



**IMPROVING THE EIGHTH GRADE STUDENTS' TENSE ACHIEVEMENT
AND THEIR ACTIVE PARTICIPATION
BY USING THINK PAIR SHARE STRATEGY
AT SMPN 2 WULUHAN IN THE 2011/2012 ACADEMIC YEAR**

THESIS

Presented as one of the Requirements to Obtain S1 Degree of the English Education
Program of the Language and Arts Education Department of Faculty of Teacher
Training and Education
Jember University

By:

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JEMBER UNIVERSITY
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DEDICATION

This thesis is dedicated to the following people:

1. My beloved parents, Alm. H. Muhdar and Hj. Siti Masnah. Thank you so much for your guidance and your endless love.
2. My beloved brother and sister, Daniel Sumaryadi and Sri Lestari, thanks for your supports, and my twin brother Muhammad Sholeh, thanks for always being in my side forever.
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4. My beloved friends at 2007 level of English Education Program.

MOTTO

“Alone we can do so little; together we can do so much.”

Hellen Keller

CONSULTANTS' APPROVAL

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Jember, June 2012

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SUMMARY

Improving the Eighth Grade Students' Tense Achievement and Their Active Participation by Using Think Pair Share Strategy at SMPN 2 Wuluhan in the 2011/2012 Academic Year; Siti Sholehani; 2012; 070210491143; 53 pages; English Education Program Faculty of Teacher Training and Education, Jember University.

This classroom action research was intended to improve the eighth grade students' tense achievement and their active participation by using Think Pair Share strategy at SMPN 2 Wuluhan in the 2011/2012 academic year. This research began by conducting a preliminary study by interviewing the English teacher of the eighth grade students of SMPN 2 Wuluhan on 15th January 2012. It was found that the students of class VIII D had difficulties in learning structure, especially tenses. They got the difficulties in differentiating between simple past tense and present perfect tense in the usage and applying those tenses in the sentences. Besides, the students were passive in the classroom during the teaching and learning process.

Think Pair Share strategy is one of cooperative learning strategies and it was applied in this research. It is a learning strategy developed by Lyman to encourage students' participation in the classroom. This strategy allows the students to engage in individual and small group thinking before they are asked to discuss their ideas with the whole class (Solomon, 2009). This strategy can enhance students' oral communication skills when they discuss their ideas with other students. Besides, this strategy helps the students become active participants in teaching and learning process (Pimm, 1981).

This classroom action research was done collaboratively with the English teacher. This research was done into two cycles, in which each cycle covered planning of the action, implementing of the action, class observation and evaluation, and reflection of the action. Then, each cycle was conducted in two meetings. Each

meeting was used to teach Simple Past Tense and Present Perfect Tense by using Think Pair Share strategy. Data collection methods in this classroom action research covered the primary data and the supporting data. The methods that were used to collect the data in this research were structure test, interview, observation, and documentation. Structure test and observation were used to get the main data. Then, interview and documentation were used to gather the supporting data.

In Cycle 1, the results of the structure test showed that the mean score of the students' achievement test was 68.7. Then, there was only 69.4% of the total students could achieve the target score, that was at least 70. In other words, the percentage of the students' structure achievement that got score at least 70 was below 75%, and it did not achieve the target the criteria of the success of this research. Then, based on the classroom observation it was revealed that the average percentage of students' active participation in the first cycle was 69.4%. It means that the result of the observation had not achieved the target criteria of observation, that was at least 75% of the students did at least four from five indicators being observed. Therefore, the actions were continued to the second cycle by revising some necessary aspects.

In the second cycle, the English teacher gave more explanations about the materials and gave different recount texts in which Simple Past Tense and Present Perfect Tense appeared. This made the students had better understanding about the materials being taught because the students could learn the uses of Simple Past Tense and Present Perfect Tense from the examples in the texts given. Besides, the English teacher gave reinforcement to the passive students and gave opportunities to the passive students to share their ideas to the whole class. It could improve the students' self confidence and self esteem. In addition, the students were grouped in pairs based on the structure test score. Thus, the higher achiever could help the lower achiever in their discussion. It was hoped that the revision could make the students improve their tense achievement.

In Cycle 2, the results of structure test showed improvement. The result of the students' mean score of structure test in the second cycle was 77.2 (good category). It was higher than the mean score in Cycle 1, that was 68.7. Then, based on the classroom observation, the result showed that the average percentage of the students' active participation in the second cycle was 79.1%. It means that the result of the observation had achieved the requirement of the research, that was at least 75% of the students did at least four from five indicators being observed. These results indicated that this research had fulfilled the criteria of the success of this action research.

Based on the results, it could be concluded that teaching tenses by using Think Pair Share strategy could improve the students' tense achievement and their active participation at SMPN 2 Wuluhan in the 2011/2012 academic year. Then, it is suggested for the English teachers to use Think Pair Share strategy in teaching tenses since it could make the students participate actively in the teaching learning process of tenses and improve their tense achievement, especially in Simple Past Tense and Present Perfect Tense.