

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English, there are four basic skills that must be learned. They are speaking, reading, listening, and writing. The four language skills are divided into two: receptive and productive skills. Reading and listening are receptive skills, and speaking and writing are productive skills. Writing is one of the four skills that should be learned to master the English language and develop a career. This is because writing skills are significant in improving the language's communicative competence. Moreover, the first significance of writing is that it is the highest level of a language. It is a process of thinking that combines words to express ideas. The process refers to gathering ideas and making them into a text or paragraph that can be presented to the readers.

Writing is an active or productive skill, so students learning to write must learn how to find and express ideas in writing. Writing should be learned because students need to pay attention to some aspects related to writing skills, such as thinking to find ideas and words, making sentences and paragraphs, and composition. Ur (1991:163) states that the purpose of writing is the expression of ideas and conveying a message to the reader, so the ideas should arguably be seen as the most important aspect of the writing. On the other hand, the writer also needs to pay some attention to formal aspects, such as neat handwriting, correct spelling and punctuation, acceptable grammar, and a carefully selected vocabulary. Writing is also a process of discovering and organizing ideas, putting them on paper, and then reshaping and revising them. Moreover, in the learning process of writing, students learn about ideas and vocabulary and how to construct a good text or

paragraph. Mastering writing skills will allow the students to convey their ideas in a paragraph.

According to Oshima & Hogue (2007:15), there are four steps in the writing process: prewriting, organizing the ideas, drafting, and polishing. The first step is prewriting. Prewriting is a way to get ideas. In this step, the students determine a topic and collect ideas to explain it. The second step in the writing process is to organize the ideas into a simple outline. The third step is to write a rough draft using an outline as a guide. The fourth step is polishing, which is also called revising and editing. In this step, the students polish what they have written. Those steps are essential in the writing process. If the students follow all of the steps carefully, it will positively impact their ability to write a good text or paragraph.

Based on the researchers' observations in class VIIH of the seventh-grade students of SMPN 3 Ubud, the students still had problems in writing. The researcher found that the students could not construct a good descriptive paragraph. Their descriptive paragraphs did not fit the generic structure of constructing a descriptive paragraph, such as identification, description, and conclusion. In terms of organizing ideas, they had problems connecting one sentence to another and constructing coherent and cohesive sentences into a good paragraph. Moreover, the students had difficulty finding and developing their ideas to make a good paragraph. In addition, the writing domain was so hard for many students that they felt that writing was a boring and uninteresting activity. Therefore, the teacher should have a good technique or strategy for teaching writing skills.

In addition, the teachers used teacher center techniques in the teaching and learning process. It was shown that teachers played a more active role than students. This made the students' writing procedures receive less attention, and they were not

active. Sometimes, in the writing process, the teacher asked them without guidance on how to write a good and correct paragraph. Therefore, the teacher needed to establish an understanding in advance. In addition, their writing products were only used to measure the extent of their writing skills without considering sentence structure, grammar, or other criteria. Then, their writing is assessed subjectively without researching a rubric that could give a fair value to all students. In other words, no special value was assigned by the teacher. This can lead to a lack of writing skills.

In teaching writing, there are a lot of teaching techniques that teachers can use. In the present study, the researcher chose one of the most effective techniques to teach writing to seventh-grade students of SMPN 3 Ubud. The technique that was chosen was Think-Pair-Share, which is one of the appropriate techniques to be used in teaching writing. Think-Pair-Share has grown out of the cooperative learning developed by Lyman (1985) and his colleagues at the University of Maryland. Arends (2012:370) states that Think-Pair-Share is a cooperative learning discussion that consists of three basic steps: thinking, pairing, and sharing. It is an effective way to change the discourse pattern in a classroom. Using Think-Pair-Share could encourage and motivate the students to write, and they will get meaningful interpretations easily.

There are some advantages to using the Think-Pair-Share in teaching and learning writing. Using Think-Pair-Share can allow students to express themselves. It is also a chance to discuss or interact with others orally. In addition, Think-Pair-Share can also increase their confidence before presenting their thoughts to the whole class. In Think-Pair-Share, the students are given a few times to think individually, discuss their work with their pair, and share the results with the whole

class. Therefore, Think-Pair-Share is a combination of language and fun. In addition, through this technique, hopefully, students can help each other improve their writing skills. The learning process will improve not only individually but also in a group. Besides, implementing the Think-Pair-Share is expected to facilitate the students' development of writing skills.

