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THE ANALYSIS OF WRITING PROCESS THROUGH THINK PAIR SHARE STRATEGY AT ISLAMIC SENIOR HIGH SCHOOL IN CIREBON

A THESIS

Submitted to English Language Teaching Department, *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon In Partial Fulfillment of The Requirements of Undergraduate Degree



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ABSTRACT

VENI OKTAVIANI. 14111320133. *The Analysis of Writing Process through Think Pair Share Strategy at Islamic Senior High School in Cirebon*

In this era many students who have difficult in learning English, especially in writing skill, because writing has significances in communicative competence of learning the language. Based on the phenomenon, this research describes student's writing through think pair share strategy while following the learning process in classroom. This research based on Harmer and Brown theory.

The aim of this research is to know how the writing process through think pair share strategy at Islamic Senior High School in Cirebon. The method which is used in this research is qualitative research. The population in this research is all the students of science class on the second grade in MA Islamic Centre Cirebon. The students who become the population consist of 20 students. The writer takes the students who become participants as sample 20 students based on Jackson formula.

The technique of collecting the writer used depth-observation, depth-interview, and documentation to know about the writing process through think pair share strategy on second grade students.

The result shows that the roles of the teacher are used commonly in writing process through think pair share strategy, they are: the teacher as manager, the teacher as organizer, the teacher as resource, the teacher as facilitator, the teacher as motivator, and the teacher as assessor. For student's difficulties in writing process through think pair share strategy, consist of grammar, vocabulary, and spelling. In this research, the most of students in second grade felt difficult in writing was grammar. The teaching and learning writing process through think pair share strategy at MA Islamic Centre Cirebon was good, because the teacher was applied this strategy in teaching and learning writing appropriate with her lesson plan in second grade (science class).

This strategy taught the students share what their opinions or their ideas about the content or topic. The result shows that the writing process through think pair share strategy was good and can be alterative way in teaching and learning writing English.

Key words: writing skill, writing process, role of the teacher, difficult in writing, and think pair share strategy.



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RATIFICATION

This thesis entitled "The Analysis of Writing Process through Think Pair Share Strategy at Islamic Senior High School in Cirebon" written by Veni Oktaviani, student number 14111320133 has been examined on August 26th 2015. It has been accepted by the examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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CHAPTER I INTRODUCTION

A. Background of the Research

The human being has their own necessity in life, such as safety needs, needs to learn and so forth. There are so many things to learn including learning language, and so many languages can be learned, one of them is English. English as one of international languages is spoken in many countries throughout the world, including Indonesia. English in Indonesian school is local content. It is started from Elementary School to University. In English there are four skills that must be learned in studying English, they are Listening, Speaking, Reading and Writing. One of the skills becomes the focus of this thesis, namely is writing. Writing is not just about conveying content but also about the presentation of self. Who we are effect how we write, whats ever we write (Ivanic, 1998: 181).

According to Broadman (2002: 4) states that writing is a continuous process of thinking, organizing, rethinking, and reorganizing. In writing people have to mastering of vocabulary, spelling, grammar, punctuation, appropriate content, word selection appropriate to the audience, topic and so on. That's why many peoples and students find it difficult to write. Besides Broadman, Harmer (2004:31) states that writing encourages students to focus on accurate language use because they think as they write; it may well provoke language development as they resolve problems which the writing puts into their minds. When writing, students frequently have more time to think than they do in oral activities. Students can go through what they know in their minds and event consult dictionaries, grammar books, or other reference material to help them.

In teaching writing to senior high school students is actually different from junior high school or elementary school students. The teacher as a facilitator should understand students' characteristics and classroom condition before teaching learning process starts. Besides, all preparations must be prepared. They should have lesson plans. In the lesson plans, she delivered the materials and teaching strategy that will be implemented. Teachers think that what they use this

approach the students to competence in English writing but in fact it is impossible because students knew write down only did not knew what they write is correct form (grammatical, spelling, punctuation, etc) or not.

In think pair share strategy is one of strategy in active learning that encourages individual participation. Think pair share strategy are allowed students to engage in individual and small group thinking before they are asked to answer questions in front of the whole class. This strategy has some benefits for students. It can increase the kinds of personal communications that are necessary for students to internally process, organize, and retain their ideas. Additional advantage of using this strategy is that students take ownership of their learning and negotiate meanings rather than rely solely on the teachers' authority. In other words, this strategy focuses on student-centre learning.

Moreover, the researcher interviewed the English teacher, Ida. She is the English teacher of the second grade at *MA Islamic Centre Cirebon*, exactly the teachers' office at 21 April, 2015. The researcher found some problems in the teaching and learning process. Based on the result of the interviewed, the researcher found the following problems: Firstly students' difficulty to begin writing. Secondly, incorrect in grammar, spelling, punctuation, effective word choice and so on. Thirdly, teacher often ask to students to make an each group consists of four or five students to writing English, and it's make some students just silent, did not help each other friends in group (un-effective for writing process), and the last teacher says that in teaching English writing she was not a good strategy for teaching writing or not good in management class to teaching and English learning. From that case, both the teachers and the students need a good way of teaching and learning process in writing process.

The researcher have statement about this thesis is an important to give an alternative ways to teaching English strategy especially for writing and reduce the problems of student's writing. And the interesting of this study is the teacher used of think pair share strategy, usually this strategy used in speaking but in this thesis the think pair share strategy applied in writing.



However, the reasons above the researcher had chosen the topic of writing process. A research entitled “The Writing Process through Think Pair Share Strategy” and by assumption that writing process through think pair share strategy can give alternative way in teaching and learning English especially in writing. This research will conducted at Eleventh grade (science class) at *Islamic Centre Cirebon*.

B. The Identification of the Problem

The identification of the problem is needed to clarification about the problem. The researcher arranged the identifications of the problem refer to the background above. There are:

1. The Field of Research

The field of study of the research is writing. Researcher will try to describe, analyze and explain about writing process through think pair share strategy at *Islamic Senior High School in Cirebon*.

2. The Kinds of problem

The study entitled “The Analysis of Writing Process through Think Pair Share Strategy at Islamic Senior High School in Cirebon”. This research focuses on writing process of students, the field of the study is writing. From the title of the thesis and background of the problem in which have explained, the researcher finds out and gets several problems to be identified in this study, are:

- a. The teachers’ unaware about writing process of students, teachers’ only aware about their product (writing) of students.
- b. The teacher less in learning English strategy
- c. The students lack in writing process.

