The Comparison of Using Think Pair Share (TPS) and Note Taking Pairs Techniques Toward Students' Writing Ability in Term of Descriptive Text at Tenth Grade of SMA Muhammadiyah 1 Metro

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ABSTRACT

The objective of this research is to identify whether there is a significant difference between using Think Pair Share and Note-Taking Pairs techniques toward students' writing ability in terms of descriptive text at tenth grade of SMA Muhammadiyah 1 Metro academic year 2013/2014. There are four hypotheses in this research, those are; (1) The student's score of using the Think Pair Share technique is high seen by the result of the post-test, (2) The student's score of using Note-Taking Pairs technique is high seen by the result of the post-test, (3) The student's score of students' writing ability in term of descriptive text high far seen by the result of the post-test, (4) The student's result of the comparison of using Think Pair Share and Note-Taking Pairs techniques toward student's writing ability in term of descriptive text is high seen by the result of the post-test. The subjects of the research were the tenth grade. The population of this research was the students in the tenth grade of SMA Muhammadiyah 1 Metro. The researcher took two classes. The first class is X3 as the experimental class. The second class is X4 as the control class. The samples of subjects were 40 students. The method of investigation is held through quantitative research. The design in this research is True Experimental design. In this experiment, the researcher applies Pre-Test Post-Test Control Group Design. The researcher uses cluster stratified random sampling as technique sampling.

Keywords: *think pair share (tps), note taking pairs, writing ability, descriptive text*

INTRODUCTION

In the technological and globalization era, communication becomes more important because people want to get much information and possible globally (Morreale et al., 2017). It is used to deliver messages or ideas from the speaker to the listeners and the writers to the readers in interaction with their environment (Banditvilai, 2016).

In this period, English is still a foreign language in Indonesia and is the first foreign language in the education of Indonesia that is taught from junior high school up to university.

It is also taught in every senior high school in Indonesia (Damayanti, 2017). It is hoped that the students can use English as means of communication in both spoken and written forms.

Writing is the activity of writing books, articles, etc in general (Hampton, 2018). In a school-level based curriculum, the basic competency for the tenth grade of senior high school, that should be achieved in the writing English subject is the students can develop and produce written simple functional texts in the narrative text, descriptive, and news items text. However, many students become confused, distressed, or even bored with the demands of their writing assignments (Sukandi, 2016). Descriptive text is one of the texts that is difficult enough to learn by the students, and especially in writing form (Yoandita, 2019). Writing is a form of thinking, it means that writing is an activity to express ideas, issues, events, feeling, or thinking so the others through the written form (Menary, 2007). Writing can be defined as a communication act, a way of sharing observation, thought, or ideas with ourselves and others (Hilte et al., 2018).

Think pair-share techniques are designed to differentiate instruction in providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a paper (Asrifan, 2016). This collaborative technique is to promoted classroom participation by encouraging a high degree of pupil responses, rather than using a basic recitation technique in which a teacher poses a question and one student offers a response (Cahyani, 2018). While note-taking pairs are a tool for structuring active cognitive processing by students during lectures and reducing the information processing load of students (Permana et al., 2019). Among other things, it allows for a quick turnaround of what is being learned. Knowledge must be communicated to another person as soon as possible after it is to be retained and fully understood (Ishartono et al., 2019).

The comparison of using think pair share and note taking pairs techniques toward students' writing ability in terms of descriptive text is the result of the post-test. For students of the beginning semester, habituation to hear and try to say the word, a sentence in English is very promising for the development of speech. Exercise is a suitable method to provide emphasis when aspects of skills to be a key objective in the learning process. The ability to write text students in SMA Muhammadiyah 1 Metro especially at tenth grade is still low. Low ability to write text is evidenced from the achievement of writing on the mid-semester, which is shown in Table 1.

