

**THE USE OF THINK PAIR SHARE TECHNIQUE TO IMPROVE
STUDENTS' WRITING RECOUNT TEXT AT THE FIRST
GRADE STUDENTS OF SMA N 14 BANDAR LAMPUNG**

A Script

By:

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**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTEMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
2017**

ABSTRACT

THE USE OF THINK PAIR SHARE TECHNIQUE TO IMPROVE STUDENTS' WRITING RECOUNT TEXT AT THE FIRST GRADE STUDENTS OF SMA N 14 BANDAR LAMPUNG

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The objectives of this research were (i) to find out whether or not there was an improvement in students' skill of writing recount text after being taught using TPS technique and (ii) to investigate which aspect of writing that improved the most. This research was basically quantitative research using one group pretest-posttest design.

The population of this research was the first year students of SMAN 14 Bandar Lampung in the academic year at 2017/2018. The sample of this research was X MIA 1. This class consisted of 30 students. This research was conducted from February 22th – March 15th 2017. The instrument of this research was writing test. The validity of this research was content and construct validity. The reliability of this study was inter-rater reliability which was analyzed using Rank-order Correlation, with the result of pre-test was 0.95 (a very high reliability) and the result of post-test was 0.98 (a very high reliability). The data were analyzed using paired sample t-test to test the hypothesis by using SPSS version 16.

The results of the research showed that (i) there was an improvement of students' writing skill of recount text after being taught using TPS technique and (ii) language use was the aspect that improved the most. It was proven by the increase from the result of the pretest and posttest from 60.97 in the pretest to 72.63 in the posttest. The result of the computation showed that t-ratio was 14.86 and t-table was 2.042. Because the value of t-ratio was higher than t-table ($14.868 > 2.042$) at the significant level was lower than the alpha level ($0.00 < 0.05$), H_1 was accepted. In other words, TPS technique could help the students to make a recount text with a proper language use since this technique helps the students to develop their story, learn and get information from their pair and friends who presented their work in front of the class, therefore, TPS technique could help the students to consider their failure or mistakes in writing easily. It can be concluded that TPS technique is effective to improve students' writing skill.

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By:

Annisa Oktaviani

A Script

**Submitted In Partial Fulfillment Of
The Requirements For S-1 Degree
In
The Language And Arts Department Of
Teacher Training And Education Faculty**



**ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTEMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
2017**

Research Title : **THE USE OF THINK PAIR SHARE TECHNIQUE TO IMPROVE STUDENTS' WRITING RECOUNT TEXT AT THE FIRST GRADE STUDENTS OF SMA N 14 BANDAR LAMPUNG**

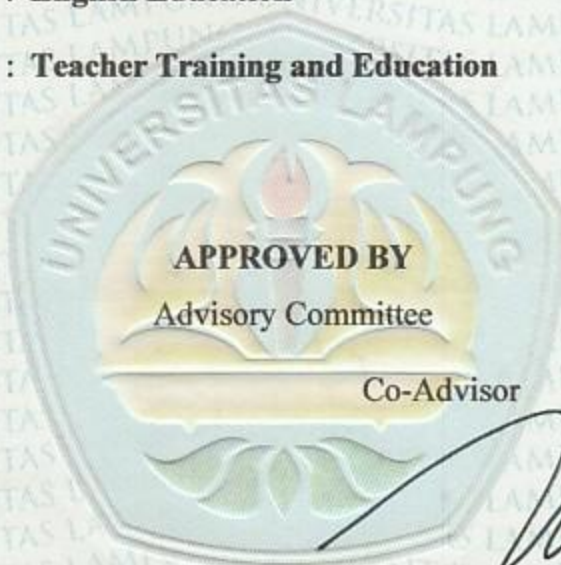
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Yang membuat pernyataan,



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CURRICULUM VITAE

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DEDICATION

This script is fully dedicated to:

My beloved family

My friends in English Department 2013 of Lampung University

My Almamater, University of Lampung

MOTTO

If you want to live a happy life, tie it to goal, not to
people or objects.

(Albert Einstein)

Keep struggling, no matter what happens,
everything happens for a reason.

(Annisa Oktaviani)

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The writer would like to acknowledge her countless thanks to the Most Gracious and the Most Merciful, Allah SWT who always gives her all the best of this life and there is no doubt about it. *Shalawat* and *Salaam* to the Prophet Muhammad SAW and his family. This script is presented to fulfill one of the requirements in accomplishing the S-1 Degree at the Department of Language and Arts of Teachers Training and Education Faculty of Lampung University.

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Hopefully, this script would give a positive contribution to the educational development of those who want to carry out further research.

Bandar Lampung, July 2017

Annisa Oktaviani

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I. INTRODUCTION

In order to introduce the research, this chapter will deal with the reasons for having this research, such as background, research questions, objectives, uses, scope, and definition of terms.

1.1. Background

Besides listening, speaking and reading, writing is considered as one of the four skills that students should master in learning English. Writing skill is a specific ability which helps writers to put their thought into words in a meaningful form and express their feelings through a sentence. Moreover, writing is a process of organizing and formulating ideas into right order to convey the aim and present it on a piece of paper. In addition, writing is considered as an important activity for students to express their ideas, thoughts, feelings, and judgments about everything they have read, seen or experienced.

According to Linderman (1983) writing is a process of communication that uses conventional graphic system to convey a message to the readers. A lot of exercises are required to acquire writing skill and to produce a good written form, therefore the appropriate teaching learning method is very important to help students to be skillful in writing. This is because the process of writing requires a set of competencies.

In addition, Oshima and Hogue (1999), state that academic writing is complicated. Study and practice are needed to develop this skill. Hence, students must deem a writing activity is a habit in their daily life. Writing is regarded as an important part of someone's life for communicate to each other and other variety purposes beside of speaking. The students can also write a variety of simple and complex sentences grouped into paragraphs.

According to Bell and Burnaby as cited in Nunan (1998), writing is a very complicated activity that requires the writer to present control of various kind of variables at one time. At the sentence level, those variables consist of control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation.

In writing activity the writer should put and express their thought, feelings, ideas, and judgement about something he or she has seen or experienced through sentences and present it on a piece of paper. Moreover, writing activity is considered as a complicated activity for students, study and practice are needed to develop this skill. Therefore, the appropriate text is needed to encourage students to write better.

