

IMPROVING STUDENTS' WRITING DESCRIPTIVE TEXT THROUGH THINK-PAIR-SHARE TECHNIQUE

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Abstract

Writing is troublesome to be learned and taught for some students. One technique that can be used in teaching writing is TPS. The research was conducted in SMP Plus Nurulhidayah Pasundan. The researchers identify some problems, such as: 1) Does teaching writing using TPS improve the students' writing creativity?, 2) How is the teaching and learning situation when TPS implemented in the writing class?. Classroom Action Research was used in this research. From the result of pre-test, we found that the result of students' writing was under average and still far from what was expected. The finding was supported by the result of students' writing scores. The average score of pre test was 47.1. After the implementation of TPS activities in every cycle, the students' writing score were getting better. It can be seen from the result of students' average score Cycle 1 was 51.8 and Cycle 2 was 71.09 It can be concluded that TPS can improve students' writing creativity and TPS can improve writing classroom into a better situation.

Keywords: Think Pair Share, Writing Skill, CAR

INTRODUCTION

The teaching learning process of English language concentrates on the four skills, those are : listening, reading, speaking and writing. Writing is one of the important skills in learning English. Blanchard and Root (1998: 1) as cited in (S. Yulianti et al., 2019) state that learn to write other language is not always easy. Among the four abilities of language taught in school, writing is troublesome to be learned and taught. Writing is not as it were drawing some words on a bit of paper and defining letters together but moreover a combination a process and product. It needs a specialization to combine thought and good product of writing. In creating good writing, writers ought to fulfill a few rules.

Meyers (2005: 2) as cited in (Vera et al., 2019) said that, writing could be a way to produce language you are doing actually once you speak. And Brown (20014) as cited in (Yusuf & Hasanudin, 2020) state that "Writing is a process to create some ideas of students' knowledge to be a written". When students write, they got to find out their thoughts and express their sentiments into word, sentence or passage. And it needs difficult considering to convey it at the same time. They should master the terms of vocabulary, choices of word, paragraph organization, and language sctructure. This process of writing moreover needs some competencies and expertise.

Descriptive Text

There are various kinds of writing inclusive of narrative text, recount text, report text, procedure text and descriptive text. (Muthoharoh & Anita, 2018) state that "descriptive is one of textual

content that is widely use in daily life on describing object, places, people, animal, etc”. Descriptive is additionally an English textual content to describe objects of living things that we describe both the appearance of it. Jufri (2012:64) as cited in (Sirait & Marlina, 2018) state that “there are two components for the generic structures of this text, namely identification and description”. Identification carries about the introduction of a person, place, animal or object will be described. And description carries a description of something such as animal, things, place or individual through decribing its features, forms, colors, or anything related to what the writer describe. Students are expected to be able to recognize an object or something and then be able to describe it.

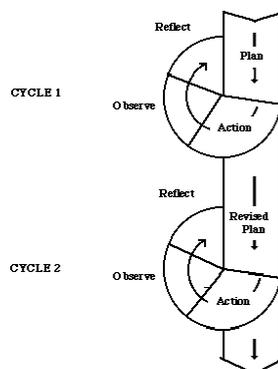
Think-Pair-Share

Because of the imperative of writing, teachers must discover exact and viable strategies to progress student writing in descriptive text. Lyman (2005) as cited (Farizi & Fauzyah, 2019) state that think pair and share is the way to replace pattern discussion class effectively. It means that by using TPS, a teacher is able to encourage a high degree pupil response and able to help students keep task.

Kagan (2009) as cited in (A. Yulianti et al., 2019) mentioned that there are five steps in TPS strategy, to be spesific organizing learners into pairs, posing the subject or a question, giving students time to think and compose, inquiring students to examine with their partners and sharing their thoughts with each other, calling on several students to share ideas with their friends.

METHOD

In this research, the researcher decided to use Classroom Action Research by reason of CAR is a study focused in specific problem that occurs in class. Gregory, McTaggart and Kemmis (1988) as cited in (Hanafiawi et al., 2018) state that CAR utilized for inquiry into investigative classroom teachers started by teachers is needed to improve teacher understanding of classroom learning, and to bring approximately changes in classroom meeting. It can be concluded, that action research make summarized as a self reflective study that is concluded by someone, who needs to make strides the teaching and learning activity by doing assessment and treatment worn out the classroom. The action research consist of two cycle and each of four phases. It consist of (1) Planning, (2) Action, (3) Observing, (4) Reflecting. The subject of this study were the students of class VIII junior high school in cianjur in the academic year of 2019/2020 consisting of 30 children. The data is collected with the pretest and posttest as an instrument.



