

**THE IMPLEMENTATION OF THINK-PAIR-SHARE IN WRITING
DESCRIPTIVE TEXT AT SEVENTH GRADE STUDENTS IN SMPN 23
BANDAR LAMPUNG**

(Undergraduate Thesis)

**DESKA FITRIANA
1913042030**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

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ABSTRACT

THE IMPLEMENTATION OF THINK PAIR SHARE IN WRITING DESCRIPTIVE TEXT AT SEVENTH GRADE STUDENTS IN SMPN 23 BANDAR LAMPUNG

By

Deska Fitriana

The objective of this research was to find out students' significant improvement of descriptive text achievement using the Think Pair Share (TPS). This research is quantitative research using one group pre-test and post-test design. This research was conducted in SMPN 23 Bandar Lampung academic year 2022/2023 with 31 students of VIIIF Class as the sample. This research was conducted from 30th January-10th Feb 2023. The instrument of this research was written test and used pre-test and post-test to collect the data. The results of the research showed the students' mean score was 46.70 in the pre-test and 66.61 in the post test with the increase was 19.91. The result of statistical computation showed that the t-value was 13.924 and t-table was 2.042. It can be concluded that the implementation of think pair share technique could improve students writing achievement in writing descriptive text.

Keywords: *Think Pair Share, Descriptive text, Writing*

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BANDAR LAMPUNG**

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**Submitted in a Partial Fullfillment of
The Requirements for S-1 Degree**

in

**The Language and Arts Education Department
Faculty of Teacher Training and Education**



**FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG**

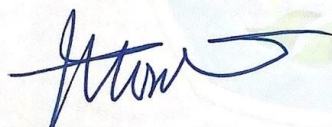
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Research Title : **THE IMPLEMENTATION OF THINK-PAIR
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SEVENTH GRADE STUDENTS IN SMPN 23
BANDAR LAMPUNG**

Student's Name : **Deska Fitriana**
Student's Number : **1913042030**
Study Program : **English Education**
Department : **Language and Arts Education**
Faculty : **Teacher Training and Education**

APPROVED BY
Advisory Committee

Advisor



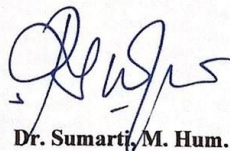
Prof. Dr. Flora, M.Pd.
NIP 19600713 198603 2 001

Co-Advisor



Dian Shafwati, S. Pd, M. Pd.
NIP 19890913 201903 2 012

The Chairperson of
The Department of Language and Arts Education



Dr. Sumarti, M. Hum.
NIP 19700318 199403 2 002

ADMITTED BY

1. Examination Committee

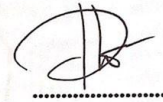
Chairperson : **Prof. Dr. Flora, M.Pd.**




Examiner : **Dra. Endang Komariah, M.Pd.**



Secretary : **Dian Shafwati, S.Pd., M.Pd.**



The Dean of Teacher Training and Education Faculty



Prof. Dr. Sunyono, M.Si.
NIP 19651230 199111 1 001

Graduated on: April 12nd, 2023

LEMBAR PERNYATAAN

Yang bertanda tangan dibawah ini, saya:

Nama : Deska Fitriana
NPM : 1913042030
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : The Implementation of Think-Pair-Share in
Writing Descriptive Text at Seventh Grade
Students in SMPN 23 Bandar Lampung

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.

Bandarlampung, 12 April 2023

Yang membuat pernyataan,



Deska Fitriana
NPM 1913042030

CURRICULUM VITAE

Deska Fitriana was born in Sleman Yogyakarta, December 3rd, 1999. She is the first child of three daughters of Samsirwan and Heki Wahyuni. She has two sisters, Desma Fitriani S. Pi and Novira Fitrianti.

She graduated from SD Negeri Menyancang, Krui Pesisir Barat Lampung in 2012. Then, she continued her study at SMP N 2 Pesisir Tengah, Krui Pesisir Barat Lampung, graduating in 2015. She then continued her study at SMAN 1 Pesisir Tengah, Krui Pesisir Barat Lampung and graduated in 2018.

In 2019, she was registered as an English Education Study Program student at the Teacher Training and Education Faculty at Lampung University through PMPAP. In March to July 2022, she did Kampus Mengajar at UPT SDN 1 Sinarbaru, Pringsewu. Then she did research at SMPN 23 Bandar Lampung.

MOTTO

“Tidak ada kesuksesan tanpa kerja keras. Tidak ada keberhasilan tanpa kebersamaan. Tidak ada kemudahan tanpa doa.”

(Ridwan Kamil)

DEDICATION

This script is fully dedicated to:

My beloved parents, Mr Samsirwan and Mrs Hepi Wahyuni,

Thank you for your love, prayer, and support.

My beloved sisters Desma Fitriani S. Pi and Novira Fitrianti,

Thanks for the support, prayer, and laughter.

My beloved friends in English Education 2019 of Lampung University.

My beloved lecturers and my almamater, University of Lampung.

