

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English, there are four majors of English language skills that students must learn; there are listening, speaking, reading, and writing. Those skills are very important in learning the language because each is interrelated. Writing is considered the most difficult skills to be mastered. Because writing skills need a combination of several skills such as mastery of vocabulary, grammar, and structure. However, writing is one of the language skills which is necessary to achieve in the language mastery. So, the writers need to pay attention to some aspects related to writing skills, such as: thinking to find ideas, words, sentences, text, and compositions. To produce good writing, they have to follow the steps of writing. As what has been stated by Oshima & Hogue (2007:15), 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 they have finished writing, they read over what they have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

According to Brown (2004:218), writing is an important skill used to communicate with other people in written form. Mastering writing skills would make it easier for students to convey their ideas in creating a text. In the process of learning to write, students learn about text and vocabulary and learn how to compose good text or paragraph. In addition, Savage & Mayer (2005:2) say that

writing is a way of producing language, which appears naturally when someone speaks. Moreover, writing is communicating with other people verbally. Writing is also a process of finding and organizing ideas, putting them on paper, and reshaping and revising them so that they become interesting text to read. Teaching writing is important to improve student skills effectively in creating unified and coherent text. Teaching writing at school is needed for students to increase their skills and allow them to use correct writing components such as vocabulary, spelling, punctuation and sentence structure.

In this condition, students have a chance to produce their writing product by using creative ideas to make the writing more interesting, basically writing activities can increase the student creativity in thinking about a concept consequently. They would process the concept in their mind to construct a good writing product. According to Needels & Knapp (1994), writing quality is defined here in terms of coherently organized essays containing well develop and pertinent ideas, supporting examples, and appropriate detail. According to Pollard (2008:49), writing is productive skills and as such the way we treat it in class has same similarities with the teaching learning of speaking. Moreover, some aspects are included in writing, such as control content, rules, format sentence grammar, punctuation, vocabulary and spelling. Based on the problem above, the teacher is expected to have attractive and innovative teaching strategies. It is hoped that students must often practice mastering it, and the teacher should have a good and a positive classroom environment.

Based on the researcher's interview with the English teacher, the English teacher found that tent-grade students at SMK Rekayasa Denpasar had difficulty

writing. There are several factors that influence the difficulty of students' achievement in writing. Firstly, most students have difficulty starting and organizing ideas in writing. Secondly, students find it difficult to make sentence groups coherent. Third, students feel demotivated in writing. The result is that students have difficulty generating and expressing their ideas in writing descriptive texts because students are afraid of making mistakes in expressing their ideas and building clear descriptions of what they want to describe in descriptive texts. Therefore, creating ideas for writing good descriptive texts is difficult for students because they do not know what they want to describe so they are not confident in their writing.

The use of teaching techniques in the teaching and learning process is very important. This can influence learning outcomes, one of which is improving student learning outcomes. Based on prior observation, teachers use conventional techniques in teaching writing to tenth-grade students of SMK Rekayasa Denpasar. Conventional techniques, the teacher just focus on LKS or Teachers use Student Worksheets (LKS) as a learning medium to convey lesson material, assignments and instructions to students. and in practice, this method is teacher-centered or the teacher dominates learning activities. This shows that teachers are more active than students. Writing procedures still receive less effective attention. Sometimes teachers ask students to make good texts without guidance in composing the text. According to interviews with English teachers, the application of this scientific approach cannot necessarily improve students' writing results. It is only used to measure the extent of students' writing abilities, without considering organization and other criteria.

This conventional technique also has several weaknesses. The weakness of this technique is first, teacher-centered learning where the teacher's role is to control most of the learning presentation, or it could also be called the lecture method. Second, when the lessons become passive, the students become less interested in the learning material, so that there is no encouragement to do learning activities as a result students get difficulties in learning. Third, lack of interaction between students. Fourth, students often do not understand what the teacher is saying. These are what make the students bored and not enthusiastic about taking part in writing classes, because this technique is very passive, the teacher only gives the topic and there is no guidance when students carry out writing activities. Furthermore, students' writing is assessed subjectively, without an assessment rubric that can give fair grades to all students. In other words, teachers do not have certain assessment criteria for assessing students' writing. To solve the problems in this research, researchers used the think-pair-share Combined with Picture.

