INCREASING STUDENTS' ABILITY IN SUMMARIZING RECOUNT TEXT OF WRITING SKILL THROUGH *THINK PAIR SHARE* TECHNIQUE

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Abstract

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada peningkatan hasil dalam kemampuan siswa merangkum teks melalui TPS dan untuk mengetahui bagaimana kegiatan siswa dalam proses belajar melalui TPS. Populasi dalam penelitian ini adalah siswa kelas dua SMPN 1 Seputih Agung, Lampung Tengah terdiri dari tujuh kelas. Sampel dalam penelitian ini adalah kelas VIIIC. Data diperoleh dari pretest, postest, dan observasi. Berdasarkan perhitungan, hasilnya menunjukkan bahwa nilai rata-rata siswa pada posttest (72.11) lebih tinggi dari pretest (53.33) dengan perbedaan 18.78 poin. Hal ini menunjukkan bahwa hipotesis diterima, karena t-value (25.491) > t-table (1.684). TPS meningkatkan tidak hanya kemampuan siswa dalam merangkum teks, tetapi juga meningkatkan kegiatan siswa selama proses belajar. Oleh karena itu, TPS dianjurkan untuk digunakan oleh guru untuk meningkatkan prestasi menulis siswa.

The objectives of this research were to investigate whether there is an increase in students' writing ability in summarizing text after being taught through TPS and to find out the students' activity in learning process using TPS. The population of this research was the second year students of SMPN 1 Seputih Agung, Lampung Tengah consisting of seven classes. The sample of this research was VIIIC. The data were obtained from pretest, posttest, and observation. Based on the calculation, the result showed that the students' mean score of posttest (72.11) was higher than pretest (53.33) with the gained score was 18.78. It showed that hypothesis was accepted, because t-value (25.491) > t-table (1.684). TPS increase not only students' ability in summarizing text, but also improve students' activity in learning process. Thus, it is concluded that TPS can be applied and recommended as a reference to teach English in writing class.

Keywords: increase, recount text, summarizing text, think pair share

INTRODUCTION

In the level of Junior High School, writing is one of the important skills that should be mastered by the students. Writing skill is the most complex language skill which involved knowledge of sentence structure, dictions, organization of ideas, etc (Haris, 1974). Writing plays an important part in English learning because writing form is one of the students' thinking results. Accordingly, we can see how far the students can understand the problem or a text from their written form. One of the written forms is summary of the text. This summary is the result of students' thinking after they read a text or an article. In summarizing a written form, students will try to find and understand the important points of the text at first, after that they will express it in based on their understanding in written form. The summary of the text can help other students to get the important information from the long written form.

Based on School-based Curriculum (KTSP) 2006, students must be able to communicate not only in oral form but also in written form. Writing is a skill which expresses the ideas, feelings and thought arranged in words, sentences and paragraphs using eyes, brain and hand (Raimes, 1983). It means that students should be able to express their idea in written form as the result of their understanding of the text that they read. Because of that, writing is important skill to be taught to the students.

But in fact, when the researcher observed to SMPN 1 Seputih Agung, the researcher found that the students there had difficulties to express their idea in written form.

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Based on the observation, in summarizing text, most students still had difficulties in choosing appropriate words to express their idea in a sentence, they are confused what tenses they should use, what conjunctions should be chosen to combine one important point with other important points, and arrange them in paragraph smoothly, so that readers can understand the summary easily. Students knew what they should write, but they did not know what points they should write. The researcher also found that most students especially at the third year seem to be poor in writing. It can be seen from their writing test scores which are mostly stated lower than the minimal mastery criterion (KKM) of that school which is 70. The score indicates that the students have difficulty to express their idea in written form. The students' average score is only 65.

The researcher also found that teacher just asked the students to read the text, found the difficult word and answered the question in multiple choice forms. When students should answer the question in essay form, they just copied a sentence from the text and often it turned out to be the wrong answer. Thus, they became passive and thought that English was a difficult subject. To finish their task, some of them did it in a group or just copied their friend's work. The students said that they felt secure and easier if they studied together with their friends.

There is one technique that might be increase the students' ability in writing namely, Think Pair Share technique. Slameto (in Isjoni, 2010) argues if students master the concept, they can solve their problem to express their understanding.