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This script, entitled “The Implementation of Think Pair Share in Writing Descriptive Text at Sevent -Grade Students in SMPN 23 Bandar Lampung”. This script is submitted to fulfill one of the requirements for 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 express her gratitude to everyone who helped and supported the writer in finishing this script. The writer would like to express her respect and sincere gratitude to:

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Finally, the writer realizes that this research paper is nearly imperfect. Thus, comments and suggestions are always welcome for better research. Therefore,

the writer hopes that this research could positively contribute to educational development and those who want to accomplish further research.

Bandar Lampung,

Deska Fitriana

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I. INTRODUCTION

This chapter discusses the background of the problems, the research question, objectives of the research, scope of the research and the definition of terms.

1.1 Background of The Problem

In learning English, there are four major skills students should master : Listening, reading, speaking, and writing. Writing is one of the important skills in teaching English. Writing is an important language skill because it represents the process of learning, discovering, developing, and improving language skills (Astuti et al.,2020). Writing is an essential form of communication because it allows people to express their ideas, feelings, opinions and emotions in written forms. This notion is supported by (Fox, 1993); writing is an activity that involves expressing an idea, feeling, or opinion in order to communicate a message from the mind to the written form. In general, teaching writing to students is intended to help students communicate in both spoken and written form.

Speaking and writing skills are referred to as productive skills because learners should be able to produce language in written or spoken forms (Kumaravadivelu,2003). Writing is a form of communication that allows writers to express their feelings or convey their messages to readers (Troyka, 1987, p. 3).

Furthermore, Alves (2008) stated that writing is a form of communication that allows the writer to make contact with the readers. The writer provides something that the readers, the people who will read what they write, may find helpful. Writing is the most challenging skill for second language learners to master. Writing is the most challenging skill to learn and is something that most native speakers never master it Nunan (1999:271). Richard (2002) supports the idea that writing is the most challenging skill for second language learners to master. Writing is also tricky for learners to master because it requires knowledge of several components such as content, organization, vocabulary, language use, and punctuation (Brown, 2004, p. 244). Writing is a difficult skill to master since students must organize their ideas into exciting content for others to read. The difficulties in writing come from students' lack of self-confidence in expressing their ideas. For example, they are afraid of making mistakes. Raimes (1983) supports this idea that many students still struggle to express their thoughts and ideas, words, sentences and paragraphs in a good form of writing. According to Ramadhani (2015), many students were confused how to begin their writing and had limited vocabulary, which made it difficult for them to develop their ideas. As a result, it is difficult for the teacher to teach writing because students have considered that writing is difficult. However, using the appropriate technique is useful to teach students. There are four kinds of writing that should be learned there are: narrative, descriptive, procedure and recount text. One of the text types that Junior High School must learn is descriptive text. A descriptive text was chosen for this research.

A descriptive text describes the characteristics of a person or thing. Its goal is to describe and express a specific person, place, or thing. Writing descriptive text is not as easy as the students know. If the appropriate technique is used, writing this text will be easy and quick for students to receive and comprehend.

According to Brown (2001), one of the challenges of becoming an effective writing teacher is assisting students in learning to write. As the facilitator, the teacher must provide students with direction. So, they can engage in the writing process. Given the complexities and importance of writing, an English teacher must develop strategies and appropriate techniques for teaching writing that will help students easily comprehending writing skills. Students should be challenged and stimulated by engaging and enjoyable activities during the teaching and learning process. The appropriate technique can help students become more active and motivated in learning.

In fact, teaching writing is not easy; based on observations and pre-research conducted in SMPN 23 Bandar Lampung, some students think that writing is a difficult part when learning English because their lack of vocabulary, especially for seventh grade of Junior High School; they feel difficult to find ideas and cannot develop their idea into a good paragraph. In other words, there are many students have low ability in Writing. Furthermore, Since the pandemic students have tended to be passive during the teaching and learning process. Again, teachers must choose and try to find methods for teaching writing to their students that will help students comprehend writing skill.

Moreover, there are many techniques and methods that can assist students in writing efficiently and correctly; one of which is Cooperative learning. Cooperative learning is a type of group discussion in which students work in small groups to assist each other learn academic content. One of the types of cooperative learning strategies is called Think-Pair-Share (TPS) technique which was first developed by Frank Lyman at Maryland University (1981). According to Frank Lyman (1981), Think-Pair-Share (TPS) is a multi-mode technique that encourages students' participation in classroom. Think-pair-share (TPS) may be an appropriate technique for improving students' writing achievement. Think-Pair-Share requires students to think individually, then talk and discuss their ideas with each other in pairs, and finally they share information in front of the class and write the conclusion of the result of their ideas. This technique helps students to be more active in the learning process. In addition, this technique allows students to collect and organize their thoughts.