Table 1. Writing Ability Achievement of Students in Academic Year 2013/2014

No	Quality	Category	Students	Percentage
1.	80-100	Very good	3	10%
2.	70-80	Good	5	20%
3.	51-56	Enough	6	20%
4.	<50	Low	26	50%
	Total		$\sum$40	100%

Source: English Teacher of SMA Muhammadiyah 1 Metro

Based on the data above, 26 students get a low score in writing descriptive text ability. Well, it makes the researcher interested to know about the comparison of using Think Pair Share and Note-Taking Pairs techniques toward students' writing ability in terms of descriptive text.

The researcher wants to study the technique of think, pair, and share (TPS) and note-taking pairs on teaching and learning writing in terms of descriptive text to the students of tenth grade at SMA Muhammadiyah 1 Metro.

Therefore, the researcher is interested to research the title of comparison of using Think Pair Share (TPS) and Note-Taking Pairs techniques toward students writing ability in terms of descriptive text to find out the effective techniques in teaching and learning writing in terms of descriptive text toward a student at tenth grade of SMA Muhammadiyah 1 Metro.

METHOD
Research Design

The design of the present study is comparative research. Comparative research enable researchers to find similarities and differences about things, people, the procedure, ideas, criticism of people, groups against an idea or procedures (Arikunto, 2008). The research is quantitative, in the form of quasi-experimental research. Quasi-Experimental Design is used because in reality difficult to obtain a control group that was used for the study. In this research, the researcher applies Nonequivalent Control Group Design (Sugiyono, 2013).

The reason for the researcher to use the Nonequivalent Control Group Design is because the researcher wants to know about the differences between two techniques toward students writing ability in descriptive text. And the design of Nonequivalent Control Group Design can be seen in Table 2.

Table 2. The Design of Nonequivalent Control Group Design

Class	Pre-Test	Treatment	Post-Test
E	O_1	X_1	O_2
C	O_3	X_2	O_4

This design is almost the same as the pretest-posttest control group design, this design was only in the experimental group and the control group was not chosen randomly.
Notes:
E: experiment class X_1: think pair share
C: control class X_2: note taking pairs
O_1: pre-test O_2: post-test
O_3: pre-test O_4: post-test

Research Variables

Variable is an attribute or trait or value of people, objects, or events that have a certain variation defined by the researcher to be studied and then drawn a conclusion (John W. Creswell., 2014). The dependent variable is a variable which one observed and measured to determine the effect of the independent variable (Jhon W Creswell, 1999). The Independent variable (the major variable) is the variable that is selected manipulated and measured by the researcher.

In this research there are three variables, they are independent variable (X_1) and (X_2), and dependent variable (Y). In this research, the independent variables are thought pair and share (X_1), note-taking pairs (X_2), and the dependent variable is writing ability (Y).

Conceptual Definition of Student's Using Think Pair and Share Technique

Think pair share is a simple technique, this technique can help students learn about the writing process. Students who are asked to choose a topic of their own to write about often become stuck. Think pair share is a useful technique in a situation the question or task requires

a good deal of reflection since it allows students to think about the issue from multiple perspectives.

Operational Definition of Student's Using Think Pair Share Technique

Students think through questions using three distinct steps:
1. Think: Students think independently about the question that has been posed, forming ideas of their own.
2. Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
3. Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

Conceptual Definition of Student's Using Note-Taking Pairs Technique

Note-taking pairs are a technique for developing individual notes of students who have ever had. Working with friends gives students the chance to see and check their notes with other sources. Friends help each other to obtain the missing information or to correct any inaccuracies missed and that the results of their joint efforts to be better than an individual note.

Operational Definition of Student's Using Note-Taking Pairs Technique

Note-taking pairs is a reciprocal teaching technique the steps are:
Purpose:
1. As most students are poor note-takers, this activity allows students to share missed information, and correct their notes. This activity can be great for lecture classes, but also can be used for reading assignments.
2. Allows auditory learners to verbalize and repeat information.
3. Allow visual learners to add more notes and reread their notes.
4. The perfect activity for lecture courses.

Instructor:
1. Prepare an organized lecture;
2. During the lecture speak slowly;
3. Use PowerPoint, overhead, or whiteboard to present detailed information and the main topics and subtopics of the lecture information.

