IMPROVING CHARACTER BASED WRITING BY APPLYING THINK PAIR SHARE METHOD

Tri Rejeki, Hersulastuti, Umi Sholihah

Universitas Widya Dharma Klaten

Email: Trirejeki231@gmail.com,

Abstract

The data of this study are student activities and learning outcomes writing using Think Pair Share method. This research method is classroom action research. The subjects of this study were students in X IPA 6 of SMA Muhammadiyah 1 Klaten. Which consists of two cycles, each cycle consists of two meetings. The purpose of this study was Think Pair Share model to increase activity and learning outcomes. The use of analytic research describes data analysis. Before the acting class research conducted in the pre-test was 16%, the increase in cycle 1 was 52% and 84% in the second cycle. That the application of think pair share model of student learning outcomes can, as evidenced by an increase in learning outcomes showed an increase in student scores 4.6 (71.8 - 67.2) from test one.In addition, the results of this study also experienced an increase in character in every aspect, namely responsibility, confidence, honesty, cooperation, good communication, and others. This can be seen in activities in cycles 1 and 2. The results show that the results of Think Pair Share can improve the character and learning outcomes in X IPA 6 of SMA Muhammadiyah1 Klaten in the academic year of 2017/2018.

Key words: think pair share, learning result, character

1. Introduction

Writing is important to improve the creativity of children in conveying ideas to be conveyed but difficult to express. Therefore, writing skill need to be taught to the student. Zemach and Rumisek(2005: 54) state that the teaching of writing is important because of the reasons: the first reason is writing reinforces the grammatical structure, idiom, and vocabulary that teacher has been working within the class. The second reason is when the student writes, she or he has a chance to be adventurous with the language. Finally, the student becomes involved with the language, with himself or herself and with his or her readers. Rass (2001: 30) stated that writing is a difficult skill for native speakers and non-native speakers; because writers must be able to write it in multiple issues such as content, organization, purpose, audience, vocabularies and mechanics

such as punctuation, spelling, and capitalization. The same problem was experienced by students of class X IPA 6 Klaten Muhammadiyah 1 SMA, researchers found that students tend to have difficulty in conveying ideas into writing, besides the same thing was also conveyed by the teacher when interviewed that students felt difficulties in composing words into sentences and sentences into paragraphs. Several studies have been conducted to improve writing skills, one of them by using the TPS method as has been done by Siburian (2013) after analyzing the data it can be said that there is a significant improvement on the students' achievement in writing descriptive text by applying the application of Think Pair Share method. The score continuously improve from the first evaluation to the third evaluation. Observation result shows that the students give their good attitudes and responses during teaching and learning process by applying the application of TPS (Think Pair Share) method. It can be concluded that the application of TPS method significantly improves students' achievement in writing descriptive text. Meanwhile, from another study conducted by Astheri (2011), researchers found research findings that there was a positive increase in students' writing skills. The results showed that the use of Think Pair Share was able to improve students' writing skills which included writing to explore their ideas, using word choices, writing paragraphs using correct grammar, and using written word sequences. Improved student writing skills are also supported by the results of the test scores. The purpose of this study is the researcher try to improve students' writing skills using TPS. As educator are required to ensure that students can achieve national education standards, especially in writing. In addition to improve students' performance as much as possible requires new methods that can be applied in the 2013 curriculum. Reviews of National Policies for Education (2015:- 139-140)states that the 2013 curriculum has been developed to take account of the internal challenges facing Indonesia and the external and global challenges also affecting the nation and its economy. Internal challenges included ensuring the achievement of the eight educational national standards for the system. These standards set out expectations and measurement in relation to levels of graduation competence, content of the curriculum, process of learning and teaching, teaching personnel, facilities and infrastructure, management, education financing, and education assessment. They are to be

welcomed.