3. The Main of the Problem

The main problems of this research is lack of writing process and the unsatisfied strategy in the learning process, so students learn about writing process through think pair share strategy.



C. The Limitation of the Research

The limitation of this study is to analysis of writing process through think pair share strategy at *Islamic Senior High School in Cirebon*. In English there are four skills that must be learned in studying English, they are Listening, Speaking, Reading and Writing. One of the skills becomes the focus of this thesis, namely is writing. Writing is the hardest part of the four language skills is listening, speaking, writing, and reading. To make us able to speak, we have to listen, we have to able read and think much.

The teaching and learning process, many strategies has applied in all school starts from elementary school until university. According to Weinstein and Mayer (1986: 315) define learning strategies as “behaviors and thoughts that a learner engages in during learning” which are intended to influence the learners’ encoding process. Learning strategy, such as: mind map, round table, jigsaw, think pair share, think talk write, and so on. The researcher give a limit of this thesis is think pair share strategy only. Because the researcher has assumption that’s think pair share appropriate to applied in writing process. According to Azlina (2010:23) states that think-pair-share strategy also called as discussion. It is a learning strategy that provides processing time and builds in wait-time to thinking. The general idea of think pair share technique is having the students independently think or solve a problem quietly, then pair and share their thoughts or solution with someone.

Was written by Harmer (2001: 57), Brown (2000: 166), they days that the roles of the teacher are an important in teaching and learning process, many roles of the teacher usually used in classroom, there are: the teacher as motivator, the teacher as resource, the teacher as organizer, the teacher as manager, the teacher as facilitator, the teacher as assessor, and so forth. But in this research, the researcher will identify about the roles of the teacher are commonly used in writing through think pair share strategy, such as: the teacher as organizer, the teacher as resource, the teacher as motivator, the teacher as facilitator, the teacher as manager, and the teacher as assessor. In writing, the teacher is commonly as motivator, resource, and feedback provider.



The student's difficulties in writing, there are grammar, punctuation, spelling, and word choice or vocabulary (Langan, 2009: 214). The researcher's focus on grammar, vocabulary and spell, because this factors which common problem or difficult in English writing especially in MA Islamic Centre Cirebon. In grammar, the researcher only focus on the past tense, conjunction and time connectives, adverb and adverbial phrase, and action verb, because some students felt confused between past tense and present tense. So, the researcher wants to know that.

The writing process in second grade (science class) at MA Islamic centre only make pre-writing, writing, rewriting, and editing According to Langan (2009: 22) writing process consists of pre-writing, writing, revising, and editing. The English teacher in MA Islamic centre usually ask to students to make a cluster/ mind map first to develop their idea, then the students make a draft with Indonesian to translate English, and the last revising and editing, usually the students only write the English text and editing some vocabulary, spelling, punctuation, and grammar.

In other hand, this study investigates the participants from eleventh grade (science class) at MA Islamic Centre Cirebon. In this study will try to find the data from the students who learnt the writing process through think pair share strategy and will focus on the problem that will be investigated based on what the researcher mentioned in the research formulation.

D. The Questions of the Research

Based on the background of study above, the research question is as following:

1. What are the roles of the teacher are commonly used in writing process through think pair share strategy at MA Islamic Centre Cirebon?
2. What are students' difficulties in writing through think pair share strategy at MA Islamic Centre Cirebon?
3. How is the writing process through think pair share strategy in classroom at MA Islamic Centre Cirebon?



E. The Aims of the Research

Based on the question of the research, this study has the aims:

1. To know about the roles of the teacher are commonly used in writing process through think pair share strategy at MA Islamic Centre Cirebon.
2. To know about students' difficulties in writing through think pair share strategy at MA Islamic Centre Cirebon.
3. To analyze the writing process through think pair share strategy in classroom at MA Islamic Centre Cirebon.

F. The Usefulness of the Research

In theoretically, this analysis hoped to be able to give the alternative way in teaching strategy through think pair share strategy. Hope to teacher not less the strategy in teaching writing through think pair share strategy.

In practically, this analysis can be useful for readers and other researchers to be a source of data or information which is interested in studying the field of writing, especially in writing process.



