

**THE EFFECT OF USING THINK PAIR, SHARE TECHNIQUE  
ASSISTED BY BLOG AS MEDIA ON THE STUDENTS' WRITING  
ACHIEVEMENT**

**SKRIPSI**

*Submitted in Partial Fulfilment of the Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
English Education Program*

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**MEDAN**

**2018**



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## ABSTRACT

Selvi Soviana. 1402050345 “*The Effect of Using Think Pair Share Technique Assisted by Blog as The Media on The Students' Writing Achievement .*” Skripsi, English Education Program of the Faculty of the Teachers Training and Education, University of Muhammadiyah Sumatera Utara. Medan 2018.

The objectives of this research was to investigate the significance effect of using Think-Pair-Share Technique Assisted by Blog as The Media on The Students' Writing Achievement. The population of this study were the eleventh grade students which consist of three classes and two classes were chooses as a sample (XI IPA-1 and XI IPA-2) of SMA Islam Al-Ulum Terpadu on Jl.Tuasan No. 35 Medan which consist of 51 students. The researcher used 51 students as samples were divided in two groups, such as experimental group and control group. There are experimental group consist 29 students by using Think-Pair-Share Technique Assisted by Blog as The Media on The Students' Writing Achievement and control group consist 22 students by using Convetional Method by discussion. Experimental and control group were given pre-test and post-test with the same test. The data were acquired by oral test. The test was mainly concerned on Procedure Text by which the test realized by students in Expressing some Writing directly related to the matterials. The finding of this research showed tobserved  $>$  ttabel value  $1.76 > 1.67$ . So,  $H_0$  is rejected and  $H_a$  is accepted. It means that, there was significant effect ofusing Think-Pair-Share Technique Assisted by Blog as The Media on The Students' Writing Achievement. After seeing the mean score the mean score of posttest in experimental group was 21.2 and the mean score of control group was 15.9 it is found that the students' achievement who taught by using Think-Pair-Share Technique Assisted by Blog as The Media on The Students' Writing Achievement got higher score rather than the students who taught by using conventional method.

Keyword: Think-Pair-Share Technique, Writing, Blog

## ACKNOWLEDGMENTS



In the name of Allah the most gracious and the most merciful. Firstly, the researcher would like to deliver his thanks to almighty God who has blessed her to write this research. Secondly, blessing and peace be upon to our prophet Muhammad SAW, who has brought human being from the uncivilized era to the fully era as we have today. Thirdly, the researcher would like to thank her beloved parents Alm. Supryanto and Parinem and her beloved stepfather Mad Sumarto who always pray for her, given supports, motivation and spirit in finishing her study at FKIP UMSU.

This research is entitled “*The Effect of Using Think Pair Share Technique Assisted by Blog as Media on The Students’ Writing Achievement*”. In Speaking research, there were so many troubles faced by the researcher, and without much help people much help people it was Impossible for her to finish this thesis. Especially her lovely great parents. She would like to thanks to :

1. Dr. Agussani, M.AP, The Rector of University of Muhammadiyah Sumatera Utara.
2. Dr. Elfrianto Nasution, S.Pd, M.Pd, as the dean of Faculty of Teacher Training and Education.
3. Mandra Saragih , S.Pd, M.Hum, and Pirman Ginting, S.Pd., M.Hum as the Head and Secretary of English Education Program of FKIP-UMSU who had help her in the administrative process in finishing the study.

4. Hj. Darmawati, S.Pd, M.Pd as her supervisor who had given her guidance and valuable suggestions, critics for showing her how to write a scientific writing well and giving her useful knowledge to complete the ideas of study.
5. Erlindawati, S.Pd.,M.Pd as her viewers who had given her guidance and valuable suggestions, critics for showing her how to write a scientific writing well and giving her useful knowledge to complete the ideas of study.
6. The Headmaster and all of the teacher in SMA Islam Al-Ulum Terpadu on their allowance for her to collect the data in school.
7. Her beloved sister Dwi Rahayu, her beloved sister Maharani and her big family who always given supports, motivation and spirit in finishing her study at FKIP UMSU.
8. Her best Friends ( Mutiara Aisyah, Rendi Nurindah Sari, Hanifah, Siti Reisyah, Irra Zettira, Fina Liana Gustina), MARBEL ( Rizka Elinda, Lita Anita Siregar, Nanang Swito, Arie Armanda), SQUAD DELIGHT (Khasina Nisa Soraya, Dewi Anjani, Mutiara Aisyah, Citra Pakar Ningsi, Hanifah).
9. Her Best Friends in VIIC Evening and My companion in the Red House IMM FKIP UMSU 2014 (Arie, Susi, Wahyu, Lita, Wilza, Zein, Rizka, Rizky Tanjung, Rispa, Nisa, Nanang, Ella ) and everyone else who the researcher can not mention for struggling together so we finally can reach the title of “S.Pd”.

10. Brothers and sisters in IMM FKIP UMSU and in PC IMM KOTA  
MEDAN.

The researcher realizes that his study is still far from being perfect. So the researcher hopes suggestions and comments from all the readers, especially for the students of English Department who want to do a research. May Allah SWT bless all.

Medan, September 2018

The Researcher,

**Selvi Soviana**

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## **CHAPTER I**

### **INTRODUCTION**

#### **A. The Background of Study**

Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. Writing is also a powerful instrument for students to use to express their thoughts, feelings, and judgments about what they have read, seen or experienced. According to Olice Oshima and Ann Hogue (1999: 3), writing is particularly academic writing is not easy. It takes study and practice to develop this skill. Therefore, the students must consider that writing is a habit in their daily life.

In global era, writing is very important competence. It is because nowadays people who use technology as their mean of communication seem to be impossible separated from the activity of writing, from simplest one like sending short message through mobile phone and the more complex like making via mail. Furthermore the importance of writing is also seen from the fact that the skill of writing is necessary for people in modern era like job acceptance. Therefore students are expected to be capable of making a good writing.

Based on observation in SMA Islam Al-Ulum Terpadu, especially in class XI there are materials that are difficult for students to master. The material that has not been mastered is the material to write the procedure text for the eleventh grade students of the high school. This is because the teacher only uses the lecture method in the learning activities, so that students are less enthusiastic about learning the material in writing procedure texts. Whereas the material

should encourage students to be active and creative in expressing their ideas on writing procedure texts. The reality of students who tend to pay less attention to the teacher when teaching is also a cause of not achieving the material for writing text procedures. Students are seen talking to their friends during the lesson. This causes students not to focus on learning. In fact, there are some students who still enjoy playing their gadgets during the learning process. In addition, the lack of students' ability to write procedure texts is also caused by the media used by the teacher in the learning process. The teacher still uses blackboard media to convey the procedural text material to students, even though Internet, LCD and projectors have been provided.

English Learning in the Curriculum 2013, student are required to comprehend English especially in writing. The researcher is interested in conducting this research in order to know that using Think Pair Share Technique is really effective in teaching analysis. Previous researcher used Think-Pair-Share (TPS) technique was Hafizah (2008). She applied Think-Pair-Share (TPS) technique on students' abilities in teaching writing to attract the students' motivation and actually Think-Pair-Share (TPS) technique has benefits such as to promote students' learning and academic achievement, to increase students' intention, to enhance students' satisfaction with their learning experience, and also to promote students' relations. Therefore, the researcher tried to apply Think-Pair-Share (TPS) technique as a suitable technique to improve students' achievement in writing procedure text. From the problem above, the researcher interested to do research. He tried to offer Think-Pair-Share (TPS) technique to improve students'

achievement, solve the students' problems and attract the students' motivation in writing procedure text. The reasons are Think-Pair-Share (TPS) technique could be alternative and suitable technique to write procedure text in teaching and learning process. Through applying Think-Pair-Share (TPS) technique, the students were given chances to share their thinking and idea with each partner in thinking time session to write a procedure text. Not only those chances but also students could expand the sharing into a whole-class discussion. They were able to know their strength and weakness of writings. For instance, According to Lyman (1981) Think-Pair-Share (TPS) technique is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes and it can be used in any content area, before, during, after lesson, and expected by applying Think-Pair-Share (TPS) technique in writing procedure text, the students were able to write a good procedure text and the students could develop writing achievement easily and effectively.

Other than that, the learning media contribute to the teaching and learning process. It can stimulate students' idea to develop their writing. The learning media can be visual, audio, audio-visual, and multimedia. However, the use of instructional media in SMA Islam Al-Ulum Terpadu is still rare. This school has complete media that can be used in the learning process. The student's motivation in writing English becomes low. The style in teaching is lecturing style which is not interesting for the students. The students feel bored and not interested in English, especially writing. Use of blog as a media is expected to be utilized to

improve students' writing achievement. Blog is a fairly new tool for written communication and interaction and appear in many different languages.

