

AN UNDERGRADUATE THESIS

THE EFFECT OF THINK PAIR SHARE (TPS) TECHNIQUE

TOWARD THE STUDENTS' WRITING ABILITY

IN NARRATIVE TEXT AT THE ELEVENTH GRADE

OF SMA NEGERI 3 METRO IN ACADEMIC YEAR 2018/2019

By :

EKA NURWAHYUNI
STUDENT ID: 14121277

Tarbiyah and Teacher Training Faculty
English Education Department



STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1440 H/2019 M

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**IN NARRATIVE TEXT AT THE ELEVENTH GRADE
OF SMA NEGERI 3 METRO IN ACADEMIC YEAR 2018/2019**

(A Case Study at State Institute for Islamic Studies IAIN Metro)

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

By:
EKA NURWAHYUNI
STUDENT. ID. 14121277

Tarbiyah and Teaching training Faculty
English Education Department

Sponsor: Drs. Kuryani, M.Pd
Co-Sponsor: Trisna Dinillah Harya, M.Pd

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1440 H / 2019 M



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Haji Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail iainmetro@metrouniv.ac.id

NOTIFICATION LETTER

Number :

Appendix : -

Matter : In Order to Hold the munaqosyah
of Eka Nurwahyuni

To : The Honorable
the Dean of Faculty Tarbiyah and Teacher
Training
State Institute for Islamic Studies Metro

Assalamu'alaikum Wr. Wb

We have given guidance and enough improvement to research thesis script which
is written by:

Name	:	Eka Nurwahyuni
St. Number	:	14121277
Faculty	:	Tarbiyah and Teacher Training
Departement	:	English Education
Title	:	THE EFFECT OF THINK PAIR SHARE (TPS) TECHNIQUE TOWARD THE STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT ELEVENTH GRADE OF SENIOR HIGH SCHOOL 3 METRO IN ACADEMIC YEAR 2018/2019

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher
Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalamu'alaikum Wr.Wb

Metro, Januari 2019

Sponsor

Drs. Kurvani, M.Pd.
NIP. 19620215 199503 1 001

Co-Sponsor

TrisnaDinillahHarya, M.Pd.
NIP. 19830511 200912 2 004



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

NOTA DINAS

Nomor : -
Lampiran :
Perihal : **Mohon Dimunaqosyahkan Skripsi**
Saudari Eka Nurwahyuni
Kepada Yth.
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Institut Agama Islam Negeri (IAIN) Metro

Asslamualaikum Wr. Wb

Setelah kami membaca dan mengadakan bimbingan serta perbaikan seperlunya, maka skripsi penelitian yang disusun oleh:

Nama : Eka Nurwahyuni
NPM : 14121277
Jurusan : Tadris Bahasa Inggris
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul : THE EFFECT OF THINK PAIR SHARE (TPS)
TECHNIQUE TOWARD THE STUDENTS' WRITING
ABILITY IN NARRATIVE TEXT AT ELEVENTH
GRADE OF SENIOR HIGH SCHOOL 3 METRO IN
ACADEMIC YEAR 2018/2019

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyahkan.
Demikian harapan kami dan atas perhatinya, kami ucapan terimakasih.

Wassalamamu'alaikum Wr. Wb.

Metro, Januari 2019

Dosen Pembimbing I,

Dosen Pembimbing II

Drs. Kurvani, M.Pd
NIP. 19620215 199503 1 001

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



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Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail iainmetro@metrouniv.ac.id

APPROVAL PAGE

Title : THE EFFECT OF THINK PAIR SHARE (TPS)
TECHNIQUE TOWARD THE STUDENTS' WRITING
ABILITY IN NARRATIVE TEXT AT ELEVENTH
GRADE OF SENIOR HIGH SCHOOL 3 METRO IN
ACADEMIC YEAR 2018/2019

Name : Eka Nurwahyuni

NPM : 14121277

Departement : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the thesis (munaqosah) of Tarbiyah and Teacher Training of State Institute for Islamic Studies (IAIN) Metro.

Sponsor

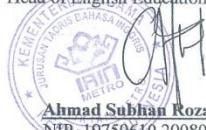
Metro, January 2019

Co-Sponsor

Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

Head of English Education Departement



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telpon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

RATIFICATION PAGE

No. B-0373/ln-28-1/D/PP-00-9/01/2019

An Undergraduate thesis entitled: THE EFFECT OF THINK PAIR SHARE TECHNIQUE TOWARD THE STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT ELEVENTH GRADE OF SMA NEGERI 3 METRO IN ACADEMIC YEAR 2018/2019, written by EKA NURWAHYUNI, student number 14121277, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, January 18th 2019 at 15.00- 17.00 p.m.

BOARD OF EXAMINERS:

Chairperson : Dr. Kuryani, M.Pd

Examiner 1 : Ahmad Subhan Roza, M.Pd.

Examiner II : Trisna Dinillah Harya, M.Pd.

Secretary : Ahmad Madzkur , M.Pd



The Dean of Tarbiyah and Teaching Training Faculty,



ABSTRACT

THE EFFECT OF THINK PAIR SHARE (TPS) TECHNIQUE TOWARD THE STUDENT'S WRITING ABILITY IN NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 3 METRO ACADEMIC YEAR 2018/2019

By : EKA NURWAHYUNI

This research was aimed at detecting the effect of Think Pair Share Technique (X) toward the students' writing ability in narrative text (Y) at the eleventh grade of Senior High School 3 Metro in academic year 2018/2019. The population of the research was the eleventh graders and the sample of the research was 30 students.

Based on data pra survey, the problems which had been identified was the students found difficulties in narrative writing because their lack of vocabulary. Think Pair Share Technique was helped the students in writing narrative text. That are from Think Pair Share the students found some vocabulary from discussion with their pair. In this case, the writer tried to investigate whether there was any positive and significant effect of Think Pair Share Technique in Narrative Writing Ability.

Furthermore, the researcher conducted the quantitative research by applying pre-test and post-test as the instrument. In accordance with the method in present research, quantitaive research, the data was analyzed by using t-test that enable to investigate the differences between the pre-test which not used Think Pair Share Technique and the post test which used Think Pair Share Technique.

Moreover, the result of data analysis illustrates that " $t_{observed}$ " = 16.591 and is categorized into higher effect. Next, $t_{observed}$ is consulted to " t_{table} " level of significant 5% = 2.045 and " t_{table} " level of significant 1% = 2.462. Finally, the data confirms $t_{observed}$ is that t_{table} . Thus, it can be inferred that the Alternative Hypothesis (Ha) is accepted. There is positive and significant influence between pre-test and post-test at the eleventh graders of Senior High School 3 Metro in academic year 2018/2019.

Keyword : *Narrative, Think Pair Share Technique*

ABSTRACT

THE EFFECT OF THINK PAIR SHARE (TPS) TECHNIQUE TOWARD THE STUDENT'S WRITING ABILITY IN NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 3 METRO ACADEMIC YEAR 2018/2019

By:
EKA NURWAHYUNI

Tujuan utama dari ini adalah mencari pengaruh penggunaan Think Pair Share Technique (X) terhadap kemampuan menulis teks narasi (Y) pada kelas XI SMA Negeri 3

Metro tahun ajaran 2018/2019. Populasi penelitian ini adalah siswa kelas XI dan sampel penelitian ini berjumlah 30 siswa.

Berdasarkan data pra survey, permasalahan yang ditemukan dapat di simpulkan bahwa para siswa mengalami kesulitan dalam penulisan teks narasi karena terbatasnya dalam kosa kata. Melalui Think Pair Share Technique siswa dapat menemukan kosa kata dalam penulisan teks narasi. Karena dengan Think Pair Share Technique siswa mendapatkan informasi dengan berbagi bersama pasangannya. Dalam hal ini, penulis mencoba meneliti apakah ada pengaruh dari penggunaan Think Pair Share Technique terhadap menulis teks narasi siswa.

Penulis melaksanakan *penelitian quantitative* dengan menerapkan *pre-test* dan *post-test* sebagai instrumen. Sesuai dengan metode penelitian ini, maka data dianalisis dengan menggunakan t-test yang memungkinkan untuk mengetahui perbedaan antara *pre-test* yaitu kelas yang tidak menggunakan Think Pair Share Technique dan *post-test* yaitu menggunakan Think Pair Share Technique.

Akhirnya, data hasil penelitian menunjukkan bahwa $t_{observasi} = 16.591$ dan ini masuk dalam kategori pengaruh yang tinggi. Selanjutnya $t_{observasi}$ konsultasikan dengan t_{table} dengan taraf signifikan $5\% = 2.045$ dan $1\% = 2.462$, data tersebut menyatakan bahwa $t_{observasi}$ lebih besar dari pada t_{table} ini dapat diartikan bahwa H_1 diterima. Dan dapat di artikan bahwa ada pengaruh yang positif dan signifikan antara *pre-test* dan *post-test* antara siswa-siswi SMA Negeri 3 Metro tahun ajaran 2018/2019

Keyword : *teks narasi, Think Pair Share Technique.*

STATEMENT OF RESEARCH ORIGINALLITY

The undersigned:

Name : Eka Nurwahyuni

Student Number : 14121277

Faculty : Tarbiyah and Teacher Training

Department : English Education Department

State that this undergraduate thesis is originally the result of the writer research, in exception of certain parts which are excepted from the bibliographies mentioned.

Metro, January 2019



ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini:

Nama : Eka Nurwahyuni

NPM : 14121277

Program Studi : Tadris Bahasa Inggris (TBI)

Jurusan : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa Skripsi ini secara keseluruhan adalah hasil penelitian saya kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Januari 2019



NPM: 14121427

MOTTO

يَأَيُّهَا الَّذِينَ آمَنُوا إِذَا أَصْبَرُوا وَرَأَبِطُوا وَصَابَرُوا وَأَتَقْوَاهُمُ اللَّهُ لَعَلَّكُمْ تُفْلِحُونَ

Hai orang-orang yang beriman, bersabarlah kamu dan kuatkanlah kesabaranmu dan tetaplah bersiap siaga dan bertakwalah kepada Allah, supaya kamu beruntung.

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Bismillaahirrahmaanirrahim, the writer would like to extend her gratitude to Allah SWT for blessing, health, and also mercy so the writer can finally accomplish this Research Proposal by title “The Effect Of Think Pair Share (Tps) Technique Toward The Student’s Writing Ability in Narrative Text At The Eleventh Grade of Sma Negeri 3 Metro Academic Year 2018/2019”. Shalawat is also sent to Prophet Muhammad SAW who had delivered the truth to human beings in general and Moslem in particular.

In the second place, the researcher would like to thank to Prof. Dr. Enizar, M.Ag as Rector of IAIN Metro, Dr. Akla, M.Pd as Dean of The Tarbiyah Faculty, Ahmad Subhan Roza, M.Pd as the head of English Department. The writer thanks also goes to Drs. Kuryani, M.Pd and Trisna Dinillah Harya, M.Pd as Sponsor and Co-Sponsor.

The writer realizes that this research proposal is nearly imperfect. Last but not least, the writer hope that the result of the research beneficial or contribution in teaching learning activity of English Language in Junior High School 8 of Metro

Metro, October 2018

Eka Nurwahyuni
NPM. 14121277

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CHAPTER I

INTRODUCTION

A. Background of The Study

Writing is one of the important aspects in language learning. Writing can be used for exchanging information for remembering something. Writing is process of communication that use conversion graphic system conveys a message to reader. It could be considered as good media to build student's writing habits and encourage them to sharpen their writing ability, so student can freely share and convey their ideas. It will be good to understand the types of texts use by the writer. Narrative text is one the texts that must be learned by student.