In the present research, the researcher would apply think-pair-share as a teaching technique and a picture as a teaching media. Arends (2012:370) said think-pair-share is cooperative learning which consists of thinking, pairing and sharing steps. In the first step is thinking, students think about the media given by the teacher. The media provided are picture. The picture consists of several keywords. The second step is pairing, students work together with their friends. Partner of friends where they can motivate each other in interesting writing skills. Apart from that, by working in pairs with picture media they would be able to discuss, revise or edit their texts, so that the results are better than before. Then the third step is share, students share the results with the whole class. It is the application of the

think-pair-share combined with picture technique in teaching writing to help students do so, build their self-confidence, and as a result they are ready to share and present their opinions to the whole class. The Think-Pair-Share technique is more fun, interesting and useful in developing students' ideas

There are several advantages in using this technique combined with picture in the teaching and learning process, especially in writing. First, it can make students more creative in writing. because Students get inspiration from pictures, and students get ideas from pairing activities. Secondly, it gives students the opportunity to discuss their individual solutions with other students, where students receive positive reinforcement and support for themselves. Third, students can increase their self-confidence before conveying their thoughts to the whole class. This means that in the think-pair-share combined with picture technique, students are given a little time to think individually, then discuss text writing with their partners, and share the results with the whole class.

Therefore, based on the explanation above, the application of techniques is very important because the application of the right techniques can help motivate students to be more enthusiastic about participating in lessons, the application of techniques that are in accordance with the student's character, so that students can understand what they will learn. Thus, the use of appropriate techniques is essential to help and train students in learning to write, especially in writing descriptive texts. Given the problems and importance of teaching and learning United Kingdom, the researcher is interested in conducting research by applying the think-pair-share technique combined with drawing techniques to improve the writing ability of class X students at SMK Rekayasa Denpasar for the 2014/2025 academic year.

1.2 Research Problem

Teaching writing in class is considered important and must be done to get great attention from the teacher. Writing is a form of communication where students can express their ideas freely. This research was conducted to improve students' writing skills by using think-pair-share combined with picture. To answer previously identified research problems and formulate specific research, scientific solutions are needed. As what has been stated in the background of the study, the tenth-grade students of SMK Rekayasa Denpasar in the academic year 2024/2025 had many difficulties in writing, such as generating and organizing ideas to make a coherent and unified descriptive text. Therefore, it should be improved by using an effective teaching technique. Considering the background, the research problem can be formulated as follows: can writing skill of the tenth-grade students of SMK Rekayasa Denpasar in the academic year 2024/2025 be improved through think-pair-share combined with picture?

1.3 Objective of the Study

So that this research has clear objectives, investigators specifically plan to look for scientific solutions to answer research problems that have been previously identified and formulated. In addition, it is used as a guide in making the necessary decisions as a starting point for this research to be carried out. Tenth-grade students of SMK Rekayasa Denpasar still experience difficulties in writing. There are many techniques that can be used to teach and improve students' writing skills. However, the researcher chose the think-pair-share technique as a technique for teaching writing of tenth-grade students of SMK Rekayasa Denpasar to improve writing

skills. Therefore, the aim of this research was to find out whether the think-pair-share technique can improve the writing skills of tenth-grade students of SMK Rekayasa Denpasar academic year 2024/2025

1.4 Limitation of the study

It is important to limit the research to avoid complicated discussions. Therefore, this research focuses on improving the writing skills of tenth grade students at SMK Rekayasa Denpasar in the 2024/2025 school year using the think-pair-share combined with picture technique. Next, classroom action research focuses on basic competencies, building short verbal and written transactional interactions and simple texts involving the act of giving and asking for information related to the names and numbers of people, animals, objects and public buildings related to daily life. students by paying attention to social functions, generic structures and language characteristics correctly and according to content.

