

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Writing is a language skill that is categorized as a productive skill. In learning English, four skills should be taken into account. Writing is one of the four language skills crucial for English students. Bailey (2004:23) states that writing is essential to writing academic work. However, writing is the most challenging skill because it requires hard thinking to produce words, sentences, and paragraphs. Brown (2004:339) states that writing is like a way of life in school as it has an important function. It is needed for passing the course and mastering the subject matter. In Indonesia, English is learned by students at every school level. English as an international language is a language that society should learn.

The writing aspect is one thing that is significant to understand. Writing can be said as one part of a program that has a specific purpose in learning a language. Harmer (2004:11) states that, for many years, teaching writing has focused on the written product rather than the writing process. It means that the students only focus on the results of their product in writing, but they do not understand the process of conducting the product itself. Fulwiler (2002:16) states that writing is never effortless because it is a messy, inappreciable, and amazing process as the writer would be a little less hard on themselves when it does not come out right the first time. It means that expressing ideas in written form is not easy to do. Moreover, writing is considered one of the most difficult skills to master.

Writing activities can also be associated with processes that involve symbolic practice, and this symbolic graph is a combination of letters and numbers that can sound the language in question. Placing these symbols cannot do it

carelessly. Some rules and regulations must be followed. Later, when the symbols are inserted according to the existing rules, these symbols will form a word. If further strung together, it will produce a sentence. Sentences that have been arranged will create a paragraph, and several paragraphs will form a text. Learning to write and writing to learn are two crucial things in writing English. In learning to write activities, we are required to understand technical writing. This learning activity is quite tricky, so it is not surprising that it will usually be given at school when students have reached a high level of learning.

Based on the researcher's experience in junior high school, the students still experienced many obstacles in writing descriptive paragraphs. They still found it difficult to determine the grammar, and the language used, likewise, in determining the idea of the words used because writing determines a good focus. It happened because students did not focus well when studying and were bored while attending lessons. It was also caused by the learning situation in the classroom, which could not attract students' interest in learning and practicing writing. Teaching techniques that are very old and not combined with already better-developed techniques will greatly affect students' interest in learning especially writing.

Based on the observation, the teacher taught the students the mind-mapping technique in writing descriptive paragraphs. The teacher taught mind mapping with some steps. In the first step, the teacher created the central idea or the topics in one word; next, the teacher added the branches of the topics, and then the teacher asked the students to add more branches and keywords. From these steps, the students felt confused about arranging their ideas to make a coherent paragraph in writing descriptive paragraphs. They did not know how to write a good paragraph and organize their ideas from the topic and branches on mind-mapping techniques to

make a good pattern of paragraph organization. Therefore, the result of their paragraph was uninteresting to read, and it was not well organized.

Furthermore, using mind-mapping techniques in teaching writing was not so effective. The teacher had explained the material about a descriptive paragraph to the students, but the students' achievement in writing was still low. It was because when the teacher only gave the topic and told the students to develop it by themselves. In other words, the teacher only gave one word as the topic, and then the students should add branches of the word and develop it into a paragraph. After the students were taught using the mind-mapping technique, writing descriptive paragraphs and arranging their ideas into good paragraphs was still difficult. The fact showed that applying the mind-mapping technique in teaching descriptive paragraph writing could not improve students' abilities. That is why it needs good technique and media to develop their writing ability and make them interested and excited about learning writing, especially in writing descriptive paragraphs.

There are some ways to solve the problem that has already been mentioned, and one of them is think-pair-share combined with picture. Think-pair-share combined with picture is aimed at improving the writing skill of the eighth-grade students, especially in writing descriptive paragraphs. According to Arends (2012), think-pair-share combined with picture is cooperative learning which consists of three basic steps. There are thinking, pairing, and sharing steps. In the thinking step, the students think about the topic. In the pairing step, the students work with their partners or friend to motivate each other to master writing skills. Then in the sharing step, the students share the result with the whole class. Implementing the technique in teaching writing also helps the students build their self-confidence. The researcher also added media to make the technique more fun, exciting and helpful.