Narrative text is a kind of texts that retells the story in past time. The purpose of a narrative text is to tell the writer's feelings, thoughts, or actions. In narrative text, the writer creates a story that will not only entertain the readers, but also will have a concluding point or message. Narrative text tells about personal stories. Narrative text has some generic structure. There are introduction, body paragraph, and conclusion.

The result above based on the observation , the researcher found that most of eleventh grade students of Senior High School 3 Metro have difficult in learning writing especially in narrative text.

Table 1
Pra-survey Data of Students Writing Ability at The Eleventh
Grade of SMA Negeri 3 Metro

No	Class Interval	Frequency	Percentage %
1	40-46	5	16,66%
2	47-53	8	26,67%
3	54-60	12	40%
4	61-67	1	3,33%
5	68-74	2	6,67%
6	75-82	2	6,67%
Total		30	100%

Source : The score take from pre-research of SMA Negeri 3 Metro

Based on the table above, it means that the students' narrative text in writing ability is low. So, the researcher wants to improve their ability with apply the technique for teaching and learning, such as using Think Pair Share Technique.

The statement above, the researcher chooses the title “ The Effect of Think Pair Share (TPS) Technique Toward The Student's Writing Ability in Narrative Text at The Eleventh Grade of Senior High School 3 Metro in Academic Year 2018/2019”. Senior High School 3 Metro is selected as the object of this research because it is one of favorite Schools in Metro. As one of favorite School in Metro, so the students must have good quality. Meanwhile, the eleventh graders are also chosen because narrative text is taught in this grade.

B. Problem Identification

1. The students are lack of vocabularies in writing narrative text.
2. The students are not interested in writing narrative text because their lack of ideas.
3. The students cannot use tense appropriately in narrative text.
4. The teacher uses the method or technique which not appropriate, so it makes the students saturated.

C. Problem Limitation

Based on the problem identification, the researcher limits The students are not interested in writing narrative text because their lack of vocabularies at The Eleventh Grade of Senior High School 3 Metro 2018/2019.

D. Problem Formulation

Based on the problem limitation above, the researcher formulates the problem as follows “Is there any positive and significant effect of Think Pair Share (TPS) Technique toward students writing ability .in narrative text at The Eleventh Grade of Senior High School 3 Metro Academic Year 2018/2019?”

E. The Objectives and Benefits of the Study

1. The Objectives of The Study

The purpose of this research is to know whether there is any positive and significant effect of Think Pair Share (TPS) Technique toward students' writing ability in narrative text at The Eleventh Grade of Senior High School 3 Metro Academic Year 2018/2019.

2. The Benefits of the Study

a. For the Students

By the Think Pair Share technique as one of way which can make the students more interest to study English well, the students can elaborate their result with their classmate and by using Think Pair Share technique can increase the students' narrative writing ability.

b. For the Teachers

Furthermore, the researcher hopes that using of Think Pair Share technique as a consideration strategy in teaching writing to help the English teachers' ability in teaching learning process, so that the students did not fell saturated to study English.

c. For the Head Master

The result from this research, the technique as consideration for developing and facilitating english learning activities in Senior High School 3 Metro and information for the student that teaching English by this technique is interesting.

CHAPTER II

THEORITICAL REVIEW

A. Concept of Narrative Writing Ability

1. The Concept of Writing

a. Definition of Writing

Urquhart stated that “writing is a process of exploration that offers benefits to students and content area teachers alike. As students write to make their ideas clear and comprehensible, they experience the fun of discovery, and so do their teachers.”¹ Roz Ivanic argued that “writing is an act of identify in which people align themselves with socio-culturally shaped possibilities for self-hood, playing their part in reproducing or challenging dominant practices and discourses, and the values, beliefs and interest which they embody.”²

Brown argues that writing is process of creating words where by someone free from what he think, feel, and perceive.³ Oshima and Hogue explain about writing that writing is when someone start writing, they have already considered what they are going to plan next to. So that writing can be known as a progressive activity.⁴ Also An Raimes said that the fact that people frequently have to communicate with each other in writing is not the only reason to include writing as a part of our second language syllabus.

There is an additional and very important reason writing helps our students learn. It is the skill of a writer to communicate information to a reader or

¹ Vicky Urquhart, *Teaching writing in the content area*, (USA: ASCD publications, 2005), p. 23

² Roz Ivanic, *Writing and Identify*, (Amsterdam: Lancaster University, 1984), p.32

³ H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, (San Fransisco: Longman, 2001), p. 337

⁴ Alice Oshima and Ann Hogue, *introduction to Academic Writing*, (New York: Longman, 1997), p. 2

group of readers. Her or his skill is also realized by her or his ability to apply the rules of the language effectively.

Based on the quotations above, the researcher concludes that writing refers to process of making words which has several supplies, kinds and the writing is one of the important skills in learning English. Writing also the difficult subject than another subject. So, we will be habituated to get new ideas through writing something either formal or not formal.

b. Concept of writing

Concept of writing is the planning when the people how to write something, they use graphic symbols, that is letter or combination of letter that relate to the sound they make when they speak. The written productive language is called writing. It is the skill of a writer to give an information to a reader or group of readers.⁵

Writing can be said to be the act of forming these symbols. Writing is also used by their ability to apply the rules of the language to transfer the information to readers. Writing is the production of graphic symbols, just as speech is more than the production of sounds. The symbols are being arranged. According to certain conventions, to form words, and words are arranged to form sentences both grammatical or punctuation.

However, people do not write just one sentence or even a number of unrelated sentences. People produce a sequence of sentences arranged in a particular order and linked together in certain ways. The sequence maybe very short, perhaps only two or three sentences. Because of the way the sentences have been put in order and linked together, they form a coherent whole.

⁵ Sanggan Sianah, *The English Paragraph*, (Yogyakarta: Graha Ilmu, 2008),

Writing is a thinking process of people about how to write something which the process consists of some stages to reach the goal. The purpose of writing is to give information from the writer to the reader accurately and effectively. With writing a person can communicate a variety of messages to a close or distant, known or unknown reader or readers. It means that when someone wants to give information to another person, she or he must understand how to make a good procedure text, so the reader can understand.

Writing one of the productive skills is considered difficult. Writing is a complex process. When the students want to write something, they should have a lot of information or ideas so that they will be able to express them into sentences, paragraph, and an essay. Writing should be systematic and detailed. A knowledge or study about good writing or how to write composition is much needed.

Writing cannot be produced instantly. It needs a process that is the stage a writer goes through in order to produce something in its final written form. This process may of course be affected by the content (subject matter) of the writing, the type of writing (shopping list, letters, essays, reports, text, or novels) and the medium (pen and paper, computer word files, or live chat). It means that writing is a process communication, which uses a conventional graphic system to convey a message to a reader that should be learnt. We need to learn writing because it cannot be mastered naturally.⁶

c. Writing Process

Writing is a tool of thinking in which by writing we can tell about people, remember the facts and ideas. Writing is a recursive practice. As such, no writer

⁶ Eni Maulita Purnama Sari, "Increasing The Students' Writing Narrative Text Ability Through Brainstorming Technique", in <http://e-journal.metrouniv.ac.id/index.php/pedagogy> accessed on Nopember 17th, 2018.

moves lockstep through the stages, crossing them off a writing “to do” list.

Rather, writers constantly maneuver between these steps as their work progresses.

The following is a brief description of each stage as follows :

a. Pre-writing

Prewriting is the period where writers get ready to write gathering information, organizing ideas, identifying audience and purpose, and selecting genre.

b. Drafting

As the second stage in writing process is drafting. Drafting is the production stage of getting ideas down using complete sentence and reflecting the general conventions of writing. In this stage, you need to organize your information and you need to find connections among clusters and discover the relationship that the people can understand about your information.

c. Revising

This is the heart of the writing process. Here a piece is revised and reshaped many times. The draft stage is like throwing a large blob of clay on the potter’s wheel. Revising is where you shape the blob, adding parts, taking parts away, adding part, and continually molding and changing. Here you look for flow and structure.

d. Editing

Editing is the stage where grammar, spelling, and punctuation errors are corrected. Editing is the process of checking written work for the conventions of writing and any lingering concerns with voice, tone, and style.⁷ Just as in revision, it is useful to ask students to make multiple “passes” through their

⁷ Vicki Urquhart and Monette McIver, *Teaching Writing in The contents areas*, (Alexandria: Association for Supervision and Curriculum Development, 2005), p. 11

writing checking only one area at the time for example spelling, paragraphing, or commas. Ask students to first read their pieces on aloud to themselves (quietly), checking for hesitations or glitches, which can point to grammar or punctuation problems. Have students cross out and replace rather than erase, which quickly erodes a draft into smudge marks and holes. Remind students to be especially aware of the following grammar issues : punctuation, capitalization, agreement, and tense.

e. Publishing

Publishing is central to the implementation of Authentic Writing. Which, you will remember, includes the pairing of choice and purpose. How and where you publish student writing will determine whether it in fact has purpose or whether the writing was simply an exercise. The writing workshop format, and thus your writing-process class, is helped greatly by intrinsic motivation. Publishing student writing as part of a class magazine, in the school news letter, or potentially even in a local or national magazine can be a powerful motivation for students to turn in their best work.

The researcher concludes that teaching writing is how someone can extend their ability for the students. How to make them can write well based on the media or experience. Breaking the act of writing down into distinct steps enables students to maintain perspective on their writing, to understand that the feedback is about a specific aspect of their writing, and to discover they can master and even enjoy writing.

d. Aspects of Writing

According to Vicki through writing, students become active learners and are able to make connections to prior knowledge. Research indicates that the more

writing involved in a task, the more content learning will result.⁸ Eventually, the communicative perspective will become more central with writing activity.

Based on the statements above, it can be concluded that writing is an activity which used for expressing ideas, facts, feeling, experience, and thought in written form. In writing, the aspects include the use of vocabulary, structure of the sentence, composition of the sentence, spelling, and punctuation. These aspects are important to master in order to be able to produce good writing.

e. **Definition of Writing Ability**

The writing ability is the main activity of composition. The writing should be systematic and detailed. A knowledge or study about good writing or how to write composition is much needed.

Advanced writing ability are an important aspect of academic performance as well as subsequent work-related. However, students rarely attain advanced scores on assessments of writing ability. Writing well is a major cognitive challenge, because it is at once a test of memory, language, and thinking ability. Writing ability further depends on the ability to think clearly about substantive matters.

From the statement above, students must understand that knowledge to make sure the students have good writing ability, to give the score of students' writing ability can use the scoring system. The aspects for parameter of good writing are content, organization, vocabulary, language use, and mechanics.

⁸ *Ibid*, p. 28

2. The Concept of Narrative Text

a. Definition of Narrative text

According to Rebecca, narrative text is a text which relates a series of logically, and chronologically related events that are caused or experienced by factors.⁹ Narrative text is a text focusing some specific participants that have several structural features making different from other genres. Narrative has social function that is to tell stories either in present. Narrative is used most often fables, myths, and legends, detective stories, adventure stories, thrillers, and period drama.

b. Generic Structure of Narrative Text

A narrative text consists of the following structures :

- 1) Orientation : Introducing the participant and informing the time and the place.
- 2) Complication : Describing the rising crises which the participant have to do with or among participants relationship in a process of social interaction.
- 3) Resolution : Showing the way of participant to solve the crises, better or worse, the end can open ended or close ended.

c. Grammatical Features

Additionally, Anderson and Anderson state that narrative text usually include the following grammatical features:

- 1) Nouns that identify the specific characters and places in the story.
- 2) Adjectives that provide accurate description of the characters and setting.
- 3) Time words that connect events to tell when they occur.
- 4) Verbs that show the actions that occur in the story.¹⁰

⁹ Rebecca, J. L, *Critical Handbook Of Children's Literature*, (Massachusset:Pearson Education, Inc, 2003), p. 18

¹⁰ Anderson M and Anderson K, *Text Types in English 2*, (Macmillan Education Australia PTY LTD, 2003), p. 25

d. Example and Analysis of Narrative Text

The analysis of genre in texts is done through the analysis of generic structure of the text. The criteria of generic or schematic structure for narrative text include three components : Orientation, Complication, and Resolution.