Recount text is one of the texts that should be learnt by the senior high school students. The students are expected to understand and make a recount text which is appropriate with the social function and the generic structure of the text. Based on the researcher's experience when she conducted the teaching practice program, the researcher found out that the students were confused in constructing the text into a good order. They were not trained well to write a recount text because they

only learnt from the existing materials that were given by the teacher, for example Student's Work Book. Therefore, the teacher should find a method that can motivate students to solve this problem, and Think-Pair-Share model can be one of the answers.

According to Hyland (2004), recount text is a text that has a social function to retell an event in order to inform and entertain the reader. The tense that is used in constructing a recount text is past tense. The social purpose of recount text is to reconstruct past experiences by retelling events in original sequence. In addition, Anderson (2002) states that recount text is a text which list and describe past experiences by retelling events in the order that happened in chronological order. Students in senior high school should be able to write or produce recount text. It is not something attractive and fun for them to write recount text although recount text has purpose to entertain the reader. They have many stories in their mind related to recount text but when they have to produce their own recount text, they face many difficulties.

Based on the researcher's pre-observation through interviewing the English teacher in SMA N 14 Bandar Lampung, it was found out that most students have a difficulty in learning English. Many students cannot generate their own ideas. Some students get several difficulties to express their ideas, thoughts, and feelings into written form. Furthermore, the students also have difficulties to arrange the idea into good order to form a good recount text. They also lack of vocabularies related to the idea that they want to write. Therefore, Think Pair Share (TPS) technique was implemented to this school to improve the students' writing skill because TPS helped the students to learn and get information from their pair and

friends, to develop their critical understanding of a topic, to develop their ability to filter information and draw conclusion, and helped the students to develop their ability to consider other point of view.

Furthermore, Lyman (1981) states that TPS technique involves the three steps of cooperative structure, (1) the first step of TPS technique is thinking. The teacher gives the students' time to think and answer the problematic question. This step permits the students to develop their own answer. (2) The second step of TPS technique is pairing. After the think time the teacher asks the students to pair and discuss their answer with their partner. This step allows the students to ask another pair to enrich the answer of the task posted by the teacher before sharing with the whole class. (3) The last step of TPS technique is sharing. The teacher asks the students (volunteer) to present their work in front of the class.

TPS helps the students to learn and get information from their pair and friends who presented their work in front of the classroom and to develop their conceptual understanding of a topic, develop the ability to filter information and draw conclusions, develop the ability to consider other points of view. Therefore, TPS technique helps the students to consider their mistakes and failure easily.

There are some previous studies that deal with the implementation of TPS technique, (see e.g, Sumarsih and Sanjaya (2013); Siahaan and Ginting (2014); Sugiarto and Sumarsono (2014); and the last Usman (2015)), there were some differences between this study and those previous studies, it seems that the previous researches have not conducted the research in teaching writing recount text, especially in curriculum 2013, beside that, the objective of those studies was

to find out whether there was an improvement in students' writing skill after being taught by TPS technique, while this study were not only to find out the students' score improvement but also the aspect that improved the most. Additionally, all of those previous studies belong to Classroom Action Research which was different from the researcher that belongs to quantitative research, this research analyzed the product of the implementation of TPS technique while the all of the previous research analyzed the process, the instrument used in this research was a writing test while the previous research used questionnaire, observation sheet, a test and etc. Therefore, this research is entitled "The Use of Think Pair Share Technique to Improve Students' Writing Recount Text at the First Grade of SMA N 14 Bandar Lampung".

1.2. Research Questions

Based on background of the problems above, the research questions of this research are formulated as follows;

1. Is there any improvement of students' skill of writing recount text after being taught using TPS technique?
2. Which aspect of writing improves the most?

1.3. Objectives

In relation to the research questions above, the objectives of this research are:

1. To find out whether there is an improvement of students' skill of writing recount text after being taught using TPS technique or not.
2. To find out which aspect of writing improves the most.

1.4. Uses

The uses of this research are:

1. Theoretically, this research is to verify the theories that are related to TPS technique in improving students' writing recount text and to find out what aspect of writing does the TPS technique affect the most. The findings of this research also enrich the theory of students' writing ability.
2. Practically, the findings of this research are to be used as references for English teachers, so the students' writing ability can be improved by using think pair share technique. This study is to increase the students' interest in writing activities in teaching learning process.

1.5. Scope

Based on the background of this research, the researcher focused the research on using TPS technique to improve students' writing recount text. The population of this study was the first year students of SMA N 14 Bandar Lampung. The researcher took one class grade X. The depth of this study was limited on the aspects of writing. The material of the learning process was given by the teacher.

1.6. Definition of Terms

The following statements below are presented as the key terms that are used in this study:

1. Writing

Writing ability is a skill of someone to explore her ideas and communicate them with somebody else through signs or symbols in written form. It means that

writing is a process of conveying the message to other by using letters, punctuation, words or sentences as a graphic system.

2. TPS Technique

TPS technique is a cooperative discussion technique that gives the students chance to think, answer and help each other and will increase type of interesting learning, enjoy, and raise the student's cooperation and activity.

3. Recount

Recount text is a text that has a social function to inform and entertain the reader by retelling a story related to their experience using time order and past tense.

In brief, background, research questions, objectives, uses, scope, and definition of terms are the components of the introduction's chapter of this research.

II. LITERATURE REVIEW

This chapter provides explanation related to the theories used in this study, such as review of relevant research, writing, aspects of writing, teaching writing, concept of TPS, TPS in teaching writing, recount text, procedure of teaching writing using TPS, advantages and disadvantages of TPS, theoretical assumption, and hypotheses.

2.1. Review of Relevant Research

As quoted from Lyman (1981), TPS technique is a “multi-mode” technique developed to encourage students’ participations in the classroom activities. Therefore, this technique is not only effective in teaching writing but also in teaching reading and speaking in every level of study such as in Junior High School, Senior High School, and the Collage students as describes as follows.

The first research was done by Sumarsih and Sanjaya (2013). The research belongs to classroom action research. The design was qualitative and quantitative, the subject was grade VIII in Junior High School in Indonesia, the instruments were evaluation sheet, observation sheet, interview sheet and questionnaire. The result of this research is the students’ achievement is improved when they are taught by TPS Technique.

The second research was done by Sugiarto and Sumarsono (2014). This research belongs to Classroom Action Research. The subject was the eighth-graders in SMP N 4 Ampelgading Satu Atap. The instrument was a narrative text. The research results that the students' ability in reading narrative texts improved after the implementation of TPS model.

