

**THE IMPROVEMENT OF WRITING SKILLS IN WRITING RESEARCH
PROPOSAL WITH THE THINK-PAIR SHARE TECHNIQUE ON COURSES
NYERAT SCIENTIFIC PAPERS**

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Abstract

This research aims to improve the learning process and writing skill in writing research proposal with the technique of the think-pair-share on courses *nyerat* scientific papers for 4th semester students of Javanese Language Education Department. Research method applied is the class action. Class action research used in this study aims to improve the ability of students of Javanese Language Education Department in writing research proposal that is still low. The data collection technique used are observation, interview, and written test of research proposal. Data are analyzed with qualitative analysis and quantitative analysis technique. The successful criteria seen by the process and product. The product success that will be measured is based on the improvement of learning process in the better way. The product success will be measured by the indicator of success and the score of students which is better. Process improvement in this action class research can be seen from the activity of the students in learning. The behaviour of the students include social behaviour which is confidence. In the time of learning in writing the research proposal text toward technique integration of think-pair-share, students look more enthusiastic and more confident. In the process of writing, students are more focus their work and more independent. The improvement of learning product is in the form of score. The improvement measured by the exercise on writing proposal text. Enhancement products seen on the increasing score of the students from the pre-test to the cycle II. On the pre action stage only 2 students reach indicators, cycle I achieved by 10 students, and cycle II achieved by 17 students. Overall, the improvement can be seen in the increase in the average value of a research proposal writing pre-action to the cycle II. An increase can also be seen in the increase in the average value of a research proposal writing pratindakan to the cycle II. The value of the average pratindakan pre 64.35, cycle I 74.95, and cycle II 80.70.

key words: improved writing skills, techniques, think-pair-share

A. Introduction

Students of Javanese Language should be critical in perceive the phenomena that happened realated to the area of learning, language, literature, or Javanese culture that probably can be developed and created into literature works especially scientific paper. However in fact, the difficulties faced by students of Javanese Language Department. Based on the field observation, there are 98 students from Javanese Language Department years 2008-2011 who have not finished their thesis yet. From the year of 2012 there are 120 students on their eighth semester but only 5 who have been graduated. Meanwhile from the year of 2013, there are 60 students from two classes but only 20 students who have propose the title of their thesis. Students of Javanese language Department years 2014 also seen facing difficulties in writing their ideas on writing scientific paper in the courses *Nyerat* scientific paper especially in the arrangement of writing thesis proposal. This is because students face difficulties in expressing their ideas in a writting, besides the reading interest that is support the ability to write is still limited and also there must be a training continually. Based on those things, a method is needed to encourage students to understand materials more. Hence, it is needed an innovative method or technique to solve problems above. One of them is think-pair share method which is a cooperative learning method in the course *Nyerat* Scientific Paper for students of Javanese Language Department year of 2014.

A. Writing Skill

Writing according to Gie (2002: 3) termed as composing, which is a writing series of someone to express the idea and deliver through the written language to the readers to be understood. Djibran (2008: 17) stated that writing is expressing ideas, feeling, experience, and result of reading in the form of writing, not in the form of speaking.

In this modern era, it is very massive that writing skill is very needed. Writing can be used for someone to note or record, to convince, to report, to inform, and to persuade others. The aim or purpose above is only can be reached well for people who can arrange their ideas well and can express it clearly. This is also based on thought, organization, and the use of words clearly.

Based on some reason above, it can be conclude that writing is someone activity in expressing ideas, understanding or knowldege through written form. Those knowledge can be opinion, knowledge, experience, willingness, or even soemone's feeling. Writing is not only expressing ideas through written form in a media of written language but also create the writing in order to be understood by readers.

A. Research Proposal

Research proposal is an arrangement of planning, consist of steps that will be done in a sistematic way so that it will get a hold of problem solving and answer toward the questions that offered (Suyanto and Asep Jihad, 2009:53). The steps of research are:

1. Planning

A research planning should be arranged systematically, consistently, and effectively. A good research planning should have problem or topic which is researchable (proper to be investigated). A topic calls as researchable if it has some elements, which are: (1) have the important values, for the development of knowledge or for daily need; (2) have interest points, for the researcher or the society; (3) the operational planning of the topic is possible and can be done.