The example of narrative text is as follows :

The Rabbit And The Bear

Once upon a time, there lived as neighbors, a bear and a rabbit. The rabbit was a good shot. In contrary, the bear was always clumsy and could not use the arrow to good advantages.

One day, the bear called over the rabbit and asked the rabbit to take his bow and arrows and came with bear to the other side of the hill. The rabbit was preventing to arouse the bear's anger so he could not refuse it. He consented and went with the bear and shot enough buffalo to satisfy the hungry family. Indeed he shot and killed so many that there was lots of meat left after the bear and his family had loaded themselves and packed all they could carry home.

The bear was very gluttonous and did not want the rabbit to get any of the meat. The rabbit could not even taste the blood from the butchering as the bear would throw earth on the blood and dry it up. The poor rabbit would have to go home hungry after his hard day's work.

The bear was the father of five children. The youngest child was very kind to the rabbit. He was very hearty eater. The mother bear always gave him an extra large piece of meat but the youngest child did not eat it. He would take it outside with him and pretended to play ball with the meat. He kicked toward the rabbit's house and when he got close to the door he would give the meat with such a great kick. The meat would fly into the rabbit's house. In this way, the poor rabbit would get his meal unknown to the papa bear.

The Analysis of Narrative Text above, as follows :

- 1) Orientation; Once upon time , the rabbit and the bear is neighbors.
- 2) Complication; They went to shoot the forest. The rabbits can shoot a lot of buffalo, the rabbit is not given by buffalo though little because the bear is a greedy animal.
- 3) Resolution; So that the child of bear gives the meat to rabbit by kicking until the meat inside the rabbit's house.

3. The Concept of Narrative Writing

a. Definition of Narrative Writing

Narrative writing is story writing that includes a main character that encounters a problem or engages in an interesting, significant, or entertaining activity or experience. What happens to this main character is called plot. The plot has a beginning, middle, and end sequence that includes a resolution. The main purpose of narrative writing is to entertain an audience; however, a secondary purpose is the construction of a narrative piece. For example, historical fiction is intended to entertain, but it often informs the reader about historical events, figures, or settings.

b. Measurement of Narrative Writing Ability

A measurement is designed in order to gain the result of the study. The researcher will be given to this research, they are write an essay or write narrative text. Writing assessment refers to an area of study that contains theories and practices that guide the evaluation of a writer's ability or potential through a writing task.

According to Brown and Bailey, in analytic scoring, there are six major elements of writing that are scored, and it enables students to home in on weakness and to capitalize on strengths. It captures its closer association with classroom language instruction than with formal testing.¹¹

Various characteristics are listed under each aspect, forming categories, and each category is assigned a weighted score. Regardless of the number of characteristics in any particular category, the weight of the category stays the same. For example, analytic scoring based on a possible total of 100 points might be weighted in this way: Focus/Organization 35 points, Elaborate/Support/Style 35 points, and Grammar, Usage, Mechanics 30 points.¹² Mechanics refers to punctuation and spelling.

Table 2 : Narrative Writing Analytic Scoring Rubric

Aspects of Assessment	Criteria of assessment			Score
	9-12	5-8	0-4	
Focus/Organization	<ul style="list-style-type: none"> The narrative fulfills its purpose by telling an interesting story. The story is appropriate to its intended audience. Time order is used to organize the story's events. 	<p>Interesting story</p> <p>The story is appropriate to audience</p> <p>Use time to organize the story's event</p>	<p>The story is interesting but may lack in detail.</p> <p>The story is for some persons</p> <p>The narrative shows the events, but may lack details.</p>	<p>Not interesting story and unclear or not related to the topic.</p> <p>Not appropriate to audience</p> <p>Not used time</p> <p>0-12</p> <p>0-11</p> <p>0-12</p>

¹¹ Op cit, p. 245

¹² Glencoe, (2009). *Writing Assessment and Evaluation Rubric*. (California: McGraw Hill), p.17

				Score:3 5
Elaborate/Support/style	9-12	5-8	0-4	
<ul style="list-style-type: none"> Every sentence is important to the story. Enough details are provided to describe the setting and characters Transition words help move the story along 	<p>Every sentence are strong and expressive with varied structure.</p> <p>Setting and characters are detail</p> <p>Transitions are mature and graceful</p>	<p>Writing is clear but sentence may lack variety.</p> <p>Setting and characters are not details.</p> <p>Transition are present.</p>	<p>Writing is confused, hard to follow.</p> <p>Setting and characters are distraction.</p> <p>Transition are not present.</p>	<p>0-12</p> <p>0-11</p> <p>0-12</p> <p>Score: 35</p>
Grammar and Mechanics	6-8	3-5	0-2	
<ul style="list-style-type: none"> The writing is free of misspelling. Sentences are punctuated correctly and the words are capitalized correctly. A narrative text usually uses past tense. 	<p>Spellings are generally correct.</p> <p>Punctuation and capitalization are generally correct.</p> <p>Used past tense correctly</p>	<p>A few arrows in spelling</p> <p>A few errors in punctuation and capitalization</p> <p>A few errors in tenses</p>	<p>Distracting errors in spelling</p> <p>Distracting errors in punctuation and capitalization.</p> <p>Errors in sentence</p>	<p>0-10</p> <p>0-10</p> <p>0-10</p> <p>Score: 30</p>
TOTAL SCORE				100

B. The Concept of Think Pair Share Technique

1. Definition of Think Pair Share Technique

The statement by Kagan about the steps of the Think Pair Share Technique, in Think Pair Share, a problem is posed, students think alone about the question for a specified amount of time, then form pairs to discuss the question with someone in the class, usually a teammate. During share time, students are called upon to share the answer with the class as a whole.¹³

The another states about the think pair share technique is technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps.¹⁴ The think-pair-share technique is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning technique promotes classroom participant by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this technique provides an opportunity for all students to share their thinking with at least one other student which, in turn, increase their sense of involvement in classroom tool: as students discuss their ideas, the teacher can circulate and listen to the conversation taking place and respond accordingly.

2. Steps of the Think-Pair-Share Technique

The reason why think-pair-share is so effective because think-pair-share, students are given think time to reflect on a question silently, so that they have more time to process the question, the language, or think of the language needed

¹³ Spencer Kagan, *Cooperative Learning*, (Callibria: Kagan 1994), p.11.2

¹⁴ [Arkoun, M., "Concept of Think Pair Share Teachnique", dalam www.teachervision.com/group-work/cooperative-learning/48547.html](http://www.teachervision.com/group-work/cooperative-learning/48547.html), diunduh pada 25 Agustus 2018

to convey the answer then discussing their answer with a partner and the class, in order to use this activity:

- a. Make pair of students in the class.
- b. Give a topic for each pair of students.
- c. Give a few questions for each pair about the topic given by the teacher.
- d. Students share their thoughts , answers, and ideas with their pair. If confused, the students can ask their peers for help.
- e. Make a narrative texts which same with their topics received and their thoughts, answers, and ideas by the questions.
- f. Ask Each group present about their narrative text.
- g. Teacher give feedback for all groups.

And the another steps by Kagan are :

- 1) Problem Posed
- 2) Think Time
- 3) Pair Work
- 4) Share With Class¹⁵

In this technique, a problem is posed, students have time to think about writing of narrative text individually, and then they work in pairs to solve the problem and share their ideas with the class. Think-Pair-Share is easy to use within a planned lesson, but is also an easy strategy to use for sour-of-the-moment discussions. This technique can be used for a wide variety of daily classroom activities such as concept reviewa, discussion question, partner reading, brainstorming, quiz reviews, topic development, etc. Think-Pair-Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to

¹⁵ Spencer Kagan, *Cooperative Learning*, (Callibria:Kagan1994), p. 11.2

consider other points of view. There are the steps of think pair share technique

:

- a. Think : Teachers begin by asking a specific higher-level question about the text or topic students will be discussing.

Students “think” about what they know or have learned about the topic for a given amount of time.

- b. Pair : Each student should be paired with another student. Teachers may choose whether to assign pairs or let students pick their own partner. Remember to be sensitive to learners’ needs (reading skills, attention skills, language skills) when creating pairs. Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic.
- c. Share : Once partners have had time to share their thoughts and have a discussion, teachers expand the “share” into a whole-class discussion. Allows each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class. After the class “share” you may choose to have pairs reconvene to talk about how their thinking perhaps changed as a result of the “share” element.¹⁶

3. Advantages and Disadvantages of Using Think-Pair-Share Technique

There are some advantages of using Think-Pair-Share Technique :

- a. Opportunities of students to act as resources for each, thus, assuming a more active role in their learning

¹⁶ Garcia, R.L., “Steps of the Think Pair Share Technique”, dalam www.readwritethink.org/professionaldevelopment/strategy-guides/using-think-pair-share.30626.html, diunduh pada 28 Agustus 2018

- b. Students can practice in peer teaching, which requires that they understand the material at deeper level than student typically do when simply asked to produce an exam.
- c. Each student has practice it in self-teaching, which is the most valuable of the entire skill teacher can help them learn.
- d. Freedom for teachers to master new professional's skill, particularly those emphasizing communication. Students have can practice in peer teaching, which requires that they understand the material at deeper level than student typically do when simply asked to produce an exam.
- e. Increased frequency and variety of second language practice through different types of instructional.

Implementation of Think-Pair-Share technique in class not only has the advantages but also disadvantages, such as follow :

- a) It takes much time to organize the group
- b) If one or two obstinate students don't participate a whole group or two will lose out on a piece of the text.¹⁷

4. Increasing of Using Think Pair Share Technique through Narrative Writing

Ability

Stated by Kagan, discussion with the relation usually better than team discussion because it produces twice the amount of active participation. In group for two, the ratio is twice as good.¹⁸ Based on the statement by Kagan we can conclude that learning process in the class more effective by group than individual or personal.

¹⁷ Yeni Arisandi Supyandi, *The Influence of think pair share technique on the students' reading ability at tenth grade students of SMK AN-Nahl Cibeber Cianjur*, Arisandi_yeni@yahoo.co.idp3.

¹⁸ Spencer Kagan, *Cooperative Learning*, (Callibria: Kagan, 1994), p. 11.1

As a good teacher, we need to use a technique in teaching and learning process because by using think pair share technique, teacher can give new atmosphere in their class so that the students have a big enthusiasm in teaching learning process.

Technique for learning are a company that develops image to streamline and support learning and empowering people to participate and achieve success and independence. Besides that, think pair share technique can help students to master the material that the teacher gives to them.

C. Theoretical Framework and Paradigm

1. Theoretical Framework

There are two variables in this research. They are independent variable (X) and dependent variable (Y). The independent variable (X) is Think Pair Share Technique. Then the dependent variable (Y) is the students' writing ability in narrative text.

Writing ability of the Eleventh Grade at Senior High School 3 Metro still needs to be developed. This situation is caused by several reason; one of them is dealing with the technique that are given in writing class. The teaching technique may not be appropriate with what students want. This situation may lead students have less passion to learn. They only learn (writing) to complete their duty as students who learn English. They do not have more expectations about their writing. Students actually need suitable teaching technique in order to make them motivated to learn. If the teaching technique is appropriate, students will enjoy the lesson. If they have enjoyed the lesson, they will explore their ability smoothly. As a result, they will produce good writing, in this case. That is why, a

solution related to the teaching technique should be found out. The solution should lead students to enjoy writing class without any pressure and boredom.