In order to solve problem above, the researcher also offered a media in teaching writing procedure text namely using think pair share technique assisted by blog as media on the students' writing achievement. Aiex (2008) defines "media as a device used by teacher in teaching-learning process that makes learners understand the material given ". Media provides an excellent source for discovering a new way in teaching process and makes students competent more culturally, for that reasons, the researcher conducted a reasearch entitlles "*The Effect of Using Think Pair Share Technique Assisted by Blog as Media on The Students' Writing Achievement*". The researcher expect that it will be useful for the teachers and the students in teaching- learning.

## **B. The Identification of Problem**

Based on the background of the study above, the problem of the study are identified as follows :

1. The students difficult expressing think ideas into a written text.
2. Teacher was still using conventional method in teaching writing.
3. Teacher did not use any media in teaching writing procedure text.

## **C. The Scope and Limitation**

The scope of this research was be focused on Think-Pair-Share (TPS) technique assisted by blog as media on the students' writing achievement . This research is limited in writing procedure text.



#### **D. Formulation of Problem**

Based on the background of the study above, the problem of the research is formulated in the form of the question as follows:

1. Is there any significant effect of using think pair share technique assisted by blog as media on the students' achievement in writing procedure text ?
2. What are the students' difficulties in writing achievement of using Think-Pair-Share (TPS) technique by blog as media?

#### **E. The Objective of the Study**

Based on the problem of the study above, the objective of the study can be describe as follows :

1. To find out the significant effect of using think pair share technique assisted by blog as media on the students' achievement in writing procedure text
2. To find out the students' difficulties in writing achievement of using Think-Pair-Share (TPS) technique by blog as media ?

#### **F. The Significance of the Study**

##### **1. Theoritically**

Theoritically, the result of this research are expected to be beneficial for senior high school students to their mastery in writing. It is also hoped to give an information for those who need it such as readers and other teacher especially for those who want to improve their model in teching writing.

## **2. Practically**

- a. English teacher, to improve the quality of English teaching in learning process.
- b. The students, to improve their knowledge on writing and to interest make them more active.
- c. The readers, to apply Think Pair Share (TPS) Technique assisted by blog as media to improve writing.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

In conducting a research, the terms and theories are needed to explain some concepts apply concerning to the research. The theories must be clarified to avoid confusion. The following theories are used in this the study.

##### **1. Writing**

Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on piece of paper. Writing is also a powerful instrument for students to use to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. Writing is a complex process that involves a range of skills and tasks. Although writing is often used to clarify and express personal thoughts and feelings, it is used primarily to communicate with others. The students need to become thinkers in order to communicate their ideas clearly and effectively. They need to learn to select and organize their ideas, keeping in mind the purpose for which they are writing. (Ontario Ministry of Education and Training, 1997, p. 11)

##### **1.1 The Elements of Writing**

As students develop as writers, they gained a greater understanding of the elements that gave each piece of writing its focus and character, so that the writing could be a good writing. The elements of writing are as follow :

- 1) Ideas content

- 2) Organization
- 3) Voice
- 4) Word choice
- 5) Sentence fluency
- 6) Conventions
- 7) Presentation

## **1.2 Writing Process**

The writing process is the means by which students learn how to approach and carry out a writing task. The writing process emphasizes the writer as an independent producer of texts, but it goes further to address the issue of what teacher should do to help learners perform a writing task. The numerous incarnations of this perspective are consistent in recognizing basic cognitive processes as central to writing activity and in stressing the need to develop students' abilities to plan, define a rhetorical problem, and propose and evaluate solutions.

According to Flower and Hayes (1981), the process of writing is influenced by task-environmental and the writer's long term memory. Its main features are that:

- 1) Writer's have goal.
- 2) They plan extensively.
- 3) Planning involves defining a rhetorical problem, placing it in a context, then making it operational by exploring its parts, arriving at solutions and finally translating ideas on to the page.

- 4) All work can be reviewed, evaluated and revised, even before any text has been produced.
- 5) Planning, drafting, revising and editing are recursive, interactive and potentially simultaneous.
- 6) Plans and text are constantly evaluated in a feedback loop.
- 7) The whole process is overseen by an executive control called the monitor.

### **1.3 The Purposes of Writing**

According to Coffin (2003), the purposes of writing consist: (1) Writing assessment, (2) Writing is as an aid to critical thinking, understanding, and memory (3) Writing to extend student “learning beyond lectures and other formal meetings (4) Writing to improve student’s communication skills (5) Writing to train; students as future professionals in particular disciplines. In addition Javed, et al (2013) says that another goal of writing in school is to provide students with opportunity for self-exploration. It meant that students should be encouraged in writing a lot by school as much as possible to make sure they are capable of writing.

For instance, writing journal, essay, personal statement, personal recount and so on. By doing so, opportunity of students in increasing their ability of writing will be simpler to be seen.

## **2. Procedure Text**

Siahaan and Shinoda (2008) state that a procedure text is the writer describes how something is accomplished through a sequence of action or step. Procedure text is a text containing four components i.e., goal, material, method,

and re-orientation by which a writer describes how something is accomplished through a sequence of action or step. The goal is to describe how something is accomplished. The material deals with the thing needed in the case being discussed. Some text does not need the material. The method concerns with a sequence of steps by which the something is accomplished to achieve the goal.

## **2.1 The Components of Procedure Text**

Siahaan and Shinoda (2008) state there are three components of procedure text namely:

1. Social Function : To describe how something is accomplished through a sequence of actions or steps.
2. Generic Structure :
  - a. Goal : Showing the purpose
  - b. Material : Telling the needed materials. (not required for all procedure text)
  - c. Steps : Describing the steps to achieve the purpose. (goal followed by a series of steps oriented to achieving the goal).

The procedure text also has some grammatical features, as Gerot et. al (1994:55) states that the language features of procedure text are:

Focus on specific and usually individualized participants or focus on generalized human agents (often implicit).

1. Use of material processes (and in this text, behavioral and verbal processes). Sequences of events marked either explicitly by temporal

connectives, or numbering of points, or implicitly by the ordering of steps on the page.

2. Use of relational processes and temporal circumstances.
3. Use of simple present tense or use of the imperatives and verbs of action.
4. Use of conditional “if” to indicate alternative path of actions.

The procedure text also uses of simple present tense. It is often imperative verbs. The instructions in a procedure usually begin with a command such as *mix*, *lift* or *add*. The sentences are mostly short and sometimes include information on how the action is to be done, such as: *gently mix*, *carefully lift*, and *slowly add*. In the study of language, the *command* in procedure text are verbs and the *how* words are adverbs. In writing procedure text, use transition signals that are words such as *first*, *second*, *next*, *finally*, etc. Using transition words as a guide makes it easier for the reader to follow our ideas. However, we should not use a transition signal in front of every sentence in a paragraph.

Language features:

- a. Use of imperative ( Cut....., Don't mix.....)
- b. Use of action verbs (turn, put)
- c. Use of connectives(first, then, finally)

### **3. Think-Pair-Share (TPS) Technique**

According to Kaegan (1992), everyone has a chance to share an answer after think time. Think-Pair-Share (TPS) is one of the types of cooperative learning that was developed by Frank Lyman. Think-Pair-Share (TPS) is a useful learning technique that can be used with all grade levels and all content area

subject. It is an effective technique used to assist learners in thinking more deeply, as well as allow students the opportunity to practice in communicating their thoughts and ideas with peers and teachers.

Think-Pair-Share Technique involves a three steps cooperative structure (Lyman, 1981). 1). The first step of Think-Pair-Share Technique is thinking. The teacher gives the students time to think and answer the problematic question. This step permits the students to develop their own answer. 2). The second step of Think-Pair-Share Technique is pairing. After the think time the teacher asks the students to pair and discuss their answer with their partner. This step allows the students to ask another pair to enrich the answer or solution posted by the teacher before sharing with the whole class. 3). The last step of Think-Pair-Share Technique is sharing. The teacher asks the students to present solution and answer individually or cooperative to the class as a whole class.

