

**MODIFIED THINK PAIR SHARE TO IMPROVE
STUDENTS' WRITING ACHIEVEMENT
AT THE SECOND GRADE OF
SMAN 4 METRO**

A Thesis

By

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**MASTER IN ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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ABSTRACT

MODIFIED THINK PAIR SHARE TO IMPROVE STUDENTS' WRITING ACHIEVEMENT AT THE SECOND GRADE OF SMAN 4 METRO

By

Arif Alexander Bastian

The aims of the study are find out 1) whether there was a significant improvement difference in students' writing achievement between students who were taught through modified Think-Pair-Share and students who were taught through original Think-Pair-Share. 2) To investigate students' writing achievement aspect that improves the most between students who are taught through Modified Think-Pair-Share and Original Think-Pair-Share. The samples of the research were 60 students at the second grade of senior high school number 4 Metro. The research was quantitative research which used two group pre test - post test design. The design of the study was the static group comparison where two groups, the control, and experimental classes, were compared. The data were analyzed using SPSS 16.0

The results of this research showed that there was a significant improvement of students' writing achievement after being taught through Original and Modified Think Pair Share technique. The score from writing pre-test, in Original TPS class 20 students got writing score between 40 and 49. While in Modified class, there were 19 students. In Original class, there were 7 students got score between 50 and 59. While in modified class, there were 8 students. There were 3 students in Original TPS and there were 3 students in modified class got score between 30 and 39. However, the score from writing post-test, there was improvement of students' writing achievement after the treatments. In Original TPS class 20 students got writing score between 60 and 69. While in Modified class, there were 19 students. There were 5 students in Original TPS and there were 11 students in modified class got score between 70 and 79. In addition, all of the writing aspects have significant improvement between the pretest and the posttest. For Original and Modified class, the highest improvement was content. The *t*-levels were 17.194 for Original and 19.410 for Modified TPS class.

The comparison of posttest between control and experimental class showed that here was significant difference for each class since the significant level was lower than the alpha level ($.000 < .05$). It could be inferred from the *t-level* is bigger than the *t-table* ($3.922 > 2.001$). Therefore, it could be concluded that the implementation of modified Think Pair Share based on Group Discussion procedures in teaching writing is better than original Think Pair Share in improving students' writing achievement and the students were able to comprehend the text more and could deliver their idea well through writing..

Keywords : Think Pair Share technique, writing achievement, recount text.

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A Thesis

**Submitted in a Partial Fulfillment of
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**MASTER IN ENGLISH EDUCATION STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
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STUDENTS' WRITING ACHIEVEMENT
AT THE SECOND GRADE OF SMAN 4 METRO**

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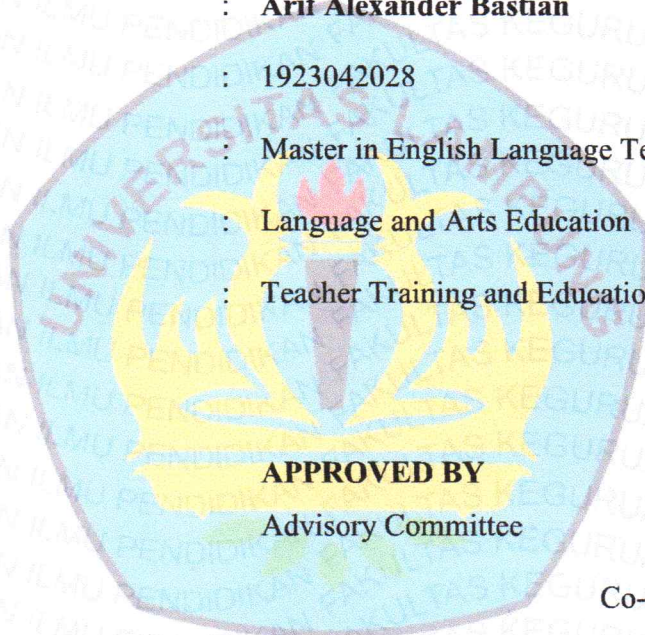
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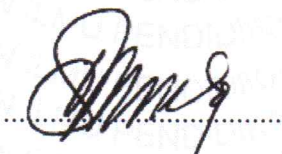
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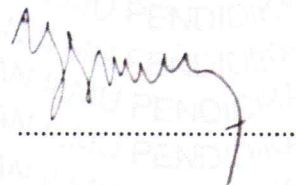
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Dengan ini saya menyatakan dengan sebenarnya bahwa :

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CURRICULUM VITAE

Arif Alexander Bastian was born in Palembang on September 21st, 1996 as the first son of couple Ilyan and Hilallinujemi and he has two brothers, Muhammad Asrullah Bastian and Andriansyah Bastian.

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DEDICATION

This thesis is fully dedicated to My Beloved Parents, Mr. Ilyan and Mrs. Hilallinujemi and my brothers, Muhammad Asrullah Bastian and Andriansyah Bastian who always keep on praying for my life and always support me in accomplishing this thesis.

*All my beloved friends
Masters' degree in English language teaching study program 2019.
My almamater, University of Lampung.*

MOTTO

Your life will not be changed by fate, but be transformed by the changes
that you did.

(Jim Rohn)

Berusahalah untuk berbuat baik dan tolong menolonglah bagi sesama
selagi masih diberi kesempatan untuk tinggal di dunia ini karena dunia
hanyalah sementara.

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Since it is important to be known that this thesis would never have come into existence without any support, encouragement, and assistance by several gorgeous people, the writer would like to address his gratitude and respect to:

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Hopefully, this thesis would give a positive contribution for educational development and for those who want to carry out further research.

Bandar Lampung, August 2021

The writer,

Arif Alexander Bastian

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I. INTRODUCTION

This chapter discusses the introduction of the research with several points. Covering background of the problems, identification problem, limitation of problems, research question, objectives of the research, uses of the research, scope of the research, and definitions of terms. The explanation of the subtopics are presented as follows:

1.1 Background

Besides listening, speaking, reading, and writing is one of the important language skills because writing is used in school, colleges, and in the workplace. This skill currently has become the need to get the knowledge and then to show ideas in a sentence of the word. When students communicate, their communication is not always in the spoken form, but it is also written form. Writing is an active process of communication that uses a graphic, symbol to send the message. To complete matters further, writing means communicating, sending the message, writing is also used to convey ideas, and feeling in a written form. It means that communication in form of writing. Theoretically writing skill requires the students to be able to express their idea, feeling, and thought which are arranged in words, sentences, and text using eyes, brain and hand (Raimes, 1983). Moreover, in the new era - globalization society 4.0 and 5.0, the need for communication also increases. Students who have friends abroad or many relations and study with the teacher needs to communicate effectively. Sending messages through email, comments on Instagram, chatting, and doing a task with

an application as Google Classroom are the effective one to communicate with relations, friends, and teacher. All over the world now is attacked by the pandemic of Covid 19. Students' learning activities should be conducted through online learning using some online applications such as Google meet, Zoom, and virtual classes are provided by the school. On the other hand, the teacher should be creative to make learning strategies or choose the technique that can implement in online learning especially for writing skills integrated to the online application as Google meet.