In this case, the researcher offers a solution. It is teaching writing through Think Pair Share. Think Pair Share offers interesting and easy way in writing. It is easier for them to get and arrange the idea. Students are working in group and they learn how to share their idea and combine it with others' idea in a group. It will guide students to generate idea to write. They will not be confused about what will they write anymore.

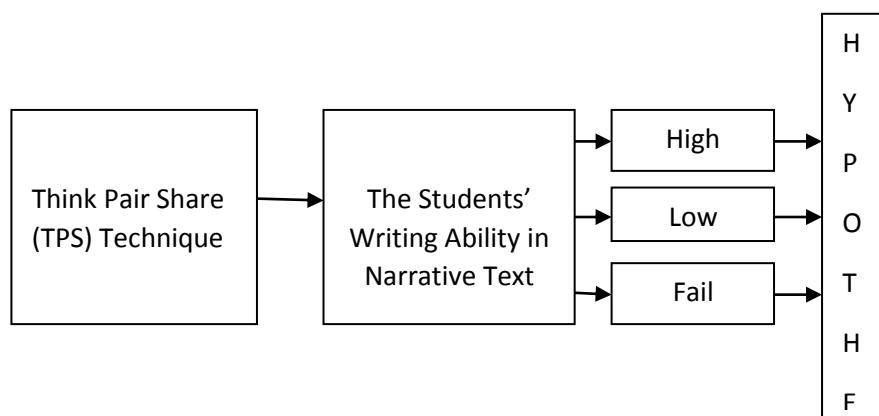
2. Paradigm

Based on the theoretical framework above the researcher describes the paradigm as follows :

Figure 2

The Effect of Think Pair Share Technique toward The Students' Writing Ability

In Narrative Text



Based on the figure above, it can be described if Think Pair Share Technique can be used correctly in teaching narrative text writing ability, so students' writing ability will be getting a good result or high result. Otherwise, if Think Pair Share Technique cannot be used correctly in teaching narrative writing ability, so students' writing ability will be getting a bad result or low result.

D. Hypothesis

1. Hypothesis Formulation

- a) H_a = There is the positive and significant effect of using Think Pair Share Technique toward the student's writing ability in narrative text at the eleventh grade in Senior High School 3 Metro 2018/2019
- b) H_o = There is no positive and significant effect of using Think Pair Share Technique toward the student's writing ability in narrative text at the eleventh grade in Senior High School 3 Metro 2018/2019

2. Statistical Hypothesis

- a) If $F_o > F_t$, H_a is accepted and H_o is rejected.
- b) If $F_o < F_t$, H_a is rejected and H_o is accepted.

CHAPTER III

RESEARCH TECHNIQUE

A. Research Design

The research is a quantitative research which explaining phenomena by collecting numerical data that will analyze by using mathematically based on techniques (on particular statistics).¹⁹ In addition, Bambang Setiadi states that research in teaching foreign language has a very important role to improve the outcome of the process of learning the language.²⁰ It means that the researcher involve herself in the teaching learning process.

The researcher was used the quantitative research in the form of experimental design. According to Daniel, experimental designs are known as ‘the scientific technique’ due to their popularity in scientific research where they originated.²¹

This research involves two variable; There are independent and dependent variable. The independent variable is Think Pair Share (X) and dependent variable is the students’ writing ability (Y). The researcher will conduct the research in the Senior High School 3 Metro at Eleventh Grade.

The research was focused on whether there is any positive and significant influence of Think Pair Share toward students’ writing ability at eleventh grade of the Senior High School 3 Metro. So, the researcher was used quantitative research.

B. Variables and Operational Definition of Variables

¹⁹ Mujis, Daniel, *Doing Quantitative Research in Education*, (London: Sage Publication, New Delhi: Thousand Oaks, 2004), p.1

²⁰ Setiadi, Bambang, *Metode Penelitian Untuk Pengajaran Bahasa Asing*, (Yogyakarta: Graha Ilmu, 2006), P.1

²¹ Mujis, Daniel, *Doing Quantitative Research in Education*, P.1

John W. Creswell stated that a variable is a feature or attribute of things that (a) researcher can measure or observe and (b) varies among things studied.²² There are two variables in this research, consist of using Think Pair Share as technique and students' writing ability. The operational definition of variables in this research a follows :

1. Independent Variables

An independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. The arrows show how the independent variable influences the dependent variable through the intervening variable.²³ In this research, independent variable is Think Pair Share as technique. The implementation of Think Pair Share as technique in the class, for the first meeting the researcher gives hand out of narrative text for the students. Moreover, the researcher will ask the students to practice writing file out of class and answer the questions. Then, the text of narrative text will be discussed in second meeting. Furthermore, researcher will measure Think Pair Share as technique by using observation. The researcher will ask to the students to write the narrative text and the researcher to know the effect of Think Pair Share Technique on the students' ability in writing class. To measure observation the researcher will convert the result of the students' writing.

Some indicators indicate the students to be able to master Think Pair Share as follows :

- a. The students can answer the partner question with good language.
- b. The students can share the thinking result with their partner.
- c. The students can share their thinking with the whole group in the class.

²² Creswell, John W. *Educational Research.*, P.112

By this measurement, the researcher would know the user performance in applying Think Pair Share as technique to learn writing ability activity at eleventh grade of Senior High School 3 metro.

2. Dependent Variables

A dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. You may find them labeled in the literature as the outcome, effect, criterion, or consequence variables.²⁴ Dependent Variable in this research is the students' writing ability that the students' ability is to write and understand words, sentence, or phrase. It will be conducted by the scores achieve from the test. The test will be used to measure the students' writing ability after and before giving the treatment of Think Pair Share as technique in learning process.

Moreover, based on the explanation above that is indicator a good category in writing ability are :

- a. The students can write the narrative text appropriately.
- b. The students can identify the purposes and the meaning of the text.
- c. The students can share the result of their writing .

This variable will be measured by giving pre-test and post-test. Pretest and posttest instruments are performance test. The students write narrative text with their partner.

C. Population, Sample and Sampling Technique

1. Population

²⁴ Ibid.,P.116

Daniel Mujis defines the population is the group that want to generalize your discover.²⁵ Besides that, John W. Creswell stated that a population is a group of individuals who have the same typical.²⁶

The entire group of people or set of objects, including those not in the study.²⁷ Moreover, the population of this research was 280 students at eleventh grade of Senior High School 3 Metro.

2. Sample

In this research, the sample of the research is used two classes at the eleventh grad of Senior High School 3 Metro in Academic Year 2018/2019 in the class XI MIA 2 that consist of 32 students and the class XI IIS 1 consist of 30 students. The researcher takes the class for control and experimental class.

3. Sampling Technique

Tayie explains that a sample is a subset of the population that is taken to or representative of the entire population.²⁸ Similarly, John W. Creswell describes a sample is a subgroup of the target population which the research plan to study for generalizing about the target population. In an ideal situation, you can select a sample of individuals who are representative of the entire population.²⁹

In this case, the researcher was used Think Pair Share technique. Cluster sampling involves surveying whole clusters of the population decide through a defined random sampling strategy.³⁰

²⁵ Mujis, Daniel, *Doing Quantitative Research in Education.*, P.37

²⁶ Creswell, John W, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, 4 Ed, (Lincoln: Pearson, 2012), p.142

²⁷ Anderson, Garry, *Fundamental of Educational Research*, (London: Falmer Press, 2005), P. 262

²⁸ Tayie, Samy, *Research Technique and Writing Research Proposal*. (Cairo: CAPSCU, 2005), P.32

²⁹ Creswell, John W, *Educational Research.*, P.142

³⁰ O'Leary, Zina, *The essential Guide to Doing Research*, (London: Sage Publications, 2004), P.108

In this research, the researcher use Cluster Purposive Sampling Technique take two classes, consist of experimental class and control class, and decide class XI MIA 2 consist 32 students and XI IIS 1 each consist of 30 students.

D. Data Collection Technique

The researcher will use some techniques to obtain the accurate data in Senior High School 3 Metro at eleventh grade. In collecting data, the researcher was used the technique such as :

1. Test

Test is a way that is use to measure a person ability or knowledge in a given domain.³¹ In this research, the researcher was used the test to know the students' english ability especially writing ability. Both the experimental group and control group will be given the pre-test and post-test.

a. Pre-test

To know whether Think Pair Share influence in students' writing ability. In this case, pre-test would be given by the researcher before the treatment. From the result, the researcher would know the result of writing ability before giving the treatment.

b. Post-test

After the researcher know the result of students in writing ability then the researcher was treated the students in teaching process in writing by using Think Pair Share as technique, the researcher will give the students final test, and it is the post test. Post-test is used to know how significant Think Pair Share influences the students' writing ability.

³¹ Brown, Doughlas, *Teaching by Principle.*, P.384

2. Observation

According to Marshall and Rossman define observation as the systematic description of events, behaviors, and artifacts in the social setting chosen for study. In this research, the researcher uses observations the teacher's technique, observation the students' writing in narrative text, and observation about application of Think Pair Share in Senior High School 3 Metro.

Observation are useful for researchers to know about using Think Pair Share Technique in English learning process at Eleventh Grade in Senior High School 3 Metro is interest and good to used in activities learning. Observation will used to know the effect Think Pair Share Technique to increase the result of english learning especially in writing of narrative text.

3. Documentation

In this research the instruments use for documentation technique are books. The researcher was used the documentation technique to collect the data about the students' writing ability result of the eleventh grade at Senior High School 3 Metro.

Then the researcher was selected this data to elect an appropriate data base on focus and objective of the study. Furthermore, the documentation will elect in order to get the physical condition at Senior High School 3 Metro and the students' writing ability result.

E. Research Instrument

David Colton defines an instrument is a mechanism for measuring, which is used to gather and record information for assesment, decision making, and ultimately

understanding.³² Its mean that, the instrument is the tool for assesment based on the theory which use to measuring phenomena.

The research instrument in this research held the test, which will explain as follows :

1. Instrument Blueprint

Instrument in this research is design and adjusted with the indicators that will decide. Moreover, the researcher instrument that used in this research are :

- a. The instruments which are used this research are pre-test and post-test. The pre-test and post-test instrument will be used in this research are in the form of essay test.
- b. The instrument which is used in observation method is observation guidance, as follows :
 1. Observation the teacher's technique in English learning of Senior High School 3 Metro.
 2. Observation the students' writing in narrative text of Senior High School 3 Metro.
 3. Observation about application of Think Pair Share in Senior High School 3 Metro.
- c. The instrument which is used in documentation method is documentation guidance, as follow :
 1. Documentation about condition of the teachers and officials in Senior High School 3 Metro.
 2. Documentation about english teaching activity in the class

³² Creswell, John W. *Educational Research.*, P.159

2. Instrument Calibration

Instrument calibration is the scale of measurement that will use to decide the instrument standard. The researcher used the objective test multiple choice A, B, C, and D, it is consist of a 10 items. Question with the range score 0-100. When the students can answer the entire question correctly they will get 100 score, and when the students cannot answer the entire question correctly they will get 0 score. Then the highest score is 100 and the lowest one is 0.

In scoring system students' result of the test, the researcher used Arikunto's formula as follows :

a. Validity

Validity is the degree to which all of the evidence points to the intended interpretation of test scores for the proposed purpose.³³ Constructing validity is a slightly more complex issue relating to the internal structure of an instrument and the concept it is measuring.³⁴ It means that the logical validity will use for the instruments evaluation that shows the instrument condition that will fulfill the valid requisite based on the logical result.

b. Reliability

Reliability means that scores from an instrument are stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. In addition, scores need to be consistent. When an individual answer certain questions one way, the individual should consistently answer closely related questions in the same way.

