

**THE EFFECT OF COOPERATIVE LEARNING MODEL USING THINK-
PAIR-SHARE TECHNIQUE IN GRAMMAR AT SECOND YEAR
STUDENTS OF MTs WAHID HASYIM SETINGGIL GANDEKAN
BLITAR**

THESIS



**BY
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FACULTY OF TARBIYAH AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE (IAIN)
OF TULUNGAGUNG**

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Presented to the English Education Department
Faculty of Tarbiyah and Teacher Training
State Islamic Institute of Tulungagung



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MOTTO

DON'T JUST SEE THE BOOK BY COVER

YOU MUST ALSO SEE THE BOOK BY THE CONTENT

DEDICATIONS

With all of my love, I dedicate my thesis to:

- My beloved parents, my mom Sutinah and my father Priyo Sanyoto, who give me true love, affection, motivation, and everything for my life.
- My beloved Sisters, Retno wati handayani, Susi wulandari And Endah kurnia wati who give me motivation.
- My advisor Faizatul Istiqomah, M. Ed., who has guided me patiently, thanks a lot.
- My fasilitator Mr.Solikhin who always give me support and attention.
- My best friends in radio Genius Fm Vicky dewi ixfina khanin jiddan and Bagus Rahmad Sururi who always give me happy every meeting.
- All of my friends in TBI D years 2011 who give me great motivation and true friendship.
- All of my lecturers who has given me suggestion thanks for your advices.
- My collage English Education Program of IAIN Tulungagung.

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State that thesis entitled “The Effect Of Cooperative Learning Model Using Think-Pair-Share Technique In Grammar At Second Year Students Of Mts Wahid Hasyim Setinggil Gandekan Blitar” is truly original work. It does not any material previously written or published by another person except those indicated in quotation and bibliography. Due to the fact, I’m the only person responsible for the thesis if there is any objection or claim from other.

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ABSTRACT

Kusuma,Puspita. Registered number.3213113127. 2015. *The Effect Of Cooperative Learning Model Using Think-Pair-Share Technique In Grammar At Second Year Students Of Mts Wahid Hasyim Setinggil Gandekan Blitar.* Thesis. English advisor: Faizatul Istiqomah, M. Ed

Keywords: Effectivness, think pair share, grammar.

One of the technique used in teaching grammar is think pair share. Think pair share is one of cooperative learning models. This technique is used to improve student's ability in grammar, Think pair share is a cooperative learning model that can promote and support higher level thinking. So it can be said, think pair share can help teachers that have difficulties in teaching grammar.

The formulation of the research problem are: 1) how is the students' achievement in grammar before being taught by using TPS technique? 2) how is the students' achievement in grammar after being taught by using TPS technique? 3) Is there any significant difference before and after the learning achievement of the students on grammar taught by using think-pair-share technique at second year student of MTs Wahid Hasyim Setinggil Gandekan Blitar?

The purpose of this study are to: 1) to investigate the students' grammar before being taught by using TPS technique. 2) to investigate the students' grammar after being taught by using TPS technique. 3) to find out the significant differences before and after the learning achievement of the students on grammar taught by using think-pair-share technique at second year students of MTs Wahid Hasyim Setinggil Gandekan Blitar.

Research Method: 1) the research design in this study is pre-experimental design with one group pre and post test. 2) The population of this research was all students of the second grade of MTs Wahid Hasyim setinggil Blitar in academic year 2014/2015. In wich the total was 57 students and divided into four classes. 3) the sample selected was second grade of class B that consists of 28 students at MTs Wahid Hasyim Setinggil Blitar in academic year 2014/2015. 4) the data analysis was using percentage formula and t-test.

The result showed that the were difference between the averages of students' grammar score in which before they are taught using TPS was 56.42 and after they were taught using TPS was 68.92. Statistical calculation using t-test showed that significance value <0.05 , it is known that t_{count} is bigger than t_{table} . It means that H_a which state that there is significance effect of using TPS as a strategy to improve students' grammar achievement of second grade students of MTs Wahid Hasyim Setinggil Gandekan Blitar. It can be conclude that there is significant difference in grammar achievement between students' before they were taught using TPS and after they were taught using TPS. So, using TPS can be used as an alternative to teach grammar to the students at MTs Wahid Hasyim Setinggil Gandekan Blitar.

