**THE USE OF COLLABORATIVE TECHNIQUE IN IMPROVING**

**STUDENTS’ ABILITY IN WRITING A DESCRIPTIVE TEXT**

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**Abstract**

This study aims to determine the method of Think Pair Share (TPS) learning methods in improving writing skills in students, the research instruments used test questions. This study uses Action Research Design in 2 classes with the aim of improving the quality or problem solving in 2 groups carefully and observing the success rate of the action. The results of the study showed that the application of the Think Pair Share Learning (TPS) Method could improve students' writing skills, especially descriptive text. Before the implementation of the action, the score obtained was 43%, then in the first cycle it increased to 76%, so using the think pair share method improved the writing ability of students, especially descriptive text.

**Keywords**: ***Writing, Collaborative, Think Pair Share***

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**INTRODUCTION**

However, learning to write is important. People who live who are developing at this time need to learn how to write. What is important in the education sector and the Indonesian government have included skills in English that are included in Basic Competence. Ideally, according to Basic Competence - Basic Competency (KD) writing skills in the current 2013 (Ichnatun & Soenoewati, 2013) Curriculum, Basic Competence writing at the Vocational School level is to understand the meaning in the text that can affect students' lives.

The curriculum that was applied recently in vocational high schools is the 2013 curriculum. In this curriculum, students are not required to sit in class for English subjects; they can study outside the classroom so the classroom atmosphere is more fun and activities in teaching and based on syllabus or the 2013 curriculum is also stated in the standards of teaching and learning processes.

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| --- |
| **Writing**  structured activities or design a new structure of their own. Co-Laboring is a Latin meaning of collaboration, it means that students in the group must engage in an Writing is a way of communication and of course communicate all the time. Brown (2001:336) (Onozawa, 1998) also stated that writing is a thinking process. Furthermore, he stated the writing can be schedule with an unlimited number revisions before its release.  Another idea about writing is expressed by (Raimes, 2006) . The Learning of writting is not natural extension of learning to speak. It means that there are not systematic instruction when we learned to speak our first language at home, while most of us had to be taught in school how to write that same language by using systematic instruction. In addition (Mulyani U, & Muh al-hafizh Language & Program, 2013) states that writing is a useful activity that can be prepared to work in other skills to listen, speak and read. This preparation allows words that have been used receptively to be used productively.  According to (Alves, 2008), writing is the way of communication of making contact between the writer and the readers. The writer actually gives something that may be valuable for the readers, the people who will read what they write. According to (Firdaus & Sunaryo, 2013) states that writing is a kind of social interaction where someone writes something and the other read it. It all means that there is a communication between writer and reader.  All the statements tell us that writing is activity to write something in our mind to give idea, feelings, opinion or information in writing by using pencil, pen, marker and etc in the media paper or the others.  **Collaborative**  Based on the elaboration above, it can be stated that the principle of Collaborative Learning is focusing on the interaction and activity between student to student and to teacher in the teaching learning process. In applying this Collaborative Learning, teacher will divide students into some groups and give them the problem to be discussed. Actually, there are some examples of class room activities in collaborative learning which can be used by the teacher. In this research, the researcher will use 3 class room activities; they are Think-PairOne of the techniques of collaborative learning method is think pair share technique. According to Aronson (Gaol & Rosianna, n.d.), technique or collaborative commonly used in high school is think pair share technique, because it is considered as the efficient way to learn the material in peers. Think pair share technique was chosen thoughtfully to be used in improving students’ writing ability especially in writing a descriptive text.  **Think Pair Share**  Because of the important of writing, teachers must find suitable and effective methods to improve student writing in descriptive text. There are several benefits from applying the TPS method to Lyman in (Argawati & Suryani, 2018), namely: 1) can build positive interdependence; 2) can build individual accountability; (3) provide opportunities for students to think together; (4) increasing their sense of involvement; (5) student benefits in the field of friend acceptance, friend support, academic achievement, self-esteem and interest in other students; 6) Can improve the increase of team work in the classroom. In addition to having advantages in improving writing in students, the application of TPS also has several weaknesses, namely: (1) failure to get along, 2) noise, and 3) absence. Here, think-Pair-Share helps students develop conceptual understanding of a topic because they discuss it with their friends in pairs. It makes them feel free to discuss everything they want to describe to someone or something. By carrying out these activities, their ability to filter information, write conclusions and consider perspectives will be developed.  think pair share is also believed to increase the writing ability of students because this method is very favored by students because the way to apply it is to think, in pairs because the number of students prefers how to learn with discussion, besides think pair share is very supportive with collaborative techniques because of collaborative techniques themselves. the technique uses by discussing in class.  **METHOD**  This research is improving writing skill using think pair share. This study aims to experience changes or improvements in the classroom to various problems of learning to stundents or difficulty of teaching teachers.  The subject of this study were the students of class X vocational high school in cianjur in the academic year of 2018/2019 consisting of 35 children. The data is collected with the pretest and posttest as an instrument. |