³³ Mujis, Daniel, *Doing Quantitative.*, p.1

³⁴ Creswell, John W. *Educational Research.*, P.112

Therefore, the reliability will show that it is able to measure the instruments consistently and stable indication for the specified period.

F. Data Analysis Technique

Data analysis is the processing information or data that has been gathered in order to draw the conclusions. It is a process of organizing the data in order to gain regularity of the pattern and form on the research. Having collected the data from test and documentation, the researcher analyzes the data that was based on the limitation of the problems and the objectives of the research.

To investigate whether there is the influence of using Think Pair Share as technique toward the students' writing ability of narrative text at eleventh grade in Senior High School 3 Metro. To know the significance of influence Think Pair Share as technique toward the students' writing ability of narrative text at eleventh grade in Senior High School 3 Metro, the researcher will use the formulation of SPSS version 2.0.

CHAPTER IV

RESULT AND DISCUSSION

A. RESULT OF THE RESEARCH

1. Description of Research Location

a. The History of Senior High School 3 Metro

Senior High School 3 Metro is the state Senior High School that is located in Naga Banjarsari street, North Metro, Lampung. It was built in 1994. At the beginning of accepting new students, Senior High School 3 Metro accepted 3 class. At first establishment, Senior High School 3 Metro was led by Mr Drs. Suparno in academic year 1994 – 1995. The name of the principles of Senior High School 3 Metro is shown in the following table.

Table 3
Names of Principles of Senior High School 3 Metro East Lampung

No	Name of Principle	Year
1	Drs. Suparno	1994 – 1995
2	Drs. Animar Gani	1995 – 1996
3	Drs. Supoerman Achmad	1996 – 1997
4	Drs. Abdullah Makmur	1998 – 2001
5	Drs. Khamim Hamzah	2001 – 2001
6	Dra. Hj. Ros Kemala Dewi	2002 – 2006
7	Drs. Deni Akhwandi	2006 – 2012
8	Drs. Jumadi	2012 – 2014
9	Dra. Purwaningsih	2014 – 2017
10	Ibnu Budi Cahyana, S.Sos, M.Pd	2017 – sekarang

b. Vision, Indicators and Mission of The Senior High School 3 Metro

1). Vision of School

Excellence of achievement, Noble Characters, Domain Perception.

2). Indicators of school

- a) Excellence in the acquisition value Final Examination (U A N)

- b) Excellence in the Competition to continue their education to a higher level.
- c) Excellent in Olympic / subject competitions / extracurricular activities
- d) Superior in discipline.
- e) Excellent in religious activities.
- f) Excellent in social care.
- g) Excellent in environmental cleanliness / UKS competition
- h) Excellent in Learning technology

3). Mission of School

- a) Completing the supporting facilities are inadequate teaching so that students have a high absorption.
- b) Conduct learning and effective counseling.
- c) Cultivate a spirit of excellence intensively to the entire school community.
- d) Encourage and assist each student to identify themselves so as to develop optimally.
- e) Growing appreciation and practice of the teachings of the religion professed to be a source of wisdom in action.
- f) Implementing participative management by involving the whole school community.
- g) Implement of 8K (Keamanan, ketertiban, Kebersihan, Keindahan, Kekeluargaan, Kerindangan, Kesehatan, and Keseriasan) effectively.
- h) Applying ICT-based learning innovation.

c. The Condition of Teacher and Official Employers at Senior High School 3 Metro.

Condition of teachers and official employers in Senior High School 3 Metro, the numbers of teachers and official employers in Senior High School 3 Metro in the academic years of 2017/2018 could be identified as follows :

Table 4
The Condition of Teachers and the Official Employers
at Senior High School 3 Metro

No	Name	Occupation	Sex
1.	Ibnu Budi Cahyana, S.Sos. M.Pd	Headmaster	Male
2.	Agung Budhi Santosa,S.Pd	Vice Headmaster of Curiculum	Male
3.	Paulina,S.Pd	Vice Headmaster of students	Female
4.	Herman Sariadi,S.Pd	Vice Headmaster of Finance	Male
5.	Dra. Subarni	Indonesian Teacher	Female
6.	Dra. Siti Suwarni	Biology teacher	Female
7.	Dra. Sri Hananing K	Education of Administration	Female
8.	Dra. Margini	Math Teacher	Female
9.	Dra. Siti Mindarsih	Math Teacher	Female
10.	Drs. Hi Jumadi	Indonesian Teacher	Male
11.	T.Sihombing BA	English Teacher	Female
12.	Dra. Susnelly	Indonesian Teacher	Female
13.	Wiwik Dwi Koryati,S.Pd	Indonesian Teacher	Female
14.	Dra.Uminarsih	Math Teacher	Female
15.	Drs.Romelan	History Teacher	Male
16.	Drs. Cik Ayu Kesuma	Indonesian Teacher	Female
17.	Dra.Retno Irianti	Physical Education Teacher	Female

18.	Dra. Hawaliyah RS	Counseling Teacher	Female
19.	Dra.Musifaturohmah	History Teacher	Female
20.	Dra. Erlina	History Teacher	Female
21.	Sungatiyan w,S.Pd	English Teacher	Female
22.	Drs. Wahyudi	Biology Teacher	Male
23.	Dra. Elyana	Islamic Teacher	Female
24.	Drs. Supriyanto	Physical Education Teacher	Male
25.	Ir.Hepi Rosita	Biology Teacher	Female
26.	Yuliani Rusdi U,S.Ag	Islamic Teacher	Female
27.	Dra. Kholidiana	Counseling Teacher	Female
28.	Dra. Azizah	Counseling Teacher	Female
29.	Rahayu Budiadi,S.Pd	Art Teacher	Female
30.	Sukemi,S.Pd	Chemistry Teacher	Female
31.	Siti Surtiniati,S.Pd	Physics Teacher	Female
32.	Kartika Marti,S.Pd	Physics Teacher	Female
33.	Nurhayati,S.Pd	Physics Teacher	Female
34.	Dra. Sri Lestari	Math Teacher	Female
35.	Suryatini,S.Pd	English Teacher	Female
36.	Gusnil, S.Pd	Economic Teacher	Male
37.	Fadilayani,S.Sos	Sosiology Teacher	Male
38.	Samiah Hamid,S.Pd	Nationality Teacher	Female
39.	Refyanti,SE	Economic Teacher	Female
40.	Eko Prasetyowati, SE	Nationality Teacher	Male
41.	Nita Lestari,S.Pd	Art Teacher	Female

42.	Dra. Peni Susilowati	Science Teacher	Female
43.	Eva Kurniawati, S.Pd	Nationality Teacher	Female
44.	Susi Harnani,S.Si	Physics Teacher	Female
45.	Agung Nugroho, S.Kom	Computer Teacher	Male
46.	Ahmad Supani Ali, S.Pd.I	Arabic Teacher	Male
47.	Ika Yuni Listiani,S.Pd	Geography Teacher	Female
48.	Mutadir, S.Ag	Arabic Teacher	Male
49.	Mitraningsih, S.Pd	Biology Teacher	Female
50.	Wulan, S.Kom	Computer Teacher	Female
51.	Yoseph Quin,S.Pd	Indonesian Teacher	Male
52.	Ida Indriani, S,Pd	Nationality Teacher	Female
53.	Hartoyah	Science Teacher	Female
54.	Mulyani	Information Management	Female
55.	Nawawi	Social teacher	Male
56.	Mardiana	Science Teacher	Female
57.	Hamdi Firdaus, S.S.I	Physics Teacher	Male
58.	Dewi Ekyanti, S.Si	Chemistry teacher	Female
59.	Esti Suparyati, S.Si	Biology teacher	Female
60.	Eka Sri Wahyuni	Information Management	Female

Sources : Documentation in Senior High School 3 Metro academic year 2017/2018.

d. The Quantity Students at Senior High School 3 Metro.

There are 827 students of Senior High School 3 Metro. Each grade consist of seven classes. The tenth grade consist of 296 students, the eleventh grade consist of 280 students, and the twelve grade consist of 249 students. The

Quantities of the students at Senior High School 3 Metro that could be identified as follows:

Table 5
The Students Quantity of Senior High School 3 Metro

Kelas	Jumlah		L + P	Kelas	Jumlah		L + P	Kelas	Jumlah		L + P
	L	P			L	P			L	P	
X.A1	12	23	35	XIA1	15	16	31	XIIA1	9	16	26
XA.2	14	21	35	XIA2	10	22	32	XIIA2	8	16	29
XA.3	14	21	35	XIA3	7	20	27	XIIA3	8	22	30
XA.4	12	23	35	XIA4	12	20	32	XIIA4	8	17	25
XA.5	12	24	36	XIA5	12	20	32	XIIA5	9	17	26
Jumlah	64	112	176	Jumlah	59	100	159	Jumlah	42	88	130
X.S1	9	26	35	XIS1	11	19	30	XIIS1	12	16	28
X.S2	8	20	28	XIS2	10	19	29	XIIS2	13	18	31
X.S3	7	20	27	XIS3	10	21	31	XIIS3	13	19	32
X.S4	10	22	32	XIS4	9	22	31	XIIS4	12	16	28
Jumlah	34	88	122	Jumlah	40	81	121	Jumlah	50	69	119

Source: Documentation of Senior High School 3 Metro academic year 2017/2018.

e. The Organization Structure of Senior High School 3 Metro East Lampung

The organization Structure of Senior High School 3 Metro in Academic Year of 2017/2018 could be shown in the figure as follows:

f. Building Condition and The Sketch of Senior High School 3 Metro.

To support teaching and learning process, Senior High School 3 Metro has many buildings and other supporting facilities. These buildings and facilities can be seen on the following table:

Table 6
Facilities in Senior High School 3 Metro in academic year 2017/2018

Ruang	Jumlah	Luas (M ²)	Buku Perpustakaan	Jumlah
Teori/Kelas	27	1.008		
Laboratorium IPA	1	144	Judul Buku	507
Perpustakaan	1	123		Judul
Keterampilan	1	123	Jumlah Buku	12.082
Guru	1	48		Eksemplar
Tata Usaha	1	61		
OSIS	1	24		
Toilet Kepala Sekolah	1	4,5		
Toilet Siswa	6	90		
BP/BK	1	72		
UKS	1	24		
Musholla	1	110		
Gudang	1	24		

Source: Documentation of Senior High School 3 Metro in academic year 2017/2018.

