

**Jurnal Ilmiah Mahasiswa (Pendidikan Bahasa Inggris)**

**STKIP PGRI Bandar Lampung**

<http://eskripsi.stkipgribl.ac.id/>

---

**IMPROVING STUDENTS' WRITING SKILL THROUGH TEAM PAIR  
SOLO STRATEGY AT THE TENTH GRADE OF SMA YP UNILA  
BANDAR LAMPUNG IN ACADEMIC YEAR OF 2022/2023**

**Ramadanti<sup>1</sup>, Adenan Damiri<sup>2</sup>, Eny Dwi Marcela<sup>3</sup>**

<sup>123</sup>STKIP PGRI Bandar Lampung

<sup>1</sup>[Ramadanti613@gmail.com](mailto:Ramadanti613@gmail.com), <sup>2</sup>[adenandamiri@gmail.com](mailto:adenandamiri@gmail.com),

<sup>3</sup>[marcelaku2020@gmail.com](mailto:marcelaku2020@gmail.com)

**Abstract:** This research aims to improve the students' writing skill through team pair solo strategy at the tenth grade students of SMA YP Unila Bandar Lampung in the academic year 2022/2023. The subjects of this research were 30 students of X.1 class. This research used Classroom Action Research with two cycles where each cycle consisted of three meetings. In each cycle consist of planning, Action, Observation, and Reflecting. The data were analyzed by using descriptive statistics and quantitative data. The result showed that use of team pair solo strategy improved the students' writing skill. From quantitative data, the result showed that the mean score of each cycle was increased from post-test of cycle 1 to cycle 2. The first cycle was 65.13% there were 14 students who passed Minimum Mastery Criterion, then the second cycle was 76.67% there were 27 students who passed Minimum Mastery Criterion. The improvement can also be seen from qualitative data the result of students' observation sheet students' learning activity from cycle 1 to cycle 2. The mean score of first cycle was 6.77, then in second cycle was 7.15. As from the result, it improved in each cycle which stated the implementation of Team Pair Solo strategy can improve students' learning activities and writing skill.

**Keywords:** *Writing Skill, Team Pair Solo, Classroom Action Research*

## INTRODUCTION

Writing is very important to be thought in the school. Only by writing the students can give a good account of themselves as students, and it can be apply in their career when they want to look for a job such as writing application letters, instruction reports. One of the purpose of all education is teach students to think and write well so they can express their thought effectively. Expressing the ideas and thought in the written form is the goal of writing. Many of students are clever enough to understand something but they are unable to communicate their knowledge and ideas effectively. So they need to be guided in expressing it.

Regarding the explanation above, we can conclude that writing itself is an action a process of discovering and organizing your ideas, put them on paper and reshaping and revising them. In English language education, writing is often related to composing a paragraph or a text. In fact, most of students need to be guided to compose a good text. It means that in composing a text students have to compose a text which is based on its genre and pay attention to the aspects of writing. In this case, teachers need to use a strategy or the combination of some strategies in their teaching process in order to make students success in achieving the goal of the lesson.

Therefore, according to Widyanita (2017) mastering writing skills is not easy for students since writing is a complex activity, and it needs some steps during the process. There are four steps during the writing process, namely planning, drafting ,editing, and final draft. From that process, we can see that writing is not an instant activity. That is why the students need to practice a lot by using some steps to improve the skill of writing. Other than that, there might be some distractions that exist during the writing process.

Beside that, teaching writing becomes difficult because there are still many English teachers who teach using a traditional technique. The traditional technique makes the students get bored quickly and do not concentrate on the lesson. The meaning of traditional technique here is that the English teachers just explain the material, for instance, recount text, and then ask their students to create their own text. This condition means that the teaching and learning process centers on the teacher while students become passive learners.

Based on the preliminary research done at the tenth grade of SMA YP Unila Bandar Lampung, it showed that the students had difficulties in writing recount text. The difficulties were to determine a topic or the main idea, arrange words became a sentence using the right grammatical

rules, and arrange every sentence became a coherence paragraph. The students had good ideas but they had difficulties in delivering their thought in the written form.