There are some strengths of using think-pair-share combined with picture in the teaching-learning process, especially in writing. First, it can make students more creative in writing. Second, it gives the students a chance to discuss their solutions with other students, where they get both positive reinforcement and support for their answers. Third, it can increase their confidence before presenting their thoughts to the whole class. It means that in think-pair-share combined with picture, the students are given a few times to think individually, discuss their paragraph writing with their pair, and share the result with the whole class. Fourth, using think-pair-share combined with picture can encourage the students to be more active and comfortable in developing their ideas to build a good and interesting descriptive paragraph, especially in the written forms.

Based on the research background, the researcher tried to conduct think-pair-share combined with picture in teaching writing. The researcher considers that the use of think-pair-share combined with picture to teach writing could help the students to create a good writing composition since the implementation of the technique can stimulate them to produce and explain their ideas to make a good descriptive paragraph. Based on the result of the observation above, the researcher was also highly interested and motivated to research “The Use of Think-Pair-Share Combined with Picture to Improve Writing Skill of the Eighth-grade Students of SMP PGRI 5 Denpasar in Academic Year 2022/2023.”

## **1.2 Research Problem**

Teaching writing in the classroom is considered important and should be given great attention by the teacher. Writing is one form of communication where the students can express their ideas freely. This study was conducted to improve the

student's writing ability by using think-pair-share combined with picture. Based on the background of this research, some students still experienced difficulties writing a descriptive paragraph due to a lack of student interest in learning and poor student focus. Therefore, the research problem can be briefly formulated as follows: can writing skill of the eighth-grade students of SMP PGRI 5 Denpasar in academic year 2022/2023 be improved through think-pair-share combined with picture?

### **1.3 Objective of the Study**

The objective of the study is to solve, answer and find the solution to the research problem that is formulated for the study. There were many different strategies to improve the students' achievement in writing. To make this study direction, it needed to declare an objective to be achieved. Based on the problem of the study, the students had difficulties generating and organizing their ideas in constructing a good descriptive paragraph. The present study was conducted to answer the research question, which has been previously determined. The objective of the present study is to determine whether writing skill of the eighth-grade students of SMP PGRI 5 Denpasar in academic year 2022/2023 can be improved through think-pair-share combined with picture.

### **1.4 Limitation of the Study**

Writing skill is definitely too broad and complex to be dealt with in a single study. Teaching writing has a complex analysis and criterion. There were so many problems in writing. Moreover, many strategies could be used as the solution to fix the problem in writing. Concerning the research objective, this study is focused on the use of think-pair-share combined with picture to improve writing skill of the eighth-grade students of SMP PGRI 5 Denpasar in academic year 2022/2023. The

researcher needed to know the syllabus used in the school to make lesson plans. This study focused on the fourth main and basic competency. The present study focuses on the fourth main and basic competency as the requirement in constructing the lesson plans that would be used in the present research.

The fourth main competency is processing, presenting and reasoning in the concrete realm (using, parsing, composing, modifying, and creating) and the abstract realm (writing, reading, counting, drawing and composing) according to what is learned in school and other sources from the same point of view/theory. Besides, the researcher focused on the fourth basic competency (4.6) that was constructing a short and simple transactional text in the form of oral and written which shows asking and giving information related to a person, thing, and animal by paying attention to the social function, the structure of text and language features correctly and contextually. In this study, the researcher focused more on writing descriptive paragraphs about a person and an animal in detail or precisely according to the generic structures: an identification, descriptions and a conclusion.

### **1.5 Significance of the Study**

The researcher paid attention to using think-pair-share combined with picture to improve writing skill of the eighth-grade students of SMP PGRI 5 Denpasar in academic year 2022/2023. The present research is the implementation of think-pair-share combined with picture to improve writing skill of the eighth-grade students of SMP PGRI 5 Denpasar in academic year 2022/2023. The present study is highly expected to provide meaningful and significant research findings. The findings of the significance research are expected to yield theoretical and practical importance to those who are concerned about improving writing ability.

