

**STUDENTS' PERCEPTIONS ON THE USE OF THINK-PAIR-SHARE
IN LEARNING WRITING DESCRIPTIVE TEXT**

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2023**

ABSTRACT

STUDENTS' PERCEPTIONS ON THE USE OF THINK-PAIR-SHARE IN LEARNING WRITING DESCRIPTIVE TEXT

By

Novita Rahayu

The objective of this research was to find out students' perceptions when they were taught descriptive text using Think-Pair-Share technique. This research was designed as qualitative research and it was conducted at SMPN 23 Bandar Lampung on February 8th, 2023. The subjects of the research was 31 students which were taken from the seventh grade students. The data were collected through open-ended questionnaire. The descriptive analysis was used to analyze the research. The results showed that majority of students had positive perceptions in Think and Pair stage in terms of levels of difficulty, degree of stress, interest, and motivation. Most of students also had positive perceptions on Share stage in terms of students' motivation. There is 65,5% of positive responses and 34,5% of negative responses in using Think-Pair-Share. This suggests that TPS facilitates the students to actively involve in learning writing particularly descriptive texts.

Keywords: *perceptions, writing, descriptive text, Think-Pair-Share*

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(An Undergraduate Thesis)

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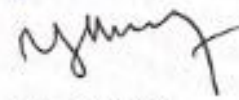
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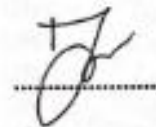
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Menyatakan bahwa skripsi ini adalah karya saya sendiri. Sepanjang pengetahuan, saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya ambil sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

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CURRICULUM VITAE

Novita Rahayu was born in Sukamandi on November 19th, 2001. She is the first child of Eman Sulaiman and Sariyah. She has one younger sister whose name is Rizkiya Hasanah and Youngest brother, Muhammad Dzaki Mirza.

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DEDICATION

This script is fully dedicated to:

All of my family, lecturers, my friends especially those who always helped me during my study, and my almamater, University of Lampung.

MOTTO

“Allah can change the most hopeless situations into the best moment
in your life”

(Anonymous)

ACKNOWLEDGMENTS

In the name of Allah SWT, the Most Beneficent and the Most Merciful, who has given the blessings, strengths, and opportunity so that the writer could finish this thesis. Sholawat for our Propet Muhammad SAW., all of his family, friends and all fellow Muslim.

This script, entitled “Students’ Perceptions on the Use of Think-Pair-Share in Learning Writing Descriptive Text” is submitted to fulfill one of the requirements in accomplishing the S-1 Degree at the Language and Art Department of Teaching Training and Education Faculty, University of Lampung. The writer would like to acknowledge the gratitude to the people who had supported her throughout her life and especially in finishing this script. Thus, the writer would like to express the sincere respect and gratitude to:

1. Prof. Dr. Flora, M.Pd., as the first advisor, for her guidance, ideas, encouragement, and support that help me to finish this script.
2. Khairun Nisa, S.Pd., M.Pd., as the second advisor, for her carefulness, guidance, and ideas in supporting me to finish this script.
3. Hery Yufriзал, M.A., Ph.D., as the examiner, for the critics and support in helping me to finish my script.