Based on the problem, the writer is interested in applying team pair solo strategy. This strategy not very difficult to understand. The first strategy is team, students make a group, and all of students in group make a one recount text and then teacher ask one of them to explain. The second strategy is pair, student make a group, but one group any two students. The last strategy is solo, one by one student make the text and explain. Moreover, the writer conducted a research to prove that there was a significant use of the team pair solo strategy in teaching writing. Therefore, the writer proposes a research entitled: **Improving Students' Writing Skill Through Team Pair Solo Strategy At the Tenth Grade Of SMA YP UNILA Bandar Lampung In Academic Year Of 2022/2023.**

The formulation of the problem referring to the limitation of problem above as follows :

1. Can team pair solo strategy improve the students' writing skill?
2. Can team pair solo strategy improve the students' learning activity?

In line with the formulation of the research questions above, there are

two objectives to be achieved in this research study:

1. To know and describe team pair solo can improve the students' writing skill.
2. To know and describe team pair solo can improve the students' learning activity.

### **Teaching Procedure**

The Major step to teach writing using team pair solo strategy were:

- a) The teacher started the meeting by checking students presence asking their condition.
- b) The teacher explained to the students about the aim of the lesson according to the material they would be learned based on the lesson plan.
- c) After discussed about the text, the researcher gave an instruction to the students to do a writing exercise related to the text, and asked them to submit when time is up.

### **RESEARCH METHOD**

In this research, the researcher applied classroom action research method. Classroom action research begins with a question or questions about classroom experiences, issues, or challenges. It is a reflective process which helps teachers to explore and examine aspects of teaching and learning and to take action to change and improve the students' achievement in teaching and learning. Latief (2012:143) states, "Classroom

Action Research is the media to increase the English teachers' quality in terms of performances of instruction as well as the students' achievement in learning English in a classroom effectively". Metteal (2001:7) states, "Classroom Action Research (CAR) is a method of finding out what works best in your own classroom so that you can improve the students teaching and learning". The goal of Classroom Action Research (CAR) is to improve your own teaching in your own classroom. In this classroom action research, the researcher collected the data by using qualitative and quantitative method. Wallace (1978: 38) state, "Qualitative data is to describe data which cannot be counted, or measured in objective way, while quantitative data is broadly used to describe what can be counted or measured".

The researcher used 2 cycles in the classroom action research. Each cycle consisted of three meetings. The sample of this research is the students of X.1 class at SMA YP Unila Bandar Lampung. The instrument used in this classroom action research consisted of three assesment, such as students' observation sheet and fieldnotes to asses students' learning activities, and the writing test to asses students' learning result.

## FINDING AND DISCUSSION

### Research Findings

The reserach was conducted at the tenth grade students of SMA YP Unila Bandar Lampung,

consisting of 30 students. The research implemented Team Pair Solo Strategy to improve students' writing skill. It was divided in two cycles. Before entering the cycle, the researcher did pre-cycle. The result of pre-cycle showed that students' writing skill and students' learning activities were still in very low category, and that should be improved. Every cycle was held in three meetings. Each cycle in this research consisted of series steps, namely: Planning, Action, Observing, and Reflecting. Result of the data from cycle 1 and cycle 2 of the students' learning can be seen in the table below:

**Table 1. Students' Learning Result for Cycle 1 and Cycle 2 the Tenth Grade at SMA YP Unila Bandar Lampung**

	Cycle 1		Cycle 2	
	Number of Student	Completeness (%)	Number of Student	Completeness (%)
	14	65.13%	21	76.67%
	16	34.87%	9	23.33%

Based on the table above, it can be seen that in the cycle 1, the students who passed the test were 14 students with the percentage of 65.13%. It increased in cycle 2, the students who passed the test were 21 students with the percentage of

76.67%. It can be conclude that the implementation of Team Pair Solo Strategy improve students' writing skill.

**Table 2. Students' Learning Activities of Cycle 1 and Cycle 2 of the Tenth Grade at SMA YP Unila Bandar Lampung**

Cycle 1	Cycle 2	Improvement
<b>Average Score</b>	<b>Average Score</b>	0.38
6.77	7.15	

Based on the table of the table above, it can be seen that the mean score of total score in cycle 1 was 6.77 (low), while in cycle 2 the mean score of total score was 7.15 (high). The improvement of students' learning activity from cycle 1 to cycle 2 was 0.38. Therefore, it can be conclude that the students' learning activity in the class was improved from cycle 1 to cycle 2.