Theoretically, the findings of this study are expected to be a reference or study guide for think-pair-share combined with picture. The findings of this study are expected to support the existing empirical evidence for future researchers. In addition, the theory of working principles and knowledge of teaching English can be used to improve students' writing skills by using think-pair-share combined with picture. The results are expected to support existing writing theories' theory and empirical results in improving writing skills. This research is expected to improve students' and teachers' learning processes. These findings may reveal further research areas in foreign language acquisition and are expected to be used as a basis for conducting similar research in the future. Thus, theoretically, the results of this study are expected to be useful for other researchers.

Practically, the results of this study are also expected to provide educational feedback for teachers, students, and other researchers. For teachers, this research is implemented during teaching-learning activities in the classroom. This technique with media is interesting to help teachers in providing techniques with more and varied media. This research is expected to help students understand their writing skills. It is hoped that it can motivate them to express their ideas in writing, and they can increase their motivation and interest in learning English, especially writing skills. For other researchers, this research is expected to be a reference and empirical review to do better research. It is conducted so that researchers can learn and understand more about think-pair-share combined with picture.

### **1.6 Definition of Key Term**

In conducting classroom action research, several terms are used in this research. Because the terms in research are sometimes too broad and explain many



terms, it is important to make them specific to the research variables. There are several definitions of key terms that frequently appear during research. The first is writing skill and think-pair-share combined with picture. Moreover, the key terms used in the present study need to be operationally and clearly defined to avoid misunderstanding and make the researcher easier to understand the point of explanation. The researcher should define two key terms used in the context of the present study, which need to be operationally clarified as the following terms:

1. Writing Skill

Writing skill is operationally defined as the ability of the eighth-grade students of SMP PGRI 5 Denpasar in academic year 2022/2023 to write a descriptive paragraph that describes an animal or person, and it has a complete generic structure: an identification, descriptions, and a conclusion.

2. Think-Pair-Share Combined with Picture

Think-pair-share combined with picture is a teaching technique that combines think-pair-share and teaching media in the form of a picture to improve writing skill of the eighth-grade students of SMP PGRI 5 Denpasar in academic year 2022/2023. It has three steps: Thinking, Pairing and Sharing. In Thinking, the teacher posts a picture, and the student thinks about what they want to write individually. In Pairing, the students discuss the descriptive paragraph in pairs. In Sharing, some pairs share the paragraphs written in pairs with the whole students in the class.



## **CHAPTER II**

### **THEORETICAL AND EMPIRICAL REVIEW**

#### **2.1 Theoretical Review**

The scientific investigation expected to contribute both theoretical and practical significance should be conducted based on relevant theoretical and practical significance based on relevant theoretical constructs and empirical evidence. In addition, it concerns the concept and theories which will be used as a standard in every research. To support further understanding of the theoretical foundation used in the current research, some theories were reviewed. The researcher described some important points from related literature to support the present research. Therefore, the present research review is conducted on the ground of the following theoretical bases: writing skill, descriptive paragraph, think-pair-share combined with picture, and assessment of writing.

##### **2.1.1 Writing Skill**

In English, there are four basic skills that students must master. They listen, speak, read and write. Writing is one of the most difficult skills to learn among the four skills. The skill is one of the productive skills which requires a product of its result. Writing is not only putting words down on paper, but writers also put their feeling. Through writing, they could express their thoughts and feelings when they could not speak in a spoken way. Communication could be done through writing. Furthermore, writing is an important skill for students to master and develop. If they can speak it, they can write it. It is a unity that cannot be separated. Thus, learning how to produce good writing is important. There are so many related theories that define writing, and they could be elaborated as the following.

Writing is a procedural skill that can help students to pour their ideas on a piece of paper. Kane (2000:5) states that writing is a complex activity because writers must be able to compose and organize the contents of their goals and put them into the formulation of various written languages and other writing conversions. Furthermore, writing is a rational and valuable activity. Writing is rational means that it is an exercise of the mind requiring mastery of techniques that anyone can learn. However, writers do not have to be geniuses to write clear and effective English. Writers need to understand what is involved in writing and know how to handle words, sentences, and paragraphs. If they do, they can communicate what they want in words that others can understand.

