

CHAPTER I

INTRODUCTION

1.1 Background of The Study

English is one of main lessons that is required to be learned and mastered by Indonesian students. There are four language skills in English learning; they are listening, speaking, reading and writing. Writing is one of the skills that should be improved in function purposes such as writing message in e-mail, writing invitation on Facebook, or writing letters (Hawthorne and Glenn (2011:9). Writing is a cognitive activity by coding linguistics symbols into a media to communicate. Graham (2008:4) states that to become an effective writer, the students need to acquire the knowledge about the characteristic of good writing itself as well as the different purpose and forms of writing which going write. The process refers to the act when the writers gather the ideas and make it until the text can be presented to the reader.

Writing is one of the productive skills which needs creativity of writers to deliver ideas. It is very worth; writing can be used as an integral part of a larger activity where the focus is on something else such as language practice, speaking and reading. Graham and Perin (2007:9) state that writing is a means of extending and deepening students' knowledge; its acts as a tool for learning subject matter. This is related to the activities of messages, memories, and so on in daily life which is done by visualizing our ideas to a written form. Then Zemach and Rumisek (2005:7) state that in free writing, students write whatever comes into their head

about the topic without stopping. Writing must be constructed more carefully, concisely, and coherently to ensure the meaning is clear. The students need to learn about the characteristics of good a writing which is going to be written. Being able to write in English need both mastery of structure and organization. Therefore, students should master the basic components of writing. They should know grammar, which means that students should be able to make sentences which are grammatically correct.

Nowadays, many students have a less interest in writing, they face problems in finishing a writing task. Based on the interview with their English teacher, the students have difficulties in writing descriptive paragraph. They do not know how to express the language through written forms. Students are difficult to construct the sentence become a text and they are also lack of vocabulary and grammar. In addition, writing skills is really important to be mastered by the eighth-grade students of SMP Negeri 4 Mengwi in academic year 2021/2022. They are still finding difficulty in writing. Some students find it difficult to write some sentences because they do not know the structure of descriptive paragraph such as identification, description and conclusion. Moreover, when they make a text, they are also confused to arrange the sentences and make the coherent.

Based on the interview in SMP Negeri 4 Mengwi in the academic year 2021/2022, most of the eighth- grade students have some writing's problems. They have less interest in writing activity because they do not understand why they are supposed to write. They do not have many ideas to write which makes them hard to make a paragraph even for a simple paragraph. Moreover, the eighth- grade students have limited vocabulary, so they have difficulties in connecting

appropriate dictions in their sentences. These problems make their writing unclear. Because the students have limited knowledge of grammar and vocabulary, they could not compose correct and meaningful sentences even in a short paragraph. They also do not know when they have to put punctuation correctly in every sentence. These kinds of difficulties make them not interested in writing class.

Based on observation in SMP Negeri 4 Mengwi, the researcher found that the students of the eighth-grade in academic year 2021/2022 have difficulties in their writing skill. They have less interest in writing activity because they did not understand what they were supposed to write. They did not have many ideas to write which made them hard to made a paragraph even for a simple paragraph. Based on observation with English teacher on SMP Negeri 4 Mengwi, the teacher uses monotonous technique. The teacher only asks students to write the text and turn it into something to identify their writing skill. The teacher focuses on teacher-centered learning where the teacher explains the material without students' involvement. This teaching technique is focused on the teacher as the source of the knowledge. This kind of teaching tends to cause the students easily forget the learning material which affects their achievement.

The use of teaching technique in teaching learning process is very crucial. It can affect the result of the lesson, one of them is the students' improvement. Thus, teachers need to consider in using teaching technique. Teachers should use a technique where they can make an interesting and exciting class. However, based on the problem above, the researcher concludes that the teacher's technique is not effective in teaching writing. Many interactive techniques can be used in order to improve students' writing skill, one of those many strategies is Think Pair Share.

To solve the problem in this research, the researcher uses Think Pair Share. Arends (2012:361) states that cooperative learning can benefit both low and high-achieving students who work together on academic task. Moreover, a suitable and creative technique can create an interesting environment that will stimulate students to become more motivated in learning. Think Pair Share is a technique to teach students in writing skills. This technique has a great advantage in the teaching learning process. By using Think Pair Share, it could encourage and motivate the students to write and they will get meaningful interpretation easily. It can also plant knowledge in the students' mind, retain longer and easy to manage.