Based on the explanation above, the researcher applied Think-Pair-Share as a teaching technique to solve students' writing difficulties. The researcher considers Think-Pair-Share as the appropriate teaching technique to improve students' writing skills in descriptive paragraphs. In addition, the researcher considers that using Think-Pair-Share to teach writing could help them create a good composition since it can stimulate them to produce and explain their ideas to make a good descriptive paragraph. It can also stimulate and help them get a better understanding. Based on the explanation above, the researcher is highly interested in conducting research entitled "The Implementation of Think-Pair-Share to Improve Writing Skill of the Seventh-grade Students of SMPN 3 Ubud in the Academic Year 2023/2024."

1.2 Research Problem

Formulating a research problem is important in researching to make a specific discussion. Writing is one form of communication where the students can express their ideas freely. This study is conducted to improve the students' writing skills using Think-Pair-Share. Based on the explanation above, the students still had problems writing a descriptive paragraph. Generating and organizing ideas in making a coherent and unified descriptive paragraph are the crucial problems in this study. This condition affected their language ability. Think-Pair-Share is one of the

techniques that can improve students' writing skills. The problem discussed in this study could be formulated as follows: can writing skill of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 be improved by implementation Think-Pair-Share?

1.3 Objective of the Study

In solving the research question, the objective of the study is defined as the plan's goal. Every scientific research is intended to answer the research question that has been determined and formulated. Based on the research problem above, the writing skills of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 still need improvement. Therefore, this study was conducted to solve the problem above. The objective of this study was to determine whether the writing skills of the seventh-grade students of SMPN3 Ubud in the academic year 2023/2024 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. Therefore, the limitation of the study is vital to make discussion and to get information about the research problem. The limitation of the study was used to avoid complicated discussions. The study was limited to improving the writing skills of the seventh-grade students of SMPN 3 Ubud through Think-Pair-Share. The researcher needs to know the curriculum that was applied in the school to produce learning material as the research requirement. In the present study, SMPN 3 Ubud applied the Merdeka curriculum so that the flow of learning objectives and learning material was based on the curriculum and module for the seventh-grade students of SMPN 3 Ubud.

In the present study, the learning objective was for students to produce descriptive paragraphs describing a person based on their physical and personality traits coherently, cohesively, and grammatically. In the present study, the researcher focused on writing a paragraph and emphasized writing a descriptive paragraph that describes a person with the correct and complete generic structure, such as identification, description, and conclusion. The descriptive paragraph was focused on describing a person around us and a famous person based on their physical and personality traits coherently, cohesively, and grammatically. The topic was limited to writing a good descriptive paragraph comprising 6 – 12 sentences. Therefore, the readers would easily visualize the descriptions with the correct and complete generic structure: identification, description, and conclusion.

1.5 Significance of the Study

The present study was the implementation of Think-Pair-Share to improve writing skill of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024. It will be concerned with teaching writing skills by applying Think-Pair-Share to improve students' writing skills especially in describing something in written form. The research is conducted to produce a good finding that can be used as properly as possible. The results of this study are greatly expected to be used by English teachers, students and other researchers. In addition, the research findings are expected to have more advantages in terms of theoretical and practical significance in improving writing skills.

Theoretically, the findings of this study are expected to be beneficial as theoretical evidence about the implementation of theories based on the problem that was faced above. The findings of this study are expected to contribute to English

teaching, especially in teaching writing skills. It is also expected to be a reference or guidance for future study related to classroom action research, writing skills, and Think-Pair-Share. Furthermore, the findings of this study are expected to give a new list of some studies about Think-Pair-Share that have been conducted before by other researchers or the readers get new information. Therefore, this research is expected to be a reference for the next researchers to be better than this study.

