

CHAPTER I

INTRODUCTION

1.1 Background of the Study

There are four major English language skills that Indonesian students must learn listening, speaking, reading, and writing. Those competencies are crucial to learning the language because each is interrelated. It is important to remember, however, that writing is one of the key language skills that is required to master a language. Writing is an active process of delivering an idea by using symbols and arranging them into readable form. In academic writing, it is crucial to deliver scientific information in a good form of text. Texts must be informative, coherent, and united. Therefore, writing is writing is challenging but very beneficial to learn. Thus, students' writing is crucial to the teaching-learning process. Moreover, according to Harmer (2001:80), it states that the type of writing that students will do depends on their age, level, and interests. Therefore, it is difficult for students to master because they need higher education levels to achieve goals in many contexts that will be encountered in the future.

Writing is an exclusive domain skill of scribes and scholars in educational or religious institutions (Brown, 2004:218). The writing process refers to the act when writers gather their ideas and make them into a written text that can be presented to readers. Thus, students do not only save their ideas for themselves, but they can express it to other people. Moreover, in the teaching and learning process, students develop their ideas in writing. Students can create their creativity in writing by pouring their ideas into and telling other people. Moreover, in the teaching and

learning process, students develop their ideas in writing. The students should also use correct writing aspects such as vocabulary, spelling punctuation, and sentence structure, which are important to produce a good written test that is interesting to read. Teaching is a challenge for teachers because students do not want to write. The student never encourages themselves to do it, and the students also cannot enjoy doing the writing. It is a challenge for the teacher to find media, methods, or techniques suitable for the student's development. Making students interested in the teaching-learning process in the classroom, especially in writing, is a challenge for teachers to master writing effectively. The research will discuss teaching writing using cooperative learning as one of the appropriate techniques. This teaching would enable students to learn actively. The researcher found the teacher's technique was not appropriate for the students' abilities.

According to Zemach and Islam (2005:5), writing is one of the difficult skills to master in a second language or foreign language. Writing is not as easy as readers think. Writing requires a lot of practice whether creating an idea or composing it in written form. When a student wants to write, they need to consider some aspects such as sentence structure, spelling, punctuation vocabulary, grammar, and the organization of the text. Students can focus on the product of the writing process itself when teaching writing. Meanwhile, in writing, students need to focus on ideas, imagination, information, creativity, and feelings to make attractive and interesting writing. Writing requires a lot of practice whether creating an idea or composing it in written form.

According to Arends (2012:450), the think pair share technique is described as a cooperative learning structure that increases students' participation. It is also an

effective way to slow down a lesson's pace and extend students' thinking. Moreover, think pair share is a cooperative learning structure that is very useful. When the teacher presents a lesson, the point asks students to think about the question teacher and pair with partner discussion to reach a consensus on the question. Finally, the teacher asks students to share the discussion. Think pair share can help students to learn discourse and thinking skills. It has built-in procedures to give the students more time to think, respond, and affect participation patterns. Thus, it allows for more participation with the learning materials, and it is difficult for one or a few class members to dominate the learning discussions. On the other hand, students who have low abilities in the material field with students who have higher abilities in the material field are made into a pair. So that the Think Pair Share strategy can run effectively.

Seventh-grade English teachers at SMPN 5 Mengwi usually use the teacher's approach to teach monotonous writing. The teacher focuses on Teacher-Centered Learning where the teacher explains the material without student involvement. After that, students are asked to make a paragraph based on the examples given after the teacher discusses the material and gives examples. Students sometimes write a paragraph without clear instructions from the teacher on how to do it well. In addition, when students make a paragraph, the teacher does not pay close attention. So, they don't know what they write, whether their use of vocabulary and grammar is correct, and they still struggle to find and organize their ideas into coherent paragraphs when writing them.