The third research was done by Siahaan and Ginting (2014). The design was qualitative and quantitative, the subject of this research was SMA Teladan Cinta Damai, and the instruments were written tests, diary notes, observation sheets, and questionnaire sheets as the instruments. The research results found that TPS technique had successfully improved students' achievement in writing procedure text.

The last research was done by Usman (2015). This research was conducted to improve students' English speaking ability by using the think-pair-share strategy designed in CAR. The design was qualitative and quantitative, the subjects were twenty students at the first year of the Islamic Education Department of STAIN Ternate in 2010/2011, the instruments were test, tape recorder, camera, observation checklist, and field notes. The result of this research is the TPS strategy was effective to be implemented at STAIN Ternate in order to improve the students' speaking ability.

Based on the previous research, the researcher conducted this research to (i) find out whether there is any improvement of students' writing skill after being taught using TPS technique and (ii) to find out what aspects of writing that TPS technique affects most beside that, the research design and the subject that is used

is different from those previous researches. In addition, based on the previous research above,

2.2. Writing

Besides listening, speaking and reading, writing is considered as one of the four skills that students should master in learning English. Writing is a specific ability which helps writers to put their thought into words in a meaningful form and express their feelings through a sentence. Moreover, writing is a process of organizing and formulating ideas into right order to convey the aim and present it on a piece of paper. In addition, writing is considered as an important activity for students to express their ideas, thoughts, feelings, and judgments about everything they have read, seen or experienced.

According to Raimes (1983), writing is a skill in which we express ideas, and thought which are arranged in words, sentences, and paragraph using eyes, brain and hands. Moreover, as we know writing is a complex process involving the ability to construct a text in order to express the ideas effectively, sometimes it is quite hard for the students to express their ideas, thoughts, words, sentences, paragraphs, and composition in written form. Therefore, a lot of exercises are required to acquire writing skill and to produce a good essay. The appropriate teaching learning method is very important to help students to be skillful in writing. This is because the process of writing requires a set of competencies.

In addition, according to Oshima and Hogue (1999), academic writing is complicated. Study and practice are needed to develop this skill. Hence, students must deem a writing activity is a habit in their daily life. Writing is regarded as an

important part of someone's life for communicate to each other and other variety purposes beside of speaking. The students can also write a variety of simple and complex sentences grouped into paragraphs. In line with that theory, according to Bell and Burnaby as cited in Nunan (1998), writing is a very complicated activity that requires the writer to present control of various kind of variables at one time. At the sentence level, those variables consist of control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation.

From the explanations above, it can be concluded that writing is a process of expressing the ideas, feelings, and thoughts into a meaningful words. In writing there are several aspects that must be dealt with and it could be reference to assess the students' work in writing activity. In this research, the researcher will use TPS technique to improve students' writing recount text.

2.3. Aspects of Writing

According to Jacobs et al (1981) there are five aspects that should be considered in assessing a composition of writing, those are:

1. Content

Content refers to the substance of writing, the experience of the main idea (unity), i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraph do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization

Organization refers to the logical organization of the content (coherence). It contains sentences that are logically arranged and flow smoothly. Logical arrangement refers to the order of the sentences and ideas.

3. Vocabulary

Vocabulary refers to the selection of words those are suitable with content. It begins with the assumption that writer wants to express the ideas as clearly and directly as he or she can. As a general rule, clarity should be his or her meaning precisely is considered much rather than skews it or blurs it.

4. Language Use

It refers to the use of the correct grammatical and syntactic pattern on separating, combining, and grouping ideas in word phrases, clauses, and sentences to bring out logical relationship in paragraph.

5. Mechanics

Mechanics refers to the use graphic conventional of the language. For instance, the step of arranging letters, words, sentences, paragraphs, punctuation and capitalization.

In addition, Harris (1979) says that there are five components which can be used to evaluate writing ability, they are:

1. Content

What is being discussed by the writer in his or her writing is called content. Content refers to the substance of writing, the idea expressed (unity). It includes clarity, relevance, and originality. In writing, one has to keep the channel of communication open through his or her choice of sentence

structure. One has to master the written form of the language and to learn certain structures, which are used in speech, or perhaps not used at all, but which are important for effective communication in writing.

2. Grammar

Grammar refers to the employment of grammatical form and syntactic patterns, as a rule of language covers rule for verb, article and pronoun. Writer has to understand grammar to construct correct sentences. As a matter of fact, writing using strict, standard grammar encourages, one to become careful, discipline, and responsible writers. These three qualities will lead one to make further progress. Grammar controls what one writes; it judges whether one follows or breaks the language rules.

3. Words Choice

Another aspect which can show the writers' skill is the words choice. The writer must use words that his or her reader can understand easily. The use of words which have obscure meaning, jargons, or abbreviations have to be avoided or used with great considerations.

4. Organizations

In writing the organization of the paragraphs, topics, cohesion and unity to produce a good writing is a must. As a writing is a process of thinking, it is needed to organize thought, argument, and logical.

5. Mechanics

Mechanics including spelling and punctuation also play an important role in writing. This section assesses the value of these features as a part of the

resources of the written form of the language and their relative importance in writing programs.

Based on the explanation above, it can be concluded that writing is a complicated activity since there are five aspects of writing that should be considered in the process of making a good writing composition, such as; content, organization, vocabulary, language use, and mechanics. In order to make a good writing composition, we have to consider those aspects.

2.4. Teaching Writing

Teaching writing pervades teaching of language ability and organization of ideas. It will stimulate the students to express their thoughts, ideas, or feelings into written form. Related to this, Harmer (1984) point out that there is certain particular needs to be taken into account when teaching writing, such as; sentence organization, paragraph arrangement, and coherence in the writing itself. More specifically, Madsen (1983) states that leading writing requires the elements of writing skill including grammar, sentence organization, vocabulary, mechanics and content.

Teaching writing guides students not only to write sentences in a paragraph but also to organize ideas. Referring to this, Arapoff (1966) as cited in Gustiawan (2011), learning to write involves not only learning to use orthographic symbol, but also primary how to select and organize experience that has occurred to the writer. A purposeful selection and organization of experience require active thoughts.

According to Madsen (1983) as cited in Gustiawan (2011), teaching writing covers not only the use of grammar such as sentence sense, word order and mechanics, such as; the use of graphic symbols, but also teaching writing covers the organization of ideas expressed into the correct of writing.