Practically, this study is expected to benefit and provide educational feedback for the teacher, students, and other researchers. For the teachers, the results of this study are expected to be used as a reference in using Think-Pair-Share as a technique for teaching writing. In addition, this research is expected to be useful for teachers in improving students writing skills by using Think-Pair-Share. Therefore, using Think-Pair-Share can be a reference to teach writing that can make the teaching and learning process in the class more interesting and increase the learning quality in teaching and learning, especially in teaching writing. For the students, it is expected that this research could help them learn English, especially in writing, to develop their ideas in creating a good paragraph through Think-Pair-Share. Furthermore, the findings of this study are expected to inspire and motivate students to learn to write descriptive paragraphs. Finally, the other researchers are expected to be references for the next researcher who also uses Think-Pair-Share to improve writing skills, especially in descriptive paragraphs.

1.6 Definition of Key Term

There are some definitions of key terms used in this study that need to be defined to better understand the present study. Moreover, the definitions of the key terms are typical words used in this research, and the research should give clear

operational definitions used in the present study. To avoid misunderstanding and confusion about the study, particularly to the readers because they are unfamiliar with all the terms. Thus, it is essential to briefly and clearly define all terms in the title. They are entirely explained as follows:

1. Writing skill

Writing skill is defined as the skill of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 in writing a descriptive paragraph that describes a person based on generic structures of a descriptive paragraph, which consists of identification, description, and conclusion.

2. Think-Pair-Share

Think-Pair-Share is defined as the technique used in this study to improve the descriptive paragraph writing skill of the seventh-grade students of SMPN3 Ubud in the academic year 2023/2024. The steps in Think-Pair-Share are as follows: think, pair and share. In Think, the students are allowed to think about their ideas about the topic. In Pair, the students are divided into pairs to discuss their ideas. Furthermore, students and their partners write the draft of their paragraphs. In Share, the students will share their paragraphs with other students.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

A theoretical review reviews the theories related to the research conducted. The function of the theoretical review is to help the researcher establish what theories are used in the study, the relationship between them, to what level the existing theories have been investigated, and to develop new hypotheses to be tested. This study deals with improving writing skill of the seventh-grade students of SMPN 3 Ubud in the academic year 2023/2024 through Think-Pair-Share. Therefore, it needs to be supported by several supporting theories to strengthen this study. The description in this study includes four parts: writing skill, descriptive paragraph, Think-Pair-Share, and assessment writing.

2.1.1 Writing Skill

Writing is the process of expressing an idea in written form, and it requires specialized skills that not every student can develop. Writing is critical for language learners to learn as an essential component and for their academics to find ideas to include in their writing, and each culture has its own style for organizing academic writing. However, writing is learned and developed because it helps their grades and prepares them for a professional future. This process can deepen students' critical thinking and knowledge. The writer should fulfill Some aspects of writing in a balanced way, such as vocabulary, content, organization, punctuation, and spelling. In addition, students can explore and convey their ideas.

Writing is an important form of communication in daily life. Writing is also one of the skills that has to be mastered by the students in learning a language.

Developing strong writing skill is very important for the students. Since it does not only help their grades but also prepares them for a professional future. This process can deepen students' critical thinking and knowledge. Moreover, students can explore and convey their ideas in written work, such as paragraphs or texts, through writing skills. However, writing is the most difficult skill to be mastered (Richards & Renandya, 2002:303). The difficulty lies in generating and organizing ideas and translating the ideas into a readable text. Writing skills are also influenced by students' creativity in thinking and composing words and ideas.

Writing belongs to the productive skill category rather than the perceptive one. It produces a message to communicate. Spratt et al. (2005:26) state that writing and speaking are productive skills. Speaking and writing, particularly, involve producing language rather than receiving it. It means that writing and speaking will produce an output as an indicator that students have learned both of those skills. The output of speaking skills can be conversation or drama. Meanwhile, the output of writing skills can be stories, letters, paragraphs or other text types. In other words, students must produce something in writing form. Therefore, students must have ideas about what they are going to write. Even though they are just taking notes during the class, they need to think hard before writing them in their notebooks.

Hyland (2003:9) explains that writing is a way to share personal meaning. 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 verbally,

and reviewing includes evaluating and revising. Fulwiler (2002:16) states that writing is a complex activity, variable, multifaceted process that refuses foolproof formulations to write it. Besides, Kane (2000:17) describes that writing is a complex activity too; when students think about a topic, they are already beginning to select words and construct sentences in other words to draft.

