

ABSTRACT

Sadiyah, Umu. 2015. “ *The use of Think Pair Share technique to improve students’ achievement on writing descriptive text to the seventh grade of SMP Miftahurrohman Benjeng.* ” A thesis submitted as partial fulfillment of the requirements for the Sarjana degree of English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Gresik. Advisor: (1) Slamet Asari, M. Pd, (2) Rohmy Husniah, M. Pd.

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Writing is one language skill that it can be regarded as complete language and essential to academic language learning. Besides, based on the English curriculum 2006, the students of Junior High school are the students can create many kinds of the text with different purpose and structure. One of the texts that should be learned by Junior High school students is descriptive text. It is also the text to describe people, place and things. That is way, the English teacher must be creative and selective to choose an appropriate to make the students easy in writing the text.

In this study, the problems that the writer tries to solve are How the think pair share technique can improve student’s achievement on writing descriptive text at SMP Miftahurrohman. What the student’s score and respond after the teacher applying Think Pair Share technique in teaching writing a descriptive text at SMP Miftahurrohman.

This research is a Classroom Action Research. The data are taken from the students’ score and observation of the class. The subjects of the study are the English Teacher and the students at the seventh year students of SMP Miftahurrohman Benjeng. The object of the study is applying Think Pair Share to teach writing descriptive text at the seventh year students of SMP Miftahurrohman Benjeng.

The results show that applying Think Pair Share for teaching writing descriptive text is to increase the students’ score and improve the students’ respond in teaching learning process, especially writing skill of the students. The material is from text book based on the English teaching guideline in the 2006 curriculum. The classroom activity has 7 steps are: opening the class, explanation, consultant, practice, presentation, judgment evaluation, and closing the class. The students respond in the teaching learning process is actively, they can improve their writing ability by sharing with their partner. The students’ score in Pre test is 59,5 and the students’ score in post test is 75, 2. The precentage of students’ performance was 76%.

Based on the results of the study, the application of Think Pair Share as an effective way to improve students' writing ability. They can be actively involved in the class and they can study together. The teacher should use this technique in teaching learning process not only in writing class but also in another class. The students should learn the material at home before the teacher explains it at school.