

**INCORPORATING THINK PAIR SHARE TECHNIQUE TO  
IMPROVE STUDENTS' PARTICIPATION AND WRITING  
ACHIEVEMENT AT SMP NEGERI 1 BAKAUHENI**

**(Thesis)**

**By**

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2018**

## **ABSTRACT**

### **INCORPORATING THINK PAIR SHARE TECHNIQUE TO IMPROVE STUDENTS' PARTICIPATION AND WRITING ACHIEVEMENT AT SMP NEGERI 1 BAKAUHENTI**

**By**

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The present study is aimed at investigating whether there is any effect of Think Pair Share technique on students' writing achievement. It was aimed to explore which aspect of writing was mostly influenced by the application of the technique. In addition, it was also aimed at investigating how the students' responses and participation on the application of Think Pair Share technique. This research was conducted to 34 students of eight grade students at SMP Negeri 1 Bakauheni, South Lampung in academic year 2016/2017. To collect the data, the researcher administered writing test, observation sheet and gave questionnaire. Then data were analyzed quantitatively and qualitatively. The validity of the instruments were based on face, content and construct validity, while the reliability of the questionnaire was analyzed by using Cronbach Alpha Formula.

The result showed that there was a positive effect of incorporating think pair share technique on students' writing achievement. The t-test revealed that t-value was higher than t-table and two tail significance showed that  $p < 0.05$ . Referring to the criteria, H1 was accepted. In addition, the most aspect was that influenced was content. It can be seen from the students' writing achievement between pre test and post test was 15.85 to 20.44, the gain score was 5.26. Furthermore, based on result from observation sheet and questionnaire, it indicated that students' responses and participation on the application of Think Pair Share technique were good. Therefore, it is suggested for teacher to use Think, Pair, Share technique since it gives benefits for students related to their writing.

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**By**

**Debbi Sari S.**

**A Thesis**

**Submitted in a Partial Fulfillment of  
The Requirement for S-2 Degree**



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LANGUAGE AND ARTS EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
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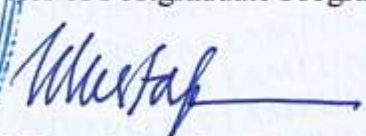
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**MOTTO**

**If you falter in a time of trouble, how small is your  
strength!**

(Proverbs 24:10)

**Keep your friend close, but your enemies closer!**

(The Godfather, 1972)



## DEDICATION

By offering praise and greatest gratitude to Lord, I would like to dedicate this piece of work to :

1. My beloved parents, Late P. Sitohang and R. Sitorus
2. My beloved Husband in life, M. Yusuf Hasibuan
3. My all families
4. My fabulous friends of the third batch of Master English Education Lampung University

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Bandar Lampung, Maret 2018  
The writer,

Debbi Sari S.

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## **I. INTRODUCTION**

The first chapter contains the background of the study, justification, research problem, the objective of the study, the limitation of the problems, the significance of the problems and the definition of key term.

### **1.1 Background of the Study**

Teaching and learning are educational activities. There are interactions between teacher and learners in the classroom. All of learning processes in the classroom depend on teaching process itself, because teaching and learning cannot be separated. Teaching is a process of transferring knowledge for someone while learning is processes of the conscious study usually done by the students in the aim at getting knowledge and information. By learning, the learners can understand and comprehend what they learn.

In the ESL and EFL context, the teachers' effort to produce students who possess the skill of writing seem to be a herculean task. Tierney as cited in Rahimi and Rahimy (2017) This is because writing skill is considered a complex cognitive

skill since it requires the students to apply appropriate cognitive strategies, intellectual skills, verbal information and appropriate motivation. The students also need to create a text using certain rules and conventions and put the knowledge that they have gathered on paper.

In Kurikulum Tingkat Satuan Pendidikan (KTSP), writing is one of the skills in English that must be mastered by the students. As one of four language skills writing is considered as the most difficult skill. Heaton as cited in Riswanto and Putra (2012) stated that, writing is complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgmental elements.

In EFL (English as a Foreign language) writing has not attracted much attention until the 1960, but nowadays it has been getting more attention. According to Harmer as cited in Faraj (2015), writing skill has been recognized as one of the fundamental skills for language learning. He has also pointed out the reasons behind the essentiality of the writing skill and teaching the writing skills to EFL students which include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. Writing approach in 1970s started gaining broad writing classroom practice and it changed the traditional practice to new methodology. As we know in traditional method practice focused on the finished work, while in new methodology learners are given the experience of going through the processes of writing as writers. So, instead of analysis and correction of the final written product (usually) given by the teacher, there comes

the process of writing in a number of activities, processes or stages, as Graves suggests that the processes include prewriting, drafting, revising, editing, and publishing (Laksmi as cited in Faraj, 2015).

Cooperative learning essentially involves students learning from each other in. Researchers and experts gave their definitions from various perspectives. As cited in Tan (2015), Slavin states that “Cooperative learning refers to a variety of teaching methods in which students work in small groups to help one another learn academic content. D.W. Johnson, R.T. Johnson as cited in Tan (2015) defines cooperative learning as “the instructional use of small groups so that students work together to maximize their own and each other’s learning”.

Cooperative learning, according to Kagan as cited in Tan (2015), was defined as “group learning activities organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others”. Vermette as cited in Tan (2015) defines cooperative learning as follows: A cooperative classroom team is a relatively permanent, heterogeneously mixed, small group of students who have been assembled to complete an activity, produce a series of projects or products, and who have been asked to individually master a body of knowledge the spirit within the team has to be one of positive interdependence, that is, a feeling that success for any one is tied directly to the successes of others. Moreover, these groups have to be assigned by the teacher and they have to include regular direct face-to-face

interaction in the classroom setting. There are many techniques available for cooperative learning. Some of the collaborative techniques are: Fishbowl, Jigsaw, Paired Annotations, Think-Pair-Share.

Students' learning participation is very important to create creative, active and pleasure situation in the teaching and its process in order to meaningful term. Students' participation means involve actively in the English teaching and learning process, students are active in answering and responding teacher's question and instruction. So, think pair share technique will be used, in order to make the students involve to participate and active in teaching and learning process. Frank Lyman as cited in Marhaeni, Putra and Jaya (2013) purposes this strategy in order to solve or at least to minimize students problems. state that Think Pair Share strategy can guide the students to their prior knowledge background and make the students active in participating classroom discussion. Hopefully think pair share technique can give opportunity for the students to think, exchange and convey their ideas with others. Think-pair-share encourages student participation in discussing and promotes forming and critiquing arguments both in small and large groups.

Incorporating the think-pair-share strategy into the classroom can have many beneficial effects. Think-pair-share is one of cooperative learning techniques. Cooperative learning has been studied and has been shown to have many benefits for learners, Lujan and Dicarlo, Cortright et al, Goodwin, and Reinhart as cited in Sampsel (2013). Also, using think-pair-share inherently increases wait time after

students are posed with a question or task (Mc.Tighe and Lyman, in Sampsel (2013). This allows more time for students to think, and has been shown to get more students involved in discussion and improve the quality of student responses (Rowe, as cited in Sampsel, 2013).

Think-pair-share is also very useful to teachers because it can be used as a valuable form of formative assessment (Cooper and Robinson, as cited in Sampsel, 2013). Furthermore, cooperative learning allows students the opportunity to work together to build a meaningful understanding of class material. Cooperative learning involves students working in small groups towards a common goal in order to increase their own and other students' understanding. Cooperative learning allows students to process new information and, through discussion and peer to peer interaction, assign meaning to what is being learned.

Writing is one of skills that students need to master. Students' acquisitions of the writing skills are given much emphasis in the educational system. Kim and Kim as cited in Agesta and Cahyono (2017) state that, in the process-genre approach, writing is believed as involving knowledge about language (as in the genre approach), knowledge of the context and the purpose of the writing (as in the genre approach), and skills in using language (as in the process approach). Badger and White mention that writing progress occurs from the exploration of the students' potential (as in the genre approach) and by giving feedback to the students (as in the process approach). Frith states that process-genre approach encouraged

learners to become collaboratively involved in planning, drafting, revising, and editing.

According to Johnson and Johnson as cited in Khabiri and Firooz (2012), “Cooperative learning occurs when group members collaborate to accomplish mutual learning goals and, either formally or informally, to engage in small groups to promote their own learning, as well as those of their fellow group members”. Johnson and Johnson as cited in Khabiri and Firooz (2012) consider positive interdependence, individual accountability, promotive interaction, the appropriate use of social skills, and group processing as the essential principles for the effective implementation of cooperation. The goal of this method is “to ensure interdependence, to create less threatening learning environment for students, to increase the amount of student participation, to reduce competitiveness, to reduce the teacher’s dominance, to create a student-centered environment, and to promote healthy psychological adjustment” (p.2). Hence, it might be plausible to assert that CL is an approach in which learners responsibly collaborate for the group’s success in a less competitive and stressful environment in which not only their learning abilities but also “negotiation skills” and may improve, Yong as cited in Khabiri and Firooz (2012). The students should be responsible in their writing and given the opportunity to share their work with others. The immediate feedback and positive reinforcement will boost their motivation to engage in writing activities.

