**CHAPTER IV**

**RESEARCH FINDINGS AND DISCUSSION**

In this chapter the researcher presents about the research finding and the discussion. The research finding are based on the data obtained during the teaching of writing using TPS method, and the discussion are based on the research findings.

1. **Research Findings**

This section consist of two sub-sections: cycle 1 and cycle 2, each sub-section is elaborated in four steps (planning, acting, observing and reflecting). The researcher did cycle 1 in two meetings at 7th May 2012, and 8th May 2012. Cycle 2 was also done in two meetings at 14th May 2012 and 15th May 2012.

* + - 1. **Research Finding in Cycle 1**

This cycle was conducted on Monday, 7th May 2012, and Tuesday, 8th May 2012 with time allocation of 2 x 40 minutes. The result of the implementation of the four steps in Cycle 1 is as follows:

* 1. **Planning**

Before implementing TPS method in teaching writing in class, the researcher made some preparation. The preparation is in the form of lesson plans containing the instructional objectives, instructional material and media, the teaching learning activities, and the evaluation. The instructional material of that day was descriptive text by using TPS method. She took the method in students’ writing process.

* 1. **Implementation**
* Meeting 1

At the beginning of the class the teacher greeted, checked students’ attendances, and gave motivation to the students. Then she explained the material of that day to the students.

After explaining the material of that day, the teacher explained about TPS method. Then the teacher prepared them for the writing. Next the teacher explained the student about the way to use TPS method in writing descriptive text. After that she divided the students into several groups and give the topic to discuss. And then she gave opportunity to the students to ask question if they have any difficulties in the material. Finally she asked students to write a descriptive text using TPS method.

* Meeting 2

At the second meeting the teacher gave a post test to the students. First, at the beginning of the class the teacher greeted, checked students’ attendances, and gave motivation to the students. Then reviewing material for 10 minutes.

The teacher gave opportunity to ask if the students got difficulties in understanding material and the way to use TPS method which help them in writing. Next she gave a post test and the teacher asked them to make outline from the theme. Next the teacher asked them to write a descriptive text by using outline. The students did and finished. Finally she asked students to submit their work and closed the meeting.

* 1. **Observation**

The observation was done by the researcher during the implementation of TPS method. The collaborator wrote down the problem happened during teaching learning activity. The result of the observation showed that researcher had implemented every step as it was described in the lesson plan. However, there are some problems happen in core activities. First, some of students did not understand about teacher explanation so the students confused to make a descriptive text. Second, some students did not want to ask about the material that the teacher explanation so they get difficulties in grammar, spelling and mechanics, and the students did not respond to the teacher explanations about the material, so they can not do the task as well.

* 1. **Reflection**

Reflecting which was the final phase of cycle 1 consisted of the evaluation on the process and the students’ result.

In general it can be said that TPS method in cycle 1 had not met the success yet, although the students’ writing were improved. There were many problems occurring during the implementation of the strategy so it result could not be achieved naturally. First, the students were confused how to make a descriptive writing. Second, in post test some students did not participation to write the text.

Table 4.1 the students’ writing test score on cycle 1

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NAMA | organization | Content | grammar | mechanics | style | Total Score |
| AM | 0 | 0 | 0 | 0 | 0 | 0 |
| AR | 14 | 10 | 5 | 6 | 6 | 41 |
| AAPW | 17 | 15 | 15 | 17 | 14 | 78 |
| BAV | 16 | 14 | 10 | 11 | 11 | 62 |
| CBS | 15 | 11 | 12 | 16 | 12 | 70 |
| FHS | 17 | 15 | 15 | 15 | 14 | 76 |
| HIA | 14 | 10 | 11 | 12 | 14 | 60 |
| JK | 5 | 5 | 5 | 12 | 6 | 33 |
| LS | 15 | 12 | 10 | 11 | 11 | 59 |
| LK | 15 | 14 | 13 | 15 | 14 | 72 |
| MAS | 14 | 12 | 10 | 15 | 11 | 62 |
| MSR | 14 | 12 | 10 | 15 | 12 | 63 |
| MZN | 18 | 14 | 18 | 18 | 18 | 86 |
| MA | 17 | 15 | 11 | 15 | 14 | 72 |
| M | 12 | 11 | 10 | 12 | 10 | 55 |
| NRS | 5 | 6 | 6 | 12 | 6 | 35 |
| NA | 15 | 15 | 14 | 15 | 10 | 71 |
| NAF | 17 | 17 | 15 | 18 | 15 | 82 |
| RR | 0 | 0 | 0 | 0 | 0 | 0 |
| SY | 15 | 15 | 11 | 15 | 14 | 70 |
| SR | 17 | 15 | 14 | 13 | 11 | 70 |
| YANF | 17 | 16 | 15 | 17 | 14 | 79 |
| MWSA | 12 | 13 | 11 | 6 | 12 | 54 |