2. The Data of Research

This research was conducted on the eleventh grade of SMA Negeri 3 Metro in one class. It was class XI IPA 2 which consist of 30 students. This research was held from December, 2018. The researcher conducted the research by steps, and the explanation was as follows :

a. Pre-test Result

To measure the students writing narrative text ability the researcher used the pre-test before giving the treatment. The students have been ordered to build up a narrative text. The researcher gave the students some topics related to narrative text, they had to choose one of the topic and build a narrative text based on the topic. They were given 45 minutes to finish the test. The result of pretest can be shown as follows:

Table 7
The Pre-Test Score of Writing Narrative Text At The Eleventh Grade High School 3 Metro

No	Name	SCORE					Pretest
		Content	Organization	Vocabulary	Language use	Mechanics	
1	AC	10	20	5	10	15	60
2	AM	10	15	5	10	10	50
3	AS	10	15	8	10	15	58
4	AT	15	10	5	10	10	50
5	AL	10	20	10	8	10	58
6	CA	15	10	6	15	10	56
7	DS	15	10	10	15	13	63
8	DU	10	10	5	10	10	45
9	FA	10	15	8	10	15	58
10	FR	15	15	8	10	10	58
11	HS	15	20	8	15	10	68

12	II	20	20	10	20	10	80
13	IS	10	10	10	10	5	45
14	JA	10	10	6	10	10	46
15	LS	20	20	12	15	15	82
16	MA	15	10	5	10	10	50
17	MD	15	15	5	15	10	60
18	MM	10	10	5	10	5	40
19	MP	10	10	6	10	10	46
20	MR	12	10	8	10	12	52
21	NA	15	15	10	10	10	60
22	NP	10	10	7	10	10	47
23	OP	10	15	9	15	10	59
24	PA	10	10	10	10	10	50
25	PN	15	10	5	10	9	49
26	RA	12	20	10	15	15	72
27	RT	10	15	9	15	10	59
28	RD	15	10	8	10	15	58
29	ST	10	10	9	10	10	49
30	SW	10	10	10	10	9	49
Total							1677
The Highest Score							82
The Lowest Score							40
Average							55,9

Source: The pre-test score of students' writing narrative text performance

From the data above, it can be found that the highest score was 82 and the

lowest score was 40. Based on the data, the researcher measured the class interval

by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 30$$

$$K = 1 + 3,3 \times 1,47$$

$$K = 1 + 4,87$$

$$K = 5,87 \approx 6$$

$$R = H \text{ (highest score)} - L \text{ (lowest score)} + 1$$

$$R = 82 - 40 + 1$$

$$R = 43$$

$$I = \frac{R}{K}$$

$$I = \frac{43}{6}$$

$$I = 7,167 \approx 7$$

Note

R = The distance from score maximum and score minimum

H = The highest score

L = The lowest score

K = The number of interval class

I = The length of interval class

n = Total of participant

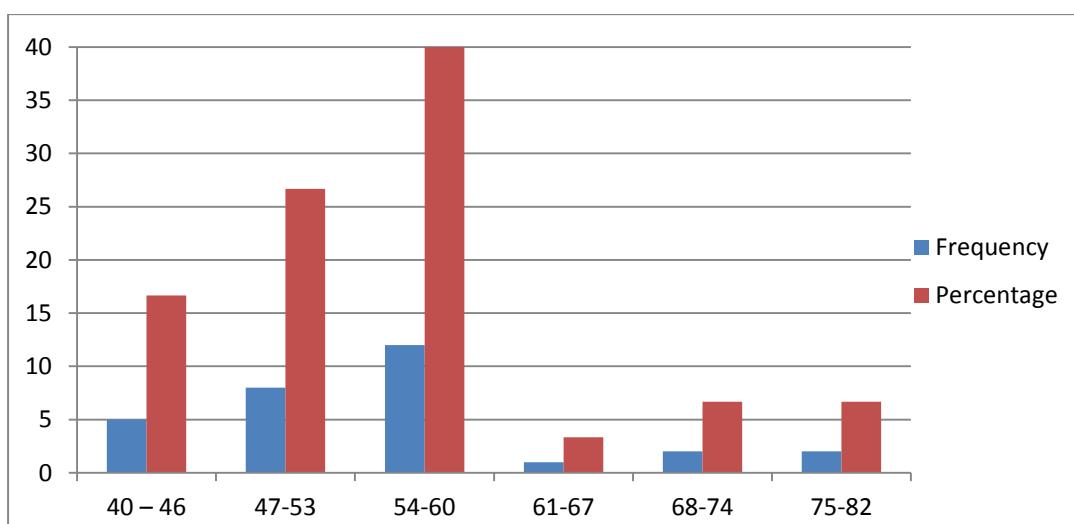
The total of class interval of this result pretest research was 7. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows:

Table 8
The Frequency Distribution of Students' Score
In Pre-Test of Writing Narrative Text

No	Class Interval	Frequency	Percentage %
1	40-46	5	16,66%
2	47-53	8	26,67%
3	54-60	12	40%
4	61-67	1	3,33%
5	68-74	2	6,67%
6	75-82	2	6,67%
Total		30	100%

if the data was put into graphic, it can be seen as follow:

Figure 3
The Graphic of Frequency Distribution of The Students' Score
Pre-Test of Writing Narrative Text



Based on the table frequency distribution and graphic above, it can be inferred that 30 students as the research sample can be divided :

- 1) For the class interval of 40-46, there were 5 students or 16,66%
- 2) For the class interval of 47-53, there were 8 students or 26,67%
- 3) For the class interval of 54-60, there were 12 students or 40%
- 4) For the class interval of 61-67, there was only 1 student or 27%
- 5) For the class interval of 68-74, there were 2 students or 6,67%
- 6) For the class interval of 75-82, there were 2 students or 6,67%

The table and graphic above show that most of students got lower grade than 70, they were 27 students. The criteria of students who are successful in mastering the material are the students who got score more than 70, it was only 3 students or 10%. The average grade of pre-test is 55,9. It shows that the score of the students' writing narrative text in pre-test was not satisfactory. It became one of the reason why researcher used Think Pair Share Technique as an alternative technique to teach English especially in writing narrative text. It was done to know the effect of think pair share technique toward students' writing ability.

b. Post-test Result

After knowing the pre-test score of the students' writing ability , it might be assumed that the students got poor score. Therefore, the researcher conducted the treatment to help the students in understanding of writing narrative text. The researcher gave treatment by using think pair share technique. The researcher asked to the students about the difficulties in building up a narrative text and gave more explanation about the writing narrative text by using think pair share technique. The researcher explained about the procedure of think pair share technique is, and also explained about the procedure of think pair share technique in learning process.

Therefore, the students were curious and interested to use this technique in learning writing narrative text.

In this process the researcher saw that the students were interested and they motivated to study writing more by using this technique, at the end. The researcher gave post-test to know their writing narrative text after they were given the instruction (treatment).

To measure the effect of think pair share technique, the researcher tested the students to build a narrative text. The score of the post-test can be described as follows:

Table 9
The Post-Test Score of Writing Narrative Text Ability at The Eleventh Grade of SMA Negeri 3 Metro

No	Name	Score					PostTest
		Content	Organization	Vocabulary	Language use	Mechanics	
1	AC	20	15	12	20	15	82
2	AM	15	15	15	15	20	80
3	AS	15	20	14	15	10	74
4	AT	20	15	14	10	15	74
5	AL	19	10	15	15	10	69
6	CA	20	20	16	15	15	86
7	DS	20	15	18	20	15	88
8	DU	15	15	12	20	20	82
9	FA	15	20	20	15	15	85
10	FR	15	15	16	15	15	76
11	HS	20	15	13	20	15	83
12	II	21	15	20	15	20	91
13	IS	15	12	15	15	15	72
14	JA	15	15	15	15	15	75

15	LS	20	23	20	15	15	93
16	MA	20	15	15	12	20	82
17	MD	15	15	20	16	20	86
18	MM	15	15	15	13	20	78
19	MP	15	15	15	20	10	75
20	MR	20	20	10	10	15	75
21	NA	20	20	15	15	15	85
22	NP	15	15	15	15	17	77
23	OP	15	10	20	20	15	80
24	PA	15	15	15	15	15	75
25	PN	15	10	10	15	20	70
26	RA	19	20	15	20	15	89
27	RT	15	10	19	15	10	69
28	RD	15	15	14	15	15	74
29	ST	15	15	18	15	15	78
30	SW	16	15	15	15	15	76
Total							2379
The Highest score							93
The Lowest Score							69
Average							79,3

Source : The score of post-test of students' writing narrative text performance

From the data above, it can be found that the highest score was 93 and the lowest score was 69. Based on data, the researcher measured the class interval by using the formula as follows:

$$K = 1 + 3,3 \log n$$

$$K = 1 + 3,3 \log 30$$

$$K = 1 + 3,3 \times 1,47$$

$$K = 1 + 4,87$$

$$K = 5,87 \approx 6$$

$$R = H (\text{highest score}) - L (\text{lowest score}) + 1$$

$$R = 93 - 69 + 1$$

$$R = 25$$

$$I = \frac{R}{K}$$

$$I = \frac{25}{6}$$

$$I = 4,167 \approx 4$$

R = The distance from score maximum and score minimum

H = The highest score

L = The lowest score

K = The number of interval class

I = The length of interval class

n = Total of participant

The total of class interval of this result pretest research was 8. After knowing the class interval, the data taken from interval above was put on the table of frequency distribution, as follows :

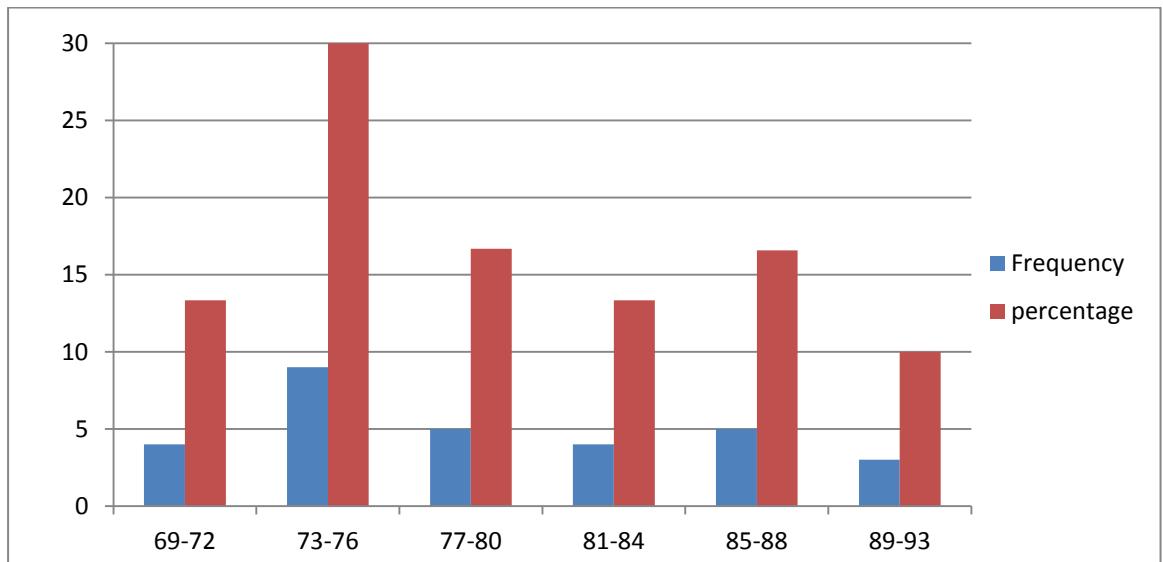
Table 10
The Frequency Distribution of Students' Post-Test Score of Writing Narrative Text Ability

Class Interval	Frequency	Percentage
69 – 72	4	13,33%
73 – 76	9	30,00%
77 – 80	5	16,67%
81 – 84	4	13,33%
85 – 88	5	16,67%
89 – 93	3	10,00%
Jumlah	30	100%

If the data was put into graphic, it can be seen as follow

Figure 3

The Graphic Of Frequency Distribution Of The Students' Score In Post-Test Of Writing Narrative Text Performance



Based on the table frequency distribution above, it can be inferred that 30 students as the research sample can be divided :

- 1) For the class interval of 65–72, there were 4 students or 13,33 %
- 2) For the class interval of 73–76, there were 9 students or 30,00%
- 3) For the class interval of 77–80, there were 5 students or 16,67%
- 4) For the class interval of 81–84, there were 4 students or 13,33%

- 5) For the class interval of 85–88, there were 5 students or 16,67%
- 6) For the class interval of 89–93, there were 3 students or 10,00%

Based on the table and graphic above, the average score from students was 79,3. It shows that their average of pre-test grades was increased so; it means that the treatment through think pair share technique was successful on students writing narrative text performance. From the table above, it can be seen that the students who passed the test was the students who got score more than 70, there were 27 students or 90%.