The strength of using Think Pair Share, the teachers can get students' attention when they explain the material in front of the class. Students can write down the main point of explanation. If the researcher can get students' attention it makes the researcher easier to control the atmosphere in the class. When students are interested in the material, they can explore their ideas to write a descriptive paragraph by using their own words. In this research, the researcher tried to apply Think Pair Share during the process and hope it can give students new experience in writing. Think Pair Share is expected to improve students' writing skill, especially in descriptive text by emphasizing on the process and step by step in writing rather than the outcomes. Beside it by using Think Pair Share, the students would easier to describe their idea.

According to the explanation above, the researcher tries to apply Think Pair Share in teaching writing. The researcher considers Think Pair Share is the appropriate teaching technique to improve students writing skill in descriptive paragraph. By using Think Pair Share, teacher can catch students' attention and

motivate them before explaining the material. It can also stimulate them and help the students to get better understanding. When the students already understand the material, they can produce a better writing composition. Based on the statement above, the researcher is highly interested to conduct a research entitled “The Use of Think Pair Share to Improve Writing Skill of the Eighth-Grade Students of SMP Negeri 4 Mengwi in Academic Year 2021/2022”.

1.2 Research Problem

In English, writing is not easy. Many students still have problem in writing. Based on the problem that the researcher has find on SMP Negeri 4 Mengwi. The students of the eighth-grade have difficulties in writing. Those problems do affect their writing skill, especially in writing a descriptive paragraph. Thus, it should be improved by using an effective teaching technique. Hence, considering the background of the study, the research problem can be formulated as follows: can writing skill of the eighth-grade students of SMP Negeri 4 Mengwi in academic year 2021/2022 be improved by using Think Pair Share?

1.3 Object of the Study

To answer the research problem, it must have a clear objective of the study. Objective of the study needs to be arranged by the researcher. Thus, the research will run properly and reach the goal of the researcher. Based on the research problem above, the writing skill of the eighth-grade students of SMP Negeri 4 Mengwi in academic year 2021/2022 still needs to be improved. Therefore, this

study conducted to find the solution for the problem above. The objective of this study is to find out whether or not the writing skill of the eighth-grade students of SMP Negeri 4 Mengwi in academic year 2021/2022 can be improved by using Think Pair Share.

1.4 Limitation of the Study

It is important to limit the study in order to avoid complicated discussion. Therefore, the present study is limited on improving writing skill of the eighth-grade students of SMP Negeri 4 Mengwi in academic year 2021/2022 by using Think Pair Share. It is important for the researcher to know the curriculum and the syllabus that applied in the school in order to produce lesson plan and learning material as the research requirement. In this present study, SMP Negeri 4 Mengwi applies the revised 2013 curriculum. According to the curriculum and syllabus of the school, the researcher focuses on the fourth main competency and basic competency.

The fourth main competency is focused on processing, presenting and producing in the realm of concretes and abstract in accordance with what have been learned in school and act effectively and creatively, and able to use methods according to scientific principles. Besides, the researcher focuses on the fourth basic competency 4.6 about constructing a very short and simple transactional interaction text about giving and asking information about person, thing, animal based on social function, text structure and language feature correctly and contextually. In this present study, the writing skill will be focused on writing descriptive paragraph which describes people and things in such detail that make the reader easily

visualize the description which consists of generic structures: identification, description and conclusion.

1.5 Significance of the Study

This research is focused on investigating improving writing skill of the eighth-grade students of SMP Negeri 4 Mengwi in academic year 2021/2022 by using Think Pair Share. It will be concerned with teaching writing skill by applying Think Pair Share to improve students' writing skill especially in describing something in written form. In addition, the findings of this study are expected to give theoretical as well as practical significance.

Theoretically, the finding could be beneficial as theoretical evidence about the implementation of theory based on the problem that was faced. Then the result of this study expected to enrich theories and could be used as reference for future studies related to Think Pair Share in teaching descriptive paragraph writing. Besides, it could contribute new research findings about the implementation of think pair share in teaching descriptive paragraph writing. Therefore, it can be the implemented in teaching and learning process especially in teaching writing.

