

CHAPTER I

INTRODUCTION

1.1 Background of the Study

English is one of the 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 such as writing a message in e-mail, writing invitations 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 knowledge about the characteristic of good writing itself as well as the different purpose and forms of writing which going written. 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 Perini (2007:9) state that writing is a means of extending and deepening students' knowledge; its acts as a tool for the 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. It means that students can write anything about what they think about a topic. 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.

Based on the researcher interview with their English teacher, she found that the seventh-grade students of SMP Negeri 12 Denpasar have difficulties in writing. There are some factors which influenced the difficulties achievement of the students in writing. Firstly, most of the students found difficulties to begin and arrange their ideas in writing. Secondly, the students hardly make coherence paragraph. Thirdly, the students felt demotivation in writing. As the result, the students felt difficult to produce and express their ideas in descriptive paragraph writing because the students were afraid to make mistake in expressing their ideas and constructing their clear description about what they would like to describe in their paragraph. Therefore, to create an idea in writing good descriptive paragraph is hard for students because they do not know well about what they want to be describe so that they were not confident with their writing.

The use of teaching techniques in the 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 using teaching techniques. Teachers should use a technique where they can make an interesting and exciting class. However, based on the problem above, the researcher concluded that the teacher's technique was not effective in teaching writing. To solve the problem in this research, the researcher uses think pair share with picture word inductive model.

Arends (2012:370) think pair share is cooperative learning consist. There are think, pair, and share step. In think step, the students think about the media given by teacher. The media is picture word inductive model; it is picture that consist of some keywords. Next in pair step, the students work together with their partner of friend where they can motivate each other in interesting writing skill. In addition, by working in pair with picture word inductive model they are also able to discuss, revise or edit their paragraph, so the result will be better that before. Then in share step, the students share the result to the whole of class. The implementation of think pair share in teaching writing also helps the students to build their self-confidence and as a result they are ready to share and present their work confidently to the whole class. The researcher also adds a media picture word inductive model to make the technique more fun, interesting and helpful to developed students' ideas.

The are some strengths of using the technique in 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 individual solutions with other students, where the students get both positive reinforcement and support for their answer. Third, it can increase their confidence before presenting their thoughts to the whole class. It means that in think pair share, the students are given a few times to think individually then discuss their paragraph writing with their pair, and share the result to whole class. In this moment, teacher gives student the picture word inductive model as a media to develop the student vocabulary and ideas to make a descriptive paragraph. Next in pair moment, students discuss their ideas that they get from the media with pair and make the paragraph. Finally, after they

finish writing the paragraph and they are able to present it to whole of class. Fourth, used think pair share with picture word inductive model can encourage the students to be more active and comfort in developing their ideas to a good descriptive paragraph especially in written form.

Therefore, based on the explanation above, motivation in learning. Thus, the use of appropriate technique is very important to help and train the students in learning writing, especially in writing descriptive paragraph. In consideration of the problem and the importance of teaching and learning English, the researcher is interesting to conduct research by applying think pair share with picture word inductive model to improve writing skill of the seventh-grade students of SMP Negeri 12 Denpasar in academic year 2022/2023.

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 12 Denpasar. The students of the seventh grade have difficulties in writing. Those problems do affect their writing skills, 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 skills of the seventh-grade students of SMP Negeri 12 Denpasar be improved by using Think Pair Share with Picture Word Inductive Model?

1.3 Object of the Study

To answer the research problem, it must have a clear objective of the study. The 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 skills of the seventh-grade students of SMP

Negeri 12 Denpasar still need to be improved. Therefore, this study is conducted to find the solution for the problem above. The objective of this study is to find out whether or not the writing skills of the seventh-grade students of SMP Negeri 12 Denpasar can be improved by Using Think Pair Share with Picture Word Inductive Model.

1.4 Limitation of the Study

It is important to limit the study in order to avoid complicated discussions. Therefore, the present study is focused on improving the writing skill of the seventh grade students of SMP Negeri 12 Denpasar in academic year 2022/2023 by using the think pair share with picture word inductive model. The curriculum *Merdeka Belajar* is applying at this school. Furthermore, the present classroom action research is focus on basic competency. Furthermore, the next basic competency is constructing oral and written transactional interaction a short and simple texts which involves the act of giving and asking information related to the name and number of people, animals, object, and public buildings related to the students' daily life by paying attention to the social function, generic structure and language features correctly and according to the content.

