

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the four skills that should be learned to master English. Writing is considered the most difficult skill to be mastered, so the writers need to pay attention to some aspects related to writing skills, such as: thinking to find ideas, words, sentences, paragraphs, and compositions. To produce good writing, they have to follow the steps of writing. As what has been stated by Oshima and Hogue (2007:15), writing is never a one-step action; it is an ongoing creative act. When the writers start writing, they have already thought about what to say and how to say it. Then after they finish writing, they read over what they have written and make changes and corrections. They write and revise again until they are confident that their writing expresses what they want to say.

According to Brown (2004:218), writing is an essential skill used to communicate with others in written form. Mastering writing skills will allow the students to convey their ideas in making a paragraph. In the learning process of writing, students learn about the text and vocabulary and learn how to construct a good text or paragraph. Moreover, Savage and Mayer (2005:2) says that writing is a way to produce language, which comes naturally when someone speaks. Moreover, writing is communication with others verbally. Writing is also a process of discovering and organizing ideas, putting them on paper, and reshaping and revising them so that they will be interesting paragraphs to read.

Teaching writing is important to improve students' skills effectively in creating unified and coherent paragraphs. Teaching writing at school is needed for students to increase their skills and allow them to use correct writing components

such as vocabulary, spelling, punctuation, and sentence structure. In this condition, students have a chance to produce their writing product by using creative ideas to make the writing more interesting. Basically, writing activities can increase the students' creativity in thinking about a concept. Consequently, they will process the concept in their mind to construct a good writing product. As a supporting theory of this paragraph following the theory of Graham and Perin (2006), writing is a versatile tool that can be used to solve various targets.

Pollard (2008:49) states that writing is a complex cognitive process categorized as a productive skill that should be considered similar to speaking. Writing is a productive skill in such a way the teacher treats it in the class, which has similarities with the teaching and learning of speaking. Moreover, some aspects are included in writing, such as control content, syntax rules, format sentence, grammar, punctuation, vocabulary, and spelling. Considering the problem above, the teacher is expected to have attractive and innovative teaching strategies. In this condition, the students must often practice mastering it, and the teacher should create a good atmosphere and a positive classroom environment.

According to the preliminary observation done of the eighth-grade students of SMP TP. 45 Denpasar, the students still had a problem with writing. The current problem that the eighth-grade students still faced was commonly constructing a good descriptive paragraph. Their descriptive paragraph writing did not fit with the generic structure of constructing descriptive paragraphs such as identification, description, and conclusion. Besides, the English teacher of SMP TP. 45 Denpasar said that the students had difficulty making coherent and unified words and sentences to construct a good descriptive paragraph. They had trouble connecting one sentence to another sentence in terms of organizing ideas. Punctuation usage

also needed to be improved in their writing. Moreover, they also had difficulties finding and developing their ideas to make a good paragraph.

Furthermore, the teaching-learning process was still focused on teacher-centered learning. It showed that the teacher was more active than the students. The procedure of writing was still lack of effective attention. Sometimes, the teacher asked the students to create a good paragraph without guidance in constructing a paragraph. According to the interview with the English teacher, implementing this scientific approach may not be able to improve the students' writing product was only used to measure the extent of the students' writing ability, without considering the organization of the paragraph and other criteria. Furthermore, the students' writing was assessed subjectively, without a scoring rubric that could give the entire students fair scores. In other words, the teachers did not use specific criteria when scoring the students' writings.

Many teaching techniques can be used to teach writing, but the researcher chooses one of the effective techniques to teach writing to the eighth-grade students of SMP TP. 45 Denpasar. Think Pair Share was one of the appropriate techniques because it has some steps in the implementation that make the students easier in the learning process. Arends (2012:370) states that think pair share is a cooperative learning technique. It is a simple technique but very useful. Think pair share has grown out of the cooperative learning developed by Frank Lyman (1985) and his colleagues at the University of Maryland. It is an effective way to change the discourse pattern in a classroom. It challenges the assumptions that all recitations or discourse patterns in a classroom. It challenges the assumptions that all recitations or discussions need to be held in whole-group settings, and it has built-in procedures for giving students time to think, respond and help each other.