4. Dr. Feni Munifatullah, S.S., M.Hum., as the Head of English Education Study Program, who has contributed directly and indirectly in this script.
5. Eman and Sariyah, who will never get tired of me, for their support, prayer, patience, and all of the greatest love. Thank you for being my parents.
6. My beloved grandparents, Jumroni (Alm.) and Eni who has raised me well and always pray for me until I could get here. Thank you for always waiting for me to come home.
7. My little sister and brother, Rizkiya Hasanah and M. Dzaki Mirza, who complement and always bring joys to our family.
8. My comrades in arms, Tika, Fifah, Enah, and Anti, thank you for million supports, positive energy, pray, and help. I hope this friendship will be last forever.
9. Ezza Ahmad Faturohman, who brought me to the great lessons and experiences, thank you for the greatest support, annoyance, joys and the time that you have spent for this introvert girl.
10. My fellow comrades in “BP Seminar” group, Kiki, Dewi, Rani, Oka, Okta, Dimas, Desi, Ajeng, Vina, Diana, Della, Mul, Max, Bella, and Tina, who are able to switch my mood rapidly from gloomy to happy. Thanks for the colorful days, laughs, and positive vibes. I hope this group will be around and active forever.
11. My family in Forkom Bidikmisi/KIP-K Unila, for the journey, lessons, and experiences that helped me to be brave in doing many things.
12. My “Sisterhood” friends, Ersya, Eka, Diana, and Tanti, thank you for the support and the time you have spent with me. Also for the many random conversations

and arguments we have had. Its always make my day.

13. My script partner, Deska Fitriana, thanks for all of chances that we have spent in doing the research until we have done the script together.

14. My roommate, Nanda Nur Rohmah, for all the things we have spent in our room these two years. Thank you for being nice roommate.

15. All of my friends in English Department'19, especially class B that I cannot mention your name one by one. Thank you for everything.

Hopefully, this research paper could give benefit to the readers as well as those who want to carry out further research. The writer realizes that this script is still so far from perfection and there is still mistake or error made. Therefore, the writer will appreciate the critics, comments, and suggestions.

Bandarlampung, April 14th 2023

Novita Rahayu

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I. INTRODUCTION

This chapter deals with the background, formulation of the research question, objectives of the research, the uses of the research, scope of the research and definition of terms.

1.1 Background

Writing is one of the basic skills which must be mastered by students in order to be able to communicate and socialize with the community. According to Richard and Schmidt (2010: 640), Writing is viewed as the result of complex processes of planning, drafting, reviewing, and revising and some approaches to the teaching of first and second language writing teach students to use these processes. This means that writing is a complex process and can complicate problems in creating ideas, so the right technique must be chosen to make decisions as problem solving in the writing process.

Broadman (2002) states that writing is a continuous process of thinking, organizing, rethinking, and reorganizing. The mastery of vocabulary, spelling, grammar, punctuation, appropriate content, word selection appropriate to the audience, topic and occasion, are required in writing. However, the ability of thinking and the ability to organize are crucial in order to make you express your idea in well-organized sentences, which have a good coherence and cohesion. That's why many peoples and students find it difficult to write.

The use of English language in the writing activity is still a problem for most Indonesian students, as well as many other students who learn English as a foreign language. The students seem to face difficulties when they have to express their ideas in a writing form. As one of the basic skills, from several previous studies, there are still many students who cannot write well (Fibrina: 2012). This is indicated by the number of problem indicators, (1) Students tend to be passive during the teaching and learning process. (2) Students do not focus on the lesson. (3) They do not listen to the teacher's explanation. (4) Students have low motivation to learn English.

In addition, there are several problems faced by teachers and students in teaching learning writing English. English teachers do not use the right techniques/methods or strategy in teaching writing. Traditional learning was also still being the cause. It made the students not excited, so that students feel unable to pour the idea into a form of writing. Then, students are generally confused with what they write, they usually have difficulty in establishing context or ideas, and there are still many errors in vocabulary, grammar, and spelling.

Based on the problems above, appropriate learning techniques are needed in the writing class. The procedures of the technique will be a solution to the learners to increase their writing motivation through Think-Pair-Share technique. According to Lyman (1987), the Think-Pair-Share-Strategy is a strategy designed to provide students to think a given topic by enabling them to formulate individual ideas and share these ideas with another student. This strategy is developed by Frank Lyman to encourage student classroom participation; the think-pair-share strategy helps

students to work in the group. In applying this strategy, the teacher poses a question, preferable one demanding analysis, evaluation, or synthesis, gives student about a minute to think through and appropriate response.