(Data source : writing descriptive text, May,8th 2012)

In this meeting result of the post-test in cycle 1 showed that 11 students got 70-90 (47,9%), 7 students got 50-69 (30,4%), 3 students got less 50 (13 %), 2 students did not participate (8,7%).

Based on the result of the post-test conducted in cycle 1, it was found out that the mean score of the students’ writing test was 56,8. The mean score of 58,7 indicated that there was not an improvement of the students’ writing if compared with the mean score of 70 from the criteria of success. Therefore, the next cycle was still needed to conduct and some revisions of cycle 1 were also made to improve the student’s writing.

From the problem occurring in the implementation of TPS method in writing descriptive text, the researcher made some revision on the lesson plan and the collaborator teacher’s way in carrying out the strategy of using this method. In term of revision on the lesson plan, she revised the TPS method used for next cycle. She used TPS method in different theme which was close to the student environment. In term of the strategy, she discussed with the collaborator teacher about the way in explaining the students to use TPS method in writing process. The finding was the collaborator teacher explained the way to use TPS method to the students slowly. She also gave students clearer instruction asking the students to made descriptive text. The researcher gave the students more guidance, help and encouragement during the implementation of the method. In revision process of writing, the students exchange their work with their class mates to be revised.

* + - 1. **Research finding in cycle 2**

Research finding in cycle 2 was conducted on May, 14th 2012, and May, 15th 2012. In every meeting the time allocation is 2 x 40 minutes. The implementation of the four steps was as follow:

**2.1 Planning**

The result of the implementation of TPS method in cycle 1 shows that had not been success yet. It could not improve the students’ writing, it failed to fulfill the criteria of success in this study which could not improve the percentage of the students who made progress in their score. For that reason the researcher made some revision and improvement in the lesson plan. The researcher revised the TPS method used by choosing the more appropriate theme and method for the students and made some improvement on the way the collaborator teacher carried out the teaching activity by giving the student clearer explanation and instructional in giving assignment and giving the students help and guidance in teaching learning process. And than, In revision process of writing, the students exchange their work with their class mates to be revised. In general, the action in this cycle was not totally different from cycle 1. The activities included explaining the material and method, asking the students to write descriptive text by using this method, and giving post-test to the student. The differences was only on the theme and the strategy of this method. The theme used was in the students’ worksheet.

**2.2 Implementation**

* Meeting 1

At the beginning of the class the teacher greeted, checked students’ attendances, and gave motivation to the students. Most students responded it actively. Then she told the students the material of that day. Then she explained about writing descriptive text by using TPS method.

After activating the students, the researcher divide the students into several groups and give the topic to discuss.

* Meeting 2

At the beginning of the second meeting the teacher greeted, checked students’ attendances, and gave motivation to the students. Almost students responded it actively.

Then she gave post-test to the students, they were assigned to write text by using TPS method. After students completed the task, the teachers give students the opportunity to revise their work.

**2.3 Observation**

The observation in cycle 2 was also done by the researcher as the teacher. During the implementation of the method, she note down the problem occurring in the class. The observation showed that the teacher had implemented the method well. Besides the students did the assignment well, and they can write a text in long paragraph then before.

**2.4 Reflection**

Similarly to the previous cycle, the reflection consisted of the evaluation on the process and the students result.

Cycle 2 was better than cycle 1, the efforts by the researcher to fix the problem in cycle 1 worked well. First, the researcher made revision on the plan in term of choosing appropriate TPS method. It was effective to increase their enthusiasm. It was familiar with the students and the vocabulary is most easy. They also have background of knowledge about it. Enough background knowledge helped them in understanding to write descriptive text. Second, the researcher gave clearer explanation about how to write descriptive text using TPS method. It was effective that the student could use the TPS method to help them in improving their idea in writing. Third, the researcher gave the clearer instruction in the assignment. It was also effective that the students could do the assignment well. Some students who did not participate the teaching learning process before now participate the teaching learning because they understand what the researcher wanted. Fourth, In revision process of writing, the students exchange their work with their class mates to be revised. This is more effective than revising their own.