Think pair share is one of the teaching techniques that can be applied in teaching writing because it is a potential activity. It is also useful to encourage students to interact with each other orally. Think pair share is the combination between language and fun. In addition, through this technique, hopefully, students can help each other improve their writing skills. The learning process will be enhanced not only individually but also in groups. Think pair share is a collaborative learning technique where students work together to solve a problem or answer a question. Besides, implementing this technique is expected to be useful to facilitate the students in developing their writing achievement during the teaching and learning process, particularly in the current situation.

To sum up, writing is not a simple skill that students can master without knowledge and practice. Moreover, writing has a sequence of steps that students have to follow to make good paragraph writing. This would help the students in creating a good paragraph. In accordance with the background above, the researcher decided to apply think pair share as one of the preferable techniques to solve students' writing difficulties. Therefore, based on the explanation above, the researcher was strongly motivated to scientifically conduct research entitled "Improving Writing Skill of the Eighth-grade Students of SMP TP. 45 Denpasar in Academic Year 2021/2022 Through Think Pair Share."

1.2 Research Problem

To answer the research problem that had been previously identified and formulate specific research was required to find out a scientific solution. According to the explanation above, the students still had problems writing descriptive paragraphs. The crucial problem found in the present study was generating and

organizing ideas to make a coherent and unified descriptive paragraph. This condition affected their language ability. In addition, it needed an improvement by applying an engaging teaching technique such as think pair share. The problem discussed in this study could be formulated as follows: can writing skill of the eighth-grade students of SMP TP. 45 Denpasar in academic year 2021/2022 be improved through think pair share?

1.3 Objective of the Study

The specific investigation was mainly planned to find out a scientific solution to answer the research problem that had previously been identified and formulated. The misconception may simply occur due to unclear direction on the aim of the study so that it should be made as firm as possible. According to the problem faced by the students, the researcher must find the right solution to overcome those problems. The present study was conducted to answer the research question. The objective of the present study was to find out whether the writing skill of the eighth-grade students of SMP TP. 45 Denpasar in academic year 2021/2022 can be improved through think pair share.

1.4 Limitation of the Study

The discussion of writing skills is considered too wide and complex in a single study coverage. Thus, the variable of the study must be limited. The goal is to avoid overlapping discussions. The researcher's focus on the present research was on improving the writing skill of the eighth-grade students of SMP TP. 45 Denpasar in academic year 2021/2022 through think pair share. Moreover, the main competency was focused on trying to process and present everything in a concrete domain based on the 2013 curriculum, such as: observing, questioning, exploring

and associating, and communicating. Besides, the abstract domain focused on writing a paragraph in sequence with the learning material.

In addition, the basic competency (4.12) was focused on constructing a short and simple descriptive paragraph about a person, animal and thing by paying attention to the social function, generic structure, and language features correctly and according to the context. In the present research, the kind of writing that would be improved by implementing think pair share was writing a descriptive paragraph in such detailed descriptions based on the social function, language features, and generic structure. The purpose of this paragraph was to describe a particular person, animal, or thing. Moreover, the paragraph consisted of six until twelve sentences. In the present study, the researcher used a scoring rubric to score the students' writing ability adapted from Oshima and Hogue (2007:196).

1.5 Significance of the Study

The present research concerned the teaching and learning process in writing skills by using think pair share to improve students' writing skills. The present study is mainly intended to bring advantages. Every problem that might be implemented in the present study was expected to be solved in every research conducted. The present research's concern was on improving the writing skill of the eighth-grade students of SMPN 4 Denpasar by using think pair share, particularly in writing descriptive paragraphs. The teacher is a stimulator and motivator because the significance of the present study was divided into two. They were theoretical and practical significances which will explain completely.