According to Astheri, Rais and Sarosa (2011), the Think-Pair-Share is an effective way to conduct writing activity. Think-pair-share (TPS) was chosen because it has many advantages for teaching students to write. Think-Pair-share (TPS) is an effective technique for teaching writing because it allows students to develop their own ideas about what to write, share ideas with peer, criticize and accept criticism. There are many previous researcher who have done research about Think-Pair-Share technique. Khoiru Rosadi (2016) conducted research in the eighth grade at Mts Yapi Pakem. The study showed that Think-Pair-Share could increase students' learning motivation. Meanwhile, in the other research conducted by

Oktha Ika Rahmawati (2017), stated that the implementation of Think-Pair-Share technique can improve student's writing skill in narrative text. Furthermore, according to Marchelina et.al (2013), the use of Think-Pair-Share (TPS) can improve students' writing skill, which includes writing to explore their ideas, using word choice, writing paragraphs with correct grammar, and using word order in writing sentences. Another research was conducted by Aseptiana (2013) on the effectiveness of Think-Pair-Share for teaching and learning writing. Her results show that the Think-Pair-Share technique was more effective for teaching and learning writing. Moreover, Elisabeth and Aisah (2012), implementing the Think-Pair-Share technique significantly improved students' achievement in writing procedure text and can help students become active participants in learning process.

Related to the explanation above, the researcher will apply Think-Pair-Share as a technique to prove that this technique is effective in teaching writing.

1.2 Research question

Based on the background of the problem, the research problem can be formulated as follows :

“Is there any significant improvement instudents' writing achievement of descripticve text after being taught by using Think-Pair-Share (TPS) technique for seventh Grade at SMPN 23 Bandar Lampung?”

1.3 Objective of The Research

In relation to the statement of the problem above, the objective of the research is :

This research aims to find out whether or not there is any significant improvement in students' writing achievement of descriptive text after being taught by using Think-Pair-Share (TPS) technique for seventh Grade at SMPN 23 Bandar Lampung.

1.4 Uses of the Research

The findings of this research are hopefully beneficial for as follow:

1. Theoritically

This research may develop the teaching-learning technique in writing. Besides, it perhaps can give a contribution in developing the theories about the improvement of students' writing achievement by using Think-Pair-Share (TPS) technique.

2. Practically

This research is also practically beneficial for english teachers to provide an understanding that can be used as consideration to choose appropriate teaching methods and techniques in the process of teaching learning.

1.5 Scope of the Research

This research is quantitative approach and focused in the improvement on students writing achievement by using Think-Pair-Share (TPS) technique. This research will be conducted in the second semester of the academic year 2022/2023 for the seventh grade students at SMPN 23 Bandar Lampung. The students' writing are based on five aspects: content, organization, language use, vocabulary, and mechanic. Researcher focused on the use of Think-Pair-Share (TPS) technique to

improve students' writing achievement. Through this study, students are expected to be able to improve their writing by using Think-Pair-Share.

1.6 Definition of Terms

In relation to the uses of research, there are some definitions clarified in order to have a similar understanding. The terms can be described as follows:

1. Writing

According to Brown (2000), writing requires a process of thinking, drafting, and revising, as well as special skills which not all speakers develop naturally.

2. Think-Pair-Share Technique

According to Lyman (1981) This technique consists of three basic steps: thinking, pairing, and sharing. Furthermore, the teacher asks students to think about a specific topic, pair with another student to discuss their thoughts and, and then share their ideas with the class.

3. Writing Achievement

According to Lestari an Holandyah (2016), writing achievement is the students' ability to express their ideas, thoughts, and feelings in writing as measured by a writing test.

4. Descriptive Text

A descriptive text is one that describes the characteristics of a person or thing. Its goal is to describe and express a specific person, place, or thing

II. LITERATURE REVIEW

This chapter discusses concept of writing, aspect of writing, technique in teaching writing, descriptive text, concept of Think-Pair-Share, The procedure of Teaching Writing with Descriptive Text by Using Think Pair Share Technique, Theoretical Assumption, Hypotheses.

2.1 Concept of Writing

Writing is one of the language skills in English. Writing is a kind of communication in which ideas, arguments, feelings are expressed on paper. Writing plays an essential role in our life, and it can be used as media to communicate with others through written forms and help people communicate with others in this modern era. According to Brown (2001:336), writing is a thinking activity. Because when someone writes, they are not only considering an interesting concept, but also developing it. Nation (2009:112) proposes another definition of writing, stating that writing is an activity that can usefully be preferred for by practice in other skills such as listening, speaking, and reading. Writing is one of the abilities that must be mastered in English language teaching and learning. (Uma and Ponnambala 2001) define Listening, speaking, reading, and writing are four skills in teaching and learning English. Because those skills

are interconnected and cannot be learned independently; therefore, students must master all those skills.

Writing is one of the productive skills (Spratt, Pulverness, and Williams 2005:26), this means that every English learner must acquire those skill. According to Harmer (2001:79), writing is a type of communication used to communicate information or express feelings in written form Writing is more than just arranging phrases; we have to clarify thoughts in our heads into words and sentences that form a decent paragraph. Meanwhile, according to Zamel in Ho (2006: 2), writing is a process in which the students explore their thoughts, generate meaning, and assess them all at the same time. It is obvious that writing involves some processes. The processes are exploring thought and idea and constructing meaning simultaneously.