According to Oshima and Hogue (2007:15), writing is never one step action; it is about ongoing creative acts. When writers start writing something, they have already thought about what to say and how to say it. Then after finishing it, they read what they have written and probably will revise it until they are satisfied that their writing expresses exactly what they want to say. The process of writing itself has roughly four steps. The first step is called prewriting. It is a way to get ideas by choosing a topic and collecting ideas to explain it. The second step is called the organizing step. The writers need to organize the ideas being thought into a simple outline. Next, the third step is called the writing step. In this step, the writers write a rough draft using the previous outline. The last step is called revising and editing step. In this step, the writers polish what they have already written.

According to Brown (2004:335), writing as a written product is often the result of thinking, drafting, and revising procedures that require special skills. The result of compositional nature of writing has resulted in a writing pedagogy that focuses on how to generate ideas, how to organize them coherently, how to use

discourse markers and rhetorical conventions to place them cohesively into written texts, how to revise them for clearer meaning, how to edit the text for proper grammar, and how to produce the final product. The process of composing writing requires an understanding of writing itself. Producing good writing means putting the process of how to produce it into a well-organized idea.

When students write to make their ideas clear and understandable, they experience the pleasure of discovery, as do their teachers. Students and teachers will feel satisfied when they get their ideas and succeed in making written products. Through writing, students can practice exploring and developing their ideas. Writing is more than just sitting down and then talking on a piece of paper. According to Urquhart and Mcleaver (2005:3), writing is an exploratory process beneficial for students and teachers of content fields. In addition, they will transfer it in written form. Therefore, they explore and develop their ideas and practice writing with correct grammar and punctuation.

According to Hyland (2003:9), writing is a way of sharing personal meaning, and writing courses emphasize the power of individuals to build their views on a topic. Therefore, writing is a complex process requiring various skills and tasks; moreover, with the writing process, students know how to approach the writing task. Writing is included in productive skills. Furthermore, Pollard (2008:49) mentions that writing is a productive skill; for example, how the teacher treats it in the classroom is similar to teaching and learning to speak. Writing is a productive skill because, in this section, students need to be active to improve their writing results during the teaching and learning process.

As students move into the upper middle grades, writing becomes more complex, as it no longer revolves around one teacher at each grade level. Writing

and writing instructions is a shared responsibility across disciplines. All teachers must devote significant attention to teaching writing if they expect students to learn how to write effectively in any discipline. Graham (2008:2) states that writing is a complex skill that requires a lot of effort and time to master. Teachers should guide students and ensure they get writing instructions as clearly as possible. Each student must receive equal guidance regarding instructions or directions for writing. Clear directions will lead students directly to the purpose of writing itself. Therefore, the learning objectives will be achieved properly.

Writing may be very important to one group of students but less critical to another. The decision on how many writings to include will be made independently according to the needs of each group of students. Writing is a skill that must be taught and practiced as well. Writing is essential to learning a language because it provides an excellent way to change vocabulary, spelling, and sentence patterns. According to Patel and Jain (2008:125), writing is a kind of linguistic behavior. It presents the sound of the language through visual symbols. This becomes an important aspect of student expression at the highest stage. Good writing is most efficiently obtained when students practice parallel writing practices in other skills.

In conclusion, writing is a productive skill, and the writers use to express their feelings and thoughts and convey information. Based on some of the theories mentioned above, the researcher intends to use the theory of Oshima and Hogue (2007:15), which explains that writing has approximately four steps that the writer must follow to achieve good writing, namely, prewriting, organizing, writing, and revising and editing processes. These steps must be carried out procedurally to produce well-written paragraphs. The theory used is relevant to this research because it relates to improving students' paragraph writing skills.

### 2.1.2 Descriptive Paragraph

There are four types of paragraphs, one of which is descriptive. A descriptive paragraph clearly describes a thing, place, or person based on the generic structure of identification, description, and conclusion. Zemach and Rumisek (2005:25) state that descriptive paragraphs describe how a person, thing, animal, or place looks or feels. Adjectives are needed to describe people, things, places, and animals in detail in writing descriptive paragraphs. The author uses adjectives to describe how the author feels, tastes, sounds, or smells. In addition, descriptive paragraphs use the present simple pattern. Teachers should ensure that to teach their students descriptive paragraphs in writing. They must know the use of adjectives and simple present tense because it is based on facts.