Theoretically, this study is expected to contribute material for the next researcher. Every finding in the present study confidently could support the existing

empirical evidence and theories of the working principles and knowledge of English language teaching. Hopefully, the present research is useful as verification of applying theory related to problems, namely improving writing skills using think pair share to the eighth-grade students of SMP TP. 45 Denpasar. It is also expected to be references or guidance for future studies related to classroom action research, writing skills, and think pair share. Additionally, the findings of this study are also expected to be useful in choosing an appropriate technique in teaching writing to make the writing class much more interesting to follow so that students could enjoy the class and learn more.

Practically, the result of the present study is expected to contain educational benefits to English teachers, the eighth-grade students, and other researchers. For the English teachers, the present study's purpose is to provide educational feedback. Moreover, this study can also give information on the teaching and learning process essential to the teacher in a descriptive paragraph. The present study hopefully can give the English teachers of SMP TP. 45 Denpasar clear insight about think pair share to improve students' writing skill mastery. For the eighth-grade students, the result of the present study is expected to be used as a foundation to increase their knowledge about writing through the implementation of think pair share as one of the effective ways. Hopefully, using this study, the students can be more motivated to learn writing to upgrade their skills in mastering descriptive paragraph writing ability. As a result, the students enjoy learning to write descriptive paragraphs and develop a positive attitude. Then for the other researcher, the present study is expected to be worthy of a reference, particularly in conducting classroom action research to teach writing or other English language skills through think pair share.

1.6 Definition of the Key Term

There are some complicated terms that are contained in the present research. In conducting this classroom action research, the researcher used scientific terms. It can be used to make a better understanding of the topic that is discussed in the present study briefly. The researcher defines the terms since the scientific terms are sometimes too broad and difficult to understand. To avoid misunderstanding and confusion about the present research, particularly the readers who are unfamiliar with all terms. Thus, it is important to define all terms on the title briefly and clearly. Some key terms used in this study, such as writing skill and think pair share are operationally defined.

1. Writing skill

Writing skill is operationally defined as the ability of the eighth-grade students of SMP TP. 45 Denpasar in academic 2021/2022 to write their ideas and thoughts in the form of a descriptive paragraph which includes the complete generic structure: identification, description, and conclusion.

2. Think Pair Share

Think pair share is a teaching technique used in the present research to improve the descriptive paragraph writing ability of the eighth-grade students of SMP TP. 45 Denpasar in academic year 2021/2022. Think pair share consists of thinking, pairing, and sharing. In thinking, the students think independently about the questions posed and form their own ideas. In pairing, the students are paired to discuss their thoughts or ideas. Finally, in sharing, the students share their ideas with a larger group, such as the whole class.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical reviews of the related literature are needed in conducting a scientific study. All scientific study is mainly conducted based on the theoretical background and empirical evidence to defend and support the argumentation about the study being observed. The function of the theoretical reviews is to help the researcher establish what theories will be used in the study. The theoretical reviews implemented in this study are based on the theoretical background and empirical evidence. Some foundations and related evidence are needed to lead this scientific study. Thus, some important theories from the experts mentioned below are related to the theoretical background. The undertaking of the present study is based on the discussion of the following theoretical framework: writing skill, descriptive paragraph, think pair share, and assessment of writing skill.

2.1.1 Writing Skill

Writing is an essential means of communication in daily life, but it's especially important in every stage of education. It is challenging to find ideas to include in their writing, and its culture has its style for organizing academic writing. To write well, the students need a good reason that they believe in. When the writers or students have finished writing something, they should read it more than once to make sure what they have written and make changes and corrections. The writers write and revise until they are satisfied that their writing expresses what they want to convey to the readers. It means that they should often practice exploring and developing their ideas into written form (Fulwiler 2002:55).