Monotone Technique used by the teacher cannot improve students' writing skills. old strategy that must be modified because the instructor must focus on

Student-Centered Learning in the Merdeka Curriculum. After an explanation, the teacher usually asks students to write a paragraph. Furthermore, the students are expected to carefully listen to the explanation and then write a paragraph based on what the teacher has described. In addition, the teacher explains the material generally based on the textbook. It will make students less understand the lesson there. The teacher makes too much teaching material without regard to what his students want. There is only withdrawal from the teacher without any feedback from students. This is where there should be more intense interaction between teachers and students. Furthermore, it will make the students tend to be passive since they just listen to what the teacher said. This kind of teaching tends to cause the students easily forget the learning material which affects their achievement.

To help students solve their English writing difficulties, this study promotes an innovative strategy called Think Pair Share. Think Pair Share is able to make students learn in pleasant situations. Think Pair Share is the right strategy for teaching writing because the role of Think Pair Share is like a game so students feel free to express their ideas. Students can also think for themselves first then students can work in partner discussions, so they can share arguments that will make them reflect on mistakes and can filter out these mistakes, and also, they can share answers to the whole class. Therefore, it is hoped that the Think Pair strategy Share is able to improve students' writing skills. The researcher considers that the use of Think Pair Share can be used as a writing teaching strategy that can help students to have the courage to write a paragraph according to the components specified in the assessment.

The strength of this strategy is to improve students' skills and writing, creative writing teaching is needed. The researcher considers Think Pair Share to be the right teaching technique and media to improve students' writing skills in descriptive paragraphs. By using Think Pair Share, teachers can attract students' attention and motivate them before explaining the material. It can also instill knowledge in students' minds, retain it longer and hold students' interest. The cooperation system applied in the think pair share learning model requires students to be able to work in teams, so that students are required to be able to learn to empathize, accept other people's opinions or acknowledge in a sporting manner if their opinions are not accepted. Also, it is a good technique to help students organize their ideas and feelings so that they are better at writing.

Based on the background, the researcher tries to use the Think Pair Share strategy to increase students' motivation to want to practice their writing so they can write according to good and correct grammar, vocabulary and coherent, because this is very useful for them to apply in everyday life. Writing allows students to share their ideas in greater detail and to express their thoughts. Through the Think Pair Share, it is expected to be able to solve the problems that are faced by the students' and help them to easier in developing idea or imagination and write a paragraph with good generic structure. Thus, this study would help students to improve their writing skills especially in writing descriptive paragraphs. As a result, to get good achievement in the learning process, especially at SMPN 5 Mengwi the researcher is interested to conduct research entitled "Improving Writing Skill of the Seventh-Grade Students of SMPN 5 Mengwi in the Academic Year 2023/2024 Through Think Pair Share.

1.2 Research Problem

Based on the explanation of the research background above, students must develop their writing skills to achieve a complete understanding of the information content well expressed through the strategy. Writing skills are very important skills that must be mastered by students because by writing students can communicate with other people. Based on the problems faced by Seventh-grade students of SMPN 5 Mengwi in the academic year 2023/2024, they still need to improve their writing skills. The researcher will formulate the research problem as follows: can writing skills of seventh-grade students of SMPN 5 Mengwi be improved through think pair share?

1.3 Objective of the Study

To make the present study has a clear direction, the objective is needed to be stated. Objective of the study is needed to be arranged by the researcher. A scientific study is conduct to answer the research problems that has been formulated and determined. Besides, it is used as guidance in taking any decision needed and as a starting point for any research. The research will conduct to answer the research problem under the study. The seventh-grade students of SMPN 5 Mengwi still faced difficulty in writing. There were a lot of techniques or strategies which can be used in teaching and improving writing skill. However, the researcher chose think pair share as the teaching technique to improve students' achievement in writing skill. Therefore, the objective of the present research was to determine whether or not the English writing skill of the seventh-grade students of SMPN 5 Mengwi in academic year 2023/2024 can be improved through 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 seventh-grade students of SMPN 5 Mengwi in academic year 2023/2024 through Think Pair Share. In the present study, SMPN 5 Mengwi apply Merdeka curriculum. Therefore, the teaching module and learning material are based on the Merdeka curriculum of the eighth-grade students of SMPN 5 Mengwi. According to the Merdeka curriculum of the school, the researcher focuses on the performing element in Phase D about producing kinds of simple oral and written and spoken texts presented in multimode from within the family and classmate.