There were some previous studies that shows the effectiveness of using Think Pair Share Technique to improve students' writing skill, the first research was *Improving Report Text Writing Through Think-Pair-Share* (Saliputra, 2013). The objective of this research was to know how the TPS improves the Students' ability in writing report text. The overall of the result in the two cycles indicates that the students' achievements in writing report text were increased and the pictures with guided questions have good effect to improve the students' writing ability. Ultimately, based on the data analysis, the writer found that there was an increase of students' achievement in writing report texts.

The second research was *Increasing Students' Ability In Summarizing Recount Text Of Writing Skill Through Think Pair Share Technique* (Purwaningtyas, Gloria, and Simbolon 2013). Based on this research, from the result of the students' score and the students' activities, it can be said that TPS technique can be used to increase students' ability in summarizing text significantly. This technique is effective because it is applied to deal with a heterogeneous students' ability, in which students are given the opportunity to collaborate with peers in the form of pair discussions to solve their problems.

The third research was *The Use Of Think-Pair-Share Technique To Improve the Writing Ability of The Students of SMA Negeri 03 Pekanbaru in Recount Text* by Ariansyah, Azhar and Masyhur (2014). This research designed to solve the students' problems in writing recount texts. It was proven that using Think Pair Share can improve students' writing ability. So, until this cycle, it could be concluded that TPS technique gave a big improvement in the writing ability of X-2 class



students of SMAN 03 Pekanbaru since the Minimum Standard of Achievement score was achieved by the students.

The fourth research was *Improving Students' Achievement On Writing Descriptive Text Through Think Pair Share* (Siburian, 2013). The research problem of the study was "How do apply Think Pair Share method to improve the students' achievement in writing descriptive Text?". It can be concluded that TPS method was very good to improve the students' achievement in writing descriptive text at Junior High School, grade IX .

The fifth research was *TPS As An Effective Technique to Enhance The Students' Achievement on Writing Descriptive Text* (Sumarsih and Sanjaya, 2013). It can be stated that TPS technique works effectively and efficiently in helping students in improving their achievement in writing descriptive text. From the result of observation sheet, it can be concluded that teaching learning process by applying TPS technique run well. The situation of teaching learning process is comfort, lively, and enjoyable. So this TPS technique created a good environment in teaching learning writing in which students became active in the process of writing, focus their mind to the teachers' explanation, and share in their team and pair and then finish in individually. In individually work, the students could improve their confidence to finish the work because they had discussed in team and pair. From the entire interview, TPS technique is very appropriate to improve the students' achievement on writing descriptive text, and hopefully the teacher will try to apply TPS in teaching learning process not only on writing but also on

another skill. From the all questionnaire data, it can be concluded that the students were very interested on the TPS technique and they do not only improve their achievement in writing descriptive text but also improve their teamwork, responsibility and self-confidence.

The sixth research was *Think-Pair-Share: Its Effect On the Academic Performance of ESL Students* (Narzoles, 2012). The findings reveal that there is a significant relationship between the motivational orientations in learning English and students' academic performance in English.

The seventh research was by Rahmawati (2017). The finding of the resaerch was the imlementation of thik pair share in teaching writing can improve students' skill in writing narrative text.

Furthermore, cooperative learning gives many benefits for students in learning including writing skill. The students can interact and share their ideas with their group and work together to solve a problem. Besides, the students can complete a task or accomplish a common goal. The important aspect for this technique is avoiding the students' boredom and ignoring the lesson or even sleeping. One of the techniques in cooperative learning is Think Pair Share (TPS) strategy. Think pair share is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations or discussions need to be held in whole group setting, and it has built in procedures for giving students more time

to think and to respond and to help each other. Students have the opportunity to share their ideas and share their mistakes into their group.

This present study relied on some theories, such as Bandura as cited in Sampsel (2013) state that cooperative learning and the cooperative learning technique, think-pair-share, is also supported by educational theory. Bandura's social cognitive theory is rooted in the idea that there is a triarchic reciprocal causality between behaviors, personal factors, and environmental factors.

In other words, if students are paired together, they will be able to discuss each student's thought process. One student may get helpful feedback from his peer or one student may provide an appropriate model for the other student (environmental factors). That student would then have a better understanding of the topic (personal factor). This increase in his understanding may help him want to volunteer a response in class (behavior). He may then gain a mastery experience by receiving recognition of his accomplishment and his helpful addition to class dialogue from his teacher and peers (environmental factor). This mastery experience may help to build the student's sense of self-efficacy so he feels he is more able to successfully contribute to class discussion and succeed in the course. Cooperative learning allows students to receive more feedback from their peers. It allows them to gain mastery experiences and vicarious experiences that help to build self-efficacy, or a student's belief in their ability to bring about a desired effect (Woolfolk as cited in Sampsel, 2013).

Furthermore, the writer brought think pair share technique to involve students in optimizing the students' writing skill. For instance, Lyman as cited in Khaghaninejad, Saadabadimotlagh and Kowsari (2015), TPS is a classroom learning activity that provides students with an opportunity to think about a key question, idea, issue, or notion and share their thoughts with a partner before discussion in a small or large group. TPS promote social skills of learners and involve them more in class discussion and consequently upgrade their meta-cognitive awareness while implementing TPS. According to El Salehi, also as cited in Khaghaninejad, Saadabadimotlagh and Kowsari (2015), Lyman's strategy provides learners with many advantages. In the first place, it motivates individual communication and involves the whole class. It stimulates silent learners to answer questions or complete the practice with a pair in place of standing in front of the students. Listening to groups' discussion in doing task and gathering their replies at the end, teachers and instructors can evaluate learners' comprehensions.

Based on the finding of the previous research, this study applied the same technique but focus on how to optimize all the students to be active in teaching and learning in class. The researcher also added one more step that was revising which was done after the students shared their writing in front of the class. Students made changes their writing based on the comments and suggestions from the other students and teacher. The genre of the text that the students did was descriptive text. Then, the researcher in her research also wanted to see the participation of the students in this study during the implementing this technique.

Based on the reasons mentioned above, the writer conducted this research in different design, it was quasi experimental design, to make it different with previous studies that used Classroom Action Research (CAR). The writer expected this technique could be more effective and optimize to improve the students' participation and achievement in writing descriptive text by adding one step which was revised after sharing their writing and become Think Pair Share and then revise to make the result better than previous studies. So, the writer took the title "*Incorporating Think Pair Share Technique to Improve Students' Participation and Writing Achievement At SMP Negeri 1 Bakauheni*".

## **1.2. Formulation of the problems**

Based on the background above, the research problems can be formulated as follows:

1. Is there any effect of Think Pair Share technique on students' writing achievement?
2. What aspect of writing is mostly influenced by the application of Think Pair Share technique?
3. What are the students' responses to the application of Think Pair share technique?
4. How is the students' participation when think pair share technique is implemented?

### **1.3. Objectives of the Study**

There are many methods to teach writing are currently being applied to improve the students' achievement especially in writing skill. Based on what describe in background of the study; moreover, this research study was intended to:

1. To find out the effect of Think Pair Share technique on students' writing achievement.
2. To find out which aspect of writing was mostly influenced by the application of Think Pair Share technique.
3. To find out the effect of Think Pair Share technique on students' participation in writing achievement.
4. To find out the students' responses to the application of Think Pair share technique.

### **1.4. Limitation of the Study**

Based on the identification of the problem, the writer limited the problem only on writing descriptive text skill. In this case, the writer assumed that Think Pair Share could be an interesting and effective technique to teach writing, and the writer also wanted to observe the participation of the students when the technique was used in teaching writing descriptive text.

### **1.5. Significances of the Study**

The writer had an expectation that the thesis can be useful for writer, English teacher and for the students:

- a. Writer: the writer expected this thesis can help her to be a good English teacher especially in teaching writing.
- b. Teacher: for the teacher this thesis can give a new paradigm to English teacher about teaching of English writing and they can discover some of the problems faced by students in learning English.
- c. Students: for the students can motivate their learning by using the technique of cooperative learning and developed their relationship in group work to solve the problems that faced in learning English.
- d. For The Institution : For the institution, it also expected that study can be share or socialized among the teachers in order to be applied the goal of the institution based on the curriculum can be achieved.

### **1.6. Definition of Key Terms**

In order to avoid misunderstanding and confusion on the parts of the readers concerning the key terms used in the context of the present study, the researcher needed to define the following terms which helps the study in defining the terms that used in this present study:

#### **1. Writing**

Writing is a process to share the idea into paragraph, and to build the language development. Writing is also a process of thinking which encourages the students' English ability.