G. The Frame of Thinking

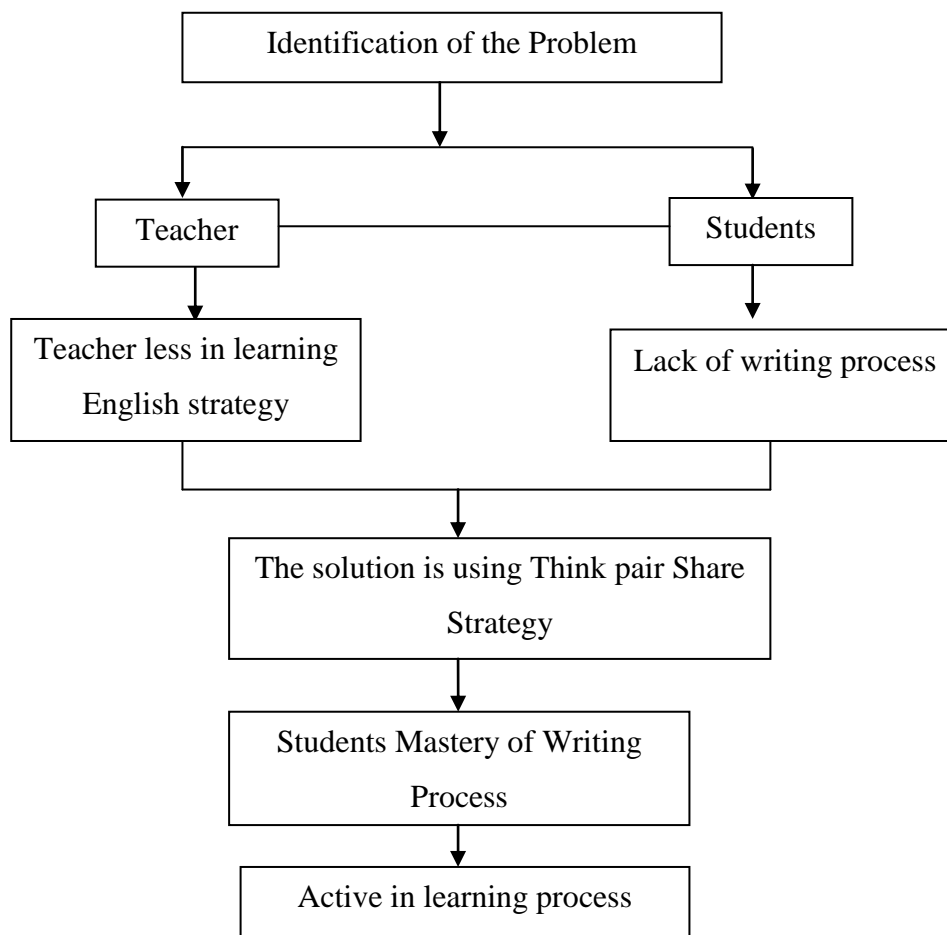


Figure 1.1

Frame of Thought

English is an international language that is used to communicate among people all over the world. The teaching and learning strategies have been linked to learning experiences described in each unit of this resource. Teachers are encouraged to use their professional to review the suggested strategies, then decide on the most appropriate for meeting the needs of their students and deliver the material or context in classroom. But if the teacher less in the strategy, they cannot be a good management of the class.

English in Indonesian school is local content. It is started from Elementary School to University. In English there are four skills that must be learned in studying English, they are Listening, Speaking, Reading and Writing. One of the



skills becomes the focus of this thesis, namely is writing. Writing skill is one of the productive skills that should be mastered in using a language. It is because writing skill has significances in communicative competence of learning the language. Brown (2001: 336) claimed that writing is a thinking process. Furthermore, he states that writing can be planned and given with an unlimited number of revisions before its release. Addition, any some students lack of the writing process, their just know about their writing, not the process. So in here, the teacher must be teaching what the writing process is. According to Langan (2009: 22) said that writing is a process that involves the following steps: a) Prewriting, b) Developing solid support for the thesis, c) Organizing the thesis and supporting material and writing it out in a first draft, d) Revising and then editing.

One of the ways to get big success in teaching the students is the teachers can determine the appropriate strategy for the students. Mainly for those who teach writing they should applied the active learning to make the students feel challenged and excited having English classes. Here, the writer chose the teaching strategy namely The Writing Process through Think Pair Share Strategy belongs to cooperative learning. According to Gillies and Ashman (2003: 54) said that in cooperative learning was designed and applied to develop social strategies and acceptable social attitudes in students, and to improve their social relations within and between groups. This is students can more active to communicate with other and develop their knowledge in group. One of the strategies in cooperative learning is think pair share strategy. Azlina (2010:23) states that think-pair-share strategy also called as discussion. It is a learning strategy that provides processing time and builds in wait-time to thinking. The general idea of think pair share technique is having the students independently think or solve a problem quietly, then pair and share their thoughts or solution with someone.

H. Theoretical Foundation

In this section, the writer will discuss several theories related to the topic of this thesis, the writing process through think pair share strategy. The writer also will quote some theories of several experts:



1. Writing

The definition of writing according to Harmer (2001:31) states that writing encourages students to focus on accurate language use because they think as they write; it may well provoke language development as they resolve problems which the writing puts into their minds. So in writing the students can be able to improve their language with thinking before, arrange the words or sentences, the structure and so on. In writing, the writer should be creative to using language, inventive thinking and critical reason to invite the people reading his write. Through writing we can follow the readers in story what the writer write. Moreover, Hyland (2009: 2) states that writing is central to our personal experience and social identities, and we are often evaluated by our control of it. Based on the quote, that writing is the expressions of the experiences and the identity in the society. The ideas which appear in our writing based on the experience that happens in our life.

From the definitions above, conclude that writing is a person's ability to communicate information and ideas to someone, public and else, also writing is not only an activity of arranging words into form of sentences, but also when people write, they should organize some interesting stuffs, which are experiences or ideas in written form. The writing purposes is the most effective learning of writing is likely to take place when students are writing real messages for real audiences, or at least when they are performing tasks which they are likely have to do in their out-of-class life. The choice of writing tasks will depend, therefore, on why students are studying English (Harmer, 2004: 39). There are three main categories of learning which it is worth considering:

a. English as a Second Language (ESL)

It is normally used to describe students who are living in the target language community and who need English to function in that community on a day-to-day basis.



b. English for Specific Purposes (ESP)

Many students study English for a particular (or specific) purpose. For example, will study medical English, will study business, and other. The choice of topics and tasks for such students should not only develop their general language competence but also be relevant to their reason for study.

c. English as a Foreign Language (EFL)

Generally taken to apply to students who are studying general English at schools and institutes in their own country or as transitory visitors in a target-language country.

According to Harmer (2001:25), there are two approaches in teaching writing. Teaching writing as one of two linguistic-productive skills actually cannot be separated from the teaching and reading as one of the two receptive language skills. Harmer (2001: 205) explains that the teaching of productive skills is closely bound up with receptive skill work. The writing output produced by the students will be the input for them to see how it turns out. They are focusing on the product of writing process and focusing on the writing process itself. He states that focusing on the writing process leads those who advocate a process approach in writing. In addition, Nunan (1989: 36) says that a process approach in writing sees the act of composition from a different perspective, or focusing as much on itself. He also states that the process approach focuses on the steps involving drafting and redrafting a piece of work. And from Murray (1997: 4), the process approach in writing can be divided into three stages, there are: prewriting, writing, and rewriting. Over view, according to Langan (2009: 22) that you will know that you can use prewriting as a way of thinking and you want to develop your ideas, you will understand that there are clear cut goals (unity, support, organization, and error-free sentences) called writing or writing a first draft, you will realize that you can use revision to rework a paper and you will be able to edit a paper so that your sentences are clear and error-free.



1) Prewriting

Prewriting is everything you do before you begin to draft the paper. Any five free writing techniques they are: a) free-writing, b) questioning, c) making a list, d) diagramming or clustering, and e) preparing a scratch outline.

2) Writing or writing a first draft

Writing a first draft is the stage when you begin to put the paper in paragraph form when you begin to draft your writing.

3) Revising

Revising is as much a stage in the writing process as prewriting, outlining, and doing the first draft. Revising means rewriting a paper, building on what has already been done, in order to make it stronger and clear.

4) Editing

After you have revised your paper for content and style, you are ready to edit-check for and correct-errors in grammar, punctuation, and spelling.

