

ABSTRACT

INCORPORATING THINK PAIR SHARE TECHNIQUE TO IMPROVE STUDENTS' PARTICIPATION AND WRITING ACHIEVEMENT AT SMP NEGERI 1 BAKAUHENTI

By

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The present study is aimed at investigating whether there is any effect of Think Pair Share technique on students' writing achievement. It was aimed to explore which aspect of writing was mostly influenced by the application of the technique. In addition, it was also aimed at investigating how the students' responses and participation on the application of Think Pair Share technique. This research was conducted to 34 students of eight grade students at SMP Negeri 1 Bakauheni, South Lampung in academic year 2016/2017. To collect the data, the researcher administered writing test, observation sheet and gave questionnaire. Then data were analyzed quantitatively and qualitatively. The validity of the instruments were based on face, content and construct validity, while the reliability of the questionnaire was analyzed by using Cronbach Alpha Formula.

The result showed that there was a positive effect of incorporating think pair share technique on students' writing achievement. The t-test revealed that t-value was higher than t-table and two tail significance showed that $p < 0.05$. Referring to the criteria, H1 was accepted. In addition, the most aspect was that influenced was content. It can be seen from the students' writing achievement between pre test and post test was 15.85 to 20.44, the gain score was 5.26. Furthermore, based on result from observation sheet and questionnaire, it indicated that students' responses and participation on the application of Think Pair Share technique were good. Therefore, it is suggested for teacher to use Think, Pair, Share technique since it gives benefits for students related to their writing.