Think-Pair-Share (TPS) technique is a strategy design to enable the students to formulated their individual ideas and share the ideas with other students (Robertson, 2006). Students learn how to work with their peers to find ideas and then students combine the idea into a single entity to new create creative and effective ideas.

Think-Pair-Share involves students working together to achieve common goal or complete group task – goals and tasks that they would be unable complete (Gillies, 2016). According to Banikowski and Mehring, 1999; Whitehead, 2007 cited on Azlina (2010), there are some benefits of TPS for the student are: The first benefit is that TPS can improve students' confidence. The second is the user of the timer gives all students the opportunity to discuss their ideas. The last, the Think-Pair-Share technique improves the quality of the students' responses. For teachers, The teachers create a new situation to make their students speak up. Secondly, the teachers can manage the classroom. It is not teacher-centered anymore. The teachers consider the students as the center of the teaching and learning process.

Ulrich and Glendon (2005), state that 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.

From the explanation above, the researcher can conclude that Think-Pair-Share strategy has many advantages that can improve students' ability in writing English texts. Also, many researchers have implemented Think-Pair-Share in their research to find out students' improvement in learning writing. But as far as the researcher knows, only a few have researched students' perceptions when taught using Think-Pair-Share. Most students gave positive perceptions in terms of difficulty level, stress level, student interest, and student motivation. This shows that the Think Pair Share technique facilitates students to be actively involved in learning writing, especially in descriptive text (Nirmala: 2019).

In addition to the teaching strategies, methods and techniques used by the teacher in the teaching of writing, another factor which is also very important and plays a very important role in improving students' writing performance is their perception. Perception is the process of interpreting and organizing sensation in order to produce a meaningful experience (Lindsay and Norman:1977). The perception describes someone's experience and it particularly involves the process of sensory input. Students' perceptions of the strategies in the learning of writing might influence their choice of the strategies used in the learning of writing. Therefore, students may have certain perception of the strategies in the learning of writing which can be negative, positive or highly positive. Every student who has the same learning experience, does not necessarily have the same perception.

Based on the explanation above, the researcher was interested in proposing a qualitative research to know the students' perceptions in teaching and learning process. All of the above explanations inspire the researcher to know the students' perceptions toward Think-Pair-Share technique on writing descriptive text with the title "Students' Perception on the Use of Think-Pair-Share In Learning Writing Descriptive Text".

1.2 Research Question

In line with the background described above, the researcher formulated a research question as the main problem:

What are students' perceptions in learning writing descriptive text by using Think-Pair-Share?

1.3 Research Objective

In line with the research question above, the research objective is:

To find the students' perceptions in learning writing descriptive text by using Think-Pair-Share.

1.4 Uses of the Research

The result of the research was expected to supported the teacher in choose writing methods to learning writing by seeing the students' perceptions. And the researcher hopes that this research can be useful for educational research particularly to know students' ideas in learning writing descriptive text by using Think-Pair-Share.

1.5 Scope of the Research

This research had been conducted at SMPN 23 Bandar Lampung in the seventh grade of academic year 2022/2023. The researcher used one class as a sample. This research focused on identifying the students' perception in learning writing descriptive text by using Think-Pair-Share.

1.6 Definition of terms

1. Writing is a productive activity that requires high concentration to develop ideas to be written.
2. Think-Pair-Share (TPS) technique is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to think about a response, and then asks students to share their ideas with their partner.
3. Perception is an idea of the students related to studying writing by using Think-Pair-Share technique.

II. LITERATURE REVIEW

This chapter discuss about writing skill, the process of writing, descriptive text, generic structure of descriptive text, language features of descriptive text, Think-Pair-Share, the purpose of Think-Pair-Share, steps of think-pair-share, students' perception, factors of perceptions, theoretical assumption and hypothesis.