In addition, based on the pre-observation by asking the English teacher, in fact, that Senior High School 4 Metro the English teacher said that some students get some difficulties in writing English. The students lack of motivation in writing text. Since this pandemic, the learning process is conducted online and many students comment that they have many tasks but the teacher lacks of explaining the materials. Then, the teacher should be creative to deliver the materials for the students moreover by online learning. Another reason was students less frequently used writing activities. Those problems may affect the students in enjoy the teaching-learning process.

On top of that, language learning is, by its nature, a collective endeavor, and learning takes place most effectively when language classes pull together as unified groups. Additionally, the evidence suggests that skillful teachers regularly take steps to reinforce the feeling that everyone in the class is progressing along a collaborative learning path, rather than learning in isolation from one another. In fact, cooperative learning might serve as a promising strategy helping to facilitate effectiveness in learning foreign language skills and providing learners with the skills of collaboration, cooperating, sharing, and socializing. Cooperative learning is assumed as any classroom learning situation in which learners of all levels of performance work together in structural groups towards a shared or a common

goal. Cooperative Learning involves students working together in pairs or groups, and they share information. In addition, Suparman (2020) reveals that English teachers who want to help their students be more active in the classroom. Teachers involve the students to comment on their peers' works so that they feel that they have been given the responsibility to be active agents. In this case, implementing cooperative learning during the teaching and learning process especially in teaching writing skills perhaps is able to cope with the difficulties that might hinder learners' writing achievement.

In regard to teaching writing, Think-Pair-Share Instructional Strategy is a cooperative learning strategy that belongs to the group of strategies called inquiry-based learning strategies. It derived its name from the three stages of learners' actions while implementing the strategy, with emphasis on what learners are expected to do at each of the stages. The *Think-Pair-Share* procedure is designed to provide a student with time and structure for thinking about a given topic, followed by being paired with a peer to discuss responses to said topic, and finally, during step three, they synthesize and share their ideas with a group or the class. According to Khalifa, (2016) the application of the Think-Pair-Share strategy in teaching writing is assumed that it is able to assist the learners in achieving better results in writing performance in general and in writing paragraph skills in particular than what the ordinary method does. This strategy fosters learners' motivation and participation during the teaching and learning process.

On the other hand, in the process of its implementation particularly in *pairing* stage, it is found that there is the selfishness of some student, which they keep some information for themselves and does not share it with their pair. Nevertheless, cooperative learning occurs when small groups of students work together to maximize learning and within groups, from pairs that are responsible for looking over and actually correcting each other's work (Khalifa, 2016).

In Indonesia, the teacher found the problem of implementation the original Think-Pair-Share in the pairing stage. Based on the English teacher's experience in SMAN 10 Bandar Lampung have used this strategy there was a problem that students got confused after the thinking stage to the pair stage. The teacher said that the students can't apply what they think to convey to their partner fully. Some of them forgot about the idea in the thinking stage and then they got blank to share their idea with their partner. Also, it related to the previous research of the researcher in using the original Think-Pair-Share. The second section was the "pair section". In this section, the students must found another student who had a different part. Then, they were instructed to talk about their thinking with their partner. In this stage, the researcher found that most students did not work well in the pairing. They did not discuss the text seriously. But they talk about another topic. To handle this problem, the researcher approached the students and advised them to discuss seriously and not to discuss other topics.

Thus, adding a new stage in Think-Pair-Share might overcome the problem and promote cooperation in the pairing phase. The new stage which is considered as the appropriate stage are "*Write*" then this phase will be carried out after *Think*. In fact, in this new stage students are given quiet time to individually respond to the question in writing. This new stage could encourage cooperation between students in the pairing stage and reduces the selfishness of some students and be the bridge to sequence their thinking to the next stage in the pairing stage. According to Penny, (2003) the objective of teaching writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce their own language and the purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the idea themselves should arguably be seen as the most important aspect of the

writing. And “small group discussion” provides students with enormous chance to practice their language skills. In addition, the activity in class enabled students to be active in class and make students’ writing fluent because it gives opportunity to the students to think together (Lyman, 2005) in Argawati, N. O., & Suryani, L. (2017). In short, the more chances students have to practice their written production activity the better students written production will have. Then, students are then cued to pair with a group and discuss their responses, noting similarities and differences (Karger, 2011).

Several studies related to the effectiveness of the Think-Pair-Share strategy towards students’ achievement in writing skills have been done by several researchers Ulfa, 2019; Wati et al, 2018; Sahardin et al, 2017; and Khalifa, 2016. In their research, they proved that Think-Pair-Share was an effective technique that could be used to improve students’ writing ability. In short, many studies on the implementation of Think-Pair-Share in teaching writing skills have been explored yet the utilization of Think-Pair-Share modified into Think-Write-Pair-Share has rarely been carried out.

In conclusion, in this research, the researcher modified the Think-pair-Share strategy by inserting a new phase that are ‘Write’ and ‘small group discussion’ during the implementation to identify whether the modified Think-Pair-Share will make better improvement on students or not compared to the original Think-pair-Share. And since the situation of Covid 19, the researcher wants to modify TPS as applying by online learning through Google meet.

1.2 Identification of the Problems

Based on the explanation above, the researcher formulates the problems as follows :

1. The students may be lack of vocabulary mastery.
2. The students get difficulties in writing text in english (organization, content, language use, mechanics and vocabulary).
3. The students may be not active in teaching learning process.
4. The students frequently open dictionary while in writing process.
5. The students writing motivation may be low.
6. The students are not interesting with the techniques of writing generally.
7. The teachers use teaching methods which may be not suitable.
8. The students are still confusing to get the information from online learning.
9. The students are given many tasks from the teacher without explanation clearly.

Those are several identification of problems for this research.

1.3 Limitation of the Problems

Based on identification of problems, the researchers focuses his research on the follows :

1. The teachers use teaching methods which may be not suitable.
2. The students get difficulties in writing text in english (organization, content, language use, mechanics and vocabulary).

Those are two limitation of problems for this research.

1.4 Formulation of Research Questions

In line with the limitation of the problem. The formulation of research question as follows:

1. Is there any significant difference in students' writing achievement between students who are taught through modified Think-Pair-Share and students who are taught through original Think-Pair-Share?
2. What aspect of writing do the students' writing achievement improves the most between students who are taught through modified Think-Pair-Share and students who are taught through original Think-Pair-Share?

1.5 Objectives

Objectives are set to ensure that the data of this study are relevant to research question. The objectives of the research as follows:

1. To find out whether there is any significant difference in students' writing achievement between students who are taught through modified Think-Pair-Share and students who are taught through original Think-Pair-Share.
2. To investigate students' writing achievement aspect improves the most between students who are taught through modified Think-Pair-Share and students who are taught through original Think-Pair-Share.

1.6 Uses

The finding of this research might be useful both theoretically and practically.

1. Theoretically, the finding of this research might be useful for supporting the previous theory about Think-Pair-Share for optimizing writing achievement.
2. Practically, the result of this research is expected to provide teachers with a new insight that might be taken as guideline in teaching writing so that the students are able to optimize their writing achievement.

1.7 Scope

The subject of this research is limited in teaching and learning process of writing in the third grade of SMAN 4 Metro. There are many strategies that can help a teacher in the teaching-learning process to reach the goal.