Oshima and Hogue (2007:16) state four steps in the writing process: prewriting, organizing the ideas, drafting, and polishing. The first step is prewriting is a way to get some ideas. In this step, the students determine the topic and collect ideas to explain the topic. The second step is organizing the ideas into a simple outline. The third step is to write a rough draft using an outline as a guide. The fourth steps are an important part of the writing process. Even though making a good writing product requires long sequences of steps, if the students follow the steps carefully, it will positively impact them. Teaching writing is very necessary for this globalization era. It is a means of communication with others.

Ontario Ministry of Education (2005:12) states that writing is a powerful instrument for students to express their thoughts, feelings, and judgments about what they have read, seen, or experienced. Compared to the other three skills, writing is considered the most difficult one to master. Writing is the most difficult skill to be mastered; thus, it needs special treatment to help the students improve their writing skills. Writing is not just an option, but it is a necessity. Along with writing skill, writing skill is a predictor of academic success and a basic requirement for participation in civic life and global economics (Graham and Perin, 2007:3). Based on that statement, writing has an important effect for the students to achieve their success in academic and non-academic purposes.

There are several different approaches to writing skill practice, both inside and outside the classroom. A lot of strategies or approaches to writing present the efficiency in teaching. Consequently, in choosing the teaching strategy, the teacher should consider certain points, such as the ability of students to achieve the learning objectives, how the strategy is implemented, individually or cooperatively, or even the focus of the strategy in the process of writing rather than the product (Harmer

2004:257). In conclusion, as one of the productive skills, writing should be practiced continuously to improve the students' writing skills in order to make them more knowledgeable.

Taylor (2009:23) states that writing is the best way of discovering whether the taught has been captured. The improvement of writing is not coming from anything, although by changing the students' habits. Having a speculative answer leads to more efficient use of time in some ways, and also it might become the foundation of the eventual answer. In other words, when the students put their thoughts and ideas on paper, they might discover something new. They could explore their feelings, what they see, and environmental conditions, which could improve the students' writing skills as a foundation for teaching-learning English. Thus, writing is an important ability to master in language learning.

Writing is multifaceted, and it is only logical that it evokes different images. Writing is a complex skill that students should be mastered when they learn English. Besides, there are various genres of written text that teachers should teach to the students. The teachers realize the important thing when the students teach is how to write in the target language (Linse and Nunan 2005:98). Pollard (2008:49) states that writing is a productive skill. It needs a reason or purpose for writing. This means if the teacher tells the students to write something, clear guidance and the purposes of the writing activity are very important to be known by the students in order to attract their interest in learning.

Hyland (2003:9) explains that writing is a way to share personal meanings. The people construct their views on the topic. Activities pour out the thoughts, ideas, and feelings of someone in written language. In another sense, writing is an activity to express thoughts and feelings in writing that are expected to be

understood by the reader and function directly or indirectly. The writing process includes planning, translating, and reviewing. Planning involves generating ideas, goals, and procedures. Translating involves expressing ideas and goals in verbal forms and reviewing includes evaluating and revising. Fulwiler (2002:16) states that writing is a complex, variable, multifaceted process that refuses foolproof formulations to write it. Besides, Kane (2000:17) describes writing as a complex activity. When the writers think about a topic, they have already begun to select words and construct sentences in order to draft the ideas.

Furthermore, Taylor (2009:96) states that the usual function of an introduction in academic writing is to tell the reader what issue is being raised and what justifies the writer in raising it. In other words, writing is part of the media to give information that happened to the reader. Brown (2004:220) states that writing is the act of putting letters, punctuation, idioms, or word on paper, where writing also involves correct grammatical features to express and explain the idea. Moreover, writing is an instrument used to express and explain the writer's thoughts. It is also influenced by grammatical features to make the readers easily understand the message that the writers want to share.

Different writing communities followed punctuation and design rules in communications such as letters, reports, and publicity. These are frequently non-transferable from one community or language to another. Such differences are easily seen in the different punctuation conventions for the quotation of direct speech, which other languages use, or how commas are used instead of full stops in certain languages, while comma 'overuse' is frowned on by many writers and editors of English. Some punctuation conventions, such as capitalizing names, months, and pronoun I, are specific to only one or few languages. Though

punctuation is frequently a matter of personal style, violation of well-established customs makes a piece of writing look awkward (Harmer 2001:256).

