

## 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 2006) 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. 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 also lack vocabulary and grammar. In addition, writing skills is really important to be mastered by the eighth-grade students of SMPN 4 Sukawati in academic year 2023/2024. 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 interviews at SMPN 4 Sukawati in the academic year 2023/2024, most eighth-grade students are facing difficulties in writing. They are less interested in writing activities as they do not understand the initial purpose of writing. They encounter challenges in generating numerous ideas to be written, which makes it difficult for them to compose paragraphs, even for simpler ones. Additionally, some eighth-grade students have limited vocabulary, resulting in difficulties in connecting appropriate words within their paragraphs. Students also struggle with correctly linking words within their paragraphs, and many students have difficulty structuring a coherent and well-organized storyline or argument, leading to unstructured writing. As a result,

students find it challenging to produce and organize ideas into well-structured paragraphs, indicating their difficulties in creating effective descriptive paragraphs.

Based on observation in SMPN 4 Sukawati, the researcher found that the students of the eighth grade in academic year 2023/2024 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 make a paragraph even for a simple paragraph. Based on observation with English teacher on SMPN 4 Sukawati, 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 techniques in the learning process is very important. This can influence the outcomes of the lessons, including the improvement of students' abilities, motivation, and interests. The impact of teaching techniques can vary depending on the context, subject matter, and student characteristics. Therefore, teachers need to consider the use of teaching techniques that will be employed. Teachers should ideally utilize techniques that can create an engaging and enjoyable classroom environment. However, based on the issue, the researcher concludes that the teacher's teaching technique is not effective in teaching writing. Many interactive techniques can be used to enhance students' writing skills, and one of these is the Think Pair Share technique.

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 achiever 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 research entitled “The Use of Think Pair Share to Improve Writing Skill of the Eighth-Grade Students of SMPN 4 Sukawati in Academic Year 2023/2024”.

### **1.2 Research Problem**

In English, writing is not an easy task. Many students still encounter difficulties in writing in English. Based on the issues identified by the researcher at SMPN 4 Sukawati, eighth-grade students are facing challenges in English writing. These problems impact their writing abilities, particularly in composing descriptive paragraphs. Therefore, improvement is necessary through the utilization of effective teaching techniques. Considering the research background, the research problem can be formulated as follows: Can the writing proficiency of eighth-grade students at SMPN 4 Sukawati for the academic year 2023/2024 be enhanced by employing the Think Pair Share technique?

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

This research was conducted to solve the problems faced by students in writing by implementing an appropriate strategy. There are many different techniques to improve students' achievements in writing. To give direction to this research, a specific objective needs to be established. Based on the issues identified in this research, students still experience difficulties in generating and organizing their ideas when



composing a good descriptive paragraph. This study is conducted to address the research question. Therefore, the main objective of this research is to determine whether the writing skills of seventh-grade students at SMPN 4 Sukawati in the academic year 2023/2024 can be enhanced through the utilization of the think pair share technique.

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

It is important to limit the study to avoid complicated discussions. Therefore, this study is confined to improving the writing skills of eighth-grade students at SMPN 4 Sukawati in the academic year 2023/2024 using the Think Pair Share method. It is crucial for the researcher to be acquainted with the school's curriculum and syllabus to develop a lesson plan and learning materials that align with the research requirements. In this study, SMPN 4 Sukawati implements an independent curriculum. Wherein, the independent Curriculum was designed to accommodate changes and the needs of learners, without being bound by rigid limitations. In accordance with the curriculum and syllabus of the school, the researcher focused on the fourth main competency and basic competency.

The Merdeka curriculum has been implemented since 2022 at SMPN 4 Sukawati. In the eighth-grade English teaching module, especially in writing skill, this research focused to one purpose of study which mention producing descriptive texts, procedures, and short messages orally and in writing. In this study, the researcher focused on making descriptive paragraphs about thing. Students was given instructions to make paragraphs about thing according to the topic provided by the researcher. The

descriptive paragraph should be completed with an identification, descriptions, and a conclusion. In addition, to scoring the text that has been produced, the researcher used scoring rubric use criteria by Oshima and Hogue (2007), assessment criteria, which focus on format, punctuation and mechanics, content, organization, and grammar and sentence structure.

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

This study was focused on investigating the improvement of writing skills of eighth-grade students at SMPN 4 Mengwi during the academic year 2021/2022 using the Think Pair Share technique. The research related to teach writing skills by applied the Think Pair Share technique to enhance students' writing abilities. The findings of this research were expected to have meaningful implications both theoretically and practically. The results of this study were anticipated to provide valuable insights for English teachers at SMPN 4 Mengwi. They offered an understanding of the successes and challenges faced by educators in Indonesia when teaching the composition of descriptive paragraphs. Additionally, the findings of this research were expected to be beneficial for both students and English teachers. This study also intended to serve as a guide and reference for future researchers, functioning as a comparative study and a practical application of pedagogy.