The researcher focuses on the objective of the study where the students are able to write a descriptive paragraph especially about person to interact and communicate in the context of wider variation both formal and informal situation. The paragraph should be in the right form of generic structure which are consist of; introduction which tell about the main character of the paragraph and kind of activity that will be told in the paragraph; body which tell about the sequence of activity from the beginning until the end; the last one is conclusion which tell about the main character's feeling or comment in closing the activity. Moreover, the paragraph should fill the criteria in the scoring rubric that will be used. That are format, punctuation and mechanic, content, and the last one grammar and sentence structure.

1.5 Significance of the Study

This research is concerned with the effect of the Think Pair Share Strategy on the writing skills of Seventh-grade students. Researchers hope that the use of new strategy in the learning process in the classroom will be useful and can provide solutions for students and teachers to improve students' writing skills and to make students more active in the learning process in class. It will also provide a solution for teachers to use this strategy to make students more active in the learning process in class. In the other hand, they will also be interested in learning to write English because this strategy makes them feel free to express their ideas. The results of this study are expected to be useful and relevant theoretically and practically.

Theoretically, the findings of this study are expected to strengthen and support the theories used, particularly the theory of writing skills and Think Pair Share. This can be used to procedure or structure the research process for better guidance and better results in conducting research. Furthermore, some of the theoretical information provided in this research can be taken to enrich the existing references. In addition, these findings are expected to provide evidence that Think Pair Share are an effective strategy for improving students' writing skills. The results of this study can be used as a reference for further research related to Think Pair Share in improving writing skills.

Practically, the findings of this study provide benefits for teachers, students and other researchers. For English teachers of seventh-grade students of SMPN 5 Mengwi is about the level of writing skill of their students. In addition, they can also choose the right strategy that can increase students' knowledge and motivation in writing. In addition, it provides information about their successes and failures in

teaching writing English. For students, the findings of this study are intended as informative feedback to the seventh-grade of SMPN 5 Mengwi about their writing abilities. Moreover, it gives them motivation and encouragement in learning English and practicing writing. Finally, it makes them realize that writing is an important skill that can help them to express their ideas. For other researchers, this research is expected to be a guideline for those who are interested in improving writing skills and also be used as material for consideration or to be developed further.

1.6 Definition of Key Term

The title of this research is Improving Writing Skill of the seventh- grade students of SMPN 5 Mengwi in Academic Year 2023/2024 through Think Pair Share. The key terms are presented clearly to provide a good understanding of the definitions to avoid the readers misunderstanding about this research. Moreover, wherein the researcher should give clear operational definitions used in the present study. The key terms should be clearly and briefly stated, and there were two key terms: writing skill and think pair share. Therefore, the researcher defines the key terms operationally. The operational definitions of the key terms that are used in the present research can be briefly elaborated as follows:

1. Writing Skill

Writing skill is operationally defined as the ability of the seventh-grade students of SMPN 5 Mengwi in academic year 2023/2024 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. In addition, the paragraph should consist of 6-12 sentences and follows the generic structure of descriptive paragraph such as: identification, description and conclusion.

2. Think Pair Share

Think pair share is defined as a teaching technique that would be used to improve the writing skill of the seventh-grade students of SMPN 5 Mengwi, and it has three steps: thinking, pairing, and sharing. In thinking, the students 'think' individually about the topic that is given by the teacher. In pairing, the students discuss their thoughts about the topic with their 'pair'. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. The last step is sharing, the students 'share' in front of the class what has been discussed with their pair.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theory is a set of interrelated concepts and definitions that present a systematic view of phenomena and terms from experts used and required in this research. The theory review serves to demonstrate the researcher's knowledge and expertise in the chosen research area, concentrating on the research problem. Therefore, the theoretical use of scientific studies is expected to contribute practical significance and is indeed carried out on the basis of several relevant theoretical constructs and empirical evidence. Theoretical review is used to limit the scope of relevant data by focusing on certain variables. As a result, the researcher will be discussed existing theories that are relevant to this study. This research is based on the theoretical background which is discussed as follows: 1) Writing Skill, 2) Think Pair Share, 3) Assessing Writing.