Education can stimulate learners to increase the development potential of learners in schools. Character formation is one of the most important things in education. Learners will not be able to be creative and responsible without getting the education provided by educators first. Thus, education is very helpful for learners to shape the character of learners. Based on the explanation above, the researcher believes that Think Pair Share (TPS) can improve the students' characters. In this research, the researcher wants to do a research and analyze deeper about the use of TPS method to Improve Character-Based Writing of the tenth year student of SMA Muhammadiyah 1 Klaten in AcademicYear of 2017/2018.

2. Literature

In this research, the researcher used Think Pair Share method for teaching writing. TPS is a cooperative learning that is designed to influence the pattern of student interaction and is an effective way to create an atmosphere variation pattern class discussion, with the assumption that all the recitation and discussion requires setting in the control of the class as a whole (Trianto, 2010: 22). From the explanation above, it can be concluded that Think Pairs Share (TPS) is a method that gives chance to the students to think, followed by sharing the idea in pairs and then sharing the ideas in the whole of class. It means by using this technique, the students will be able to explore ideas to write. It is assumed as a good technique in teaching writing since it gives students chance to dig their own ideas on what to write, share ideas with peer students, develop ideas, and promote effective time work.

This cooperative learning model can be used in all subjects and all levels of students. As a cooperative, that general purpose of Think Pair Share is to improve the mastery of academic and social skills taught (Nurhadi, 2003: 66). There are several teaching strategies in the cooperative learning. One of them is Think-Pair-Share strategy. Students think through questions using three distinct steps:

a Think: Students think independently about the question that has been posed, forming ideas of their own.

b. Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.

c. Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable to present ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

Milson and Mehlig (2002: 47) state that character education is defined as the process of developing in students an understanding of, commitment to, and tendency to behave in accordance with core ethical values. It is the proactive effort by schools, districts, and states to instill in students important core, ethical and performance values such as caring, honesty, diligence, fairness, fortitude, responsibility, and respect for self and others. *Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum dan Pembukuan 2011* states that characters have a three base function, as follow:

a. Building and developing the potential, it means building students' potential to be good person.
b. Improve and reinforcement, it means to improve human's character.
c. Filter, it means that character have to classify the value of culture, which can acceptable to conduct in human activity.

The purposes of character based on *Kementrian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum Tahun* 2010 are as follows:

1) *Mengembangkan potensi kalbu/nurani/afektif peserta didik sebagai manusia dan warganegara yang memiliki nilai-nilai budaya dan karakterbangsa.*

2) *Mengembangkan kebiasaan dan perilaku peserta didik yang terpuji dan sejalan dengan nilai-nilai universal dan tradisi budaya bangsa yang religious.*

3) *Menanamkan jiwa kepemimpinan dan tanggungjawab peserta didik sebagai generasi penerus bangsa.*

4) Mengembangkan kemampuan peserta didik menjadi manusia yang mandiri, kreatif, berwawasan kebangsaan.

5) Mengembangkan lingkungan kehidupan sekolah sebagai lingkungan belajar yang aman, jujur, penuh kreativitas dan persahabatan, serta dengan rasa kebangsaan yang tinggi dan penuh kekuatan (dignity).

The researcher also used the previous study. The previous study has been conducted by Siburian (2013) entitle "Improving students' achievement on writing descriptive text through Think Pair Share." The Think Pair Share method used in this study based on difficulties that students have in the skill of writing a descriptive paragraph. The result of the analyzed the data that have been presented in the previous chapter, it was found that average scores of students in every evaluation kept improving. It can be said that there is a significant improvement on the students' achievement in writing descriptive text by applying the application of Think Pair Share method.

Other previous research has been conducted by Astheri et al (2011) entitled "Improving students' writing skill by using Think Pair Share". The study aimed to find out whether Think Pair Share method can improve students' writing ability and to describe class situation when applying Think Pair Share method. The result of the research showed that the use of Think Pair Share is able to improve the students' writing skill that covers writing to explore their ideas, to use word choice, to write paragraph by using the correct grammar, and to use word order in writing sentences. The enhancement of the students' writing skill is also supported by the result of the test scores. The class situation also changed after the researcher conducted action research using Think Pair Share. Using Think Pair Share, the students were more active because in Think Pair Share students had some discussion with their pairs and they could share their ideas freely.