2.1 Writing Skill

According to Richard and Schmidt (2010: 640), "Writing is viewed as the result of complex processes of planning, drafting, reviewing, and revising and some approaches to the teaching of first and second language writing teach students to use these processes. It means that writing is complex process and it can be complicated problem in creating the ideas, so it should be chose the appropriate technique to make decision as solve of problem in the process of writing.

Writing has an important and most difficult role for students in the language learning process, and this skill needs to be mastered. This opinion is supported by Brown (2001) that writing is a thought process. Writings can be planned and provided with an unlimited number of revisions prior to publication. Therefore, Leo (2007) states that writing as a process of expressing ideas or thoughts in words can be done in spare time. That is, learning to write requires a long training time. In addition, Harmer (2007) states that writing encourages students to focus on using accurate language. This is because students consider the language when writing.

Writing ability is one of the productive skills that must be mastered in using language. Harmer (2007) explains that the key factor for the success of productive skills tasks is the way teachers organize them and how they respond to student work. Raimes (1983: 4) says; there are some functions of writing: to communicate with a reader, to express ideas without pressure a face to face communication, to explore a subject, to record experience and to become familiar with the conventions of written English discourse (a text). In addition, Bachman (1990) states that organizational competence is the ability to understand and form correct sentences, understand the meaning of sentences and pour these sentences into a text.

In general, it is said that writing is the most difficult skill to master (Fauziati, 2015). Bell and Burnaby (1984, as cited in Nunan, 1989) show that writing is a very complex cognitive activity in which the writer is required to exhibit several control variables simultaneously. At the sentence level these include controls for content, format, sentence structure, vocabulary, punctuation, and spelling (Bell and Burnaby, 1984; Murcia, 2000).

2.1.1 The Process of Writing

According to Harmer (2004), the process of writing has four main elements:

a. Planning

The writers have to think the three main issues. Firstly, they have to consider the purposes of writing product since this influence (among other things), not only the type of the texts that would produce, but also the language they would be used and the information that already chosen. Secondly, they have to think of the audiences who would read, and the choice

of language. Thirdly, writers have to consider the content structure of the piece, the best way to sequence the facts, ideas or arguments which they already have decided to include (Harmer, 2004).

b. Drafting

Drafting is the students' first effort to write ideas on paper. In this stage, they write tentative ideas which are related to the topic that they are going to write without paying attention to the errors. As the writing process proceeds into editing, a number of drafts may be produced on the way to the final version (Harmer, 2004).

c. Editing (Reflecting and Revising)

Once after writers have produced their draft, then, usually they were read it through what they have written to see where it works and where it doesn't. Reflecting and revising are often step which helped by the other readers or editors who comment and make suggestions (Harmer, 2004).

d. Final Version

The writers have edited their draft, making the changes which they consider to be necessary, produce their final version. This might look considerably different from both the original plan and the first draft because it has changed in editing process. (Harmer, 2004)

From the above ideas, the researcher can conclude that writing has the most important and most difficult role for students in the language learning process, and this skill needs to be mastered. Writing is a productive activity that requires high concentration to develop ideas to be written. There are several things that need to

be considered in writing, content, format, sentence structure, vocabulary, punctuation, and spelling (Bell and Burnaby, 1984; Murcia, 2000). In the process, writing is divided into four elements (Harmer, 2004) Planning, drafting, revision and final version.

2.2 Descriptive Text

According to Gerot and Wignell (1994: 208), “descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc”. Basically, it provides details about characteristics of people, places, and things. The details are used to help the reader in creating a mental picture.

Moreover, Abisamra (2001: 1) has similar opinion about descriptive text. He adds that “descriptive is the text picturing the person, place and thing with clear detail to help the readers visualize an object which is described”. So, by writing a descriptive text, the writers will create their sense of impression and get a clear picture of the object which is describe. Furthermore, description activity is used to describe an object and the readers become easily to be understood, so that they can imagine the object which is described clearly like the real one.

2.2.1 Generic Structure of Descriptive Text

Descriptive text is a text which describes person, place, mood, situation, and etc. In word. According to Siahaan (2008), Descriptive is a written English text in which the writer describes an object.