2.1.1 Writing Skill

In English, there are four basic skills that should be mastered by the students. They are listening, speaking, reading and writing. Actually, writing is one of the most difficult skills to be learned among the four skills. Writing is a procedure skill that can help students to transfer their ideas on a piece of paper. Kane (2000:5) states that writing is a complex activity. Furthermore, Richards and Renandya (2002:303) add that writing is the most difficult skill for foreign language learners

to master. The difficulty is not only in generating and organizing ideas, but also translating these ideas into readable text so that their writing would be interesting and enjoyable to read by readers.

According to Loannou-Georgiou and Pavlou (2003:68), writing is difficult, especially in a foreign language. The writers need to be concerned with mastery of language areas such as spelling, grammar, vocabulary, handwriting, and punctuation skills. Mastering some language areas is already difficult, plus writers need to think and outline their ideas. Writers need content as well as direction in producing a written text (Fulwiler, 2002:19). Therefore, teachers' role is very important in teaching and guiding the students in developing their writing ability. The writing class should be made more creative, communicative, and enjoyable. To influence the students interested in learning and improving their writing ability, teachers need to motivate them and not set all activities into the formal assessment. Moreover, teachers can develop writing topics into something valuable.

According to Oshima and Hogue (2007:15), when the students first write something, they have already thought about what to say and how to say it. After they have finished writing, they read over what they have written and made changes and corrections. Students write and revise their works until they are satisfied that the works have already been done well. As a result, their writing will express exactly what they want to write. The process of writing has roughly for steps that the students must follow in write the paragraph. In the first step, the writers create ideas. In the second, they organize the ideas, and then they write a rough draft. Finally, they polish the rough draft by editing it and making revisions.

In addition, Graham (2008:6) states that there are many skills that writers to learn to develop to the point where they can execute with little effort or thought. This includes handwriting (or typing) and capitalization. As a complex skill, writing requires the effort of language learners to master in every detail of writing component. Thus, mastering writing skill simply means that the learners are also able to deliver their feeling and thought in correct grammar. Moreover, by learning writing, they are expected to be able to carry out their essential writing process like planning, draft, making, evaluation, revising and so forth. Writing is an activity of exploring opinions and ideas into words. There is no doubt that writing is the most difficult skill for all language users: foreign second and even for first language.

The difficulty lies not only in generating and organizing ideas but also in translating the ideas into a readable text. The skills involved in writing are highly complex. Second language writers have to pay attention to higher-level skills of planning and organizing as well as lower-level skills of spelling, punctuation, word choice, and soon. Students can find it challenging to find ideas to include in their writing and its culture has its own style for organizing academic writing. According to Hyland (2003:9), writing is a way of sharing personal meaning and writing courses emphasize the power of the individual to construct his or her own views on a topic. Therefore, writing is defined as a complex process requires a range of skill and task; moreover, by writing process, students know to approach a writing task. Writing is categorized as productive skill.

According to Bailey (2004), writing is an important skill in writing academic work. By developing strong writing skill is very important for students. Since it does not only help their grades but also prepare them for a professional

future. This process can deepen students' critical thinking and knowledge. The writers need to be concerned with mastery of language areas such as spelling, grammar, vocabulary, handwriting, and punctuation skills. Therefore, teachers' role is very important in teaching and guiding the students in developing their writing ability. Furthermore, the writing class should be made more creative, communicative, and enjoyable. To influence the students interested in learning and improving their writing ability, teachers need to motivate them and not set all activities into the formal assessment. Moreover, teachers can develop writing topics into something valuable.