In addition, Carino (1992) states writing can be taught in two ways; as a thing and as an activity. A product is important because it can communicate the writer purposes and the message to the readers clearly. To have a good product of writing, the writer should have a good process of writing. The writer should have a good plan and a clear purpose to make the readers understand the message. Furthermore, at the end of the writing process, the writer will produce a product of writing. It was as the form of an essay, a paper or a story. McCrimmon (1984) states that there are three essential steps of the writing process, namely planning, drafting, and revising.

1. Planning

Planning is also called as pre-writing, in pre-writing the writer need to know what he is going to write about. Someone can start in writing by deciding a topic, and what he wants to write about.

In this phase, learners are expected to be able to formulate the purpose, and then organize the message. Selecting something to write about is very much needed, because most of the learners often spend their time before doing an activity. It is better for them to make planning in order that they can write easily. In the writing class, teacher asked the students to think what the students want to write. The students must look into their minds about what they want to write.

2. Drafting

Drafting refers to the plan or ideas the writer has determined before. In drafting, writers should concentrate at getting their ideas on paper, organizing the information logically, and developing topic with enough detail.

Drafting is a phase where the students express their ideas, feelings, and thoughts that have been determined before in the planning phase into a good written form.

The first draft is also called discovery draft because the students will discover something new about the subject, audience, and purpose. The discoveries will help the students to learn more about what they want to say and how they will say it properly. In the writing class, the students add some ideas to write something to be describe. Then, they arrange the idea into a good outline.

3. Revising

Revising is determined as the last phase in writing. Revising is the process of seeing again, or discovering a new division for the writing students' procedure planning and drafting. In doing the revision, the first part of the paragraph that is examined and revised will be topic sentence, supporting sentences, and the concluding sentence if available. As it is known that a good paragraph is one that is unified and coherent. In writing class, the students revised their text. They can add or reduce some ideas. They decided text which to be written first and which to be later.

In addition, Harmer (2004) states that process of writing are the phase where the writer goes through in order to produce something in its final written form. He states that there are four main elements in the process of writing, they are:

1. Planning

In this stage, writers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say. For some writers this may involve making detailed notes. For others a few jotter words may be enough.

2. Drafting

We can refer to the first of a piece writing as a draft. As the writing process into editing, a number of drafts may be produces on the final to the final version.

3. Editing (Reflecting and Revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it does not work. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce the final version. This may look considerably different from both original plan and the first draft, because things have changed in the editing process.

Moreover, there are another four main stages in the process of writing stated by Rahayu and Prayitno (2015), as follows:

1. Pre-Writing

In this stage, the writer chooses and narrows the topic to a particular aspect of the general one. Doing this will help the writer to make a clear and complete writing. The writer also can brainstorm in this stage.

2. Planning

The writer needs to plan what topic to write, when to start, and how to end at this stage. Making planning is important because from this point the writer will decide the writing.

3. Writing and Revising Draft

As soon as the writer has planned, the writer directly executes writing with all techniques that the writer has. After writing the draft, the writer should revise it.

4. Writing the Final Copy

Writing the final version takes some time, hence it should be done carefully. Sometimes, it is necessary to re-edit the work until the writing is ready to be published.

In conclusion, the product is, after all, the ultimate goal; it is the reason that students go through the process of writing, such as; planning, drafting, editing (reflecting and revising) and the last is final version. Furthermore, the writer concludes that writing is important means of indirect communication that referred to the productive and expressive activity. Through writing activity, students are expected to be able to express their ideas, feelings, and thoughts into a written form.

2.5. Concept of TPS

TPS technique was first proposed by Lyman in 1981, and developed by many scientists in recent years. Basically, this technique is to make the students more active in the teaching learning process by discussing with their classmates. In relation to that, Kagan (2009) states that the more attractive teaching-learning process it will be more fun. So, it will give a positive influence to the students in understanding the material given by the teacher.

According to Lyman (1981), TPS technique involves a three step cooperative structure, they are:

1. Thinking

The first step of TPS technique is thinking. The teacher gives the students“ time to think and answer the problematic question. This step permits the students to develop their own answer.

2. Pairing

The second step of TPS technique is pairing. After the think time the teacher asks the students to discuss about what they are going to make, after that they are asked to make their first draft of writing then re-discuss it with their pair or partner. This step allows the students to ask another pair to enrich the answer or solution posted by the teacher before sharing with the whole class.

3. Sharing

The last step of TPS technique is sharing. The teacher asks the students (volunteer) to present the result of discussion with their pair to the whole class.

According to Kagan (2009) TPS technique consists of some steps, such as;

1. Organizing students into pairs

TPS model is begun by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students. Besides, they will have higher chance to know each other closely, and it will increase the respect of a student to others.

2. Posing the topic or a question

Next step is posing a question or a topic to the students. This question should be in general and has many kinds of answers. For example, “Where did you spend your holiday? Have you ever gone to a beach? When did you go there? Did you enjoy your holiday? Or “Have you ever got a bad experience in your life? What was it? When did it happen?” It makes the students think deeper and deeper, and they can give their opinions in many aspects.

3. Giving time to students to think

The teacher should give the students several minutes to think an answer of the question given before. They should analyze the question and use their critical thinking to answer it. Hopefully, each student has a different answer to be shared to his or her classmates.

4. Asking students to discuss with their partner and share their thinking

In this section, each student will share his or her own answer to his or her partner in pairs. They will share their thinking and discuss each other to find the best answer. Furthermore, this activity can be developed into higher level by gathering one pair into another pair, so that there will be some groups that consist of four students in each group. It means that there will be many ideas

to be shared in order to find the best answer, and it helps the students to improve their critical thinking and analyzing. However, this activity helps the students develop not only their knowledge, but also their communicative skill and confidence.

5. Calling on a few students to share their ideas with the rest of the class

The last step of this model is calling some students to share their ideas with the rest of the class. Some students give their answer, and the others can give their opinion or other answers. However, it improves not only the student's knowledge but also their confidence.

TPS is chosen by the writer because this technique has many advantages to apply in teaching writing for students. The writer considers that TPS is a good technique in teaching writing since it gives the students chance to dig and develop their own ideas about what they want to write, share ideas with peer students, learn to criticize and accept criticisms and promote effective team work.

2.6. TPS in Teaching Writing

In writing, a recount is one may simply to tell about story, render a complex emotionally contain a message in an accommodation form, or provide the reader with a sophisticated literary experience. Hyland (2004) states that recount text is a kind of genre that has social function to retell event for the purpose of informing or entertaining the reader with past tense as the tense that is used in recount text. Social purpose of recount is to reconstruct past experiences by retelling events in original sequence. In addition, Anderson (2002) states that recount text is a text

which list and describe past experiences by retelling events in the order that happened in chronological order.