But in all of these cases it is suggested that the process has four main elements (Harmer, 2004: 4):

a) Planning

Experienced writers plan what they are going to write. Before starting to write or type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes.

b) Drafting

We can refer to the first version of a piece of writing as a draft. This first 'go' at a text is often done on the assumption that it will be amended later. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version.

c) Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft, because things



have changed in the editing process. But the writer is now ready to send the written text to its intended audience.

Sometimes the first stages of the process will take almost no time at all and we will plan, (re-) draft, and (re-) edit very quickly in our heads as we write. Nevertheless, however casually we approach the process, we will still try and plan what to write, check what we have written, and revise it before sending it off. It is just that at certain times we do this more carefully than others.

2. The Difficulties in Writing

In writing, some theories also states that any some difficulties in writing, such as lack of vocabulary, lack of grammar, and lack of spelling. According to Murray (2006: 174), the lack of vocabulary which created difficulties in describing their results and stacking a claim and Hyland (2003:34) states that students themselves commonly identify language difficulties, particularly an inadequate grasp of vocabulary or grammar, as their main problems with writing and frequently express their frustrations at being to convey their ideas in appropriate and English correct. To spell, sometimes students felt difficult when students need to be able to hear the sounds within words and match these sounds to the correct letters. To write organized, understandable text, students must not only have good oral language, but must also hold the concepts, vocabulary, and grammatical form of sentences and paragraphs (Josh, 2013).

And Langan, (2009: 412) states that some people felt that writing is difficult because in writing someone should be attention for grammatical, punctuation or quotation marks, spelling or commonly confused words, and effective word choice, there are:

a. Grammar

Grammar is an important factor in learning English.

b. Punctuation or quotation marks

The two main uses of quotation marks are: to set off the exact words of a speaker or writer, to set off the titles of short works.



c. Spelling or commonly confused words

Some words are commonly confused because they have the same sounds but different meanings and spellings; we called *homonyms*.

d. Effective word choice/ vocabulary

Choose your words carefully when you write. Always take the time to think about your word choices rather than simply use the first word that comes to mind.

In addition, Moats (1983); Schwartz (1983) in Kim, Randy, and JohnL (2014) indicates students with learning disabilities develop spelling skills spelling ability allows the child to read written words correctly. Lack of spelling ability makes it difficult to read written words. Spelling is also essential when students have to produce written in class. However, in writing the problem or difficult not in time also, but any other problems appear, like Levine's statement in Nathan (2015), he says that any some problems in writing English because so many writing processes need to be automatic, active working memory is critical. Students may have difficulties in spelling, organizational problems, many misspelled words, poor a vocabulary, capitalization, punctuation, and grammar errors. According to Seyabi and Tuzlukova, (2014: 41), they says any five main types of writing problems were investigated: deciding how to start an essay or paragraph; not knowing how to write a correct English sentence; putting the ideas together in a coherent way; choosing the right vocabulary to express their ideas and not having enough ideas about.

Then, what the teacher can do to help to solve some or the problems above. This is the duty of the teachers to help the students solve their problems. Here are some ways to solve it (Ur, 1996: 121):

1. Use group work.
2. Base the activity on easy language.
3. Make a careful choice of topic and task to stimulate interest.
4. Give some instruction or training in discussion skills.
5. Keep students speaking the target language.



3. Think Pair Share Strategy

Think-Pair-Share strategy is one of strategies in cooperative learning method that encourages individual participation and is applicable across all grade levels and class sizes (Arends, 2008: 370). The strategy has some benefits for students. It can increase the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas. Azlina (2010:23) states that think-pair-share strategy also called as discussion. It is a learning strategy that provides processing time and builds in wait-time to thinking. The general idea of think pair share strategy is having the students independently think or solve a problem quietly, then pair and share their thoughts or solution with someone. This strategy help students clarify and rearrange them before presenting to the larger group so before students stand up in front of class or larger group theirs was given feedback from theirs' pair. Some researchers (Pardosi and Bachtiar (2013); Sumarsih & Dedi Sanjaya (2013)) states that this strategy significantly improved students' writing achievement. The Teaching Learning Process as follows Muslimin (2001:26):

- a. Think: teacher ask the students about topic today for discussing, and students think before answer the question from teacher.
- b. Pair: after students know about the answer, their pair with other to discuss.
- c. Share: finally, teacher says that students must be share about their information, idea, answer the question and else which related to the topic today with other group or pair in the classroom.

The benefit of think pair share strategy is that the teacher has an opportunity to hear from many students including the “quiet” ones. I have seen some of my shyest students offer wonderful answers after they had an opportunity to observe all the students as they interact in pairs and get an idea of whether all students understand the content or if there are areas that need to be reviewed (Robertson, 2006). And adds, this strategy helps students become active participants in learning and can include writing as a way of organizing thoughts generated from discussions (B, Ann and Friedman, 2015). However, in think pair share strategy any some weaknesses, there are: the fewer idea,



many groups are reported and need to be monitored, the number of group formed, it is difficult to implement in schools the average ability of students is low and limited time, limit in students (small class) (Trianto, 2010: 85).

Harmer (2004:12) states that Think-Pair-Share Strategy can be applied in writing process. He calls it as a collaborative writing. Students who are not used to process – writing lessons are going to require to be encouraged to reflect on what they have written, studying how to make first drafts as first attempts and not as final drafts.

“One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair or group of students working together on a piece of writing can respond to each other’s ideas (in terms of both language and content), making suggestions for changes, and so contributing to the success of the finished product”.

Harmer’s statement means that in the steps of writing the teacher may apply a collaborative writing in order to support students in producing a well-formed text. In other words, the teacher divides the class into some groups. Each group can consist of two – four students. The teacher asks students to think after viewing the pictures and then allows students in one group to share the ideas each other. After sharing the ideas, the students do the steps of writing (planning, drafting, editing, and finishing final draft) individually.

In teaching strategy, the teacher has an important role in classroom management. According Cox (2015) states that the role of the teacher is to help students apply concepts, such as English, Math, Science, and so on, through classroom instruction and presentations. The role of the teacher in an integrate teaching and learning environment is to assist students with making connections and therefore finding meaning through and educational process. Making this process a reality, means that education should be student centered rather than teacher-centered it’s make the students active in learning process. In this study, researcher applied in think pair share strategy to writing. The activities were done by teacher as follow:

1. Teacher reviewed the last topic or content to connect with new topic or content.
2. Teacher delivered about the content.