## **2. Participation**

Participation in classroom means as interacting of with teacher or peers in form of answering and asking questions, making comments, and join in discussion by giving opinions and responds.

## **3. Cooperative Learning**

Cooperative learning is a pedagogical approach, which involved learners in their own learning by helping others learn and learning from others. Cooperative learning is a form of active learning designed to enhance individual learning via student group interaction.

## **4. Think Pair Share Technique**

Think pair share technique is a technique to accustom students to improve writing ability by writing their ideas. It challenges the assumption that all recitations or discussions need to be held in whole group setting, and it had built in procedures for giving students more time to think and respond and helped each others. This technique can guide the students to their prior knowledge background and made the students active in participating classroom discussion.

This is the end of the discussion in this chapter. The background of the study, research problem, the objective of the study, the limitation of the problems, the significance of the problems and the definition of key term have been discussed.



## **II. LITERATURE REVIEW**

A scientific study should be based on some theoretical background and empirical evidences and should contribute practical significant. The understanding of the present study is based on the discussion of the following literature review: (1) writing, (2) writing descriptive text, (3) cooperative learning, (4) Think Pair Share Technique, (5) Think Pair Share Technique in teaching writing, (6) participation in cooperative learning, (7) Process approach in Think Pair Share Technique.

### **2.1. Writing**

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. Jacobs as cited in Indah (2017) states that the competence to express ideas on written form requires effective writing skills in developing a topic to be knowledgeable, sequencing ideas logically, expressing meaning in correct diction, constructing sentences and using writing conventions. These writing skills refer to the criteria in evaluating composition namely content, organization, vocabulary, language use and mechanics. Writing plays an important part in English learning because writing

form is one of the students' thinking results. Accordingly, we can see how far the students can understand the problem or a text from their written form.

Writing is one of four English skills (listening, speaking, reading, and writing) which needs a great attention because writing skill is very difficult to be learned. Writing skill is a productive skill where people can describe their ideas freely and get information in the written form. In addition, writing is a form of communication where people can express their ideas, feeling, and experiences freely. On the other hand, Oshima and Hogue as cited in Alodwan and Ibnian (2014) indicated that writing is a thinking process which demands intellectual effort that has to be sustained over a period of time. They viewed the process approach to writing as an enabling approach in which the writer engages in the creative process of shaping their raw materials into coherent message and work towards an acceptable and appropriate form for expressing them.

By writing, people can share their experiences and tell the information to the other. People should write their ideas correctly that the ideas which are written can be easily received by the reader. In addition, it can reduce misunderstanding between the writer and the reader; therefore, the information which is received by the reader is same as the writer's ideas. Writing skill is an important thing in constructing scientific writing or document. Therefore, writing is really important to be taught and must be given a great attention by the teacher.

In addition, now writing has a large place in teaching-learning procedure in school and it becomes one of the important things in education. Therefore, students will practice writing continually using a developed media which are appropriate in the education area. Teaching writing helps the students to reinforce the grammatical structures, idioms and vocabulary that the teacher has been working with the language. Through writing the students can explore the language deeply and they also can share their ideas to the reader in the written form.

### **2.1.1 Components 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. According to Harries as cited in Astarinah (2011), there are five components of writing. They are content, form, grammar, style, and mechanics. The following are the explanation of them:

- 1) The content is the substance of writing or the expression of the main idea (unity).
- 2) Form relates to the logical organization of the content (coherence).
- 3) Grammar relates to the usage of the correct grammatical form and syntactic patterns. There are different levels of grammatical usage, the elements of writing are as follow: informal English, general English, and formal English. The best level for education field especially in senior high school is general English.
- 4) Style relates to the choice of structure and lexical items to give a particular tone to the writing.
- 5) Mechanics concern with the use of graphic convention of the language.

It can be concluded that writing is a complex skill. Basically, writing is not a single drawing a range of autographic symbols. But actually it involves a complex process done step by step to pass on knowledge or messages in our mind in a written form, which we have to the certain grammatical rules, choose the right words in our sentences and organize the logical facts.

### **2.1.2 The 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 teachers 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 as cited in Siahaan and Ginting (Unpublished Journal) the process of writing is influenced by the task environment 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.

Furthermore, Grenville as cited in Mustafa, Kirana and Bahri (2016) says that there are six steps on writing processes:

- a. Getting ideas (in no particular order).
- b. Choosing (selecting the ideas, think it will be most useful).
- c. Outlining (putting these ideas into the best order-making a plan).
- d. Drafting (doing a first draft from beginning to end, without going back).
- e. Revising (cutting, adding or moving parts of this draft where necessary).
- f. Editing (proof reading for grammar, spelling and paragraphs).

According to Oshima and Hogue as cited in Dewinta and Analido (Unpublished Journal) there are some three stages in writing process.

1. Prewriting. In this stage, the teacher and students find or determine the topic that will be used by the students to write.

2. Planning. In this stage, the students have to ready for writing process. The students will generate the information and ideas that they get and begin to write a simple outlining based on the topic.
3. Writing and Revising. The students begin to write the outline before into good arranging sentences or text. The students also check for the grammar, structure and spelling. After they finish By following the steps of writing, the students can develop their writing ability to be bettertheir handwriting, they are ready to write the final essay.

Based on the explanation above, there are four steps of writing process in generally. The first step is prewriting. In prewriting we collect all information which is related to the topic that will construct to be text. The second step is writing. In this step we arrange and write the information become the sentences. The third step is editing. In editing we check and fix the mistakes part of structure and grammatical of the text. The last step is publishing.

### **2.1.3 Genres of Writing**

Genre is the text types that can be defined as a culturally specific text types which result from using language both in written and spoken to help accomplish. As stated by Harmer as cited in Erningtyas (2014) that genre is the norms of different kinds of writing. There are thirteen types of genre; spoof, recounts, reports, analytical exposition, news item, anecdote, narrative, procedure, description, hortatory, exposition, explanation, discussion, and reviews. Every genre has a

number of characteristics and it has the specific purpose which makes it different from other genre. In this study, it is only focused on descriptive text.

Yan as cited in Agesta and Cahyono (2017) explains what occurs during the six steps in process-genre approach, they are:

1. The first step is preparing. In this step the teacher prepares the students to write the specific genre by anticipating the generic structure of the text. The second step is modelling and reinforcing. The students are introduced to the model of the text by considering the social function and the structure of the text. In this step the teacher helps the students compare the text that is learned with the other text.
2. The next step is planning. The students are helped to develop their interest in the topic by connecting it with their experience. In the planning stage, students are given some activities, such as brainstorming, discussing, and reading associated material.
3. After the planning step, the teacher facilitates the students to construct the text. The teacher and the students work together to write the text. The students give information and ideas, and the teacher writes them on the whiteboard. This step is called joint constructing.
4. The next step is independent constructing. In this stage, students are given the time to compose the text independently but the teacher can facilitate the students by helping, clarifying and consulting about the process.

## **2. 2 Descriptive Text**

According to Anderson and Anderson as cited in Dzukifli (2013), a description text describes a particular person, place or thing. Its purpose is to tell about the subject by describing its features without including personal opinions. Description differs from an information report because it describes a specific subject rather than a general group. The example of descriptions texts include descriptions of a particular building, description of a specific animal, descriptions of a particular places, and descriptions of a specific person and it has the aim that is giving description of the object to the reader clearly.

### **2.2.1 Generic Structure**

The generic structure of descriptive text can be defined as identification and description.

(a) Identification: Identifies phenomenon to be described.

(b) Description: Describes parts, qualities, characteristics, etc.

### **2.2.2 Language Features**

Language features of descriptive text are very simple and easy to be taught. They usually use present tense. Descriptive texts contain some adjective clause. However, sometimes it uses past tense if the thing to be described doesn't exist anymore. As cited in Dzukifli (2011,p. 24) the language features of descriptive text are:

1. using attributive and identifying process,
2. using adjective and classifiers in nominal group,



3. using simple present tense.

The explanation above describes that there are two parts of generic structure in a descriptive text. They are identification and description. They cannot be separated because they are a component or part in a descriptive text. The function of the parts of generic structure above is to make the descriptive text more structured so that it makes the writer easier in writing descriptive text.

### **2.2.3 Measurement of Writing Skill in Descriptive Text**

To know students' ability in writing, there are some criteria that must be considered. Hughey et al as cited in Gintings and Ramini (Unpublished) states that there were five points that important to be measured, they are:

- 1) Content: the ability to think creatively and develop thought including all of the relevant to assigned topic.
- 2) Organization: the ability to write in appropriate manner for a particular purpose with a particular audience in mind, together with an ability to select, to organize and other relevant information.
- 3) Vocabulary: the ability to write thaw or effectively and to appropriate register.
- 4) Language Use: the ability to write correct and appropriate sentences.
- 5) Mechanics: the ability to use correctly those conventions peculiar to written language, e.g. punctuation, spelling.