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 words on paper, whereas writing also involves correct grammatical features to express and explain ideas. 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 writers want to share. Furthermore, writing is a complex process of putting ideas together, organizing them, and using correct punctuation on a piece of paper to build a good sentence in a paragraph or text. If the students realize the process, they can express themselves to write and improve a good paragraph.

According to Oshima & Hogue (2007:15), writing is never a one-step action but an ongoing creative act. When the students first write something, they have already thought about what to say and how to say it. After students have finished writing, they read over what they have written and made changes and corrections. Students write and revise their work until they are satisfied that they have already done well. As a result, their writing will express exactly what they want to write. In other words, writing requires a significant process, starting from finding ideas to producing a product in the written form. Therefore, the students need more effort

in writing to produce a piece. In addition, the students also need to follow the steps of writing to make a good paragraph or a text.

In addition, Zemach & Rumisek (2005:3) state that writing is more than just combining words to make sentences. It means more complicated steps are needed to produce a good piece of writing, such as prewriting, drafting, revising, and re-writing. Each expert might argue differently on steps in writing, yet Oshima & Hogue (2007:15) state that there are four fundamental steps in writing: creating ideas, organizing the ideas, writing a rough draft, and polishing the rough draft by editing it and making revisions. In other words, when students want to write something, they should follow the steps of writing that can help them when writing paragraphs or an essay. In addition, students must also have a lot of information, ideas, and thoughts in their minds so that they will be able to express them in sentences, paragraphs, and essays.

McDonald & McDonald (2002:7) state that writing is usefully described as a process that shows continuous change in time, like growth in organic nature. Different things happen at different stages in putting thoughts into words and words into paper. Writing is transforming thoughts into language. First, the students should think about the content or the topic of their writing. Then, they should compose the ideas using appropriate language, such as grammar and vocabulary. Therefore, in writing, students must learn about organizational skills. On the other hand, Murray & Moore (2006:26) argue that writing is not just an outcome of thinking. It also helps to feed the thinking process. One of the reasons that 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. This is useful for the students in perfecting their thoughts before writing on paper.

In conclusion, writing is an activity that involves expressing the writer's thoughts, ideas, and feelings in written form. Besides that, the writer must pay attention to grammar, vocabulary, and punctuation in writing. Therefore, writing requires more effort to produce something in written form. Therefore, to produce a good letter, paragraph, or text, the writer must follow all the steps of writing. There are four fundamental steps in writing: creating ideas, organizing them, writing a rough draft, and polishing the rough draft by editing it and making revisions. In addition, students must also have a lot of information, ideas, and thoughts in their minds so that they will be able to express them in sentences, paragraphs, and essays. To effectively use writing as a means of communication, the writer should write a piece that consists of well-unified and coherent paragraphs.

2.1.2 Descriptive Paragraph

A descriptive paragraph is one kind of paragraph in writing skills. A descriptive paragraph is a paragraph that explains something in detail using a certain order to make it easier for the reader to understand what the author wants to convey to the reader. Oshima & Hogue (2007:61) state that descriptive writing appeals to the senses and tells how something looks, feels, smells, tastes, and sounds. They also said that a good description is a word picture. It means that the readers can imagine the object, place, or person in their minds. A descriptive paragraph uses words to build an image for the readers, which describes something in detail that can make the reader easily visualize the described thing, person, and place. Moreover, a descriptive paragraph can give information, tell an opinion, explain something. In summary, a descriptive paragraph gives detailed information about the object through sensory detail that helps the reader catch the information clearly.

Savage & Mayer (2006:2) 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, there should be supporting sentences. Supporting sentences are required to support the idea in the topic sentence with explanations, reasons, and other details. In addition, at the end of the paragraph, it should be a concluding sentence. Constructing a detailed topic in the paragraph is needed to make the description of the topic more focused. This is essential to give an understandable vision to readers who will read the writing so that the paragraph that has been carefully written can be an exciting paragraph to read.