A paragraph is a group of related statements developed by an author about a subject (Oshima and Hogue, 2007:3). The first sentence states the specific point or idea of the topic. Other sentences in the paragraph support this. That means a descriptive paragraph has one topic to cover. In addition, other sentences in the descriptive paragraph are called supporting sentences. It provides more information on the topic, specific details, and explanations. Finally, the conclusion is the closing of a paragraph. It is about how the writer feels. The statement can be assumed that a paragraph is a group of sentences that explain and discuss the main or subject matter based on the topic sentence during the teaching and learning process.

Descriptive writing uses words to build an image for the reader. These images come from sights, sounds, smells, tastes or feelings. It can be assumed that the reader can obtain information about the object's appearance in a descriptive paragraph. A good descriptive paragraph makes the reader feel like he or she is in the scene. Furthermore, there are three descriptive organizational points:

introduction, body paragraph, and conclusion. The author introduces what will be described as related to the topic, including objects or events. In the body paragraph, the author describes the most description of something as clearly as possible. Finally, in conclusion, the authors give their final opinion on the descriptions that describe the object (Savage and Mayer, 2005:30).

In addition, according to Evans (2000:11), the generic structure of descriptive paragraphs is the introduction, main content, and closing. For example, the author tells about the location, population, and reasons in the introduction. The point is that they tell the general information of the paragraph, whether it is about describing a place, person, thing, or animal. The main body of a paragraph is about a specific description. If it is about describing a person, it could be physical appearance, characteristics, hobbies, habits, etc. The last part is the conclusion about how the author ends the paragraph. It can be how the author feels, comments, or sometimes there will be recommendations.

According to Oshima and Hogue (2007:61), descriptive paragraphs tell how something looks, feels, smells, feels, and sounds. A good description is a word picture; the reader can picture the object, place, or person in their mind. The more detail the author includes in a descriptive paragraph, the more the reader will imagine what the author is describing. The details should appeal to the five senses. They must tell the reader how something looks, smells, sounds, tastes, and tastes. Write about color, size, shape, smell, sound, and texture. Students will describe it as clearly as possible to make the reader imagine it easily, which is the key to successfully writing a descriptive paragraph.

Students are expected to be able to make written products because writing is an important skill that must be mastered. The written product referred to in this

case is a paragraph. According to Zemach and Islam (2005:9), a paragraph comprises about 6-12 sentences about one topic. This means that these sentences support the main topic to be described. A paragraph can provide information, express an opinion, explain something or tell a short story. The sentences should describe the topic logically in specific detail and explanation. Then it will make the reader grasp the paragraph's meaning easily. Therefore, when the writers can arrange paragraphs correctly and clearly, the readers will easily understand what the writers will convey to the readers through their writing.

Based on the statement above, a descriptive paragraph is a paragraph that describes a person, thing, animal, or place, which consists of a general structure. Regarding these theories, the researcher uses the theory of Zemach and Rumisek (2005:5), which states that descriptive paragraphs are how a person, thing, animal, or place looks or feels and is explained by adjectives. In addition, the researcher uses the theory of Savage and Mayer (2005:33), which explains three important points in the descriptive paragraph; introduction or identification, paragraph of content or description, and conclusion. These theories can be used as a guide; besides, it is relevant to the present research.

### **2.1.3 Think-Pair-Share Combined with Picture**

In the learning process, a teacher must be able to create a fun and effective learning atmosphere so that students can receive the material presented well and that learning objectives can be achieved. One way that can be done is to choose the right learning technique. There are several techniques that can be used by the teacher to improve students' ability especially in English teaching and learning process. In addition, the technique applied can find solutions to student problems



that students find difficult when they start writing something. They tend to get confused about what they want to write because they do not have an idea. However, they must be successful in writing good paragraphs. To help them, it is necessary to find the right technique to make it easier for them to write good paragraphs.

The teacher can use several techniques to improve students' abilities, especially in the English teaching-learning process. Cooperative learning is one of the view methods that the teacher can use, such as directive, deductive, demonstrative, and exploratory methods. Cooperative learning is a learning technique that provides students with more opportunities to practice their skills in class. According to Asmani (2016), the word cooperative means doing something together by helping each other as a team. So, cooperative learning can be interpreted as learning together, helping one another, and ensuring that everyone in the group can achieve the goals or complete the assigned tasks.