**RESULTS AND DISCUSSION**

In this section the researcher using *SPSS version 15.0* to answer whether think pair share is effective to improve students’ writting at the vocational high school Nurulhidayah Pasundan,with the title below:

**Table 1.** The Result of Pretest and Posttest

|  |  |  |  |
| --- | --- | --- | --- |
| **No** | **Name** | **Pretest** | **Postest** |
| **1** | Student 1 | 36 | 70 |
| **2** | Student 2 | 54 | 95 |
| **3** | Student 3 | 64 | 65 |
| **4** | Student 4 | 56 | 90 |
| **5** | Student 5 | 43 | 70 |
| **6** | Student 6 | 54 | 75 |
| **7** | Student 7 | 34 | 75 |
| **8** | Student 8 | 32 | 55 |
| **9** | Student 9 | 30 | 60 |
| **10** | Student 10 | 43 | 70 |
| **11** | Student 11 | 30 | 70 |
| **12** | Student 12 | 23 | 70 |
| **13** | Student 13 | 43 | 55 |
| **14** | Student 14 | 56 | 80 |
| **15** | Student 15 | 21 | 70 |
| **16** | Student 16 | 40 | 85 |
| **17** | Student 17 | 46 | 70 |
| **18** | Student 18 | 20 | 60 |
| **19** | Student 19 | 35 | 75 |
| **20** | Student 20 | 20 | 80 |
| **21** | Student 21 | 45 | 70 |
| **22** | Student 22 | 55 | 90 |
| **23** | Student 23 | 30 | 95 |
| **24** | Student 24 | 70 | 90 |
| **25** | Student 25 | 70 | 80 |
| **26** | Student 26 | 55 | 90 |
| **27** | Student 27 | 60 | 90 |
| **28** | Student 28 | 40 | 80 |
| **29** | Student 29 | 40 | 85 |
| **30** | Student 30 | 70 | 90 |

**Table 2. Tests of Normality**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | Kolmogorov-Smirnov(a) | | | Shapiro-Wilk | | |
| Statistic | df | Sig. | Statistic | df | Sig. |
| pretest | ,117 | 30 | ,200(\*) | ,954 | 30 | ,222 |
| postest | ,150 | 30 | ,082 | ,938 | 30 | ,083 |

\* This is a lower bound of the true significance.

a Lilliefors Significance Correction

Criteria:

If Sig >0.05

The sample was normal distribution.

Pretest : Sig 0.110 > 0.05

Posttest: Sig 0.82 > 0.05

The sample was normal distribution

We look to Kolmogorov-Smirnov because the sample is less than 33.

**Table 3. Paired Samples Statistics**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | | Mean | N | Std. Deviation | Std. Error Mean |
| Pair 1 | pretest | 43,83 | 30 | 15,050 | 2,748 |
| postest | 76,67 | 30 | 11,621 | 2,122 |

At this output we are shown the data of statistics from the sample pretest and posttest. The mean of pretest 43.83 and the mean of posttest 76.67 it means that score was improve from using think pair share.

**Table 3. Paired Sample Test**

|  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | | Paired Differences | | | | | | t | df | Sig. (2-tailed) | |
|  | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | Mean | Std. Deviation | Std. Error Mean | |
|  | | Lower | Upper | Lower | Upper | Lower | | Upper | Lower | Upper | |
| Pair 1 | pretest – posttest | -34.833 | 14.300 | 2.611 | -40.173 | | -29.494 | -13.342 | 29 | | .000 |

Criteria: If Sig > 0.05 H0 is accepted

If Sig. < 0.05 H0 is rejected

The result Sig. 0.000 < 0.005 so, the null hyphothesis was rejected and the alternative hypothesis was accepted.

**CoCLUTION**

The purpose of this study is to find out that think pair share is effective for improving students' ability to write text descritives, using quantitative methods and pre-experimental research designs conducted in one class. Based on the statistics of the data above, the results of the study show that the increase in students' writing skills can be seen in the increase in the average score of the pretest 43.83 and the posttest average of 76.67. This means that the score increases from the use of the pair pair share in class X smk nurulhidayah Pasundan. From the statement, it can be concluded that think pair share can improve students in writing.

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