### **2.3 Teaching Writing**

In mastering English as a foreign language, there are four skills that we have to learn, they are listening, speaking, reading, and writing. From the listening until writing, writing is the most difficult skill compared with others. It seems from the structure, grammar, word choices, etc. Thus, English teacher have to concern on choosing the best technique in teaching writing.

Writing in the second or foreign language is quite difficult than it is in native language. Those difficulties are caused of the lack of vocabulary, knowledge of grammar and mastery of putting sentences in good arrangement appropriate with cohesion and coherence theories. In order to make learners as a good as the writers, teacher should teach about grammar, language feature, punctuation, vocabularies and also discourse to make a text reasonable and does not out of context. Teachers have significant roles in the process of teaching and learning. It is also needed in the process of writing. According to Harmer as cited in Erningtyas (2014), there are three roles of English teachers in teaching writing.

#### **1) Motivator**

As a motivator, an English teacher has to be able to motivate the students in writing tasks by creating the right situation for generating the ideas, persuading them of the usefulness of the activity, and encouraging them to make a s much as effort as possible for maximum benefit.

## 2) Resource

The teacher needs to be ready to provide information and language where necessary to the students. He or she must be available and well prepared to look at the students' progress, offer advice and suggestions in a constructive and tactful way.

## 3) Feedback provider

As a feedback provider, an English teacher should give encouraging responses to the students' writing. When offering correction, the teacher should choose what and how much to focus on based on what the students need at this particular of their studies, and on the tasks they have undertaken.

The three important roles are the key point of the teachers to succeed the teaching process especially in teaching writing. The success of teaching writing then depends on how the teachers can play their three functions effectively. Therefore, it is very worth considering for the teachers to combine these significances when they are teaching.

## **2.4 Cooperative Learning**

Calderon as cited in Mekki (2016) states that cooperative learning can be defined as a strategy for the classroom that is used to increase motivation and retention, to help students develop a positive image of self and others, to provide a vehicle for critical thinking and problem solving, and to encourage collaborative social skills.

While Zaitwan as cited in Hamdan (2017) states that cooperative learning is one

of the active learning strategies and so on with the process of learning as a replacement for the traditional system of learning so as the process of learning for traditional learning system by Small learning groups.

Cooperative learning is different from group work. In-group work, students are put together and asked to work together to learn, to complete a group project, or to do a group presentation. Like cooperative learning, the social organization of group work is cooperative. Cooperation is the goal. However, as anyone that has worked in an unstructured group can attest, often that is not what happens. Some students may do most or all the work. Some students do little or none. Some students work independently.

Mandal as cited in Erningtyas (2014) suggests a number of cooperative learning strategies that could be implemented in the classroom to enhance students' writing performance. The strategies could be carried out during the process of writing that is planning, translating and reviewing so that the product produced by the group is good. There would be many discussions during the process of drafting a composition. The students would be urged to think in the language but the teacher should encourage and motivate the students to participate in good discussions.

#### 1) Think-Pair-Share

It is a quite simple and quick technique in which the teacher develops and poses questions. Then, the teacher gives the students a few minutes to think about the answer and share their ideas with a partner. Students are encouraged to collect and

organize their thoughts and then compare and contrast their understanding with one another. Sharing their ideas with their peer is like rehearsing their response first in a low-risk situation before they are engaged in public with the whole class.

#### 2) Three-minute review

The teacher gives a short time for the group members to review what has been said, ask clarifying questions or answer some questions during the discussion. The teacher can ask students to review any time during the discussion on various format of letter writing, report writing, and the like.

#### 3) Buzz groups

Teacher can set up students in groups of four or six that should be form quickly and extemporaneously. Each group discusses on a given topic with their group members. The discussion can be done informally as it serves as a warm-up to whole-class discussion. This strategy can be used to write essays on current issues in which the students are encouraged to exchange the ideas.

#### 4) Write around

Write around technique is suitable for creative writing or summarizing in which the teacher would give a sentence starter. For example, if there were no plant the earth. A man met an alien on the sea shore. After that, each member of the group should write the next line to finish the sentence. It goes round and round, they pass the paper to the right, read the one they receive, and add sentence until they

have final written a story. The teacher gives student time to add conclusion and edit their favorite one to share with the class.

#### 5) Praise-Question-Polish

The group members take turn to read aloud the their paper while the other groups follow along with copies. After that, they give feedback to the piece of writing by asking them to identify what they liked about work (Praise) and what portion of the writing they did not understand (Question). The other groups may offer some suggestions for improvement of the writing (Polish). The students would be able to improve their own writing by critically evaluating the writing of their peers.

From 5 types of cooperative learning above, the researcher will choose Think Pair Share technique in her research, because the researcher think that that technique is a good technique and appropriate for the junior high school level then can make the students be more active and confidence in writing task. By using Think Pair Share technique it is supposed that the students could interact with other student in pair and solve the problem in their own writing.

#### **2.4.1 The Advantages and Disadvantages of Using Cooperative Learning**

As cited in, Mekki (2016) according to Daniels, cooperative learning structures give students a frame work of support for their language learning experience, from this framework, students will facilitate confidence in their learning environment and become more eager to speak out in class. While Strickl and Feeley as cited in mekki (2016) mention that when students use language for learning tasks, they

have to work together to complete a particular objective and make their ideas clear to others and extend themselves as bit to appreciate another's perspective on a problem. It is an excellent path of conducting communicative language teaching.

Salem as cited in Mekki (2016) states that there are many advantages that can result from using cooperative learning strategies:

1. Cooperative learning is fun, so students enjoy it and are more motivated.
2. Cooperative learning is interactive, so students are engaged, active participants in the learning.
3. Cooperative learning allows discussion and critical thinking, so students learn more and remember what they have learned for a longer period time.
4. Cooperative learning requires students to learn to work together, which is an important skill for their future.
5. Cooperative learning permit more opportunities for personal feedback. Because there are more exchanges among students in small groups, your students receive more personal feedback about their ideas and responses. This feedback is often not possible in large-group instruction, in which one or two students exchange ideas and the rest of the class listens.

Briefly, it can be said that cooperative is effective in English teaching in the EFL classroom. From the above explanation, cooperative learning is a good method that has some advantages in the teaching and learning process. Here, the writer notes some advantages of cooperative learning that support by expert, they are:

1. Cooperative learning can benefit both low- and high achieving students who work together on academic task.
2. Effect of cooperative learning is wider tolerance and acceptance of people who are different knowledge and ability.
3. The objective of cooperative learning is teach the students in a group to interact each other and work together to solve the problem.

Nevertheless, these are some disadvantages of cooperative learning. Although many scholars state cooperative learning is very good impact on learning, but according to Rofiq in Esa and Mahbib (2015), he found a few weaknesses in learning cooperative methods. Although cooperative learning has its own power, cooperative learning also has own obstacles that prevent its use in a variety of situations. Anyway, this weakness can be overcome by proper planning and preparation. The disadvantages faced by teachers when implementing cooperative learning are:

1. Teacher's ability to control cooperative learning in class.

Lack of direction and guidance that can lead to behavior not want to socialize or all members want to talk at the same time. There are some cases that members do not participate or are members try to dominate others and impose views he or expert supervision of teachers be ignored. These obstacles can cause noise and applies the state class where students discuss things that are not necessary and is not a topic to be learned. Finally, cooperative learning will be in a wasting of time. Sometimes teachers feel uneasy when they wanted to ensure whether their



students will perform tasks or work with honest or try to deserve a good grade by the group of students.

## 2. Over reliance on a group of friends

Cooperative learning can make students become dependent on each other and can have negative effects when they are required to work individually. It becomes difficult when it involves emotion as the nature of student cooperative or otherwise.

## 3. The issue of time constraints

Teachers need time to plan their strategies in terms of time for preparation and implementation. Hence, teachers do not have enough time to complete their syllabus. According to Chen and Goswami teachers must mastered with extra effective alternative teaching methods of cooperative learning in order to teach the students to the teaching profession easily and successfully build a sense of trust in students. Besides that formerly teachers often focus on the assessment of the performance or monthly tests.

### **2.4.2 Concept of Participation in Cooperative Learning**

Cooperative learning, also called peer learning, is considered one of the established, popular and effective approach, and active class participation is considered an essential element of this type of learning. Similarly, Long et al. as cited in Linda (2010, p.38) found that pair or group interaction among learners provides more opportunities to negotiate the input than teacher-learner interaction.

In addition to getting more turns, students perform a wider range of communication functions with the language.

Peer learning essentially involves students learning with and from each other as fellow learners without any implied authority to an individual, based on the tenet that students learn a great deal by explaining their ideas to others and by participating in activities.