In addition, Zemach & Rumisek (2005:25) state that a descriptive paragraph explains 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. It means that the reader can vividly imagine the object, place, or person in their mind based on what the author writes. In addition, descriptive paragraphs use the present simple pattern. Therefore, the teacher should ensure that they teach their students descriptive paragraphs. They must learn and know the use of adjectives and simple present tense because it is based on fact. This organization is beneficial in guiding me to write a well-organized paragraph.

A Descriptive paragraph describes something using a certain sequence to facilitate the reader's understanding of the information the author wants to convey to the reader. Zemach & Islam (2004:9) state that a paragraph is a group of six to twelve sentences about one topic. Every sentence in a strong paragraph is about the same topic. All the sentences of the paragraph explain the writer's main idea (the 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. Therefore, the sentences are arranged logically so the reader can easily understand and catch information about what the writers want to say. Besides, Oshima & Hogue (2007:196) state paragraph composition, such as format, punctuation and mechanics, content, organization, and grammar and sentence structures.

In constructing a good descriptive paragraph, it is crucial to follow the generic structure. According to Savage & Mayer (2006:33), there are three points of descriptive organization. The first is the introduction or identification, which tells the general statement about the topic. It gives information about the object or subject the reader wants to describe. The second is body paragraphs or description, which vividly explains the topic. The description can be about physical appearance, the subject's personality, or the uniqueness of the object or subject. The last is a conclusion, which tells the writer's final opinion about the description. The writer concludes the paragraph or restates the identification with different words in this part. A conclusion is unnecessary, but it is conducive to the readers because it gives the end signal. Therefore, a conclusion is vital in writing a descriptive paragraph to provide an opinion or suggestion from the author to the reader.

Kane (2000:351) states that description is related to visual experience and perception of a person, thing, or animal. As a result, the purpose is to give bright, detailed descriptions of how a person, thing, and animal looks, sounds, and tastes. In addition, clearly describing a person, thing, or animal can make it easier for readers to visualize what the writer wants to convey. Therefore, readers can receive information, messages, and others written by the author in written form. In making the description more attractive and exciting to the readers, the writers should be

able to describe a person, thing, or animal in vivid detail, involving the readers' imagination. It will make them interested in reading what the author has written.

Folse et al. (2010:135) state that a descriptive paragraph describes how a person and animal looks or feels. Therefore, 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 crucial to English language teaching and learning, especially in a descriptive paragraph. Therefore, in descriptive paragraphs, the writer must write descriptions of people, things, and animals with original information. It can make the readers easily imagine what the author is describing, starting from physical and non-physical forms. Meanwhile, the writer also uses words that create an image to help the reader see, touch, feel, smell, or taste the topic.

In making good descriptions in descriptive paragraphs, students must develop skills in describing people, things, and animals. Branan (2009:309) states that in developing skills in describing, five skills will help students create more vivid descriptions. They use specific language, using the five senses, creating a dominant impression, organizing details spatially, and using space and time transition. First, using specific language, words can be either relatively general or relatively specific, belonging to a larger or a smaller grouping. Second, using the five senses, most writers rely heavily on sight and sound but may overlook touch, smell, and taste. Third, creating a dominant impression; to focus on a descriptive paragraph, writers bring specific words, sensory details, thoughts, and feelings together to form a dominant impression or overall feeling. Fourth, organizing details spatially; a descriptive paragraph is spatially, or from one point in space to another. Lastly, using space and time transition, linking sentences with connectors,

such as repeated words, synonyms, and transitions, is essential if readers follow your idea flow.

In conclusion, a descriptive paragraph is a paragraph that explains a person, things, animals, and places, which consists of a general structure. Regarding these theories, the researcher uses the theory from Zemach & Rumisek (2005:25) who states that a descriptive paragraph explains how a person, thing, animal, or place looks or feels. Then, a paragraph is a group of about six to twelve sentences about one topic (Zemach & Islam, 2004:9). In addition, the researcher also uses the theory from Savage & Mayer (2006:33) to explain three points of descriptive organization. They are the introduction or identification, body paragraphs or description and conclusion. All the theory above can be used as a guide, and besides, it is relevant to the present research.