In this case, this research is concerned with investigating students' writing ability as the result of applying the modified Think-Pair-Share strategy and the original Think-Pair-share strategy. Based on the 2013 curriculum of senior high school, the researcher implies that there are many kinds of writing forms that are supposed to be learned and mastered by students. Inline, related to the curriculum of the senior high school which is used in the target school and suitable with their level. The material and the test are composed based on the syllabus taken from the "2013 English curriculum" for the second-grade learners of senior high school in the 2020/2021 academic year. The materials in the treatments are in line with the syllabus, that is, concerning comprehending the text (recount text). To assess and judge students' comprehension, writing activity is followed.

However, this research is limited to the investigation of modified Think-Pair-Share and the original Think-Pair-Share strategy in teaching recount text. The modified TPS and original TPS are applied by pairing the students to make a discussion about a topic in order to develop a conceptual understanding of a topic, develop the ability to filter information, and write a conclusion. Furthermore, the researcher will evaluate students' writing achievement in accordance with some aspects of writing, such as content, organization, vocabulary, language use, and mechanics.

1.8 Definition of Terms

In order to avoid misunderstanding, some terms used in this research were defined as follows:

1. Writing is one of language skills in which the students learn how to get ideas and expresses the ideas in written form by applying content, grammar, vocabulary, mechanics, and organization. 2. Teaching writing is teaching the students how to express their ideas in a written form by processing models provided as one of its ways. 3. Think-Pair-Share is a cooperative discussion strategy that gives the students chance to think, answer and help each other and will increase type of interesting learning, enjoy, and raise the students' cooperation and activity. 4. Recount text is a text which is used to tell about event and experience that already happened in the past. 5. Google meet is a video-communication service developed by Google. Features for users who use Google Workspace accounts include: Up to 100 members per call for Google Workspace Starter users. This chapter has discussed about background, research questions, objectives, uses of the research, scope of the research, and the definition of terms.

II. THEORETICAL FRAMEWORK

This chapter explains some theories related to the topic of this research such as concept of writing, teaching writing, recount text, Think Pair Share strategy, advantages and disadvantages, procedure of TPS in teaching writing, procedure of modified Think Pair Share, procedure of teaching writing using modified Think Pair Share strategy, review of previous researches, theoretical assumptions, and hypotheses.

2.1 Concept of Writing

Theoretically writing skill requires the students to be able to express their idea, feeling and thought which are arranged in words, sentences and text using eyes, brain and hand (Raines, 1983). Bell and Burnaby in Nunan (1989) define writing as an extremely complex cognitive activity in which the writer is required to demonstrate control of a number of variables simultaneously. At the sentence level these include control of content, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer must be able to structure and integrate ideas into cohesive and coherent paragraph and text.

Writing is an active process of communication which uses graphic, symbol to send the message. To complete matters further, writing means communication, send the message, writing is also used to convey ideas, and feeling in a written form. It means that communication in form of written will deal with letters, words, sentences, and punctuation, from those the reader can receive the information intended. Writing is also an action or a process of discovering,

organizing idea, putting them on a paper, reshaping and revising them. It means that, after writers organized their idea, they construct it in the written form and in order to make an understandable writing, the writer should re-read and revise it so the reader can understand the information of the text.

According to Richards, (2002) writing is the most difficult skill for second language learners to master. The difficulty is not only in generating and organizing ideas, but also in translating idea into readable text. In addition, writing is a complicated component and often mysterious process although the writers may think of it as little more than arranging letters and words on a page, a few moments' reflection reveal that it is much more than that. It means that writing is not only to write something about what the writers wants to tell but also writing is about how the writers can deliver information through right words in order to express their idea about something without missing or reducing the sense.

Besides, the writers must follow some aspects of writing since these aspects will guide the writers in making an understandable writing because it is constructed through well organization, content, language use, mechanics and vocabulary.

The explanation about five aspects of writing will be elaborated in detail in the following sub-chapter.

2.2 Aspects of Writing

Several points should be considered by the writer in order to produce a good writing. There are five aspects proposed by Jacobs et al (1981) that should be considered in the process of making a composition. Below are the explanations of five aspects of writing according to Jacobs et al:

1. Content

It refers to the substance of writing, the experience of the main idea or unity. It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.

2. Organization

It refers to the logical organization of content or coherence. It is related to the ideas that stick together so that ideas run smoothly within paragraph.

3. Grammar/Language use

It refers to the use of the correct grammatical forms and syntactical pattern. It is identified from the construction of well-formed sentence. This aspect deals mainly with the use of grammatical and synthetic pattern on separating, combining and grouping ideas in words, phrases, clauses, sentences to bring out logical relationship in texting writing.

4. Vocabulary

It refers to the selection of words that are suitable the content. It can be identified by seeing the words choice or diction in order to convey ideas to the reader. It beings with assumption that the writer wants to express the ideas as clearly and directly. Choosing words that express meaning is precisely rather than skew it or blur it.

5. Mechanics

It refers to the use of graphic conventional of the language. It is identified by seeing the usage of spelling, punctuation, and capitalization within the paragraph.

From the explanation above it can be concluded that in the process of making a good written text there are some aspects that should be considered by the writer

i.e. content, organization, grammar or language use, vocabulary, and mechanics. Those aspects of writing are the foundation of students' writing correction in this research. Moreover, by understanding the aspect of writing, hopefully the students will be able to improve their writing ability since those aspects are the essential things in developing writing.

2.3 Teaching Writing

Teaching writing is to teach the students how to express the idea or imagination in written form. Teaching writing is more difficult than teaching other skills. In teaching writing, the teacher should teach the language structures in each point and make sure that the students understand the structure. Teaching writing needs a long process in order to master the skill. Additionally, teaching writing is to teach learners how to express the idea or imagination in written form. So the teacher should be able to help the students in developing their ideas into good writing. Hence, according to Hedges, (2005) writing is about guiding students to produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or a group of readers.

Harmer (1984) points out that there is certain particular consideration that needs to be taken into account, such as sentence organization, paragraph arrangement, and coherence. Teaching writing requires the elements of writing including grammar, sentence organization, vocabulary, and mechanics. It can be said that teaching writing should guide the students not only to write sentence but also to organize their ideas into written form. Then, the teacher must give appropriate guidance in which the students are able to express their ideas in written form properly. In practicing their writing, the students have to follow the steps to make their writing more effective.

Harmer (2004) describes that writing process is the stage a writer goes through in order produce something in its final written form. He states that there are four main elements in writing process. They are:

a. Planning

Writers plan what they are going to write. Before starting to write or type, they try and decide what they are going to say. For some writers this may involve making detailed notes. For others a few words may be enough.

b. Drafting

The teacher can refer to the first of a piece writing as a draft. This first 'go' at a text is often done on the assumption that it will be revised later. As the writing process into editing, a number of drafts may be produces on the final to the final version.

c. Editing (Reflecting and Revising)

Once writers have produced a draft they then, usually, read through what they have written to see where it works and where it doesn't work. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

d. Final Version

Once writers have edited their draft, making the changes they consider to be necessary; they produce their final version. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process.