Gerot and Wignell (1994: 208) state that there are two generic structures of descriptive text; namely, identification and description. In identification, the learners will identify phenomenon or subject that is going to be described. While, description, the learners will describe specifically parts, qualities, and

characteristics of an object that is being described. The description consists of three parts: the parts of the place, the quality of the place and the characteristic of the place.

2.2.2 Language Feature of Descriptive Text

In descriptive text, the language features are contained four mainly features. It also stated by Gerot and Wignel, the grammatical features of descriptive text are composed into four parts, such as follow:

1. Focus on specific participants

It means that descriptive text should be focused in describing a current participant, such as “*My English Teacher*”, “*My Cat*”, “*My favorite place*” and so on. It is suggested to make the text easy to conclude. It also helps the reader to focus in one subject liberally.

2. Simple present tense

Simple present tense is one of tenses that is usually used in writing descriptive text. This tense describes the habitual activities. It is also used to explain general statements of fact action.

3. The use of noun phrase

It means in visualizing the characteristics of the subject or object, the writer should arrange noun phrase currently, such as “*My teacher has beautiful hair*”. From an example before, it shows that beautiful indicates as an adjective whereas hair indicates as noun than a noun word is followed with an adjective can be called adjective phrase.

4. The use of auxiliary verb

It contains the use of the ownership like has or have. Each subject uses the differential ownership, has is belong to she, he, it while have is belong to I, you, they, we. For the example: *“Roni has a big house”*

5. The use of linking verb

It includes the use of to be (is, am, are) in writing nominal sentence. It is used to connect between the subject and the complement. For the example: *“She is my best friend”*.

2.3 Think-Pair-Share

Think-Pair-Share (TPS) technique is a strategy design to enable the students to formulated their individual ideas and share the ideas with other students. TPS is a learning technique that will be done in pair.

Arends (2008), states that there are three steps in TPS technique. Step one is thinking. The teacher gives a question or issue associated in the lesson and asks the students to spend a minute thinking alone about the answer. Step two is pairing. After that, the teacher asks the students to pair off and discuss what they have been thinking about. Step three is sharing. In the last step, the teacher asks the pairs to share the result of discussion in the whole class.

Think-Pair-Share (TPS) according to Kagan (1994) cited in Erlinna D.S (2015) is one of cooperative learning strategy that promotes and supports high order thinking. The teacher instruct student to think about a specific topic, pair with another student to discuss their ideas and share it with the group. Rusmaryanti, D. (2013) also explained that the cooperative learning model TPS (Think Pair Share) gives more time for students to think about and discuss with her to find a more precise answer and teaches students to help each other or in cooperation with

members of the group so as to students who are less able to be assisted by a student who is able in academic terms, so that underprivileged students in academic terms will be able to understand the subject matter.

In addition, Nur (2008) cited in Mondolang (2013) states that TPS is a cooperative learning structure that is very useful, because the teacher transferring a lesson, ordering students to think the teachers question. In TPS classing to discuss of the question. Finally, the teacher asks students to perform the result of discussion. Think Pair Share provides students the opportunity to think carefully and talk about what they have learned. The strategy requires an effort of the teacher to encourage a great deal of participation from student even the students avoid to try new strategy.

Think-Pair-Share is a simple technique with great benefits. Using TPS, students learn from one another and get to try out their ideas. Students' confidence improves and all students are given a way to participate in class, rather than the few who usually volunteers. The benefits for the teacher include increasing time on task in the classroom and greater quality of students' contributions to class discussions. Students and teachers gain much clearer understandings of the expectation for attention and participation in classroom discussions.