Theoretically, these findings can serve as theoretical evidence of enhancing students' writing skills through the Think Pair Share Ttechnique. The outcomes of this research were expected to enrich theory and can be used as a reference for future studies related to the utilization of the Think Pair Share Ttechnique in teaching descriptive

paragraph writing. Moreover, this study can contribute novel research findings concerning the implementation of Think Pair Share in teaching descriptive paragraph writing. Additionally, these findings are employed as empirical evidence that provides information to other researchers and strengthens scholarly contributions. These findings reveal potential for further research in the field of foreign languages. As a result, this technique can be implemented in the learning process, particularly in teaching writing.

Practically, the findings of this research were expected to be beneficial for English teachers, students, and other researchers. For English teachers, this technique can provide a useful contribution in teaching writing, as teachers can adapt this technique alongside others and broaden their knowledge to foster creativity in applying techniques to enhance student learning achievements. Moreover, teachers can implement strategies to increase student comprehension and create a more active and engaging learning environment. For students, the results of this study are anticipated to address students' challenges in learning to write and to enhance their writing skills, boosting their confidence in writing English. Lastly, for other researchers, the research findings are expected to serve as references to further enrich the understanding of the Think Pair Share technique and to identify weaknesses in order to enhance future research endeavors.

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

The definition of key term is very important to define, 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 SMPN 4 Sukawati 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 of 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 a review of some theories relate to the study. To conduct the scientific study, it must be based on theoretical. In addition, it is also in concern to the concept and theories which will use as a standard in every research. To support the understanding of the problem formulated, some theories are reviewed related to the concept of writing skill and the strategy that is used. The researcher described some important points from related literatures to support the study. The present study is based on the following theoretical framework: (1) Writing Skill, (2) Descriptive Paragraph, (3) Think-Pair-Share and (4) Assessment of Writing. Those are explained as follows.

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

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) stated 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 an important form of communication in daily life. Writing is also one of the skills that must be mastered by the students in learning a language. Developing strong writing skill is very important for students. Since it is not only helping their grades but also prepares them for professional future. This process can deepen students' critical thinking and knowledge. Moreover, students can explore and convey their ideas in the form of written work, such as paragraphs or texts, through writing skill. However, Writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after you have finished writing, you read over what you have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps (Oshima and Hogue, 2007). The difficulty lies not only in generating and organizing ideas but also in translating the ideas into a readable text. In addition, writing skills are also influenced by students' creativity in thinking and composing words and ideas.

Brown (2004:220) stated 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 must 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 a complex process, and most of the research literature recognizes the difficulty it poses for students. It seems reasonable to expect, then, that the teaching of writing is complex as well (Urquhart and McIver, 2005). Mastering some numbers of language areas itself is already difficult, plus writers need to think and outline their own ideas. Writers need content as well as direction in producing a written text (Fulwiler, 2002). Therefore, teachers' role is very important in teaching and guiding the students in developing their ability to write. Writing class should be made more creative, communicative, and enjoyable. To influence the students to be interested in learning and improving their writing ability, teachers need to motivate the students and not set all activities into formal assessment. Moreover, teachers can set writing topic into something that valuable to the students, it can be said as contextualized topics.

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). 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.

There are direct and indirect references to these assumptions. Writing is a recursive process, which means students revise throughout the process, frequently moving back and forth among the stages. Students should learn strategies for invention and discovery, and teachers should help students generate content and discover purpose. Audience, purpose, and occasion define all types of writing. Effective writing fulfills the writer's intention and meets the audience's needs. All teachers can use writing to improve content learning (Urquhart, V. and McIver, M, 2005). Writing, which is categorized as an output skill, must be mastered by all grade students. Writing is both a process and product. The writer must do some process of producing written product. Imagining of what to write, organizing the idea, making drafts, editing the text, read and rereads again. Writing is not only about composing alphabets into words, nor sentences into paragraphs. It is about representing what the writer thinks. Therefore, the writers put all their ideas, opinions and feelings into written form. The process of writing is very complex. Writing is about patience since it needs a lot of revisions. Thus, writing is not an easy thing to do by all people, especially students.