According to Kagan and Kagan (2009), we release a lot of energy in cooperative learning. We allow students to do what they want to do most: talk, interact, and move. In cooperative learning classes, we must always be able to stop the release of energy and/or direct it productively. Because in cooperative learning, students are more active in interacting with other students or groups and the teacher. The point is, don't let students form their groups so that heterogeneous conceptions can be implemented properly. If students form their groups, there will be no heterogeneity because of groupings where smart students will only group with smart ones, and vice versa. It will not be good for the learning environment.

Meanwhile, according to Johnson (2008), cooperative means working together to accomplish shared goals. Within cooperative activities, individuals seek outcomes beneficial to all other group members. Cooperative learning is the

instructional use of small groups that allow students to work together to maximize their own and each other as learning. Based on this description, cooperative learning implies working together to achieve common goals. In cooperative activities, students look for beneficial results for themselves and all group members. By implementing cooperative learning, students will easily achieve learning objectives.

Think-pair-share combined with picture in teaching writing skills can be explained by several theories that support pairing or grouping to encourage students' writing skills. The first statement comes from Lyman in Fisher and Frey (2007: 30), which states that there are three stages of student activities: thinking, pairing, and sharing. This means that students must complete several steps in the technique. These steps include thinking about answers individually, discussing answers in pairs, and sharing answers. Based on this theory, this study explains the use of think-pair-share combined with picture in teaching writing skills by mentioning several theories that support this research so that it can be understood by the students. These steps must be carried out systematically and under the guidance of a teacher during teaching and learning.

Arends (2012) states that think-pair-share has grown out of cooperative and wait-time research. The particular approach described here, initially developed by Frank Lyman and his colleagues at the University of Maryland, is an effective way to change this course pattern in the classroom. It challenges the assumption that all recitations of discussion need to be held in whole-group settings, and it has built-in procedures for giving students more time to think, respond and help each other. In addition, think-pair-share combined with picture effectively makes students active during the teaching-learning process and further enhances students' cooperation in solving a given problem while teaching and learning.

Kagan and Kagan (2009) state that think-pair-share can make the students learn to think critically and reflect on existing ideas, opinions, and information to reach conclusions, better understand the material, make sense of the world, or make judgment calls. In contrast, creative thinking, as the name implies, involves creative progress. Creative thinking is very close to one's creativity in analyzing things and creating something new. Therefore, think-pair-share combined with picture improves student's response questions to enhance learning by facilitating students' thinking about the topic given by the teacher and allowing them to compare their thoughts with their peers' ideas. Finally, they have to share it with the other friends.

Fisher and Frey (2007) define think-pair-share as a cooperative discussion technique that allows the students to discuss their responses with a pair before sharing them with the whole class. It can be assumed that think-pair-share combined with picture includes cooperative strategies that allow students to work in pairs to discuss their opinions or ideas with a partner. Work in pairs allows the exchange of ideas so as to bring up new ideas. In addition, think-pair-share combined with picture is a group discussion, literature study, problem-solving, and reviewing content material for the test where the teacher presents a question or task. The students think about their responses and then share and discuss them with their partners before sharing them with the whole group in the classroom.

Pictures is one of the visual aids that can be used to guide the teaching-learning process. Furthermore, pictures as visual aids have a greater impact than words alone (Turk, 2003:181). Students are naturally more attracted to pictures than abstract words. This means they will be more interested in learning something if it attracts their attention. Sometimes when they write descriptive paragraphs, students often don't know how to write and have a hard time imagining what they will

describe. Pictures can help students to get their ideas that are often unthinkable. This can save time because they don't have to imagine what they are going to draw and think about for so long. They will immediately write down what they see and describe based on the pictures provided by the teacher.

Harmer (2007:330) states that pictures can provide stimulation for writing habits. Students can describe a picture and write a description based on the picture given. This will stimulate their brains to think quickly about what they are going to write. Teachers use pictures or graphics for drawing, taken from books, newspapers, magazines, or photographs, to facilitate learning. Some teachers use projected slides, pictures from an overhead projector, or sometimes draw on the blackboard. The images used can be images of peoples, animals or objects around. The existence of pictures as media in writing descriptive paragraphs will make students see and think quickly without having to think about the picture.