2.1.3 Think-Pair-Share

In the present study, the researcher requires an appropriate teaching technique to make the teaching process more effective. In addition, a suitable teaching strategy is needed to ensure the students' success in understanding the material and writing a good description. Applying an appropriate technique is a must to improve the student's writing skills. Numerous teaching strategies can be used to teach writing in the teaching and learning process. In the present study, Think-Pair-Share was chosen as the appropriate teaching technique to improve the students' writing skills, particularly in constructing descriptive paragraphs.

Think-Pair-Share is a cooperative learning discussion technique first developed by Professor Frank Lyman at the University of Maryland in 1981 and has since been adopted by many writers in cooperative learning. Arends (2012:361)

states that cooperative learning can benefit both low- and high-achieving students who work together on academic tasks. Furthermore, suitable and creative teaching strategies can create an interesting teaching and learning process that will stimulate students to become more motivated. Therefore, in the present study, the researcher proposes an alternative teaching and learning strategy that will help students improve their writing skills.

According to Lyman in Arends & Kilcher (2010:316), Think-Pair-Share is a technique to increase students' engagement and facilitate more thoughtful responses. It means that Think-Pair-Share provides all the students with time to think and the opportunity to respond. The technique is best for introducing a new topic to the students, and it also allows students to work with a friend as a partner in solving a problem or answering a question. Therefore, using Think-Pair-Share could allow the students to have a higher level of understanding before moving deeper into the subject. It also allows students to apply what they are learning.

Fisher & Frey (2007:30) argue that Think-Pair-Share is a cooperative discussion technique that allows students to discuss their responses with a peer before sharing with the whole class. It means that Think-Pair-Share is a cooperative technique that allows students to work with a pair and discuss their opinions or ideas with a partner. In addition, Think-Pair-Share also makes students confident about sharing their ideas in front of the class. Therefore, Think-Pair-Share can be used in the teaching and learning process, giving many advantages to the students and the teachers. Think-Pair-Share is also a group discussion. When the teacher gives a question or task, the students think about their responses to the topic.

According to Kagan & 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 Think-Pair-Share, positively impacts the teacher and the students. Implementing Think-Pair-Share as a type of cooperative learning for the teacher can make the teaching and learning process more attractive. Then, for the students, Think-Pair-Share makes them work in pairs to share their ideas.

Furthermore, Think-Pair-Share requires students to think about a topic or answer a question before sharing their thoughts with their classmates. Discussing a response with a partner helps students understand the material by increasing involvement, focusing attention, and engaging them. Students who collaborate with their peers are more engaged and comfortable in the learning process. They work in a group to discuss a topic and then share it with other friends. It could be a competition between the partners to see who can accomplish the best. As a result, the learning process becomes more student-centered. It also gives students enough time to share their thoughts with their classmates.

Kagan & Kagan (2009:6.18) state that Think-Pair-Share can make the students learn to think critically and reflect on existing ideas, opinions, and information to conclude, better understand the material, make sense of the world, or make judgment calls. In contrast, creative thinking, as the name implies, involves creative progress. In other words, creative thinking is very close to one's creativity in analyzing things and creating something new. Therefore, Think-Pair-Share improves the students' response questions to enhance learning by facilitating students thinking about a topic given by the teacher and allowing them to compare their thoughts with their peers' ideas. Finally, they have to share their work with their other friends in front of the class.

In addition, there are three steps in Think-Pair-Share. The teacher must know clearly about the steps when they want to use Think-Pair-Share in teaching and learning. According to Arends (2012:370), Think-Pair-Share has grown out of cooperative learning and wait-time research. It is an effective way to change the discourse pattern in the classroom. It challenges the assumption that all recitations or discussions need to be held in whole-group settings, and it has built-in procedures for giving students more time to think and respond and to help each other. He also states that there are three steps of Think-Pair-Share:

1. Think

The teacher poses a topic associated with the teaching module and asks students to spend a minute thinking alone about the topic. Students need to be taught that talking is not part of thinking time.

2. Pair

The teacher asks students to pair off and discuss their thoughts about the topic. Interaction during this period can be sharing answers if a topic has been posed or sharing ideas if a specific topic was identified. Usually, teachers allow no more than four or five minutes for pairing.