According to the curriculum Merdeka the researcher focuses on the third element for the phase D as students communicate their ideas and experience through simple, organized paragraphs, demonstrating a developing use of specific vocabulary and simple sentence structures. Using modules, they plan, create and present informative, imaginative and persuasive texts in simple and compound sentences to structure arguments and to explain or justify a position. They include basic information and detail, and also vary their sentence construction in their writing. Students express ideas in the present, future, and past tenses. They use time markers, adverbs of frequency and common conjunctions to link ideas. Their attempts to spell new words are based on known English letter-sound relationships and they use punctuation and capitalization with consistency. Furthermore, the students construct about descriptive paragraph which consist of 6-12 sentences and focus concern to the generic structure such as identification,

description and conclusion. Meanwhile, the present study is restricted on writing a short and simple descriptive paragraph about person us in accordance with the social function, generic structure, and language features contextual or in other hand it should fulfil the requirement of the scoring rubric that is primary focused on the format, punctuation and mechanics, content, organization, grammar and sentence structure.

1.5 Significance of the Study

This research is focused on investigating improving the writing skills of the seventh-grade students of SMP Negeri 12 Denpasar by using think pair share with picture word inductive model. It is be concerned with teaching writing skills by applying think pair share to improve students' writing skills 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 can be beneficial as theoretical evidence about the implementation of the theory based on the problem that was faced. Then the result of this study is 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 with picture word inductive model 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 Terms

The definition of the key terms 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 skills and think pair share. Two key terms used in this study were clearly defined and briefly explained and elaborated as follows:

1. Writing skills

Writing skills is operationally defined as the ability of the seventh-grade students of SMP Negeri 12 Denpasar 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 with Picture Word Inductive Model

Think pair share with picture inductive model is operationally defined as a technique which is used by the researcher to improve the writing skills of the seventh-grade students of SMP Negeri 12 Denpasar which consist of three steps: think, pair, share. The first is thinking where the students are given a chance to think individually about a media that is a picture word inductive model. The second is pairing where the students are allowed to discuss, make and edit their descriptive paragraph with a partner or work in pairs. The last is sharing where the students present or share their descriptive paragraphs with the whole class.

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 determining this present study. In this chapter, there are related theoretical reviews which are discussed as follows; (1) Writing Skill, (2) Descriptive Paragraph (3) Think pair share with picture word inductive model (PWIM) 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 the writer such as vocabulary, content, organization, punctuation and spelling in a balance way. Besides, writing is also as productive skills that should be learned 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 skills 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 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 focusing on and planning the content of their text. Then, in the drafting, the writers write down the plans or ideas into a sequence and provide the readers with to understand of the meaning of these ideas. The last is revising, the writers do some processes that their writing will be corrected by someone who skills full 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.

Compared to other skills, writing is considered to the most difficult skills 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.

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.

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

A descriptive paragraph is a paragraph that describes a 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 clearly. 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. Those words play a vital role modify sentences, so the reader will be able to distinct the specific details in which they can simultaneously see, feel, hear, and taste what is being described in the paragraph.

A paragraph is a group of related statements that a writer develops about a subject (Oshima and Hogue, 2007:3). This statement can be assumed that a paragraph is a group of sentences which explain or discuss about one main point or one subject based on the topic sentence in the paragraph. The same statement also from Zemach and Rumisek (2005: 11), who state that paragraph is a group of sentences about a single topic. It means that a group of sentences should discuss a single topic in a paragraph. According to Savage and Meyer (2005:5), an effective paragraph contains a good topic sentence. To construct a good paragraph, the writer should write a good topic sentence to make the readers easy in understanding the meaning of the paragraph so that the writer can deliver the information to the readers.