For instance, suppose a teacher has just completed a short presentation or students have read an assignment or a puzzling situation the teacher has described. The teacher now wants students to consider more fully what she has explained. In addition, there were three steps in think-pair-share combined with picture. The teachers have to know clearly about the steps when they want to use think-pair-share in teaching learning process in order to do the right activity in the classroom. If the steps have been implemented correctly then what is explained will be easily conveyed. The steps for implementing the think-pair-share combined with pictures are carefully adapted from Arends (2012). These steps are as follows:

1. Step 1—Thinking: The teacher poses a picture associated with the topic and asks students to spend a minute thinking alone. Students need to be taught that talking is not part of thinking time.

2. Step 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 a question has been posed or sharing ideas if a specific picture was identified. Usually, teachers allow no more than four or five minutes for pairing.
3. Step 3—Sharing: In the final step, the teacher asks the pairs to share what they have been writing about with the whole class. It is effective to go around the room from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.

#### **2.1.4 Assessing Writing**

In the teaching-learning process, assessment is crucial to know student achievement toward the material. Brown (2004:218) states that the assessment of writing is no simple task. A teacher must consider the objectives and criteria must be clear in assessing students' writing ability. Teachers must know what they actually are going to test, and the objectives must be clear enough. Each objective can be assessed through a variety of tasks. After the teacher carries out the assessment, the ability of each student will be seen later after the teacher carries out the test or examination and then conducts an assessment. By assessing, the teacher can know the student's achievement, preserve the relationship between the students and the teacher, and motivate and support the students in writing.

Assessing writing is very important to know students' writing ability and know about the student's obstacles and students' surplus in writing. Assessing writing also measures students' writing ability achievement during the teaching-learning process. From the results of this assessment, it is known whether students

have improved or not. According to McKay (2006:245), the construct of writing assessment may be determined by the curriculum and/or by theory, in the same way as discussed for reading. It means that if the teacher assesses the student's writing to construct the assessment, the teacher should be determined to the curriculum and the learning objective that already told before to avoid the wrong assessment.

Assessment is a part of language teaching, as are the materials and syllabus in the approach. A harmonious relationship between course objectives and all these curriculum elements should be evident. The assessment is very important to measure the effectiveness of the teaching-learning process. It also helps the English teacher move on to the next material or simply repeat it. According to Brown (2004:247), assessment plays an important role in such an approach. To provide students with the maximum benefit of assessment, it is important to consider the early stages, which range from a free-writing process to the first or second draft. The next stage consists of revising and finalizing the written text as it is published.

Assessing students is the most important part that must be done by teachers during the teaching-learning process, especially in writing descriptive paragraphs. Assessment is an ongoing process that covers a much wider domain. According to Carter and Nunan (2001:138), the assessment is conducted to collect information about learners' language proficiency and/or achievement that stakeholders can use in language learning programs for various purposes. In addition, Black and William in McKay (2006:140) state that class assessment or teacher assessment refers to the assessment made by the teacher in the classroom. It may be formative when the teacher collects information about children's strengths and weaknesses to provide feedback to students and make further decisions about teaching, or it may be summative when the teacher collects information at the end of a period.

Brown (2004:4) states that assessment is a popular and sometimes misunderstood term in current educational practice. In addition, the written word, from phrase notes to formal essays, will ultimately be self-assessed, teachers and perhaps other students are also one type of assessment of student performance, and the teacher makes student assessments. According to McKay (2006:245), the construct of writing assessment can be determined by the curriculum and/or expert theory in the same way as discussed for reading. If the teacher assesses students' writing to formulate an assessment, the teacher must determine the curriculum and learning objectives of the lessons that have been told or explained previously.

Weir (2005:1) states that in developing an assessment tool, decisions must be made about what criteria in a particular domain are reviewed. These decisions and measures used for operational vigor must be ethically defensible, and developers must be held accountable for their products. He also states that the purpose of the assessment is not the communication itself, except, of course, for language testers. In addition, writing assessment is very important to determine students' understanding of the material that has been taught. Therefore, I can determine whether to proceed to the next material. Assessment activities can be carried out between a teacher and a student or a group of students.