Lyman (1981) states that TPS technique is a “multi-mode” technique developed to encourage students’ participations in the classroom activities. TPS technique help students to learn and get information from their pair and friends and to develop conceptual understanding of a topic, develop the ability to filter information and write conclusion, and develop the ability to consider other points of view as well. It means that TPS technique is applicable for teaching writing.

Teaching writing by using TPS is very interesting activity to use. As a technique of cooperative learning, TPS is advantageous strategy that could be used as an active and interactive process in teaching writing. Think-Pair-Share has some stages. First, give a topic about recount to the class, telling them to think silently for a minutes. Then pair them with the other students, and ask them to exchange opinions. In this step, the teacher has opportunities to check for understanding by listening in pairs discussion and can note the ways in which pairs share their responses. The teacher also instructs the students to practice writing with their pair work about recount text, and the last stage is share the result of their discussion to the whole class, with some stages of Think-Pair-Share above, students are promoted to a technique of cooperative learning which is able to improve students’ academic performance in writing recount text.

2.7. Recount Text

In order to make the students feel enjoyable and pleasure in learning writing, teachers must select interesting writing material to teach writing. There are several kinds of text in teaching writing which are learnt by students in senior high schools in Indonesia. One of the texts is recount text. It is chosen as the writing material.

According to Anderson (1997), a recount is speaking or writing about past events or a piece of text that retells past events, usually in the order which they happened. Recount text means the form of the text telling about someone experience in the past, such as an adventure. In addition, as quoted from Indah (2010), Echols states that recount text means telling about oneself adventures or the day's activities.

The purpose of a social recount is to document a series of events and give the audience a descriptions of what occurred and when it occurred. The purpose of the story of recount is to entertain. The story recount has expressions of attitude and feeling, usually made by the writer about the events.

According to Derewianka (1990) there are three types of recount, they are:

a. Personal Recount

Personal recount is a recount that retelling of an activity that writer or speaker has been personally involved in (e.g. oral anecdote, diary entry). Language features of personal recount are:

1. Use of first pronoun (I, we).
2. Personal responses to the events can be included, particularly at the end.
3. Details are often chosen to add interest or humor.

b. Factual Recount

Factual recount text is a recount that records the particular of action. (E.g. report of a science experiment, police report, news report, historical recount). Language features of factual recount are:

1. Use of third person pronouns (he, she, it, they).
2. Details are usually selected to help the reader reconstruct the activity or incident accurately.
3. Sometimes the ending describes the outcome of the activity (e.g. in a science experiment).
4. Mention of personal feelings is probably not appropriate.
5. Details of time, place, and manner may need to be precisely stated (e.g. at 2.35 pm, between John st, and Park rd, the man drove at 80 kbp).
6. Descriptive details may also be required to provide precise information (e.g. a man with a red shirt, brown shoes and long hair, weighing 75 kilos and approximately 189 cm tall).
7. The passive voice may be used (e.g. the breaker was filled with water).
8. It may be appropriate to include explanations and satisfactions.

c. Imaginative Recount

Imaginative recount is a recount that takes on an imaginary role and giving details events (e.g. a day in the life of a Roman Slave: how I invited...)

d. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we), give credibility to the information provided. Examples include a flow

chart of the actions required for making bread, a storyboard of videotaped script or advertisement, the steps taken to solve mathematical problem.

e. Biographical Recount

A biographical recount tells the story of person's life using a third person narrator (he, she, and they). In this case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, places, and events. A purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often an analysis and evaluation of the subject's achievements in the final section.

From the five types of recount text above, the researcher will use personal recount, since it tells the activities whereas the writer involves or do by her or himself. It will help the students, because they are involved in the story. By using TPS technique, the researcher assumes that this technique can help the students in expressing their ideas, thoughts, and feelings freely into a written form.

In recount text, there are three generic structures, they are;

- a. Orientation, provides all the necessary background information to enable the audience to make sense of the text. To ensure that the orientation is detailed and thorough, use the words (*who, what, when, where, and why*). The writer needs to give information about what happened, who or what is involved, when and where the events occurred and why.
- b. Series of Events, the writer writes the events chronologically. It begins from the first event, followed by the second event to the last event. The sum of events depend on the creativity of the writer.

- c. Re-orientation, the final section concludes the recount by summarizing outcomes or results, evaluating the topic's importance or offering personal comment or opinion. It can also look to the future by speculating about what might happen next. But, not all of recount closed by re-orientation because it is optional.

In recount text, there are some language features that will be explained as follows:

- Use of nouns and pronouns to identify people, animals or things involved.
- Use of past action verbs to refer the events.
- Use of past tense to located events in relation to speaker`s or writer`s time.
- Use conjunctions and time connectives to sequence the event.
- Use of adverb and adverbial phrases to indicate place and time.
- Use of adjectives to describe nouns.

Here is the example of recount text:

My Holiday

Orientation:

On Saturday, I went to mount Bromo. I stayed at Nisa and Ahmad's house at Cemara Lawang, Probolinggo. It has a big garden with lots of colorful flowers and fishpond.

Events:

On Sunday, Nisa and I saw Batok Mount and went on the scenic ride on horseback. It was scary. Then we went to get a close look at the mountain. We took pictures of the beautiful sceneries there.

On Monday, we went to the zoo at Wonokromo. We saw cockatoos having a shower. In the afternoon I went home.

Re-orientation:

It was fun.

In short, recount is a piece of text that retells past events, usually in the order in which they happened. The purpose of a recount text is to give the audience a description of what happened and when it happened. Besides that, recount text also has some language features that have to consider, such as; nouns and pronouns, past action verbs, using past tense, conjunction and time connectives, adverb and adverbial phrases, and adjectives.

2.8. Procedure of Teaching Writing Recount Text Using TPS

The special feature of TPS technique is that it is easy to apply since it is simple, not time consuming, suitable for any levels students and it involves the whole students in the class actively. It can also motivate students because they can do the task together, and the teacher can go around the class to check the students' work.

With the consideration of the aspects, the steps, and the process of writing, some procedure in implementing TPS technique is described as follows:

1. Planning

- Teacher divides the students into pairs before the next teaching learning activity begin. (The first step of TPS, organizing students into pairs)
- Teacher asks the students about their best and worst moment in their life, asks the students about their holiday/vacation, or asks the students about their childhood moment, for instance; "Have you ever got a bad experience in your life? What was it? When did it happen?". (The second step of TPS, posing the topic or a question)
- Teacher gives explanation to the students about the material and the theme or topic that they are going to learn. It is about recount text.