3. Share

The teacher asks the pairs to share what they have written about the topic with the whole class. It is effective to simply 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.

Based on the experts, Think-Pair-Share is a cooperative learning technique that is an effective strategy used by the researcher while teaching and learning, especially writing. This strategy will give the students more opportunities to discuss

their responses or ideas with their friends. Regarding these theories, the researcher uses the theory from Arends (2012), who states that cooperative learning can benefit both low- and high-achieving students who work together on academic tasks. Furthermore, suitable and creative teaching techniques can create interesting teaching and learning that will stimulate students to become more motivated. There are three steps in Think-Pair-Share: Thinking, Pairing, and Sharing (Arends, 2012:370). By using Think-Pair-Share, it can improve students' writing skills.

2.1.4 Assessing Writing

Assessment is a popular and sometimes misunderstood term in current educational practice. In addition, assessment is an ongoing process that involves a much wider domain. Whether a student responds to a question, offers a comment, or tries out a new word structure, the teacher subconsciously assesses the student's performance (Brown, 2004:4). Assessing students is the most important part that must be done by the teacher during the teaching and learning process, especially when writing a descriptive paragraph. Teachers use assessment to know the students' abilities, especially when writing descriptive paragraphs. In addition, assessment is used to give scores and feedback on students' work to find out how far the students' skills in writing. Thus, assessment is crucial and must be given as clearly as possible during teaching and learning.

Moreover, Carter & Nunan (2001:138) state that assessment is carried out to collect information on learners' language learning programs for various purposes. Teachers must do assessments to know the students' skills during the learning process, especially in writing descriptive paragraphs. Assessing students is the most crucial part that teachers should do during the teaching and learning

process. The learning assessment result also informs and enhances students' learning process and the teaching course itself. Assessment is essential in teaching and learning activities, including descriptive paragraph writing. As a result, the students will know their skills, especially in writing descriptive paragraphs.

According to Arends (2012:217), assessment usually refers to the full range of information gathered and synthesized by teachers about their students and classrooms. This information can be gathered through observation of the students in informal ways. In formal methods, it can be collected through a test or report. In other words, assessment is about getting the students' results and the teacher's teaching technique. Assessment can be used as a reflection for the teachers to improve the teaching and learning methods. Moreover, the teacher can create a better learning and instruction process for the next teaching and learning process of writing and assessment. Assessment can also motivate and guide the students to be more active during the teaching and learning process.

Coffin et al. (2003:75) state that as a starting point to divide an assessment technique, it is helpful to identify the purposes of assessing students' writing. The purpose for assessing students' writing may include providing evidence of students' knowledge and understanding of the particular course of study, to provide evidence of students' acquisition of subject-specific skills, or the ability to apply knowledge and understanding, to indicate how effectively students can express their knowledge and understanding in writing, to help students learn, or consolidate their learning, to provide feedback to students on their work, to motivate students to carry out certain activities, to provide a diagnostic assessment of a student writing, to help the teacher evaluate their teaching and to help students evaluate their learning about the material in the teaching and learning process.

Hyland (2003:212) states that assessment is not simply a matter of setting exams and giving grades. Scores and evaluative feedback contribute enormously to individual students' learning and developing an effective and responsive writing course. Understanding the assessment procedure is necessary to ensure that teaching has the desired impact and that students are judged fairly. Without the implementation gained from assessment, it is difficult to identify the gap between students' current and target performances and help their progress in the learning process in the classroom. The assessment is beneficial for evaluating the progress and achievement of every student. Therefore, assessment is vital in teaching.

However, assessment is crucial in such an approach (Brown, 2004:247). Learning how to become a good writer places the students in an almost constant assessment stage. In giving students the maximum benefit of assessment, it is vital to consider earlier stages, which consist of the prewriting process until the first or second draft, and later stages, which include revising, finalizing, and producing a written paragraph or text. Involvement of self, peers, and teacher-appropriate steps become further factors in assessing writing. Therefore, having an assessment makes writing skills much more developed. By practicing writing more actively, you can improve your writing skills, from finding ideas to expressing them in written form.

