

THE IMPLEMENTATION OF TEAM PAIR SOLO STRATEGY IN INCREASING THE STUDENTS' ABILITY IN WRITING TEXT

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ABSTRAK

The research deals with the implementation of team pair solo strategt in increasing the students' ability in writing text. The objectives of study are to find out: 1. The students' ability in writing text before and after implementation of Team Pair Solo Strategy, 2. The students' ability in writing text can be increased by implementing Team Pair Solo Strategy. This research was conducted by implementing two cycles. Each cycle consists of planning, acting, observing and reflecting. By implementing two cycles can observe the increasing of the students' ability. The subject of this study is one class of the eleventh students (XI – 1 IPS) of SMA Swasta YPIS Maju Binjai consists of 35 students. The data of this study were a sentence in writing analytical exposition text. The data were collected through test. The finding of this study revealed that the students' ability in writing text before implementing the strategy was still low, there was not students who got score point up 65 (English passing grade). After implementing the strategy the students' ability was increased from the first cycle to the second cycle. Even, the second cycle is higher than the first cycle. And by implementing Team Pair Solo Strategy can increase significantly the students' ability in writing text especially analytical exposition text.

Keywords: Team pair solo strategy, students' ability, writing text

INTRODUCTION

English is one of the essential subjects taught in school at the entire levels. Nowadays, it has been taught to the students of kindergarten, primary

school, junior high school, senior high school and to the university students. There are many components in English that students have to learn. They are reading, listening, speaking and writing.

Writing is one of most powerful communication tools we use today. Writing is a process of transforming thought and ideas into written form. Writing is the ability to put pen and paper to express ideas. This way, representations on the paper will have meaning and content that could be communicated to other people by the writer. There are many types of genre of writing such as narrative, explanation, spoof/recount, reports, argumentation, procedure, description and exposition.

Based on the curriculum (KTSP 2006) students at senior high school at eleventh grade should be able to write some genre of writing. The students are taught by the teacher to understand about analytical exposition text and write it a simple one. Most of the students have serious problem in writing such as, generic structure, vocabularies, organization, language use and mechanic. A good writing requires good grammar and good organization. It means that writing is not only writes sentences but the writer should consider the cohesion of the text.

One of the biggest problems in students' writing is students often fail to prove their points. They fail because they do not support their points with concrete details. The students failure were caused by the lack of the students' vocabularies, and knowledge about the way how to write a good text, and it is caused by the teacher's strategy in teaching writing. In teaching writing the teacher just explained the material by giving example of a text and analysis it, after that the teacher asked them to write a text. It caused the students be bored in the teaching learning

process, and made the students were not able to write a text.

The ability in writing is include requires good grammar and good organization. Absolutely it is not simple job for the students. Therefore, teacher as a facilitator should choose an appropriate strategy in teaching learning process.

Strategy is an important thing to get successful in teaching learning process. According to H. Douglas Brown (2000), strategies are specifics methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. There are many strategy in Cooperative Learning such as Jigsaw, Number Head Together, Think Pair Share, Team Games Tournament, Three-Step Interview, Circle the Sage, Three minutes review, Team Pair Solo, etc. The strategy can grow the students' activities, students' spirit and can comprehend the material though them.

The solution to increase the students' ability in writing, the teacher should choose appropriate strategy in teaching learning process. One of the strategy can be used in teaching writing is Team Pair Solo Strategy. In Team Pair Solo Strategy, the students do problems first as a team, then with a partner, and finally on their own. It is designed to motivate students to tackle and succeed at problems which initially are beyond their ability. It is based on a simple notion of mediated learning. Students can do more things with help than they can do alone. By allowing them to work on problems they could not do alone, first as a team and then with a partner, and finally on their own. Writing is important subject and it is one of most powerful communication tools we use today. As John Langan (2006) states writing is a skill that anyone can learn with practice. So, that is why, here the writer take one discussion in this research that, "How is the implementation of Team Pair Solo Strategy in increasing the students' ability to write Analytical Exposition Text". Therefore, it is needed to have a classroom action research to improve that through implementation of Team Pair Solo Strategy is happened can increase the students' ability in writing Analytical Exposition Text.

RESEARCH METHOD

Research Design

This research method was design by Classroom Action Research. Suhardjono (2010) state that classroom Action Research is one of research of action with a specific purpose that related in the class

This research was conducted by implementing two cycles. Each of cycles consists of two meeting. These include four steps, namely planning, action, observation, and reflection (Arikunto, 2010). The data were collected by using test. The test is used to know the increasing of the students' ability in writing.