### **3.1 The Advantages and Disadvantages of Think-Pair-Share (TPS) Technique**

- a. The Advantages of Think-Pair-Share technique are:

According to Lyman (1981), Think –Pair-Share Technique as one of the language learning models has some advantages. They are as follows :

- 1) The Think-Pair-Share Technique is quick and does not take much preparation time.
- 2) The Think-Pair-Share Technique makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before sharing with the whole class.
- 3) Students have opportunity to learn higher- level thinking skills from



their peers, and gain self confidence when reporting ideas to the whole class. 4) The Pair step ensures that no student is left out the discussion. 5) Students are able to rehearse responses mentally and verbally, and all students have an opportunity to talk. 6) Both students and teacher have increased opportunities to think and become involved in group discussion. 7) The Think-Pair-Share Technique is applicable across all grade levels and class sizes.

b. The disadvantages of Think-Pair-Share technique are:

In spite of the advantages, the Think-Pair-Share Technique also has some disadvantages, they are as follows : 1) Not all students focus on the topic (questions) given, because they can share everthing with their partner out of the topic (questions) given. 2) There is a possibility that the students who have low understanding about the topic (the questions) given likely cheat to the other pairs. To anticipate the disadvantages are by giving the students time limitation to do the exercises given by the researcer so there is no chance fot them to discuss of the topic.

#### **4. Blog**

Media are an important aspect in the learning process besides learning method. According to Hackbarth (1996) in Winarno (2009) multimedia are the multimedia formats for the explanation of information including texts, graphics, video and audio information. Computer –based intractive multimedia includes hypermedia and hypertext. Hypermedia are a computer-based system that process graphic, video and audio. Hypertext is a non-linear organized and accessed screen

of text and static diagrams, pictures and tables. Piskurich (2004) added e-learning refers to learning that occurs as a result of information obtained in form of electronic data. It can be several of format and procedures. Garrand (2006) also states that multimedia can be called as interactive media because there is interactive program there, such as click-and-read page.

Choosing a certain learning methods will influence the kind of media used. Hamalik (1994) in Winarno (2009) states that the use of learning media in the learning process can build motivation and stimulus in the class and also give psychology effect to the learners. The students more attracted with the use of media in the classroom. The variation or combination the media gives positive effect toward students' response. Piskurich (2004) states the personal learner advantages of e-learning.

They are as follows:

- 1) Reduced travel time and cost for learners
- 2) Convenience of any time and place
- 3) Opportunity for repeated practice
- 4) Easy of review

All the advantages give the easiness for the students during learning process. According to Reddi and Mishra (2003), media can stimulus our brain to process data from eyes and ears. The students will be more interested with the explanation. A little illustration media is helpful than no media at all.

The internet that is called as a universal network with lot of applications on its program can be used in IT-baed education. Hefdzallah (2004) in Adri, Muhammad (2008) states the internet has it root in connecting people to share ideas and information and in connecting people with sites that store information.

Laurahasiel (2009) encourages teachers to be able to create enjoyable learning and enhance students' creativity. One activity that can generate new desires and interests, arouse enthusiasm and stimulation of learning activities is the provision of learning media (Hamalik, 2009). Among several learning media, weblogs (or blogs) are places that are used to write where all the information and editing information through web browsers are available on the internet and publicly available (Godwin, 2003). Online Oxford English Dictionary is considered a blog as “a frequently updated web site consisting of personal observations, excerpts from other sources, etc., typically run by a single person, and usually with hyperlinks to other sites; an online journal or diary”.

Zhang (2009) describes a combination of several factors that have created the uniqueness of a blog as follows:

1. Blogs do not require sophisticated software or certain knowledge about computer programming. Everyone can participate with various levels of ease of use and blog accounts available free on the internet.
2. Blogs offer several security options, such as limiting reader access and accessing posts. Blog owners can get total control authority to view sensitive or confidential information with the use of easy security tools.

3. Most blogs are written by one author only and visitors cannot post or edit posts, but they can add comments to the posts made by the blog owner. Some blogs are community blogs, where all members can make posts.
4. Blogs ignore user status, meaning all users are equal. Users use screen names more often than their real names. Sometimes anonymous posts are also allowed.
5. Blog entries are generally written like a letter to someone: reader-oriented, informal, and first person narrative. The contents of blog posts more often reflect the author's perspective on various issues. Comments on the article can act as a form of discussion.
6. Blog entries can be in the form of text, images, audio, video, and hyperlinks. So that email is no longer needed for sending photos - just tell people to go to the owner's blog. Through hyperlinks, readers can be sent directly to other information sources. Hyperlinks are used as supporting information for various claims. Hyperlink can bring news, images and other information from outside to the reader's blog.
7. Blogs have automatic archiving features. All posts are archived. Archives can be searched by keyword, or date. The reverse chronological order of the post allows the reader to identify the most recent posts that were made since the last time the blog was read.
8. Blog content can be distributed by subscription. Someone can subscribe to many blogs and all their contents are collected in one place.

Since 2000, when weblogs are widely available, various types of blog usage can be observed in the world of higher education and research. Many researchers, academics, teachers, and students enthusiastically use blogs. In the field of higher education in particular, where online asynchronous communication has taken place, both through email and discussion media, blogs have been used with a number of different roles. This role is increasingly widespread and even in some cases has replaced several existing online communication media. This shows that the use of blogs as a communication medium and as a cognitive tool for certain disciplines, such as language learning, journalism and communication studies, academic research, law, higher education in general, and teacher professional development. Blogs appear to enrich the learning experience and provide opportunities for students to shift from surface level learning to a deeper level.

Surface learning is characterized by the approach of the learner to complete only the minimum content needed to meet the assessment requirements, both learning that may be presented only in tests and those who only attend and complete several learning activities. Conversely, deep learning is how learners learn from experience, find relationships between various concepts, and contextualize meaning. In general, blogs as learning journals are ways to document learning and gather information for reflection on self-analysis. This helps students to cultivate study habits at a deeper level. There are many reasons to use blogs in the world of education, such as to give readers a tangible reading of the participants' writing, to provide extra reading exercises, to enhance a sense

of togetherness in the classroom, to encourage more students to participate, and to create an online portfolio of papers for participants. teach (Stanley, 2005). In addition, the novelty factor of the blog also created the interest of students to use it. Blogs are believed to work well for students accustomed to using them. Blogs are a medium that is perfect for on-line personal journals for students, especially because it allows them to upload their writings. Language students can use personal blogs as an electronic portfolio, which can show their development over time. By publishing blogs on the internet, students have the possibility of readers outside their classmates for their writings. Conversely, readers in turn can comment on what they read. Personal posts on blogs also give rise to a sense of ownership and greater responsibility for students, who log them more wisely (in content and structure) because they realize that they are writing for a real audience. The latest innovations such as weblogs offer online learning opportunities (Godwin, 2003). Blogs can easily be linked to other online communities to make a larger community of communities. Language learners can use personal blogs as an electronic portfolio that can easily and clearly show the development of their writing from time to time. With online blog publishing, a language learner can have the opportunity to write to readers outside of their classmates who can also provide input on these writings.

## **B. Relevant Studies**

he relevant of the study based on the similarities in variables of study even in dependent variables eventhough independent variables. Some of relevants of the study with the study that will be done as follows:

In relation to the previous research findings, the result of this research supported the previous research findings. The result of this research shows the similar fact that Think-Pair-Share technique has significant effect on English teaching learning process.

This finding supports the experimental research conducted by Suhartoyo (2007). In his experimental research; it was found that there was a significant effect of the application of Think-Pair-Share technique on the writing achievement of the second year of SMAN 1 Arjasa in the 2006/2007 academic year. This research shows that the students who were taught by using Think-Pair-Share technique had better scores in the writing ability.

And the previous studies by some researchers show that the uses of blog can improve the students' writing skill. It means that learning media such as blog has a big influence on the students' skill improvement. Achmad Nizar (2008) concludes that blog utilization improves students' involvement and students' motivation in learning English. He stated a blog is very attractive media in developing learners' Writing. So the hypothesis can be accepted.

### **C. Conceptual Framework**

Teaching writing is the most difficult skill for second language learners to master. The difficulty lies not only generating and organizing ideas, but also in translating these ideas into readable text. The skills involved in writing are highly complex. The second language writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation,

word choice, and so on. The difficulty becomes even more pronounced if their language proficiency is weak.

Teaching can be defined as helping someone to learn something. This is supported by Brown (2000) who defines teaching as showing or helping someone to learn how to do something, giving instruction, guiding in the study of something, providing with knowledge, and causing to know or understand. This means that teaching is guiding someone in studying something which results in the improvement of his or her knowledge. Brown (2001) states that many years ago, the writing was taught by the teacher only focused on the final product of writing. It can be in the forms of essay, report, and story. For composition of the writing Brown also adds his opinion that the writing should meet certain standards of prescribe English rhetorical style, use accurate grammar, and be organized properly based on the audiences' environment.