Writing is difficult to acquire and includes many aspects of competence in understanding it. In line with that Richard and Renandya (2002) states that writing is regarded as the most challenging skill for second language learners to acquire. It may be related to the use of grammar, vocabulary selection, spelling and the target language. When someone writes something, there are goals or purpose to achieve as a form of communication. Based on the Reinkinget (1996: 4), writing has four puproses. Here are four common general writing purposes:

1. To inform

The most common writing purpose is present information. It is a kind of Informative writing refers to informing the reader about explain something or give information.

2. To persuade

The writer convince the readers about his opinion or content of their writing.

3. To express yourself

The writer uses writing as a tool to express herself/himself, feels, or think through written forms.

4. To entertain

Through the form of writing, the writer intends to entertain the reader. Non-fiction writing is a type of writing that is commonly used to entertain the readers.

In conclusion, writing can be used for many different things. Through writing, writers can express their feelings, ideas, or experiences. Writing also provides information to the readers. Writing not only does it express ideas, feelings, or thoughts in written forms, but also has specific purposes such as, to entertain, to inform, and to persuade the readers.

2.2 Aspects of writing

Some aspects of writing should be considered in assessing a composition of writing. According to Jacob (1981) there are five components of writing, as follow:

a. Content

The content of the writing must be explicit for the reader to obtain information quickly. The content is relevant, clear, and logical. To have good content in a piece of writing, it must be unifying and complete.

b. Organization

Organization is concerned with how writers arrange and organize their ideas and messages in writing form, which may include some partial order.

Before beginning to write, the writer must decide what type of paragraph they want to write and what topic they want to convey to the readers.

c. Language use

Language use in writing involves correct usage and point of grammar. The writer must use many grammar points, such as quoting some literature about tenses, verbs, nouns, and agreement.

d. Vocabulary

Vocabulary is an important part of composition writing. To express or write their ideas, writers must have a strong command of the English language. The effective use of vocabulary must be relevant to the topic on which you will be writing.

e. Mechanics

It is related to correctly using words in the written language, such as using capitalization, punctuation, and spelling. It is very important to lead the readers to understand or recognize what the written means to express.

According to the statement above, the researcher conducted this research to improve the writing of descriptive text by using aspects of writing, as the role of writing development.

2.3 Teaching writing

The most important reason for teaching writing is that it is a fundamental language skill. Writing is a skill that requires much practice. When teaching writing, we should demonstrate students how to write and assist them in learning to write effectively. In general, teaching writing to students is intended to help students communicate in both spoken and written form. As teachers, we should make the learning process fun for the students and easy for them to understand. Writing is a complex process consists of several stages. Nunan (1999:227) states that the writing process can be accomplished through interaction between students and teachers, as well as students each other. Discussion class, small group/pair, brainstorming/taking notes/asking questions, choosing ideas, organizing the text, first draft, group, or peer assessment, second draft, personal evaluation/editing, finishing draft and final responding to draft are the activities. It suggests that English writing is always a challenging skill to be taught, especially for non-native English teachers. They must master not just their writing skills, but also the capacity to use and adapt relevant teaching approaches or methods that are suited for the specific context and the students concerned. Therefore, the teacher should be aware of the issues that students confront during the teaching-learning process in order to devise appropriate solutions to writing problems in writing class.

Concerning the preceding sentence, writing has several stages (Edelsein & Pival, 1988, p. 11). The following stages might be described in writing to help increase the affectively of writing, there are :

1. Pre-writing

In the Pre-writing, the writer decides and selects the topics, narrow the topics, produce ideas and organize ideas.

2. Writing the draft

In this step the writer efficiently creates writing by putting the ideas in his mind on paper in the form of words, phrases, paragraphs. This is a common aspect of the writing process.

3. Editing (reflecting and revising)

This step is mostly about editing and revising the writing mistakes. The writer evaluates his/her writing: particularly by fixing the substance and form, vocabulary, punctuation, grammar, and correcting writing errors, word duplication.

4. Final Version

After finishing the revision, the last step is to write a clean paragraph revision that includes all edits.

It can be inferred that writing is an important and difficult role for students in the language learning process. Writing is a method of producing a good written work that can help readers understanding the writer's points of views. The goal of teaching writing is to teach students how to express their ideas or imagination in written words. The role of the teacher is to guide and assist students in expressing, organizing, and eveloping their ideas to improve their writing.

2.4 Descriptive text

Descriptive text is one of the kind text that students in Junior High School should learn. Descriptive text it is a text that describe about something. The purpose of

writing descriptive text is to provide information while also making readers feel and see what the writer has seen, felt, and heard about something. Gerot and Wignel (1994) define descriptive text as a type of written text which has a specific function to describe a specific person, place, or thing. One way for comprehending descriptive text is by identifying the generic structure of that text. The simple generic structure that is taught in junior high school is divided into the following two elements; namely identification and description (Anderson, 1997).

- a. Identification / a general opening statement in the first paragraph: Identifies the phenomenon (thing or object) topic that will be described.
- b. Description / A series of paragraphs about the subject: Describes parts, qualities, and characteristics.

It can be concluded that descriptive text is a type of text that discusses describing person, thing, or specific place in vivid detail, which has the following generic structure; identification, description, and conclusion (optional). Furthermore, According to Sepyanda (2013), descriptive text is difficult for students to master. It could be due to the text structure, which requires students to describe a specific thing, person, or place. Even though writing a text that describes something appears to be simple, students require more guidelines to write this type of text.