Writing is not an Instant action, it is an ongoing creative text (Oshima & Hogue, 2007). There are four steps that need to be followed in constructing a good written text. Firstly, it is called prewriting step. In this step, the writer needs to choose a topic and collect the ideas to explain the topic. Secondly, it is called organizing step. In this step of writing process, the writer needs to organize the ideas into a simple outline. Thirdly,



it is called writing step. The writer just writes a rough draft by using the outline that previously made as a guide. In addition, the writer needs to write the rough draft quickly without concerning about grammar, spelling, or punctuation. Just writes the ideas down on the paper and adds some ideas that were not written on the previous outline. The last step is called revising and editing. Polishing the text that has been written must be done by the writer. Writer should focus on revising the text content and organization, then editing the grammar, punctuation, and mechanic part. A good written text will be successfully obtained if the writer makes revision and edit in their writing.

In conclusion, writing is unique activity because human being transfers their ideas, feelings, message, emotion, and love not only through speaking, but also through writing too. Furthermore, writing also is one a piece of writing has been defining in variety of ways, which includes reoccurring phrase such as thinking process, stylistic choice, grammatically corrections, theoretical arrangement and creativity. 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. 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 were 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 strong paragraph is about the same topic. All 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 paragraph 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 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.

According to Zemach and Rumisek (2005), a descriptive paragraph explains how someone, or something looks or feels. Furthermore, the central problem is to arrange what is seen into a significant pattern. Langan (2008) adds that when describing a person or a place writer give the readers a picture words a good description is a word picture, seaming that the readers can imagine the person, thing, and animal in their mind. In addition, to make it easier for where to write paragraphs, the picture is intended so that the author can accurately write the physical characteristics of a thing, animal, or person, so it is easy for readers to understand what is being written by the writers.

In addition, Oshima and Hogue (2007) defined that a descriptive paragraph appeals to the senses, so it tells how something looks, feels, smells, tastes, and/or sounds. A good description is a word picture; the reader can imagine the object, place, or person in their mind. A description usually follows a pattern of organization which is called spatial order. Spatial order is the arrangement of things in space. It helps the readers understand the object, person, animal, and thing better than before learning to write descriptive paragraphs. In addition, the descriptive paragraph also aims to make readers understand what is described in the paragraph to the smallest detail. Thus, the

readers no longer need to ask because the author of the paragraph has written the ideas in stunning detail.

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 must 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 the 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, it 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.

### 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 (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. The researcher proposes 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 designed to enhance student engagement and facilitate more thoughtful responses. This implies that Think-Pair-Share allocates time for all students to ponder and provides an opportunity for them to respond. This technique is particularly effective for introducing new topics to students. Indirectly, this technique encourages students to engage in critical thinking through the phases of contemplation and discussion, exposing them to diverse perspectives and thoughts from their peers. Furthermore, this technique enables students to collaborate with a partner in solving problems or answering questions. Hence, by employing the Think-Pair-Share technique, it becomes possible to gauge the students' level of comprehension before delving deeper into the subject matter. Additionally, it affords students the chance to apply what they have learned within the classroom.



Fisher and Frey (2007:30) stated 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 be 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) stated 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), stated Think-Pare-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.

Cooperative learning is one of the teaching methods that consciously involves students (Avcı et al., 2019). In cooperative learning, various types of models are used, one of which is the Think Pair Share model. As a result, students will not feel bored while studying. In this activity, the researcher presented a question, statement, or issue

related to the topic that will be covered in the English lesson. Students were given time to individually contemplate their answers or ideas regarding the given question. Then, they paired up with the classmate. In pairs, they shared their respective thoughts about the presented question. Students can discuss what they have thought and how they understand the topic. After discussed with their partner, the researcher provides an opportunity for each pair to share their ideas, answers, or thoughts with the entire class. One student from each pair can express what they have discussed and how they comprehend the question. Following this, the researcher facilitates further class-wide discussion. Students can participate in broader discussions, share insights from various pairs, and further develop ideas about the discussed topic.

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 Siburian (2013), the students can provide insights into future concepts you might need to learn. The elements of Think-Pair-Share are briefly 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 must 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 detail as follows:

1. Think

The teacher provides a topic related to descriptive text to the students. Subsequently, the students are given time to think about their own answers or ideas individually. They should contemplate the given topic and formulate their responses.

2. Pair

Then, the teacher asks students to pair up with their nearby classmates or assigned partners. Students engage in discussions with their partners about the answers or ideas they had thought of earlier. During the discussion, they can share viewpoints, compare answers, or develop ideas together.