2. Drafting

- Teacher gives an example of recount text related to the theme of the day to the students to discuss.
- Teacher gives time to the students to think and develop the story that they want to write. (The third step of TPS, giving time to students to think)
- Teacher asks the students to write their first draft of writing about recount text related to the topic or theme of the day.
- Students write their task based on the teacher's instruction.

3. Editing (Reflecting and Revising)

- Teacher asks the students to exchange their work to their pair that have been divided before.
- Teacher tells the students to write their comments and suggestions towards their friend's work below their friend's work. (The fourth step of TPS, asking students to discuss with their partner and share their thinking)
- Students correct the mistakes and add some ideas into their pairs' work. (The fourth step of TPS, asking students to discuss with their partner and share their thinking)
- Teacher asks the students to give back their friend's work.
- Teacher tells the students to deem their friend's comments and suggestions wisely.
- Students revise their first draft based on their friend's comments and suggestions and make the second draft.

4. Final Version

- Teacher asks the students to submit their work.

- Teacher asks some volunteers to share their writing of recount text related to the topic or theme of the day. (The fifth step of TPS, calling on a few students to share their ideas with the rest of the class)

One of the important thing in TPS technique is that the teacher has to make sure that pairs are matched up with the other pairs, have equal participation, and constructive sharing takes place. If the teacher is concern about a pair dominating the conversation, she should give each pair a specified amount of time to share their answer. The pair must be reminded that they do not have to accept the other pair response, but they do have to show respect to the pair.

2.9. Advantages and Disadvantages of TPS Technique

Technique is an important thing in teaching and learning in every skill because, a good technique that is used in teaching learning process will deliver a good result too. In addition, besides the advantages of a technique there are also disadvantages. Here are the advantages and the disadvantages of TPS technique:

2.9.1. Advantages of TPS Technique

Here are some advantages of TPS technique according to Johnson and Johnson (1993):

a. Thinking Time Provision

Think time in TPS allows the students to develop their answer. It because it helps the students to control the first answer that come first in their mind to be more reliable and better answer that is full of justification and reasonable.

b. Making Students Actively Involved

This strategy has power to make all the students get involves in the learning process. Pair and share time triggers the students to talk and discuss with each other about their own thoughts. They also used to appreciate ones opinion about the problem and the answer. So, it makes the students more actively involves in group discussion and class participation.

c. Resolving Students' Misunderstandings

Students' misunderstanding about the topic are resolved during peer tutoring or peer teaching; they would be argue their ideas and then discuss it together, so if there are some misunderstanding or opinions. It can be solved clearly.

d. Easy to be Implemented on Spur of Moment

TPS is easy to be implemented because it does not take much time for the class preparation.

e. As a Cooperative Learning Strategy

TPS benefits students in the area of peer acceptance, peer support, academic achievement and self-esteem.

Those are the advantages of TPS technique, that can help students in teaching learning process when using TPS as the technique.

2.9.2. Disadvantages of TPS Technique

Besides having some advantages, TPS according to Lyman (1981) also have disadvantages as follow:

a. Time Consuming

Applying TPS will be time consuming if the process does not run well. The teacher should be able to create an amusing atmosphere and give some rules for prevention.

b. Odd Number of Students

Problem may appear when the number of students is odd, for example 27. In such case, the teacher may let one a group with odd number, i.e. three students, for the pairing stage (leaving one students alone in pairing process is not preferable and inconsistent with the procedure of TPS).

c. Domination of Certain Students

Students who are in upper level of knowledge usually have many opportunities to share their idea because they have more ideas in their mind than the lower students. It can create a situation where the upper students try to dominate the process of learning (especially in sharing stage). Therefore, the teacher should always check and monitor the entire process to ensure that such thing does not happen. Students should also be provided an understanding about equal opportunity and participation in classroom learning.

d. Assigning the Member of the Group

TPS technique allows all of the students to share their ideas one by one. It makes the teacher should assigned every students in order to monitor their participation. It will be hard because the teacher will work harder to remember and recognize the students who are good or not in the process of learning in the classroom.

e. Limited Information

The information received by the students is limited to what their friends know. The ideas that come up from the students' mind usually appear from their previous knowledge and acquired knowledge from the text given. The information can be limited if the students are not able to elaborate their ideas, so the information given only rotate in the same place or not elaborate well and not so many information that students get from their friends.

From those explanations above, in implementing TPS technique in improving students' writing skill some advantages and the disadvantages will be faced.

2.10. Theoretical Assumption

Writing is a process of delivering or expression ideas, thoughts and feelings into written forms. In teaching writing there are some aspects that have to be considered, they are; content, organization, vocabulary, language use, and mechanics. The teaching writing using process approach focuses on the steps involved in creating a piece of work. Furthermore, some cases show that in writing activity students face some problems related to the aspects of writing. The stage of thinking, pairing and sharing in writing provides students to signal or note their errors and overcome the errors. It might be assumed that TPS could improve students' writing skill.

In addition, TPS technique gives a chance to the students to think followed by sharing ideas in pairs and then sharing the ideas with the whole of the class. It means that, by using TPS technique students will be able to explore ideas to write. TPS technique is assumed as a good technique in teaching writing since it gives

students a chance to dig their own ideas on what to write, share ideas with the peer students, develop ideas, and promote effective team work. Therefore, this technique is able to increase the students' writing skill.

2.11. Hypotheses

Based on the theoretical assumption above, the researcher formulated the hypotheses as follows:

1. There is an improvement in students' writing skill after being taught using TPS technique.
2. The aspect of writing that TPS technique improves the most is language use.

Briefly, review of relevant research, writing, aspects of writing, teaching writing, concept of TPS, TPS in teaching writing, recount text, procedure of teaching writing recount text using TPS, advantages and disadvantages of TPS technique, theoretical assumption, and hypotheses are the component of literature review chapter.

III. METHODS

Research method discusses about following topics: research design, data sources, instrument, research procedure, validity, reliability, data analysis, and hypothesis testing.