Data Source and Data

The sources of data of this research was class of the eleventh students (XI – 1 IPS) of SMA Swasta YPIS Maju Binjai consists of 35 students. It is chosen because half of the students have a good writing ability. The data of the research were taken from the test result during conducted research in two cycles with four meetings.

FINDING AND DISCUSSION

Identification phase started with collaborative research between the writer as a researcher and the teacher. The writer began this phase by interviewing and observation of the English teacher and the students of XI IPS year of SMA Swasta YPIS Maju Binjai. The teacher also did pre-test to the students. According the interview and the observation, it found that the students' problem in writing is about the teacher's strategy in teaching writing. In teaching writing the teacher just explained the material by giving example a text, after that analysis the generic structure and asked them to write a text. The result in writing test of pre-test can be described in the table below:

Table 1
The mean of Students score from Pre-Test

No	(x_i)	f_i	Percentage (%)	Average
1.	20	6	17.15%	31.42
2.	25	2	5.71%	
3.	30	14	40%	
4.	35	2	5.71%	
5.	40	11	31.43%	
		$\sum f_i = 35$	100%	

Based on the table about the score from Pre-Test, all of the students are failed. They didn't get standard score for writing. Even, their score didn't reach 60. It can be seen that the highest score only 40 and there are 11 students. The score of 35 is only 2 students. The score of 30 is 14 students and many students got it. The score of 25 is only 2 students and the lowest score is 20, there are 6 students who got it. It means that there was no students who got score point up 65. The mean score was 31.42.

In the Pre-test, The teacher claimed that most of the students were still difficult to understand how write a text and still confused to develop their idea in writing. The students were afraid of making mistakes in writing. It was also found that the teacher taught the students about writing by using the reading passage of text and after that the teacher analysis and explained the point of the generic structure of the text. After that the teacher asked the students to write a text. The students said that they still did not know how to write text even though they had learnt it before. They still difficult to developed their idea in their writing. They also did not like study English caused the teacher's strategy used in teaching, so it made them boring and difficult to understand the material.

From the identification above, the writer as a researcher focus on the problem of the students' difficulties in writing. This is the first cycle of the research. In the first cycle, the writer use *Team Pair Solo Strategy* as a problem solving of their problem in writing which is done for 4 meetings and each meeting include: Planning, Action, Observation and Reflecting. It can be describe as the following.

For planning, the writer made the concept of lesson plan for two meeting related the Team Pair Solo Strategy. Prepared appropriate teaching facilities such as sketch, reading passage, book and made observation sheet to look about the teacher's and students' activities in teaching learning process. In action, the teacher tried to give motivation first for them to increasing their ability in writing. The teacher taught the students based on the lesson plan that had been arranged.

In Observation, The observation was done to observe what the students had done during the teaching learning process. Based on the result of observation sheet, it can be shown that in teaching learning process in the cycle I, the students were enough active in teaching writing by using Team Pair Solo Strategy. There is an improvement from the students after using the strategy. Team Pair Solo Strategy can created a good environment in teaching writing which made the students discussed with their friends.

In reflecting, the writer evaluated the teaching learning process in the end of meeting of first cycle. The evaluations of two meetings became the reflection to the researcher in making cycle two. The evaluation could be from the students' result test. The result of post-test first cycle can be described in the table below:

Table 2
The mean of Students score of Post-test First Cycle

No	(x_i)	f_i	Percentage (%)	Average
1	60	4	11.43%	67,74
2	62	3	8.57%	
3	63	3	8.57%	
4	65	3	8.57%	
5	66	3	8.57%	
6	68	2	5.71%	
7	69	2	5.71%	
8	70	2	5.71%	
9	71	3	8.57%	
10	72	1	2.86%	
11	73	5	14.29%	
12	74	1	2.86%	
13	75	3	8.57%	
		$\sum f_i = 35$	100%	

Based on the table above, there are many variation of the score. It start form score 60 until 75 and each score only two or three students got it. The lowest score for post-test first cycle was 60 and the highest score was 75. There were 25 students who got score point up 65. And there are only 10 students who got score less than 65. The mean score was 67.74.

The data of the students' writing score on table 1 and 2 showed that the students' score of post test cycle I was higher than pre-test. It can be concluded that there is increasing of the students ability in writing analytical exposition text. Eventhough in the post-test first cycle the mean score was increased, it was still not success because there were 10 students not sucess in teaching learning process. The percentage of the students who were competent in writing text was 71.43%, whereas the target of the percentage the students in writing text was 80%-85%. Thus, the writer did the second cycle to get the target of the score.