3. Share

After the pair discussions, the teacher randomly selects a few pairs to share the outcomes of their discussions with the whole class. The chosen pairs share ideas, solutions, or answers they discussed with their partners. The discussion and sharing can be done in various ways, such as direct reporting from students or presentations by the pairs.

Based on the experts, the researcher concluded 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 of Writing**

The teacher noticed students' overall writing skills improvement by giving regular writing assignments to the students. However, the most time-intensive part of teaching writing is assessments (Urquhart and Mcleaver, 2005). One of the most important aspects of teaching is evaluating the students' ability after the learning process. One of them is assessing the students' writing ability. Assessing writing is done by giving scores and feedback about students' work in written form to know their achievements. The assessments are various ways to collect information on the learners' language ability or achievement. The success of writing is categorized at a range of different levels, and it could initiate the level of teaching and learning process especially in writing.

In assessing writing, the scores and feedback about student's work are in the form of writing used to know the achievements of students' writing ability. Hyland (2003) stated that assessment refers to various ways to collect information and a learner's language ability or achievement. It is an umbrella term for students in learning descriptive paragraph writing. Furthermore, it is crucial to tell the students the assessment criteria that the teacher uses to make the students prepare themselves and

work their best to get a maximum assessment. Therefore, while the former gives feedback motivation into instruction, the latter provides information on either individual accomplishment. There were five reasons for evaluating learners: placement, diagnostic, achievement, performance, and proficiency.

According to Arends & 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 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 student's accomplishment.

Miller et al. (2009:139) stated that classroom tests and assessments play a central role in evaluating student learning. They provide relevant measures of many important learning outcomes and indirect evidence concerning others. They make expected learning outcomes explicit to students and parents and show what types of performances are valued. However, the validity of the information they provide depends on the care that goes into planning and preparing tests and assessments. The main of classroom testing and assessment is to obtain valid, reliable, and useful information concerning student's achievement. Then, the required data should be calculated by the researcher to ensure the data is valid.

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) stated that 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, he 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) states argue 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 this research, the researcher needed to test the students to score them. Therefore, the researcher used the paragraph construction test that given to students by the researcher to know whether the improvement of students writing skill. It consisted of some topics especially in describing person, animal, and thing. 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 Houge (2007). 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 strategy. This study review two previous related studies as empirical comparison.

The first that relevant with this study is Yaqin (2017) conducted research about “Using Think-Pair-Share Technique to Improve Students’ Writing Skill in Descriptive Text (A Classroom Action Research at VIII A Grade Students’ of Mts Darussalam Kemiri Subah Batang In the Academic Year 2016/2017”. 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 Darussalam Kemiri Subah Batang in academic year 2016/2017. 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 strength of the research clearly showed that think pair share could significantly improve the students’ ability in writing skills. this prove that think pair share was very effective teaching technique that can be used to and reach the student writing ability. however, in her research she did not clearly mentions the theory use to implement think pair share. this would main would make the student confuse during the implementation of think pair share in teaching learning pross, and this also would cost the student achievement could not reach the optimum result. in the present study researcher will use the theory of think pair share implementation this on Arends (2012). In Arends (2012) the steps of think pair share consist of three steps, thinking, pairing, and sharing, in thinking the student will be given a topic and they with think about the topic and then after that they will discuss about the draft of the writing in pair and then

after discussing the writing they will then share the result, this theory is expected to improve the student writing comprehensively so that their achievement in writing can increase.

The second study that relevant with this study is Puspitasari (2021). The title of her study is “The Use of Think-Pair-Share to Improve Student’s Writing Skill in The Tenth Grade of SMK Tunas Bangsa Ajung”. The subject of the study was tenth-grade students of SMK Tunas Bangsa Ajung. 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 clearly explained the steps in applying the Think-Pair-Share in teaching writing skill. She has been successful in applying it to improve the student’s writing skill. However, I found the weakness from this researcher, she only asks the students to share their paragraph without discussing it with other students.

The research also proves that think, pair, share was effective teaching technique. It could be shown that the student writing improves significantly after the implementations of the teaching technique in teaching writing in the classroom. However, in the research instrument, the researcher did not clearly mention the instruction of the test. The researcher did not mention the criteria which were used to score the students writing performance. It would make the student confused of what they should write during the teaching learning process. Their confusion also might affect their inability to reach maximum score during teaching learning process, especially in writing. In the current research, the researcher will used scoring rubric provided by Oshima and Hogue (2007) to score the students writing ability. This

scoring rubric consist of five criteria, such as format, punctuation mechanic, content, organization, and sentence structure and grammar. These criteria could be used to score the students writing ability comprehensively. So that, the students writing achievement can be objectively scored to show the students real ability.