Students should be involved in discussion in order to enhance student cooperation for positive learning outcomes and confidence building. Furthermore, learners become more aware of their own thinking process by sharing views and perspective with others, thus, approaching the subject from diverse ways they can also build on each other's contribution to reconstruct new interpretations and views and promote their reflecting, planning and metacognitive, Arvaja in Linda (2010,p.38). This produces a more open learning environment where students speak out more freely with confidence and acquire related skills.

### **2.5. The Nature of Think Pair Share**

Think Pair Share (TPS) integrates wait-time, verbal rehearsal, discussion, and cooperative learning. TPS is defined as “a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group”, (Mc.Tighe and Lyman, cited in Narzoles,2012).

In addition, Nur cited in Sanjani (2015,p.29) states that TPS is a cooperative learning structure that is very useful, the point is when the teacher presenting a lesson, asking students to think the question, and pairing with partner discussion to reach consensus on the question. Finally, the teacher asks students to share the discussion.

Think-Pair-Share is a strategy that includes three powerful tools (thinking, collaborating, verbalizing) to improve the participation, engagement, and achievement of students (Mc. Tighe and Lyman, as cited in Al-Bessairi (2013)). Think-Pair-Share provides students with the opportunity to carefully think and talk about what they've learned. The strategy requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students. In addition, the strategy incorporates various learning styles which results in a greater amount of involvement and interaction from more students (ESA 6 and 7 as cited in Sanjani, 2015,p.29 ).

From the definitions above, it can be concluded that Think-Pair-Share refers to one of the cooperative learning strategy that sets students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes.

Students think through questions using three interesting parts:

- 1) Think: Students think independently about the question that has been posed, forming ideas of their own.
- 2) Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
- 3) Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

On the other hand, Think-Pair-Share is a strategy designed to provide students with “food for thought” on a given topics enabling them to formulate individual ideas and share these ideas with another student. It is a learning strategy developed to encourage student classroom participation. Rather than using a basic recitation technique in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of pupil response and can help keep students on task.

### **2.5.1 The Purpose of TPS**

This simple technique keeps all the students involved in class discussions and provides an opportunity for every child to share an answer to every question. It is a learning technique that provides processing time and builds in wait-time which

enhances the depth and breadth of thinking. It takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with a partner before they are called on to respond. According to Lie as cited in Sanjani (2015, p.30) there are some purposes of working in pairs. First, it can increase the students' participation. Second, the students have more opportunities to give their contribution. Last, it is not wasting time to build a team.

### **2.5.2 The Benefit of TPS**

There are some advantages of using the Think-Pair-Share technique. The benefits may affect both students and teachers. The first benefit is for students. With the Think-Pair-Share technique, students are given time to think through their own answers to the question(s) before the questions are answered by other peers and the discussion moves on. Students also have opportunity to think aloud with another student about their responses before being asked to share their thinking with at least one other student; in turn, increases their sense of involvement in the classroom learning.

As a Cooperative Learning strategy, the Think-Pair-Share also benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school. Students spend more time on task and listen to each other more when engaged in the Think-Pair-Share technique activities. More students are willing to respond in large groups after

they have been able to share their responses in pairs. The qualities of students' responses also improve.

The second is the benefits for teacher. It is a freedom for teachers to master new professional's skill, particularly those emphasizing communication. Students can practice in peer teaching, that requires that they understand the material at deeper level than students typically do when are simply asked to produce an exam. It can increase frequency and variety of second language practice through different types of instructional. So, the teacher can develop the appropriate instruction for the students.

## **2.6 Using Think Pair Share in Teaching Writing**

In teaching and learning process, the teacher had used some techniques for teaching writing; however, the techniques were not really the solution of the problem. The fact showed that the techniques which had been used in teaching report paragraph writing were needed to be changed. There are some ways to solve the problems and one of them is by using Think Pair Share.

The application of think pair share in teaching writing is aimed to solve the problem in improving writing skill of the eighth grade students especially in writing descriptive paragraph. In think pair share, the students are allowed to work in pair where they can motivate each other in mastering writing skill. In addition, in pair, the students can revise their descriptive paragraph with their partners. The use of think pair share in teaching writing also helps the students to build their self

confidence by studying in pair. As the result, they are ready to share their work confidently to the whole class.

According to Ulrich and Glendon as cited in Laini (2014) using think pair share in teaching and learning process gives the students a chance to discuss their individual solutions with another student where the students get both positive reinforcement and support for their answer, which increase their confidence before presenting their thoughts to the whole class. In addition, using think pair share can encourage the students to be more active and comfort in developing their ideas especially in written form.

### **2.7 Think Pair Share Technique in Process Approach**

In think pair share, the students are allowed to work in pair where they can motivate each other in mastering writing skill. In addition, after sharing session, the students can revise or edit their descriptive paragraph with their partner. The use of think pair share in teaching writing also helps the students to build their self confidence by studying in pair. As the result, they are ready to share their work confidently to the whole class.

Process approaches to writing predominantly focus on the processes and stages which gradually lead to the writing product and thus help the learners to demonstrate improvement at each stage in order to come up with an effective writing outcome. According to Badger and White as cited in Khabiri and Firooz (2012) these approaches deal with linguistic skills such as planning and drafting.

Richards and Schmidt also consider process writing as “an approach which emphasizes the composing processes writers make use of in writing and which seeks to improve students’ writing skills through developing their use of effective composing processes” (p. 421). Process approach in writing are classified into five stages, which are:

1. Pre - writing
2. Drafting
3. Revising
4. Editing: proofreading
5. Publishing

The think, pair, share technique is a cooperative learning technique that encourages individual participation and was applicable across all grade levels and class sizes. Students think through questions using three distinct steps:

1. Think: Students think independently about the topic that has been posed, forming ideas of their own. Based on process approach in writing, this step was included into *pre-writing and drafting*.
2. Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others. This step is categorized into *writing and revising*.
3. Share: Student pairs share their ideas about a topic given with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become



more refined through this three-step process. This step is categorized into *editing publishing*.

## **2.8 Procedures of Think Pair Share in Teaching Writing**

According to Kagan as cited in Sugiarto and Sumarsono (2014) states that there are five steps in Think-Pair-Share model, they are:

### 1. Organizing students into pairs.

*Think-Pair-Share* technique is begun by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students. Besides, they will have higher chance to know each other closely, and it will increase the respect of a student to others.

### 2. Posing the topic or a question.

Next step is posing a question or a topic to the students. This question should be in general and has many kinds of answers. For example, “what do you know about narrative?” If they read a text, the question may “what is the message in the text?” It makes the students think deeper and deeper, and they can give their opinions in many aspects.

### 3. Giving time to students to think.

The teacher should give the students several minutes to think an answer of the question given before. They should analyze the question and use their critical thinking to answer it. Hopefully, each student has a different answer to be shared to his or her classmates.

4. Asking students to discuss with their partner and share their thinking.

In this section, each student will share his or her own answer to his or her partner in pairs. They will share their thinking and discuss each other to find the best answer. Furthermore, this activity can be developed into higher level by gathering one pair into another pair, so that there will be some groups that consist of four students in each group. It means that there will be many ideas to be shared in order to find the best answer, and it helps the students to improve their critical thinking and analyzing. However, this activity helps the students develop not only their knowledge, but also their communicative skill and confidence.

5. Calling on a few students to share their ideas with the rest of the class.

The last step of this model is calling some students to share their ideas with the rest of the class. Some students give their answer, and the others can give their opinion or other answers. However, it improves not only the student's knowledge but also their confidence.

## **2.9 Advantages of Think pair share in Teaching Writing**

There are many advantages of Think Pair Share technique in teaching writing. Those are motivate the students in mastering writing ability, the students can revise or edit their writing with partners, helps the students to build their self confidence by studying in pair. As the result, they are ready to share their works confidently to the whole class. According to Ulrich and Glendon as cited in Laini (2014), using think pair Share in teaching and learning process gives the students a chance to discuss their individual solutions with another students where the

students get both positive reinforcement and support for their answer, which increase their confidence before presenting their thoughts to the whole class. In addition, using think pair share can encourage the students to be more active and comfort in developing their ideas especially in written form.

According to Kagan as cited in Sugiarto and Sumarsono (2014) mentions some benefits of Think-Pair-Share, they are:

1. When students have appropriate "think time," the quality of their responses improves.
2. Students are actively engaged in thinking.
3. Thinking becomes more focused when it is discussed with a partner.
4. More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.
5. Many students find it easier or safer to have a discussion with another classmate, rather than with a large group.
6. No specific materials are needed for this strategy, so it can be easily incorporated into lessons.
7. Building on the ideas of others is an important skill for students to learn.

### **2.10 Disadvantages of Think Pair Share**

The disadvantages of think pair share technique according to Lyman are as follow:

- a. Learners work at different speed.
- b. Learning experience or outcome is difference for each learners.