There are some problems that faced by the English teacher. Students have problems in expressing their writing. They just follow the teacher's explanation. They are afraid to make mistake. So, it can be concluded that interesting speaking material and its activities is very important for developing their writing. It is caused by the use of inappropriate model in teaching writing achievement in writing procedure text.

Therefore, it is necessary to find a model in teaching writing in order to improve students' ability writing achievement . By using Think-Pair-Share technique assisted by blog as media the students can understand the subject easily and enjoy. Blogs are expected to increase the effectiveness of writing learning



because blogs provide more emphasis on the content of writing, the possibility of faster feedback, the choice to write both words and images, and the ability to connect one posting with other posts and they usually produce better quality of writing than students who write only for teachers or for other students in the class.

#### **D. Hypothesis**

In accordance with theoretical and conceptual framework, the hypothesis is formulated as follows :

Ha : There is a significant effect of using Think-Pair-Share technique assisted by blog as media on students' writing achievement in writing procedure text.

Ho : There is no significant effect of using Think-Pair-Share technique assisted by blog as media on students' writing achievement in writing procedure text.

## **CHAPTER III**

### **METHOD OF RESEARCH**

#### **A. Location of Research**

This research was conducted in 11th grade students of second semester 2017/2018 academic year at SMA Islam Al-Ulum Terpadu on Jl.Tuasan No. 35 Medan. The reason of choosing this school because the researcher obtained information from the teacher there that most of the Students have problems in expressing their writing and the inappropriate model in teaching writing achievement .

#### **B. Population and Sample**

##### **1. Population**

The population of this research were the eleven grade students of SMA AL-ULUM Medan in academic year 2017/2018, which consisted of 2 classes namely XI- IPA-1 amounted to 29 students and XI-IPA-2 were 22. So, the total population were 124 students.

##### **2. Sample**

The samples in this research were class XI- IPA-1 that amounted to 29 students and XI- IPA-2 that amounted to 22 students which were taken by using Think Pair, Share Technique Assisted by Blog as Media. It meant that whole population of students were involved to be sample in this research and one of both classes was chosen as control group and another as experimental one. The

researcher chose XI IPA-1 as experimental class and XI IPA-2 as control class.

The table of population and sample of the research were displayed in table below.

**Table 3.1**  
**Population and Sample of the Research**

No.	Classes	Population	Sample
1	XI-IPA-1	29	29
2	XI-IPA-2	22	22
<b>Total</b>		<b>51</b>	<b>51</b>

### C. Research Design

This research was conducted in True experimental design. The researcher was attempting to describe a casual relationship between an independent variable and a dependent variable. The design utilized two different classes as the sample of the study. One of classes was designed to be experimental group and the other to be control group. Pre-test and Post-test were administered to both group. This design is intended to investigate the effect of using Think-Pair-Share Technique assisted by Blog as Media. Clearly, the research design could be present as following :

**Table 3.2**  
**Research Design**

Group	Pre-test	Treatment	Post-test
Experimental	✓	Using Think-Pair-Share technique assisted by blog as media	✓
Control	✓	Conventional method	✓

#### **a. Pre-Test**

Both group, the experimental and control group was be give pre-test before the treatment. The function of pre-test is to know the mean scores of experimental and control group.

#### **b. Treatment**

Experimental and control group were taught by the same materials but in different way in teaching. Treatment was give to both experimental and control group. The experimental group was taught be the activities during the treatment were using Think-Pair-Share technique assisted by blog as media on the students' writing achievement, while the control group with taught by using the Think-Pair-Share technique assisted by blog as media.

#### **c. Post Test**

After the treatment had been done, both experimental and control group were given the post-test. The result of both groups was to know the final value of the test and to find out if the effect of using Think-Pair-Share Technique assisted by Blog as Media wheter it was significant or not.

#### **D. The Instrument of The Research**

The instrument of this research was collected by using text item. In the test, the students wrote their own procedure text based on teacher instruction. The material of the test was taken from LKS English Senior High School. Therefore to collect the data, (a) the researcher gave the same pre-test to both of the groups, (b) applied the treatment writing achievement by using Think-Pair-Share Technique assisted by blog as media given to the experimental group and

conventional method was given to the control group, (c) gave same post-test to both of the groups, and (d) collected the students' work sheet. Continuously, the students' work sheets were scored based on the criteria of scoring writing proposed by Hughes (2003).

#### **E. Technique for Collecting Data**

In collecting the data, some steps will be applied as follows:

1. Giving the pre-test to both of classes.
2. Giving treatment to the experimental group of using Think-Pair-Share technique assisted by blog as media
3. Giving treatment to the control group by applying Think-Pair-Share technique assisted by blog as media
4. Giving post-test to both of classes.
5. Evaluating the effect of of using Think-Pair-Share technique assisted by blog as media.

#### **F. Techique of Data Analysis**

After collecting the data from test, some steps will be applied in analyzing the data, they are :

1. Correcting the students' answer
2. Scoring the students' answer
3. Listing their score into two tables, first for experimental group scores and second for conventional group scores.

4. Calculating the total score of pre-test and post-test in experimental group and control group.

5. Formulas used in data analysis :

1) Finding the mean of the score of pre-test and post-test in experimental group and control group by

(Sudjono 2009)

a. Mean of variable X (variable 1)

$$M_x = \frac{\sum X}{N} \quad (\text{Sudijono, 2009})$$

b. Mean of variable Y (variable 2)

$$M_y = \frac{\sum Y}{N}$$

2) Finding the standard deviation by using formula:

a. Standard of Deviation (SD) for variable X (variable 1)

$$SD_x = \sqrt{\frac{\sum x^2}{N}} \quad (\text{Sudijono, 2009})$$

b. Standard of Deviation (SD) for variable Y (variable 2)

$$SD_y = \sqrt{\frac{\sum y^2}{N}}$$

c. Standard Error of mean of variable 1

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}} \quad (\text{Sudijono, 2009})$$

d. Standard Error of mean of variable 2

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 1}}$$

- e. The differences of standard error between mean of variable 1 and mean of variable 2

$$SE\ M_1 - M_2 = \sqrt{SEM_1^2 + SEM_2^2} \quad (\text{Sudijono, 2009})$$

- 3) Testing hypothesis by applying T-test

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2} \quad (\text{Sudijono, 2009})$$

Notes:

$M_x$  = mean for variable 1 or X

$M_y$  = mean for variable 2 or Y

$\Sigma X$  = total of students' score

$\Sigma Y$  = total of students' score

$N_1$  = number of cases for variable 1

$N_2$  = number of cases for variable 2

## G. Statistical Hypothesis

Based on the problem of the study, the hypothesis is formulated as the following :

Ha : There is a significant effect of using Think-Pair-Share Technique assisted by blog as media on the students' writing achievement in writing procedure text (the hypothesis is will be accepted).

Ho : There is a significant effect of using Think-Pair-Share Technique assisted by blog as media on the students' writing achievement in writing procedure text (the hypothesis is will be rejected).

**CHAPTER IV**  
**DATA AND DATA ANALYSIS**



## A. Data

The following sample in this research was 51. Both experimental and control groups got pre-test and post-test. The scores of pre-test and post-test in each group were presented in Table 4.1 and Table 4.2 below.

**Table 4.1**  
**The Scores of Pre-test and Post-test in Control Group**

No.	Students' Initial	Pre-test	Post-test
1	AR	30	40
2	AFL	15	30
3	ASP	35	45
4	AFP	30	45
5	ANP	20	70
6	ASN	35	60
7	ASM	40	60
8	BAA	30	40
9	DS	40	50
10	DFM	50	80
11	FA	30	65
12	GMN	35	50
13	JMA	40	55
14	JLF	55	60
15	KNR	40	50
16	MHH	60	85
17	MN	45	50
18	MFI	35	40
19	NPG	55	60
20	PM	40	55
21	RF	55	80
22	RFA	35	40
<b>Total Score</b>		<b>850</b>	<b>1210</b>

As shown in the Table 4.1, it showed that the total score of pre-test was 850 with the lowest was 10 and the highest one was 60. Meanwhile, the total score of post-test was 1210 with the lowest score was 30 and the highest score was 85.