On the other hand, besides these stages proposed by Harmer (2004) there are three phases writing process by Milrood as cited in (Khalifa, 2016) and they are:

1. Pre-Writing: schemata-the previous knowledge of the person already has activation, motivation for writing, preparation for the writing and familiarization with the format of the text.
2. While-Writing: thesis development, writing from notes, proceeding from a given beginning phrase and following a plan.
3. Post-Writing: reflection on spelling and grammar errors, sharing the writing with other students-redrafting, peer editing.

Based on the explanations above, the researcher will adapt the process approach in teaching English. The process approach consists of planning, drafting, editing (reflecting and revising), and final version. From this approach, the researcher will mix it with the procedure based Think Pair Share. In final version, it will be used for the data that will be scored and analyzed.

2.4 Recount Text

Recount text is used to tell the experience in the past, obviously recount text uses past tense form. Recount text does not use conflict, but it uses series of event as characteristic. Recount text with complete generic structure will be constructed by structuring orientation, events and re-orientation. Derewienka (1992) asserts in recount, we construct past experience. A recount is the unfolding of a sequence of events overtimes. It is used to tell past events for the purpose of informing or entertaining. It is focus on a sequence of events. In general is begun with an orientation. It provides the backgrounds information needed to understand the text such as who was involved, where it happened and when it happened. Then, the

recount unfolds with series of events (ordered in a chronological sequence). At various stages, there may be some personal comments on we call it re-orientation.

Recounts generally follow a similar structure, but the students should be guided by the purpose for an audience of their text in their use of the following structure (Derewianka, 1992) The generic structure of recount text is as follows:

1. Orientation – Scene setting opening, it gives the readers the background information needed to understand the text such as who was involved, where it happened, and when it happened.
2. Events – recount of the events as they occurred, for example, *I saw a vase....*these events may be elaborated on by adding, for example, descriptive details.
3. Reorientation – a closing statement: When I got back, I told my mum (with elaboration in more sophisticated text).

The language features that are usually used in recount text are:

1. Simple past tense is used in most recounts, but present tense may be used to create immediacy. Future tense is sometimes used in the conclusion of an imaginative or biographical recount to predict what might happen in the future, for example,” *this great tennis player will no doubt win many more tournaments.*”
2. A range of conjunction (because, although, while) is used to link clauses within sentences.
1. Time connectives (firstly, secondly, next, finally) are used to link separate events or paragraphs into cohesive whole text.
2. Passive voice is used, particularly in factual recounts to give objectivity to the text. For example,” *the land was worked by the peasants from sunrise to sunset.*”

3. Adverbs (yesterday, outside) and adverbial phrases. For example, "in 1991, on top of the hotel", is used to indicate specific times and places.

Furthermore, there are five types of recount text, they are:

1. Personal Recount

Telling about activities whereas the writer or speaker involves or do by him or her (i.e., oral anecdote, diary entry). Personal responses to the events can be included, particularly at the end. Details are often chosen to add interest or humor.

2. Factual Recount

Record the particulars of an incident (i.e., report of a science experiment, police report, news report, historical account). A factual recount is concerned with recalling events accurately. It can range from everyday tasks such as a school accident report to a formal, structured research tasks such as historical recount. The emphasis is on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievements. This type uses the third person pronouns (he, she, it, and they). Sometimes the ending described the outcome of the activity (i.e., *science experiment*). Details of time, place and manner may need to be precisely stated, i.e.: *at 2.35 pm., between Jhonson St and Park Rd, the man drove at 80 kph*. The passive voice may be used, i.e., *the beaker was filled with water*. It may be appropriate to include explanations and justifications.

3. Imaginative Recount

Imaginative or literary recounts entertain the reader by recreating the events of an imaginary world as though they are real. Motion language, specific detail and first person narration are used to give the writing impact and appeal

4. Procedural Recount

A procedural recount records the steps taken in completing a task or procedure. The use of technical terms, an accurate time sequence and first person narration (I or we), give credibility to the information provided. Examples include a flow chart of the actions required for making bread, a storyboard a videotaped script or advertisement, the steps taken to solve mathematical problem.

5. Biographical Recount

A biographical recount tells the story of person's life using a third person narrator (he, she, and they). In this case of an autobiography, first person narration (I, we) is used. It is usually factually accurate and records specific names, times, places, and events, a purely factual, informative biography, however, would lack the appeal provided by personal responses and memorable anecdotes. There is often evaluation of the subject's achievements in the final section.

From five types of recount text above, the focus of the research is factual recount since it emphasizes on using language that is precise, factual and detailed, so that the reader gains a complete picture of the event, experience or achievements. And the material and the test are composed based on the syllabus taken from "2013 English curriculum" for the second grade learners of senior high school in 2020/2021 academic year. The materials in the treatments are in line with the syllabus, that is, concerning to comprehending the text. To asses and judge students' comprehension, writing activity is followed.

2.5 Think-Pair-Share

Think-pair-Share 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. The focus is

on brief, purposeful discussion (Lyman, 1992, p.1) in Khalifa (2016). Nasr Allah in Khalifa (2016) affirms that this strategy is used to create a reaction towards a certain topic. After thinking and manipulating question or a problem individually of a certain topic, pairs of students discuss their ideas to get a correct answer or solution. Then, they share their ideas and declare them as one idea.

Lutfiah as cited in Khalifa (2016) for Think-Pair-Share strategy, it is one of the cooperative learning strategies. It consists of three steps:

- 1- Think: Students think about the problem or the question that posed to him/her.
- 2- Pair: Each student discusses with his/her colleague in their thoughts.
- 3- Share: Students share with the whole class in groups what they have reached of ideas.

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.

In relation to that, according to Kagan, 2009 in Nasir A (2018), TPS strategy consists of some steps, such as;

1. Organizing students into pairs

TPS model 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. The questions or the topic should be related to the material that is going to be discussed. This stage 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. 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.

The researcher considers that TPS is a good strategy in teaching writing since it gives the students chance to dig and develop their own ideas about what they

want to write, share ideas with peer students, learn to criticize and accept criticisms and promote effective team work.

2.6 Advantages and Disadvantages of Think-Pair-Share

Khalifa (2016) investigated how far TPS can achieve of the following advantages:

1. It provides an opportunity for students to be active, effective and participant in the learning process.
2. The first step, think there is a "wait time", which they have time to think of their answers, until they can reach to the right answer.
3. It gives an opportunity for all students, to discuss the ideas together, because the cognitive structure begins through discussions.
4. It increases the academic achievement, and develops a high level of thinking, and building knowledge through pair and group discussion.
5. It provides an opportunity to train on some social skills.
6. It gives an opportunity for each student to express his/her ideas individually on their worksheets, and it gives the opportunity for the teacher to recognize the thinking and understanding of the students and evaluates him/her.
7. It helps students to develop writing skills and writing a paragraph through the discussions with each other.
8. It acquires a vital atmosphere in the classroom, and meets the needs of students of social communication.
9. TPS breaks and reduces the formality between the teacher and students.

On the other hand, some disadvantages of TPS technique might arise during the implementation. The disadvantages can be seen below:

1. It can be noisy.
2. Hard to assist all students, during the discussion because there are many groups in the class.
3. Selfishness of some students might emerge where they keep some information for themselves.

2.7 Think-Pair-Share in Writing

There are several researches that have explored the implementation of Think-Pair-Share Strategy in Teaching Writing as follows.