Table 4.2 students’ writing test score on cycle 2

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NAMA | organization | content | Grammar | mechanics | style | Total score |
| AM | 15 | 15 | 15 | 15 | 15 | 75 |
| AR | 15 | 14 | 14 | 14 | 14 | 71 |
| AAPW | 17 | 15 | 17 | 16 | 11 | 76 |
| BAV | 17 | 15 | 17 | 11 | 14 | 74 |
| CBS | 10 | 10 | 8 | 11 | 10 | 49 |
| FHS | 17 | 16 | 17 | 15 | 16 | 81 |
| HIA | 17 | 16 | 17 | 14 | 15 | 79 |
| JK | 17 | 11 | 16 | 15 | 11 | 70 |
| LS | 15 | 15 | 17 | 16 | 14 | 77 |
| LK | 17 | 15 | 17 | 15 | 14 | 78 |
| MAS | 17 | 15 | 17 | 15 | 15 | 79 |
| MSR | 17 | 15 | 17 | 15 | 14 | 78 |
| MZN | 17 | 17 | 17 | 15 | 14 | 80 |
| MA | 17 | 16 | 15 | 15 | 14 | 77 |
| M | 15 | 15 | 15 | 14 | 14 | 73 |
| NRS | 15 | 15 | 15 | 13 | 14 | 72 |
| NA | 15 | 14 | 14 | 14 | 14 | 71 |
| NAF | 17 | 17 | 17 | 17 | 15 | 83 |
| RR | 12 | 12 | 12 | 12 | 14 | 62 |
| SY | 15 | 14 | 15 | 15 | 14 | 73 |
| SR | 17 | 15 | 16 | 16 | 15 | 79 |
| YANF | 15 | 14 | 13 | 11 | 12 | 65 |
| MWSA | 17 | 14 | 15 | 13 | `14 | 73 |

(Data source : writing descriptive text, May,15th 2012)

Based on the students’ learning result, it showed that the students had improved in their idea in writing because they can write long paragraph than before so, there was an improvement that can be examined from the criteria defined in this study. The scores this of test were higher than the score of test in cycle 1. 20 students got least 70 (87%), and 3 students less that 70 (13,%).

It means that the criteria of success had been achieved in which the students’ mean score should be at least 70. The mean score of the students’ writing improved from 58,7 in cycle 1 to 73,69 in cycle 2. Its mean that the criteria of success defined in the study had been achieved. The number of students who made improvement on their score in writing increasing from 11 students or 47,9% to 20 students or 87% in cycle 2. Thus, the criterion has been reached in writing descriptive text by using TPS method.

1. **Discussion**

TPS is a strategy designed to provide students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student. In this study TPS are to help the students improving their idea in writing descriptive text. It requires the teacher to follow a particular procedure. 1) the teacher give the goal of the study and motivate the students before explaining the material. 2) the teacher explain about TPS method and descriptive text. 3) the teacher asked about the descriptive text. 4) students discuss the material with their partners. 5) the teacher calls for pairs or individually to present the material with the rest of the class.

First, the goal of study and motivation was really very beneficial because the students would be motivated and had spirit in teaching learning process so the students become actively in the lesson (Eazhull:2003). so that students can be interested in the lessons.

Second, the teacher began to explain TPS method and descriptive text, to give the student understanding about the material and the strategy. so that students would be more understanding of the material to be provided.

Third, the teacher divided the students into several groups. For students who lack academic ability, in a group means there are friends who can help. While those with good academic ability, can further enhance its capabilities. So the group can improve the academic quality of students.

Fourth, the students discuss the material with their partners to increase their knowledge. Discussion can increase student participation and activities in the lesson by giving students the chance to voice their opinions, help students in developing a better understanding by providing an opportunity to express their thoughts, and help students to improve their communication skills Suryosubroto (2009: 168)

Finally, the students show the results of their discussions. With the students show their discussions, they will know where their deficiencies so that they can revise it.

So TPS were effective in improving students idea in writing descriptive text. Although the method easy and simple to use, the researcher need to have a collaborator teacher to help in teaching by using Think Pair Share strategy. It helped the researcher to focus on teaching in the class.

It is a simple strategy, effective from early childhood through all subsequent phases of education to tertiary and beyond. It is a very versatile structure, which has been adapted and used, in an endless number of ways. This is ones of the foundation stone for the development of the co-operative classroom. Think, Pair, Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.