According to Arends & Kilcher (2010:132), there are two types of assessment: formative and summative. Formative assessment involves collecting information before or during instruction that the teachers can use to make instructional decisions. Students can also use this information to adjust their learning strategies to learn particular content and solve problems. On the other hand, summative assessment involves collecting information after an instructional segment has occurred, such as until a semester or a year's work. Summative

assessment is often used to make judgments and evaluate students' accomplishments. Therefore, when the teacher assesses the students, the teacher should assess based on the material they have learned.

Hyland (2003:229) states that analytic scoring procedures require the teachers to judge a text against a set of criteria necessary for good writing. Analytic scoring is based on an in-depth writing analysis, focusing on organization, elaboration or support, grammar, usage, and mechanics. Analytic scoring helps provide detailed feedback and guidance to students. In addition, Analytic scoring is also used to identify strengths and weaknesses in students' writing skills. Analytic scoring is usually based on a scale of 0-100, with each aspect receiving a portion of the total point. Oshima & Hogue (2007:196) state format, punctuation and mechanics, content, organization, and grammar and sentence structure should be scored. The researcher adapted the scores to the subject in more detail.

In the present study, the researcher must test the students to score them. Therefore, the researcher used a paragraph construction test that will be given to the students by the researcher to know whether or not the students' writing skills have improved. It consisted of some topics, especially in describing the person and favorite famous person around us. The scores will be given based on the scoring rubric of the writing criteria. The scoring rubric criteria are adapted from Oshima & Hogue (2007). The criteria include punctuation, mechanics, content, organization, grammar, and sentence structure.

2.2 Empirical Review

The present study is supported by empirical pieces of evidence which are taken from the empirical review. The empirical review is a review of previous

research relevant to this study. Empirical review is used to help the researcher avoid accidental replication of previous study results. It places the researcher in a better position to deduce the significance of their result. Improving and comparing the previous study with the present research is essential. In addition, the researcher used those previous researchers as a basic consideration to conduct the present study. It will enable the researcher to define the frontiers of the field studied, place the question in perspective, limit the research question, and clarify and define the concepts of the study. In this case, the researcher reviewed two studies conducted, which could be explained to support this study.

Maramba (2019) conducted the first similar research entitled “Improving Writing Skill of the Eighth-Grade Students of SMP PGRI 6 Denpasar in Academic Year 2018/2019 Through Think Pair Share”. This research aimed to determine whether the writing skill of eighth-grade students of SMP PGRI 6 Denpasar in the academic year 2018/2019. The result of the study showed that the students’ writing skills improved when they were taught to use Think-Pair-Share. It showed their low writing ability, and Think-Pair-Share could improve it.

The strengths of this study were that the researcher also provided a good and related theory from Kagan & Kagan (2009) to support the statements. In addition, the scoring rubric used was adapted from Oshima & Hogue (2007:196), which was very clear. However, in the test instruction, the researcher did not mention how many sentences the students should write. Therefore, in the present study, the researcher put some sentences the subjects should write on the instruction. The students were instructed to write a paragraph of 6 – 12 sentences. Attaching the number of sentences on the test instruction would make the instructions clear and may avoid the students’ confusion in the test.

Suyasa (2019) conducted the second similar research entitled “Improving Writing Skill of the Eighth-Grade Students of SMPN 4 Denpasar in Academic Year 2018/2019 Through Think Pair Share”. The objective of this research was to figure out whether the writing skill of the eighth-grade students of SMPN 4 Denpasar in the academic year 2018/2019. The study results could be seen from the progress mean scores of the pre-test and post-test. It means that the low ability in writing descriptive paragraph could be improved by implementing Think-Pair-Share in the teaching and learning process. Therefore, the study results showed that the students’ writing improved when they were taught using Think-Pair-Share, especially in descriptive paragraphs.

The strengths of this study were that the researcher also provided a good and related theory from experts to support the statements. Furthermore, implementing the Think-Pair-Share technique was clearly explained, making it easy for the readers to understand. However, the previous researcher did not pair the students based on ability. He only asked the students to work in pairs where they chose their pair sitting on the table. Therefore, the students would not be objective in choosing their pairs. Concerning the weaknesses above, the researcher would make it better in the present study by using an appropriate teaching strategy. It was Think-Pair-Share, which had clear steps in the learning process.