The researcher focused on the learning objectives 10.3 tenth-grade students processing and producing in the realm of concrete and abstract in accordance of what have been learned in school and act effectively and creatively and able to use methods according to scientific principles. In addition, researchers would focus on elements of the writing and presenting stages that require to communicate their ideas through simple, organized texts. The present study focuses on writing descriptive text interaction and communicating in wider context both in formal and informal situations. describing a place and person according to a general structure such as identification, description and conclusion.

1.5 Significance of the study

This research relates to the teaching and learning process of writing skills using the technique of thing pair share combined with picture aimed at improving students' writing skills. This research was conducted in order to provide benefits for tenth-grade students so that they do not have difficulty improving their writing skills. It is hoped that every problem that researchers have discussed above can be resolved in every research that is carried out. The main focus of this research was to improve the writing skills of tenth-grade students at SMK Rekayasa Denpasar by using the think-pair-share technique combined with picture, especially in writing descriptive texts. The teacher is a stimulator and motivator because the meaning of learning is divided into two meanings namely; the theoretical and practical significance would be explained in detail.

Theoretically, the researcher hopes that this research is useful as a verification of the application of theory related to the problem, namely improving writing skills using the think-pair-share technique combined with picture in tenth-grade students at SMK Rekayasa Denpasar. Researchers also hope that it can become a reference or guide for further research related to classroom action research, writing skills and think-pair-share combined with picture techniques. Apart from that, it is hoped that the researchers' findings would be useful in choosing appropriate and good techniques in teaching writing so that writing classes are more interesting and not boring so that students can enjoy the class and learn more enthusiastically.

Practically, the results of this research are also expected to provide benefits for English teachers, students and other researchers. For English teachers, the

purpose of this research was to provide educational feedback. Furthermore, this research can also provide information about the teaching and learning process which is very important for teachers in writing descriptive texts using the think-pair-share combined with picture technique. This research was also expected to provide all English teachers at SMK Rekayasa Denpasar with a clear insight into the think-pair-share combined with picture technique to improve the writing skills of tenth-grade students. For tenth-grade students, it is hoped that the results of this research can be used as a basis and motivation to increase knowledge about writing through the application of the think-pair-share technique as a very effective method. It is hoped that with this research students would be motivated to learn to write to improve their writing skills through the think-pair-share combined with picture technique in mastering the ability to write descriptive texts. As a result, students enjoyed learning to write descriptive texts and were able to develop positive attitudes. Then for other researchers, it is hoped that this research can become a reference, especially in conducting classroom action research to teach writing skills through the think-pair-share combined with picture.

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1.6 Definition of Key Term

The title of this research was "Improving Writing Skills of the tenth-grade Students of SMK Rekayasa Denpasar in the Academic Year 2024/2025 through think-pair-share Combined with Picture". Definitions of key terms are very important to define, so that they can be created better understanding in this research in brief. Moreover, key definition terms are typical words used in this research to create a better understanding in this research. Moreover, to avoid misinterpretation

among readers in this research. It is important for researchers to provide clear information about the key terms used in this research. Operationally, the researcher defines the operational definition of writing skills and think -pair -share Combined with Picture in this research. Therefore, the definition of operational key terms is defined as follows:

1. Writing Skill

Writing skill is operationally defined as tenth-grade skills students of SMK Rekayasa Denpasar in compiling simple descriptive texts about people and things contextually. In addition, the text must consist of 15-20 sentences and follows a descriptive generic structure texts such as: identification, description, and conclusion

2. Think-Pair-Share combined with picture

Think-Pair-Share combined with picture is operationally defined as a technique used by researcher to improve the writing skills of tenth-grade students. Steps: think, pair, and share, the first is thinking where students were given the opportunity to think individually about a medium in the form of a picture. The second is in pairs where students were allowed to discuss, create and edit descriptive texts with colleagues or work in pairs. Finally, in sharing, students share in front of the class what they have discussed with their partner.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical observations are observations of theories related to ongoing learning. Views on theory are important for research to pay attention to as a basis for scientific research. In addition, it makes it easier for readers to understand the construction and evidence in this research. A review is to provide clear and accurate information or knowledge about research according to the expert. Theoretical views also guide researchers in conducting and determining this research. In this chapter there is a review of related theories which are discussed as follows; (1) writing skills, (2) descriptive texts, (3) think-pair-share combined with picture, (4) writing assessment.

