

**IMPROVING THE ELEVENTH GRADERS' WRITING SKILL
BY USING TEAM PAIR SOLO (TPS) TECHNIQUE AT SMK
NEGERI 6 PALEMBANG**

A Thesis by

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English Education Study Program



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF TRIDINANTI**

2023

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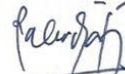
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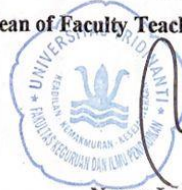
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DEDICATION

This thesis is dedicated to:

- Allah SWT for blessing me to finish this thesis.
- My adore parents, Rusmanto and Sari Hayati, thank you a bunch for your love, pray and support.
- My beloved brother and sister, Muhammad Nanda Pratama and Siti Natasya Munawaroh.
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- My beloved almamater

“MOTTOS”

‘Never regret a day in your life.

Good days bring you happiness and bad days give you experience”

*‘Words can inspire, thoughts can provoke, but only action truly brings you
closer to your dreams”*

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Palembang, Maret 2023

Nadya Nur Shafira

PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya adalah merupakan hasil pengamatan, penelitian, pengelolaan serta pemikiran saya dengan pengarahannya dari pembimbing yang ditetapkan.

Apabila ternyata di dalam naskah skripsi ini dapat dibuktikan terdapat unsur-unsur jiplakan, saya bersedia skripsi ini digugurkan dan gelar akademik yang telah saya peroleh (S-1) dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan yang berlaku (UU) No. 20 tahun 2003, pasal 25 ayat 2 dan pasal 70.

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Mahasiswa



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ABSTRACT

Teaching writing must create a constructive learning environment for students by integrating meaningful practice. One technique is the Team Pair Solo (TPS). TPS is one of the cooperative methods that enables students to interact and practice writing with their peers. This technique allows students to share their ideas with their peers. This research aimed to: (1) find out whether or not there was any significant improvement in writing skills of the eleventh graders of SMK Negeri 6 Palembang by using Team Pair Solo (TPS) technique, and (2) to find out whether or not there was any significant difference in writing skill between the eleventh graders of SMK Negeri 6 Palembang who were taught by using Team Pair Solo (TPS) technique and those who were not. This research used quasi experimental design with 59 students as the sample selected by using purposive sampling. The data were collected by using writing test. To verify the research hypotheses, the obtained data were analyzed using Paired Sample T-Test and Independent Sample T-Test. The results indicated that Team Pair Solo (TPS) technique was significant to improve students' writing of the eleventh graders of SMK Negeri 6 Palembang. In addition, there was a significant difference of the students' writing skill of the eleventh graders of SMK Negeri 6 Palembang between those who were taught by using Team Pair Solo (TPS) technique and those who were not. The experimental group significantly outperformed the control group in terms of writing ability. It might be caused the Team Pair Solo (TPS) technique allowed students to interact with their peers and practice their writing.

Keywords: *Writing Skill, Team Pair Solo (TPS) Technique, Cooperative Learning Method*

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CHAPTER I

INTRODUCTION

This chapter presents: the discussion of (1) research background, (2) research problems, (3) research objectives, and (4) research significances.

1.1 Background of the Research

English has long been recognized as an international language and it is taught to Indonesian children starting from elementary school until higher education. The aim of English language teaching in Indonesia is to help students to achieve communicative competence. Indonesian students must be able to communicate in English with other people in order to demonstrate communicative competence (BSNP, 2006). To develop communicative competence, students must master four skills such as speaking, listening, reading, and writing. Writing is one of skills that students have to develop. Writing is widely regarded as the most difficult of the four English skills to master. Nunan (2003) stated that writing is the process of thinking about how to express and arrange the ideas, thoughts, and feelings into good statements or even paragraphs. Thommy (2008) defined that writing is a result of someone idea in written form which readers can read and understand well. Through writing, people are capable of sharing ideas, feelings, persuading and convincing others. Widyanita (2017) stated that learning to write is as difficult as teaching to write. It is because many aspects of writing must be considered, such as grammar, content, vocabulary, punctuation, and sentence structure.

Writing ability refers to a student's ability to communicate their ideas, feelings, and thoughts to others in a meaningful way (Hyland, 2004). Harmer (2004, p. 31) defined that writing skill is the ability to produce language and express ideas, feelings, and opinions. According to Abbas (2006, p.125), Writing ability is the student's ability to communicate their ideas, feelings, and thoughts to others in a meaningful way. Furthermore, Tarigan (2008, p. 3) said that writing skills as one of the productive and expressive language skills that are used to communicate indirectly rather than face to face with other parties. Writing English is a fundamental skill in the 21st century, especially for the younger generation (Plucker et al., 2016). Despite this, many Indonesian students still struggle with English, especially for writing skills. The students still have problems in producing written English. They mostly made errors in producing or composing a written text, such as grammatical errors, punctuation error, spelling error, word choice error, capitalization error, and lastly poor organization became the least error students made in writing (Nanda et al., 2016). Novariana (2018) found that there were internal and external problems which came from the students. There were internal problems such as: 1) the students lacked vocabulary stock, 2) the students had low motivation in learning English, 3) the students had difficulty to choose appropriate diction in writing, 4) the students had difficulty to spell the words, and 5) during in-class activities, students tended to be passive learners. Meanwhile, the external problems came from the students were: 1) lack of students' practice, and 2) there was no feedback on their writing product.