3. Teacher told the topic to discuss.
4. Teacher asked to students to think about the topic.
5. Teacher divided students to pairs.
6. Students shared with their pair about the topic.
7. Teachers asked to students to write down the answer (writing).

4. The Roles of the Teacher

According to Harmer (2001: 261), he states that the roles of the teacher in the classroom may change from one activity to another activity. He said the roles of the teacher has roles in classroom, such as controller, organizer, assessor, prompter, participant, resource, tutor, motivator, feedback provider, and observer, following them:

1. The Controller

The teacher is in complete charge of a class, what students do, what they say and how they say it. It's means that in the classroom, the teacher is mostly the centre of focus, the teacher may have the gift of instruction, and can inspire through their own knowledge and expertise, but, does this role really allow for enough student talk time? Is it really enjoyable for the learners? There is also a perception that this role could have a lack of variety in its activities.

2. The Prompter

The teacher encourages students to participate and makes suggestions about how students may proceed in an activity. The teacher should be helping students only when necessary. When learners are lost for words, the prompter can encourage by discreetly touch students. Students can sometimes lose the thread or become unsure how to proceed; the prompter in this regard can prompt but always in a supportive way.

3. The Resource

The teacher is a kind of walking resource centre ready to offer help if needed, or provide learners with whatever language they lack when performing communicative activities. The teacher must make her/himself



available so that learners can consult her/him when (and only when) it is absolutely necessary.

4. The Assessor

The teacher assumes this role to see how well students are performing or how well they performed. Feedback and correction is organized and carried out.

5. The Organizer

Perhaps the most difficult and important role the teacher has to play. The success of many activities depends on good organization and on the students knowing exactly what they are to do next. Giving instructions is vital in this role as well as setting up activities.

6. The Participant

This role improves the atmosphere in the class when the teacher takes part in an activity. If a teacher is able to stand back and not become the center of attention, it can be a great way to interact with learners.

7. The Tutor

The teacher acts as a coach when students are involve in project work or self-study. The teacher provides advice and guidance and helps students clarify ideas and limit tasks. However, it can also lead to a student becoming too dependent or even too comfortable with one teacher and one strategy or style of teaching.

8. Observer

Teachers will want to observe what students do (especially in oral communicative activities) so that teachers can give them useful group and individual feedback. Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and activities that they take into lessons so that they can, if necessary, make changes in the future.

9. Motivator

One of our principal roles in writing tasks will be to motivate the students, creating the right conditions for the generation of ideas, persuading them



of the usefulness of the activity, and encouraging them to make as much effort as possible for maximum benefit.

10. Feedback Provider

Teacher should respond positively and encouragingly to the content of what the students have written. When offering correction teachers should choose what and how much to focus on based on what students need at this particular stage of their studies, and on the tasks they have undertaken.

Addition from Brown (2000: 166), the roles of the interactive teacher, can play many roles in teaching and learning process, there are teacher as controller, as manager, as director, as facilitator, and as resource. Following the statement:

a) The Teacher as Controller

A role that is sometimes expected in traditional educational institutions is that of “mastery” controller, always in charge of every moment in the classroom. Master controllers determine what students do, when they should speak and what language forms they should use. They can often predict many student responses because everything is mapped out ahead of time.

b) The Teacher as Director

Some interactive classroom time can legitimately be structured in such a way that the teacher is like a conductor of an orchestra or a director of drama.

c) The Teacher as Manager

Teacher role as one who plans lessons, module, and courses and who structures the larger, longer segments of classroom time, but who then allows each individual player to be creative within those parameters.

d) The Teacher as Facilitator

The facilitating role requires that you step away from the managerial or directive role and allows students, with your guidance and gentle prodding, to find their own pathways to success. A facilitator capitalizes on the principle of intrinsic motivation by allowing students to discover



language through using it pragmatically, rather than by telling them about language.

e) The Teacher as Resource

The implication of the teacher as resource is that the students take the initiative to come to you. You are available for advice and counsel when the students seek it.

Moreover, teacher is main point in classroom. The teacher's duty in classroom is teaching and learning not only transfers their knowledge but to help students get a good achievement. In teaching and learning process, the teacher should be ensures the strategy for teaching and learning process is effectively, one of them is lesson plan. Milkova (2014) said that "A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time". Before you plan your lesson, you will first need to identify the learning objectives for the class meeting. Then, you can design appropriate learning activities and develop strategies to obtain feedback on student learning. A successful lesson plan addresses and integrates these three key components:

1. Objectives for student learning
2. Teaching/learning activities
3. Strategies to check student understanding

The teacher before he entered the classroom should be prepared lesson plan first, because if the teacher have not lesson plan, they cannot be a good management in class. Golland (1998: 376) state that elements of lesson plans, are:

1. Objective

All lessons must have an aim, purpose or objective. The instructor or teacher must be clear about the objective to get a successful learning outcome for any block of time.



2. Pre-assessment

This component of the lesson plan determines the appropriateness of a specific primary objectives, it involves evaluation of the level of skill and knowledge called for and determination of the difficulty of the lesson: too easy, too hard or just right.

3. Motivation

Motivation is a psychological state within each student of wanting to learn what the instructor wants to teach, such as, an attitude sustained throughout the lesson. The second motivator is teacher enthusiasm. It flows from an understanding of intrinsic motivation and adds to it. Thirdly, we come to focusing events. These may be of use in particular lessons. A focusing event must not only gain the attention of the students, but it must be a natural lead-in to the lesson, and relevant.

4. Technique or Strategy or Method and Sequencing

Specific planning is needed to determine what teaching technique/ strategy or method will be teacher use for the lesson. The sequencing of teacher and activities another important consideration that is the best made before instruction begins.

5. Application, Evaluation, Follow up

These concluding parts of the lesson plan speak to the matters of utility, the effectiveness, and the place of the lesson in the learning sequence. Evaluation of a lesson provides information as to its effectiveness, the degree to which it has achieved its primary and additional learning aims with each student. There are many assessment devices, formal and informal, individual and group. The idea of follow up emerges from the very fact of a lesson's embedded in a unit and a curriculum.