Steps:
1. Students will take notes from the lecture;
2. Place students with a partner;
3. Partner A will summarize his/her notes while partner B provides additional information;
4. Partner B will summarize his/her notes with partner A providing input;
5. You may want to periodically stop the lecture and give students 5 minutes to do this activity or you may want students to wait until the end of the lecture.

Conceptual Definition of Students' Writing Ability in Term of Descriptive Text

Writing is the most difficult skill for second language learners to master (Emig, 1977). The difficulty is not only in generating and organizing ideas but also in translating an idea into readable text (Yoandita, 2019). Writing ability in terms of descriptive text is it differs from the report which describes things, animals, persons, or others in general. Writing is a complex process and contains an element of mystery and surprise (Mays, 2017). When students want to

write descriptive text they should have a lot of information, ideas, and thought in their mind so that they will be able to express them into sentences, paragraphs, and an essay (Emig, 1977).

Operational Definition of Students' Writing Ability in Term of Descriptive Text

Writing is a process through which meaning is created and this suggests composition instruction that recognizes the importance of generating, formulating, and refining one's ideas (Zamel, 1982). Writing is a process that involves several steps. At least, there are three steps in the writing process; (1) rewriting Thinking about your topic and organizing the ideas; (2) writing using ideas to write the first draft; and (3) revising and improving what have been written (Blanchard & Root, 2010). If the writers follow the steps, and practice by writing often, they will find it easier to write paragraphs and to improve their writing.

Descriptive text is a kind of text with a purpose to give information. The context of this kind of text is the description of a particular thing, animal, person, or others, for instance: our pets or a person we know well (Yoandita, 2019).

Conceptual Definition of Comparison

Comparison research is a method to compare which one is better from the two methods (Arikunto, 2008). Comparison research is used to: comparison research will be able to encounter the differences and the resemblances about things, humans, procedure and to compare the differences on the view of event or ideas (Sutama, 2012). The differences of using think pair share and note taking pairs techniques are in the role (Cahyani, 2018). Think pair share technique is more simple in operation than note-taking pairs technique that the students' taking duration of the class in the learning activity. Think pair share will be easier received by students it can make them easier to develop their writing ability.

Operational Definition of Comparison

Reinforces the statement that comparison research is aimed to compare two or three events by seeing based on the definitions mentioned, it can be concluded that the principles of this research are pointed on (Sugiyono, 2013):
1. Involving of the research subject
2. The resemblances and differences
3. The advantages due to the differences

The design means to create the condition for comparison required by experimental hypothesis and through data analysis statistically (Suharsimi, 2006). In this comparison research, the researcher must formulate temporary results that must be related to research, before data calculation is a condition, later data calculation will prove whether thy hypothesis can be accepted or not. There will be calculation to hypothesis test to this is why the researcher is called research with the hypothesis.

Conceptual Definition of Instructional Writing Ability

Writing is how students learn how to approach and carry out a writing task (Emig, 1977). An understanding of the forms of writing, which include genres and formats, and practice in identifying the purpose for their writing enable students to select the most appropriate form to communicate their ideas and feelings.

Operational Definition of Instructional Writing Ability

Writing instruction has four main goals for student achievement:

1. To write clearly and creatively to convey a message;
2. To communicate ideas, thoughts, feelings, and experiences;
3. To understand that writing is a reflective and interactive process;
4. To understand the different purposes, audiences, and forms for writing.

To enable students to achieve these goals, teachers need to provide effective instruction in:

1. Oral language skills;
2. Activating prior knowledge and experience;
3. Understanding audience, purpose, and form for writing;
4. Understanding the writing process;
5. Understanding the elements of writing;
6. Applying higher-order thinking skills.

The instructional in this students' writing ability in terms of descriptive text are:
1. Understand the difference of using verb 1 in the simple present tense.
2. Make a simple descriptive text.
3. Identification of the generic structure in descriptive text.