2.1.1 Writing Skill

Writing is one of the main skills that humans use to share information through written form. There are several aspects writing knowledge that must be met by writers such as vocabulary, content, organization, punctuation and spelling in a balanced manner road. Apart from that, writing is also a productive skill that must be learned and master language learning. To become a good writer, student need to know some important or basic skills, which include punctuation, dictation, and the use of different sentence structures. Patel & Jain (2008:125) states that writing is a type of linguistics. It presents sounds language through visual symbols.

According to Oshima & Hogue (2007:16), there are four steps in the writing process prewriting. Organizing the ideas, drafting, and polishing. The first steps are

prewriting is a way to get some ideas. In this step, the students determine the topic and collect ideas to explain the topic. The second steps the organizing the ideas into a sample outline. The third step is to write a rough draft using an outline as a guide. The fourth steps are an important part of the writing process. Even though the process of writing this paper requires a very long process or stages, if it is followed and carried out carefully it would have a positive impact on the student. Because teaching writing is really needed in the current era of globalization.

Students must have an idea regarding what they want to write, even if they only take notes during class, they need to think hard before writing it in their notebooks. Writing helps students learn (Raime, 2001:3). This means that students understand the lesson better when they write. Moreover, writing is also a very good type of instrument for students because through it they can express their thoughts, focus and judgments based on what they see or based on what they experience. Writing can also help students develop their memory and convey what is on their minds. In addition, students can practice writing spelling correctly, and choosing the right vocabulary to use, and constructing sentence patterns regularly through writing conclusions. The more students write, the better written texts they produce.

Writing encourages students to focus on correct use of language. Because when they write, they think it can trigger language development when they solve problems when the writing is put into the writer's mind. Thus, it can be said that writing is an activity that processes thinking and displays its abilities. To express ideas, feelings and opinions to a certain audience in writing, there are several aspects that need to be considered, such as format, punctuation and mechanisms, contests, organization, as well as grammar and structure that can help students

manage texts. Every activity they do can provide ideas to guide them in writing activities. Fulwider (2002:65) states that at least writers find ideas inside or outside one of two places, which come from their memories, imagination and insights which are unique aspects of themselves.

In addition, Graham (2008:6) states that there are many skills that writers need to learn to develop to the point where these skills can be implemented. Writing is a very good instrument because when students write that is where they express thoughts, feelings and judgments based on what they have read, what they have experienced and what they have seen. This really helps students develop their memory and convey what they are thinking. Mastering writing skills also means students can convey their feelings with correct spelling, punctuation, and correct grammar. Apart from that, by learning to write they are expected to be able to carry out important writing processes such as planning, evaluating and revising in order to produce correct and good writing.

Hyland (2003:9) explains that writing is a way to share personal meanings. Writing is the activity of transforming thoughts or ideas into symbols that can be read and understood by other people, whether about humans, animals or objects. The people construct their views on the topic. Activities pour out the thoughts, ideas and feelings of someone in the written language. In other sense, writing is the activity of expressing thoughts and feelings in writing. Harmer (2004:257) states in conclusion, as one of the productive skills, writing should be practiced continuously to improve the student writing skills in order to make them more knowledgeable.

Writing is very important to learn every day to improve your skills in writing letters, messages, memos and invitations. According to Ramet (2007:1), writing

something, everything, and every day would enable students to build challenging skills. Discipline and commitment are very important to ensure that they can produce complete text writing on whatever topic they choose, such as descriptive texts or narrative text and so on. Learning to write continuously would have a good impact on students, and students can find motivation in writing, mistakes in writing. Mistakes in writing would be a challenge for students to be able to write better.