As a result of this situation, there is a technique that can boost students' enthusiasm for writing. Team Pair Solo (TPS) Technique belongs to the techniques that can be used. Team Pair Solo (TPS) is a cooperative learning technique in which students work on a problem as a team first, then with a partner (pair), and finally individually (solo). The advantages of Team Pair Solo (TPS) technique for the students are acquiring social skill, helping and tutoring each other, and developing motivation and ideas for overcoming and succeeding in problems that are previously beyond their ability (Kagan, 2009). While, the disadvantages of this technique are students need much more time implementing this technique and some students dislike working in groups with classmates they do not know. In addition, Spring (2007, p. 61) stated that Team Pair Solo (TPS) technique boosts confidence when attempting more difficult content. It assumes that the Team Pair Solo (TPS) technique is applicable encourage students' confidence in students because they have attempted to solve the problem in groups and pairs before finally attempting to solve it on their own. Furthermore, Detaprawati (2013) added that through Team Pair Solo (TPS) technique, it is expected that the students can be more motivated to improve their writing skills.

Moreover, many researchers investigated the implementation of Team Pair Solo (TPS) technique for English language teaching. From many researches, it seems that Team Pair Solo (TPS) technique is effective in improving language skills such as writing, reading, and speaking. First, Rahmawati (2019) found that the students' writing ability in descriptive text was influenced significantly by using Team Pair Solo (TPS) technique. Second,

Sundari (2018) found that the students' reading achievement using Team Pair Solo (TPS) technique improved significantly. Third, Srinigrum (2017) claimed by using Team Pair Solo (TPS) technique, the students' reading comprehension in narrative text affected significantly. Lastly, Wibisono (2018) claimed in his study that there were effective in improving students' speaking skill using Team Pair Solo (TPS) technique. To conclude, those findings proved that Team Pair Solo (TPS) technique were effective to improve students' language skills.

In accordance with interviews with the eleventh graders and the teachers of SMK Negeri 6 Palembang, she found that it was difficult for the students to compose English texts because they did not master aspects of writing. They could not write well because they lacked vocabulary stock and grammar knowledge, and they had psychological problem like poor self-confidence to write in foreign language. In addition, the researcher confirmed that it is urgent the teacher need to create or vary an effective teaching atmosphere to make them more interested in writing class such as teaching and learning material learning activity students, teaching media, and teaching technique.

Dealing with what have been explored before, the researcher planned to carry out research entitled "Improving the Eleventh Graders' Writing Skills by Using Team Pair Solo (TPS) Technique at SMK Negeri 6 Palembang". This research was aimed to implement Team Pair Solo (TPS) technique to improve students' writing skill.

1.2 The Problem of the Research

1.2.1 Limitation of the Problem

Based on the background elaborated above, this research was limited to explore the application of Team Pair Solo technique to improve students writing skills at SMK Negeri 6 Palembang.

1.2.2 Formulation of the Problem

To discuss the above limitation, the research problems were developed as follows:

1. Was it significant to improve the eleventh graders' writing skills using Team Pair Solo (TPS) technique at SMK Negeri 6 Palembang?
2. Was there any significant difference in the eleventh graders' writing skills between those who were taught using Team Pair Solo (TPS) technique and those who were not?

1.3 Objectives of the Research

The research objectives were developed based on the research problems as follows:

1. To find out whether it was significant to improve the eleventh graders' writing skills using Team Pair Solo (TPS) technique at SMK Negeri 6 Palembang or not.
2. To find out whether or not there was any significant difference in the eleventh graders' writing skills between those who were taught using Team Pair Solo (TPS) technique and those who were not.

1.4 Significances of the Research

The results of the research are expected to contribute some significances for the following groups:

1. For the Students

This research is expected to motivate the students to improve their writing skills using Team Pair Solo (TPS) technique. The students can participate actively, collaborate with their classmates, and increase their interest and motivation in writing class.

2. For the Teachers

This research could hopefully give the teacher a description about how to teach students written English using Team Pair Solo (TPS) technique. The teacher could also have alternative in teaching writing by using Team Pair Solo (TPS) technique which could enables the students to enjoy and participate actively in writing class.

3. For the Researcher

By doing this research, the researcher hopes that it will be beneficial for the researcher to enlarge her knowledge about teaching writing, how to conduct scientific research, and practice academic writing.

4. For Other Researchers

Hopefully, this research will motivate the other researchers to investigate further about Team Pair Solo (TPS) technique especially the implementation of Team Pair Solo (TPS) to improve pupils language skills such as writing, speaking, listening, and reading.

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