



**IMPROVING WRITING SKILL IN DESCRIPTIVE TEXT OF CLASS
X-C OF MA MA'AHID KUDUS IN ACADEMIC YEAR 2015/2016 BY
USING WRITE-PAIR-SHARE TECHNIQUE**

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**ENGLISH EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2016**



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OF MA MA'AHID KUDUS IN ACADEMIC YEAR 2015/2016 BY USING
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SKRIPSI
Presented to Muria Kudus University
in Partial Fulfillment of the Requirements for Completing
the Sarjana Program in English Education

By
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MURIA KUDUS UNIVERSITY
2016

MOTTO AND DEDICATION

Motto:

- Do your best and ALLAH will take care of the rest.
- Do the right thing, not just good thing.
- We can success if we learn from mistakes.

DEDICATION

This research is dedicated to:

- Her beloved lecturers in English Education Department.
- Her beloved parents (Mr. Gondo and Mrs. Siti Ngatmi).
- Her beloved sisters and brother (Sumiyati, Safa'ah, Sudono, and Sofiyanah)
- Her beloved Nieces and Nephews
- Her beloved friends (Aviendya Laili S., Lia Anggraeni, Nurul Fitroh, Nurul H, Wakid Kurniawan and Teachers of SMK Muhammadiyah Undaan Kudus) who always suggest and support her to better person.

ADVISORS' APPROVAL

This is to certify that the skripsi of Efi Hartanti Inayah (2011-32-149) has been approved by the skripsi advisors for further approval by the Examining Committee.

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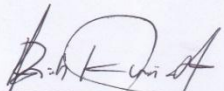
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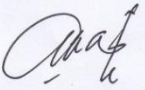
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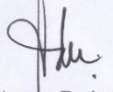
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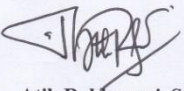
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Finally, the writer realizes that this skripsi is still not perfect yet. So, the writer still needs some comments and suggestion for the goodness in the next time.

Kudus, August 2016

The writer

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ABSTRACT

Inayah, Efi Hartanti. 2016. *Improving Writing Skill in Descriptive Text of Class X-C of MA Ma'ahid Kudus in Academic Year 2015/2016 by Using Write-Pair-Share Technique*. Skripsi: English Education Department, Teacher Training and Education Faculty, Muria Kudus University. Advisors: (1) Diah Kurniati, S.Pd., M.Pd, (2) Rusiana, S.Pd., M.Pd.

Keywords: Writing skill, Write-Pair-Share Technique.

Writing is a complex skill that relates to other language aspects such as grammar, vocabulary and spelling mastery to express ideas, though and memories into written form, either in form of sentences, paragraph or composition which need some practice done step by step. Therefore, it was found that Class X-C of MA Ma'ahid Kudus has difficulties in getting and developing the ideas into correct sentences in written form. For the reason above, the writer was inspired to apply Write-Pair-Share technique in order to improve the students' writing skill in descriptive text.

The objectives of the research are: (1) to find out whether Write-Pair-Share technique can improve writing skill in descriptive text of class X-C of MA Ma'ahid Kudus in academic year 2015/2016 and (2) to find out the students and teachers activities when Write-Pair-Share technique is implemented of class X-C of MA Ma'ahid Kudus in academic year 2015/2016.

This research is Classroom Action Research. The technique used is Write-Pair-Share. It was conducted by doing two cycles of Class X-C of MA Ma'ahid Kudus in academic year 2015/2016. In addition, there were two instruments used in this research. First, observation sheet used to know the teachers' and students' activity in the classroom. Second, achievement test used to measure the students' writing skill in each cycle.

Based on the finding in this research, there was an improvement in every cycle. In cycle 1, the average score of the students' writing skill of descriptive text in test was 67%. However, in cycle 2, the average score of the students' writing skill of descriptive text in test was 79.4%. It meant that the category was good. There were some students talked each other and made a noise. Meanwhile, some students did the other subject when the teacher explained about the material. Therefore, the teacher made some revisions in problem by continuing the action to the next cycle. In cycle 2, some students paid attention to the teacher's explanation and only few students made a noise.