2.2.3 The Purpose of Think Pair Share

This Think Pair Share strategy keeps all the students involved in class discussions and provide an opportunity for every student to share the answer to every question. This learning technique requires processing time and it enhances the deep 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 partner

before they are called on to perform. For insecure students to think carefully about their answer and talk about them with a partner before they are called on respond. For anxious or tentative students, this can help put them emphasis back on learning instead of on simply surviving class (Lyman, 1981). According to Lie (2008), there are some purposes of working in pairs. First, it increases the students' participation. Second, the students will have more opportunities to give their contribution. Last, it does not waste time to build a term.

2.2.4 Steps of Think Pair Share

According to Yerigan (2008), there are stages in the application of Think Pair Share strategy. It is described as follows:

1) Think individually

Each student thinks about the task that was given by the teacher. The teacher was arranged the pair for the students. The response should be submitted to the teacher before they continue working with their pair.

2) Pair with partner

The learners need to form pairs. The teacher needs to cue students to share their response with the partner. In this stage, each pair of students discusses their ideas about the task. From the result of the discussion, each pair concludes and produces their final answer.

3) Share to the whole class

The teacher asks each pairs to share the result of discussion or student responses, within each group, the rest the class, or with the entire class during a follow-up discussion. In this stage, the great discussion in order happens in

which each pair facilitates class discussion in order to find similarities or differences towards the response or opinions from various pairs.

Raba (2017) found that most students feel this technique is effective because they like working together. They feel more engaged and secure because it is not focusing on each one of them individually. Sometimes the students feel threatened or less confident when they work by their own. They emphasized that group work and peer work help to overcome communication problems. They learn from each other and help each other. On the other hand, the other students explained that they did not enjoy it. The students do not really work in pairs. They prefer to work by themselves.

From the explanation above, it can be concluded that by using Think-Pair-Share, the teacher gives students time to discuss a discussion topic or a question. Then, the students are divided into pairs and they have to share, discuss and convey the opinion with pairs. Last, representative students share their ideas to the whole class or other pair.

2.3 Students' Perception

Richard (2001) states that students are in a good position to assess the effectiveness of teaching, although the extent to which they are able to do so depends on the type of feedback instrument they are given. Although students are often critical, they usually have a good sense of whether a teacher prepares his or her lesson, teaches relevant content, provides lessons that are engaging, relevant and at an appropriate level of difficulty. Students' perceptions are the beliefs or opinions that students have as a result of realising or noticing something, especially something that is perhaps not obvious to other people, for example:

teachers, parents, or outsiders. They are the result of direct experiences in the educational content.

According to Fourgus (1966), perception is a process in which an organism receives particular information about the environment. Besides, Cherry (2015) states that perception does not only create a person's experience but also lets the person know deeply through the environment. In summaries, perception is an experience that the person has been experienced. Every person has different perceptions are influenced by their interest and needs.

Not every person can have exactly the same perception about particular things, even though the object is the same. It is because people perceive something based on their feeling of subjectivity and their experience in the past. It is supported by Mouly (1973) who said that two persons looking at the same phenomenon may see very different things.

Perception is the process of interpreting and organizing sensation in order to produce a meaningful experience (Lindsay and Norman:1977). The perception describes someone's experience and it particularly involves the process of sensory input. Student's perceptions of the strategies in the learning of writing might influence their choices of the strategies used in the learning of writing. Therefore, students can have certain perception of the strategies in the learning of writing which can be negative, positive or highly positive.

Galotti (2018) states that perception is a process of taking sensory information from the objects or environment, then interpreting the information meaningfully. From the statements above, perception appears when an individual has received sensory information regarding an object from his environment where

he is in, then interprets the meaning of the information based on the information that he has received through his sensory systems. In short, different person might have different perceptions even though they have the same experiences.

2.3.1 Factors of Perceptions

There are some factors influencing someone's perceptions. It includes internal and external. According to Kehoe cited in Hastrianda (2018) defines three factors of perception as follow:

1. Individuals

It is one of the internal factors which contribute to the subjective nature of the process of perception. This factor is related to the perceivers, interest needs, motives, and expectations. These factors are influencing how people select the information that are relevant and meaningful to them.