And based on Permendiknas no 41 year 2007, the teacher should have a format of standard process, there are:



Table 1.1 The Format of Standard Process

No.	The Format of Standard Process
1.	The Identity of a Major
2.	The Standard Competence
3.	The Basic Competence
4.	The Indicator
5.	The Purpose of Learning
6.	The Content
7.	The Time Allocation
8.	Method or Strategy or Technique of Learning
9.	The Learning Activity <ol style="list-style-type: none"> a. Pre-teaching: b. While-teaching: <ul style="list-style-type: none"> - Exploration - Elaboration - Confirmation c. Post-teaching/ Closing:
10.	The Assessment
11.	The Resource

Source by Permendiknas no 41 year 2007

I. Research Methods

The purpose of this research is to know Writing Process in recount text through Think Pair Share Strategy. In this part explains about research objective, research setting, research system, validity of data and data analysis.

1. The Objective of the Research

The objective of the research is to finding out writing process text through think pair share strategy, students' errors in writing, students learning writing in their class room and at the eleventh grade of MA Islamic Centre.



2. Research Setting

The study will be qualitative in nature that it's explore information related to the research and this problem is low ability in writing and that use a descriptive qualitative. The researcher can be start to this research on April 2015 to June 2015, this research will begin on two day in one week. The place of resource can take in *Islamic Centre Cirebon Senior High School* especially in second grade at Islamic Centre on Tuparev, Cirebon. There, Islamic Centre Cirebon has been a long time founding in Cirebon especially for MA or Senior High School. The schedule time of the research is:

Table 1.2 Time Schedule of the Research

Activities	Month	Week
Preparation	January	1 st
Seminar	January	3 rd
Observation	April	1 st – 4 th
	May	1 st – 4 th
Thesis Process	May	2 nd - 4 th
	June	1 st – 4 th
	July	1 st – 3 ^{sd}
Comprehension	July	4 th
Approval Thesis	August	1 st
Munaqosah	August	2 ^{sd}
Graduation	October	1 st

3. The Source of Data

The source of data is students of *Islamic Centre Senior High School* in Cirebon who has low ability in writing. The data get from one class in second grade (science class), consist of 20 students and 1 English teacher she is Masidah Dasari. The researcher chose the second grade (science class) because in *MA Islamic Centre* has two class in the second



grade, science class and social class. Researcher have to one source of data, and according to English teacher in second grade (science class) more active or dominant in teaching and learning English rather that second grade (social science) (Appendix 1). The study is conducted because in the writing process through think pair share strategy as teaching and learning strategy in an English class that aim to alternative way students' understanding of English learning.

The research is qualitative research. According to Ary et. al (2009: 454) that qualitative focus on the case study and attempt to explain why something happened by looking at a process. As stated by Lodico (2006: 264) qualitative research is focus on the study of social phenomena and on giving voice to the feelings and perceptions of the participants under study. The design of the research is descriptive qualitative research. Descriptive qualitative research provides a systematic, factual and accurate description of situation of area (Issac and Michael, 1987: 42) in (Cakrawati, 2011: 13). The research is carried out in descriptive qualitative research because the result of data analysis is in descriptive phenomenon.

There are some reasons of the research used descriptive qualitative. Firstly, the researcher wants to analyze writing process through think pair share strategy. Secondly, the researcher collecting the data by audio-recording, field notes, and the researcher can analyze the data. Thirdly, the researcher can analyze the problems in writing process through think pair share strategy.

4. Sample of Data

This research is the cluster samples for the data, Cluster sampling is a two (or more) stage process whereby clusters of individual units are first defined and selected and then samples of individual units are taken from each of defined cluster (Kelly, 2013). Then Cluster sampling is a technique in which clusters of participants that represent the population are identified and included in the sample (Jackson, 2011).



The writer chose some samples to collect the data and can the analysis of their writing process to get the criteria who writers' want in second grade (science class) at *Islamic Centre Senior high School* in Cirebon.

5. Coding Data into Categories

Coding is process identifying different segment of data by changing the proper name of each segment of data. After analyzing and reading the data through reviewing, the researcher will code the data into several kinds of data (Lodico, 2005: 180). Those name codes are used in this study to data easy to read. In this study, the data which transcribe onto written document used name codes and data codes to read, the way of the read it is:

Table 1.3 Codes of the Data

No	Category	Coding
1.	Teacher	T
2.	Ulli as girl student in XI IPA	S1
3.	Sa'adah as girl student in XI IPA	S2
4.	Shofi as girl student	S3
5.	Noveke as girl student	S4
6.	Anisa as girl student	S5
7.	Evi as girl student	S6
8.	Yunila ika as girl student	S7
9.	Siti sa'adah as girl student	S8
10.	Masripah as girl student	S9
11.	Ayuningtyas as girl student	S10
12.	Gery as boy student	S11
13.	Dendi as boy student	S12
14.	Fian as boy student	S13
15.	Surya as boy student	S14



16.	M. syarif as boy student	S15
17.	Rizki as boy student	S16
18.	Agus as boy student	S17
19.	Chaerul U as boy student	S18
20.	Writing Process	WP
21.	Think Pair Share Strategy	TPSS
22.	Interviewer	I
23.	Grammar	G
24.	Vocabulary	V
25.	Spelling	Sp
26.	Past Tense	Pt
27.	Conjunction	C
28.	Adverb	Ad
29.	Action Verb	Av

The researcher using codes of the data to easier in take the process of research and to simplify of the names of the data.

J. Research System

1. Steps of the Research

This section the researcher discusses about the steps of the research. The steps in this research has six steps. As stated by (Fraenkel, et al, 2012: 429) that step of research has six steps, a) Identification of the phenomenon to be studied, b) Identification of the participants in the study, c) Generation of Hypothesis, d) Data collection, e) Data analysis, and f) Interpretations and conclusions. There are:

a) Identification of the phenomenon to be studied.

Before any study can begin, the researcher must identify the particular phenomenon he or she is interested in investigating.

b) Identification of the participants in the study.

The participants in the study constitute the sample of individuals who will be observed (interviewed, etc.).



- c) Generation of hypotheses.

The hypotheses in qualitative research is that they are typically formulated after the researcher has begun the study.

- d) Data collection.

The collection of data in a qualitative research study is ongoing. The researcher did observations with in-depth interviews of selected participants and the examination of various documents and records relevant to the phenomenon of interest.

- e) Data analysis.

