**ABSTRACT**

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**Key word**: improving, think pair share, writing skill

Writing is the difficult skill for the students. Nevertheless, it is should be mastered by Junior High school students. According to the interview and pre-test given to the students in preliminary study, it was found that the major problems they faced were how to develop ideas. The teacher also never gave model of how to write descriptive, because writing activities in class were dominated by arranging jumble sentences and words. Beside that, her strategy was not interesting.

To solve the problem, one of the strategy used in teaching writing is think pair share. Think pair share is one of cooperative learning methods. This strategy is used to improve student’s ability in this study. The research problem is How can TPS strategy improve the descriptive writing ability of the 7 grade students at MTs Darussalam Aryojeding ?

This study used collaborative classroom action research following Kemmis & Taggart. The researcher designed the lesson plans and set the criteria of success. The research was conducted in two cycles. Each cycle consisted of two meetings which covered: planning an action, implementing the action, observing the action, and reflecting on the observation. The subjects were 23 students of VII-A in MTs Darussalam Aryojeding 2011/2012 academic year. The instruments used to collect data observation sheet and test of the students. The criteria of success used in the study are the students’ mean score of writing at least 70 and 80% of the students score in writing at least 70.

The result of the research showed that TPS successfully helped in improving the students’ idea in writing descriptive text. The score of the students’ writing products improve significantly from preliminary study to Cycle 1 and from Cycle 1 to Cycle 2. The students’ mean score improved from 56,8 in preliminary study to 58,7 in Cycle 1 and it could 73,69 in Cycle 2. The teacher 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.

Based on the result of this study, it is suggested that the English teacher use method TPS in teaching writing and another kinds of text types. For the students, it is suggested that they write outline before write the paragraph, especially in generating and developing ideas in writing descriptive text.

Moreover, further researcher are suggested to conduct research using method TPS for different text type and on different grades and levels of education, to see whether this method was effective to solve the problems of writing or not.