ABSTRAK

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Kata kunci: Efectivness, think pair share, grammar

Salah satu teknik yang digunakan dalam pengajaran grammar adalah Think Pair Share. Think Pair Share merupakan salah satu model pembelajaran kooperatif. Teknik ini digunakan untuk meningkatkan kemampuan siswa dalam pelajaran grammar, Tehnik think pair share adalah model pembelajaran kooperatif yang dapat mempromosikan dan mendukung pemikiran tingkat yang lebih tinggi. Jadi dapat dikatakan, think pair share dapat membantu guru yang memiliki kesulitan dalam mengajar grammar.

Rumusan masalah penelitian ini adalah: 1) bagaimana prestasi siswa dalam pelajaran grammar sebelum diajarkan dengan menggunakan teknik TPS? 2) bagaimana prestasi siswa dalam pelajaran grammar setelah diajarkan dengan menggunakan teknik TPS? 3) Apakah ada perbedaan yang signifikan prestasi siswa sebelum dan sesudah menggunakan think pair share pada siswa tahun kedua dari MTs Wahid Hasyim Setinggil Gandekan Blitar?

Tujuan dari penelitian ini adalah untuk: 1) untuk menyelidiki grammar siswa sebelum diajarkan dengan menggunakan teknik TPS. 2) untuk menyelidiki grammar siswa setelah diajar dengan menggunakan teknik TPS. 3) untuk mengetahui perbedaan yang signifikan prestasi belajar siswa pada pelajaran grammar sebelum dan sesudah diajarkan dengan menggunakan think-pair-share teknik untuk siswa tahun kedua dari MTs Wahid Hasyim Setinggil Gandekan Blitar.

Metode penelitian: 1) desain penelitian dalam penelitian ini adalah desain prakteksperimental dengan pre test dan post test dalem satu kelompok . 2) Populasi penelitian ini adalah semua siswa kelas II MTs Wahid Hasyim setinggil Blitar pada tahun akademik 2014/2015. Total seluruh siswa adalah 57 siswa dan dibagi menjadi empat kelas. 3) sampel yang dipilih adalah kelas dua kelas B yang terdiri dari 28 siswa di MTs Wahid Hasyim Setinggil Blitar pada tahun akademik 2014/2015. 4) analisis data adalah menggunakan rumus persentase dan t-test.

Keimpulannya adalah ada perbedaan nilai grammar pada murid sebelum dan sesudah menggunakan TPS, sebelum menggunakan teknik TPS murid mendapatkan nilai tengah 56.42, dan setelah menggunakan teknik TPS murid menghasilkan nilai tengah 68.92. Dilihat dari kalkulasi statistik menggunakan t_{test} nampak ada signifikansi yaitu kurang dari 0.05, hal ini dapat diketahui dengan melihat t_{count} lebih besar dari pada t_{table} . Ini berarti bahwa H_a yang menyatakan bahwa ada efek yang signifikan dalam menggunakan TPS sebagai strategi untuk mengembangkan nilai grammar siswa untuk kelas dua MTs Wahid Hasyim Setinggil Gandekan Blitar diterima. Ini dapat disimpulkan bahwa ada perbedaan signifikan dalam nilai grammar antara sebelum dan sesudah menggunakan TPS. Jadi, menggunakan TPS dapat digunakan sebagai teknik untuk mengajar grammar kepada siswa di MTs Wahid Hasyim Setinggil Gandekan Blitar.

ACKNOWLEDGEMENT

In the name of Allah SWT The Most Beneficent and The Most Merciful.

All praises are to Allah SWT for all the blessings so that writer can accomplish this thesis. In addition, may peace and Salutation be given to the prophet Muhammad who has taken all human being from the Darkness to the lightness.

The writer would like to express her genuine gratitude's to :

1. Dr. Maftukhin, M.Ag. the Rector of State Islamic Institute (IAIN) of Tulungagung for legalizing this thesis.
2. Dr. H. Abd. Aziz, M.Pd. I, the Dean of Faculty of Tarbiyah and Teacher Training of IAIN Tulungagung for the permission to write this thesis.
3. Dr. Arina Shofiya, M.Pd., the Head of English Education Program who has given me some information so the writer can accomplish this thesis.
4. Faizatul Istiqomah, M. Ed, the writer's thesis advisor, for her invaluable guidance, suggestion, and feedback during the completion of this thesis.

The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, July 11th 2016

The Writer

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