The second cycle was done also by the teacher. In doing the second cycle, the teacher felt better than the first cycle because the teacher knew what the problem of the students in studying and what the solution to finished the problem. Similar to the first cycle, the researcher

conducted the second cycle with the same steps as follows:

In planning, after implementing the scenario of the first cycle and by doing the observation and reflection, the writer had found the students' weakness and strength and the teacher's weakness and strength. Then, the writer discussed again with the teacher to concept the lesson plan, prepared appropriate teaching facilities and made observation sheet to look about the activities in teaching learning process for the second cycle.

For action, the teacher taught the students based on the lesson plan that hade been arranged based on the result of observation and reflection of the first cycle. For observation, it was found that the students have understood about writing analytical exposition text and all most of students could implementing the strategy well. All the students participated in the discussion in team, and in pair well. So that, the teaching learning process in cycle II was better than in the cycle I.

In Reflecting, the writer evaluated the implementation of the strategy in the second cycle.the writer did reflection by analyzing the observation sheet, photograph and diary note, and discussed with the teacher in analyzing the successful and the failures of the students and the teacher in implementing the strategy. The writer evaluated the result of the students' test. The result of post test second cycle can be described in the table below:

Table 3
The mean of Students score of Post-test Second Cycle

No	(x_i)	f_i	Percentage (%)	Average
1.	65	5	14.29%	75,28
2.	70	7	20%	
3.	75	7	20%	
4.	80	13	37.14%	
5.	85	3	8.57%	
		$\sum f_i = 35$	100%	

Based on the table above, the lowest score for post-test second cycle was 65 and the highest score was 85. Only 5 students who got 65 score. There are 3 students who got 85 score and many students got score 80, there are 13 students. The mean score was 75.28. The result indicated that in the second cycle all the students had mastered how to write analytical exposition text. It could be seen by the proof all the students got score point up 65.

Table 2 and table 3 showed that the mean of post test second cycle was higher than post test first cycle. It can be concluded that there was increasing of the students ability because all the students had gotten score point up 65. Thus, after analysing the data based on the result of pre-test, post test first cycle and post test second cycle, so the percentage of the students who got the lowest and the higher score before and after implementing Team Pair Solo Strategy was described in the table below:

Table 4
Recapitulation of The Students' Score in Writing Analytical Exposition Text

No	Result	The students' Score		
		Pre-test	Post Test Cycle I	Post Test Cycle II
1.	Average	31.42	67.74	75.28
2.	The highest score	40	80	85
3.	The lowest score	20	60	65
4.	The students who got score point up 65 (%)	0 (0%)	25 (71.43%)	35 (100%)

The table above described the increasing of the students' score before and after implementing Team Pair Solo Strategy. It can be looked the result of the students' score in the pre-test, post test first cycle and post test second cycle. There are significance rise up for the highest and the lowest score in before and after implementing the strategy. For

the specific score which is rise up can be seen in the table below:

Table 5
The Percentage of Students' Score in Writing Text

Meeting		Students who got score point up to 65	Percent age
Pre-test	-	0	0%
Post-test cycle 1	II	25	71.43%
Post-test cycle 2	IV	35	100 %

Based on the table of student's score in writing text, there are so many differences in the percentage before using of Team Pai Solo Strategy and after using that strategy. In pre-test, it means without using Team Pair Solo Strategy, no one of the students who got score point up to 65. Meanwhile, after they have been giving this strategy (Post-test cycle 1), 25 students are passed the writing text or the percentage is 71.43%. and then, they learned the writing text with the same strategy for next meeting (Post-test cycle 2) and the result was excelent or the percentage was 100%. All of the students are passed of the writing text. No one is failed. Thus, in teaching learning process, the strategy in teaching learning process will influence the students' understanding about the topic. Teacher should use the appropriate strategy based on the topic of the lesson. That means, the Team Pair Solo Strategy is increasing the students' ability in writing text.

CONCLUSION

It is found that the implementation of Team Pair Solo Strategy increases the students' ability in writing text. The students' ability in writing text before implementing the strategy was still low, the mean of the pre-test was 31.42. There was not students who got score point up 65 (English passing grade). After implementing the strategy the students' ability was increased, the mean of post test first cycle was 67.74. It is higher than the pre-test. The mean of post test second

cycle was 75.28, it is higher than the first cycle. The increasing of mean score from pre-test to post test first cycle was 36.32, and the increasing of mean score from pre-test to post test second cycle was 43.86. The percentage of the students who got score point up 65 from pre-test to post test first cycle was 71.43%, and from pre-test to post-test second cycle was 100%. The result shows that the increasing of the student's score from the first cycle to second cycle was 11.13%. Therefore, an appropriate strategy can improve the students' ability in teaching learning process. For the further research, it can be used this strategy for another english skill to improve the students' ability.

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