THINK PAIR SHARE VS TEAM PAIR SOLO
ON STUDENTS' WRITING PROCEDURE TEXT

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Abstract

This research aimed to find the significant differences of students' achievement in writing procedure text using team pair solo and think pair share, This research used a quantitative and experimental method. The research design was pretest posttest control group. The population was the students of class VII SMPN 33 Semarang by using simple random sampling was VII D as the experimental group, VII C as the control group, and VII B as the tryout class. The research instruments used were test and questionnaire. The result of the test is $t_{arithmetic}$ is lower than t_{table} so the hypothesis is not accepted. It means that there is no significant difference of students' achievement in writing procedure text between students who were taught writing using team pair solo and those who were taught by using think pair share. The result of posttest in experimental class is 77.61 and control class is 77.38.

Keywords: team pair solo, think pair share, writing of procedure text.

Introduction

Writing is one of the four language skills that is important in learning English. Zaki et al. (2014: 1) mention that writing is used as a medium of delivering ideas, feeling, and thoughts of the writer to the readers in written form. As stated by Huy (2015: 53) writing is an essential tool to support the other skills, if the students has good writing ability, they can speak and read the text more effectively.

In writing process, it is required many skills, and constituted a complex domain to learn and teach (Ningrum et al., 2013: 2). The students should listen to other people, discuss with others, and read more books to gain more information before doing and making a good writing. Students' messages could be delivered to their readers by writing. In addition, writing is almost same with speaking, because students can deliver their aim or their message to the other people, but the differences are when writing they write down it on the paper, and it is more difficult. The purpose of learning English as stated in KTSP curriculum applied in SMPN 33 Semarang especially in syllabus for the seventh grades, that students can understand the aim of functional text, know the function of related text, and generic structures or the language features. There are some kinds of written text or functional text that teacher teaches at seventh grade of Junior High School students. One of them is procedure text. Procedure text is a kind of text that the aim is to explain how to make or do something (Ruswinarsih, 2015: 15). Based on Guerra (2010: 104) procedure text is a text which designed to describe how something is achieved through a sequence of steps. The purpose of procedure text is giving guidance about steps to do or make something.

Based on the pre observation done at seventh grade of SMPN 33 Semarang, it showed that the students had difficulties in writing procedure text. The difficulties were to determine a topic or the main idea, arrange words became a sentence using the right grammatical rules, and arrange every sentence became a coherence paragraph. Actually the students had good ideas but they had difficulties in delivering their thought in the written form. They also had many basic mistakes in written works that

were spelling, grammar, punctuation and organization.

The think pair share and team pair solo were chosen because the students can be motivated and have collaboration with others in writing or creating a procedure text. Think pair share and team pair solo is learning models that give students the opportunity to work independently and in collaboration with others in learning about a kind of text. Team pair share and team pair solo learning model are almost the same, both of them are using discussion and working in pairs but the steps are different. In think pair share, students work individually first before working in pairs and doing discussion (Usman, 39: 2015). While in the team pair solo learning model, students are doing discussion with the team first and for the next steps they work individually (Satriyani et al., 41: 2016). That two learning models are suitable for learning English because it helps students to have collaboration with their group or team.

Methodology

The research design of this research is true experimental research with pre-test and post-test control group design as mentioned by Arikunto (2006:85) cited in Jusman (2014:3) as follow:

$$E = O_1 \qquad X \qquad O_2$$
$$C = O_3 \qquad - \qquad O_4$$

The experimental research involves two groups of experimental and control groups. The experimental group and control group received a treatment but in different way, experimental group uses team pair solo and control group uses think pair share.

The population of the study was seventh grade students of Junior High School 33 Semarang in the Academic Year 2016/2017 with the total of population was 180 students. The sample of this research was VII C and VII D. Was used simple random sampling method to find the sample,

by choosing VII C as the control group taught using think pair share, VII D as the experimental group taught using team pair solo, and VII B as the tryout class. As stated by Sugiyono (2013: 82) simple random sampling was a simple method to take the sampling because choosing of the sample from the population was randomly without paying attention at any strata in that population.

Findings and Discussion

1. The Result of Students' Pretest of Writing Procedure Text Using Team Pair Solo in Experimental Class and Think Pair Share in Control Class

The experimental class was taught using team pair solo. Pretest was given on Monday, October 3rd 2016. There were 36 students joining in the experimental class. Before treatment, the writing of students' in experimental class and control class was not well-structured, some students did not complete the material or some steps in their writing.

