ABSTRACT

PROBLEM-BASED-LEARNING APPROACH IN THINK-PAIR-SHARE-TECHNIQUE THROUGH PICTURE SERIES IN WRITING RECOUNT TEXT

By

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The aims of this research are to find out : 1) the significant difference of students' writing achievement those are taught using problem-based-learning approach in think-pair-share technique through picture series and the original think-pair-share technique through picture series. 2) what aspects of writing improve significantly, and 3) students' perception about the techniques. Two classes are used in this research, X Science 3 is used as a control class and X Science 6 is used as an experimental class. The instruments used are writing tests and questionnaire. The results show that there is a significant difference of students' writing achievement between experimental class and control class since the value of sig 2- tailed is 0.000 and students' writing achievement in experimental class is better than in control class because the mean of improvement in experimental class is higher than in control class (8.51 > 5.00). Then, in experimental class the mean of pretest is 68.61 and posttest is 77.13, and in control class the mean of pretest is 68.10 and posttest is 73.10. The aspects of writing which improve significantly in experimental class are content, vocabulary, and organization as the significant value is lower than 0.05. Content is improved because students generate ideas from formulating problems, thinking, pairing, and collecting data steps, then by sharing and collecting data students get new vocabularies and enrich their vocabulary mastery, after that organization can be improved because students can create a coherence and unity of a story because of analyzing problems and concluding steps. In control class only content and vocabulary which are improved significantly since the significant value is lower than 0.05 and because thinking and pairing steps help students to generate ideas and by sharing ideas students can find and enrich new vocabularies. Then, the students in experimental have better perception about problem-based-learning approach in think-pair-share technique through picture series than students in control class who are taught through original think-pair-share technique through picture series for helping them to think critically in solving a problem. It is shown by the mean of the scale in questionnaire in experimental class is higher than in control class (61.50 > 50.46). Based on the results of the research, it can be concluded that problem-based-learning approach in think-pair-share technique through picture series is better than original think-pair-share technique through picture series to improve students' writing achievement and help students to think critically in solving the problem.

Keywords: *Problem-based-learning approach, Think-pair-share technique, Writing achievement, Perception*