From the fact above, it is expected that English teacher should plan the time well, more active, creative and innovative in teaching and learning process. So the students will be more responsive, active, serious, and more interested in teaching learning process. Meanwhile, by using this technique can write the sentences in good order. Therefore, English teacher should try to apply Write-Pair-Share technique mainly in improving writing skill.

ABSTRAKSI

Inayah, Efi Hartanti. 2016. *“Meningkatkan Kemampuan Menulis Teks Deskriptif Siswa Kelas X-C MA Ma’ahid Kudus Tahun Pelajaran 2015/2016 Diajar Menggunakan Teknik Write-Pair-Share”*. Skripsi: Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muria Kudus. Dosen Pembimbing: (1) Diah Kurniati, S.Pd., M.Pd, (2) Rusiana, S.Pd., M.Pd.

Kata Kunci: Kemampuan Menulis, Teknik Write-Pair-Share.

Menulis adalah sebuah keterampilan yang kompleks yang berhubungan dengan aspek-aspek bahasa lain seperti tata bahasa, kosa kata dan ejaan penguasaan untuk mengekspresikan ide-ide, meskipun dan kenangan dalam bentuk tertulis, baik dalam bentuk kalimat, paragraf atau komposisi yang perlu beberapa latihan dilakukan secara bertahap. Oleh karena itu, ditemukan bahwa Kelas X-C dari MA Ma'ahid Kudus memiliki kesulitan dalam mendapatkan dan mengembangkan ide-ide menjadi kalimat yang benar dalam bentuk tertulis. Untuk alasan di atas, penulis terinspirasi untuk menerapkan Write-Pair-Share teknik untuk meningkatkan kemampuan menulis siswa dalam teks deskriptif.

Tujuan dari penelitian ini adalah: (1) untuk mengetahui apakah teknik Write-Pair-Share dapat meningkatkan kemampuan menulis di teks deskriptif kelas X-C MA Ma'ahid Kudus tahun pelajaran 2015/2016 dan (2) untuk mengetahui kegiatan siswa dan guru ketika teknik Write-Pair-Share diimplementasikan siswa kelas X-C MA Ma'ahid Kudus tahun pelajaran 2015/2016.

Penelitian ini merupakan penelitian tindakan kelas. Teknik yang digunakan adalah teknik Write-Pair-Share. Penelitian ini dilaksanakan dengan melakukan dua siklus pada kelas X-C MA Ma'ahid Kudus tahun pelajaran 2015/2016. Selain itu, ada dua instrumen yang digunakan dalam penelitian ini. Pertama, lembar observasi digunakan untuk mengetahui aktivitas guru dan siswa di dalam kelas. Kedua, tes prestasi digunakan untuk mengukur kemampuan menulis siswa dalam setiap siklus.

Berdasarkan penelitian ini, ditemukan bahwa ada peningkatan setiap siklus. Pada siklus 1, skor rata-rata ketrampilan menulis teks deskriptif adalah 67%. Namun, dalam siklus 2, skor rata-rata kemampuan menulis teks deskriptif adalah 79,4%. Ini berarti bahwa kategori baik. Ada beberapa siswa berbicara satu sama lain dan membuat suara. Sementara itu, beberapa siswa melakukan subjek lain ketika guru menjelaskan tentang materi. Oleh karena itu, guru membuat beberapa revisi masalah dengan melanjutkan tindakan untuk siklus berikutnya. Pada siklus 2, beberapa siswa memperhatikan penjelasan guru dan hanya beberapa siswa membuat suara.

Dari fakta di atas, diharapkan guru bahasa Inggris bisa merencanakan waktu dengan baik, lebih aktif, kreatif dan inovatif dalam proses belajar mengajar. Sehingga siswa akan lebih responsif, aktif, serius, dan lebih tertarik pada proses belajar mengajar. Sementara itu, dengan menggunakan teknik ini dapat menulis kalimat dalam urutan yang baik. Oleh karena itu, guru bahasa Inggris harus

mencoba untuk menerapkan teknik Write-Pair-Share terutama dalam meningkatkan keterampilan menulis.



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