Practically, the results of the present study are also expected to provide educational feedback for the teachers, 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 technique in teaching writing. For the students, the results of the study are expected to increase their motivation and interest in learning writing. For the other researchers, it is expected to be references and empirical review to make better study for future research in the same field. Furthermore, it also provides

an alternate source and guidance for the future study to get better and more accurate result.

1.6 Definition of Key Term

The definition of key term is very important to define, in order to make a better understanding in the present study briefly. Moreover, the definition of key terms are typical words used in this research and the research should give clear operational definition that is used in this present study. To avoid confusions, the researcher defines about the operational definition of writing skill and Think Pair Share. Two key terms used in this study were clearly defined and briefly explained and elaborated as follows:

1. Writing Skill

Writing skill is operationally defined as the ability of the eighth-grade students of SMP Negeri 4 Mengwi in academic year 2021/2022 in writing a descriptive paragraph which describes about a person and thing based on generic structures of descriptive paragraph which consist identification, description and also conclusion.

2. Think Pair Share

Think Pair Share is defined as the technique in teaching and learning process used by the researcher to improve students' writing skill. In implementing this technique, the researcher used Think Pair Share to support the teaching and learning process during applying this technique. In Think, teacher give the title, be it person, animal and thing. Then the students start thinking about what they

want to write. In Pair, the students are paired with two persons then the students do a descriptive paragraph according to the topic given by the teacher. Then work in groups together. In Share, the students finished writing descriptive paragraph and then they show what they have make through the WhatsApp group.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical review is the review of theories that are related to this present study. The review of the theories is important to be concerned by the research as the foundation of the scientific research. Moreover, it allows the readers to understand the construction and evidence in this study. Theoretical reviews also guide the researcher in conducting and determine this present study. In this chapter, there are three related theoretical reviews which are discussed as follows: (1) Writing Skill, (2) Descriptive Paragraph, (3) Think Pair Share and (4) Assessment of Writing.

2.1.1 Writing Skill

Writing as one of the major skills is an activity in which people share information through a written form. There are some aspects of writing knowledge that should be fulfilled by writer such as vocabulary, content, organization, punctuation and spelling in a balance way. Besides, writing also as a productive skill that should be learnt and mastered in language learning. Moreover, to be a good writer, students need to know some essentials or basic skills, which include punctuation, dictation, and the use of different sentence structures. Patel and Jain (2008:125) state that writing is a kind of linguistic. It presents the sounds of language through visual symbols.

Writing may be very important for one group of students but much less important for others. Writing is essential feature of learning a language because it provides expression. As a result, the discovered phenomenon can be reflected as clearly as possible in the text. However, Cooper and Kiger (2003:98) state that, writing is considered to be the most complex one among the four skills; it is because needs simultaneous control of a number of variables. It requires our attention on how to express ideas, how to use grammar, punctuation, spelling, and vocabulary. There are some components that are inclusive in writing, such as the control of content, rule of syntax, format sentence, and letter information. In order to produce a good piece of writing; therefore, the writer must consider all of the writing components mentioned above.

Brown (2004:220) states that writing has four categories that capture the range of written production. Each category as always reflects the uniqueness of the skill area. The four categories are imitative, intensive, responsive, and extensive. In imitative, the learners have to attain skills in the fundamental, basic task of writing letters, words, punctuation, and very brief sentences. In intensive, the learners focus on the meaning and context which are the point to create the correct and appropriate paragraph. In responsive, the learners learn how to connect sentences into a paragraph and create a logically connected sequence of two or three paragraphs. In extensive, the writers focus on achieving the purpose, organizing, and developing ideas logically; as a result, the final product is engaging in the process of multiple drafts. In this study researchers use the responsive category at which levels demonstrate the ability

of learners to create the discourse, connecting sentences into paragraphs and combining several paragraphs.

Writing is one of the hardest skills that everybody cannot always do so that everybody should learn the process of writing a good text. According to Kalandadze (2007:5), writing generally consists of the following stages: pre-writing, drafting, and revising. In pre-writing, writers take time to think about the topic and generate ideas. Besides, they also spend time to focus on and plan the content of their text. Then, in the drafting, the writers write down the plans or ideas into a sequence and provide the readers to understand the meaning of these ideas. The last is revising, the writers do some processes that their writing will be corrected by someone who skillful in writing. As a result, their writing will be better than before after revising.