According to Brown (2004:60), a good description is a word picture; the reader can imagine the object, place, or person in his or her mind. The characteristic of descriptions is using spatial order to organize

ideas in the arrangement of item which helps the reader in catching the meaning or getting the idea of the writing. Furthermore, Oshima and Hogue (2007:61) state that descriptive writing appeals to the sense, so it tells how something looks, feels, smells, tastes, and/or sounds. It can be assumed that a good descriptive paragraph can guide the reader in picturing or visualizing clearly the object which is describe in the paragraph. So, the reader can feel how and what is it about.

Descriptive paragraph has generic structures such as: identification, description, and conclusion. Evans (2007:7) defines a descriptive paragraph 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 a 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.

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 with picture word inductive model is an effective technique to be done by the researcher while teaching writing skills especially descriptive paragraph 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 the opportunity to think or share their idea to their pair. By using think pair share with picture word inductive model, 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.

2.1.3 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 since then. In addition, Kagan (2009:14.8), also state that frank Lyman created a very powerful frame sequencing three structures called Think-Pair-Share. Think pair share is a cooperative learning since then. Thing pair share is a cooperative learning strategy where students think about their response to a prompt or question, then discuss their individual answers in pairs and compare into more critical and last is share the result into the other.

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. In think pair share, the teacher poses a question, individual students think about their answer, then pair with another student to share their answer, and the teacher calls on individuals or pair to share with the large group. Fisher and Frey (2007:30) define think pair share as a cooperative discussion strategy that allows the students to discuss their responses with a pair before sharing with the whole class. It can be assumed that think pair share includes in cooperative strategies that allow students to work in pair in discussing their opinions or their ideas with a partner. In addition, think pair share is also a group discussion, literature

studies, problem solving, reviewing of content material for test where the teacher present question or task and the students think about their responses and the share and discuss their responses with their partner before sharing to the whole group (Herrel and Jordan, 2004:83).

Additionally, Holcomb (2001:33) states that the purpose of a group is to share opinion honestly and openly but with greater sensitivity than in an “off-the-cuff” or “already-flown-the-handle” confrontation. Think pair share is a series of activities in doing teaching learning process. According to Jolliffe (2007:43), think pair share is one of three types of cooperative learning group as the one of the activities which is formed to support informal cooperative learning groups. It is mentioned in Macpherson (2007:68), who states that think pair share is one group activities for elaborating the knowledge and the comprehension of the learners. Think pair share as one of group activities in cooperative learning where the students can work in groups or in pair to discuss their thought and then sharing their answer freely; in addition, think pair share is divided into three steps are think, pair, share.

Think pair share in teaching writing skills can be explained by some theories which support pairing or grouping to encourage' writing ability. The first statement come from Lyman in Fisher and Frey (2007:30), who mention that there are three stages of students' action such as think, pair, share. It means the students should finish some steps there are: thinking individually about the answer, discussing the

answer in a pair, and sharing the answer. Based on this theory, this study explains the use think pair share in teaching writing skills by mentioning some theories which support this study to make in understandable.

First, in think pair share which must be done by the students who are taught by using think pair share is thinking. It is supported by Arends (2012:370) who mentions that thinking is the first steps of think pair share, where the teacher poses a question or an issue associated with the lesson and ask the students to spend a minute thinking alone about their answer or the issues. This step allows the students to have more time to think about their answer or their responses to the elicited question that is given by the teacher. By thinking, thinking is the activity to bring and develop ideas, plans, and also experiences which can design and produce new information and concept (McDonald and McDonald,2007:7). It means that thinking is a process which involve mind or thought in understanding something.

Second, in think pair share which must be done by the students who are taught by using think pair share is pairing. Arends (2012:371) state that the second steps of using think pair share is pairing, in which, the teacher ask the students to work in pair and discuss their thought. Pair review can occur within pairs or small groups that may be set up to do one assignment or to work together throughout the pre-writing and organizing stage of writing to help each other to develop plans for

writing (Coffin et al., 2003:40). By pairing, the students are given chance to negotiate their ideas in pair or with a partner in which they mutually help each other in developing their writing plans.

