasil tulisan didepan kelas.
<ul style="list-style-type: none"> • Peserta didik membuat ringkasan tentang hal-hal yang telah dipelajari . • Peserta didik kemudian diberi kesempatan untuk menanyakan kembali hal-hal yang belum dipahami
Kegiatan Penutup (10 Menit)

- Siswa menyimpulkan dengan bimbingan guru tentang hal-hal penting yang muncul dalam kegiatan pembelajaran
- Guru mengevaluasi, memberikan motivasi serta refleksi atas materi yang telah diberikan.
- Guru dan siswa Menutup kegiatan belajar mengajar dengan mengucapkan Hamdallah dan salam

F. PENILAIAN PEMBELAJARAN

(Lampiran)

Mengetahui:

Kepala Sekolah

Banda Aceh, 8 Mei 2023
Guru Mata Pelajaran

(Dra. Nuriah)

NIP: 19631231 198903 2 030

(Drs. Idris)

NIP: 19631110199412 1 002

Mahasiswa Peneliti

جامعة الرانيري

A R - R A N I R Y

Rizka Ramadhan

NIM. 180203196

Lampiran

WORKSHEET 1

Work in groups. Read the following text and answer the questions below!

Flood is an overflow of water that soaks or covers land. Floods are the most frequent type of natural disaster worldwide. It can be caused by several things, naturally and from the effect of human behavior. The most common cause is because of the over capacity of the body of water, e.g., river or lake. As a result, some of the water flows outside of the body of water. It also occurs in rivers, when the strength of the river is so high then it flows right out of the river channel. A flood from sea may be caused by a heavy storm, a high tide, or a tsunami.

Soil and vegetation absorb most of the surface water, floods happen when there are lack of trees and the soil cannot absorb all the water. The water then runs off the land in quantities that cannot be carried in stream channels or kept in natural ponds or man-made reservoirs. A flood can also be caused by blocked sewage pipes and waterways, such as the Jakarta flood.

There are several types of flood. Periodic floods occur naturally on many rivers, forming an area known as the flood plain. These river floods usually result from heavy rain, sometimes combined with melting snow, which causes the rivers to overflow their banks. A flood that rises and falls rapidly with little or no advance warning is called a flash flood.

1. What is the purpose of the text?

To give general information about flooding

2. How many types of flood are written in the text? What are they?

3. What is the main idea of the third paragraph?

4. It can be caused by several things. The underline word refers to....

WORKSHET 2

Fill the table below based on the text given!

Criteria	Answer
Simple Present
Passive voice
Linking verb
Logical connector
Adjective

WORKSHET 3

Work in groups.

You have learned about report text. Now, choose a report topic below and write a report text based on the topic:

- Tornado
- Forest fires

G. Penilaian Writing (using rubric adapted from Brown)

Criteria to be evaluated	Descriptions	Score	weight
Content	Excellent, the information presented with clearly and well-chosen details	4	3x
	Good, the information presented with details in parts of paragraph	3	
	Average, the information presented with some details	2	
	Poor, the information presented is not	1	

	clear		
Organization (General classification & Description)	Excellent, the text's main ideas are reinforced by pertinent General classification and details of the description	4	2x
	Good; the main points of text are supported by General classification and description, yet the details of the content rather less relevant	3	
	Average; general classification and description support the main points, but the details of content are less relevant.	2	
	Poor; the main points of the text are supported by irrelevant General classification and description	1	
Vocabulary (Noun, Verb, Adjective)	Excellent; the paragraph shows that the usage of words such as personal nouns, linking verbs, and adjectives are used appropriately	4	1,5x
	Good; occasional errors of words form such as personal noun, linking verb, and adjectives shown in the paragraph but the meaning is not obscured.	3	
	Average; frequent errors of words form such as personal noun, linking verb, and adjectives shown in the paragraph but the meaning is not obscured.	2	
	Poor; the paragraph does not show that the writer understands the usage of words such as personal noun, linking verb, and adjectives.	1	
Grammar (Simple Present Tense, Degree of Comparison,	Excellent; the paragraph contains complete sentences and correct use of simple present tense, degree of	4	