The average value of the pretest at the experimental class is 67.8. Here is the result of the average value pretest at experimental class:

Table 1. The Average of Pretest in The Experimental Class and Control Class

Pretest	N	Mean
Experiment class	36	67.83
Control class	36	75.77

From the Table 1, it is required mean from experimental class is 67.83. The mean of experimental class is lower than the control class because there were some students who did not follow the pretest in the experimental class. In the other hand, the score of the pretest in the control class before being given the treatment is 75.77. The pretest score in control class is better than the experiment class.

2. The Posttest of Writing Procedure Text Using Team Pair Solo in the

Experimental Class and Think Pair Share in Control Class

After being given the treatment in the expeimental class and control class, the students' writing became more well-structured and they completed every step in writing procedure text clearly.

The average of posttest at the experimental class is 77.6. The following result from the experimental class is as follows:

Table 2. The Average of Posttest in the Experimental Class

Posttest	N	Mean
Experiment class	36	77.61
Control class	36	77.38

Table 2 shows that the mean score from experimental class is 77.6. It means that there is enhancement between the mean score of pretest and posttest in the experimental class with 9.78. The posttest score is higher than the pretest before it was given the treatment using team pair solo.

Based on the analysis, the average of the pretest in experimental class is 67.8 while the average of the posttest in experimental class is 77.6 . It means that the use of team pair solo learning model at the experimental class is significant with the students' achievement in writing procedure text.

3. The Difference Result Between Experimental Class and Control Class

In obtaining the result of differences between the experimental class and control class, it is needed to calculate the test difference average of comprehension.

There is the difference test result average of ability comprehension in the experimental class and control class. The analysis of test used Independent – Sample T test. The following of hypotheses used:

H_0 : $\mu_1 = \mu_2$ (There is no difference between experimental class and control class)

H_1 : $\mu_1 \neq \mu_2$ (There is difference between experimental class and control class)

The significant level used is 5%. It could be seen in the column Sig. (2-tailed) at the line Equal Variances Assumed with criteria of significant value is $\alpha < 0.05$, then it is received by H_1.

The following is the result the analysis of the test difference average ability comprehension.

Table 3. The Analysis of Test Difference of Comprehension.

	F	Sig.	T	Sig. (2-tailed)
Equal variances assumed	.435	.512	.054	.957
Equal variances not assumed			.054	.957

Based on the Table 3, the result of significant is $0.957 > 0.05$. It means that it is not received by H_1. So, it could be concluded that it is not significant, and there is no difference between the experimental class and control class.

The criteria of the calculation is if $t_{arithmetic} > t_{table}$ with a significance level is 5%, then H_1 is not accepted. In determining the result of difference average of ability comprehension of concept in the experimental and control class is used a test Independent Sample of T-Test. Then, if the value Mean is $\mu_1 > \mu_2$ then it is received by H_1. The mean of the experimental class is 77.61 and the control class is 77.38. It meant that $\mu_1 > \mu_2$ (77.61 > 77.38), it is received by H_1. In conclusion, the experimental class is better than the control class.

Discussion

The students' achievement of the experiment class that was taught using team pair solo in writing procedure text got enhancement. After being given the treatment using team pair solo learning models, students' achievement is better than before.

The students' achievement of the control class that was taught using think pair share in writing procedure text also gets enhancement. The students' achievement is

better after being given the treatment. The students' average score in posttest is better than in the pretest.

In conclusion, both of experiment class and control class gets enhancement in their students' achievement, but there is no significant differences on students' achievement of writing procedure text taught using think pair share or team pair solo because both of the classes were taught using the treatment that was almost the same.

Conclusion

Based on the research findings, it could be concluded that there is no significant differences on the students' achievement in writing procedure text using think pair share and team pair solo, because the result of significant is $0.957 > 0.05$. It means that it is not received by H_1. So, it could be concluded that it is not significant. In the other hand, the mean score of experimental class is 77.61% and the mean score of control class is 77.38%. There is an enhancement on students' writing procedure text in experimental class using team pair solo. While, the students' writing of procedure text result in the control class using think pair share also gets enhancement. So, both of the experiment and control classes get enhancement. Their writings became more well-structured than before the application of team pair solo or think pair share.

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