**Table 4.2**

**The Scores of Pre-test and Post-test in Experimental Group**

<b>No.</b>	<b>Students' Initial</b>	<b>Pre-test</b>	<b>Post-test</b>
1	AH	60	60
2	AFS	60	85
3	ASS	50	60
4	AP	55	70
5	AS	60	85
6	ASN	40	70
7	BPW	70	80
8	CS	30	50
9	DR	30	60
10	EI	20	60
11	FS	50	70
12	GS	40	70
13	IC	30	70
14	MM	60	80
15	MAF	65	85
16	MAI	70	85
17	MFD	60	80
18	MHA	60	60
19	MIR	50	70
20	MNP	70	80
21	MN	40	50
22	NAK	30	75
23	QH	60	70
24	RM	20	50
25	YJN	65	70
26	TDH	40	70
27	WRG	40	60
28	MP	60	85
29	RDPR	55	85
<b>Total Score</b>		<b>1440</b>	<b>2045</b>

Based the Table 4.2,it showed that the lower score of pre-test was 20 and the highest score was 70, while the lower score of post-test was 50 and the highest score of post-test was 85. After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievements in reading comprehension after receiving the treatment.

## **B. Data Analysis**

Based on the data from the test, the score were analyzed in order to calculate the differences of pre-test and post-test of the experimental group and control group.

**Table 4.3**  
**The Differences Score between Pre-test and Post-test of the Experimental Group**

No.	Students' Initial	Pre-test (x <sub>1</sub> )	Post-test (x <sub>2</sub> )	X (x <sub>2</sub> -x <sub>1</sub> )
1	AH	50	60	10
2	AFS	60	85	25
3	ASS	50	60	10
4	AP	55	70	15
5	AS	60	85	25
6	ASN	40	70	30
7	BPW	70	80	10
8	CS	30	50	20
9	DR	30	60	30
10	EI	20	60	40
11	FS	50	70	20
12	GS	40	70	30
13	IC	30	70	40
14	MM	60	80	20
15	MAF	65	85	20
16	MAI	70	85	15
17	MFD	60	80	20
18	MHA	50	60	10
19	MIR	50	70	20
20	MNP	70	80	10
21	MN	40	50	10
22	NAK	30	75	35
23	QH	60	70	10
24	RM	20	50	30
25	YJN	65	70	5
26	TDH	40	70	30
27	WRG	40	60	20
28	MP	60	85	25
29	RDPR	55	85	30
<b>Total</b>		<b>Σ=1440</b>	<b>Σ=2045</b>	<b>Σ=615</b>

Referring Table 4.3 above, the mean score of experimental group was

calculated as the follow:

$$M_x = \frac{\sum X}{N} = \frac{615}{29} = 21.2$$

Which:

$M_x$  : The mean score of experimental score

$\sum X$  : The score of  $x_2-x_1$

$N$  : The sample of experimental group

**Table 4.4**  
**The Differences Score between Pre-test and Post-test of Control Group**

No.	Students' Initial	Pre-test	Post-test	Y ( $y_2-y_1$ )
1	AR	30	40	10
2	AFL	15	30	15
3	ASP	35	45	10
4	AFP	30	45	15
5	ANP	20	70	50
6	ASN	35	60	25
7	ASM	40	60	20
8	BAA	30	40	10
9	DS	40	50	10
10	DFM	50	80	30
11	FA	30	65	35
12	GMN	35	50	15
13	JMA	40	55	15
14	JLF	55	60	5
15	KNR	40	50	10
16	MHH	60	85	25
17	MN	45	50	5
18	MFI	35	40	5
19	NPG	55	60	5
20	PM	40	55	5
21	RF	55	80	25
22	RFA	35	40	5
<b>Total</b>		<b><math>\sum=850</math></b>	<b><math>\sum=1210</math></b>	<b><math>\sum=350</math></b>

As written on the Table 4.4 above, mean score of control group was calculated as the follows:

$$M_y = \frac{\sum Y}{N} = \frac{350}{22} = 15.9$$

Which:

$M_y$  : The mean score of control group

$\sum Y$  : The score of  $y_2 - y_1$

$N$  : The sample of control group

Based on the mean scores of both sample groups, the following tables were the tables for calculating standard deviation scores in both groups.\

**Table 4.5**  
**The Calculation of Mean and Standard Deviation Score of Experimental Group**

No.	Students' Initial	X ( $x_2 - x_1$ )	X = $\bar{X} - M_x$	(X - $M_x$ ) <sup>2</sup>
1	AH	10	-11.2	125.44
2	AFS	25	3.8	14.44
3	ASS	10	-11.2	125.44
4	AP	15	-6.2	38.44
5	AS	25	3.8	14.44
6	ASN	30	8.8	77.44
7	BPW	10	-11.2	125.44
8	CS	20	-1.2	1.44
9	DR	30	8.8	77.44
10	EI	40	18.8	353.44
11	FS	20	-1.2	1.44
12	GS	30	8.8	77.44
13	IC	40	18.8	353.44
14	MM	20	-1.2	1.44
15	MAF	20	-1.2	1.44
16	MAI	15	-6.2	38.44
17	MFD	20	1.2	1.44
18	MHA	10	-11.2	125.44
19	MIR	20	-1.2	1.44
20	MNP	10	-11.2	125.44
21	MN	10	-11.2	125.44
22	NAK	35	13.8	190.44
23	QH	10	-11.2	125.44
24	RM	30	18.8	353.44
25	YJN	5	-16.2	262.44
26	TDH	30	18.8	353.44
27	WRG	20	-1.2	1.44
28	MP	25	3.8	14.44
29	RDPR	30	8.8	77.44
<b>Total</b>		$\sum x = 615$		$\sum x^2 = 3184.76$

As presented in the Table 4.5 above the standard deviation of experimental group was calculated as follow:

$$SDx = \sqrt{\frac{\sum x^2}{N}} = \sqrt{\frac{3184.76}{29}} = \sqrt{109.82} = 10.48$$

**Table 4.6**  
**The Calculation of Mean and Standard Deviation Score of Control Group**

No.	Students' Initial	Y (y <sub>2</sub> -y <sub>1</sub> )	Y = Y-My	(Y-My) <sup>2</sup>
1	AR	10	-5.9	34.81
2	AFL	15	-0.9	0.81
3	ASP	10	-5.9	34.81
4	AFP	15	-0.9	0.81
5	ANP	50	34.1	1162.81
6	ASN	25	9.1	82.81
7	ASM	20	4.1	16.81
8	BAA	10	-5.9	34.81
9	DS	10	-5.9	34.81
10	DFM	30	14.1	198.81
11	FA	35	19.1	364.81
12	GMN	15	0.9	0.81
13	JMA	15	0.9	0.81
14	JLF	5	-10.9	118.81
15	KNR	10	-5.9	34.81
16	MHH	25	9.1	82.81
17	MN	5	-10.9	118.81
18	MFI	5	-10.9	118.81
19	NPG	5	-10.9	118.81
20	PM	5	-10.9	118.81
21	RF	25	9.1	82.81
22	RFA	5	-10.9	118.81
<b>Total</b>		<b>∑y=350</b>		<b>∑y<sup>2</sup>=2881.82</b>

In line with the Table 4.6 above, the standard deviation of control group was calculated as the follows:

$$SDy = \sqrt{\frac{\sum y^2}{N}} = \sqrt{\frac{2881.82}{22}} = \sqrt{130.99} = 11.44$$

Based on the calculations above, it was shown the following facts:

$$SD_x = 10.48$$

$$SD_y = 10.18$$

$$N_1 = 29$$

$$N_2 = 22$$

$$X = 615$$

$$Y = 350$$

$$M_x = 21.2$$

$$M_y = 15.9$$

$$(X - M_x)^2 = 3184.76$$

$$(Y - M_y)^2 = 2881.82$$

Therefore, the following formula was implemented:

Standard Error of Experimental Group:

$$SE M_1 = \frac{SD_1}{\sqrt{N_1 - 1}} = \frac{10.48}{\sqrt{29 - 1}} = \frac{10.48}{\sqrt{28}} = \frac{10.48}{5.29} = 1.99$$

Standard Error of Control Group:

$$SE M_2 = \frac{SD_2}{\sqrt{N_2 - 2}} = \frac{10.18}{\sqrt{22 - 2}} = \frac{10.18}{\sqrt{20}} = \frac{10.18}{4.47} = 2.27$$

Next, the following was implemented to find out the error standard deviation between  $M_1 - M_2$  :

$$\begin{aligned} SE M_1 - M_2 &= \sqrt{SEM_1^2 + SEM_2^2} \\ &= \sqrt{(1.99)^2 + (2.27)^2} \\ &= \sqrt{3.96 + 5.15} \end{aligned}$$

$$= \sqrt{9.11}$$

$$= 3.01$$

### C. Testing Hypothesis

The result above then was applied to test hypothesis:

$$t_o = \frac{M_1 - M_2}{SEM_1 - M_2}$$

$$= \frac{21.2 - 15.9}{3.01}$$

$$= \frac{5.3}{3.01}$$

$$= 1.76$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis were tested as follows:

Ha : the value of the  $t_{\text{observe}}$  was higher than the value of the  $t_{\text{table}}$  ( $t_{\text{observe}} > t_{\text{table}}$ ).