2. Realization

After the planning or the research design finished to be arranged, the next step is the realization with the steps as follow: (1) collecting data, data as the information material that should be collected based on the appropriate principle; (2) processing and providing data, after the data is collected, data processed correctly so that the information provided is easy to be interpreted and to be analyzed further. Processing data is a critical step in a research, so that the researcher should convince who is the lecturer that will be involved; (3) analyzing and interpreting data. After being processed, data information is analyzed with analytical tools based on the research purposes so that it creates interpretation clearly, deeply, and widely; (4) creating conclusion, result or the finding from the research process that have been done previously.

B. Think-Pair-Share Technique

The existence of think-pair-share technique is from cooperative learning research. Think-pair-share learning process technique is developed by Frank Lyman as the cooperative learning from structural learning activity (Lie, 2008:57). This technique gives students an opportunity to work by themselves and work together with others. The strength of this technique is the optimalization of students' participation. Meanwhile, Arends (2008: 15-16) explains the steps of implementation this technique which are step 1_thinking, step 2_pairing, and step 3_sharing.

C. RESEARCH METHOD

This research uses action class research (PTK). Subject of this research is students of Javanese Language Department in semester 4. Object of this research is the writing skill of writing research proposal for students of Javanese Language Department in semester 4. Research procedure is done in cycles form based on the action. The planning in every cycle will be discussed together with the collaborator. The details of every cycle are (a) planning; (b) acting; (c) observing; (d) reflecting. Data collection technique with several steps which are observation, test, field note, and activity documentation. The instruments of data collection in this research are: the guideline of the assesment of writing research proposal, field note, and activity documentation. Data analysis technique uses descriptive qualitative analysis, which is describe the writing skill of students before and after the implementatio of action. Qualitative analysis uses for qualitative data in the form of the result of field observation, field note, and the result of students' writing. Validity uses in this research is democratic validity, process validity, and result validity. Reliability of this research is by providing real data, such as field note, interview transcript, observation sheet, and assesment discussion sheet. Indicator of success.

Based on the action research, the success of this action research seen by the improvement to the betterment from the previous. There are two kind of indicator of success used which are (1) the process indicator of success (2) indicator of success product seen by written test through think-pair-share. The success of the product can be seen based on the improvement of average score got from each cycle. The success of the product can be seen if 75% from the students joining the learning can get score ≥ 75

D. The Effort of Improving the Writing Skill in Writing Research Proposal with Think-pair-share Method.

This research conducted step by step, begin with looking for information through students interview, and pre-action written test. The implementation of action class begin with the pre-action, action, observation, and reflection. The result get as the research action class result will be explained below.

1. Beginning Information (Preaction)

Beginning information writing skill in writing research proposal obtained from two information sources. First, from the interview to students. From the interview, it can be known that students is still face difficulties in expressing idea. Besides, there is less motivation for students in writing research proposal.

The learning process observation can be seen from the social behaviour in this case is confidence. The result of the observation process which is confidence overall can be categorize as good enough. Based on that research, overall there must be improvement especially from the aspect of the bravery of giving opinion, asking, or answering question. Students tend to be passive and less brave to give opinion in class.

In this pre-action, students write research proposal freely. From 20 students, mostly they raise issue based on their interest field. However, from the writing, there are many mistakes. Mistakes happened mostly in the arrangement of content, for example the arrangement of idea in the background is still unclear. Besides, in the word choice there are some that inappropriate with the context. Also in mechanical aspect which is in the writing research proposal there are some writing error which is not appropriate based on the spelling. Besides in the mechanic, words choosing using is not formal words. In writing research proposal there are 5 aspects that should be noticed which are the conformity of the context, conformity of arrangement, conformity of the word choosing, conformity of the language used and mechanical conformity.

The result of the score in every aspect that should be fulfilled is still less. In the arrangement of the text, words choosing, language used, and writing mechanism there creates low score, far from the ideal score. Besides, in the learning process there found some obstacles which are: passive students, noisy, and students also make some mistake in writing

2. Cycle I

a. Planning

Planning aims to prepare all the things that will be done in the action as the effort to improve writing skill in writing research proposal students of Javanese Language class J. Planning arranged for the researcher with the researcher team as the collaborator. Below is the action class planning in cycle I.

