

# **THE EFFECT OF TEAM PAIR SOLO TECHNIQUE TO THE ELEVENTH GRADE STUDENTS' WRITING ABILITY OF REPORT TEXT AT MAN NGLAWAK KERTOSONO IN ACADEMIC YEAR 2014/2015**

## **SKRIPSI**

Presented as a Partial Fulfillment of the Requirement to Obtain  
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Faculty of Teacher Training and Education  
University of Nusantara PGRI Kediri



By:  
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NPM 11.1.01.08.0214

ENGLISH DEPARTMENT  
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**APPROVAL PAGE**

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Approved by the Advisors to be proposed to  
the English Department Examination Committee of  
University of Nusantara PGRI Kediri

Kediri, February 3, 2016

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Approved and Accepted by all its qualification  
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Kediri, February 3, 2016

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# THE EFFECT OF TEAM PAIR SOLO TECHNIQUE TO THE ELEVENTH GRADE STUDENTS' WRITING ABILITY OF REPORT TEXT AT MAN NGLAWAK KERTOSONO IN ACADEMIC YEAR 2014/2015

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## ABSTRACT

The objective of the study was to investigate whether there is a significant effect of Team Pair Solo technique toward the students' writing ability of report text. Conducted at the eleventh grade students of MAN Nglawak Kertosono in academic year 2014/2015, this research used experimental technique with one-group pretest-posttest design. It was conducted in XI IPA-2 class as the research sample consisted of 24 students. The instrument used to collect the data was test. There were two tests; pre-test which was conducted before being given the treatment and post-test which was conducted after being given the treatment. The formula that was used to analyze the data was t-test. From the result, it was found that the obtained t-test was 5.68, whereas t-table was 2.087 at the degree of significance 1%. The t-score was higher than t-table ( $5.68 > 2.087$ ). It meant that  $H_a$  was accepted while  $H_o$  was rejected. So, there was very significant effect of Team Pair Solo technique to the eleventh grade students' writing ability of report text at MAN Nglawak Kertosono in academic year 2014/2015. It is recommended that the teachers use Team Pair Solo technique in writing activities.

**Keywords:** Effect, Team Pair Solo Technique, Writing ability

## I. INTRODUCTION

Since English was addressed as the international language and is used by many people across the globe, it becomes an important subject to be taught in Indonesian education. Teaching English as the foreign language is not as easy as teaching native language, however, because the students' environment for learning both languages is different. Students will face some difficulties to acquire English as it is not their daily language.

In English language teaching, there are four skills that are taught; listening, speaking, reading, and writing. Among those four skills, writing is regarded as the most difficult skill to learn compared with the others. Heaton (1988: 135) argued that writing requires not only the mastery of grammatical and rhetorical devices but also of conceptual and judgemental elements. So, writing is not simply a matter of how to write new things down in a new code, but it is the ability to use the structures, lexical items, and their conventional representation in ordinary matter of fact of writing.

In spite of the fact that writing is an important skill to be mastered, we cannot deny that writing is still real problem for students. They assume that writing is difficult, so the result of students' writing test is still unsatisfactory. Most students find difficulties in gathering their ideas and organizing their ideas in a paragraph unity, they do not have much idea of what to write and how to start writing, they are afraid of making errors - since most students only focus on spelling, grammar, and punctuations - rather than strengthening their ideas to be vivid, and last but not least, most teachers tend to use the traditional method. Here, the teacher takes the major role explaining everything, doing what the student is supposed to do while the student's role is only listening to what is uttered by his/her teacher.

Considering the phenomenon above, there is an urgent need to implement a strategy or technique that can help solve those problems which involves students' participation to avoid the teacher's dominance in the classroom. Through cooperative learning, students are active in the learning process, because they will

learn more through a process of constructing and creating, working in group and sharing knowledge. As Sunarti, Jaya, and Nootan (2006: 1) said: "Cooperative learning means to work together to accomplish shared goals." There are many types of cooperative learning, one of which is Team Pair Solo technique. "Team Pair Solo (TPS) is a method of cooperative learning in which the students do problem first as a team, then with a partner, and finally on their own" Cook (2007: 9). By applying this technique, teacher can encourage the students to participate in the classroom activities as well as encourage them to express their ideas into good writing without being afraid of making mistake.