3.1. Research Design

This research used quantitative research with one group pretest-posttest design and there was no control group. This research aimed (1) to find out whether TPS technique can improve students' writing recount text and (2) to find out the aspect of writing which was affected the most by TPS technique. Pre-test was given before treatment was implemented to the students. In this research the treatment applied was TPS technique which was given two times to the students. The researcher made two lesson plans for two meetings. Posttest was given after the treatment, in order to find out the improvement of students' writing in recount text. Thus, to know the improvement of students' writing recount text and which aspects that affects the most by TPS technique, the researcher compared the result of the pre-test and post-test. The design is illustrated below:

T1 X T2

Where,

T1 refers to pretest

X refers to treatment

T2 refers to posttest

(Setiyadi, 2006)

3.2. Data Sources

The subject of this research was one class of the first grade students of SMA N 14 Bandar Lampung in the academic year 2016/2017. In this class there were thirty students who had various level of proficiency in English, indicated by students' progress report recorded by the regular English teacher of the school. In addition, recount text was also one of the texts that were taught at the first grade of senior high school which uses curriculum 2013.

3.3. Instrument

This research used two instruments namely pre-test, post-test in order to answer the research questions. There were one pre-test and one post-test in this research. Sugiyono (2006) states that instrument is a media used to collect the data. The instruments described as follows:

a. Pre-Test (Writing Test)

Pretest was conducted to find out whether they had relatively the same ability in writing before treatment. The pre-test given was writing test using a recount text. The selection of topic for the recount text was made by the teacher.

b. Post-Test (Writing Test)

Post-test was given to the students who had been included in the pretest. It was conducted in the end of the research. It was done after giving treatments and exercises to the experimental group. The result of the post-test used to compare the data of the pre-test and made conclusion TPS technique could increase students' skill in writing recount text. The procedure of post-test and the kind of test was the same as pre-test.

3.4. Research Procedure

1. Preparing the Lesson Plan

The lesson plan was designed to be implemented during treatment to the experimental group. The researcher designed the lesson plan for two meetings of treatments. The first and the last meeting were allocated to conduct the pretest and posttest (out of the treatments). The lesson plan designed based on the National curriculum of English for first grade students of senior high school which consisted of Core Competence, Basic Competence, Indicator, Instructional Objective, and Lesson Materials. In addition, method or technique, steps of the activity, source lesson, and the evaluation were also involved.

2. Preparing the Material

The material made by the teacher (researcher) based on the resources from some English book for the first grade students of senior high school. The topic of the recount text was delivered instantly in the class and the researcher asked the students to think about the story of the text.

3. Administering Pre-Test

This test aimed to obtain the data of the students' basic writing skill and to ascertain that the students from the group that had similar capability and the same English proficiency before they received the treatment.

5. Conducting Treatment

This research conducted to see the use the TPS technique to improve students' writing recount text. The treatment designed for two meetings to the experimental group. Time allocation for each meeting consisted of ninety minutes.

6. Administering Post-Test

The study employed the post test at the end of the research. It used to measure the students' writing skill after the treatments. The post-test had the same procedures as the pre-test.

3.5. Validity

Hatch and Farhady (1982) defined validity as the extent to which the test measures what it is intended to measure. According to Hatch and Farhady (1982) there are two basic types of validity; content validity and construct validity. In order to measure whether the test has a good validity, those two types of validity were analyzed.

Content validity refers to the good reflection of the material that will be tested. In the content validity the material given is suitable with the curriculum used that is Curriculum 2013. It means in the pre-test and post-test, the material was suitable

with the students' level in the first grade of senior high school. Therefore, since the test was given based on the curriculum, it could be concluded that the tests given were valid in the content.

Construct validity deals with the ways a writer express their ideas into a written form included the aspects of writing, such as; content, organization, vocabulary, language use, and mechanics in writing test. A test can be considered as valid in its construction if the test items measure every aspect of the written forms. During the treatment process, the students learned how to improve their ability in writing recount text with some theme given. In the test they are also asked to write recount text based on the different theme. The test represented all the material that the students have learnt. Therefore, we can consider the tests to be valid in construct validity. In measuring construct validity of the instrument (test), the second rater may be involved in determining the reliability of each aspects of writing.

To simplify the idea of construct validity above, here are the scoring criteria used in writing skill:

Table of Specification in Writing Test adopted from Jacob (1981:90):

Writing Aspects	Criteria in Writing Test	Score
Content	the substance of the writing the idea expressed.	30%
Language Use	the employment of grammatical form.	25%
Organization	the organization of content.	20%
Vocabulary	the selection of words that suitable of the	20%

	content.	
Mechanic	the conventional device used to clarify the meaning.	5%

3.6. Reliability

The researcher used inter-rater reliability to give score of students' work, the inter-rater used to avoid the writer's subjectivity in scoring the students' writing. The rater gave the students' score by scoring the students' work. The raters were the researcher herself and the English teacher in school who works as a teacher for more than 15 years. The students' work helped the rater to evaluate more objectively. The test of writing measured based on two principles: reliability and validity.

According to Nitko (1983: 395), that a reliable measure is one that provides consistent and stable indication of the characteristic being investigated. The researcher assumed that reliability referred to extend the test was consistent in score and gave an indication of how accurate the test score. The statistical formula of reliability was as follow:

$$R = 1 - \left(\frac{6 (\sum d^2)}{N (N^2 - 1)} \right)$$

Notes:

R : Reliability

d : The difference of rank correlation

N : Number of students

1-6 : Constant number

(Hatch and Farhady, 1982: 206)

In this case, the researcher also used the standard of reliability as follows:

0.80000 - 1.00000 : very high

0.60000 - 0.79000 : high

0.40000 - 0.59000 : medium

0.20000 - 0.39000 : low

0.00000 - 0.19000 : very low

The Result of Reliability of Pre-test

$$R = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$R = 1 - \frac{6 \cdot (207)}{30(30^2 - 1)}$$

$$R = 1 - \frac{1242}{26970}$$

$$R = 1 - 0.04605117$$

$$R = 0.9539488 \text{ \{a very high reliability (ranges from 0.80 to 0.100)\}}$$

(Full explanation see the appendix 10)

The Result of Reliability of Post-test

$$R = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

$$R = 1 - \frac{6 \cdot (66)}{30(30^2 - 1)}$$

$$R = 1 - \frac{396}{26970}$$

$$R = 1 - 0.01468298$$

$$R = 0.985317 \text{ \{a very high reliability (ranges from 0.80 to 0.100)\}}$$

(Full explanation see the appendix 11)

3.7. Data Analysis

According to Setiyadi (2006), data analysis is aimed to organize the data. It makes the readers able to understand the result of the research. Data analysis is the process of organizing the data in order to gain the regularity of the pattern and form of the research. Data analysis is done to create understanding for the data after following certain procedure final of result of the students can be presented by the researcher to the readers.