Atsari et al (2018) identified that Writing skill of explanatory text of students who have high reading interest and low reading interest that are taught by using Think Pair Share model is higher than students taught by applying conventional learning method. There is no interaction between TPS model with reading interest in influencing the learning outcomes of the students' in explanatory text writing skill.

In another case, Amelia et al (2018) have investigated the effect of Think-Pair-Share and reading habits toward skills in writing short story reviews text in middle school. It is found out that the students' writing skill of short story review in the experimental class, are taught by cooperative learning model of TPS type is better than the writing skills of the students from the control class taught by conventional method. Then, the students writing skill of short story review with high reading habits in experimental that are taught by a Think Pair Share cooperative learning model is better than students' writing skill of short story review text with high reading habits in control class taught by conventional

method. Furthermore, there is no interaction between cooperative learning model of TPS type with reading habit in influencing the skill of writing short story review text.

Additionally, Wati and Zaini (2018) conducted a research which also focused on the implementation of TPS type in teaching writing at the same year as those previous researches. In their research, it is assumed that teaching using Think Pair Share Technique was more effective on students' writing ability than teaching writing without giving the Think Pair Share Technique. It was shown that the result showed significant value was lower than alpha ($0.001 \leq 0.05$). Teaching using Think pair Share was more effective on students motivation than teaching writing without giving Think Pair Share. It was shown that the result showed significant value was lower than alpha ($0.001 \leq 0.05$). Then, it is shown that the significant value of writing ability in experimental class and significant value of learning motivation were lower than alpha ($0.001 \leq 0.05$). It proves that Think-Pair-Share technique is effective in writing ability and learning motivation.

Instead of that, Sahardin et al (2016) conducted a research entitled 'Using Think-Pair-Share for Writing Descriptive Text' which focused on teaching writing descriptive text to the students using TPS model. They confirmed that the use of Think Pair Share could improve the ability of students to write better descriptive texts.

On the same occasion, Sumarsih and Sanjaya (2013) conducted a classroom action and research and used 3 instruments for data collecting technique; evaluation sheet, observation, and questionnaire. Their finding discovered that the application of TPS technique is significantly improved students' achievement in writing descriptive text.

Siburian (2013) in his research found out that the application of TPS significantly improves students' achievement in writing descriptive text. This research belongs to classroom action research and applied 3 research instruments particularly evaluation sheet, observation, and questionnaire.

On the contrary, the latest research which is related to the utilization of Think-Pair-Share strategy was conducted by Ulfa (2019). In her research, she identified that there was a statistically significant difference in the students' ability between the students taught through modified TPS and those taught through TPS. There was no correlation between the students' writing attitudes and their writing achievements.

Those researches have explored the implementation of Think-Pair-Share strategy in teaching writing skill to the students however a study which adding a new phase in Think-Pair-Share strategy. To conclude, this current study focuses on modifying Think-Pair-Share strategy by adding a new phase namely 'Write'.

2.8 Modified Think-Pair-Share

In the two previous sub chapters have explained about Think-Pair-Share proposed by Lyman (1992) and Kagan & Kagan (2009). On top of that, this current study will conduct the modified TPS by adding 'writing' right after 'thinking' process. In this scenario, students listen while the teacher poses a question, problem, concept or a task. As indicated above, the students are given quiet time to respond to the question in writing. Students are then cued to pair with a neighbor and discuss their responses, noting similarities and differences. It is important to give students enough time to share their answers and discuss how they arrived at the answers with their classmates. After rehearsing responses with a partner, students are invited to share publicly using language for reported speech (Karger et. al, 2011).

In this case, there are a host of behaviors students can bring to cooperative learning that create challenges. Some students refuse to work with others, some are rejected, some are hostile, others are bossy, yet others are shy or have special behavioral, cognitive, or emotional needs (Kagan, 2009). This roadblock might also occur when students give you what they think you want to hear or when they wait for your opinion rather than risk sharing theirs. Additionally, referring to one of the disadvantages of Think-Pair-Share, selfishness of some students might emerge where they keep some information for themselves. The significant difference of these two techniques lie on the enormous chance that expose students with written activity practice. Modified think pair share provides students with enormous chance of writing practice that enhances students learning autonomy. In addition, this learning activity allows students to conduct small discussion where students may get input. Thus, the intention of the modification is to make the learners work together with their pairs.

The comparison between the procedures of original and modified TPS techniques can be seen at the next page.

Table 2.1. The Comparison between the Procedure of Modified and Original Think-Pair-Share Strategy

Modified Think-Pair-Share	Original Think-Pair-Share
1. The student thinks alone individually at a specific time, for the problem posed by the teacher.	1. The student thinks alone individually at a specific time, for the problem posed by the teacher.
2. Every student is given quiet time to respond to the question in writing.	2. Students work in pairs with their nearby neighbors, designated partners, or a desk-mate to
3. Students work in small group, to discuss answers for the question	

<p>given. Here they can compare their written notes and identify the answers they think are best (working cooperatively).</p> <p>4. Students work in pairs with their nearby neighbors, designated partners, or a desk-mate to discuss answers for the question given. Here they can compare their mental or written notes and identify the answers they think are best, most convincing, or most unique (working cooperatively).</p> <p>5. After rehearsing responses with a partner, students are invited to share publicly using language for reported speech</p>	<p>discuss answers for the question given (working cooperatively).</p> <p>3. After the students have talked in pairs for a few moments, then the teacher calls for the pairs to share their thoughts with the rest of the class. She can do this by going around in a round-robin fashion, calling on each pair; or she can take answers as they are called out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board or on an overhead projector.</p>
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In this current study, the modification of Think-Pair-Share is by adding *writing* right after the *thinking process*. the significant difference of these two techniques lie on the enormous chance that expose students with written activity practice. Modified think pair share provides students with enormous chance of writing practice that enhances students learning autonomy. Hence, this assumption is supported by Khalifa (2016) he assumed that writing can help students to learn and express creatively. The result of students writing at this stage is considered as the first draft which derived from their own opinion. It might include only several sentences that described the pictures and the plots of the story. This activity,

promotes students' self-confidence when they share the ideas of the picture that they have identified (Khalifa, 2016).

In addition, the control class was taught through original Think Pair Share. There are three teaching stages during the implementation of think pair share. Unlike the modified TPS which shown the picture and required students to write down their ideas of the picture and expose students with enormous chance to discuss and write. In short, as can be seen in the table above, the differences between the procedures of original and modified Think-Pair-share strategies are in the 2nd step and 3rd step of the modified TPS. Adding the new stage writing can help students that they do not forget about what they think before. This writing is as a note for their thinking on paper before they will be going to discuss on the next step that pair stage. On the other hand, it can be the bridge for the students before doing the discussion that improve the aspect of writing the example are content and organization. They can share the full or detail information and idea after they think and write what they had think before on the paper as a note to continue the discussion in pair and share stage.

2.9 Procedure of Teaching Writing Through Modified Think Pair Share

These steps in modified Think Pair Share are combination of Harmer (2004). The integrated procedures can be described as follows:

1. (Think)

Planning

- Teacher draws a series of pictures which is unfinished and sequential on the board to elicit recount text.
- Learners guess every picture by writing it on paper. This phase is conducted in order to attract the learners' attention.