Based on the action hypothesis of this research that is the application of Think Pair Share method can improve writing skill of the tenth year students' of SMA Muhammadiyah 1 Klaten in academic year 2017/2018.

3. Methodology

This study is included in classroom action research. Action research is part of board movement that has been going on in education generally for some time. In this research, the researcher apply the action research model of Kemmis and McTaggart in Burn (2010: 20), there are:

a. Planning

* In this phase, the teacher and the researcher made a lesson plan:
* The material was recount text.
* It focused on parts of recount text and the use simple past tense.
* Media that can facilitate the delivery of method or material.
* Time, the researcher divided into 3 phase of pre-observation, cycle 1, and cycle 2.
* Schedule adjusted the schedule given by the teacher.
* An instrument for observation, the researcher provided the recount text be analyzed by the students. In addition, the researcher also provided direction to students to create a recount text for the end result in each cycle.

The organized planning would be shaped into lesson planning based on the currently used syllabus. Lesson plan provided the teacher with the guideline of teaching and learning activities. It mentioned the following items: specific instructional objectives, the instructional materials and media, the procedure of presentation, and procedure of assessment.

The last step was the researcher and the teacher discussed to determine the criteria of the action success. The criteria of success would be emphasized on the process and the product of teaching-learning activities. This study is called successful if there is improvement of the students' achievement in each cycle.
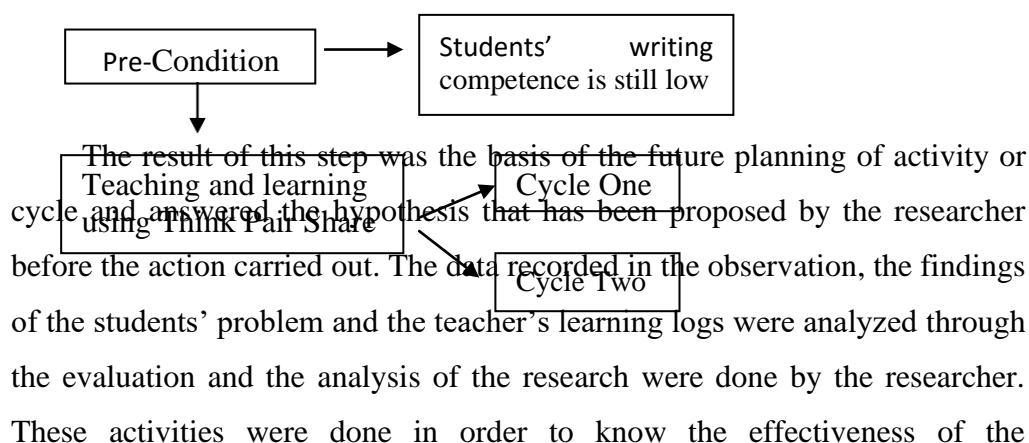
b. Action

In this phase, the teacher performed an action phase based on the lesson plan prepared in the planning phase was pre-observation, cycle-1 and cycle-2. Researcher should be more than just finding out; research should also involve an action component that seeks to engender positive change. The researcher act as a teacher-guided by Think Pair Share and collaborators act as observers. Implementation of action involves two meetings in each cycle 1 and 2.

c. Observation

In this step, the researcher recorded the important occurrences during the teaching-learning process after the lesson. The researcher is also helped by her collaborator to observe students' activities during the teaching-learning process. Therefore, the researcher is gotten some inputs or suggestions. The researcher noted the excesses and weaknesses of implementation of lesson plan by using Think Pair Share. In this phase, the researcher observed all the activities that happened in the class. The aspect in observation is sources of data, the instrument used in collecting the data, and the technique for data collection. So, this phase discusses the process of recording and gathering all relevant data occurred during the implementation of the action.