Writing is an important form of communication in day to day life, but it is especially important in high school and college. Writing is also one of the most difficult skills to master in both a first language and a second language. Even though people always communicate orally in our daily life, written form will help people communicate in some cases directly or indirectly (Zemach and Islam, 2005: 4). According to Nunan (2002:88), writing is the process of thinking to invent ideas. It thinks about how to express ideas into good writing and arranges the ideas into statements and text clearly. It indicates that the learners are expected to explore the ideas and make them into a good text. Besides, writing is both a mental and a physical act. It is the physical act of committing words or ideas to some medium whether it is an object or a symbol or a mental.

Based on the theories above, this present study tended to refer to Kane (2000:34) who states that writing is not an easy product that the writer can do without any step, to make it easier writer should follow. The following steps such as pre-writing, planning, drafting, revising, and writing. Pre-writing is the first stage in the writing process, in which in this step the writer chooses a topic to start to write a paragraph. Planning (outlining) is to organize the ideas the learning generated by brainstorming in an outline. On the other side, writing the topic sentence. The next step in writing is drafting in which is the basic step in writing a good paragraph. Then, writing and revising the draft in this stage will be done by the writers by doing three steps such as: writing the first rough draft, revising content and organization, and proofreading the second draft. Writing the final copy to hand is the last step in writing. As the final step in the writing process, writers have to rework the written drafts and polish them for publication and presentation.

Compared to other skills, writing is considered to the most difficult skill to be mastered. Brannan (2010:14) states that good writing is not usually easy, because the writing process challenges the students to overcome all problem in students' own way. This happens because writing has complex processes that require skills and tasks. In order to compose a piece of writing, it requires linguistic knowledge, vocabulary choice, syntactic pattern, cohesive devices, that is a part of the building block texts. Taylor (2009:4) states writing is one of the hardest skills that everybody cannot always do so that everybody should learn the process of writing a good text. For most students writing is an

extremely difficult task if they are trying to grapple in their language with new ideas and new way of looking at them.

In conclusion, writing is a very unique activity because human being transfers their ideas, feelings, message, emotion and love not only through speaking, but also through writing too. In addition, writing was defined in various ways that involve repeated phrases such as thought processes, stylistic choices, grammatical corrections, theoretical and creative settings. By writing something, the writer can show their personality through words. It is full of character and individual style that every person does not have the same. In order to be able to make effective use of writing as an effective means of communication the writer should make a writing which is consist of a number of well unified and coherent paragraph.

2.1.2 Descriptive Paragraph

In writing, students are expected to produce a product in written form and they can express their feeling and ideas in written form for free without interruption from others. In this case, the product mentioned is a paragraph. Zemach and Islam (2005:9) state that, a paragraph is a group of about six to twelve sentences about one topic. Every sentence in a paragraph is about the same topic. All of the sentences explain the writer's main ideas about the topic. When the writers want to write a new idea, they begin with a new paragraph. A paragraph can give information, tell an opinion, explain something, or even tell a short story. The sentences are arranged logically, so the reader can easily understand what the writers want to say.

A paragraph is the basic part of writing. It means before students learn to create full-length writing, they should start by making coherent sentences. Raimes and Jerskey (2011:270) argue that a good paragraph makes a clean point, support your idea, and focuses on one topic. Furthermore, they add that paragraph may concern about its function than content, they create understanding to catch readers' attention by making a clear point of topic and making smooth transitions that are connected to one another. Thus, learning constructs a unified and coherent paragraph is very important as it can help readers easily catch the writer's intention and purpose of the story.

Descriptive paragraph is a paragraph which describes person, thing, or place. The description presents the details of the object being described which aims to give a clear picture; hence, readers can imagine the object very clear. Paragraph is a group of sentences that develop about a subject. The first sentence states the main idea of the topic and then the rest of the sentences support the point. A paragraph has a topic sentence that directly tells the readers the main idea. The other sentences in the paragraph called supporting sentences, give more information about the topic. They add specific detailed information and explanation of the topic. In other words, it is a word that plays a central role to replace the object. The ability of the writers to modify the sentences with a descriptive word is essential for successful descriptive writing. There are two types of words which are considered to be descriptive words: adverbs and adjectives (Juzwiak, 2009:279). Those words play a vital role modify sentences, so the reader will be able to distinguish the specific details in which they can

simultaneously see, feel, hear, and taste what is being described in the paragraph.