- c. Group dynamic may have a negative on the learning outcome, e.g. one person takes over the group or quite people miss out.
- d. Group members might work inefficiently, e.g. discuss irrelevant topics.
- e. Each student should think individually at first, express their idea in pairs later and discuss what they make to other teams need a lot of time, this technique may be consume a lot of time.
- f. Students need time for thinking and process of discussion need long time.

The Think-Pair-Share technique requires the students to work in pairs and in a group. Lie as cited in Sanjani (2015) states that the problems of working in pairs are two problems. First, there are a lot of groups. Because of it, the teacher has to monitor the students. Second, because a team consists of two students, they have less idea. In addition, they may feel bored if they have to work together with the same team members. To overcome the problem, the teacher can switch the member. For example the teacher divides the students based on the number of students, the number of the desk, or depends on the students' choices. From the solution, they can interact with other student in the class. Thus, it can minimize their boredom in implementing this technique.

### **2.11 Theoretical Assumption**

Writing is one of four skills in language learning, it is also considered as a difficult skill since writing is a productive skill that produce a product. This study will implement Think Pair Share technique in teaching and learning process. Think Pair Share (TPS) is one of the Cooperative Learning methods which poses

a challenging or open-ended question and gives students a half to one minute to think about the question or topic. Students then pair in group or neighbor sitting nearby and discuss their ideas about the topic for several minutes. The Think-Pair-Share structure gives all students the opportunity to discuss their ideas.

The researcher offers this technique that have to be applied in the learning process of writing descriptive paragraph because Kenyon as cited in Alodwan and Ibnian (2014) stated that significant changes are being made in writing classrooms, new strategies such as problem solving are proving effective in bringing passive students into the learning process in an active way and increasing the efficiency of their learning.

According to Calderon as cited in Mekki (2016) cooperative learning can be defined as a strategy for the classroom that is used to increase motivation and retention, to help students develop a positive image of self and others, to provide a vehicle for critical thinking and problem solving, and to encourage collaborative social skills. In cooperative classrooms, students are expected to help each other to discuss and argue with each other, to assess each other's current knowledge and fill in gaps in each other's understanding, so that the interest and active students in the learning process can be improved not only individually but in groups or together. Learning method, which the researcher refers to is Think Pair Share (TPS). The researcher assumes that this technique will help the students to improve their participation in learning process and writing achievement in descriptive text.

This is the end of the discussion in this chapter. The literature review of this research has been discussed.

### **III. RESEARCH METHOD**

In this chapter, the writer discussed briefly the research design, setting of the study, research participant, data collecting techniques, research instruments, validity, reliability, and data analysis.

#### **3.1 Research Design**

In this research, the writer used quasi experimental design to answer all the research questions. The quantitative method was used to see the effectiveness of think pair share technique to improve students' writing achievement when the technique was implemented. The qualitative data was obtained and analyzed from the questionnaire and observation sheets to see the students' responses and participation when the technique was implemented.

This quasi experimental research used one group pretest posttest design, namely experimental group. The research used one class, this class was given pre test and post test and three times treatment. The first step, the researcher used conventional way in teaching writing where the researcher just gave explanation about the topic,

then the students were asked to write based on the topic given. In this case, this conventional way was applied once and then the researcher gave writing test for pre test score. The researcher gave pre test before the treatment in order to know homogeneity of the students' ability. Furthermore, the next step, the students was treated by incorporating Think Pair Share technique in teaching writing for three meetings. After conducting the treatments for two meetings, the post-test was given to find out the increase of the students' achievement in writing descriptive text. The different results between the pre-test and post-test was found, and then these different results was compared in order to know whether incorporating Think pair share technique produced a greater change than conventional way.

Besides that, the researcher also checked the students' activities in learning process by using observation sheet. According to Hatch and Farhady (1982:20) this design was an improvement over the-one-shot case study because you measured the gains that the subjects made rather than just looking at how well everyone did it at the end.

There were two tests:

<b>T1 X T2</b>
----------------

Where:

T1: Pretest

X : Treatment

T2: Posttest

(Hatch and Farhady, 1982: 20)



### **3.2 Setting of the Study**

The research was carried out in SMP Negeri 1 Bakauheni. This school was located at South Lampung Regency. In this school the students were lack of writing performance, and for the students, English was a difficult subject since it was not their mother tongue. It was expected that by incorporating think pair share technique motivated the students to learn English and influenced students' way of learning to write. In this school, each grade consists of 6 classes. There were 4 English teachers.

### **3.3 Research Participants**

The participants in this research consisted of the researcher as the teacher, the English teacher as the collaborator, and the students as the sample. The researcher took one class as the sample of the research. The participants of the study were eighth grade students at SMP Negeri 1 Bakauheni, South Lampung in academic year 2016/2017. The sample of the study was chosen by the researcher, the researcher choosed VIII F as the sample because the researcher observed that the students in this class faced difficulties in learning English especially write in English. The total number of the sample in this research were 34 students.

### **3.4 Data Collecting Technique**

In conducting this research, the researcher needed some ways or techniques to collect the data for doing the purpose, that were as follows:

### 3.4.1 Writing Test

In analyzing the data, the writer tested the hypotheses whether there was a significant difference between two variables which were tested. Before the writer analyzes the data, it was necessary to calculate the data into the statistic calculation. The writer used formula to calculate the data. T-test used to find whether there was a significant difference between the score of students' achievement in learning writing skill by using Think Pair Share technique. In the process of conducting the test, the students were assigned to write descriptive text.

The tests was conducted before and after the students were given the treatments by using Think Pair Share. The test itself must be readable which means if the test was tested to some students out of the sample group, they understand the instruction of the test and do as the instruction asks to. In this research, the researcher uses writing test. It was graded by using scoring rubric which was included content, grammatical rules (language), organization, vocabulary, and mechanics.

The researcher used two writing test, that was pre test and post test. The researcher asked the students to make a descriptive text based on the topic given. In scoring students' composition the researcher was going to use the scoring system stated by Tribble (1996: 130-131) they were:

Table 3.1 Scoring System in Writing

AREA	SCORE	DESCRIPTOR
Task fulfillment/ content	20–17	<b>Excellent to very good.</b> Excellent of the subject considerable variety of ideas to argument; independent and through interpretation of the topic; content relevant to the topic; accurate detail.
	16–12	<b>Good to average.</b> Adequate treatment of topic: some variety of ideas or argument; some independence of interpretation or the topic; most content relevant to the topic; reasonably accurate detail.
	11–8	<b>Fair to Poor.</b> Treatment of the topic is hardly adequate; little variety of ideas or argument; some irrelevant content; lacking detail.
	7–5	<b>Very poor.</b> Inadequate treatment of the topic; no variety of ideas or argument; content irrelevant or very restricted; almost no useful detail.
	4–0	<b>Inadequate.</b> Fails to address to the task with any effectiveness.

AREA	SCORE	DESCRIPTOR
Organization	20–17	<b>Excellent very good.</b> Fluent expression, ideas clearly stated and supported; appropriately organized paragraphs or sections; logically sequenced (coherence); connectives appropriately used (cohesion).
	16–12	<b>Good to average.</b> Uneven expression, but main ideas stand out; paragraphing or section organization evident; logically sequenced (coherence); some connectives used (cohesion)
	11–8	<b>Fair to poor.</b> Very uneven expression, ideas difficult to follow; paragraphing/organization does not help the reader; logical sequence difficult to follow (coherence); connectives largely absent (cohesion).
	7–5	<b>Very poor.</b> Lacks fluent expression; ideas difficult to follow, little sense of paragraphing/organization; no sense of logical sequence (coherence); connectives not used (cohesion).
	4–0	<b>Inadequate.</b> Fails to address this aspect of the task with any effectiveness.

AREA	SCORE	DESCRIPTOR
Vocabulary	20–17	<b>Excellent to very good.</b> Wide range of vocabulary; accurate word/ idiom choice and usage; appropriate selection to match register.
	16–12	<b>Good to average.</b> Adequate range of vocabulary; occasional mistakes in word/idiom choice and usage; register not always appropriate.

	11-8	<b>Fair to poor.</b> Limited range of vocabulary; a noticeable number of mistakes in word/idiom choice and usage; register not always appropriate.
	7-5	<b>Very poor.</b> No range of vocabulary; uncomfortably frequent mistakes in word/idiom choice and usage; no apparent sense of register.
	4-3	<b>Inadequate.</b> Fails to address this aspect of the task with any effectiveness.

AREA	SCORE	DESCRIPTOR
Language	30-24	<b>Excellent to very good.</b> Confident handling of appropriate structures, hardly any errors agreements. Tense, number, word order, articles, pronouns, prepositions; meaning never obscured.
	23-18	<b>Good to average.</b> Acceptable grammar, but problems with more complex structures ; mostly appropriate structures; some errors of agreement. Tense, number, word order, pronouns, prepositions; meaning something obscured.
	17-10	<b>Fair to poor.</b> Insufficient range of structures with control only shown in simple constructions; frequent of error agreement. Tense, number, word order, articles, pronouns, prepositions; meaning sometimes obscured.
	9-16	<b>Very poor.</b> Major problems with structures -even simple ones; frequent errors of negation, agreement. Tense, number word order/function, articles, pronoun, prepositions; meaning often obscured.
	5-8	<b>Inadequate.</b> Fails to address this aspect of the task with any effectiveness.