d. Reflection

Reflection phase was aimed to reflect the data that has been collected to determine whether the action was successful or not. It is necessary for evaluation to hold next cycle needs to be accomplished. This phase carried out collaboratively with the teacher to discuss some problems in the classroom that occurred during the action phase. The researcher analyzed the collected data, determined whether the action was successful or unsuccessful.

```
┌──────────────────┐        ┌──────────────────────┐
│  Pre-Condition   │ ─────→ │ Students'    writing │
└──────────────────┘        │ competence is still  │
          │                 │ low                  │
          ↓                 └──────────────────────┘
┌──────────────────┐        ┌──────────────────┐
│ Teaching and     │ ─────→ │    Cycle One     │
│ learning using   │        └──────────────────┘
│ Think Pair Share │        ┌──────────────────┐
└──────────────────┘        │    Cycle Two     │
                            └──────────────────┘
```

The result of this step was the basis of the future planning of activity or cycle and answered the hypothesis that has been proposed by the researcher before the action carried out. The data recorded in the observation, the findings of the students' problem and the teacher's learning logs were analyzed through the evaluation and the analysis of the research were done by the researcher. These activities were done in order to know the effectiveness of the

intervention applied in the action phase. The results of the reflection were used to decide an improvement in the next cycle.

The researcher uses qualitative and quantitative data. The qualitative data were taken from the interview, questionnaire, diary note and observation sheet that used to described the situation during the teaching and learning process. While quantitative data were taken from the students' test, namely writing performance. A score was used to analyze the improvement of the students' writing achievement in each cycle. The researcher tested the students on some aspects as explained in testing writing. The students had to pay attention on their grammar, vocabulary, and etc.

The technique of analyzing was used the qualitative research, the data analysis is held when the researcher collects the data (Sugiyono, 2012: 337). It means that after collecting the data, the researcher should analyze the data in each cycle. Then, Quantitative data were taken from the tenth year students of SMA Muhammadiyah 1 Klaten in form of written test. It was analyzed by using the categories of students writing. In analyzing the data, the researcher used the theory of Brown, 2001: 356-358, there are six general categories for evaluation of students writing as a follow: (1) content, (2) organization, (3) discourse, (4) syntax, (5) vocabulary, and (6) mechanics. The six categories can serve as the basis such evaluations.

4. Findings and Discussion

After implementing Think Pair Share method above that use improving students' writing skill, the researcher got some results dealing with both writing skill and class situation. The result presented below:

No.	Aspect of Writing	Score
1.	Content	5 – 20
2.	Organization	7 – 16
3.	Discourse	5 - 13
4	Syntax	3 – 9
5.	Vocabulary	3 – 6
6.	Mechanic	1 - 10

Table 2. The improvement of students' score in each writing indicators in

cycle one.

From the signs of students writing in each aspect, there was an increase in every aspect of students' writing skills, but students still experienced difficulties in preparing paragraphs, sending sentences and using appropriate grammar. The mean class of student writing skills in cycle one was 67.2. The highest score in the first cycle was 75 and the lowest score was 55. There are also good changes in every aspect of the character of students, although the increase is still lacking, especially in collaboration and still lacking in confidence. In addition, students are still passive and they cannot be actively in their groups. However, learning the characters in respect and desire is better in the post-test cycle one.

Based on the problem in this cycle, the action was not successful yet. Teachers and researchers think to show more examples of recount texts so students can better understand the preparation of sentences in each paragraph. In addition, changing members in each group because in cycle one is less effective, students become less active. Then, teachers and researchers also think of using other media, namely video, to give students an understanding of Think Pair Share methods.