McDonald and McDonald (2002:7) argue that writing is usefully described as a process that shows a continuous change in time, as growth in organic nature. Different things happen at different stages of putting thoughts into words and words into paper. Writing transforms thoughts into language: firstly, we should think about the content or topic of our writing and then compose the ideas and vocabulary using appropriate language (e.g., grammar and vocabulary). Therefore, we must learn about organizational skills. Based on Murray and Moore (2006:25), the process of writing is not just an outcome of thinking. It also helps to feed the thinking process and give rise to new insights and angles on the material.

One of the reasons people often feel blocked when writing for academia is the inherent assumption that they have to think very carefully about what they are going to write and perfect these thoughts before ever putting pen to paper. In the present research, the researcher refers to the definition of writing by Brown (2004:220), who believes that writing is a process of conveying ideas into a paper that involves correct grammar, punctuations, and idioms or words. Developing writing skills is very important for students since it helps their grades and prepares them for a professional future. Students could also deepen their critical thinking and knowledge through writing. Besides, writing is an important instrument to express the writers' thoughts so that the readers can understand them easily.

2.1.2 Descriptive Paragraph

A descriptive paragraph gives a clear picture of a person, animal, object, event, or idea. Details for a descriptive paragraph come from the writer's senses:

smell, taste, touch, hearing, and sight (Fiderer, 2002:17). In addition, Kane (2000:351) states that description is about sensory experience, how something looks, sounds, and tastes. A good description is a word picture; the readers can imagine the object, animal, or person in this or her mind (Oshima and Hogue, 2007:61). Good descriptive writing aims to involve the reader in the story as much as possible. Good description makes the reader feels as if they are present in writing that gives detailed information about the subject through sensory detail that makes the reader catch the picture of information easily.

A descriptive paragraph is a paragraph that describes something in detail. A descriptive paragraph describes something using a certain sequence to facilitate the readers' understanding of what the author wants to tell the reader. Zemach and Islam (2005:9) state that a paragraph is a group of about six to twelve sentences about one topic. Every sentence is a strong paragraph about the same topic. The sentences explain the writer's main (most important) idea about that topic. When the writers want to write about a new main idea, they begin a new paragraph. A paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are logically arranged so that the reader can easily understand what the writers want to say in their writing.

Besides, Oshima and Hogue (2007:196) state that paragraph composition includes format, punctuation and mechanics, content, organization, and grammar and sentence structure. Format refers to the rules and styles in writing skills (margin) and also the tidiness of the paragraph. Punctuation and mechanics refer to the use of correct spelling and the use of punctuation correctly. Content refers to the main idea of the paragraph that should be organized in unity and coherence. Organization refers to the logical information of the content that are arranged based

on the generic structure of the descriptive paragraph. Grammar and sentence structure refer to correct grammar and how it is implemented to combine and organize the words into phrases and sentences.

According to Savage and Mayer (2005:33), descriptive paragraph has three kinds of structure. The three generic structures are, introduction, body paragraph and conclusion. Firstly, in introduction is to introduce about the object or event of description, the sentences provide the background and the thesis statement tells the reason why object or event is important for writers. Secondly, body paragraphs are most of description, adjectives and adverbs make the experiences more vivid, often described with preposition and can make the writing more descriptive, familiar and expressive. Lastly, conclusion is the final opinion of the description and it present the overall ideas of the paragraph.

Savage and Mayer (2005:2) state that a paragraph is a group of sentences about a topic. A good paragraph contains a topic sentence that introduces the topic. To make the paragraph clear, the supporting sentences are required to support the idea in the topic sentence with explanations, reasons, and other details. At the end of the paragraph, it should be a concluding sentence. Constructing a detailed topic in the paragraph is really needed to make the description of the topic more focused. This is essential to give an understandable vision to the readers who will read the writing so that the paragraph which has been carefully written can be an interesting paragraph to read.