Adjective)	comparison and adjective		2x
	several errors in simple present tense, degree of comparison and adjective, but dominate by complete sentences	3	
	few complete sentences, frequent errors in of simple present tense, degree of comparison and adjective.	2	
	Poor; the writer does not master the grammar or not enough to be evaluated in of simple present tense, degree of comparison and adjective.	1	
Mechanics (Spelling,Punctuation, Capitalization)	Excellent; spelling, punctuation and capitalization are correct.	4	1,5x
	Good; occasional errors of spelling, punctuation and capitalization in a paragraph.	3	
	Average; frequent errors of spelling, punctuation and capitalization in a paragraph.	2	
	Poor; no mastery of convention, dominated by errors of spelling, punctuation and capitalization.	1	

Total Score : $\frac{3C+20+1,5V+G2+M1,5}{AR - 40} \times 100$

AR - 40 ANIRY

Appendix F : Documentation

Pre-test situation



Post-test Situation



Treatment



Example of Pre-test and Post-test

Pre-Test

Please write a report text based on the criteria below:

- The report text should pay attention to the generic structure :
 - General classification : stating classification of general aspect of thing, animal, plant, etc which will be discussed in general
 - Description : tells what the phenomenon under discussion; in terms of parts, qualities, habits, or behaviour (contain bundles of specific information).
- Choose a report topic below:
 - Flood;
 - volcanic eruption

Pre-Test

Name	: A.G. Setiawan - mada farmi
Class	: XI - IPA 2

a) Flood is a condition in which an area is inundated by large amounts of water. ~~Example~~ ~~How~~ ~~of~~ ~~it~~ ~~being~~. One of the consequences of flooding is because most people throw garbage ~~collect~~ ~~if~~ ~~we~~ ~~don't~~ ~~wait~~ ~~out~~ ~~area~~ ~~to~~ ~~flood~~, then throw the garbage where it ~~leaves~~.

Pre-Test

Please write a report text based on the criteria below:

- The report text should pay attention to the generic structure:
 - General classification : stating classification of general aspect of thing; animal, plant, etc which will be discussed in general
 - Description : tells what the phenomenon under discussion, in terms of parts, qualities, habits, or behaviour (contain bundles of specific information).
- Choose a report topic below:
 - Flood ;
 - volcanic eruption

Pre-Test

Name : Irfan Nur Rizki
Class : XI IPA - 3

Report Volcanic eruption

~~Report~~ ~~is one of the types of text.~~

Volcanic eruption is a natural phenomenon that occurs due to the release of magma from the earth and pushed out through the hot gas power. Volcanic eruption is one of a geological disaster. Almost all of the local volcanic eruptions are related to the zone of active tectonics between it directly connected with the plate boundary of the earth.

Post-Test

Name Fauzan
Class XI IPA 3

Earthquakes

Earthquake is a event of the earth vibrating as a result of holding energy in the earth suddenly which is marked by the breaking of rock layers in the earth's crust.

Earthquakes are usually caused by the movement of the earth's crust (earth plates). The frequency of a region refers to the type and size of earthquakes experienced during a certain period of time. earthquakes are measured using a seismometer. earthquakes caused by shifting of the earth's plates are called tectonic earthquakes.

APPENDIX G: Autobiography

Name : Rizka Ramadhan
Student Number : 180203196
Place/ Date of Birth : Jijiem, 28 November 2000
Gender : Female
Religion : Islam
Status : Single
Occupation : Student
Nationally : Indonesia
Adress : Jln Tangse km 12, Ds. Jijiem, Kec. Keumala, Kab. Pidie,
Prov. Aceh
Email : 180203196@student.ar-raniry.ac.id
Phone Number : 085277995259
Parents
Name of Father : Muhammad Yusuf
Name of Mother : Siti Khatijah
Father's Occupation : Mechanic
Mother's Occupation : Taking care of household
Adress : Jln Tangse km 12, Ds. Jijiem, Kec. Keumala,
Kab. Pidie, Prov. Aceh
Education
Elementary : SDN 01 Keumala (2006-2012)
Junior High School : MTsN 06 Pidie (2012-2015)
Senior High School : MAN 04 Pidie (2015-2018)
University : UIN Ar-Raniry Banda Aceh (2018- 2023)