Concerning the previous research, the researcher should find a technique to assist students in resolving their writing difficulties, especially in a descriptive text. They can assist students in organizing their ideas and reduce their difficulty in writing activities, Think Pair Share is one of the technique.

Think Pair Share is the one of technique that can be applied in teaching writing to students. According to Miftahul Huda (2011), The first step is to consider about the topic and question provided by the teacher. Second, students are asked to pair up and then discuss their ideas. Finally, each pair must share and explain the discussion results in front of the class. It can be used to assist students in developing ideas, discussing their thoughts, and learning how to communicate by sharing with others in the group.

This is why the researcher wants to use and apply the Think Pair Share technique to improve the student's writing abilities, and students can learn together using this technique. With this technique, the researcher hopes that the learning objectives set by the researcher can be realized, and that students will be able to write descriptive texts. Hopefully students can continue to improve their writing abilities.

2.5 Concept of Think-Pair-Share

a. Definition of Think-Pair-Share Technique

Frank Lyman in 1981 developed the Think Pair Share in 1981 as a cooperative Learning technique at the University of Maryland in 1981 and developed by many scientists in recent years. Think-Pair-Share is one of the techniques in cooperative learning techniques. The method incorporates a peer interaction component into cooperative learning. The concept of "wait or think time" has been shown to be an effective factor in improving student responses to questions. The basic foundation of this technique is to engage students more actively in the teaching-learning process by encouraging them to converse

with their classmates. Furthermore, Suyatno (2009:54) defines Think-Pair-Share as a cooperative learning technique with explicitly assigned procedures that allows students more time to think deeply about what is described or experienced (thinking, answering, and helping each other). The Think-Pair-Share technique is designed to give students something to think about on specific topics, pair them with other students, and allow them to formulate their ideas and then share their ideas with the group (Robertson, 2006).

According to Kagan (1999), Think-Pair-Share is a cooperative learning technique that can encourage and support higher-order thinking. In addition, Think-Pair-Share is defined by Dubon and Shafer (2010) as a simple and quick technique in which the Teacher develops and asks questions, gives students a few minutes to think about responses, and then asks students to share their ideas with a partner. Moreover, Aniq and Karyaningrum (2018) stated that this learning technique could allow students to work independently and collaboratively, allowing students to be actively involved in classroom activities.

Based on the explanation above, it can be concluded that Think-Pair-Share refers to a cooperative learning technique in which students work in pairs. Students must consider a topic and present their ideas in pairs. As a result, they have opportunities to convey and share their ideas in front of the entire class or in small groups.

b. Procedure of Think Pair Share Technique

As the name implies, this technique has three basic guidelines: Thinking, Pairing, and Sharing (McTighe and Lyman, 1988). This technique's implementation steps are as follows:

1. Thinking

This learning begins when the teacher poses questions or issues related to the topics to be discussed by students. Teachers give students time to think and write down the answer.

2. Pairing

In this stage, the teacher groups students into pairs and allows the pairs to discuss the topic.

These discussions are expected to deepen the meaning of the answers that their partner has been thinking about.

3. Sharing

During a follow-up discussion the teacher will randomly select student pairs or ask a volunteer to share their answer as well as the reasoning behind their conclusion to find similarities or difference in the responses or opinions of various pairs.

In this case, what makes Think-Pair-Share useful for gaining ideas is the discussion that occurs during the Pair and Share stage, where students can help each other to generate writing ideas. Furthermore, the Think-Pair-Share technique is beneficial because it encourages students to be more active in class.

c. Advantages of Think Pair Share Technique

There are several advantages from applying the Think-Pair-Share technique to Lyman (2005) :

1. The students are actively participating in the thinking process.
2. Allow students to collaborate on their thinking.
3. The student's thinking process becomes more focused when they discusses the topic with a partner. When thinking is discussed with a partner, it becomes more focused.
4. Has the potential to improve teamwork in the classroom
5. After the lessons, students have the opportunity to discuss and reflect on the topic, which increase their critical thinking skills.
6. Because no special materials are required for this strategy, it is simple to incorporate into lessons.

d. Disadvantages of Think Pair Share Technique

In addition to its benefits in improving students writing, the use of Think-Pair-Share has several disadvantages, including :

1. Not all students focus on the given topic because they can share anythingwith their partner that is not related to the given topic.
2. It would be time consuming for the teacher who did not properly prepare lesson plans. In other words, this technique consumes so much time when the process fails.
3. When students begin to discuss the topic, the classroom may become very noisy.

2.6 The procedure of Teaching Writing with Descriptive Text by Using Think Pair Share technique

Think-Pair-Share technique consists of some steps. There are five steps in Think-Pair-Share technique according to Kagan in Sugiarto and Sumarsono (2014), they are:

1. Organizing students into pairs.

First, The students are divided into pairs randomly. The purpose of choosing randomly is they will have chance to know each other.

2. Posting the topic

Next step is teacher posting a topic or questions to the students. For example, “what do you know about descriptive text?”. This can make students think deeply.