2. Object

It is include in the external factors of perception and it needs attention from the perceiver. This factor is related to the physical characteristics of the object which is perceived. The external factors including contrast intensity, size, movement, repetition, and position.

3. Context

The environment around the object which is perceived also influences the process of perceptions. This factor is divided into three parts, namely; physical factors, social factors, and also organizational factors. The physical factor is including whether the environment is formal or informal as the result which is created by the regulations or the rules. The social factor is including the type of people and the relationship between the people and their experience in the past,

and the organizational factor is including the size of the organizational, the culture, and the organization.

The conclusion from the statement above is the internal factors come from itself, and the external factor comes from the environment.

2.4 Theoretical Assumption

Writing has the most important and most difficult role for students in the language learning process, and this skill needs to be mastered. As a teacher, we should choose the appropriate strategy to help the students learn about writing. In this case one of the learning strategies that can help the students learn about writing is by using Think-Pair-Share strategy. Think-Pair-Share provides students the opportunity to think carefully and talk about what they have learned. Indirectly, the students will be motivated and enjoyed the learning process. The students' perception is needed, intend to know their idea whether it suits or no. However, it is hoped that many positive responses will be received from students who have been taught using Think-Pair-Share.

2.5 Hypothesis

There are different perceptions on learning writing descriptive text by using Think-Pair-Share based on their idea.

III. RESEARCH METHODOLOGY

This chapter discuss about research design, population and sample, data collecting technique, procedures of conducting the research, research instruments, validity of the research instrument and data analysis.

3.1 Research Design

In this research, the researcher used a descriptive qualitative research. Suryabrata (2008) cited in Afrilliani (2018) stated the aim of descriptive research to make systematical description, factual, and accurate about fact and the characteristic of population. This research aimed to know students' perceptions of using Think-Pair-Share in learning writing descriptive text. The qualitative data was obtained and analyzed from the open-ended questionnaire to see the students' perceptions about the use of Think-Pair-Share in learning writing descriptive text.

3.2 Population and Sample

According to Arikunto (1997), population is all research subject. While, Setiyadi (2006) states that all individual which can be target in research are called population. The population of this research was the seventh grade of SMPN 23 Bandar Lampung. There were 9 classes. The researcher used the perpesive sampling. The researcher took one class which had been taught by using Think-Pair-Share as the sample. There were 31 students in the class.

3.3 Data Collecting Technique

The researcher used questionnaire as the instrument of this research. The researcher used qualitative data and the data was taken based on open-ended questionnaire. The open-ended questionnaire was used to find out the students' perceptions, so the researcher can analyze their opinions about learning writing descriptive text by using Think-Pair-Share. The open-ended questionnaire was directly given after the students finish studying using Think-Pair-Share. The teacher who taught was someone who has implemented Think-Pair-Share in writing descriptive text. To collect the data, the researcher gave the open-ended questionnaire that contained 12 questions related to the learning writing by using Think-Pair-Share. By making use of a questionnaire, the researcher intended to assess the data of 31 students' perceptions on the use of Think-Pair-Share in learning writing descriptive text.

3.4 Procedures of Conducting the Research

In conducting the research, the researcher had to follow several steps. The steps in conducting the research start from the determination of the population and sample to analyzing the data. The procedure of conducting the research were as follows:

1. Determining the population and sample

The population of this research was the seventh grade of SMPN 23 Bandar Lampung. The researcher took one class who had got experience in learning writing by using Think-Pair-Share.

2. Distributing questionnaire

The questionnaire had been distributed directly after the students have finished the learning process using Think-Pair-Share. The teacher who taught was someone who has implemented Think-Pair-Share in writing descriptive text. The students had been given the questionnaire in a piece of paper and they write down the answer in it too.

3. Analyzing the data

This step had been done to find out the students' perceptions by analyzing the data through a descriptive qualitative approach.

