

THE USE OF THINK PAIR SHARE IN TEACHING WRITING 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. Writing skills are important, it does not get enough attention and the right time allocation in the teaching and learning process. One technique that can be used in teaching writing is TPS. The purpose of this study is to optimize student creativity. The specific target to be achieved in this study is to prove the TPS method to improve student writing creativity. 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*

INTRODUCTION

Carter, et al (2002: 269) as cited in Apsari (2018) that writing is important for career and personal life because others will judge our thinking ability according to what we write and how we write it. 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. In addition, 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. Furthermore, Brown (2001, as cited in Onozawa, 1998) also stated that writing is a thinking process. Writing involves several components which have to be considered including word choice, use of appropriate grammar, syntax, mechanics, and organization of ideas into coherent and cohesive form (Gebhard, 1996, as cited in Apsari, 2017).

Another idea about writing is expressed by Raimes (2006) that the Learning of writing 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. 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.

Think Pair Share

Because of the important of writing, teachers must find suitable and effective methods to improve student writing in descriptive text. TPS is developed to encourage students'

participation in the classroom activities (Lyman, 2005: 1) as cited in Mundriyah and Parmawati (2016). TPS offers some benefits and it can build positive interdependence with their partner because in doing TPS, the students are able to learn from each other (Parmawati, 2013). There are several benefits from applying the TPS method to Lyman (2005), 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.

The main characteristics of think pair and share cooperative learning are the three main steps carried out in the learning process, namely the think (thinking individually), pair (pairing with peers), and share (sharing answers with other partners or the whole class).

1. Think (thinking individually)

At the think stage, the teacher asks a question or problem that is associated with the lesson, and students are asked to think independently about the questions or problems raised. at this stage of the problem, students should write down their answers, this is because the teacher cannot monitor all students' answers so that through the notes the teacher can find out the answers that must be corrected or straightened out at the end of the lesson. in determining the time limit for this stage, the teacher must consider the basic stages of students to answer the questions given, the types and forms of questions given, and the learning schedule for each meeting. The advantage of this stage is that there is "think time" that gives the students the opportunity to think about their own answer before they are answered by other students. In addition, the teacher can reduce the problem of having students chatting, because each students has a task to do on his own.

2. Pair (pairing with peers)

The second step is for the teacher to ask students to pair up and discuss what they have thought. interactions during this period can produce joint answers. the teacher usually allows no more than 4 or 5 minutes. each pair of students discuss each other about the results of their previous answers so that the final results are better, because students get additional information and other problem solving.

3. Share (sharing answers with other partners or the whole class)

In this final step the teacher asks the couples to share their thoughts with other partners or with the whole class. in this step it will be effective if the teacher goes around the class from one pair to another, so that a quarter or half of the couples get the opportunity to report. this step is a refinement of the previous steps, in the sense that this step helps all groups to be more understanding about problems solving given based on explanations from other groups. this is

also so that students really understand when the teacher provides correction and reinforcement at the end of learning.

METHOD

The researcher used quantitative research method. 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

Results

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

Table 1. The Result of Pretest and Posttest

No	Name	Pretest	Posttest
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
Posttest	,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
	Posttest	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				Std. Error Mean	
					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 hypothesis was rejected and the alternative hypothesis was accepted.

CONCLUSION

The purpose of this study is to find out that think pair share is effective for improving students' ability to write text descriptives, 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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