Where  $t_{\text{table}}$  value for the degree of freedom, the calculation showed as follow:

$$df = (N_1 + N_2 - 2)$$

$$= (29 + (22 - 2))$$

$$= (29 + 20)$$

$$= 49$$

Based on the table of distribution, it was got  $t_{\text{table}}$  for 5% or 0.05. with the degree of freedom (df) 49 at the level of significance 5% showed the critical value ( $t_{\text{observe}}$ ) was 1.76 and  $t_{\text{table}}$  49 (1.67). The result of computing,  $t_{\text{observe}}$  was higher than  $t_{\text{table}}$  ( $t_{\text{observe}} > t_{\text{table}}$ );  $1.76 > 1.67$ . It showed that hypothesis was accepted.



#### **D. Research Finding**

It was found that the using of Think-Pair-Share Technique assisted by blog as media on the students' writing achievement in writing procedure text gave the significant effect. The students' were taught by using Think-Pair-Share Technique assisted by blog as media got the higher score than those taught by using conventional method. The result of the test showed that the  $t_{\text{observe}}$  was higher than  $t_{\text{table}}$  ( $1.76 > 1.67$ ). It means that the using of Think-Pair-Share Technique assisted by blog as media on the students' writing achievement gave the significant effect on the students' achievement in writing procedure text.

So, the researcher concluded the alternative hypothesis was accepted that there was a significant effect of using of Think-Pair-Share Technique assisted by blog as media on the students' writing achievement.

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

#### **A. Conclusions**

After analyzing the data, the conclusions were drawn as following:

1. Based on the data analysis, it was found that there was the significant effect of using Think-Pair-Share Technique Assisted by Blog as a Media on The Students' Writing Achievement, which was proven from the result of pre-test before giving treatment and the post-test after giving treatment, 1235 and 1745 respectively. Thus, it was found  $t_{\text{observe}} > t_{\text{table}}$  or  $1.76 > 1.67$  with  $df = 49$  ( $29+22-2$ ).
2. Most of students responded well the lesson by using Think-Pair-Share Technique Assisted by Blog as a Media on The Students' Achievement. It was characterized by the increase of students' learning outcomes. So, Think-Pair-Share Technique Assisted by Blog as a Media on The Students' Writing Achievement was indicated to be effective.

## **B. Suggestions**

Referring to the previous conclusions, some suggestions were stated as the followings:

1. The English teacher can use Think-Pair-Share Technique Assisted by Blog as a Media in teaching writing.
2. The teacher can easily teach writing because it can be an alternative strategy to motivate the students in writing prosedure text. Moreover, it can be contribution for English teacher to improve their teaching strategies.
3. It is suggested to the other researchers to use this findings as source of the research.

4. The readers, especially at UMSU library are encouraged to have a lot of information about teaching learning experiences for them.
5. It was also suggested to school management to encourage the teachers to improve their teaching skills, not only by use Think-Pair-Share Technique Assisted by Blog as a Media on The Students' Writing Achievement but also other strategy or model that is believed to give better understanding for students in their effort to get information from procedure text.

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## **APPENDIX 1**

### **LESSON PLAN**

#### **(EXPERIMENTAL GROUP)**

Satuan Pendidikan : SMA Islam Al-Ulum Terpadu

Topik	: Procedure Text
Kelas/ Semester	: XI / 2
Ketrampilan	: Writing
Mata Pelajaran	: Bahasa Inggris
Alokasi Waktu	: 2 x 40 Menit

#### **A. Standar Kompetensi**

1. Mengungkapkan makna dalam teks tulis fungsional pendek dan monolog dan unsur kebahasaan procedure text berbentuk sederhana dengan memanfaatkan teknologi dalam pembelajaran serta dalam konteks kehidupan sehari-hari.

#### **B. Kompetensi Dasar**

1. Mengungkapkan makna dalam teks tulis monolog sederhana dengan menggunakan ragam bahasa tulisan dengan memanfaatkan teknologi secara akurat dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk *procedure*.

#### **C. Indikator**

1. Siswa mampu menganalisis unsur kebahasaan teks procedure secara tertulis.
2. Siswa mampu menerapkan teknologi informasi untuk mendukung keterampilan menulis
3. Siswa mampu membuat kerangka teks procedure secara tertulis dan menampilkannya di depan kelas dan selanjutnya di upload ke blog.

#### **D. Tujuan Pembelajaran**

Pada akhir pelajaran diharapkan siswa dapat melakukan semua hal yang tersebut dalam indikator di atas.

## **E. Materi Ajar: Procedure Text**

### **a. Fungsi social**

Untuk menjelaskan bagaimana sesuatu dibuat melalui urutan tindakan atau langkah.

### **b. Struktur Teks**

1. *Goal (something to achieve)*
2. *Material/ingredient (things we needed to achieve the goal)*
3. *Steps (activities to achieves the goal)*

### **c. Unsur kebahasaan**

1. *Using Simple Present Tense.*
2. *Using an imperative form ( Prepare mushrooms, add some sugar, etc.)*
3. *Using temporal conjunction (connectives) : ( First, firstly, second, secondly, then, after that ... etc )*
4. *Using action verb (material process) : ( take, put, cut, pour, etc. )*
5. *Using adverbials to clarify the time, place, or manner ( wait for fifteen minutes, mix thoroughly, stirring gently, etc.)*
6. *Generalized human is “you”, but with implicitly (add salt and grind all spices (It is mean that the subject is “you”, so it is not really important to be written).*

## **Contoh Teks:**

### **1. How to make a cup of coffee**

Good morning, everybody. I'd like to tell you about how to make a cup of delicious coffee. Before we can make it, we should prepare the ingredients.

The ingredients that we need to make a cup of coffee are:

One sachet of instant coffee

A teaspoonful of sugar

A cup of hot water

Now, Let me tell you the steps:

First, open the sachet and put the instant coffee in the cup.

Second, pour the hot water into the cup.

Next, add a teaspoonful of sugar.

Finally, a cup of delicious coffee is ready to drink.

**F. Alokasi Waktu: 2 x 40 menit**

**G. Metode Pembelajaran: Think Pair Share Technique Assisted by Blog as Media.**

**H. Kegiatan Pembelajaran**

**1. Kegiatan Pendahuluan (5 menit)**



- a. Guru mengucapkan salam kepada peserta didik
- b. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi.
- c. Guru mengajukan pertanyaan-pertanyaan untuk membangkitkan pengetahuan awal yang dimiliki siswa dengan materi yang akan dipelajari.
- d. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan
- e. Guru mengaitkan materi pembelajaran sekarang dengan pengalaman peserta didik atau materi sebelumnya.

## 2. **Kegiatan Inti (50 menit)**

### a. Eksplorasi

- Guru membuat desain pembelajaran yang lebih menarik siswa untuk menulis.
- Guru mengarahkan siswa untuk membuat blog .
- Guru meminta peserta didik mengamati gambar dan diminta untuk mengidentifikasi pengertian, tujuan, generic structure,dari teks procedure yang telah disediakan agar siswa mampu memahami maksud dari teks procedure (THINK)
- Guru meminta siswa untuk membuat teks procedure dengan berpasangan (PAIR)

- Guru meminta siswa untuk memaparkan teks procedure dengan teman kelompoknya masing-masing dan mendiskusikannya sekaligus menentukan hasil kerjaan yang akan di presentasikan kepada kelompok lain dan selanjutnya mengupload tulisan mereka melalui blog masing-masing (SHARE).

b. Elaborasi

- 1) Siswa bekerja secara berpasangan mengidentifikasi pengertian, tujuan, generic structure, dari teks procedure.
- 2) Guru membimbing siswa untuk membuat sebuah teks procedure tertulis bersama-sama di kelas sekaligus untuk mengecek letak kekurangan siswa dalam menyusun kalimat.
- 3) Guru membimbing siswa untuk mengupload tulisan mereka ke dalam blog.

a. Konfirmasi (20 menit)

- 1) Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas
- 2) Guru, Laptop, Buku pelajaran, Internet menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks procedure dan pemahaman mengelola blog.
- 3) Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

**3. Kegiatan Penutup (5 menit)**

1. Guru dan peserta didik membuat kesimpulan tentang materi yang sudah dipelajari.
2. Guru memberikan tugas individual maupun kelompok yang berkaitan dengan materi yang telah dipelajari dan dikumpulkan melalui blog sebagai media.
3. Guru mengucapkan salam dan penutup pertemuan.