Students may be asked to produce essays, written examinations, or laboratory reports whose primary purpose is to demonstrate mastery of the discipline's subject matter. According to Hyland (2003:91) the process of writing is prewriting, writing, editing, rewriting, publication and appreciation. Prewriting can be accomplished by brainstorming, free writing, clustering, topic analysis, organizing, and planning. At this stage is the preparatory stage for the writer to obtain and organize ideas and problems related to the topic of the essay. The



activities carried out by the author are selecting topics, considering the goals, forms, and target readers, and obtaining and compiling ideas.

However, he proposes that, in essence, there are two main methods in assessing writing that is commonly used by evaluators, namely analytic and holistic methods. According to Richards and Renandya (2002:335), more authentic forms of assessment, such as portfolios, interviews, journals, project work, and self or peer assessments, are more student-centered. In addition, as assessment tools, they provide tools for students to be more involved in their learning and give them a better sense of control over their learning. According to Weigle (2002:80), the final point to be made to the design stage of test development is that it is important to consider all aspects of test usability (reliability, construct validity, authenticity, instructive impact, and practicality) when developing the test.

In this study, the researcher focused on assessing students' skills in writing. Researchers need to test students to assess them. Therefore, the researcher used a paragraph construction test that the researcher gave the students to determine whether there was an improvement in students' writing skills. The researcher planned to use two tests: pre-test and post-test. The researcher asked the students to write a descriptive paragraph based on the picture given. It consists of several topics that students can choose from. Scores are given based on an assessment rubric consisting of writing criteria. Criteria for scoring rubrics are format, punctuation and mechanics, content, organization, and grammar and sentence structure.

## **2.2 Empirical Review**

An empirical review is a review of relevant research results, which has the function of reviewing the previous research relevant to the present research.

Furthermore, the empirical review states that observation and measurement derive knowledge from experience. The purpose of providing an empirical review is to show the relevant research that has similarities with the present study. Therefore, it can be used to support the present study by considering the result and whether it may be as successful as the relevant research as this empirical review. In the present study, the researcher wanted to improve the students' writing skills through think-pair-share combined with picture. Some studies have been done about the effectiveness of think-pair-share to improve writing skills.

The first similar research was conducted by Daimayanti (2021), entitled "Improving Speaking Skill of the Ninth Grade Students of SMPN 11 Denpasar in Academic Year 2020/2021 Through Think-Pair-Share." This study was conducted by using classroom Action research; moreover, the objective of the study was to find out the student's writing improvement through think-pair-share technique. Her findings prove that the problem and difficulties of the ninth-grade students of SMPN 11 Denpasar were significantly solved after being taught through think-pair-share technique. It showed that the teaching technique was effective in improving writing. She also observed that the students were enthusiastic during the teaching-learning process when the technique was applied.

Another research was conducted by Artini entitled "Improving Writing Skill of the Seventh Grade Students of SMPN 3 Sukawati in Academic Year 2019/2020 Through Think-Pair-Share with Picture Word Inductive Model." The research was intended to determine whether the use of think-pair-share could improve the writing skill of the seventh-grade students of SMPN 3 Sukawati. The research findings generally stated that think-pair-share could effectively teach writing to junior high school students. This research finding suggested that students' writing ability

increased and improved significantly after being taught through think-pair-share. Besides, the responses on the implementation of the technique were positive.

The strength of the two studies is that researchers have proposed several expert theories to support this research. The steps of think-pair-share are explained in the theoretical review. However, the two studies did not use media in implementing think-pair-share. It was not explained when the researcher showed media in the learning process. Because there were no media, students became confused and found it difficult to understand the material presented. In addition, students still felt confused about composing a good paragraph. At the same time, using media can certainly support the implementation of teaching strategies. Based on these weaknesses, the present study used media as a picture that supports the teaching-learning process. In addition, it was also conveyed when the researcher applied the media used. The images can be pictures of a person or an animal, making it easier for the teacher to convey the material and make it easier for students to imagine the object being described.