In Addition, according to Harmer (2004:4), writing is a process of communicating ones' idea in written language will use words, sentences, and punctuation as basic components so that readers understand the information that is being described. Writing is used for a wide variety of purposes it is produced in many different forms. Writing is described as a process of delivering what the writer thinks or the writers' idea to produce something in its final written form. By writing, the writers can open their imaginations. They do not only stick with their amazing imagination about everything that is on their mind, but they can also pour that all amazing imagination into written form that could attract the readers

Writing encourages the students to focus on accurate language use. According to Raimes (2001:3) writing helps students to learn. Because they think as they write, it may provoke language development as they resolve the problem when the writing is put into their minds. Thus, it can be stated that writing is an activity of the thinking process of students and performing their ability. In the other hand Writing is used for a wide variety of purposes it is produced in many different

forms. Writing is described as a process of delivering what the writer thinks or the writers' idea to produce something in its final written form. By writing, the writers can open their imaginations. They do not only stick with their amazing imagination about everything that is on their mind, but they can also pour that all amazing imagination into written form that could attract the readers.

2.1.2 Think Pair Share

Cooperative learning is part of a group of teaching/learning techniques where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals, as per Macpherson, (2015:1). Within the same line, according to Slavin, (2008) argues that cooperative learning place students of various races or ethnicities in learning groups where each group member is given an equal role in helping the group to realize its goals. It means that cooperative learning is not only about students' group activities. Moreover, in cooperative learning, students learn to cooperate with other students. Students share their ideas and discuss the materials that cannot be solved by themselves.

According to Barkley et al. (2005:96), think pair share is a very simple but effective technique for increasing discussion participation quantity and quality. Moreover, this technique makes the students learn how to collaborate, especially in pairs. They are more active, which will make them more interesting to follow the learning process. They have many opportunities to and unleash their creativity in the learning process of writing. Moreover, think pair share can improve the quality of the students' responses. It enhances the students' written communication skills as

they have limited to discuss their ideas with another. Therefore, the responses received are often more intellectually concise since students can reflect their ideas in the learning process

Think pair share technique improves the quality of the students' responses. It enhances their oral communication skills as they have ample time to discuss their ideas with one another. Therefore, the responses received are often more intellectually concise since students have had a chance to reflect on their ideas. According to Kagan and Kagan (2009:18), think pair share can make the students think critically and reflect on existing ideas, opinions, and information to conclude, better understand the material, make sense of the world, or make judgments calls. In contrast, creative thinking, as the name implies, and involves a creative process. Think pair share can make critical and creative thinking become students' habits of mind in the learning process. Critical and creative thinking refers to mental processes like analysis and evaluation in language learning.

Cooperative learning can allow all students to work together, each student experiencing the role of the role of teacher and learner, and each student modeling recognition of and respect for many different skills and learning styles Cohen et al. (2005:43). It means that by working together, the students well be supported to learn English because they can discuss their ideas with the other students. teaching writing skill by using think pair share can encourage students' motivation and ability in learning English because it is designed to help the students in creating ideas by providing students time and structure for thinking on topic, enabling them to formulate individual ideas and share these ideas with a partner. It can be assumed

that by pairing, the students are more easily in understanding the material and more confident in exploring their ideas freely.

According to Jolliffe (2007:44), cooperative learning structures create a situation where the only way group members can complete the task is if the whole group does. Moreover, think pair share is a simple technique in the teaching-learning process. It allows the students to think individually, interact with their partners, and share their information with the others. This technique helps students to improve and enhance their knowledge by sharing information, ideas, and skills. Besides, it makes them more interested in studying because it gives them a chance to switch their ideas with their partners. This technique will help them draw on background knowledge, understand ideas, give students time to think, generate and analyze ideas, maintain a high level of engagement, participate in small-group interactions, synthesize information, and develop and practice language skills.