- 1) Researcher and collaborator making a deal in perception and doing discussion to identify problems exist in the learning of writing research proposal and prepare the problem solving.
- 2) Researcher and collaborator deciding learning steps that will be done
- 3) Deciding and preparing lesson matter for writing research proposal
- 4) Researcher team arranging lesson plan (RPP) that will be done
- 5) Researcher and collaborator plan that in cycle I there will focus on the improvement of arrangement, words, language used, and mechanism.
- 6) Researcher preparing research instrument that will be used.

b. Action

Lecturer emphasizes in the steps of *think-pair-share* which is every students should be active in expressing their ideas and then discussing together with their friends in a group. Lecturer also explains aspects that will be assessed in the students' research proposal. Lecturer emphasizes in the aspects of arrangement of content, words choosing, language used, and mechanism. Those things aim that students' pay attention those aspects in doing the assignment so that the result is maximal.

After lecturer finished in explaining material and the students are understood, then the students doing writing research proposal with *think-pair-share* technique. Students doing the assignment with the steps of observing the example of research proposal which is based on the study of language, literature, culture, and education; asking about the steps of writing research proposal; and collecting information about the matter that will be used in writing proposal. Information collected by students is related to the theme got and the information or the suggestion from every students then expressed in the research proposal outline. In the process of writing proposal outline, the condition of class is quite conducive. When students are discussing with their pair, students are brave to express their idea, to ask, and to discuss the idea. Students begin to understand the way to express the idea to create background, and to decide the theories that will support the research and the method that will be used in the research.

In the process of writing, lecturer is move around to monitor the student and to guide the students, also t asses the social behaviour of the student. The lecturer also have to motivate the students to be brave in wiritng, don't be afraid to make a mistake. After finish in writing, the result will be presented in front of the class for having some suggestion and oher group. After being presented, research proposal outline then submitted to the lecturer. In the next meeting, the student then write the research proposal to develop the outline which have been made before individually.

In the second meeting of cycle I, lecturer explain the material before and motivate the student to write well. Lecture give the research proposal outline that have ben written. After all the students get their own outline, then lecturer ask the student to develop the outline to make the proposal. Research proposal made by student is based on the suggestions that have been delivered by other group or other students.

After the writing proposal activoty is finished, students then discuss with their pair about their writing. Then they will get some correction and start to correct their writing and present it in front of the class. Other students give appreciation to the student who come forward. Lecturer gives appreciation and deeper matter. Lecturer then end the class with concluding the learning process that has been done.

A. Observation (Observation)

When performing the act of writing a research proposal text with a think-pair-share technique, the researcher observes the activities of the students. Observations were made on the observations process and product observations (writing results). However, product observation is seen from the results of the research proposals text made by students.

1) Observational Process

In this first cycle, students start to be enthusiast in observing the research proposals from the field of language, literature, culture, and lesson distributed to each student. This can be seen at the time of learning, students with attention to observe the text. Students also begin to be active in asking something that is related to the research proposal text. After that, students in groups gather the information related to the steps of writing and after that making the proposal outline individually. After making research proposal outline individually and discussing with the partner. Students individually produce a research proposal proposal text. When they do writing research proposal outline the students look serious. However, some of the students groups still ask about writing steps. Some of the other students comprehend their tasks individually, which then after they have finished discussing with their partner in a

group. The final step is presenting the results of the writing in front of the class. At this occasion, students have started to be brave in presenting their writing.

Learning observation process upon student attitudes is also need to be done. Observation of this attitude use a observation guide that is focused on the self confident attitude of the students during the learning process. All aspects of observation increase before the action. The aspect of arguing or doing activities without hesitation increases from sufficient category become better. Unyielding aspects of 3.03 score reaches good category level. Aspects dare to argue, ask, or answer questions also rise from the category greatly increase well with a score of 2.60. The 4th aspect also improved from 'enough' becomes 'good' with a score of 2.95.

2) Observational Product

Observational Product can be seen from the writing of research proposal through applying *think-pair-share* technique. Score results and writing text score of research proposal by using *think-pair-share* technique the lowest score the students get is 68 and the highest is 80. Both scores have increased from pre-action stage.

The results is far better than pre-action stage. The overall average score is also increasing. Students who completely reach the indicator of ten students successful and the rest ten students are still under the indicator.