RESULTS AND DISCUSSION

Results

The students’ skill in writing descriptive text was improved by Think-Pair-Share technique. It can be concluded that TPS is one good ways to students’ writing skill since it can help them to organize the word into descriptive text. The improvement of the students’ skill can also be seen from the results of the students pretest and posttest which were done in every cycle. The average score of the pre-test was 47,1 the mean score posttest of the cycle 1 was 51,8 the average posttest score of the cycle 2 was 71,9. All the data showed that the improvment of writing achievement from cycle to cycle was significant. It can be concluded that think pair share is one of good ways to improve students’ writing ability since it can help students to construct the words into descriptive text.

Table 1. Pretest Average Score

NO	Explanation	Score
1	The High Score	60
2	The Low Score	30
3	The Average Score	47,1

Table 1. Posttest I Average Score of cycle I

NO	Explanation	Score
1	The High Score	68
2	The Low Score	42
3	The Average Score	51,8

Table 1. Posttest II Average Score of cycle II

NO	Explanation	Score
1	The High Score	82
2	The Low Score	65
3	The Average Score	71,9

In more detail, the summary of the research findings is described in the following section:

1. Improving in students’ writing skill from the result of pretest the researcher found that the result of students writing was under average and still far from was expected. The finding was supported by the result of students writing scores. The average score was 47,1. The score of the students shown that the students confronted many issues in writing. The students has many problems in making a piece of English writing, because they have limited vocabulary. This condition can be seen during the writing process, they could not express their idea, how to start writing, and the students always lost their ideas and stuck so they could not continue their writing, they lack of vocabulary so their ideas were constructed incoherently and the students’ writing mostly influenced by their mother tongue.

Due to the fact that, it is necessarily needed to make an attempt to improve students writing creativity by applying a teaching technique that makes the students understand what

everything related to create a good writing, make them interest in teaching and learning English by making a curious atmosphere within the classroom, and giving a bit fun. After being implemented of Think Pair Share activities in every cycle, the students' writing score were getting better. We can see from the result of students' average score Cycle I 51,8 and Cycle II 71,9. It also influenced the students' interest during the lesson, the reducing of the rule of their mother tongue in their writing.

2. Improvement in classroom situation before conducting the research, the teaching learning method wasn't alive because the teacher wont to apply the conventional technique. The students appear moo interest on writing course as they were rarely taught to make distant better writing by utilizing different method since the teacher repetitive in teaching writing. The condition after the implementation of the research was appearing in improvement. The atmosphere of the course more was more lively as there are numerous interesting activities. The student gave attention to the lessons they were very active to conduct the activities and dominated the activities. No additional teacher domination. The teacher started to recognize the students' problem and potential in writing.

After the research was carried out the teacher received various ways in the teaching and learning process. If the lecturer is more creative and innovative to carry out the teaching and learning process so the students will be more interested in joining the lesson.

Discussion

The scope of research focused on teaching writing on how students make descriptive text based on the generic structures by using think pair share technique. The generic structures are identification and description by looking at the writing scoring system which is content, grammar, organization, vocabulary, and mechanics. The researcher used classroom action research with used two cycles of planning, action, observing and reflecting. It showed that there improvements in the result. It could be seen from their improvement of content, vocabulary and mechanic during the writing test. That the researcher used in scoring the students' scores; they were organization, vocabulary, and mechanics.

Referring to the obtained score, it could be seen that most of the students got low score in mechanics element. The pre-test result was that they found difficulties in content, vobulary, and generic stucture. Based upon the result of the pre-test, it can be said that the students' skill in writing descriptive text was very poor. After knowing the result of the pre-test, the researcher conducted the teaching writing which focused on descriptive text. Based on the result of the pre-test, the students expected that the generic structure were the difficult element. The problem occurred because they could not master the vocabulary and grammarly. Besides, their writing was still ungrammatical correct in spelling.

To solve the students problem in writing, the researcher applied think pair share as their technique. It was used to make the students know easier composing descriptive text. In this technique, the researcher would pair the students up and provide them with interesting topics, Give them two or three minutes of "silent period" to think deeply about the outline and the generic structure, ask the students to share their thought with their partners to draw or unify ideas, group the students of four and ask each group to share the ideas within the group to draw a new concept, ask each group to formulate the new ideas based on the ideas of each pair, let each group to share the ideas with the rest of the class, give correction or criticize

and the last the students was write the new text. In the teaching learning process during the treatment, the researcher taught them how to make a descriptive text through think pair share technique. To know the improvement of the students writing skill after giving the treatment, the writer conducted the post-test for the students. Based on the result of the post-test, it showed the students' progress, in teaching and learning process. The result of the post-test was different from the result of the pretest. The result verified that applying think pair share technique could improve the students' skill in writing descriptive text.

CONCLUSION

After concluding classroom action research at class VIII B SMP Plus Nurulhidayah Pasundan, it can be conclude that the implementing think pair share strategy in teaching writing descriptive text can make strides student's writing skill in descriptive text. It shows that there is a comparison between the students' writing skill during the treatment. As seen from the students were able to define the topic they choose into concrete ideas and they could organize their ideas into paragraph. Furthermore, TPS can improve writing classroom into a better circumstance. It can be seen how they could join in writing class.

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