- Teacher posts series of finished and sequential pictures on the board.
- The learners are asked to guess the story from the pictures and are given more time to think about it.

2. (Write)

Drafting

- Learners write what the story is telling about based on the pictures on a paper.
- Teacher gives several questions related to the picture to the learners and asks them to answer the questions. For example *what is the first picture is trying to tell? What is the end of the story?*
- Learners are asked to find their pair and give them a paper (guidelines) that has sequence of the recount text in it (*orientation, event, and reorientation*).

3. (Pair)

Editing (Reflecting and Revising)

- Learners are asked to exchange their work (draft) that they have done before with their pair to provide feedback. The feedback is concerned on five aspects of writing: content, organization, vocabulary, language use, and mechanic. The learners might underline difficult words.
- After giving feedback to their pair work, they should check the sequence of the story based on the guidelines (*orientation, event, and reorientation*). Additionally, both teacher and learners discuss the guidelines, learners' work, and provide explanations to each passage from the guidelines and difficult words.

- Every pair discusses the story by using drafts as considerations. The learners then write the story with their pair.

4. (Share)

Final Version

- The learners submit their works.
- Some learners are asked to share their ideas. On the other hand, some learners might give their opinion, feedback, answer, or suggestion.
- The teacher evaluates the learners' works by comparing them with the original one.

That is the explanation about procedure of teaching writing through Modified Think Pair Share.

2.10 Advantages and Disadvantages of Modified Think-Pair-Share Strategy

The advantages of modified Think Pair Share strategy are all learners more actively involves in group discussion and pair work. Moreover, it enhances interaction among learners, cognitive growth, creative writing, and positive interdependence.

On the other hand, disadvantage which might appear is learners tend to spend much time in *Writing* stage where in this stage they are required to construct their ideas on the questions or instructions given. Additionally, another disadvantage that might happen is social judgment individuals make about each other increase or decrease. Such social judgments are the result of either a process of acceptance or a process of rejection (Johnson & Johnson, 1989). This disadvantage of decreased judgment might happen when learners have to exchange their writing

with their pair in *Pair* stage. Their pair might reject his or her writing since it is not well constructed.

2.11 Theoretical Assumption

As has already been explained that writing is considered as a difficult skill for learners to master, the difficulties lie in generating, organizing ideas, and in translating these ideas into readable text. Then, learners have to consider five components of a good piece of writing namely content, grammar, vocabulary, organization, and mechanic. Therefore, every teacher should have capability and ability to choose an appropriate strategy and implement it in the teaching learning process to encourage learners' high performance and to achieve goal of teaching.

On top of that, modified Think Pair Share strategy perhaps can optimize learners' writing ability and promote high performance. This strategy gives opportunity for self-development where learners use their writing in *writing* stage as a means to explore and discover ideas, meaning, or answers of the questions by themselves and develop the construction of their writing. Additionally, this strategy also provides logical inference where learners draw conclusions about the topic or questions given. This strategy also might prompt learners' accuracy and fluency in writing.

The objective of teaching writing is learners are able to produce written form of their ideas and thoughts correctly based on writing aspects. This strategy is assumed that it can affect learners' writing composition based on aspects of writing in terms of content, grammar, vocabulary, organization, and mechanic. This assumption is made since learners are asked to produce written form after they have debated or discussed each work from *writing* stage in *pairing* stage. In *pairing* stage learners are required to do some processes namely exchanging their writing with their pair, correcting each other writing, giving suggestions, and

reconstructing their idea based on correction. In doing all those processes particularly in correcting, giving suggestion, and reconstructing their idea; learners have to consider the important elements in composing their writing namely content, vocabulary, grammar, organization, and mechanics.

Additionally, the utilization of modified Think Pair Share strategy perhaps can facilitate learners in writing recount text. *Thinking, Writing, and Pairing* stages in this strategy are assumed as facilitative stages in helping learners write recount text. These stages train learners to improve their cognitive and productive skills since they are required to firstly think critically of possible idea or answer towards the topic given. Then, they have to explore some idea, meaning, or ideas as a basis and develop it in their writing. In addition, learners check their writing by exchanging it with their pair and discuss for the best construction of recount text together by using their correction of each other's work as guidelines.

In conclusion, based on assumptions above it is regarded that modified Think Pair Share strategy is better than original Think Pair Share strategy since it promotes more on critical thinking, cognitive growth, self-development, creative writing, social interaction, peer correction, and positive interdependence. On the other hand, those items in original Think Pair Share are not achieved or fully maximized.

2.12. Hypotheses

The following hypotheses were proposed in order to answer the stated research questions.

(1) For the first research question, the hypothesis is: there is any statistically significant difference in students' writing achievement between students who are taught through modified Think-Pair-Share and students who are taught through original Think-Pair-Share.

(2) For the second research question, Content is the most improvement aspect of writing. Because 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.

Briefly, those are the explanation about this chapter that are about writing, aspects of writing, teaching writing, recount text, Think-Pair-Share, advantages and disadvantages, modified Think-Pair-Share strategy, theoretical assumption and hypotheses.

III. METHODS

This chapter discusses about the methods of the research and they are research design, population and sample, research instruments, criteria of evaluating students' writing, validity and reliability, data collecting technique, research procedures, data analysis, and hypothesis testing.

3.1. Research Design

This research was quantitative research. There were two classes used as experimental group and control group. The experimental group was given treatments using modified Think-Pair-Share strategy and the control group is given the original Think-Pair-Share. The study is applied Control Group Pre test-Post test Design for the first research question. The research design is presented as follows:

G1: T1 X T2

G2: T1 O T2

Notes:

G1 : Experimental group

G2 : Control Group

T1 : pretest

T2 : posttest

X : treatments (modified Think-Pair-Share)

O : treatments (original Think-Pair-Share)

(Setiyadi, 2006)

3.2. Population and Sample

The population in this research was the second grade students of SMAN 4 Metro. The study took two classes in the school as the sample. They were XI MIPA 1 and XI MIPA 2. In determining the sample, the classes were selected by the teacher. It is applied based on the problem of the students. The teacher said that about two classes need a new technique for learning English especially writing with online class because some of the students confuse that how to start the write and put their idea on paper. In conclude that the score of their writing was not reach the good score. Then, many of them only copy the writing of text from google. The researcher used two classes as control and experiment class. Each class is consisted of 30 students.

3.3 Research Instrument

The data of this research is gained by one instrument:

1. Writing test

The instrument in this research is writing test and this research conducts test for the pretest and posttest for the control and experimental groups. The purpose of the test is for gaining the data of the students' recount text writing achievement scores before and after the treatment in performing the text writing. That is the explanation about the research instrument.

3.4. Criteria for Scoring Students' Writing Achievement

Suparman (2016) Performance assessment is related to skills that can be seen, (eg speaking) or products (eg writing), usually use a checklist, scoring scale, or scoring rubric (instructions judgment). The consideration of criteria for evaluating students' recount text writing achievement is based on the ESL Composition Profile by Jacob et al (1981). There are five aspects to be tested: content,

organization, vocabulary, language use, and mechanics. The criteria of scoring system are arranged based on the rating sheet from Jacob et al (1981) that concerns to the five aspects of writing.