Ledlow (2001:1) states that pair share is a low-risk technique to get many students actively involved in classes of any size. It is a technique in which students think individually for a few minutes and then discuss and compare their responses with a partner before sharing with the entire class. Moreover, think pair share gives them a few times to work individually and then discuss their ideas and opinions and work with their partners before performing or sharing time. Moreover, using think pair share can develop the students' collaboration, creativity, and critical thinking. By using think pair share, the students know how to write well. Before they write, they must think about what they have to do. Besides, they share with their friends. It is the simplest way to give exercises to the students.

Using Think pair share in teaching writing skill can explore student motivation in producing or expressing their ideas written form. According to Mandal and Willing (2009) This is a simple and quick technique; the instructor develops and poses questions, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. “Pair” and “share” components encourage learners to compare and contrast their understanding with those of another, and to rehearse their response first in a low-risk situation before going public with the whole class. It is done to help students in solving their difficulties in writing by sharing or discussion with a partner. Think Pair Share in teaching writing skills can be explained by some theories which support pairing or grouping to encourage students writing ability.

Moreover, think pair share is one of the straightforward techniques that may be applied within the classroom to boost students' writing, especially the seventh-grade students of SMPN 5 Mengwi in academic year 2023/2024. The teacher preferred to use think pair share instead of whole group and answer. The three steps of think pair Share should be considered in teaching writing. The procedural steps of think pair share implementation in the classroom teaching-learning process adapted from Arends (2012:370) should be considered in teaching through think pair share. The procedural steps of think pair share implementation in the classroom teaching-learning process are as follows.

1. Thinking: the teacher poses a situation associated with the lesson and asks students to spend a minute thinking alone about the

situation. Students need to be taught that talking is not part of thinking time.

2. Pairing: the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period could be sharing ideas. Usually, teachers allow no more than four or five minutes for pairing.
3. Sharing: the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.

2.1.3 Writing Assessment

Assessing students is one of the most important parts that must be carried out by the teacher during the teaching and learning process, especially writing descriptive paragraph. Assessment is a process of collecting data to determine to what extent, and in what terms, how educational goals have been achieved, what and how have not been achieved and what are the causes, and what are the follow-up actions. According to Carter and Nunan (2001), assessment is carried out to collect information on learners' language proficiency and/or achievement that can be used by stakeholders in language learning program for various purpose and sometimes misunderstood term in the current educational practice. In addition, written work from phrase notes to formal essays that will eventually be self-

assessed, the teacher and possibly other students as peer review is also a type of student performance assessment and the teacher makes student assessments.

Moreover, assessing students' skill is important to carried out during teaching and learning process. According to Nunan (2004:138), assessment is procedures for collecting the students' data. Assessment is an ongoing process that encompasses a much wider domain. Assessment is carried out after students answer a number of questions contained in the test. Then the results of the student's answers are interpreted in the form of grades. By doing an assessment, teacher knows how far the improvement of the students' skill and their understanding of the material that have been taught by the teacher. The result of the assessment is used to inform and enhance students' learning process. Therefore, assessment have an important role in teaching and learning activities.

Assessment is very important for teachers in the classroom because it determines student achievement by giving students a test which can help teachers assess students. In the other hand, teachers should create assessment rubrics. Rubrics also provide students with a benchmark for their performance. Rudner and Schafer (2002:70) state that scoring rubrics are descriptive scoring schemes developed by the teacher or other evaluators to guide the analysis of the products or processes of students' efforts. Routine use of assessment rubrics should be a guide for teachers in assessing writing samples so that assessment results can be more objective in assessing student learning progress.

Moreover, according to McKay (2006:245) states that the construction of writing assessment may be determined by the curriculum, and or by theory of the expert. In constructing an assessment, the teacher should concern the curriculum

and the learning objective of the study that has already been told or explained. Teacher designs assessment and evaluation in the aim of assessing the content of the curriculum and critical thinking. Teacher does the assessment based on what taught to the students which aims to collect information and measure the success of a person in making a decision, whether or not a person passes based on the criteria and indicators to be achieved.