4. Making conclusions

The researcher concluded descriptions to explain the data by interpreting statements from the students answers of the questionnaire.

3.5 Research Instruments

In this research, which was intended to identify students' perceptions of learning writing descriptive text by using Think-Pair-Share, the researcher provided the open-ended questionnaire. The questionnaire was consisted of 12 questions, with the table of specification below:

Table 3.5 Categories Of Questionnaire

No.	Questions categories	Number of items
1.	Think stage	1,4,7,10
2.	Pair stage	2,5,8,11
3.	Share stage	3,6,9,12

3.6 Validity of the Research Instrument

Heaton (1991) states that the validity of a test is the extent to which the test measures what it is supposed to be measured. To measure the test, the researcher should pay attention in the construct validity. Construct validity was related to the quality of the test. Construct validity focused on the relationship between what we are testing and what we want to find. In this research, because it aimed to determine students' perceptions in writing descriptive text by using Think-Pair-Share, the researcher used the questionnaire for tested to students. The items of the questionnaire were in line about the perceptions.

3.7 Data Analysis

In this research, the writer had been done several steps to analyze the data. The steps adopted from Mahpul (2014). First, the data transcribed and then organize systematically in preparation for analysis. Next, all the data was read through and coded in detail. From this categories or themes emerged, which was interpreted for presentation in the findings.

The data had been analyzed based on the difficulty (1,2,3), relaxed/stressed (4,5,6), interest (7,8,9), and motivation (10,11,12). To undertake the coding, in which the students who have opposite responses for each category had been designed either positive response (+) or negative response (-). Both Positive (+) and negative (-) codes had been accompanied by the number of responses in each category in the questionnaire. In addition, researchers also used the calculation of the percentage of student responses to collect data and see the effectiveness of Think-Pair-Share in learning writing descriptive text. The classification of learning methods was categorized as effective when the percentage of positive responses

reaches the classification of 61-100 (Ramlah: 2020). The percentage of data displayed in the table below:

Table 3.7 Data Analysis

No.	Categories	Difficulty		Relaxed		Interest		Motivation	
		Percentage		Percentage		Percentage		Percentage	
		+	-	+	-	+	-	+	-
1.	Think								
2.	Pair								
3.	Share								

IV. CONCLUSIONS AND SUGGESTIONS

In this section, the analysis of data and discussion of the result would be summarized accordingly. Some suggestions are parented regarding the proposed study that could be conducted by other researchers.

4.1 Conclusions

Based on the answer of the questionnaires that has been taken, students had different perceptions about using the Think-Pair-Share technique. The results showed that the majority of students felt easy, enjoyed, interested and motivated when learnt using Think-Pair-Share in Think and Pair stages. In addition, they also had motivated in Share stage. Moreover, they felt difficult, stressed and not interested when they had to Share their result in front of the class.

Most of students agreed that using Think-Pair-Share made them easier to learn English. In Share stage, most students stated that their are motivated, but they felt difficult, stressed and not interested in the stage because of limited proficiency in English and felt nervous when they have to share in front of the class. In addition, the students felt that share stage gives them motivation to learn more. It was also expected that the teachers would apply this technique in more creative and innovative ways in order to improve students' interest in learning English.

4.2 Suggestions

Some suggestions are given to participants who are closely related to this research. The suggestions are made based on the conclusions of this research. They are presented as follows:

1. For teacher

The teacher should consider the students' needs and interest before designing the technique and materials. It is important for the teacher to use various strategies that are appropriate in consideration of the students' needs because it would spark interest in learning amongst students during the teaching and learning process. It is useful for them to use think pair share technique as one of the appropriate strategies in teaching English.

2. For further researchers

In this research, the researcher only used the open-ended questionnaire to find the students' perceptions in writing descriptive text by using Think-Pair-Share. It is expected that further researcher can try to find out the students' perceptions by taking video in the whole learning activities and doing the interviews after they have learned with this technique.

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