Regarding to the theories that have been mentioned, the researcher uses the theory of Zemach and Rumisek (2005:25) which states descriptive paragraph is a paragraph that explains how someone or something looks or feels by using adjective. Moreover, theory from Savage and Mayer (2005:33) is also referred in this present study, which explains about the points of descriptive organization. This organization is very helpful in guiding to write a well-organized paragraph. Both of these theories are relevant with this present study since it is concerning in improving writing skill in constructing descriptive paragraph.

Descriptive paragraph is a paragraph which describes about person, place or thing. Fiderer (2002:17) states that a descriptive paragraph gives a clear picture of person, place, object, event or idea. Descriptive paragraph include details that appeal to the five senses such as smell, taste, touch, hearing and sight. The writer must convey information to app to all of the senses in order to give the best possible description. In organizing a good descriptive paragraph, the writer needs to describe the object in more detail in order to make the readers clearly imagine the descriptions so that it can make the readers more interested when reading.

In descriptive paragraph, the more details the students include; the more clearly the readers would imagine what students are describing (Oshima and Hogue, 2007:5). In writing descriptive paragraph, it is important to make a good

description in order to make the readers imagine and capture the point of the descriptive paragraph clearly. Furthermore, the students have to describe the object more details so that the readers would be able to imagine their description. In addition, the writer would write down every imagination or ideas related to descriptive paragraph where the readers could easily figure out what the messages or information that writer wanted to convey to the readers.

Descriptive paragraph has generic structures such as: identification, description, and conclusion. Evans (2007:7) defines a descriptive text is about describing person that should consist of an introduction, main body, and conclusion. Introduction in which the writer gives general information about a person, can be called identification. The main body in which the writer describes their physical, appearance, personal qualities, and hobbies can be called description. The conclusion is the point at which the writer writes the opinion about the person described. In this part, the students should conclude the text is connected to each other; apart from the fact that every sentence in descriptive text.

In conclusion to make descriptive paragraph, there are three main points that should be considered. The first is the introduction that tells about the general statement of the paragraph. The second is main body which explains about the object for instance, the physical appearance, hobbies and characteristics. The third is the conclusion that concludes the descriptive paragraph. It could be a summary of the descriptive paragraph or the writer's comment about the object being described.

2.1.3 Think Pair Share

Think Pair Share is a cooperative learning discussion strategy first developed by Professor Frank Lyman at University of Maryland in 1981 and adopted by many writers in the field of cooperative learning. In addition, Arends, R. (2012:361) states that cooperative learning can benefit both low and high-achieving students who work together on academic task. Moreover, a suitable and creative technique can create an interesting environment that will stimulate students to become more motivated in learning. Researcher propose an alternative technique that expected to help students in improving their writing skill. The technique is called Think Pair Share to help students easier to understand.

According to Lyman in Arends and 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 time to think and opportunity to respond. This technique is best to introduce a new topic to the students and it also allows students to work with a partner in solving a problem or answer a question. Therefore, by using Think Pair Share technique, it could allow the students' level of understanding before moving deeper into the subject. It also gives students an opportunity to apply what they are learning in the class.

Fisher and Frey (2007:30) state that Think Pair Share is a cooperative discussion technique that provides students to discuss students' responses in pair before sharing with the whole class. The teacher involves students to think

about something and work students themselves. Therefore, students discuss in pair to solve problem or compare students' idea to identify the best answer. In pair the students will easier to solve the problem or sharing their idea and the teacher asks students' briefly to share students answer or idea to the whole of the class. Moreover, Think Pair Share technique is one of the simple techniques that can be applied in the classroom to improve students' writing skill.

Ledlow (2001:1) states that Think Pair Share is a low-risk strategy to get many students actively involved in classes of any sizes. The procedures are simple; after asking question, the teacher tells students to think silently about students' answer; then the teacher asks students to work in pair to compare or discuss their responses. They finally share the results of discussion with the whole of the classroom. Arends and Kilcher (2010:316) state Think Pair Share is a technique to increase students' engagement and facilitate more thoughtful responses. It means that Think Pair Share provided all the students time to think and opportunity to respond. Based on this theory, this study explains the use of Think Pair Share in teaching writing skill by mentioning some theories which support this study to make this study understandable.