Ibrahim (in Pramudiyanti, 2008) claims that TPS is cooperative learning model which can make students get the points of materials by learning together. Lyman (in Pramudiyanti, 2008) has stated that the learning process of TPS will limit students' irrelevant activity and focus on learning activity because students should express their idea, at least with their pairs. Thus, Yulfisa (in Pramudiyanti, 2008) states that TPS can increase the average score in mastering the concept of materials. Pramudiyanti (2008) has found that students' average score increases to 83.78% after being taught by using TPS technique. Then, Madden (in Slavin, 2008) also states that cooperative learning can increase the students' motivation in learning. Moreover, Khodijah (in Pramudiyanti, 2008) has found that TPS strategies can increase students' positive response.

It can be stated that TPS can optimize students' participation in learning, because in thinking steps, they had chance to share their thoughts with friends about teacher's questions of the material. Thus, in pairing step students worked with their pair to discuss the answer also confirmed their ideas each other. Last, in sharing step, each pair presented their result discussion in front of the class. This step allowed other pairs to give comment and had more discussion about the topic. Students also could express their idea longer and smoothly. Learning process of TPS could increase students' ability and positive skill. Finally, TPS can organize students' thinking when they had discussion with their friend by using their communicative skill.

TPS technique is one of the cooperative learning strategies which uses small groups that allows students to work together to maximize their own ability in learning and also help the other member to maximize their own capability. Students work in pairs, work together to solve the problem and finish their task to achieve the learning goal. This technique would help the students to be more active in thinking, more active in learning activity, learn how to work together and last every student can solve their own problem in their individual test.

In short, the researcher chose TPS technique because students became more active in learning activity, more enjoyed their work with their pair and reduced their anxiety when they work individually. The students felt secure because they were combined based on their achievement score. Considering that, this research was conducted in the second year students of SMPN 1 Seputih Agung, Lampung Tengah. The researcher concerned to find out whether there is an increase of students' ability in summarizing text before and after being taught through TPS technique and to investigate the students' activity in learning process using TPS technique.

METHOD

In conducting this research, the researcher used *one group pretest posttest design* (Setiyadi, 2006: 131). Pretest and posttest were administered to see whether TPS technique can be used to students' ability in summarizing text. This research used one class. The class had both pretest and posttest and three times treatment.

The design can be illustrated as follows:

T1   X   T2

Where:

T1 : Pretest

X   : Treatment (using TPS technique)

T2 : Posttest

(Setiyadi, 2006: 131)

The subject of research was given the treatment which used and applied TPS technique in summarizing recount texts. The treatment using TPS technique was given in three meeting and 80 minutes in each. The researcher administered the pretest before the researcher gave the treatment. Pretest was conducted to measure the students' ability in summarizing text before applying the treatment.

The posttest gave after the researcher applied the treatments to the subject of the research. The posttest was done after three meetings of the treatment. Posttest was given to find out the increase of students' ability in summarizing text after being given the treatment. The pretest and posttest were required 60 minutes for the test. The students was asked to write a summary of the text. The materials were recount text.

Besides that, the researcher also checked the students' activities in learning process by using observation sheet. The observation was done by two English teachers of SMP N 1 Seputih Agung, Lampung Tengah.

RESULT AND DISCUSSION

The result of the research showed that there was an increase of students' ability in summarizing text before and after being taught through TPS technique in class VIIIC of SMPN 1 Seputih Agung, Lampung Tengah. The students' mean score after being taught through TPS technique was increase significantly. The students' mean score of the pre-test was 53.33; meanwhile, their mean score of the post-test after being taught through TPS technique was 72.11, in which their gain score was 18.78.

In addition to those results, the researcher also analyzed the pre-test and post-test score per element of writing skill. Based on the analysis, TPS technique mostly increased the students' ability in summarizing text. The increase includes all aspects of writing: language use from 11.73 up to 17.98 (6.25), organization from 11.06 up to 15.04 (3.98), content from 16.26 up to 20.20 (3.94), vocabulary from 11.73 up to 15.32 (3.59), and mechanics from 2.52 up to 3.50(0.98).

In order to prove whether the hypothesis of the research is accepted or not, the researcher has used T-test in order to find out the significance of the treatment effect.

The hypothesis is tested at the significant level of 0.05 in which the hypothesis will be approved if α < 0.05.