3. Giving time to the students to think

Teacher give the students several minutes to think and answer question given before.

4. Students discuss with their partner and share their thinking.

In this step, each students share their answer to his or her partner. They share and discuss each other thinking to find the best answer.

5. Students to share their ideas with another group.

After that teacher asks the students to share their ideas to another group or whole class.

2.7 Theoretical Assumption

Writing is a form of communication and a component of language skill. Students can learn how to express and develop ideas and arrange them into good sentences

through writing. In teaching writing, it is important to use an exciting learning technique that can make the students reach the goal of the teaching-learning process. In line with theories above, the researcher assumes that Think-Pair-Share is one of the learning technique that can be used to help students get ideas for their writing more easily. Think-Pair-Share is a simple technique for teaching learning. Students will be more engaged if they use Think-Pair-Share, and they will be able to share their own ideas with their partners. Furthermore, the teaching-learning process will be more exciting and enjoyable. As a result, it will positively impact students' understanding of the material presented by the teacher.

The researcher believes that the Think-Pair-Share technique is appropriate for teaching writing because it encourages students to develop their ideas into sentences, generate, write, and review into a good paragraph. As a result, the researcher expects that implementing Think-Pair-Share will improve students' writing achievement, particularly in descriptive text.

2.8 Previous Research

There are some previous researchers that have relation to this research such as follows :

Elisabeth and Aisah (2012) conducted a research entitled “Improving Students’ Achievement in Writing Procedure Text through Think-Pair-Share (TPS)” Technique. The result showed that students’ score improve significantly, and they gave good attitudes and responses in teaching and learning process by applying Think-Pair-Share (TPS) Technique. Questionnaire interview results showed that applying ThinkPair-Share (TPS) technique had helped them write procedure text. It can be concluded that the applying Think-pair-Share (TPS) technique improved

the students' achievement in writing procedure text significantly and helped the students became active participants in learning and could include writing as a way of organizing thoughts generated from discussion.

On other hand, Aseptiana (2013) conducted a research entitled "The Effectiveness of Think-Pair-Share (TPS) to Teach Writing Viewed from Students' Creativity". The experimental research was carried out in SMPN 2 Cepu in the Academic year of 2012/2013. The population was the eighth grade of SMPN 2 Cepu. The results shows that Think-Pair-Share is an effective technique in teaching writing.

Malik (2011) conducted research entitled "The Effectiveness Think Pair Share Technique in Improving Students' Reading Comprehension of Descriptive text". The research conducted in experimental study that has a result there was an improvement in experimental class after they are taught by using Think Pair Share Technique.

Moreover, Ida Ubaidah Hidayati (2017) in her research at Muhamadiyah Vocational High School, Salatiga, the result of the research showed that there was a significant increase in vocabulary mastery using Think Pair Share technique. The increase was significant change in the pre-test and post-test. This research used classroom action research as the methodology. The subject were 35 students in one class.

2.9 Hypotheses

The hypothesis of the research as formulated as followed:

a. Alternative Hypothesis

(H1): There is a significant improvement in students' writing achievement of descriptive text after being taught by using Think-Pair-Share (TPS) for seventh grade at SMPN 23 Bandar Lampung.

b. Null Hypothesis

(Ho): There is no significant improvement in students' writing achievement of descriptive text after being taught by using Think-Pair-Share (TPS) for seventh grade at SMPN 23 Bandar Lampung.

III. RESEARCH METHOD

In this chapter consists of several topics that discuss which are research design, population and sample, variable of the research, data collecting technique, instrument of the research, research procedure, validity and reliability of the data, scoring criteria, and data analysis.

3.1 Research Design

Based on the research 's objective and the nature of the problem, this research used experimental method and used quantitative research. The type of experimental method that used by the researchers was pre-experimental research in from of one-group pretest-posttest design, this design was used in this research because the researcher only used one class as an experimental class that received treatment of teaching writing by using Think-Pair-Share. The research design could be presented as follows:

T1 X T2

(Setiyadi 2006)

T1 : Pre-test

X : Treatment

T2 : Post-Test

3.2 The Population, and Sample

Population is the important thing in conducting research (Sugiyono; 2012). The population was a group consist of : object / subject selected by the researcher to be taught. The population of this research was the students from the seventh grade of SMPN 23 Bandar Lampung. The research took one class as the sample of this research. The technique sampling that was used in this study was a random sampling technique. There were nine classess at seventh grade in the school. Since the research design was one group-pre-test an post-test design, the sample only used one class only.

3.3 The Variable of Research

In this study, there were two types of variable. They were :

1. Independet variable.

The independent variable in this research wasThink-Pair-Share(X)

2. Dependent Variable

The dependent variable in this research was the Students' writing achievement(Y).

3.4 The Data Collecting Technique.

This research used tests (pre-test and post-test). Students were given a pre-test in the beginning of the meeting before receiving treatments. Then, after the researcher give treatments, they were given given post-test. The aimed of the test was to find out the students' writing improvement after being given the treatments. The test in this research was written text, especially descriptive text.