The average aspect is also better than the pre-action stage. Story line aspects reach the highest as students can easily determine the story line together with the existence of mutual suggestion advice. The organizational aspects/structure of the text, vocabulary words, the use of language in sentences, and mechanics/writing also reached a significant increase.

b. Reflection

After the first cycle action done by using the think-pair-share technique in learning to write the text of research proposal on the 4th semester students of Class J, the researchers together with the collaborators discussed the activities that have been done. Researchers and collaborators analyze and evaluate the processes and the result of the action.

The discussion results agreed that on the cycle I that has been showing the improvement. However, the improvement is not maximal either its process or product. In terms of the process, student self-confidence is still needed to be improved. During the learning process, students do not use Javanese language in a variety of krama well and correctly and not all them dare to contribute their advice. Therefore, lecturers' motivation is required and needed.

In terms of the products, the achievement of indicators is still lacking, i.e 50% of unfinished students. Indicators that are needed to be achieved is 75% percent of students who reach score of 75. The mechanic aspect or the way in writing and the use of using sentence are not optimal. Therefore, in the next cycle students' understanding need to be followed up according to those aspects.

2. Cycle II

A. Planning

The second class action research planning cycle is aimed to improve the aspects that the improvement is not yet optimal. Cycle II is planned for two meetings.

- 1) Researchers and collaborators planned to relearn the lesson plans of RPP to be implemented in cycle II.
- 2) The researcher prepared examples of thesis research proposals in the fields of language, literature, culture, and learning for students to observe.
- 3) When the KBM's lecture will explain again about the text of research proposal and things that need to be considered in writing the text. Lecturers also encourage what aspects are still weak so that students are more focused in writing on time.
- 4) At the second meeting of cycle II students should hold with a couple in one group then present the results of their writing in front of the class. This is to train students' courage when talking in front of public.
- 5) Lecturers will monitor and guide more students during the learning process.
- 6) Researchers prepared text media of research proposal that are related to the fields of language, literature, culture, and learning to be observed by the students.
- 7) Researchers prepared research instruments.

b. Implementation of Action

Implementation of action with *think-pair-share* technique on learning to write research proposal of cycle II will optimize writing skill of research proposal of fourth semester student of J-Class, Department of Javanese Education. In addition, the improvement of attitude evaluation will also be considered. Lecturers will actively guide students in improving their social attitudes. Implementation of the action is done in two meetings. Here are the stages of action implementation cycle II.

The first meeting in cycle II was followed by 20 students. The first meeting on this second cycle, lecturers together with the students briefly reviewed the activities that have been implemented in cycle I. Lecturers reiterate the things that need to be considered in writing research proposals and emphasize the characteristics of the language used. Lecturers convey aspects that are still weak in student research proposal writing and show examples which one is good and which one is still lacking. After giving the example, the lecturer asks the students understanding and gives the opportunity to ask questions. Some students are quite active in asking questions.

After the students understand clearly, students make a group. The lecturers display examples of research proposal texts in accordance with the embedded family (language, literature, culture, and learning). Students observe the text enthusiastically. Furthermore, students in the group asked about things that were still difficult at the time of writing research proposals. Students create an individual outline which is then discussed with the couple in a group as in previous meetings. In one group make outline of research proposal on the same family. Students feel enthusiastic and only one or two people who complained feeling bored. Students feel enthusiastic because the lecturer is active in providing motivation and creativity of in presenting the techniques used by students.

The second meeting of cycle II was followed by 20 students. Second meeting of Cycle II, the lecturer reviewed the previous material and motivated the students to develop the idea more creatively. The lecturer explains the learning step that is still the same as the previous learning step of the meeting. Lecturer distributes outline of writing that has been made. After all the groups based on the study clusters of students' interest, each of them hold outline of the research proposal, the lecturer instructs the individual students to develop an individually created outline that has been discussed with the group into a research proposal paper. The research proposals made by the students based on suggestions that have been contributed by members of the group pairs. It's just that students have to develop the title, figure, and name of the figure to make it different from the members in one group. However, the storyline of each structure is essentially the same.

The process of compiling/writing the story of this research proposal run smoothly and orderly. The students seemed energized and challenged to make their own story. After the activities of writing the text of individual research proposals completed, the students presented the results of their writing in front of the class. Other students gave appreciation to the students who present the story. Lecturers give appreciation and strength of the material. The lecturer ends the lesson by concluding the lesson that has been done.

c. Observation (Observation)

During the learning process of writing research proposals with the *think-pair-share* technique, the researchers made observations. As in the previous cycle, observations made by student activity is in the form of research proposal text. Here are the results of process observation and observational product.