Analyzing the data in a qualitative study essentially involves analyzing, synthesizing, and reducing the information from observations, interviews, and documents.

- f) Interpretations and conclusions.

In qualitative research, interpretations are made continuously throughout the course of a study.

2. The Instrument of the Research

The instrument of this research is the researcher herself. As Ary, et al, (2010: 453) states "In qualitative studies, the human investigator is the primary instrument for the gathering and analyzing of data". The human instrument as the person who observes (the investigator) and interviews. These instruments are used to get the data of observation valid and real. The researcher used herself as main instrument by observing, interviewing, and marking or underlying the students' error in writing and students learning writing in their classroom through think pair share strategy and the result of texts that written by students at second grade in *MA Islamic Centre Cirebon*.

3. The Technique of Collecting Data

The researcher gets the data of the research in analyzing writing process in recount text through think pair share strategy towards depth-observation, depth-interview and document.



a. Depth Observation

This research used observation as one of techniques of qualitative research. As stated Lodico, et. al (2010: 104) that qualitative research data by using observation are often collected through some combination of field notes and audio or visual recording. Depth observations are useful in providing the researcher with the opportunity to collect large amounts of rich data on the participants' behavior and actions within a particular context (Mackey & Gass, 2005:175). According to Marshall (2006:99) states that observational is a fundamental and highly important method in all qualitative inquiry. It is used to discover complex interactions in natural social settings. Even in studies using depth interviews, observation plays an important role as the researcher notes the interviewee's body language and affect in addition to her words. It is means that depth observation is to identify those characteristics, elements in the situation that are most relevant to the problem or issue being persuade and focusing on them in detail, in depth observation also more intensive to observe the data and collecting the data until data tired of.

The benefit of using depth observation according to Guba and Lincoln (1981: 191-193) in Moleong (2007: 174-175), are: first, depth observation based on direct experience and the researcher can have direct experience of the events. Second, depth observation possible to see and observe it directly, then record the behavior and events based on actual events. Third, depth observation allows researcher record events in a situation related to the proportional knowledge, even the knowledge which obtained directly from the data. Fourth, allows the researcher capable to understand the complex situations. Fifth, in certain cases other communication techniques is not possible, depth observation can be a very useful tool.

In the process of depth observation, the researcher observed the writing process through think pair share strategy at the second grade in



MA Islamic Centre Cirebon. In taking the data, researcher use field notes. The observation takes place during the English teaching and learning (writing) process of second grade (science class). The depth observation will begin when the teacher enter the class and stopped when the researcher has found the data. And the participants of this study are teacher and students in second grade. After did the observation, collecting data forwarded by doing depth interview and documentation (Appendix 10).

b. Depth Interview

The second technique of collecting data for this research is depth interview. In depth interviewing is a qualitative research technique that involves conducting intensive individual interviews with a small number of respondents to explore their perspectives on a particular idea, program or situation (Boyoe and Neale, 2006: 3). The depth interview also to provide the most detailed and rich data from an interviewee, the interviewer must make that person comfortable and appear interested in what they are saying. Depth interview is a primary data collection procedure in depth which is done by holding face-to-face interviews with participants using interview guideline, researcher have to collecting the data more intensive to interview, then collecting the data until data tired of.

The depth interview conducted by researcher to get data by giving some questions to interviewer, there are some benefits in using depth interview to collect data. According to Mackey (2005:173), he states that any three benefits in using depth interview. First, depth interview can allow researchers to investigate phenomena that are not directly observable, such as learners' self-reported perceptions or attitudes. Second, researchers can elicit additional data if initial answer vague, incomplete, off-topic or not specific enough. Third, another advantage of depth interviews is that they can be used to elicit data from learners who are not comfortable in other modes. The researcher



use an audio recording of Samsung Galaxy Fit for recording the writing process when do depth interview.

In the depth interview process, the researcher has prepared core questions for the all of students that observed to find the reasons why think pair share strategy used as teaching strategy in writing process. This interview takes place for about a week in second grade of MA Islamic Centre Cirebon (Appendix 11).

c. Document

The qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. The term documents here refers to a wide range of written, physical, and visual materials, including what other authors may term artifacts (Ary, et. al, 2010: 442). Documents may be personal, such as autobiographies, diaries, and letters; official, such as files, reports, or documents of popular culture, such as books, films, and videos. Document analysis can be of written or text-based artifacts (textbooks, novels, journals, newspapers, transcripts, letters, e-mail messages, etc.) or of non-written records (photographs, audiotapes, videotapes, images, websites, YouTube videos, etc.). The analysis may be of existing artifacts or records, or in some cases the researcher may ask subjects to produce artifacts or documents. Documents can be classified into four categories: (1) public records, (2) personal documents, (3) physical materials, and (4) researcher-generated documents. It is important to establish the authenticity of documents used in research (Appendix 19).

4. The Validity (trustworthiness) of Data

The research must have a trust of people who read the study. According to Lincoln and Guba in Lodico, et. al (2006: 273) qualitative researcher must have four aspects of the validity of the data in the study, namely credibility, transferability, dependability, and confirmability.



a. Credibility

Credibility is a method that includes researchers taking on activities that increase probability so that there will be trustworthy findings. The following are procedures qualitative researchers can use to increase credibility in qualitative studies:

1. Long term research participation

Spending sufficient time in the field to learn or understand the culture, social setting, or phenomenon of interest.

2. Depth observation

Identify those characteristics and elements in the situation that are most relevant to the problem or issue being persuade and focusing on them in detail.

3. Triangulation

Triangulation is accomplished by asking the same research questions of different study participants and by collecting data from different sources and by using different methods to answer those research questions. There are four basic types of triangulation:

a) Data triangulation: involves time, space, and persons.

b) Investigator triangulation: involves multiple researchers in an investigation.

c) Theory triangulation: involves using more than one theoretical scheme in the interpretation of the phenomenon.

d) Methodological triangulation: involves using more than one option to gather data, such as interviews, observations, and documents.

4. Referential adequacy

Referential adequacy is a method used to store raw data in records to examine later and compare to other future studies to show the credibility of data.



5. Peer debriefing

Peer debriefing is used to help make sure none of the researchers are using their biased opinion.