B. Hypothesis Testing

After applying the test and getting the documentation, the researcher analyzed the data by using analysis of t-test in order to prove whether there is any effect of Think Pair Share (TPS) Technique toward the students' writing ability in narrative text at the eleventh grade of SMA Negeri 3 Metro in Academic Year 2018/2019 as follows :

1. Preparing the table in order to prove whether there is any effect of Think Pair Share (TPS) Technique toward the students' writing ability in narrative text at the eleventh grade of SMA Negeri 3 Metro in Academic Year 2018/2019

Table 11
The Authentic Table of Pre-Test Score and Post-Test Score of Writing Narrative Text Ability at The Eleventh Grade of SMA Negeri 3 Metro

No	Initial Students	The score of pre-test	The score of post-test	D	D ²
1	AC	60	82	22	484
2	AM	50	80	30	900
3	AS	58	74	16	256
4	AT	50	74	24	576
5	AL	58	69	11	121

6	CA	56	86	30	900
7	DS	63	88	25	625
8	DU	45	82	40	1600
9	FA	58	85	27	729
10	FR	58	76	18	324
11	HS	68	83	15	225
12	II	80	91	11	121
13	IS	45	72	27	729
14	JA	46	75	29	841
15	LS	82	93	11	121
16	MA	50	82	32	1024
17	MD	60	86	26	676
18	MM	40	78	38	1444
19	MP	46	75	29	841
20	MR	52	75	23	529
21	NA	60	85	25	625
22	NP	47	77	30	900
23	OP	59	80	21	441
24	PA	50	75	25	625
25	PN	49	70	21	441
26	RA	72	89	17	289
27	RT	59	69	10	100
28	RD	58	74	16	256
29	ST	49	78	29	841
30	SW	49	76	27	729
Total				$\Sigma D \ 705$	$\Sigma D^2 \ 18313$
D –				23,5	

The average of D = (705 : 30) = 23,5

- Putting the data above into the formula of t-test in order to get "t_{observed}".

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\Sigma D)^2}{N}}{N(N-1)}}}$$

$$t = \frac{23,5}{\sqrt{\frac{18313 - \frac{(705)^2}{30}}{30(30-1)}}}$$

$$t = \frac{23,5}{\sqrt{\frac{18313 - (497025 : 30)}{30 \times 29}}}$$

$$t = \frac{23,5}{\sqrt{\frac{18313 - 16567,5}{870}}}$$

$$t = \frac{23,5}{\sqrt{\frac{1745,5}{870}}}$$

$$t = \frac{23,5}{\sqrt{2,006322}}$$

$$t = \frac{23,5}{1,4164469}$$

$$t = 16,590809 \approx 16,591$$

To know the critical value of t-test (t_{table}), the researcher firstly counted df, df is degree of freedom. The formulation of $df = N-1$. N is the number of research population :

$$Df = N - 1$$

$$= 30 - 1$$

$$= 29$$

Furthermore, the researcher demonstrated the data which was analyzed by using t-test in SPSS in the table below.

Table 12
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std.Deviation
Pre-test	30	40	82	55,90	9.9528
Post-test	30	69	93	79,30	6.5028
Valid N(listwise)	30				

The table above demonstrated that the total sample of pre-test or before treatment was 30 students with the minimum value was 40 and maximum 82, mean of pre-test was 55,90 with standard deviation was 9.9528. Meanwhile the total sample of post-test or after treatment was 30 students with the minimum value was 69 and maximum was 93, its mean of post-test was 79,30 with the standard deviation 6.5028.

Moreover, the table below illustrated the result of the calculation of t-test in SPPS.

Table 13
Paired Samples Test

	Paired differences						T	Df	Sig. (2- ailed)			
	Mean	Std. Devia n	Std. Error	95% Confidence Interval of the Differences								
				Mean	Lower	upper						
Pair Pretest postest	1 —	2.340	7.555	1.3793	26.2210	20.5789	16.965	29	.000			

The table above illustrated that the mean of pre-test XI IPS 1 and post-test XI IPA 2 result was 2.340 and it's the standard deviation was 7.555 with standard error mean was 1.3793, t observed was 16.965 with degree of freedom was 29 to confidence interval of the difference 95%.

After considering the t-test table by using df 29. So, it can be found that :

Table 14
Critical value of t_{table}

Level of significant	5%	1%
Df 29	2.045	2.462

1. The critical value of t-test (t_{table}) for the 5% level is 2.045
2. The critical value of t-test (t_{table}) for the 1% level is 2.462

From all the data analysis above, it can be found that :

1. “ $t_{observed}$ ” = 16.591
2. “ t_{table} ” level of 5% = 2.045
“ t_{table} ” level of 1% = 2.462

Its mean that “ $t_{observed}$ ” higher than “ t_{table} ” or it can be written as $2.045 < 16.591 > 2.462$. From the value above, it can be inferred that there is positive and significant effect of using Think Pair Share Technique toward the students' writing ability in narrative text at eleventh grade of SMA Negeri 3 Metro in academic year 2018/2019.

In this research, all of the tests had done individually by the students. Its benefit was to know the effect of using Think Pair Share Technique toward the students' writing ability in narrative text from the result of those test, there was different score of students. It can be seen from the result of the students' pre-test and pos-test.

- a. If $t_{\text{observed}} > t_{\text{table}}$, H_a is accepted and H_0 is rejected.
- b. If $t_{\text{observed}} < t_{\text{table}}$, H_a is rejected and H_0 is accepted.

The researcher has formulated the Alternative Hypothesis (H_a) such as : “There is a positive and significant effect of using Think Pair Share Technique toward the students’ writing ability in narrative text at eleventh grade of SMA Negeri 3 Metro in academic year 2018/2019”.

Finally, the data confirmed that “ t_{observed} ” = 16.591 was higher than “ t_{table} ” level of significant 5% = 2.045 and “ t_{table} ” level of significant 1% = 2.462. Therefore, it can be concluded that H_a is accepted and H_0 is rejected. It means that there was a positive and significant effect of using Think Pair Share Technique toward the students’ writing ability in narrative text at eleventh grade of SMA Negeri 3 Metro in academic year 2018/2019”.

C. Discussion

In this research, there are two variables. They are Think Pair Share Technique (X) and Writing Narrative Text (Y). The variable was tested by using calculation of t-test to investigate whether there is effect of using Think Pair Share Technique toward the students’ writing ability in narrative text . It confirmed that there was positive effect of using Think Pair Share Technique toward the students’ writing ability in narrative text.

During the research, the researcher observed that think pair share technique is one of essential stimulus to make students’ learning activity more effective. Because by using think pair share technique in teaching writing ,the students can be more easier to understand the text. So that, the students are able build up a good narrative text.

The researcher recommended this strategy for the teacher in order that think pair share technique can be one of strategy in learning writing. Thus, it has proved that using think pair share technique can be used as an alternative technique in writing.

Before conducting the research, the researcher administered pretest in order to found out the basic performance of the students before treatment. The result showed that the highest score was 82 while the lowest 40 and the average 55,90. After finishing the treatments, the researcher administered posttest. The result of the posttest showed that the highest score was 93 while the lowest was 69 and the average score was 79,30.

The result indicated that the students' writing narrative text ability improved after they were taught by using think pair share technique. It was proved by the mean score of pre-test that improve from 55,90 before treatment up to 79,30 after the treatment. Furthermore, from the computation of t-test, it was gained that at the significant level of 1% and 5%, t_{observed} was higher than t_{table} that was $2.045 < 16.591 > 2.462$. This mean that the hypothesis proposed by the researcher was accepted.

Referring to all the findings above, it can be concluded that by applying Think Pair Share Technique, the students can build up writing narrative text more easily.

D. Limitation

The score of this research was about the effect of using Think Pair Share Technique toward the students' writing ability in narrative text at eleventh grade of SMA Negeri 3 Metro in academic year 2018/2019. Therefore, the score of this research was limited on that location, subject, and time. So that the score of this research could not be generalized.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the previous discussion and the result of research, the researcher concludes that :

Think pair share technique is one of essential stimulus to make students' learning activity more effective. By using think pair share technique in teaching writing, the students can be easier to understand and organize their idea. So that, the students are able to build a good narrative text.

Based on the result of data analysis about the effect of using Think Pair Share Technique toward the students' writing ability in narrative text at eleventh grade of SMA Negeri 3 Metro in academic year 2018/2019, as follows : $t_{\text{observed}} = 16.591$ and $t_{\text{table}} \text{ } 5\% = 2.045$ and $1\% = 2.462$

It means that the data confirmed that " t_{observed} " is higher than " t_{table} ". Therefore, it can be inferred that Alternative Hypothesis (H_a) is accepted. It can be proved that there is a positive and significant effect of using Think Pair Share Technique toward the students' writing ability in narrative text at eleventh grade of SMA Negeri 3 Metro in academic year 2018/2019.

B. Suggestions

After conducting the research at the eleventh grade of SMA Negeri 3 Metro, the researcher suggests some points as follows :

1. For the students

The students should be use think pair share technique to stimulate their thought so that they are able to organize their idea to build a good narrative text.

2. For the teacher

- a. The teacher should choose the suitable technique to encourage students be more active in writing activity.
- b. The teacher is recommended to apply this think pair share technique the students' writing ability in narrative text.

3. For the headmaster

The headmaster should support the English learning process by preparing some facilities of teaching and learning.

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KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. P.T. Haji Djamaran Kampus I, KM. 1,5 Linggur, Metro, Kab. Metro, Provinsi Lampung 34111
Telepon (0725) 41507; Faksimili (0725) 47296; Website www.tarbiyah.metrouniv.ac.id; e-mail tarbiyahraain@gmail.com

Nomor : B-0981/Pn.28.1/HTI.00/03/2018
Setiadi, Bambang. *Metode Penelitian Untuk Pengajaran Bahasa Asing.* Yogyakarta.
Lampiran :
Graha Ilmu, 2006.
Perihal : IZIN PRA-SURVEY

Spencer Kagan, *Cooperative Learning*, Callibria:Kagan, 1994.

Kepada Yth.,
KEPALA SMA NEGERI 3 METRO

Taylor, Prof. Dr. Samy. *Research Technique and Writing Research Proposal.* Cairo:
CAPSCU, 2005.

Assalamu'alaikum Wr. Wb.

Vicki Urquhart and Monette McIver, *Teaching Writing in The contents areas*, Alexandria:
Dalam rangka penyelesaian Tesis Akhir Sistemik, kami mengajukan kepada Saudara berkenan
memberikan izin kepada mahasiswa kami:

Nama : EKA NURWAHYUNI
Vicky Urquhart, *Teaching writing in the content area*, USA: ASCD publications, 2005.
NPM : 14121277

Semester : 8 (Delapan)
Yeni Arisandi Supyandi, *The Influence of think pair share technique on the students' reading
abilities at tenth grade llmu students of SMK AN-Nahl Cibeber
Cianjur*, Arisandi_yeni@yahoo.co.id, Inggris

Judul : THE EFFECT OF THINK PAIR SHARE (TPS) TECHNIQUE
TOWARD THE STUDENTS WRITING ABILITY IN NARRATIVE
TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 3 METRO

untuk melakukan *pra-survey* di SMA NEGERI 3 METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey*
tersebut atas fasilitas dan bantuan serta kerjasamanya kami ucapan terima kasih.

Wassalamu'alaikum Wr. Wb.