Research Population

Population is a region consisting of generalization: the object/subject that has certain qualities and characteristics are determined by the investigator to be learned and then retracted conclusions (Sugiyono, 2013). From the statement above, the researcher can take the conclusion that population is object or subject in an area and it fills criteria with the problem of the research. The population will be all students in the tenth grade of SMA Muhammadiyah 1 Metro in the academic year 2013/2014. The total enrollment is 160 students, divided into six classes. Several students consist of 30 class X_1, class X_2 comprises 30, consists of 20 class X_3, class X_4 consists of 20, consists of 30 class X_5, and X_6 comprises 30.

Research Sample

Samples are part of the number and characteristics of the population owned by proficiency level (Sugiyono, 2013; Sutama, 2012). The researcher will be taken two classes consisting of 40 students. Class X_3 will use the Think Pair Share technique and class X_4 is using Note-Taking Pairs to know the differences learning process of writing ability.

Research Instrument

A research instrument is an equipment or tool used by the research to get the final goal of the research. Instruments are tools when a researcher researches a certain technique (Arikunto, 2008). In this research there will be second instruments to complete the data, the first one is Test as primer instrument and the second instrument will be document instrument as also secondary instrument as the explanation below:

Research Instrument of Test

The test is a kind of test that can use to get the data. Here, there are two kinds of tests in this research, they are pre-test and post-test. The researcher will use a pre-test before treatment and a post-test after treatment.
1) Pre-test

The pre-test will be administered to both the experiment and control class. This test is given to know the first student's writing ability in terms of descriptive text.

2) Post-test

The post-test will be given after the experiment and control class have been given treatment. The purpose of this test is to know the level of students about lessons, especially writing ability in this research. Post-test values are then compared to determine the effectiveness of treatment.

Research Instrument of Document

The document is written something where a researcher investigates a written thing such as a book. In this technique, researchers obtain information from various written sources or documents on the respondent or the place where the respondent resides or performs daily activities. In this case, the researcher obtains information from the school where the students study.

Try Out of Research Instrument

Try out is one of the tests given to measure the validity and reliability of the test. The result of try out will show the measurement of the validity and reliability. Below are the descriptions:

Validity of Research Instrument

A measurement can be said has validity when the content of the measurement is eligible to measure an object which should be measured and suitable with the fixed criteria (Sugiyono, 2013). Validity means the accuracy of a measurement in measuring data (Suharsimi, 2006). In this research, there are two kinds of validity, namely content validity and construct validity (Sugiyono, 2013).

Content validity is concerned with whether or not the test is sufficiently representative and comprehensive for the test to be valid measure it is supported to measure (Ishartono et al., 2021). In the content validity, the material given is suitable for the curriculum used. Furthermore in the research, the writer reports that the test is valid because they are based on the school curriculum. Content validity occurs when the experiment provides adequate coverage of the subject being studied (Retnawati, 2016). To maintain the validity of the data, this study used content validity. This includes measuring the right things as well as having an adequate sample. Samples should be both large enough and be taken for appropriate target groups.

Construct validity occurs when the theoretical constructs of cause and effect accurately represent the real-world situations they are intended to model. This is related to how well the experiment is operationalized. A good experiment turns the theory (constructs) into actual things you can measure. Sometimes just finding out more about the construct (which itself must be valid) can be helpful. Here the researcher will explain more about construct validity. Construct validity is thus an assessment of the quality of an instrument or experimental design. It says does it measures the construct it is supposed to measure. When the researcher does not have construct validity, the researcher will likely draw incorrect conclusions from the experiment.

Construct validity is also concerned with whether the test is actually in line with the theory of what it means to know a certain language knowledge or certain language skill. It means to know a certain language knowledge or certain language skill. The test item is given

here may measure or test the student's writing ability. To know whether the test is valid or not, the instruments get validation from the expert of writing. The experts are Dedi Turmudi S. Pd M.A TESOL, and Amirudin Latif S.Pd., M.Pd.

Reliability of Research Instrument

Reliability is one that produced essentially the same result consistently on a different occasion when the condition of the test remains the same, reliability is also known as a measurement that has reliability when that measurement is used to measure the data frequently but the result keeps same (Sugiyono, 2013). To find the reliability of the test, the researcher will use the spearman brown (Split Half).

