

## ABSTRACT

### MODIFIED THINK PAIR SHARE TO IMPROVE STUDENTS' WRITING ACHIEVEMENT AT THE SECOND GRADE OF SMAN 4 METRO

By

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The aims of the study are find out 1) whether there was a significant improvement difference in students' writing achievement between students who were taught through modified Think-Pair-Share and students who were taught through original Think-Pair-Share. 2) To investigate students' writing achievement aspect that improves the most between students who are taught through Modified Think-Pair-Share and Original Think-Pair-Share. The samples of the research were 60 students at the second grade of senior high school number 4 Metro. The research was quantitative research which used two group pre test - post test design. The design of the study was the static group comparison where two groups, the control, and experimental classes, were compared. The data were analyzed using SPSS 16.0

The results of this research showed that there was a significant improvement of students' writing achievement after being taught through Original and Modified Think Pair Share technique. The score from writing pre-test, in Original TPS class 20 students got writing score between 40 and 49. While in Modified class, there were 19 students. In Original class, there were 7 students got score between 50 and 59. While in modified class, there were 8 students. There were 3 students in Original TPS and there were 3 students in modified class got score between 30 and 39. However, the score from writing post-test, there was improvement of students' writing achievement after the treatments. In Original TPS class 20 students got writing score between 60 and 69. While in Modified class, there were 19 students. There were 5 students in Original TPS and there were 11 students in modified class got score between 70 and 79. In addition, all of the writing aspects have significant improvement between the pretest and the posttest. For Original and Modified class, the highest improvement was content. The *t*-levels were 17.194 for Original and 19.410 for Modified TPS class.

The comparison of posttest between control and experimental class showed that here was significant difference for each class since the significant level was lower than the alpha level ( $.000 < .05$ ). It could be inferred from the *t-level* is bigger than the *t-table* ( $3.922 > 2.001$ ). Therefore, it could be concluded that the implementation of modified Think Pair Share based on Group Discussion procedures in teaching writing is better than original Think Pair Share in improving students' writing achievement and the students were able to comprehend the text more and could deliver their idea well through writing..

**Keywords** : Think Pair Share technique, writing achievement, recount text.