PEMERINTAH PROPINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 3 METRO
Jl. Naga Banjarsari Kec. Metro Utara Kota Metro Telp/Fax. (0725) 43393 Kode pos 34117
Website : www.sman3metro.sch.id Email: sman3metro@gmail.com

SURAT KETERANGAN

Nomor : 423.4/ 147 /V.01/SMAN3/2018

Yang bertanda tangan di bawah ini Kepala SMA Negeri 3 Metro dengan berdasarkan Surat dari Institut Agama Islam Negeri Metro Fakultas Keguruan dan Ilmu Pendidikan Nomor : B-0981/ln.28.1/J/TL.00/03/2018 Tertanggal 19 Maret 2018 Perihal Izin Pra Survey, maka dengan ini menerangkan bahwa :

Nama : EKA NURWAHYUNI
NPM : 14121277
Semester : VIII (delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris

Nama tersebut di atas telah melaksanakan Pra Survey di SMA Negeri 3 Metro pada tanggal 29 Maret 2018.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Metro
Pada tanggal : 4 April 2018
Kepala Sekolah,



IBNU BUDI CAHYANA, S.Sos., M.Pd
NIP. 19690914 199802 1 002



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

SURAT TUGAS

Nomor: 4262/ln.28/D.1/TL.01/12/2018

'Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro.
menugaskan kepada saudara:

Nama : EKA NURWAHYUNI
NPM : 14121277
Semester : 9 (Sembilan)
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survei di SMA NEGERI 3 METRO, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF THINK PAIR SHARE (TPS) TECHNIQUE TOWARD THE STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 3 METRO IN ACADEMIC YEAR 2018/2019".
 2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat
mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di : Metro
Pada Tanggal : 27 Desember 2018

Wakil Dekan I,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : 4263/ln.28/D.1/TL.00/12/2018

Lampiran : -

Perihal : **IZIN RESEARCH**

Kepada Yth.,

KEPALA SEKOLAH SMA NEGERI 3

METRO

di-

Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: 4262/ln.28/D.1/TL.01/12/2018,
tanggal 27 Desember 2018 atas nama saudara:

Nama	:	EKA NURWAHYUNI
NPM	:	14121277
Semester	:	9 (Sembilan)
Jurusan	:	Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survei di SMA NEGERI 3 METRO, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE EFFECT OF THINK PAIR SHARE (TPS) TECHNIQUE TOWARD THE STUDENTS' WRITING ABILITY IN NARRATIVE TEXT AT THE ELEVENTH GRADE OF SMA NEGERI 3 METRO IN ACADEMIC YEAR 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapan terima kasih.

Wassalamu'alaikum Wr. Wb.





PEMERINTAH PROPINSI LAMPUNG
DINAS PENDIDIKAN DAN KEBUDAYAAN
SEKOLAH MENENGAH ATAS (SMA) NEGERI 3 METRO
Jl. Naga Banjarsari Kec. Metro Utara Kota Metro Telp/Fax. (0725) 43393 Kode pos 34117
Website : www.sman3metro.sch.id Email: sman3metro@gmail.com

SURAT KETERANGAN

Nomor : 423 / 015 /V.01/SMAN3/2019

Yang bertanda tangan di bawah ini Kepala SMA Negeri 3 Metro dengan berdasarkan Surat dari Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan tertanggal 27 Desember 2018 Nomor : 4263/ln.28/D.1/TL.00/12/2018 Perihal Izin Reseach, maka dengan ini menerangkan bahwa :

Nama : EKA NURWAHYUNI
NIM : 14121277
Semester : 9 (sembilan)
Jurusan : Pendidikan Bahasa Inggris

Nama tersebut di atas adalah benar telah melaksanakan Reseach/Survey di SMA Negeri 3 Metro dalam rangka menyelesaikan tugas akhir / skripsi.

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Ditetapkan di : Metro
Pada tanggal : 9 Januari 2019

Kepala Sekolah,



BNU BUDI CAHYANA, S.Sos., M.Pd
NIP. 19690914 199802 1 002

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Eka Nurwahyuni

NPM : 14121277

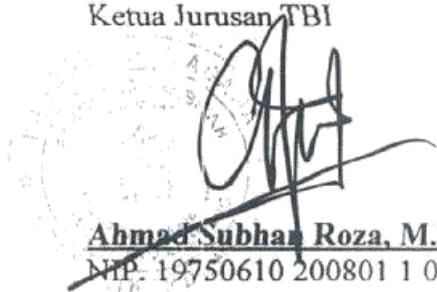
Fakultas : Tarbiyah

Angkatan : 2014

Telah menyerahkan buku berjudul : Educational Research

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014

SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Eka Nurwahyuni

NPM : 14121277

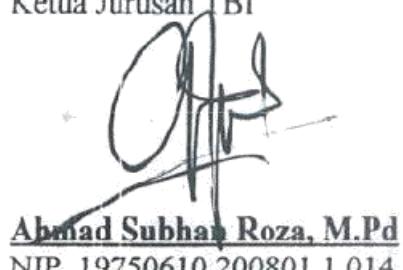
Fakultas :

Angkatan :

Telah menyerahkan buku berjudul : Educational Research

Metro,

Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 014



KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-01037/ln.28/S/OT.01/12/2018

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama : Eka Nurwahyuni
NPM : 14121277
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121277.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 21 Desember 2018
Kepala Perpustakaan

Drs. Mokhtaridi Sudin, M.Pd.
NIP. 195808311981031001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iain@metrouniv.ac.id

Nomor : B-3875 /In.28.1/J/PP.00.9/12/2018

03 Desember 2018

Lamp :-

Hal : **BIMBINGAN SKRIPSI**

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama	:	Eka Nurwahyuni
NPM	:	14121277
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	The effect Of Think Pair Share (TPS) Technique Toward The Student' Writing Ability In Narrative Text At The Eleventh Grade Of SMA Negeri 3 Metro Academic Year 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
 - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
 - a. Pendahuluan \pm 1/6 bagian
 - b. Isi \pm 2/3 bagian
 - c. Penutup \pm 1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.



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Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN

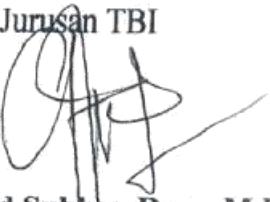
Nama : **Eka Nurwahyuni**
 NPM : 14121277

Jurusan/Fakultas : TBI/Tarbiyah dan Ilmu Keguruan
 Semester / TA : VIII / 2016-2017

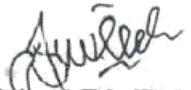
No	Hari / Tanggal	Hal yang dibicarakan	Tanda Tangan
1.	7/3/2018	Please Revise background of study.	
2.	20/3/18	Please Revise ch. I. Use times new Roman and Font size 12.	
3.	9/4/18	- Please Revise grammar in writing - Learn more how to write Passive voice!	
4.	Rabu 11/4/18	- Revise the using conjunction - Revise benefit of study.	

Diketahui:

Ketua Jurusan TBI


Ahmad Subhan Roza, M.Pd
 NIP. 19750610 200801 1 014

Dosen Pembimbing II


Trisna Dinillah Harya, M.Pd
 NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296;

Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

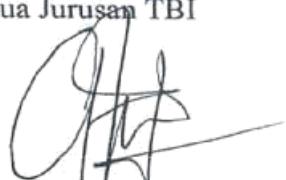
FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Nur Wahyuni
 NPM : 14121277

Jurusan/Fakultas : TBI
 Semester/TA : VIII

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
	Kamis 19/4/18		✓	Acc Ch. I continue to ch. II	
	Selasa 24/4/18		✓	Revise ch. II	
	Senin 30/4/18		-	- Revise the using of article "the" - Revise In numeric.	
	Senin 21/5/18		-	- Explain more about TPS	

Mengetahui,
 Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
 NIP. 19750610 200801 1 014

Dosen Pembimbing II



Trisna Dinillah Harya, M.Pd.
 NIP. 19830511 200912 2 004

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Eka Nurwahyuni

NPM : 14121277

Jurusan : TBI

Semester : VIII

No	Hari/ Tanggal	Hal yang dibicarakan	Tanda Tangan
	Senin 4/6-18	Acc ch.II. Continue to ch.III.	
	Senin 9/7-18	Revise Space !	
	Senin 16/7-18	Revise or Technique of writing .	
	Senin 23/7/18	explain more about text .	
	Selasa 17/8-18	Revise the usage of conjunction in the sentence .	

Mengetahui

Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

**KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Eka Nurwahyuni
NPM : 14121277

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Senin 10/09/2018		✓	elaborate more your Data analysis technique	
	Senin 24/09/2018		✓	Revise grammar	
	01/10/2018			Acc Ch II Continue to 1st advisor	

Mengetahui
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II



Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

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Telp. (0726) 41507; Faksimili (0725) 47296;

Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : Eka Nurwahyuni
NPM : 14121277

Jurusan/Fakultas : TBI
Semester/TA : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan
		I	II		
1	3-10-2018	✓		Revisi Pemetaan Bab 1 Sampai	
2	5/10/2018	✓		Revisi Chapter 1	
3	19/10/2018	✓		Revisi Chapter II	
3	4/10/2018	✓		Revisi Chapter II	
4	26/10/2018	✓		Bab III Sensus Dg Data Pendek.	
5	31/10/2018	✓		Revisi Chapter III	
6	7/11/2018	✓		ACC Seminar	

Mengetahui,
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I

Drs. Kuryani Utih, M.Pd
NIP: 19620215 199503 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA

INSTITUT AGAMA ISLAM NEGERI METRO

FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA FAKULTAS TARBIYAH DAN ILMU KEGURUAN IAIN METRO

Nama : Eka Nurwahyuni
NPM : 14121277

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa 27/11-10		✓	Revise method of teaching .	
2.	Selasa 4/12-10		✓	Revise IPD	
3.	Selasa 10/12 - 10		✓	ACC IPD .	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Eka Nurwahyuni
NPM : 14121277

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	19/12/2018	✓		Observation sheet of teacher Performance in applying Think Pair Share (TPS) technique	
2	21/12/2018	✓		Acc \ PD.	

Mengetahui
Ketua Jurusan TBI



Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing I



Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Eka Nurwahyuni
NPM : 14121277

Jurusan : TBI
Semester : IX

No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Kamis 27/12-18			Revise the table of Data score	
	Rabu 2/1-19			Revise ch. IV	
	Selasa 08/ 1/ 2019			Revise table b .. " f	
				Revise manuscript	

Mengetahui
Ketua Jurusan TBI

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 014

Dosen Pembimbing II

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Eka Nurwahyuni
NPM : 14121177

Jurusan : TBI
Semester : X

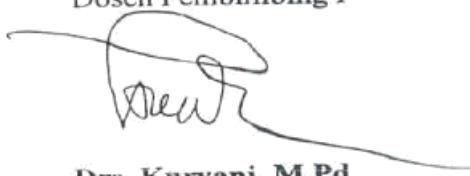
No	Hari/ Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	07/1/2019	✓		Revise jabatan guru, Kurang lengkap denata lokasi, Penjabaran sesuai Penilaian Untuk hasil pos- fest, Lampiran kurang balasan Surat riset dan foto Klarus Jelas .	
	10/1/2019	✓		Revise diagram Revise Tabel	

Mengetahui,
Ketua Jurusan TBI



Ahmad Suhban Roza, M.Pd.
NIP. 0610 200801 1 014

Dosen Pembimbing I



Drs. Kuryani, M.Pd
NIP. 19620215 199503 1 001

Documentation







CURRICULUM VITAE



The name of the writer is Eka Nurwahyuni. She was born on February, 21 1997 in Marga Jaya. She is the First child of Mr. Ahmad Marjuki and Mrs. Suyatun. She spent childhood in Marga Jaya Indah, Kec. Pagar Dewa, Kab. Tulang Bawang Barat

She took her elementary school at MI Amanah 1 Bujung Sari Marga from 2002-2008. Then, she continued her study at Junior High School 1 Lambu Kibang for three years during the period of 2008-2011. Having graduated from junior high school, she continued her study at Senior High School 1 Pagar Dewa and finished in 2014. In the same of year, she continue her study program at IAIN Metro, majoring English Department.