Data Collecting Technique of Research

The data will be gained based on the student's scores on the pre-test and post-test. Clarify as follow:

Pre Test

In this case, the pre-test will be used to find out the student's ability before treatment. The case of the pre-test is that students are asked able to do the test and the ability to the characteristic of object or events in the form of a descriptive paragraph. Here, the students are assigned to describe the topic that consists of 50-70 words.

Treatment

In this research, the researcher will give two treatments after the pre-test. The researcher will use think pair share to control class and note-taking pairs to experimental class. In the first treatment, the researcher will address the goals and the objective of instruction and also aspects of writing ability. In the second treatment, the researcher will explain how to write and be able to do the test.

Post Test

The research will conduct the post-test to measure the improvement of students writing ability through a topic. The students are assigned to be able to do the test; they can write a descriptive paragraph.

Data Analysis Technique of Research
Normality Test

One of the best assumptions of statistic computation was that the data must fulfill the qualification of normal distribution. Therefore, analyzing the normality of the distribution of students is crucial. To analyze the normality distribution of the score, the researcher used the Chi-square technique (Fornell & Larcker, 1981). Hence, the researcher concludes that one of the best assumptions of the statistic computation is that the data must fulfill the qualification of normal distribution. To analyze the normality of the distribution of the scores, the researcher uses the chi-square technique.

Homogeinity Test

Homogeneity is a measurement used to determine variety a of data (Sugiyono, 2013). It is used to know whether the data are homogenous.

Hypothesis Test

After the researcher does the test and finds the result of the test, it is possible to know the differences of score each by giving the test and the result of the test. In this research to know the result of the test, the researcher uses the statistic formulation T-test (Gerald, 2018). Using T-test is followed by some certain steps, they are: if the hypothesis comes from a population which has normal distribution is homogenous, so it is continous testing of the hypothesis. A statistical hypothesis is an assumption about a population parameter. This assumption may or may not be true. If samples data are not consistent with the statistical hypothesis, the hypothesis is rejected, because the test will be used to know whether the hypothesis that is proposed can be accepted or rejected.

RESULTS & DISCUSSION

The research was administered from January 23th up to February 8th, 2014. After the researcher gained the data from a tryout, the researcher did the research to give treatment in experiment class by applying the Think Pair Share technique and control class by applying the Note-Taking Pairs Technique. Before that, the researcher gave a post-test after giving the treatment to know the differences between both classes.

Population and Sample of Research

This research was carried out at SMA Muhammadiyah 1 Metro. The researcher researched the students in the tenth grade of SMA Muhammadiyah 1 Metro. There are 160 students which consist of 6 classes in the tenth grade. They were X_1, X_2, X_3, X_4, X_5, and X_6. As the samples, the researcher took two classes. They were X_3 as experimental class and X_4 as control class. The students from the classes are 40 students. The sample was taken by cluster sampling technique. The total sample of research is 40 students and each class consist of 20 students.

Research Result of Instrument

The research was done in February after the researcher gained the data from trying out, the researcher implemented, Think Pair Share technique for the experimental class and the Note-Taking Pairs technique for the control class.

Result of Validity Instrument of Research

In this research, the researcher used pretest and posttest items as instruments of the research. Before doing the test, the instrument has been measured for its validity level. The measurement of writing test, the research used construct validity through the expert of writing lectures; they are Mr. Dedi Turmudi, S.Pd., MA TESOL and Mr. Amirudin Latief, S.Pd., M.Pd. The researcher gave tryout once for 15 students. After calculation, the test has been reliable, which means that the instrument has been valid. So the researcher used the tryout test to be tested. The researcher used the same topic for the pretest and different topics for the posttest. To complete the data, they can be seen in appendix 12.

Result of Reliability Instrument of Research

Reliability of the test was needed so that the test could be used. The researcher used the Product Moment Formula to know the reliability. The result of the tryout was split into odd and even scores. Both of them were correlated by using the Spearman-Brown formula.