Third, in think pair share which must be done by the students who are taught by using think pair share is sharing. Sharing is an activity where the student can present or share their writing to the class (Arends, 2012:371). This activity gives the students a chance to present and present and share their writing to the whole class after discussing with a partner. Moreover, this activity also gives the teacher an opportunity to correct misconception immediately, to assess the clarity of students' understanding, and reinforce the major point. In addition, to make this technique more interesting, the researcher added a media named picture word inductive model or PWIM that expected can help student to develop their ideas.

2.1.4 Picture Word Inductive Model (PWIM)

Picture Word Inductive Model (PWIM) supported by Calhoun (1999:21) argue that picture word inductive model (PWIM) is a language art strategy to teach beginning learners. Picture Word Inductive Model (PWIM) is a model of study that use the picture and words to stimulate students' thinking inductively, from the specific thinking, the students see the pictures and word to general thinking, it means the students make the words that available become a paragraph. It uses pictures containing familiar objects to help students develop their writing vocabulary into paragraph. Picture word inductive model is used to guide the students to develop the subject imagination and idea to make a sentence or paragraph.

Think pair share is one of the cooperative learning techniques that can help students to explore their ideas, opinion about something. According to Arends (2012:370) the steps for applying think pair share will consist of three steps. There are think, pair, and share. It will be explained as follows:

- The first is thinking, the teacher gives the students a picture word inductive model consist of some key words about the picture. Next, the teacher asks the students to spend a minute to think and connect between the picture and key words, after that they can imagine what they will write in their paragraph.
- The second is pairing, the teacher asks the students to work in pair for discuss what they have been thinking about the picture. Furthermore, in this step they will make and edit their descriptive paragraph about person they have made to the whole of the class.
- The last is sharing, the teacher asks the students to present or share their descriptive paragraph about person that they have made to the whole of the class.

Based on the explanation above, it can be concluded that think pair share is one of the cooperative learning techniques that can help the subjects or the students to write their paragraph. It gave students change to think individually, then discuss with their pair, and share the result with the whole of the class. This technique is combined with a media called

picture word inductive model; it is a picture consists of some key word that can help student to develop their ideas.

2.1.5 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 paragraph. 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' skills in writing. Barkaoui (2007:104) states that writing assessment is an interactive process that should include consideration of 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 of student's development in learning. In other word assessment writing is a connection between learning and evaluating to know students' development in writing skills.

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 teachers 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 paragraph.

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 of in assessing students' writing skills is to provide students with the correct concepts and to encourage them to write better in writing. Besides, assessment has another purpose which is to

indicate how effective the technique is 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 competencies and skills 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 skills remains a problematic practice. It is important to find the best way to effectively score students’ writing skills 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 assessed in the content is the main idea of the paragraph. Fourthly, in organization, the generic structure of a descriptive paragraphs 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 skills. 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

The empirical review is a review of the relevant research that has been conducted in which it reviews the previous research that are relevant to with present study. In conducting this study, the researcher hopes to improve the

students writing skills through think pair share with inductive model. There were other researches that used think pair share technique in teaching learning process which an improve the students writing skills. In this part, the reasearcher reviewed two studies which had been conducted by other researches with the same technique, think pair share and they will be explained in an empirical review to support this study. The related studies which were used as references were described as follows:

The first that relevant with this study is Nihcen (2020) conducted research about Think Pair Share to Improve the Writing Skills. The title of her study is “The Use Think Pair Share to Improve Writing Skill of the Seventh Grade Students of SMPN 2 Mengwi in Academic Year 2021/2022. The objective of her study is to know whether or not think pair share can improve paragraph writing skills of seventh grade students of SMPN 2 Mengwi in academic year 2021/2022. 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 skills 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 skills. 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 ask the students to share their paragraph without discussing their ideas 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 Ni Ketut Kurnia Dewi (2019) entitled “Improving Writing skill of Seventh Grade Students of SMPN 3 Sukawati in Academic Year 2019/2020 Through Think Pair Share With Picture Word Inductive Model”. Her objective is to improve students’ ability in writing descriptive paragraph through Think Pair Share With Picture Word Inductive Model. 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 With Picture Word Inductive Model in teaching writing skill. She has been successfull in applying it to improve the students’ writing skill. However, it was found the weakness from this research where the researcher only asked 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 is adapted from Oshima and Hogue (2007:196), which was very clear. The conclusion, 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.