6. Member checks

Members checking are used for participants to review the data, analytic categories, interpretations, and conclusions tested with the participants. This allows qualitative researchers to examine the overall accuracy of the study, and verifying data results.

b. Transferability

Transferability is another method used by qualitative researchers to establish trustworthiness. In qualitative studies, transferability means applying research results to other contexts and settings in order to get at generalizability. Qualitative researchers use this method to provide a detailed description of the study's site, participants, and procedures used to collect data in order for other researchers to assess whether or not applying the results of one study is a good match, and makes sense to generalize.

c. Confirmability

Confirmability is a method used by qualitative researchers to establish trustworthiness. Confirmability includes an audit trail that includes raw data, such as electronically recorded materials, written field notes, documents, and records. This method is used for another researcher to be able to verify the study when presented with the same data.

d. Dependability

Essentially is concerned with whether we would obtain the same results if we could observe the same thing twice. But we can't actually measure the same thing twice by definition if we are measuring twice, we are measuring two different things. In order to estimate reliability, quantitative researchers construct various hypothetical notions (e.g., true score theory) to try to get around this fact.



K. Technique of Data Analysis

After collecting data, the researcher analyzes data. The researcher use descriptive qualitative data as the method in qualitative data. According to Lodico et. al (2010: 180), steps of analyzing data of qualitative research are:

1. Prepare and organize the data
2. Data transcription
3. Review and explore the data
4. Code data into categorize
5. Construct thick descriptions of people, place and activities
6. Build themes and test hypotheses
7. Report and interpret data

The steps of analyzing data above are the steps must be doing by researcher. Firstly, the researcher must prepare and organize the data which are collected from the field. The researcher must prepare and organize the data which are collected from the field. In collecting data, the researcher analyzed every happened in the learning process, that is when the learning process occurs in writing process through think pair share strategy by teacher.

Secondly, the researcher review and explore the data. After the researcher gets the data, the data must be review and explore. After finding the data, the researcher code data into categorize, the researcher categorized the data into its writing process under the Waldaugh and Soewito theory. The researcher gives code for the participants who write down the recount text after they finished the English teaching learning in writing process at the second grade of *MA Islamic Centre Cirebon*.

Next step is construct thick descriptions of people, place and activities. After construct thick descriptions the researcher built themes and test hypotheses. The last steps are reporting and interpreting data, the researcher make description of the data. The researcher giving the explanation about the writing process, there are: prewriting, writing a first draft, revising, grammar, punctuation, spelling, confused words and effective word choice.



L. Previous Research

There are many research of area writing that has been touched on strategy of English Learning. The first research is Tiur Asih Siburian (2013) she research students' achievement on writing with descriptive text use Think Pair share. She research use Think Pair Share Strategy for the middle class or Junior high school in Medan. Before using this strategy students' ability is low. But after use this strategy students be improved their writing skill and students' feel enjoy and fun for learn English through Think Pair Share.


The second, writer is Putri Sri Rezeki Pardosi and Bachtiar (2013) their research improving students' achievement in writing narrative text by using Think Pair Share. This method to students grade X at SMA PAB 1 Medan Estate. The instruments for collecting data used writing test for quantitative and used diary notes, observation sheet and interview. The researcher taken third tests from the orientation test, cycle 1 test and 2 test. Can be concluded that Think Pair Share Strategy is significantly improved students' writing achievement especially in narrative text.

The third, writer is Sumarsih & Dedi Sanjaya (2013) their research TPS as an Effective Technique to Enhance the Students' Achievement on Writing Descriptive Text (grade VIII in Junior High School in Indonesia). From this study, the mean of the first evaluation sharply increased to the mean of the second evaluation and to the mean of the third evaluation. Observation result showed that the students gave their good attitudes and responses during teaching and learning process by applying the application of TPS (Think Pair Share) strategy.

Based on the review of studies above, the researcher knows that there some studies in the area of writing but there are no researchers which conducted in the use Think Pair Share Strategy for writing ability especially in recount text. The writer found the gaps in some research above that is many researchers prefer the product of students' writing only not a process of writing. So in this thesis, the writer choose the writing process through think



pair share strategy and it is the different of the current research from the previous research which have been conducted in the past.

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1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber :
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar dari Perpustakaan IAIN Syekh Nurjati Cirebon.
 2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.



CHAPTER V CONCLUSION

A. Conclusion

Based on the result of this study, the researcher concluded that:

1. The roles of the teacher are commonly used in writing process through think pair share strategy, such as the teacher as manager, the teacher as organizer, the teacher as resource, the teacher as facilitator, the teacher as motivator, and the teacher as assessor. From the six roles of the teacher, the teacher was prepared well before she entered in classroom, it's proven by lesson plan. While a teaching and learning process, the teacher helped the students through motivate to write begin, gave a facilitate to question while students stuck in developed their ideas, giving information about the content of learning to students got more information about the content of learning. And the last, the teacher gave a correction or gave an assessment about their task or assignment.
2. The student's difficulties in writing, consist of grammar, vocabulary, and spelling. It's proven by student's assignment and interviewed with students in second grade (science class). as many as 45% error in past tense, 31% lack error in conjunction, 16% error in adverbs, and the last 8% error in action verb. It can be conclude that, the students in second grade (science class) at MA Islamic Centre Cirebon still less in past tense, conjunction, adverb, and action verb. The most of students felt that grammar was difficult in writing. However, grammar is an important thing in writing. The next student's difficult in writing was vocabulary, some students stated that they have a limited in English vocabulary. So, they have difficult in writing English. And the last spelling, some students have opinion that the difficult in writing was spelling, because in English when someone or people speak English, sometimes they have different with someone whom write in English.

3. The teaching and learning writing process through think pair share strategy at MA Islamic Centre Cirebon was good, because the teacher was applied this strategy in teaching and learning writing appropriate with her lesson plan in second grade (science class). This strategy taught the students share what their opinions or their ideas about the content or topic.

B. Suggestion

Based on the result, the researcher would like to give some suggestions as consideration, they are:

1. For the Teacher

So far the implementation of writing process through think pair share strategy required to support writing English. The teacher should know what the students need to understanding material of writing English lesson. So, they could create such enjoyable learning activity. And the teacher needs to know the students like and dislike dealing with the teaching strategy.

2. For the Students

They should keep in their mind that mastering English, especially writing, because the writing is an important in English. Besides, they should be able to think critically to decide what to do dealing with any problem they got. And the researcher suggests the students to practice in writing, consist of vocabulary, grammar rules, and so on related to English.





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