AREA	SCORE	DESCRIPTOR
Mechanics	10-12	<b>Excellent to very good</b> Demonstrates full command of spelling, punctuation, capitalization, and layout.
	7-9	<b>Good to average.</b> Occasional errors in spelling, punctuation, capitalization, layout.
	4-6	<b>Fair to poor</b> Frequent errors in spelling, punctuation, capitalization, layout.
	1-3	<b>Very poor.</b> Fails to address this aspect of the task with

(Tribble, 1996: 130- 131)

For the average score, the student's writing ability could be concluded by using the standard taken from Reid as cited in Riswanto (2012).

**Table 3.2. Writing Category**

	<b>SCORE</b>	<b>CATEGORY</b>
A	90 – 100	Excellent
B	80 – 90	Very Good
C	70 – 80	Average
D	60 – 70	Poor
E	Below 60	Very Poor

### **3.4.2 Observation Guide**

In this study, the researcher conducted an observation to see how the students' participation while the treatment applied in order to see whether there were positive effect during the process of teaching and learning activities in the classroom or not. The observer in this research was done by another English teacher in the school. The informations that obtained from this activity was used to determine whether the students' were active or not while the technique was applied in class based on the steps of think pair share technique theory by Mc. Tighe and Lyman as cited in Narzoles (2012), which this technique sets students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group. Based on the theory of think pair share technique itself, the researcher constructed the items of observation guide based on some indicators as follow:

**Tabel 3.3. Table of specification**

No	Indicators	Ordered Number
1.	Students' interest toward "think" activity	1a, 1b
2.	Students' interest toward "pair" activity	2a, 2b, 2c
3.	Students' interest toward "share" activity	3a, 3b, 3c, 3d
4.	Students' activity in doing evaluation	4a, 4b

(Based on theory of TPS by Mc. Tighe and Lyman)

### 3.4.3 Questionnaire

The questionnaire helped the researcher to find out the students' problem and responses, during the process of teaching and learning process by applying Think Pair Share Technique. The researcher provided the students some statements in the form of questionnaire.

Questionnaire was given in Indonesian to make sure that students understand the questions and avoid miss understanding. There were 20 statements based on the guidelines, they were categorized into interest, difficulty, advantage, relevancy, and effectiveness. Students gave check mark ( ) to strongly agreed and strongly disagreed column based on their opinion. The researcher made the questionnaire based on the guideline below:

**Table 3.4. Specification of Students' Response Questionnaire**

<b>Objective</b>	<b>Aspect</b>	<b>Indicators</b>	<b>Number of Items</b>
This specification is used to assess students' responses toward the implementation of think pair share technique	Students' Responses	1. Students' interest toward writing through Think Pair Share Technique	1,3
		2. Students' difficulties in writing through Think Pair Share Technique	2,7,14,15,18,7
		3. The benefits of applying Think, Pair, Share technique	4,5,11,13, 20
		4. The effectiveness of writing descriptive through Think, Pair, Share technique	8,9,12,16,17
		5. Relevancy of Think Pair Share to be applied in writing	6,19

(adapted from Izza,2015)

### 3.5 Research Instruments

In this research, the data was collected by quantitative and qualitative approaches.

Quantitative data was collected by administering composition test and qualitative data

was a research method that describes the situation and the event (Sugyono, 2004:4).

The instruments of the research that used were:

### **3.5.1 Writing Test**

To answer research question number 1 and 2, the researcher used writing test as the instrument for collecting data. The writer made the test based on the topic that was taught. In constructing the test in this study, the consideration was made based on the suitable level between the learners and the material that was given.

### **3.5.2 Questionnaire Items**

To answer research question number 4, to see the students' responses on Think pair Share technique the researcher gave questionnaire. The questionnaire items consisted of 20 items. The questionnaires were constructed based on theories of Think Pair Share Technique and adopted from Izza (2015).

### **3.5.3 Observation Sheet**

Based on research question number 3, to see the students' activities in incorporating the think pair share technique, the researcher used observation sheet to find out the whole activities happened in the class from beginning to the end. The observer of this research was the English teacher from the school as the collaborator Heru Setiawan, S.Pd.



### **3.6 The Validity and Reliability**

A test was expected to be good if it was valid and reliable. To ensure that the test was already good both its validity and reliability should be established.

#### **3.6.1. The Validity of Instruments**

It was vital for a test to be valid in order for the results to be accurately applied and interpreted. Related to this case, this study used content and construct validity. They concerned with how well the test measure the subject matter and learning outcomes covered during the instruction period. In addition, there were three types of instruments that the researcher used. They were writing test, observation questionnaire.

##### **3.6.1.1. Validity of Writing Test**

Validity refers to the extent to which the test measures what is intended to measure. A test can be said valid if the test measures the object to be measured and suitable for the criteria (Farhady, 1982: 251). Validity can be defined as the degree to which a test measures what it supposes to measure. The validity of the instruments in this present study was related to face validity, content validity and construct validity.

A good writing test must be valid. To get face validity, the instruction of writing test was clear, readable, and understandable to be done by the students or not. Then, the content validity is the extent to which a test measures a representative sample of the subject matter. The focus of content validity is on the adequacy of the sample and not

simply on the appearance of a test. To assure ourselves of content validity of a test, the content of whatever we wish to measure must be carefully define (Farhady, 1982: 251). To get content validity, the writing test emphasized on the equivalent between the material that has been given and the items tested. Simply, the item in the test must represent the material that has been taught. In addition, to get this validity of writing test, the material and the test were composed based on the basic competence in junior high school syllabus, academic year 2016 – 2017.

Then, these more specific and immediately practical uses, we sometimes wish to establish the validity of certain general psychological constructs. Whenever we wish to interpret test performance in terms of psychological traits, we are concerned with construct validity (Farhady, 1982: 252). For construct validity, it concerned on whether the test was actually in line with the theory of what writing was. It meant that the test measured certain aspects based on the scoring rubric of writing that used by the reseacher. In this case, the researcher examined it by referring to the theories of aspects of writing based on Tribble (1996). Related to construct validity, researcher used theory of writing by Jacobs. and theory of Think, Pair, Share by Mc. Tighe and Lyman, as cited in Narzoles, 2012 as the framework.

### **3.6.1.2 Validity of Questionnaire**

While for the questionnaire, to get face validity, the items in the questionnaire had been clear, readable, and understandable to be responded by the students. Then, to get content validity, the items in the questionnaire were equivalent to the technique, which was think pair share technique that the students have got in the treatment. For construct validity, the items in the questionnaire concerned with whether the test was actually in line with the theory think pair share and writing. It meant that the test measured certain aspects based on the indicator.

### **3.6.1.3 Validity of Observation**

For the validity of observation, the researcher chose an expert judge or rater to correct and meaning the observation items. In addition, items of observation were based on theory of think pair share technique and it also covered whole process of writing that was taken based on writing academic syllabus

### **3.6.2 The Reliability**

Furthermore, reliability can be defined as the extent to which a test produces consistent results when administered under similar conditions (Farhady, 1982: 244). In this present study, inter-rater reliability was used to writing test instrument while for questionnaire, the researcher used SPSS 17 to get the reliability. It denotes to the concern that the students' score may vary from rater to rater.

### 3.6.2.1. The Reliability of Writing Test

In achieving the reliability of the pretest and posttest of writing ability, inter-rater was used in this study. The first rater is the English teacher in SMP N 1 Bakauheni and the second rater was the researcher. All of them discussed and put in mind of the writing criteria in order to obtain the reliable result of the test. Interrater was used to make the data more reliable.

After finding the coefficient between raters, then researcher analyzes the coefficient of reliability with the standard of reliability below:

- |                             |                         |
|-----------------------------|-------------------------|
| a. range from 0.00 to 0.19  | very low reliability    |
| b. range from 0.20 to 0.39  | a low reliability       |
| c. range from 0.40 to 0.59  | an average reliability  |
| d. range from 0.60 to 0.70  | a high reliability      |
| e. range from 0.80 to 0.100 | a very high reliability |

After calculating the reliability of students' writing test, it was found that score was reliable. In details, the results of the reliability of each score were as follows.

**Table 3.5. Reliability of students' writing test**

	<b>Reliability</b>	<b>Criteria</b>
Pretest	0.88795	Very high reliability
Posttest	0.80245	Very high reliability

In line with table 3.5.above, the reliability of writing pretest score showed that it was 0.88795. Referring to the criteria, it belonged to very high reliability. Then it was revealed that the reliability of posttest score was 0.80245. Referring to the criteria mentioned above, it belonged to very high realibility.