1) Observational Process

Observation in cycle II is done as in cycle I, that is observation to the learning process that takes place in class. The observed aspect is the process of learning and the students' social self-confidence of students.

The results of observation of the cycle II thoroughly have improved well. At the observing step, the students were very enthusiastic to observe the text of research proposal according to the knowledge family i.e language, literature, culture, and learning. Students have memorized by section/text structure of research proposal. Students have dared to ask and actively asked about the text of research proposal. Students appear to be concentrated while in the class and are serious about collecting information related to the outline of the text of the research proposals they will make. After creating an individual outline followed by a discussion with a couple in a group based on the same family of knowledge, students make a research proposal paper. All students are serious about doing and not doing much noise. At the time of presenting the results of writing, students have dared to read his writing in front of the class.

Observation of attitude is also done as in cycle I. Attitude observed is social attitude. Observation of social attitudes is self-confidence. Overall, all aspects of confidence are on the rise. Aspects of giving opinion or doing activity without hesitation increased its score to 3.20 and categorized well. The unyielding aspect of daring to give opinion, to argue, ask, or answer questions have increased the score to 3.25 and earn good category. Aspects of writing

tasks based on their own ability to have a significant increase of 3.50 and is categorized very well.

2) Product Observation

After doing the writing test and research proposal text in cycle II, the student value can be seen. Learning completeness can be achieved that from 20 students there are 17 students who have reached the indicator value. Three students have not reached the indicator yet. The highest score in this cycle reaches the value of 89. Every aspect assessed is also increased. However, there are two students whose score below the indicator of completeness. This can be indicated because of the student saturation.

d. Reflection

Researchers and collaborators held the discussions after the action on the second cycle was completed. Researchers together with collaborators discussed and rereviewed the activities that have been done. From the results of the observation, it can be concluded that the skill of writing research proposal showed a good improvement, both process or product. The students showed a better improvement and more focused. Student attitudes also show significant improvement. Students are more enthusiastic and active in learning. The achievement of the indicator has also fulfilled the indicator that is set, that is $\geq 75\%$ of the value of the student reaches the indicator value 75. 85% or as many as 17 students have reached the indicator. Student writing skills should be continuously trained and maximized.

Implementation of action cycle II is close to the time with the implementation of the final exam of the semester. In this cycle the achievement of the indicator is on target. Therefore, researchers and collaborators agreed that the cycle ceases in cycle II with consideration of time and achievement of the indicator above.

A. Closing

Classroom action research in the effort of improving writing text skill of research proposal through *think-pair-share* learning technique on the fourth semester class student of J Department of Javanese Language Education is done in two cycles. Based on the description of the research results and discussion, it can be concluded that the overall writing skills of the research proposal of fourth semester students of class J study program of Javanese Education students has increased with the application of the *think-pair-share* technique. The increase occurs gradually both in terms of process and product.

The improvement processes of the class research can be seen from student activities in learning. Student attitudes include social attitudes of self-confidence. When learning to write research proposal text through integration of the *think-pair-share* technique, students look more enthusiastic and more confident. During the writing process, students are more focused on their work and more independent.

The improvement of learning products is an increase in the form of value. The increase was measured by a text writing test of a research proposal. The increase of the product is seen in the increase of the students score from pre-activity in the cycle II. Achieving indicator value from pre-action of cycle II is increasing. At the pre-action stage only two students reached the indicator, the first cycle was achieved by ten students, and the second cycle was achieved by 17 students. Overall, improvements can be seen in the increase in the average score of research proposal writing until the second cycle. The increase can also

be seen in the increase in the average score of pre-action research proposal writing until the second cycle. The average value of pre-action of 64.35, cycle I 74.95, and cycle II 80.70.

Applying the integration of *think-pair-share* technique in text writing research proposal can help students find ideas and put ideas. Students gain ease in collecting information that will be written through brainstorming activities with pairs in a group based on the similarity of knowledge groups in upholding the research proposal problem, which is then presented in front of the class to other groups. This technique can increase interest, motivation, and enthusiasm of students in the learning process so it can improve learning outcomes.

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