In regard to the problem above, the researcher conducted a relevant research to see the effect of using Team Pair Solo technique to the eleventh grade students' writing ability of report text at MAN Nglawak Kertosono in academic year 2014/2015. The objective of this research was to find out whether there is any significant effect of Team Pair Solo technique to the eleventh grade students' writing ability of report text at MAN Nglawak Kertosono in academic year 2014/2015.

## **II. METHOD**

This research used experimental research with one-group pretest-posttest design since the researcher intendend to examine the cause and effect between two variables, using Team Pair Solo technique as the independent variable and students' writing achievement score as the dependent variable.

This research was carried out at the eleventh grade of MAN Nglawak Kertosono in academic year 2014/2015 and it was conducted in second semester. The activities were started from treatment up to collecting the data which were the score of the students' writing test.

The population in this research was all students of grade eleven of MAN Nglawak Kertosono in academic year 2014/2015 consisted of nine classes. The number of the entire students was 204. While the sample of this research was only one class that was class XI IPA 2 consisted of 24 students.

The instrument used in this research to collect the data was test in the form of composition which was analyzed by writing rubric presented by Jacob et al (1981) in Weigle (2002: 116). In this research, there were two kinds of test, pre-test and post-test. Pre-test was conducted first to know the students' writing ability before being given

the treatment and the second one was post-test which was given after the treatment.

In analyzing the data, t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

### III. FINDINGS AND DISCUSSION

Based on the result of students' writing product in pretest, the total pre-test score of class XI IPA-2 was 1488, means = 62. The standard score of English subject for eleventh grade students of MAN Nglawak Kertosono is 75. So, the requirement for the students to pass the test is their score has to be 75 or above. From the data of pre-test score, there were only two students who passed the test, the others were failed.

After being given the treatment, the students' writing ability was improved that can be seen from the result of students' writing product in posttest with the total score was 1737, means = 72.4. In this posttest, the total students who could pass the test were 10 students.

Then, the scores from pretest and pretest were compared to get  $\bar{D} = 10.67$  to analyze pre-test and post-test using t-test. From t-test computation,  $t = 5.68$  and the degree of freedom is 23. With  $Df = 23$ , the value of t-table with the degree of significance

1% = 2.807 and the value of t-table with the degree of significance 5% = 2.069. Based on the t-score above, the researcher can conclude that the students' writing ability is increasing and Team Pair Solo technique gave very significant effect to the students' writing ability. It can be proven by the table difference degree of significance from t-table and t-score below.

**Table 1. The statistical computation of using t-test**

D f	t- score	1%	5%	Alterna tive Hypothesis (Ha)	Null Hypothesis (Ho)
2	5.6	2.8	2.0	Accepte	Rejecte
3	8	07	69	d	d

Based on the calculation above, if t-score  $\geq$  t-table, and the degree of significance 1%, it means that it is very significant, so  $H_0$  is rejected. It can be seen that t-score is 5.68 and the degree of freedom  $(N-1) = (24-1) = 23$ .

Finally, the t-table is 2.807 in the degree of significance 1% and 2.069 in the degree of significance 5%. It means that t-score is higher than t-table or can be concluded that the result of the research is very significant. So, there is very significant



effect of Team Pair Solo technique to the eleventh grade students' writing ability of report text at MAN Nglawak Kertosono in academic year 2014/2015.

#### **IV. CONCLUSION AND SUGGESTIONS**

Regarding to the result of the data analysis, the conclusion of this study can be disclosed as follows: (1) Team Pair Solo technique is good to teach writing report text because it can help the students to understand the material well, so the students can produce better report texts than before at the end of the lesson and can also solve the students' difficulties as well as build their responsibility by working in a group or pair and enhance their writing ability and raise their self-esteem by working individually; (2) using Team Pair Solo technique can improve the students' ability to write report text. After analyzing the result of the research, the researcher got the data about students' writing scores that had been taught using Team Pair Solo technique was higher compared to the scores before being taught using this technique.

It is suggested to English teachers of the eleventh grade students of MAN Nglawak Kertosono in academic year 2014/2015 to use various techniques in teaching writing to prevent the students'

boredom of doing the same activities in all English instruction. Furthermore, Team Pair Solo technique is suggested to be applied since it involves activities that can develop students' achievement of writing. Lastly, the result of this research is expected to be a potential relevant reference for next researchers in conducting the relevant variables studied.

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