3.5 Instrument of the Study

The writing test had been used as the instrument to measure students' writing achievement of descriptive text. Since this research focused on descriptive text as the learning material, the writing test was also about descriptive text. The students were given a test called a pre-test at the first meeting before students receive treatment. The purpose of the pre-test was to get the data on the students' prior knowledge in writing at the first stage before being given treatment (Think-Pair-Share). While A post-test was a test given to students after they have received treatment. In assessing the students' writing test, the students' writing scores were assessed by using scoring rubric.

3.6 Scoring Criteria

The students' writing test was scored by the researcher and the teacher. The score used scoring rubric conducted by Brown (2007) :

Table 3.1 Scoring Rubric

Aspect	Score	Performance	Weighting
<p style="text-align: center;">CONTENT</p> <p style="text-align: center;">30%</p> <p>- Topic</p> <p>- Detail</p>	4	The topic is complete and clear and the details are relating to the topic.	3x
	3	The topic is complete and clear but the details are almost relating to the topic.	
	2	The topic is complete and clear but the details are not relating to the topic.	
	1	The topic is not clear and the details are not relating to the	

		topic.	
<p style="text-align: center;">ORGANIZATION 20%</p> <p>- Identification - Description</p>	4	Identification is complete and descriptions are arranged with proper connectives.	2x
	3	Identification is almost complete and descriptions are arranged with almost proper connectives	
	2	Identification is not complete and descriptions are arranged with few misuse of connectives.	
	1	Identification is not complete and descriptions are arranged with misuse of connectives.	
<p style="text-align: center;">GRAMMAR 20%</p>	4	Very few grammatical or agreement inaccuracies	2x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Numerous grammatical or agreement inaccuracies	
	1	Frequent grammatical or agreement inaccuracies.	
<p style="text-align: center;">VOCABULARY 15%</p>	4	Effective choice of words and words forms	1.5x
	3	Few grammatical or agreement inaccuracies but not effect on meaning	
	2	Limited range confusing words and words forms	
	1	Very poor knowledge or	

		words, words forms, and not understandable	
<p style="text-align: center;">MECHANICS</p> <p style="text-align: center;">15%</p> <ul style="list-style-type: none"> - Spelling - Punctuation - Capitalization 	4	It uses correct spelling, punctuation and capitalization	1.5x
	3	It has occasional errors of spelling, punctuation and capitalization	
	2	It has frequent errors of spelling, punctuation and capitalization	
	1	It is dominated by errors spelling, punctuation, and capitalization	

Adapted from Brown (2007)

3.7 Procedure of The Research.

The procedures applied for taking the data of this research were described as follows:

1. Determining the population and sample of the research

The researcher chose the seventh-grade students of SMPN 23 Bandar Lampung as the population of the research. The researcher took one class as the sample of this research.

2. Selecting and determining the materials

The materials are based on the Merdeka Curriculum for the seventh-year students in Junior High School, which the curriculum used by the school.

The material should cover the goal of teaching descriptive text as the achievement target.

3. Administrereng the pre-test

To know the students' ability in writing before they are given treatment, the pre-test was administered. The teacher asked the students to make a descriptive text about describing person.

4. Giving treatments

After giving students the pres-test. The researcher taught writing descriptive text by using Think-Pair-Share as the learning technique. The students were given treatment in 3 meetings. Students had been guided to write descriptive text using Think-Pair-Share technique.

5. Administering the post-test

Post-test was given after giving treatment. Post-tests were administered to measure the improvement of students' writing achievement. The students were given the topic, then make the descriptive text related to the topic.

6. Scoring the test

The researcher given a score by using scoring rubric and based on five aspects of writing : content, organization, vocabulary, language use, and mechanic in writing descriptive text.

7. Analyzing the result of the test (Pre-test and Post-test)

The data of the research were statistically examined by using SPSS (*Statistical Package of the Social Science*) program version 25. It was used to find out the means of pretest and posttest and how significant the improvement.

3.8 Validity and Reliability of Data

In the research, Validity and Reliability are important. Validity was used to determine whether or not the instrument measures what it was supposed to measure, whereas reliability was used to determine the instrument's consistency.

3.8.1 The Validity of the Test

A test's validity indicated how well it measures what is supposed to be measured (Setiyadi, 2006). The test items are said to be valid if they can correctly investigate the data. There are two types of validity: content validity, and construct validity.

1. Content validity

According to Hatch and Farhadi (1982), Content Validity refers to whether the test is sufficiently representative and comprehensive for the test. In terms of content validity, the material provided must be appropriate for the curriculum. It means that the material should be based on the core competence and basic competence in the seventh-grade junior high school syllabus at SMPN 23 Bandar Lampung.

2. Construct validity

Construct Validity was concerned with the quality of the test. Furthermore, construct validity refers to whether or not the test content is appropriate for the intended testing and assessment. In this study, the researcher asked the students to write a descriptive text in order to assess their writing achievement. The researcher assessed students' writing using the scoring criteria proposed by Brown (2007). The scoring rubric was divided into five categories : Content, organization, language use,

vocabulary and mechanics. Those are the aspects of the test that were covered by construct validity.

