

ABSTRACT

Setiyaningsih, Tri B. *The Effectiveness of Using Team-Pair-Solo in Teaching Writing Hortatory Exposition in the Case Study of Eleventh Grade Students of SMA Negeri 1 Grabag in the Academic Year of 2009/2010.*

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Keyword: Team-Pair-Solo, Writing, Hortatory exposition Text, Eleventh Grade of SMA.

The objectives of this study are to describe how to use of cooperative learning to improve the students' writing skill of hortatory exposition text, to find out the improvement of students' writing skill through cooperative learning, and to portray the change in students' attitude and behavior after the treatment.

In order to achieve these objectives of the study, I designed an *action research* that consists of two cycles of treatment. The subjects of this study were the XI graders of SMA Negeri 1 Grabag in the academic year of 2009/2010. The number of the subject was 36 students. There were five meetings during the research.

In conducting this research, I collected the data through a writing pre-test which was continued with two-cycle procedure including the writing post-test and then an interview. In the writing test, the students were asked to write at least a ten-sentence text. This action research involved two cycles; each of which included the teaching of writing hortatory exposition text, in which cooperative learning technique especially *Team-Pair-Solo* was applied. Based on the result on the writing pre-test, the students had not mastery about hortatory exposition text so in the first cycle, I emphasized the teaching-learning process on the generic structure and the language features of the text. The students could discuss the material with their friends as they work in team. The result on the writing test of the first cycle had an improvement, but they were still weak on grammar aspect. Therefore, in the second cycle the treatment was focused on grammar. The students could produce a good writing through peer assessment that they did when they worked in pairs. By using *Team-Pair-Solo*, the students could share their ideas and make it easier for them to do the writing activities and achieve the target research.

Based on the data analysis from each activity, it could be seen that there was a significant improvement of the students' achievement in the pre-test and later in the post-test. The students' achievement in the pre-test is 58.11%, in the post-test of the first cycle is 72.33% and in the post-test of the second cycle is 81.81%. It was a good progress achieved by the students in writing hortatory exposition text. The other data was collected from the interview. It can be seen that the most of the students were interested in the writing activities by using *Team-Pair-Solo* technique and they became more interesting in writing activities. According to this result, it is suggested that using cooperative learning in teaching writing are recommended to promote the students' learning achievement.