Table 3.1 Scoring Rubric

Content	30-27	Excellent to Very good	Knowledgeable, thorough development of thesis, relevant to the topic
	26-22	Good to average	Some knowledge of subject, limited development of thesis, mostly relevant to topic, but lacks detail
	21-17	Fair to poor	Fair to poor Limited knowledge of subject, inadequate development of topic
	16-13	Very poor	Very poor Does not show knowledge of subject, not enough to evaluate
Organization	20-18	Excellent to Very good	Ideas clearly stated, well-organized, logical sequencing, cohesive
	17-14	Good to average	Loosely organized but main ideas stand out, limited support, logical but incomplete sequencing
	13-10	Fair to poor	Ideas confused or disconnected, lacks logical sequencing and development
	9-7	Very poor	No organization, not enough to evaluate
Vocabulary	20-18	Excellent to Very good	Sophisticated range, effective word choice, word form mastery
	17-14	Good to average	Adequate range, sometimes errors of word choice, usage but meaning not obscured
	13-10	Fair to poor	Frequent errors of word choice, usage but meaning confused or obscured
	9-7	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate
Language Use	25-22	Excellent to Very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns and preposition

	21-18	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, articles, pronouns and preposition
	17-11	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns and preposition, meaning confused or obscured.
	10-5	Very poor	Almost no mastery of sentence construction rules, dominated by errors, does not communicate, not enough to evaluate
Mechanic	5	Excellent to Very good	Few errors of spelling, punctuation, capitalization, and paragraphing
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, and paragraphing
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, and paragraphing
	2	Very poor	Dominated by error

Table 3.2 Rating Sheet

S's Codes	Content	Organization	Vocabulary	Language Use	Mechanics	Total
1						
2						

3.5. Validity and Reliability

3.5.1 Validity

Hatch and Farhady (1982) states that a test can be considered valid if the test measure the object to be measured and suitable with the criteria. Since there is

writing tests as instrument, so there is validity of writing test. In short, validity refers to the extent to which the test measures what is intended to measure.

1. Validity of Writing Test

There are two basic types of validity specifically for test; content validity and construct validity. The validity of the pretest and posttest in this research relates to the face, the content and the construct validity.

To get *face validity*, the instruction of writing test is previously examined by the advisors of this research to check whether it has been clear, readable, and understandable to do by the students or not.

Content validity highlights on the equivalent between the material that has been given and the items stated. The items in the test must reflect to the material that has been taught. To get the content validity of the writing test, the material and the test are composed based on the syllabus taken from “2013 English curriculum” for the second grade learners of senior high school in 2020/2021 academic year. The materials in the treatments are in line with the syllabus, that is, concerning to comprehending the text. To assess and judge students’ comprehension, writing activity is followed. Then, the tests given are in line with the material that they are asked to compose a text. The text is in line with syllabus that students will study about recount text in this semester. Then, the researcher ask the English teacher of the class to give comment and suggestion about the material of recount text. (the attachment file of comment and suggestion in appendix 18)

On the other hand, for construct validity, it concerns on whether the test is in line with the theory of writing. It means that the test measured certain aspects based on the indicators. The researcher assesses it by referring to the aspects of writing (Jacob et al, 1981). By using scoring rubric that is proposed by Jacob et al,

the test will be measured based on five aspects of writing. That is the explanation about validity of writing Test. The assessment is to measure the student's writing achievement based on the five aspects, namely content, organization, vocabulary, grammar, and mechanic. The scoring system is promoted by Harris (1979).

It assesses five aspects of writing: content, organization, vocabulary, grammar and mechanic. Therefore, in measuring the validity of the writing rubric, this study implemented Pearson's Correlation Coefficient. Here is the formula:

$$r_{xy} = \frac{N \sum xy - (\sum x)(\sum y)}{\sqrt{\{\sum x^2 - (\sum x)^2\} \{N \sum y^2 - (\sum y)^2\}}}$$

r_{xy} : Correlation coefficient between X and Y

$\sum xy$: The result of multiplying scores between X and Y for each respondent

$\sum x^2$: The score of squared in X

$\sum y^2$: The score of squared in Y

n : The number of student taking the test

The empirical result showed that the items had a high correlation with their construct (see table 3.3)

Table 3.3 Validity of writing Test

Speaking Aspects	Items validity
Content	.544**
Organization	.530**
Vocabulary	.519**
Grammar	.487**
Mechanic	.417**

3.5.2 Reliability

1. Reliability of the Test

Reliability refers to extend to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhday, 1982). In achieving the reliability of the pretest and posttest of writing, interrater reliability is used in this study. It needed some researchers as a team; in addition,

the researchers must verify the test and the criteria of the test before gathering the data (Setiyadi, 2006:19).

The first rater is the researcher himself and the second rater is a English teacher of SMAN 4 Metro. She is ma'am Sulis. In achieving the reliability of writing test (pretest and posttest), the first and second raters discuss and put in mind of the criteria of writing in order to achieve the reliable result of the test.

This current research also applies statistical formula for counting the reliability score between the first and second raters. The statistical formula of reliability is as followed:

The formula is:

$$r = \frac{1 - 6\sum D^2}{N(N^2 - 1)}$$

Notes:

r	= Rank difference
$\sum D$	= Total score of odd number
N	= Number of Students

(Harris, 1974:142)

The criteria of reliability are:

- Reliability range from 0.81 up to 1.00 is very high
- Reliability range from 0.61 up is high
- Reliability range from 0.41 up to 0.60 is average
- Reliability range from 0.21 up to 0.40 is low
- Reliability range from 0.00 up to 0.20 is very low

The data were obtained by using two raters: teacher and researcher. In addition, the internal consistency of the scoring rubric was analyzed. Rank-order correlation was applied in order to examine the raters' objectivity in assessing the

students. The reliability score showed that the instrument has high internal consistency. The reliability score of each test describes below:

Table 3.4 Reliability of the Writing rubric			
Class	Test	Reliability Score	Decision
Control	Pre test	.97	Very High
	Post test	.98	Very High
Experimental	Pre test	.97	Very High
	Post test	.95	Very High

The researcher used a writing rubric adapted from Jacobs et al. in Matsuda (2005). The rubric provides five aspects of writing namely content, organization, vocabulary, language use and mechanics in which each of them is scaled from 1 to 4. Hence, the maximum score is 20, while the minimum score is 5.

3.6 Data Collecting Technique

To collect the data, the techniques apply is as follows.

Writing test

1. Pre-test

The pre-test is carried out before the treatment. It is used to identify students' writing achievement before they are given the treatment. The pre-test is conducted in one meeting. As a start, a writing pre-test is given to them and they are asked to make a recount text for 45 minutes.

2. Post-test

The post-test is administered after the treatment in order to find out whether there is any improvement of students' recount text writing achievement after being taught through modified Think-Pair-Share and original Think-Pair-Share strategy. The test is in written form. Instead of that, the materials that would be tested is actually related to curriculum which is used in the target school and

suitable with their level. The result of the posttest compared with the pretest in order to make sure whether the strategy improves students' achievement in writing recount text or not.

That is the explanation about data collecting technique.