After calculating data by using the Product Moment Formula, it was gotten 0.99 in the tryout. There was a correlation between odd and even items scores and from the calculation that by using Spearman Brown, the first was gotten $r_1 = 0.99$. If the result is calculated to the r score, it means that the result has a very high interpretation. It is consulted by Arikunto's criteria. It gets high reliability. So, the test was reliable and could be used for the research. To complete the data, they can be seen in appendix 15.

The Collecting Technique of Research Result

Result of Pre-Test

The researcher gave the pretest before giving the treatments. The researcher administered the pre-test on January 25th, 2014 for the experimental class and control class on the same day at different times. The pretest was given to 40 students which consisted of 20 students in X_3 and 20 students in X_4. In the experimental class, the highest score was 72 and the lowest score was 52 which had a mean of 62.6 and the standard deviation was 4.5 meanwhile in the control class the highest score was 70 and the lowest score was 52 which had a mean of 60.6 and the standard deviation 4.5. From the data, it was known that most of them had not mastered writing well. To complete the data, they can be seen in appendix 17 and 18.

Result of Treatment

In this research, the researcher gave two treatments, and each treatment consists of two topics. In the experimental class, for the first treatment, the highest score was 70 and the lowest score was 56. In the second treatment, the highest score was 80 and the lowest score was 64. To complete the data, they can be seen in appendix 19. On the other hand, in the control class for the first treatment, the highest score was 70 and the lowest score was 52. In the second treatment, the highest score was 78 and the lowest score was 62. To complete the data, they can be seen in appendix 20.

Result of Post-Test

The post-test was given after the researcher gave the treatment in three meetings. The post-test was given in both classes to know the student's writing ability after they received the treatments. The pre-test and post-test had a similar type. The purpose of the test was to know the significantly different results between experimental and control classes. The researcher administered the posttest for the experimental class and control class on the same day at different times. In the experimental class, the highest score was 86 and the lowest score was 63 which had a mean of 73.75 and a standard deviation of 5.3. Meanwhile, in the control class, the highest score was 80 and the lowest score was 62 which had a mean of 69.5 and a standard deviation of 5.1. To complete the data, they can be seen in appendix 17 and 18.

The Analysis Data of Research Resuklt

Result of Normality Test

The normality test is employed to know whether that test comes from the population has the normality or not. The data normality of the test is accepted $H_0 = x^2_{ratio} > x^2_{df}$ for the significant level 5% = (α=0.05) and also the significant level 1% = (α=0.01).

Based on the table above, it is obtained that x^2_{ratio} of try out, data pre-test and post-test are lowest than x^2_{df} in the significant level of 5% (α=0.05) and also 1% (α=0.01) in the reality. So, the hypothesis H_a is accepted. It means that both samples in this research are normal. To complete the data, they can be seen in appendix 23, 24, 25, and 26.

Table 3. The Data Result of Normality Distribution Test

		x^2_{df}			
Test	Variable (X)	x^2_{ratio}	Significant level		Conclusion
			5% (α=0.05)	1% α=0.01	
Pre Test	X_3	1.20	5.99	9.21	Normal
	X_4	2.45	5.99	9.21	Normal
Post Test	X_3	1.95	5.99	9.21	Normal
	X_4	2.42	5.99	9.21	Normal

Result of Homogeinity Test

The population of the data has been proven to be the normal distribution, so the researcher also conducted the examination of homogeneity variance from both samples to prove whether both samples have the equality of the variances or not. The data homogeneity of the test accepted H_a if $F_{ratio} < F_{df}$ for the significance level 5% ($\alpha = 0.05$) and also the significance level 1% ($\alpha = 0.01$).