3.8.2 The Reliability of the Test

Franken & Wallen (1990) define the consistency of the scores as how consistent they are for each individual from one administration of an instrument to another and from one set of items to another. To find out the reliability of the data, the researcher used inter-rater reliability to determine test reliability in this study. Because writing was concluded as a subjective test. The researcher used two raters to assess the students' writing ability on descriptive text. The first rater was the researcher, and the second was the English teacher of SMPN 23 Bandar Lampung. A research instrument must produce consistent results. The reliability coefficient is calculated using the Spearman Rank Correlation formula.

$$\rho = 1 - \left(\frac{6(\sum d^2)}{N(N^2 - 1)} \right)$$

Where :

ρ : Coefficient of rank order

d : Difference of rank correlation

N : Number of students

1-6 : constant number

(Hatch and Farhady, 1982: 206)

The coefficient of rank correlation was analyzed with the standard of reliability as follows:

1.0.80000 - 1.0000: very high reliability

2.0.60000 - 0.7900: high reliability

3.0.40000 - 0.5900: medium reliability

4.0.20000 - 0.3900: low reliability

The result of Reliability of Pre-test

$$\rho = 1 - \left(\frac{6(\sum d^2)}{N(N^2-1)} \right)$$

$$\rho = 1 - \left(\frac{6(5908,5)}{31(31^2 - 1)} \right)$$

$$\rho = 1 - \frac{5908,5}{29760}$$

$$\rho = 1 - 0,198538306$$

$$\rho = 0,801461694$$

The result of Reliability of Post-test

$$\rho = 1 - \left(\frac{6(\sum d^2)}{N(N^2-1)} \right)$$

$$\rho = 1 - \left(\frac{6(5031)}{31(31^2 - 1)} \right)$$

$$\rho = 1 - \frac{5031}{29760}$$

$$\rho = 1 - 0,169052$$

$$\rho = 0,830947581$$

3.9 Data Analysis.

The steps of analyzing students' score explained below :

1. Scoring all the pre-test and post-test by using inter-rater.
2. Finding the mean of pre-test and post-test.
3. Using Paired sample t-test to know the significant improvement in students' writing before and after being taught using Think-Pair-Share (TPS) Technique, the measurement used SPSS statistic program 25 version.

3.10 Data Treatment

There were two treatments of the data in this research there were normality test and hypotheses test, as follows:

1. Normality Test

A normality test was used to determine if the data were normally distributed or not. The data was tested by using One-sample Kolmogorov-Smirnov Formula (SPSS 25). The criteria of normal distribution are:

H₁: The data is not distributed normally. (The significant value is <0.05)

H₀: The data is distributed normally. (The significant value is >0.05)

The hypothesis is accepted if the result of the normality test is higher than 0.05 ($\text{sign} > \alpha$). In this case, the researcher used the level of significance of 0.05.

After getting the data, the result of normality test can be seen as follows:

Table4.2 Test of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	.106	31	.200 [*]	.947	31	.125
POSTTEST	.101	31	.200 [*]	.967	31	.442

The table shows the normality test for the pre-test and post test. The significant level of the pre-test is (0.125) and post test is 0.442. Since, the significance level of both tests is more than 0.05 ($0.125 > 0.05$ and $0.442 > 0.05$), it can be concluded that the data was normally distributed.

2. Hypothesis Testing

This hypothesis was analyzed using the Paired Simple T-test. Hypothesis testing was used to determine whether or not the hypothesis proposed in this research was accepted or not.

The hypothesis, were :

a. Alternative Hypothesis (H_1) :

There was an significant improvement in students' writing achievement of descriptive text after they were taught using Think-Pair-Share (TPS).

b. Null Hypothesis (H_0) :

There was no significant improvement in students' writing achievement of descriptive text after they were taught using Think-Pair-Share (TPS).

V. CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions and suggestions as the reference for the future researcher or the English teachers who want to use Think Pair Share technique in teaching writing of descriptive text.

5.1 Conclusion

After getting the data which has been analysed in the previous chapter, the implementation of Think Pair Share helps students to learn, explore their ideas, and get information from their pairs and friends who present their work. Think Pair Share provided some steps that the students could easily follow. It can be concluded that the use of Think Pair Share technique at seventh grade students in SMPN 23 Bandar Lampung could improve students' writing achievement. It can be seen from the calculation of the data by using Paired Sample T-test which showed that the mean score of post-test is higher than the pre-test. The gain score between the pre-test and post-test is 19.91. The mean score for the pre-test is 46.70. Meanwhile the post-test is 66.61. It was also found that the t-value was higher than the t-table and the significant level was accepted. Furthermore, according to the table frequency distribution, there was a significant difference between the mean score of pre-test and post-test.

5.2 Suggestions

Based on the finding and discussion, the researcher recommends some following suggestions:

1. For the English Teacher, the researcher suggests English teachers should give the students more exercises to write a sentence, paragraph, or text as often to improve their writing and help them become better writers. The teacher should demonstrate how to use mechanics, vocabulary, and grammar in writing.
2. For the further researchers, are recommended to continue and improve the implementation of Think Pair Share Technique. Because the Think Pair Share technique is very useful for students. Moreover, it would be better if the further researcher chose a different skills or subject from this study.

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