### 3.6.2.2. The Reliability of Questionnaire

In the case of questionnaire, the researcher analyzed the reliability of the instrument by using Cronbach Alpha Formula. The questionnaire consisted of 20 items. The questionnaire statements were in Indonesian. From the analysis through SPSS, it was found that the coefficient Alpha obtained was 0.755. Referring to the criteria, it belonged to very high reliability as well. It could be seen as follow:

**Table 3.6 The Reliability Statistics of Questionnaire for Students' Responses on Think Pair Share**

Cronbach's Alpha	N of Items
.755	20

### 3.7 Method of Collecting Data

In this research, the writer performed as the teacher. To collect data, first, the writer determined the procedure of collecting data. The steps were as follows:

1. Choose the eighth grade of SMPN 1 Bakauheni as the population of the research.
2. Choose one class as sample of the research.
3. Conducted pre test to the group as the beginning data by asking the students to write a descriptive text by the researcher in conventional way.
4. Conducted treatments by using cooperative learning Think Pair Share technique in writing descriptive text.
5. Conducted post test to the students as the final data.
6. Conducted observation while the technique was implemented.

7. Distributed questionnaire to get students' responses on the implementation of think pair share technique.
8. Analyzed the beginning and final data to determine which technique was more effective.

### **3.8 Data Analysis**

The researcher conducted data analysis in order to get the answer to the research question proposed in the formulation of the problem that is whether incorporating think pair share technique can improve students' writing achievement or not, the students' participation, and how students' responses. As mentioned earlier, there were two types of data in this research. Firstly, it was quantitative data. In this study, the researcher used writing test. Secondly, it was qualitative data. It consisted of questionnaire items and observation sheet. Consequently, two types of data analysis techniques must be employed, those qualitative data analysis technique and the quantitative data analysis technique. Each data analysis technique is explained as follows:

#### **3.8.1 Qualitative Data Analysis**

The qualitative data consist of questionnaire and observation. These data were analyzed in descriptive qualitative. It means that the researcher reported the data in the form of words by seeing how was the students' responses on the implementation of the technique and how the students' participation in class when that technique was implemented in answering research question number 3 and 4.

### 3.8.2 Quantitative Data Analysis

As explained previously, the data in the present research was analyzed both quantitatively and qualitatively. Hence, to analyze the quantitative data, the researcher used Statistical Package for Social Science (SPSS) program version 17. The data obtained from test was compared before and after treatment. The steps are describes as follows.

1. The researcher analyzed the score of pre test and post test to find out the mean score.
2. The researcher compared the score of pre test and post test by using independent t-test to know the differences before and after the treatment given. The significant level ( ) which is used is 0.05.

The criteria for hypothesis acceptance is that if the significant (p) value obtained through SPSS program was less than the significant level (0.05) it means that  $H_0$  was rejected. It means that there was an effect achievement of students' writing ability before and after the treatments. In other words, it can be said that incorporating think pair share technique gave effect so that it can improve students' writing ability. On the contrary, if the significant (p) value which was gained from SPSS program was greater than the significant level (0.05) it means that  $H_0$  was accepted. Then, it can be said that there was no effect of students' writing ability achievement before and after the treatments. Therefore, it could be interpreted that incorporating think pair share technique was not give effect toward students' writing achievement.

### 3.9 Hypothesis Testing

The hypothesis was analyzed by using repeated measures T-Test and One Way Measures Anova with SPSS version 17.0. The level of significance is 0.05 ( $p < 0.05$ ). There were four research questions in this research. The first and the second research question were quantitative and the third until the fourth research questions were qualitative. For the qualitative data of hypothesis 3 and 4, they did not require statistical calculation. They were answered by analyzing and comparing the data with the original provided text in a form of descriptive qualitative. For the first and second research question, the researcher stated the hypothesis as follows:

1.  $H_{0,1}$ : There is no positive effect of incorporating think pair share technique on students' writing achievement.

$H_{a,1}$ : There is positive effect of incorporating think pair share technique on students' writing achievement.

The criteria for accepting the hypotheses is as follows:

$H_{0,1}$  is accepted if the t-value is lower than T-table.

2.  $H_{0,2}$ : There is no positive effect by the application of Think Pair Share technique on students' writing achievement in terms of content, organization, vocabulary, language and mechanics.



Ha.2: There is positive effect by the application of Think Pair Share technique on students' writing achievement in terms of content, organization, vocabulary, language and mechanics.

3. Ho.4 : There is no positive effect of think pair share technique on students' participation when Think Pair Share Technique is implemented.

Ha.4 : There is a positive effect of think pair share technique on students' participation when Think Pair Share technique is implemented.

For the qualitative data of hypothesis 3, it did not require statistical calculation. It was answered by analyzing the students' responses to Think Pair Share technique in writing class.

This is the end of the discussion in this chapter. The research design, setting of the study, research participant, data collecting techniques, research instruments, validity, reliability, and data analysis have been discussed.

## **V. CONCLUSION AND SUGGESTION**

This chapter presented the conclusions of the result of the research and suggestions from the researcher to the English teachers and the other researchers who want to conduct the research about Think Pair Share technique.

### **5.1. Conclusions**

In line with the analysis of the data gained during the research, the findings and the result of the present study in the previous section, the researcher draws to these following conclusions:

1. Think pair share has many benefits including providing the opportunity for students to learn from each other practice using and developing their english vocabulary, practice using reasoning skills. Using this technique also seemed to help a few students increase their confidence in their writing ability. Therefore, their writing achievement also is able to be enhanced.

That was in line with the finding in this study that after the implementation of teaching through Think Pair Share, the students' mean score of posttest

(76.4706) turned higher than pretest (53.2206), with its gain score 23.2500. The t-test revealed that result was significant was determined by  $p > 0.005$ ,  $p = 0.000$ .

2. Think pair share is able to encourage students to be active in classroom. Furthermore, the students share their writing in front of the class. They also make changes (editing) in their writing. It is possible for them to improve many aspect of their writing ability. Moreover the content aspect can be better improved rather than other aspect because students feel more confident for producing and using language by sharing idea with friends. It also provides them many input and feedback so their content aspect can be better.

That was in line with the finding in this study after the implementation of teaching through Think Pair Share, the gain score of *content* was (5.26471), *organization* was (5.17647), *vocabulary* was (5.11765), *language* was (4.58824), and *mechanic* was (3.10294).

3. As a part of a cooperative learning, Think Pair share technique provides students for discussing in pairs. It encourages them to share ideas. Moreover, they might feel more comfort and confident because they can share their difficulties that they face with friends rather than with their teacher. Therefore, their perception related to the implementation through Think Pair Share is positive.

This supported the finding in this study. The result of questionnaire showed that students' responses are mostly positive rather than negative.

4. The procedures in Think pair Share technique give students more time to think and respond and help each others. This technique can be guide the students to their prior knowledge background and make the students active in participating classroom discussion in every step of this technique.

That supported the finding in this study. The result of observation showed that students' participations are good.

## **5.2. Suggestions**

Related to the problem of this research and the information from the discussion of this research, the researcher would like to suggest:

### **5.2.1. Suggestion For The Teacher**

1. It is recommended for teacher for implementing think pair share since it is known giving many benefits. Think-Pair-Share provides students with the opportunity to carefully think and talk about what they have learned. The strategy requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students. Furthermore, TPS can improve students' confidence. Many students feel more confident when they discuss with their partners first before they have to share their writing products in a larger group or in front of the class. Thinking becomes more focused when it is discussed with a partner.

2. Teachers should be as early as possible to apply cooperative learning model Think Pair Share to measure students' writing skills but to get the most need for a combination of cooperative learning model Think Pair Share with other approaches so that the various skills can be developed.

### **5.2.2. Suggestion for further research**

1. Limitation of this study is only about the effect of teaching of think pair share on writing skill. It is recommended for further researcher to investigate the effect of Think Pair Share on different language skills in order to claim that think pair share is effective in learning English in general. In addition, it also recommended to find out the most aspect of English skill that is influenced by Think Pair Share technique in details.
2. In line with the current study, it will be interesting to add other factors that may possibly contribute to writing skill (e.g. gender, motivation, language proficiency, etc.). In addition, other studies should be conducted with participants from the higher level of education that is in tertiary level of students.
3. It is necessary to emphasize that this study needs to be repeated with larger samples. Moreover, it is also recommended that the period of teaching should be extended to continue contributing to participants' self-evaluation process.
4. It is suggested to extend the procedures carried out in the other studies. This extension can be employed by using interviews, diaries and journal, think aloud protocols, and many others in order to identify the other factors related

to the use of certain strategies that can be useful for the researcher to collect more valid and reliable data.

This is the end of the discussion in this chapter. The conclusion and suggestion of this research have been discussed.

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