Paired Samples Test

	Paired Differences					T	df	Sig. (2-tailed)
				95% Confidence Interval of the Difference				
	Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1 pretest - posttest	-1.877781	4.41983	.73664	-20.27323	-17.28232	-25.491	35	.000

The table shows that t is -25,491. Negative means that the score in pretest is lower than in posttest. The result of the computation shows that the value of two tailed significance is 0.000. It means that H_1 is accepted and H_0 is rejected since 0.000 < 0.05. It proves that the treatments which are given have better effect to increase students' ability in summarizing text. In conclusion, the alternative hypothesis is accepted.

TPS is cooperative learning by Lyman (in Sari N., 2010) and his colleagues in Maryland. According to Lyman, TPS is a summarization strategy that can be used in any content area before, during and after a lesson. First step, *thinking*, teacher tells clues about the topic that they will read first, then let them thinking about it. After that, teacher makes them work in *pairs* and discuss their problem. During this second step, students might wish to revise their original ideas to be a better understanding of problem. The last is *sharing* their work in front of the class.

Meanwhile, from the observations of students' activities that were conducted by two observers during the three meetings, the result showed that the students' activity in learning process was in a good level. The data observation showed that students' activities in TPS could fulfill the criteria of good level in which the number of active students was more than 75% from the total students in the class (Arikunto, 2006:7).

It was found out that most students increase their activities in the class, especially during pair and share discussion. They were looked easier in expressing their opinion and also did their task. The activities from all the three meetings showed that the students were less dependent upon the teacher as they learned from other students. It gave a chance to each student in pair to be more responsible for their own learning. It supported the theory of Lie (2002) that TPS is a technique which gives the opportunity to students to work individually and also together with their pair. It will increase the students' participation in learning.

The activities in learning process explain the benefits of TPS for students, they are (a) think time allows all students to develop their answers, (b) TPS benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem and increased interest in other students and school, (c) students spend more time on task and listen to each other more when engaged in TPS activities, (d) TPS provides the opportunity to share students' thinking and increases students' sense of involvement in classroom learning, (e) during peer tutoring, students can solve their misunderstandings of topic being discussed.

From the result of the students' score and the students' activities, it can be said that TPS technique can be used to increase students' ability in summarizing text significantly. This technique is effective because it is applied to deal with a heterogeneous students' ability, in which students are given the opportunity to collaborate with peers in the form of pair discussions to solve their problems.

CONCLUSIONS AND SUGGESTIONS

Based on the results of data analysis and discussions, it can be conclude that

1. TPS technique increase students' ability in summarizing text, it proves from the pretest and posttest scores which show that the students' mean score of posttest in experimental class (72.11) is higher than pretest (53.33) with the gain of 18.78. It means that TPS technique can increase students' ability in summarizing text. It can also increase all aspects of writing; language use (6.25), organization (3.98), content (3.94), vocabulary (3.59) and mechanics (0.98). It is proved by the increase of the mean score from pretest to posttest. From the five aspects of writing, language use has the highest increase because TPS technique provides the understanding process to make the meaning grammatically correct. On the other hand mechanics is the lowest increase in this research.

2. TPS technique improves the students' activity in summary writing activities. Based on the data of observation during the three meetings, there were 34 students in the first meeting, the average score of students' activities from the two observers are 68.29% and 69.52%. Then, 35 students in the second meeting, the

average score of students' activities from the two observers are 72.74% and 74.45%. Last, 35 students in the third meeting, the average score of students' activities from the two observers are 76.08% and 76.42%. It means in the third meeting the score of students' activities can fulfill the indicator of a good level in learning process. That happens because TPS can make students feel secure to study since they work within their pairs. TPS technique can help the students to maximize their own ability in learning.

Referring to the conclusion above, the researcher would like to purpose some suggestions as follows:

1. English teachers are suggested to use TPS technique, especially in teaching summary writing to make the students more comfortable in learning and can improve students' ability. The teacher should be able to give some rules and control the learning process well. Then, the students will be more active in practice writing ability and enjoy their writing process through pair work.
2. The future researchers, who will conduct similar research, should consider the time allocation for the treatments. Due to limitation of time, the target material may not be explained fully when the class is not in a conducive condition.

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