Based on Kane (2000:351) states that description is related to visual experience and perception of a person, thing, and animal. As a result, the purpose of giving a bright details description of how a person, thing, and animal looks, sounds, and tastes. Moreover, in writing descriptions, the writers are required to

write them using spatial order organization so that it will make the ideas clearly presented (Oshima and Hogue, 2007). In conclusion, to make the description more attractive and interesting to the readers, the writers should be able to describe something in vivid detail involving the readers' imagination.

Folse et al. (2010:135) state that a descriptive paragraph describes how a person and animal look or feel. Furthermore, a descriptive paragraph gives the impression, not the definition, offers something to the readers, and creates sensory images related to the five senses. The description is a crucial part of English language teaching and learning, especially in a descriptive paragraph. It is used to communicate in written form to avoid misconceptions. Savage and Shafiei (2007:30) state that in a descriptive paragraph, the writer uses words that create an image and help the reader see, touch, feel, smell, or taste the topic they are describing. Using adjectives that the writers know will help the readers' image and relate to the person or animals that the writers are describing.

Furthermore, Evans (2000:42) defines that a descriptive essay about a person should consist of the following structure: a) introduction in which you give general information about the person, saying when, where and how you first met them, b) main body in which you describe their physical appearance, personal qualities, and hobbies or interests, c) conclusion in which you write your comments or your feelings about something that you have described. In summary, it can be concluded that a descriptive paragraph is a form of writing that talks about describing a person, animal, or certain in vivid detail, which has a generic structure; identification, description, and conclusion (optional).

To sum up a good descriptive paragraph is commonly supposed to describe about, person or animals. In constructing a descriptive paragraph the students must

think about generic structure which will mention as follows: identification, description, and conclusion. In the present study the researcher refers to the definition on descriptive paragraph by Savage and Shafiei (2007:30) who believes that in constructing a descriptive paragraph the writer uses adjective words that assist the readers to see, touch, feel, smell, or taste the topic which is described. Adjectives are important in writing a good descriptive paragraph; they add like spices. They add flavor to their writing.

2.1.3 Think Pair Share

The researchers require an appropriate teaching strategy to make the teaching learning process more effective in the present study. In addition, a suitable teaching strategy is needed to make the students succeed in understanding the material and writing a good description. Applying an appropriate teaching technique is a must to acquire better results in the students' writing skills. Numerous teaching strategies can be used to teach writing in the teaching-learning process. In the present study, think pair share was chosen as the appropriate teaching strategy to improve students' writing skills, particularly in constructing descriptive paragraphs which are interesting to read.

Think pair share is a part of the cooperative learning technique. According to Kagan and Kagan (2009:3.2), cooperative learning positively impacts classroom climate, students' self-esteem, empathy, internal locus of control, role-taking abilities, time on task, attendance, acceptance of mainstreamed students, and linking for school and learning. In other words, cooperative learning, especially the implementation of think pair share strategy, has a positive impact on teachers and students. Ledlow (2001:1) states that think pair share is a low-risk technique to get

many students actively involved in classes of any size. This teaching technique allows the students to work collaboratively with their pairs.

The implementation of think pair share helps the students to develop their conceptual thinking and their ability to think about the others' point of view in writing a descriptive paragraph. In addition, think pair share will increase the students' interest and motivation in writing. Mandal (2009:98) states that think pair share is a simple and quick technique; the teacher offers the students a question sets a few minutes for students to think about a response, then asks the students to share with a partner their ideas. This task allows them to collect and organize their thoughts. 'Pair' and 'Share' components encourage the students to compare and contrast their understanding to the others and rehearse their responses first in a low-risk situation before going public with the entire class.