As a starting point for developing an assessment strategy, it is important to identify the objectives required by the teacher to assess student writing. The aim in assessing students' writing skills is to provide students with the correct concepts and to encourage them to write better in writing. In addition, assessment has several purposes, one of which is to show how effective the techniques used by students are when students want to express their ideas or feelings based on written knowledge and understanding. 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.

The assessment usually refers to the full range of information gathered and synthesized by teachers about their students and their classrooms (Arends, 2012:217). This information can be gathered through observation of the students; this is known as informal ways. In formal ways, it can be gathered through a test or report. In other words, assessment is about getting the result of the students and the teaching technique applied by the teacher. Assessment can be used as reflection for the teacher to improve the teaching-learning methods. Moreover, the teacher can make a better learning process and instruction process for the next learning process

of writing and assessment. Assessment also can be used to motivate and guide the students to be more active during the teaching-learning process.

In the present research, the researcher focuses on assessing students' skill in writing descriptive paragraph. The researcher needs to test the students in order to score them. Therefore, the researcher used the paragraph construction test that was given to students by the researcher to know whether or not the improvement of students writing skills. It consists of some topics that could be chosen by the students. which is where it aims so that students can easily describe their ideas into a paragraph. The scores were given based on the scoring rubric which consists of writing criteria. The criteria of the scoring rubric are format, punctuation and mechanics, content, organization, and grammar and sentence structure.

The scoring rubric is used to score students' writing ability. The teacher gives points based on the criteria on the scoring rubric. Brown (2004:234) states that classroom evaluation is best processed through analytic scoring. The script is rated on several aspects of writing or criteria in analytic scoring rather than a single score. In addition, using a scoring rubric is more effective to score the students' writing, and there are some points that the students have to fulfil. On the other hand, to assess students' writing in the present study, the researcher uses the scoring rubric proposed by Oshima and Hogue (2007:196), which had five criteria: format, punctuation and mechanics, content, organizations and grammar and sentence structure. Those criteria are used to score the students' descriptive test writing ability in order to give scores effectively in the present study.

2.2 Empirical Review

Empirical studies are one way to obtain information and theories about previous researchers that are relevant to this research. On the other hand, knowledge of empirically reviewed evidence can help researchers avoid unintentional replication of the results of previous research, and puts researchers in a better position to share the results of their research. The aim is to support this research by considering the results and considering whether this study will be as successful as the relevant research as an empirical review. There are two similar studies with selected investigators. This point is also focused on discussing two previous researchers; they are Set Maramba and Bagus Made Suyasa, as follows:

The first similar research was conducted by Maramba (2019) entitled "Improving Writing Skill of the Seventh-Grade Students of SMP PGRI 6 Denpasar through Think Pair Share technique in Academic Year 2018/2019". The present classroom action research was conducted on the primary objective in which it was mainly intended to find out whether the writing skill of the seventh-grade students of SMP PGRI 6 Denpasar in academic year 2018/2019 could be improved or not through think pair share. The research findings revealed that the implementation of think pair share could improve the students' writing skills. Moreover, their responses toward think pair share in improving writing skills was considered positive.

The second similar research conducted by Suyasa (2019) "Improving writing skills the seventh-grade students of SMPN 4 Denpasar in Academic Year 2018/2019 The present classroom action research was conducted on the objective of this study was intended to find out whether or not writing skills of the seventh-

grade students of SMPN 4 Denpasar in academic year 2018/2019 could be improved through think pair share strategy. The result of the study showed that writing skills can be improved through the think pair share strategy. Moreover, their responses toward think pair share in improving writing skills was considered positive.

The result of the two studies based on their research shows that students' writing skills could be improved through the application of the think pair share strategy. In previous research lesson plans, the researchers did not clearly explain the correct theory and the steps of the implementation of the teaching strategy. The researcher did not explain where students should write the paragraph. As a result, it made the students confused during the implementation of the strategy. It can be seen from the average student scores only on the standard value of student learning achievement. In the think pair share technique that the researcher used, the researchers these steps were clearly elaborated in the theoretical review and the steps were also clearly mentioned in the learning activities of the learning material.