From the signs of students writing in each aspect, there is an increase in every aspect of students' writing skills, but some students are still lacking in confidence to get their ideas into writing. The average class of student writing skills in cycle one is 71.8. The highest score in the second cycle was 80 and the lowest score was 65. The result of writing skill in cycle 2 could be seen in the table below. The mean of the students result in the second cycle was 71.8. There were only four students who got under minimal criteria competence standard (KKM). In applying the think pair share method in writing activities makes students become active in class. In addition, there is an increase in every aspect of student writing. Improvements that occur such as vocabulary and mechanics are much better in the second cycle. Rather than behavior in the first activity and post-test in cycle two, researcher found score for the character of students in each aspect. Student scores in aspects obtained and better in the post-test cycle two. The score of students in the aspect of the work team and

communicative actions for the meeting at the beginning then experienced a good increase in the post-test cycle two. Student scores in aspects and are very good in cycle one and then there is a significant increase in the two post-test cycles. Those who in some aspects in cycle two only have low levels of communication. In addition, students are still very less care about other students. However, characters in terms and desires are better in the post-test cycle two. Based on the observation result can be concluded that there are several advantages to the Think Pair Share method. The findings are as follows:

1. Think Pair Share method can improve students' writing skills.

    a. The mean of students' writing

	Pre-test	Cycle-1	Cycle-2
Minimal score	50	55	65
Maximal score	70	75	80
Average score	60.6	67.2	71.8

Table 4. The Mean class of Writing score

There were only 4 students' who derived the score above the minimal passing grade meanwhile the other 21 students were below that criterion. The lowest achievement gained score was 50. Furthermore, the students' average score of cycle 1 was 67.2. There were only 13 students who got the score above minimal passing grade meanwhile the other 12 students were below that criterion. Although the improvement began appear, but it still needed more improvement because it could not achieve the target yet of success classroom action research. That is 70% from the class percentage. That is why the researcher and the teacher continue to do the second cycle.

Next, the mean score in the second cycle was 71.8. It showed the students' improvement score 4.6 (71.8 - 67.2) from the test 1. It means there were 21 students' whose score pass the minimal passing grade and there were 4 students were under the target of minimal passing grade. Automatically, it can be said that Classroom Action Research (CAR) was successful and the cycle can be stopped the following table stated that the result of students' average score in pre research, cycle 1, cycle 2 that could be concluded as below:

No.	Activity	Mean	Total students' achievement
1.	Pre research Test	60.6	1515
2.	Cycle 1	67.2	1680
3.	Cycle 2	71.8	1795

Table 5. The Result of students' Mean score in writing skill

While the following table stated that the students whose got score pass the minimal passing grade in writing skill in pre research, cycle 1, and cycle 2 that can be concluded as below:

No.	Activity	Mean	Total students' achievement
1.	Pre research Test	60.6	4
2.	Test 1	67.2	13
3.	Test 2	71.8	21

Table 6. The table of students' attainment

b. Score data of aspect

No.	Categories	Pre-test	Cycle-1	Cycle-2
1.	Content	5-15	5-20	7-22
2.	Organization	7-15	7-16	8-20

3	Discourse	5-12	5-13	6-15
4	Syntax	2-8	3-9	3-10
5	Vocabulary	1-3	3-6	5-11
6.	Mechanic	1-5	1-10	3-10

Table 7. The table scores of aspect in each cycle.

The value data gained from structured categories of students' writing that there were some improvement of students' activity in teaching and learning process for each meeting and each cycle. However, after students have been taught by Think Pair Share method, they have motivate and active in teaching and learning process.

Based on the table above, Think Pair Share method can improve students' vocabulary. This can be seen the result of the writing categories in pre-test, cycle one, and cycle two. In addition, improving students' writing skills and making it easier for students to make more structured writing. Students take part in the discussion at this stage in the order they can find the structure of knowledge that has been learned (Suprijono, 2009: 91). The findings of the present study strength the previous study by Astheri et al (2011) that the use of Think Pair Share method is able to improve students' writing skills which include writing to explore their ideas, to use word choices, to write paragraphs using correct grammar , and use words in writing sentences.