Table 4. The Data Result of Homogeneity Test

		x^2_{df}		
Test	F_{ratio}	Significant Level		Conclusion
		5% (α=0.05)	1% α=0.01	
Pre Test	1.021	2.15	3.00	Homogenous
Post Test	1.076	2.15	3.00	Homogenous

From the table above, it was obtained that the ratio of pre and post-test was lowest than pdf in the significance level of 5% ($\alpha = 0,05$) and 1% ($\alpha = 0,01$). So that, the hypothesis Ha was accepted, it means that both samples are this research come from the population have the variance equality. To complete the data, they can be seen in appendix 27 and 28.

Result of Hypothesis Test

The object of this research is to know whether there is a significant difference in students' writing ability in term descriptive text by using think pair share and note taking pairs technique. The researcher uses a t-test to prove the hypothesis proposed toward the result of the post-test. The criteria for this hypothesis is accepted Ha if t-$_{ratio}$ is higher than t-$_{table}$ at the certain level of significance, in this case, the researcher used 0.05.

The hypothesis of this test are:

H_o= There is no significant difference result of using the think pair share and note taking pairs technique toward students' writing ability in term descriptive text.

H_a= There is a significant difference result of using think pair share and note taking pairs technique toward students' writing ability in terms of descriptive text.

The criteria of hypotheses are:
1. Accept H_o if t-$_{ratio}$ is lower than t-$_{table}$
2. Accept H_a if t-$_{ratio}$ is higher than t-$_{table}$

Table 5. The Data Result of Hypothesis Test

Variable	X	S^2	S	$t-_{ratio}$	Significant Level $t-_{table}$ 5% (α=0.05)	1% α=0.01	Conclusion
X_1	73.75	5.3					
X_2	69.5	5.1	2.28	5.89	2.02	2.70	Significant

Notes:
X_1 = Experiment Class
X_2 = Control Class
X = Average
S_2 = Variance
SD = Standard deviation

From the table above, it was shown that the t-ratio is higher than the t-table. On a significant level, 0.05 was 2.02 based on the criteria above, H_o was rejected and H_a was accepted. It means, there is a significant difference in students' writing descriptive text-ability by using Think Pair Share and Note-Taking Pairs technique and Think Pair Share is technique was more effective to improve students' writing ability in terms of descriptive text at the tenth grade of SMA Muhammadiyah 1 Metro Academic Year 2013/2014. To complete the data, they can be seen in appendix 29.

As it has been described in the previous chapter, the purpose of this study is to know the different results of using think pair share and note taking pairs techniques toward students' writing ability in terms of descriptive text and to know which one is more effective of students' writing ability in term descriptive text between learning by using Think Pair Share and Note-Taking Pairs technique. To clarify the purpose of this study, the researcher use a test descriptive text (which is used in the pretest and posttest) as a research instrument, and the average score of pretest and posttest for each class using Think Pair Share and Note-Taking Pairs technique compared to find out the advantages of both scores.

The result of the calculation on the value of the pretest and posttest scores in each class (experimental and control) showed that the distribution is normal. In addition, the calculation, the hypothesis can be accepted because the ratio is 5.89, and table 2,02 on criterion 1 and also the table was 2.70 and ratio is 5.89 on criterion 2. It is shown that the hypothesis of Ha is accepted and Ho is rejected. It means that there is a difference between using Think Pair Share and Note-Taking Pairs techniques toward students' writing ability in terms of descriptive text, and the Think Pair Share technique is more effective for students' writing ability in terms of descriptive text.

The results of this study support some previous research such as the results of research from Kaddoura (2013) who uses the TPS model to improve students' writing skills basic English skills. Next is the research from Kusuma & Aisyah (2012) who use TPS to improve the descriptive writing skills of high school students. Of course, the results of this study can still be followed up further, such as comparing it through experimental research or quasi-experimental research. It is hoped that the results of this study can provide benefits to researchers as reference material, to teachers as a reference in the implementation of writing learning. The last is for stakeholders where the results of this research are expected to strengthen every policy issued.

CONCLUSION

The conclusion is intended to answer the research problems or purposes. It helps the readers understand why your research should matter to them after they have finished reading

the paper. It is not just a summary of the main topics covered or a re-statement of your research problem, but a synthesis of key points and, if applicable, where you recommend new areas for future research.

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