The think pair share increases the kinds of personal communication necessary for students to internally process, organize, and retain ideas. Machperson (2007:68) states that think pair share can encourage the students' participation and share the information and personal feelings about the situation with others. According to Jolliffe (2007:43), think pair share involves a teacher working with a group of students. The teacher is working with the group to guide them in the correct use of the target. Moreover, the implementation of this technique is an effective way to teach students, which consists of a sequence of steps as follows: the teacher asks a question to the students and then provides time for the pupils to think about the problem (think), the pupils talk to a partner (pair) and then expressing or communicating their answer (share).

Think pair share is an essential component of a balanced writing curriculum, providing an additional supported step towards independent writing. It contributes

to the teaching sequence as exemplified in the primary framework. Through think pair share, children are supported during the different stages of the writing process. Teachers should carefully consider the purpose of the think session and select the children accordingly. The aim is to provide the support to help children improve their writing and work independently. The present research refers to the definition provided by Arends (2012:370), who states that think pair share has grown out of the cooperative learning and wait-time research. It is an effective way to change the discourse pattern in the classroom. He also states that there are three procedural steps of applying think pair share:

1. Thinking: the teacher poses a question or issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught talking is not part of thinking time.
2. Pairing: next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period could be sharing answers if the question has been posed or sharing ideas if a specific issue was identified. Usually, teachers allow no more than four or five minutes for pairing.
3. Sharing: in the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair and continue until about a fourth or a half of pairs have had a chance to report.

2.1.4 Assessment of Writing Skill

Assessment is a popular and sometimes misunderstood term in current educational practice. On the other hand, assessment is an ongoing process that

encompasses a much wider domain. Whenever a student responds to a question, offers a comment, or tries out a new structure, the reader subconsciously assesses the students' performance (Brown, 2004:4). Assessment is very important in teaching activities. English teachers need to assess what they have taught to their students to know to what extent the students have achieved the previously formulated instructional objective in writing descriptive paragraphs.

Moreover, Carter and Nunan (2001:138) state that assessment is carried out to collect information on learners' language learning programs for various purposes. Assessment is important and must be done by teachers during the learning process to know the students' ability, especially in writing descriptive paragraphs. Assessing students is the most important part that teachers should do during teaching-learning. The learning assessment result is also used to inform and enhance students' learning process and the teaching course itself. Furthermore, assessment has an important role in the teaching and learning activities, including descriptive paragraph writing. As a result, they will know the ability of the students especially in writing descriptive paragraph.

According to Coffin et al. (2003:75) as a starting point to devising an assessment strategy, it is useful to identify the purposes for which you need to assess students writing objectives to evaluate students' writing may include: to provide evidence of students' knowledge and understanding of particular course of study, to provide evidence of students' acquisition of subject-specific skills or the ability to apply knowledge and experience (e-g students' ability to carry out certain analysis), to indicate how effectively students can express their knowledge and understanding in writing, to help students learn, or consolidate their learning (both of subject knowledge/skills and of academic writing conventions), to provide

feedback to students on their work, to motivate students to carry out certain activities, to provide a diagnostic assessment of a student's writing (before providing writing support for the student), to help the teacher evaluate their own teaching and to help students evaluate their own learning.

Marzano (2006:3) adds many conclusions that provide insights into effective classroom assessment, such as (1) feedback from classroom assessments should give students a clear think pair share of their progress on learning goals and how they might improve, (2) feedback on classroom assessments should encourage students to improve, (3) classroom assessment should be formative, (4) formative classroom assessments should be frequent. Besides, Weigle (2002:109) says that the first decision in determining a scoring system is what type of rating scale will be used. The following rating scale is the three main types of rating scales used in the composition of literature: primary trait scales, holistic scales, and analytic scales. In the present study, the researcher used the analytic scale to measure the students' writing product since it provides more detailed information about a test taker's performance in different aspects of writing, such as format, mechanics, content, organization, and grammar.

Rudner and Schafer (2002:6) state in their book that measurement of student performance may seem "objective" with such practices as machine scoring and multiple-choice test items, but even these approaches are based on professional assumptions and values whether that judgment occurs in constructing test questions, scoring essays, creating rubrics, grading participation, combining scores, or interpreting standardized test score, the essence of the process in making professional interpretations and decision. Furthermore, the teachers commonly focus on how the students' progress in writing is connected to one's grades or

success in the school. Through assessment, the teacher could know and analyze and whether the students' writing skills whether it is improved or not.