#### **I. Penilaian Hasil Belajar**

**Bentuk:** Performa, Tertulis

**Instrumen:** Instruksi dan informasi yang dijadikan pedoman untuk menciptakan kemampuan menulis siswa.

#### **J. Sumber Belajar**

Laptop, Buku pelajaran, Internet.

Medan, September 2018

Mengetahui :  
Guru Mata Pelajaran

Researcher

Hildani Sari Harahap, S.Pd., M.Hum

Selvi Soviana

Kepala Sekolah,

Abdul Hidayat, S.Pd

#### **APPENDIX 2**

#### **LESSON PLAN (CONTROL GROUP)**

Satuan Pendidikan : SMA Islam Al-Ulum Terpadu

Topik : Procedure Text

Kelas/ Semester : XI / 2

Ketrampilan : Writing

Mata Pelajaran : Bahasa Inggris

Alokasi Waktu : 2 x 40 Menit

#### **A. Standar Kompetensi**

Mengungkapkan makna dalam teks tulis fungsional pendek dan monolog dan unsur kebahasaan procedure text berbentuk sederhana dalam konteks kehidupan sehari-hari.

#### **B. Kompetensi Dasar**

Mengungkapkan makna dalam teks tulis monolog sederhana dengan menggunakan ragam bahasa tulisan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks berbentuk *procedure*.

#### **C. Indikator**

1. Siswa mampu menganalisis unsur kebahasaan teks procedure secara tertulis.
2. Siswa membuat kerangka teks procedure yang mereka dengar secara tertulis

#### **D. Tujuan Pembelajaran**

Pada akhir pelajaran diharapkan siswa dapat melakukan semua hal yang tersebut dalam indikator di atas.

## E. Materi Ajar: Procedure Text

### a. Fungsi social

Untuk menjelaskan bagaimana sesuatu dibuat melalui urutan tindakan atau langkah.

#### 1) Struktur Teks

- a) *Goal* (something to achieve)
- b) *Material/ingredient* (things we needed to achieve the goal)
- c) *Steps* (activities to achieves the goal)

#### 2) Unsur kebahasaan

- a) *Using Simple Present Tense.*
- b) *Using an imperative form* ( Prepare mushrooms, add some sugar, etc.)
- c) *Using temporal conjunction (connectives)* : ( First, firstly, second, secondly, then, after that ... etc )
- d) *Using action verb (material process)* : ( take, put, cut, pour, etc. )
- e) *Using adverbials to clarify the time, place, or manner* ( wait for fifteen minutes, mix thoroughly, stirring gently, etc.)
- f) *Generalized human is “you”, but with implicitly* (add salt and grind all spices (It is mean that the subject is “you”, so it is not really important to be written).

### Contoh Teks:

#### 1. How to make a cup of coffee

Good morning, everybody. I'd like to tell you about how to make a cup of delicious coffee. Before we can make it, we should prepare the ingredients.

The ingredients that we need to make a cup of coffee are:

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A cup of hot water

Now, Let me tell you the steps:

First, open the sachet and put the instant coffee in the cup.

Second, pour the hot water into the cup.

Next, add a teaspoonful of sugar.

Finally, a cup of delicious coffee is ready to drink.

**F. Alokasi Waktu: 2 x 40 menit**

**G. Metode Pembelajaran: Conventional Method**

**H. Kegiatan Pembelajaran**

**1. Kegiatan Pendahuluan (5 menit)**

- a. Guru mengucapkan salam kepada peserta didik
- b. Guru menyiapkan peserta didik untuk mengikuti proses pembelajaran seperti berdoa, absensi.
- c. Guru mengajukan pertanyaan-pertanyaan untuk membangkitkan pengetahuan awal yang dimiliki siswa dengan materi yang akan dipelajari.

- d. Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai dan menyampaikan cakupan materi dan penjelasan uraian kegiatan
- e. Guru mengaitkan materi pembelajaran sekarang dengan pengalaman peserta didik atau materi sebelumnya.

## 2. Kegiatan Inti (50 menit)

### a. Eksplorasi

- Guru menjelaskan pembelajaran dengan menggunakan metode ceramah.
- Guru meminta peserta didik mengamati gambar dan diminta untuk mengidentifikasi pengertian, tujuan, generic structure, dari teks procedure.
- Guru meminta siswa untuk membuat teks procedure .

### b. Elaborasi

- 1) Siswa mengidentifikasi pengertian, tujuan, generic structure, dari teks procedure.
- 2) Guru membimbing siswa untuk membuat sebuah teks procedure tertulis bersama-sama di kelas sekaligus untuk mengecek letak kekurangan siswa dalam menyusun kalimat.

### a. Konfirmasi (20 menit)

- 2) Guru memberikan umpan balik positif dan penguatan terhadap keberhasilan siswa dalam mengerjakan tugas

- 3) Guru menjadi narasumber dan fasilitator menjawab pertanyaan peserta didik dalam memahami teks dan pemahaman mengelola blog
- 4) Guru memberi motivasi siswa untuk lebih aktif dalam pembelajaran berikutnya.

### 3. Kegiatan Penutup (5 menit)

- 1) Guru dan peserta didik membuat kesimpulan tentang materi yang sudah dipelajari.
- 2) Guru memberikan tugas individual maupun kelompok yang berkaitan dengan materi yang telah dipelajari.
- 3) Guru mengucapkan salam dan penutup pertemuan.

## II. Penilaian Hasil Belajar

**Bentuk:** Performa, Tertulis

**Instrumen:** Instruksi dan informasi yang dijadikan pedoman untuk menciptakan kemampuan menulis siswa.

## J. Sumber Belajar

Guru, Buku pelajaran

Medan, September 2018

Mengetahui :

Guru Mata Pelajaran

Researcher

Hildani Sari Harahap, S.Pd., M.Hum

Selvi Soviana



Kepala Sekolah,

Abdul Hidayat, S.Pd

APPENDIX

**ATTENDANCE LIST CLASS XI-IPA 2**

**SMA ISLAM AL-ULUM TERPADU**

**CONTROL GROUP**

<b>No.</b>	<b>Students' Name</b>	<b>Students' Initial</b>	<b>Signature</b>
------------	-----------------------	--------------------------	------------------

1	Adelia Rahma	AR	
2	Akbar Fauzi Lubis	AFL	
3	Alfi Syukri Pulungan	ASP	
4	Aliyah Fathonah Pangat	AFP	
5	Amanda Nabila Putri	ANP	
6	Andini Syofina Nasution	ASN	
7	Annisa Asmaya Munthe	ASM	
8	Baital Atha Alana	BAA	
9	Deny Syahputra	DS	
10	Diva Fidya Meilisa	DFM	
11	Fauziah Aulia	FA	
12	Gusti Mutia Ningsih	GMN	
13	Jaris Mirza Alfarid	JMA	
14	Jericho Louis Fernando	JLF	
15	Khofifah Nur Rahman	KNR	
16	Muhammad Hapis Hasbih	MHH	
17	Muhammad Naufal	MN	
18	Mauhammad Fiqry Iskandar	MFI	
19	Nuzulia Putri Ghasani	NPG	
20	Putri Musdalifa	PM	
21	Rayhand Fahreza	RF	
22	Reysha Fadzillah Anisha	RFA	

APPENDIX

**ATTENDANCE LIST CLASS XI-IPA 1**

**SMA ISLAM AL-ULUM TERPADU**

**EXPERIMENTAL GROUP**

<b>No.</b>	<b>Students' Name</b>	<b>Students' Initial</b>	<b>Signature</b>
------------	-----------------------	--------------------------	------------------

1	Alamsyah Harahap	AH	
2	Algabe F.S	AFS	
3	Alya Sari Sahira	ASS	
4	Alya Petri	AP	
5	Amara Salwa	AS	
6	Aqilah Shabrina Nasution	ASN	
7	Buwo Putra Warman	BPW	
8	Cipta Sugesti	CS	
9	Diah Rahmawati	DR	
10	Elya Inara	EI	
11	Fauziah Syahputri	FS	
12	Gymnastiar Saragih	GS	
13	Ivanna Clarissaavitri	IC	
14	Muhammad Mughni	MM	
15	Maulana Aidil Fadri	MAF	
16	Muhammad Alfi Ihsan	MAI	
17	Muhammad Fadli Darmansyah	MFD	
18	Muhammad Hanif Alkhairi	MHA	
19	Muhammad Ivandi Rafiki	MIR	
20	Mutia Nuriza Parinduri	MNP	
21	Mutiara Nabila	MN	
22	Nadhira Azra Khalil	NAK	
23	Qonita Hanifa	QH	
24	Rahmi Mutmainnah	RM	
25	Yunisa Jogina Nasution	YJN	
26	Tania Dian Hsb	TDH	
27	Widya Reni Ginting	WRG	
28	Muhammad Paisal	MP	
29	Raihan Dinata Putra Reno	RDPR	