In writing, a text is one of the writing products that students would write. Students would write texts about anything, be it people, animals or objects based on what they want to convey in the text. A text consists of 15-20 sentences about a topic. As stated by Zemach & Islam (2005:9). The sentences can be longer or shorter depending on how the writer develops his or her ideas about the topic. The sentences the writer makes must follow each other and support what the writer wants to convey in the text. A text must be structured with clear sentences and have supporting sentences so that the text can be understood by the reader.

In conclusion, writing is a very unique activity because it is human creatures who transfer their ideas, feelings, messages, emotions and love not only through speaking, but also through writing. Moreover, write too defined in various ways involving repeated phrases such as thought process, stylistic choices, grammar correction, theoretical and creative settings. By writing something, the writer can show his work personality through words. Full of character and that individual style everyone does not have the same thing. In order to make it effective, the use of writing as an effective communication tool that writers should do create a piece of writing that consists of a number of good and coherent unit text.

2.1.2 Descriptive Text

Text is a group of related texts developed by a writer about a topic. All of the sentences in the texts explain the writer's main idea or most important idea. A text can give information, an opinion, or even tell a short story. In constructing a text, the writer needs to arrange all sentences logically to avoid confusion. Moreover, a well-arranged text efficiently delivers its point to the readers. Besides, a descriptive text describes a person, thing, or place vividly. The description presents the details of the object being described. The descriptive text aims to give a crystal-clear picture or visual of the object that is being described. Hence, the reader can imagine the object through ink on the paper.

As has been stated by Savage and Mayer (2005:28), descriptive writing uses words to build picture for the readers. The picture comes from sights, sounds, smells, tastes, or feelings. The terms used to construct these pictures are adjectives, telling the reader how something looks, feels, tastes, sounds, or smells. Adjectives are very helpful words since they can describe the object in such vivid details. Furthermore, adverbs are beneficial to make the experience more vivid. The scene is often described with prepositions and prepositional phrases to specify the location or position in space in describing something. These words are helpful in descriptive writing to make it more expressive.

According to Kane (2000:351), the description is about the sensory experience of how something looks, sounds, or tastes. Description mainly about visual experience, but it also deals with other kinds of perception. Description can give imagination and feel about something. In other words, using many types of sensory is essential in describing something. In writing a descriptive text, a good

writer should use words that appeal to five senses, such as sight, taste, touch, hearing, and smell. The readers can get more vivid information based on the descriptions. In addition, the readers also try to save and imagine the descriptions

Descriptive writing appeals to the senses. It explains how someone or something looks or feels (Zemach and Rumisek, 2005:25). A good description is a word picture. It means the readers can vividly imagine the object, place, or person in their mind. It gives a crystal-clear picture and tells the ideas of the writer in detail. Besides, describing something should follow a pattern of organization, namely spatial order. Based on Oshima and Hogue (2007:61), spatial order is the arrangement of things in space. It means the writer should describe the object chronologically, it can be from top to bottom, far to near, or vice versa Prepositional phrases of location or position can be used as spatial order signals in describing something vividly. Thus, the readers can easily understand the point.

In constructing a good descriptive text, following the generic structure of a descriptive text is very important. According to Savage and Mayer (2005:33), a descriptive organization has three points. The first one is an introduction, which tells the general statement of the topic. The second one is the body text, which gives a vivid explanation of the topic. The description can be about the physical appearance, personality of the subject, or the uniqueness of the object or subject. The last is the conclusion, which tells the writer's final opinion about the description. In this part, the writer also concludes the text or restates identifying different words. These organizations are also called identification, descriptions, and a conclusion of a descriptive text.

In developing a clear, descriptive text, the writers need to develop their skills. According to Brannan (2010:74), to describe an object effectively, the writers need to build some composition techniques, such as (1) using specific language, helps the writers to create vivid picture, (2) using five senses can also create details in describing something, (3) establishing the dominant impression focuses on details that show a feeling, thought or impression to strengthen the dominant impression of the object being described; (4) organizing description spatially can organize details from one point in space to another, (5) using space and time transitions can link sentences with connectors, such as repeated words, synonyms, and transitions are essential to make your ideas flow smoothly.