Moreover, the students will be interested and they pay attention to the teaching and learning process. So, they will not be bored to learn. In this activity, the students can be divided into groups and then they discuss about their topic. By dividing them into the groups, it will help students to develop their idea in describing the thing or person. Afterwards, each group has to describe the thing or person to the whole class.

Think Pair Share as a teaching technique in teaching and learning process make the students easier to understand about the material that will be explained the teacher. The use of Think Pair Share will make the students pay attention to the material that has been explained. According to Beane (2012), the students can provide insights into future concepts you might need to learn. The elements of Think Pair Share are briefly explained in the following sub discussions to make them clearly. The use of Think Pair Share in teaching descriptive paragraph writing skill will encourage students' creativity and confidence to write a good descriptive paragraph.

In addition, there are three steps in Think Pair Share technique. The teachers have to know clearly about the steps when they want to use Think Pair Share in teaching learning process. This technique is an effective way to change the discourse pattern in the classroom. It challenges the assumptions that all recitations or discussions need to be held in whole-group setting and it has built-in procedures for giving students more time to think and to respond and to help each other. According to Arends (2012:370), Think Pair Share has three steps: Thinking, Pairing and Sharing in which each step has its own activity. Therefore, the three steps in implementing Think Pair Share that could be elaborated in details as follows:

1. In thinking, the teacher gives a topic based on material to associate with the lesson and asks students to spend a minute thinking alone.

2. In pairing, the teacher asks students to pair off and discuss. Interaction during this period can be sharing an idea that has given by the teacher. The teacher allows no more than four or five minutes for pairing.
3. In sharing, the teacher asks the pairs to share what students have been talking about 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, the researcher concludes that Think Pair Share is an effective technique to be done by the researcher while teaching writing skill especially descriptive text in the classroom. Through this technique, the students can learn about general information, specific information, textual meaning and textual reference. Because in this technique the students can get opportunity to think or sharing their idea to their pair. By using Think Pair Share, it could improve the students' level of understanding before moving deeper into the subject. It also gives students an opportunity to apply what they are learning.

2.1.4 Assessment Writing

Assessing students is the most important part that must be done by the teacher during the teaching and learning process, especially writing descriptive texts. According to Carter and Nunan (2001:138), assessment is carried out to collect information on learners' language proficiency and achievement that can be use by the stakeholders in language learning programs for various purpose. In addition, Brown (2004:4) states that the assessment is a popular and

sometimes misunderstood term in the current educational practice. Thus, assessing is crucial part to done and it must be given as clearly as possible during in the teaching learning process.

Assessment of writing refers to giving score and feedback on students' work in order to know the achievement of students' skill in writing. Barkaoui (2007:104) states that writing assessment is an interactive process that should include consideration about scoring procedures from the beginning. In addition, Huot (2002:59) states that writing assessment is any possible connection between teaching and evaluating in writing. Thus, assessment of writing is a giving score to students' work to know the achievement student's development in learning. In other word assessment writing is a connection between learning and evaluating to know students' development in writing skill.

According to Arends and Kilcher (2010:132), there are two types of assessment which are formative and summative. Formative assessment involves collecting information prior to or during instruction, that can be used by teacher to make instructional decision. Students can also use this information to adjust the learning strategies they are using to learn particular content and solve problem. On the other hand, summative assessment involves collecting information after an instructional segment has occurred, such as unit, a semester or a year's work. Most often, summative assessment is used to make judgement and to evaluate students' accomplishment.

Black and William in McKay (2006:140) state that classroom assessment or teacher assessment refers to assessment carried out by teacher in

the classroom. It might be formative when teacher collect information about children's strengths and weaknesses to provide feedback to students and make further decisions about teaching or it might be summative when teacher collect information at the end of a period of time, generally to report to others about student progress in teaching and learning process. Thus, giving feedback at the end of the assessment is very important in order to make the students know about their mistakes when constructing descriptive text.

As a starting point for developing an assessment strategy, it is important to identify the objectives required by the teacher to assess students writing. The aim in assessing students' writing skill is to provide students with the correct concepts and to encourage them to write better in writing. Besides, assessment has another purpose that is to indicate how effective the technique to students when they express their idea or feelings based on knowledge and understanding in writing. According to Brown (2004:6), there are two aims of assessment such as formative and summative assessment. Formative assessment means evaluating students in process of "forming" their competences and skill with the goal of helping them to continue that growth process. On the other side, summative assessment means to measure or summarize what a student has grasped and it typically occurs at the end of a course or unit of instruction.