## APPENDIX

### The Test Item



← Daily Mutiara Nabila

Name : Mutiara Nabila  
 Class : XI Science 1  
 Study : Procedure Text  
 School : Al Ummul Islam Senior High School  
 Teacher : Miss Selly Soewana

How to make  
**Potato Donut Recipe**

Ingredients:

- 500 grams of wheat flour
- 200 grams of potatoes smooth
- 100 grams of sugar
- 4 egg yolks
- 100 ml of cold water
- 30 grams of milk powder
- 70 grams of butter
- 11 grams of white yeast (1 sachet)
- 1/2 teaspoon salt

How to make:

- Combine flour, milk powder, sugar, and yeast.
- Enter the egg yolks, potatoes, and water into dough.
- Take 1 tablespoon dough. Round the dough and holes in the middle. Let it for 20 minutes.
- Fry donuts one by one. Fry for a few minutes then remove from the heat.
- Let it cool.

Procedure text

March, 27 September 2018

How to make Strawberry Cake

How To Make Strawberry Cake

Ingredients:

- 1/2 cup frozen strawberry
- 2 eggs
- 1/4 teaspoon baking powder
- 1/2 cup milk
- 1/2 cup white sugar
- 1 cup long sugar
- 2 teaspoons vanilla extract
- 1/2 cup butter
- 1 vanilla pudding cup
- 1 1/2 cup all purpose flour

Steps:

- 1) Mix the frozen strawberries in one cup of powder sugar
- 2) Beat butter and sugar together until creamy in the separate bowl
- 3) Add in the eggs one at a time and the finally pour in the vanilla pudding
- 4) Add the flavored strawberries
- 5) Stir in the baking powder and the flour to the mixture and mix well
- 6) If the batter is thick, add in the milk so that the batter gets a little smooth
- 7) Preheat the oven to 175 degrees Celsius.
- 8) Grease and flour a 9x5 inch pan
- 9) Pour the prepared batter into the 9x5 inch pan and bake for 35 until 40 minutes with a knife inserted into the center of the cake and come out clean
- 10) Your cake is done!

Wingspan Toys

Daily Mutiara Nabila

Like and follow

Angg Bing

September (1)

How to make Strawberry Cake

## **CURRICULUM VITAE**

### **Personal Information**

Name : Selvi Soviana  
Place / Date of birth : Bandar Pasir Mandoge / March 04<sup>th</sup>1997  
Sex : Female  
Religion : Islam  
Addresses : Jl.Pasar Bambu Dusun II Kec. Bp. Mandoge  
Status : Single

### **Parents**

Father's Name : Alm. Supryanto  
Mother's Name : Parinem  
Addresses : Jl.Pasar Bambu Dusun II Kec. Bp. Mandoge

### **Education Backgrounds**

Kindergarten : -  
Elementary School : SDN 016402 (2002 – 2008)  
Junior High School : SMP PTPN IV Bp. Mandoge (2008 – 2011)  
Senior High School : SMA Negeri 1 Bp. Mandoge (2011 – 2014)  
University : University of Muhammadiyah Sumatera Utara  
( 2014-2018)



**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Selvi Soviana  
N.P.M : 1402050354  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Using Think-Pair-Share Technique Assisted by Blog as Media on The Students' Achievement

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
25/08/2018	Abstract	
	Acknowledgment	
28/08/2018	Chapter I Chapter II	
10/09/2018	Chapter III Methodology of Research Chapter IV The Data of Analysis Chapter V Conclusion & Suggestion	
27/09/2018	References Appendix X	

Medan, 13 Oktober 2018

Diketahui oleh:  
Ketua Prodi

(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing

(Hj. Darmawati, S.Pd, M.Pd)





**MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jl. Kapten Mukhtar Basri No. 3 Telp (061) 6619056 Medan 20238  
Website: <http://www.fkip.ummsu.ac.id> E-Mail: [fkip@ummsu.ac.id](mailto:fkip@ummsu.ac.id)

Form : K - 1

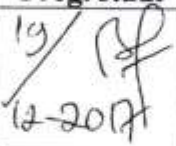

Kepada Yth : Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Selvi Soviana  
NPM : 1402050345  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 129 SKS

IPK = 3.31

Persetujuan Ket./Sekret. Prog. studi	Judul yang Diajukan	Disahkan Oleh Dekan Fakultas
	The Effect of Using Think Pair, Share Technique Assisted by Blog as Media on The Students' Writing Achievement	
	The Implementation of Think Pair Share Method by Audio-Visual to Increase Students' Writing Ability	
	The Use of Series Pictures in Teaching Recount Text to Improve Students' Writing Ability	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 11 Desember 2017  
Hormat Pemohon,



Selvi Soviana

Keterangan

Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan





MAJELIS PENDIDIKAN TINGGI  
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Jl. Kapten Mukhtar Basri No. 3 Telp (061) 6619056 Medan 20238  
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Form : K - 2

Kepada Yth : Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr. Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Selvi Soviana  
NPM : 1402050345  
Program Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Effect of Using Think Pair, Share Technique Assisted by Blog as Media on The Students' Writing Achievement

Sekaligus saya mengusulkan/ menunjuk Ibu:

1. Hj. Darmawati, S.Pd, M.Pd

Acc 24/12-2017

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 11 Desember 2017

Hormat Pemohon,

Selvi Soviana

Keterangan

Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang Bersangkutan



Unggul, Cerdas & Terpercaya

MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Mochtar Basri No. 3 Medan 20238 Telp. (061) 6622400 Fax. (061) 6625474 - 6631003  
Website: <http://fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor : 2650 /IL.3/UMSU-02/F/2018  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 09 Dzulqa'idah 1439 H  
23 Juli 2018 M

Kepada Yth, Bapak/Ibu Kepala  
SMA Islam Al-Ulum Terpadu  
di-  
Tempat

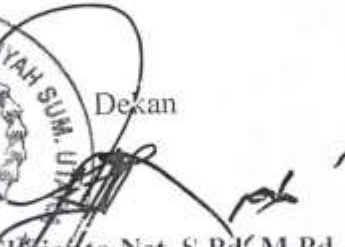
Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Seivi Soviana  
N P M : 1402050345  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : *The Effect of Using Think-Pair-Share Technique Assited by Blog as Media On the Students' Writing Achievement.*

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih. Akhirnya selamat sejahteralah kita semuanya. Amin.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan  
  
Dr. K. Idris Nst, S.Pd, M.Pd.  
0115057302

\*\* Pertiinggal \*\*



# YAYASAN AMANAH KARAMAH SMA ISLAM AL-ULUM TERPADU

Jln. Tuasan No. 35 Medan, 20222 Telp. (061) 6642331 / Fax. (061) 6638871

STATUS : TERAKREDITASI " A " (AMAT BAIK) NO : MA. 000939

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NSS : 304076009264

NPSN : 10257886

## SURAT KETERANGAN

Nomor : 943/SMA-AUT/E.23/X/2018

Yang bertanda tangan dibawah ini, Kepala Sekolah Menengah Atas (SMA) Swasta Islam AL Ulum Terpadu Medan , Kecamatan Medan Tembung Kabupaten/Kota Medan, Provinsi Sumatera Utara, Menerangkan bahwa :

Nama : SELVI SOVIANA  
N I M : 1402050345  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Using Think-Pair-Share Tecnique Assited by Blog as Media On the Students' Writing Achievement.

Benar teiah melaksanakan penelitian di SMA Isiam Al Ulum Terpadu Medan pada tanggal 24 Juli s/d 01 September 2018.

Demikianlah surat keterangan ini diperbuat, untuk dapat dipergunakan sebagaimana mestinya.

Medan, 01 Oktober 2018  
SMA Islam Al Ulum Terpadu

Kepala Sekolah



Abdul Hidayat, S. Pd



# SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Selvi Soviana  
N.P.M : 1402050345  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Using Think-Pair-Share-Technique Assisted by  
Blog as Media on the Students' Writing Achievement

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, 3 Juli 2018

Hormat saya

Yang membuat pernyataan,



Selvi Soviana

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

A handwritten signature in black ink, appearing to read 'Mandra Saragih'.

Mandra Saragih, S.Pd./M.Hum