2. Think Pair Share method can improve the character of students.

Character education is important in developing students' thinking skills in all aspects. To achieve character attitudes or values, in addition to being   indirectly

carried out through various learning activities carried out, the teacher is expected to be able to directly assess the achievement of certain character values in students. There are eight aspects of assessing student character. They are honest, caring, teamwork, communicative action, and so on. As a cooperative, that general purpose of Think Pair Share is to improve the mastery of academic and social skills taught (Nurhadi, 2003: 66).

Based on the above categorize, the researcher found an improvement in the characters that exist in each student during the researcher. One of them is when students are given individual writing tests there are some students who feel less confident to write their ideas into a written text. It was also conveyed by the teacher when conducting interviews that some students felt unable to when told to make a test so that they were lazy. When the researcher divided students into writing group students seemed very enthusiastic and they felt confident when writing their experiences into writing, besides the students felt easier and felt responsible themselves. TPS is a cooperative learning that is designed to influence the pattern of student interaction and is an effective way to create an atmosphere variation pattern class discussion, with the assumption that all the recitation and discussion requires setting in the control of the class as a whole (Trianto, 2010: 22). Collaboration and communication between students run well so it is easier for students to convey their ideas. So, the researcher can conclude that the Think Pair Share method can improve the character of class X IPA 6 of SMA Muhammadiyah 1 Klaten.

5. Conclusion

Based on the result of the study, it can be concluded that Think Pair

Share method can improve the teaching and learning of writing skill to the tenth year students of SMA Muhammadiyah 1 Klaten in academic year of 2017/2018. It msakes the students easier to create their ideas in paragraph. There is improvement on the students' ability of writing skill. It is proven with the students' mean score which improves from 60.6 in pre observation, 67.2 in cycle I, and 71.8 in cycle II. In addition, Think Pair Share method can also improve the character of the students. It is proven with an improvement in the characters that exist in each student during the researcher also experienced improve in character in every aspect, namely responsibility, confidence, honesty, cooperation, good communication, and others.

References

Abu Rass, R. 2001. *"Integrating reading and writing for effective language teaching".English Teaching Forum*. Volume: 39. No. 1. Pages 30-33.

Brown, H.Douglas. 2001. *Teaching by Principles: An Interactive Approach to Language Pedagogy.*NewYork: Longman

Burns, A. 2010. *Doing Action Research in Language Teaching: A Guide for Practitioners*. NY: Routledge.

Kementerian Pendidikan Nasional Badan Penelitian dan Pengembangan Pusat Kurikulum dan Pembukuan 2011.

Milson, A. J. &Mehlig, L. M. 2002. *Elementary school teachers' sense of efficacy for character education.The journal of educational research*, 96 (1), 47-53.

Nurhadi*, et al. 2003. *Pembelajaran Kontekstual (Cooperatif Learning di. Ruang-ruangKelas).* Jakarta: GramediaWidiasarana.

Sugiyono. 2012. *Metode Penelitian Kuantitatif Kualitatif dan R&D*. Bandung: Alfabeta.

Suprijono, A. 2009. *Cooperative Learning.* Surabaya

Trianto. 2010. *Mendesain Model Pembelajaran Inovatif Progresif, Konsep, Landasan, dan Implementasinya pada Kurikulum Tingkat Satuan Pendidikan (KTSP).* Jakarta: Kencana:PustakaPelajar.

Zemack, D.E. and Rumisek, LA. 2005 (2003). *Academic writing from paragraph to essay*. Oxford: Macimillan.

Sources:

OECD/Asian Development Bank. 2015, *Education in Indonesia: Rising to the Challenge*, OECD Publishing, Paris.http://dx.doi.org/10.1787/9789264230750-en