## DISCUSSION

Based on the observation of this research which had been done by the researcher, the researcher conclude the indicated that there was an improvement in the students' writing skill by using Team Pair Solo Strategy. Based on the data that had

obtained from the test and observation sheet, the researcher found a positive in learning process especially in writing skill by using Team Pair Solo Strategy. Team Pair Solo Strategy helps students to improve the students' writing skill, organizing the ideas for writing text, and know the classification of the words.

1). The result of students' writing test from two cycles showed that the implementation of team pair solo strategy improve students' writing skill. It can be conclude by analyzing the students' mean score of each cycle. The mean score of the test in the cycle 1 was 65.13 it was low, the students who got >75 point only 14 students that passed the Minimum Mastery Criterion. While the mean score of the test in the cycle 2 was 76.67, it was higher than cycle 1, it meant that the students who get >75 point were 21 students. Based on the result of students' writing skill, the data showed that the students had the improvement.

2). The result of students' learning activity in the class could be seen that there was an improvement from cycle 1 to cycle 2. The mean score of cycle 1 was 6.77. Meanwhile, the mean score of the cycle 2 was 7.15. The improvement of students' learning activity from cycle 1 to cycle 2 was 0.38. Based on the result of students' writing skill, the data showed that the students had the

improvement in students' learning activity because it because it has exceeded the classical completeness of 75%. According to Kagan (2009), Team Pair Solo is one of cooperative learning strategy where students discussing a problems in a team first, next in their partner and the last on individually. This strategy is considered to help student in develop motivate and ideas to attempt and succeed at problem which is initially were beyond their ability. After this all students took individual quizzes related to material, at that time they might not help each other. It means that Team Pair Solo is one strategy of cooperative learning in which the students discuss in a team or group, then with partner and finally solo or individually.

.Furthermore, the used of Team Pair Solo made some improvements in students' writing skill achievement and students' learning activities.

### **CONCLUSION**

After conducting the research of teaching writing skill at Senior High School, the conclusion is that the implementation of Team Pair Solo strategy can improve the students' writing skill at the tenth grade of SMA YP Unila Bandar Lampung. Team Pair Solo is very useful and interesting for teaching and learning activity. Students' individual score increased and teaching and learning process became better.

Related to the students' behavior to the lesson, there were some positive progressions that supported them in mastering the writing taught. Team Pair Solo strategy could create more comfortable atmosphere during learning process. During the teaching and learning process, the students were more active, confidence and interested to take a part in the lesson. They were not shy nor afraid anymore.

### **RECOMMENDATION**

From the conclusion above, there are some recommendation as in case of improving students' writing skill by using Team Pair Solo strategy, as follows: 1) For the teacher, the teacher must prepare this technique well before the teaching-learning process begins, the teacher must focus on the material given and focus on students' response. 2) For further research, the further researcher recommend to conduct this type of research with different population. In order to enrich finding on teaching and learning writing English.

### **REFERENCES**

- Aqib, Z. 2011. Penelitian Tindakan Kelas. Bandung: CV Yrama Widiya
- Farch, C. And Kasper, G. (1980). Processes and Strategies in

Foreign Language Learning  
and Communication. p.47-  
118

Kagan, Spencer (2009). *Kagan Cooperative Learning*. San Clemente:  
Kagan Publishing.

Latief, Adnan. *Research Method on  
Language Learning: An  
Introduction*. Malang: UM  
Press. 2012.

Lewis & Hill. *Practical Techniques  
for Language Teaching*.  
London: Commercial Colour  
Press, Plc. 1990.

Metteal, Gwynn. The what, why and  
how of classroom action  
research. "Jurnal of  
Scholarship of Teaching and  
Learning". (JoSoTL), 2 (1) 6-  
13. 2001.

Wallace, Michael. *Action Research  
for Learning Teacher*.  
Cambridge: Cambridge  
University Press. 1978.

Widyanita, B. H. (2017).  
Comparison of two  
cooperative learning  
strategies: Roundtable and  
Team-Pair-Solo for teaching  
writing of narrative texts.  
(Thesis, Semarang State  
University).