In order to know the students' progress in comprehending the text, the students' score were computed by doing these activities:

1. Tabulating the result of the test and finding the mean of the pretest and the posttest. The mean was calculated by applying the following formula:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

\bar{X} refers to mean

$\sum x$ refers to the total number of the students' score

N refers to the number of students

(Arikunto, 2006:272)

2. Drawing conclusion from the tabulated results of the test given by comparing the means of the pretest and the posttest. In order to know whether the students get any improvement, the formula is follow:

$$I = X_2 - X_1$$

Notes:

I refers to the improvement of students' writing achievement

X_2 refers to the average score of posttest

X_1 refers to the average score of pretest

3. Drawing conclusion by comparing the means of pretest and posttest. The score of pretest and posttest statistically analyzed using T-test and computed through the Statistical Package for Social Science (SPSS).

In giving students scores from the test, the researcher used the following criteria (adopted from Jacob et al, 1981: 90). Content refers to the substance of the writing the idea expressed. Organization refers to the analyzing the logical organization of the content (coherence). Vocabulary refers to the selection of words those suitable with the content. Language Use refers to the use of correct grammatical and syntactic pattern. Mechanics refers to the use of graphic convention of language.

Scoring criteria (adopted from Jacob et al, 1981:90)

Content

- 30-27 Excellent to very good: knowledge substantive, development of thesis/topic, relevant to assign topic.
- 26-22 Good to average: some knowledge of subject, adequate range, limited development thesis, mostly relevant to topic but lack detail.
- 21-17 Fair to poor: limited knowledge of subject, little substance, inadequate development of topic.
- 16-13 Very poor: limited knowledge of subject, non-substantive, not pertinent or not enough to evaluate.

Organization

- 20-18 Excellent to very good: fluent expression, ideas clearly stated/supported, well organized, logical sequencing, cohesive.
- 17-14 Good to average: somewhat choppy, loosely organized but main ideas stand out, limited support, logical but incomplete sequencing.
- 13-10 Fair to poor: non-fluent, ideas confused or disconnected, lack logical sequencing and development.
- 9-7 Very poor: does not communicate, no organization, or not enough to evaluate.

Vocabulary

- 20-18 Excellent to very good: sophisticated range, effective word/idiom choice and usage, word form mastery appropriate register.
- 17-14 Good to average: adequate range, occasional errors of word/idiom, form, choice, usage but meaning not obscured.
- 13-10 Fair to poor: limited range, frequent errors of words/idiom form, choice, usage, meaning confused or obscured.
- 9-7 Very poor: essentially translation, little knowledge of English vocabulary, idioms, words form, or not enough to evaluate.

Language Use

- 25-22 Excellent to very good: effective complex construction, few errors of agreement, tense number, word order/function, articles, pronoun, and preposition.
- 21-18 Good to average: effective but simple construction, minor problems in simple construction, several errors of agreement, tense, word order/function, articles, pronoun, preposition, but meaning seldom obscure.
- 17-11 Fair to poor: major problems in complex/simple construction, frequent errors of negation, agreement, tense, number, word order/function, articles, pronoun, preposition and or fragments, run-ons, deletions, meaning confused, or obscured.
- 10-5 Very poor: virtually no mastery of sentence construction rules, dominated by errors, does not communicate, or not enough to evaluate.

Mechanics

- 5 Excellent to very good: demonstrated mastery of conventions, few errors spelling, function, capitalization, paragraphing.

- 4 Good to average: occasional errors of spelling, punctuation, capitalization, paragraphing, but meaning not obscured.
- 3 Fair to poor: frequent errors of spelling, function, capitalization, paragraphing, poor hand writing, meaning confused or obscured.
- 2 Very poor: no mastery convention, dominated by errors of spelling, punctuation, capitalization, paragraphing, hand writing illegible, or not enough to evaluate.

3.8. Hypothesis Testing

To measure whether the aims of this research achieved or not, the researcher compared the result of the pre-test and the post-test, then analyzed the data using T-test to find out the significant influence of the treatment. The hypotheses are as follows:

H_1 : There is an improvement of students' writing skill after being taught using TPS technique.

H_0 : There is no improvement of students' writing skill after being taught using TPS technique.

The level of significance used in this research is 0.05. The hypothesis will be accepted if $p < 0.05$ which means the probability of error is only 5%.

Briefly, research design, data sources, instrument, research procedure, validity, reliability, data analysis, and the hypothesis testing are the components of this chapter.

V. CONCLUSION AND SUGGESTIONS

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to use TPS technique in teaching writing and for those who want to conduct the similar research.

5.1. Conclusion

The objective of this research is to find out whether there is an improvement of students' skill in writing recount text and to find out which aspect of writing that improves the most after being taught using TPS technique. In relation to the results of this study, it can be concluded that:

1. There is an improvement of students' skill of writing recount text after being taught using TPS technique. Since TPS technique contains some steps that could help the students to write better.
2. The implementation of TPS technique could improve all aspects of writing including, especially language use aspect. It is because the TPS technique helps the students to learn and get information from their pair and friends who presented their work.
3. TPS technique provided some steps that the students could easily follow. By following the three steps of TPS technique, the students could easily consider their failure in writing a recount text, related to the language use. Due to

the steps of TPS technique, which give them time to think before they begin to draft, consider other point of view by pairing them and ask some volunteer to share their result of discussing in pair in front of the class, it make them learn from their pair. So it will help them to write a better recount text easily and make them more confident in writing activity.

5.2. Suggestions

Based on the finding and discussion, the researcher recommends some following suggestions:

1. For the teachers in general and particularly those in SMAN 14 Bandar Lampung who want to improve students' writing skill, the researcher suggested the English teachers to make sure the students brings their own dictionary that provides an explanation of regular and irregular verbs. Moreover, the teacher should monitor students' activity during writing class and support the interaction among the students in class, in order to make the technique more effective.
2. For the further researchers, it is necessary to consider the students' background of knowledge before divided them into pair in order to avoid to avoid the domination of certain student and to roll the pair with another pair in order to avoid the limitation information that the students' get from their pair, so it will be better if there is a rolling pair in every meeting of the treatment. Moreover, it would be better if the further researcher choose a different topic from this study.

This final chapter presents the conclusion of the research findings and suggestions for English teachers who want to apply TPS technique in teaching writing and for the further researchers who want to do the research using this technique.

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