Assessment is a general term that includes the full range of procedures used to gain information about the students' learning and the formation of value judgment concerning progress (Miller et al., 2009:28). Linse and Nunan (2005:153) argue that writing is assessed by eliciting and examining a writing sample. The sample can be fiction or nonfiction and assessed by using an analytic or holistic rubric. It means the purpose of the assessment is to measure their writing skills and whether it is improved or not. Brown (2004:247) states that the assessment plays a crucial role in such an approach. It is important to know the earlier stages, which consist of the prewriting process until the first or second draft, and the later stage, which consists of revising and finalizing a written text.

The teachers use the assessment result to inform their teaching and enhance the students learning. In the present study, the researcher provides a written test to measure the achievement of the eighth-grade students of SMP TP. 45 Denpasar in academic year 2021/2022 to improve their writing skills. This assessment uses a scoring rubric which adopted from Oshima and Hogue (2007:196), which explains the scoring rubric elements for assessing writing descriptive paragraphs. They are format, punctuation and mechanics, content, organization, and grammar and sentence structure. These elements are adapted to score their descriptive paragraphs so it could yield a much more objective score.

2.2 Empirical Review

An empirical review is a review of the information and theories currently available on the subject and the historical background of the topic. It can help the

researcher avoid accidental replication of previous study results and place the researcher in a better position to deduce the significance of this own result. The purpose of the empirical review is to show whether the problem under this study has been done or not before the researcher conducted the present study. In addition, the empirical reviews were based on observed and measured phenomena and derived knowledge from experience rather than theory or belief. In this chapter, the empirical review looks over both strengths and weaknesses of the previous study. Two studies were relevant to the present study, and the researcher decided to review those studies as empirical reviews as follows:

The first study was conducted by Fortunatus (2016) on his research entitled “Teaching Writing Through Think Pair Share to the Eighth-grade Students of SMP PGRI 1 Denpasar in Academic Year 2015/2016”. The objective of this study was intended to find out whether or not writing skill of the eighth-grade students of SMP PGRI 1 Denpasar in academic year 2015/2016 could be improved through think pair share. It was one of many teaching techniques used in classroom teaching to improve the students’ writing skills. Based on the tests given to the subjects, the results improved their achievement in writing a descriptive paragraph. It can be seen that the subjects’ scores increased in each cycle. Thus, it showed that think pair share could improve their writing skills.

The second study was conducted by researcher Padmawati (2018) in her research entitled “Improving Writing Skill Through Think Pair Share of the Eighth-grade Students of SMPN 1 Mengwi in Academic Year 2017/2018”. The objective of her study was to find empirical evidence of whether students writing ability of the eighth-grade students of SMPN 1 Mengwi in academic year 2017/2018 could be improved or not through think pair share. The result of the study showed that

writing skills could be improved through think pair share. Besides, the students' responses toward the implementation of think pair share in improving writing skills were considered positive.

The strength of both pieces of research was based on the result of their study, which showed that the students writing skill could be improved by implementing the think pair share. Moreover, in their lesson plan, especially in the whilst-activity, the steps of think pair share were still unclear. They did not mention the steps of implementing the technique, and the instruction on both pre-test and post-test were still ambiguous. Nevertheless, they did not pair the students based on their different abilities. Thus, the technique did not effectively improve the students' writing skills. The present study completed the lesson plan by conducting think pair share in the whilst-activity based on Arends (2012:370). Furthermore, the instructions, especially in pre-test and post-test, were complete with the number of the sentences, time allotment, topics, and the criteria of descriptive paragraph such as format, punctuation, mechanics, content, organization, grammar, and sentence structure. Besides, the researcher would pair the students based on their different ability levels according to the pre-test results.