Arends (2012:217) states assessment usually refers to the full range of information gathered and synthesized by teachers about their students and their classroom. This information can be gathered through observation on the students, this is known as informal ways. In formal ways, it can be gathered through test or report. In addition, Arends (2012:217) adds that information

about classroom and teacher's instruction can also be part of assessment. In other words, assessment is not only about getting result of the students but as well as the teacher. Assessment can be used as a reflection for the teacher to improve the teaching learning methods. Moreover, teacher can make a better learning process and instruction process for the next learning process and assessment.

Teachers found assessing students' writing skill remains a problematic practice. It is important to find the best way to effectively score students' writing skill and focuses on the important areas of writing assessment. Oshima and Hogue (2007:196) argue that the scoring rubric's elements for assessing writing paragraph, they are format, punctuation and mechanics, content, organization and grammar and sentence structure. Firstly, in format, the title, tidiness and margin of the paragraph are assessed. Secondly, punctuation and spelling are assessed in punctuation and mechanic's part. Thirdly, the point that assessed in content is the main idea of the paragraph. Fourthly, in organization, the generic structure of descriptive paragraph is assessed. The last part is grammar and sentence structures which asses the grammatical and sentence structure of the paragraph.

In the present research, the researcher needed to test the students in order to score them. Therefore, the researcher used the paragraph construction test that given to students by the researcher to know whether or not the improvement of students writing skill. It consisted of some topics especially in describing person, animal and thing. Then to assess the subject, the researcher also gives a score to see the improvement of subject. The scores were given based on the

scoring rubric which consisted of writing criteria. The criteria of the scoring rubric are adapted by Oshima and Houge (2007:190). The format is consisting of punctuation and mechanics, content, organization and grammar and sentence structure.

2.2 Empirical Review

Empirical review is the review of the relevant study that has been conducted in which it reviews the previous studies that are relevant with the present study. To elaborate a deep understanding of the theories and the information is the main point of the empirical review. This means that the empirical review is a methodology of the previous research. The empirical review is also to review the study which had been done by the other researcher. In conducting this study, the researcher wants to improve the students writing skill the use of Think Pair Share technique. This study review two previous related studies as empirical comparison.

The first that relevant with this study is Listiana (2018) conducted a research about Think Pair Share in MTS, Miftahul'ulum Denpasar. The title of her study is "Improving Writing Skill of The Eighth-grade Students of MTS, Miftahul'ulum Denpasar in Academic Year 2017/2018 Through Think Pair Share". The objective of her study is to know whether or not Think Pair Share can improve paragraph writing skill of eighth-grade students of MTS Miftahul'ulum Denpasar in academic year 2017/2018. Moreover, that result her study that the teaching learning process that is carried out. After she did several cycles of classroom action research and the scores of the subjects have shown the improvement of the subjects' writing skill through Think Pair Share.

The strenghts of this study where the researcher already provided good related theories from experts to support the statements. In addition, the researcher put clear instructions in finishing the tests. The researcher had explained clearly the steps in applying the Think Pair Share in teaching writing skill. However, when teaching and learning process in this study, researcher did not pair the students based on their ability. She only asked the students to work in pair in which they choose their pair sit on the table; therefore, the students would not be objective in choosing their pairs. On the other hand, the researcher only asks the students to share their paragraph without discussing their idea to make students understood. In this present study, the researcher want to make it better by using an appropriate teaching technique. It is Think Pair Share which has clear steps in the learning process.

The second study that relevant with this study is Padmawati (2018). The title of her study is “Improving Writing Skill of The Eighth-grade Students of SMPN 1 Mengwi in Academic Year 2017/2018 Through Think Pair Share”. The subject of the study was the eighth-grade students of SMPN 1 Mengwi in academic year 2017/2018. Her objective is to improved students’ ability in writing descriptive paragraph through Think Pair Share. The result showed that the students’ skill improved, namely from poor to good achievement. She has explained clearly the steps in applying the Think Pair Share in teaching writing skill. She has been successfil in applying it to improve the students writing skill. However, I found the weakness from this researcher, she only asks the students to share their paragraph without discussing it with others students.

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