3.7 Research Procedure

The researcher uses the following procedures in order to collect the data:

1. Determining the research problem

The main concern of this research is to find out whether there is a difference on students' writing achievement in general as well as students' aspects of writing in particular.

2. Determining population and sample

The population of this research is the third grade students' of SMAN 4 Metro. In short, the researcher replaces the teacher's teaching time at the school and focuses on teaching two classes.

3. Selecting the material

The materials of this research are taken from Recount text.

4. Administering writing tests before the treatment

Before conducting the treatments, there is a writing test (pretest). The learners are asked to compose a writing text based on the topic in picture of recount text.

5. Conducting treatments

In this research, the treatments are given within three meetings to recount text which takes 90 minutes for every meeting in both classes. Modified Think-Pair-Share and original Think-Pair-Share strategy are conducted to teach the students of how to produce recount text.

6. Administering writing tests after the treatments

After carry out the treatments, there is a posttest. Learners are asked compose a writing text based on the topic in the picture that they have done in final revision.

7. Analyzing the data

In this step, the researcher draws conclusion from the tabulated results of the tests that have been administered. This research examines the students' works based on the guidance from scoring rubric of writing in terms of content, organization, vocabulary, language use, and mechanics adapted from Jacob et al (1981).

These eight phases, starting from determining the research problem until analyzing the data, are the whole procedures in conducting this research.

3.8. Data Analysis

In analyzing the data obtained, the researcher uses quantitative data analysis according to the types of data gathered. Data analysis of the instrument would be described as follows:

A. Test of Homogeneity

Test of homogeneity aims to determine whether the sample taken from the population have the same variance or do not show any significant differences from each other. Interpretation of the results of the homogeneity test is by looking at the value of Sig. (2-tailed). The interpretation can be concluded as follows: (a) If the significance is less than 0.05 (Sig. (2-tailed) 0.05), the variants are significantly similar (homogeneous).

Levene's test was used on SPSS 16. The significant level showed that .480, it means that the test is considered to be homogeneity. Therefore, the posttest of each class can be compared.

Table 3.5 Test of Homogeneity of Writing Test			
Levene Statistic	df1	df2	Sig.
.506	1	57	.480

B. Writing Test

In order to have same perception in assessing the learners' work, the researcher explains the writing scoring rubric assessment used in the study to the second rater before they assess the work. After that, the steps follow are conducted:

1. The researcher and inter-rater score the learners' writing test.

Calculating Students' Total Scores

These are two formulas that were used in calculating students' total

scores:

2. Calculating the scores from 1st rater and 2nd rater

$$R1 = C + L + V + O + M$$

$$R2 = C + L + V + O + M$$

Notes:

R1 = Score from 1st rater

R2 = Score from 2nd rater

C = Content

O = Organization

L = Language use/grammar

V = Vocabulary

M = Mechanics

3. Calculating the total score

$$TR = \frac{R1 + R2}{2}$$

R1 = Score from 1st rater

R2 = Score from 2nd rater

TR = Total Score

4. Calculating the Significance Difference of the Tests

After the total scores are gained, the average scores between the two raters are taken to be the final scores that are analyzed statistically using Paired Sample t-test to show the differences between pretest and posttest in both classes. It is done in order to see the effect of the original and modified Think-Pair-Share strategy toward students' writing achievement. The data is computed through the Statistical Package for Social Science (SPSS) version 16.0.

5. Comparing the Significance Difference of The Tests

After the researcher calculates the significant difference of the tests, the results are compared in order to see which treatment making the best improvement on students' writing achievement. The data are inserted to SPSS version 16 to run

Independent Group t-test for answering the research question number one and two.

6. Drawing Conclusions from the Data

After the significant difference of the test is calculated, the conclusion is drawn from the calculation. It is done in order to find out whether there is a significant difference between students of the experimental class and control class.

That is the explanation about data analysis that the researcher will be applied.

3.9 Hypothesis Testing

To test the first hypothesis, this research uses Social Sciences (SPSS) windows version 16.0. The hypothesis is investigated at significance level of 0.05 in which the hypothesis is approved if $\text{Sig} < \alpha$. It means that probability of error in hypothesis was only about 5%. The hypotheses are drawn as follows:

H_1 : There is any statistically significant difference in students' writing achievement between students who are taught through modified Think-Pair-Share and students who are taught through original Think-Pair-Share.

H_0 : There is no any statistically significant difference in students' writing achievement between students who are taught through modified Think-Pair-Share and students who are taught through original Think-Pair-Share.

In brief, those are the explanations of this chapter which were research design, variables, data source, research instruments, and criteria of scoring the students' writing, validity and reliability, data collecting technique, research procedures, data analysis, and hypothesis testing.

V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the findings and the discussions, here are some conclusions drawn as follows:

5.1.1 Students' Writing achievement

The implementation of original TPS and modified small group discussion-based TPS could give students chance to practice their writing skill. In addition, the enormous chance of writing practices can promote students writing achievement. However, the implementation of modified small group discussion-based TPS provides students with activities that require students to comprehend the pictures sequence and to practice what they have comprehended in productive skills. In addition, students also get exposed by enormous chance to develop their writing skill. Then, the students are able to comprehend the text more and could deliver their idea well through writing. Hence, the implementation of modified small group discussion-based TPS can facilitate students' writing achievement better than TPS procedure.

5.1.2 Students' Writing Aspects

Both teaching procedures can promote each of students' writing aspects significantly. However, the implementation of TPS does not provide students enough chances to practice their written productive skill. In addition, students were required the acknowledge the jumbled picture series. Therefore, students'

writing aspect that improves the most is content. While the implementation of modified small group discussion-based TPS serves students with enormous chances not only to understand the topic but also expose students with several writing practice activities. In addition, the teaching procedures also concerns with the focus on form and meaning. Therefore, writing aspect that improves the most is content while writing aspect that improves the least is grammar. It can be concluded that the implementation of original TPS and Modified TPS results in improving students' writing achievement.

5.2 Suggestions

Referring to the conclusion above, some suggestions could be listed for the teachers, language learners, and further researchers.

5.2.1 For Teachers

The modified strategy used in this research is really effective to be applied in writing process. It can be seen from students' progress during the treatment and the improvement of students' writing ability after the treatment. Hence, it suggested for the teacher to implement this strategy in writing for its advantages. Moreover, the English teacher should provide the students with various but familiar sequence picture series that involve the students to process input both written and spoken so that input may lead to intake and innate followed by producing paragraph writing. Then, teacher should make the certain activity that emphasize on language form to get improve the grammar and vocabulary of students' writing.

5.2.2 For Language Learners

It is suggested to reanalyze the picture and write the ideas throughout the picture. Moreover, during the teaching learning activity, it is suggested for

students to follow the instruction well and bring their dictionary. So, they will have efficient time when making the paragraph writing.

5.2.3 For Further Researchers

It is suggested for further researchers to conduct picture series by groupings students based on several considerations such as their language awareness level and their writing achievement with various picture series. In addition, it is highly recommended for researcher to maintain the student's mood in learning by adding some ice breakings and to examine students' writing achievement level before composing the learning activity. The present study calls for replications in other productive skill, which is, speaking since this current research just concern on writing productive skill. Moreover, it is suggested for further research to consider the other factor that can affect writing ability, such as studens' motivation, learning styles, and multiple intelligences.

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