In this research, the researcher focused on researching writing descriptive text about people using the think-pair-share technique combined with picture on tenth-grade students of SMK Rekayasa Denpasar. Based on the theories mentioned, it can be concluded that descriptive text is text that describes something, places, people, or objects with great clarity and detail. Apart from that, in compiling a good descriptive text, the writer must follow the generic structure. The generic structure of descriptive text is identification, description, and conclusion. Identification is where the writer tells the general statement of the topic. Description is where the writer describes the topic clearly using sensory details. The final part is the conclusion, where the author concludes the text by restating the identification. This organization is useful in guiding writers in writing well-organized descriptive texts. In this study, researchers focused on describing people.

2.1.3 Thing Pair Share Combined with Picture

Teaching techniques are very necessary to carry out the teaching and learning process so that the process is more innovative. To improve students' writing skills, especially in writing descriptive texts, in this study the researcher used the think-pair-share combined with picture technique as a teaching technique. The think-pair-share combined with picture technique is a cooperative learning strategy. The think-pair-share technique is a teaching technique where students learn to think independently about problems given by the teacher then discuss them with a partner and share the results of the discussion with friends in the class. So that this technique is easily understood by students, the researchers combined it with pictures to make it easier for students to write good descriptive texts and to create a pleasant situation so that students can participate in the learning process with enthusiasm.

Furthermore, cooperative learning is a teaching strategy model that needs to develop students' social skills to work together cooperatively. According to Arends (2012:361) cooperative learning can provide benefits for low and high achieving students to work together on academic assignments. In the cooperative learning process, higher achievers would guide lower achieving students to provide special treatment or help from peers to share youth-oriented interests and language in certain subjects. Cooperative learning also presents quite high tolerance and wider acceptance for students and equal opportunities to work on joint tasks independently through cooperative learning. Arends (2012:361) adds that an important goal of cooperative learning is to teach students cooperation and collaboration skills. Apart from that, cooperative skills also encourage students' interpersonal development.

In cooperative learning, think-pair-share is categorized as a group learning strategy. In this strategy, students work on their assignments in pairs or groups cooperatively. Jolliffe (2007:03) defines cooperative learning as requiring students to work together in small groups to support each other and share ideas to improve students' writing skills. skills in working together with groups to develop critical thinking skills and tutor communicative competence through social structure interaction activities. Apart from that, Jolliffe (2007:03) adds that in cooperative learning, there must be very important keys in cooperative learning such as interdependence or sharing ideas with partners. Thus, cooperative learning can provide positive learning experiences among students.

Think-Pair-Share is a cooperative learning discussion strategy that was first developed by Professor Frank Lyman at the University of Maryland in 1981 and has been adopted by many authors in the field of cooperative learning since then. then apart from that, Kagan (2009:148), also states that Frank Lyman created a very strong frame that orders three structures called Tink-Pair-Share. Thinking, pairing, sharing is cooperative learning from then on. Pairing is a cooperative learning strategy where students think about their response to a prompt or question, then discuss each other's answers in pairs and compare to be more critical and finally share the results with others.

According to Lyman in Arends & Kilcher (2010:316), think-pair-share is a technique for increasing student involvement and facilitating wiser responses. That was, think-pair-share provides everything such as students' time to think and the opportunity to respond. In think-pair-share, the teacher provides a picture, and each student has time to think individually then pairs with other students to share their

answers and the teacher calls them individually or in groups to share with the large group. Fisher & Frey (2007:30) define think-pair-share as a cooperative discussion strategy that allows students to discuss their responses with a pair before sharing with the whole class. It can be assumed that think-pair-share combined with picture is included in the cooperative strategy which allows students to work in pairs to discuss their opinions or ideas with a partner. Apart from that, think-pair-share combined with picture is also a group discussion, literature study, problem solving, review of test content material where the teacher presents questions or assignments and students think about their responses and share and discuss their responses with their partners before sharing them with the whole group (Herrel & Jordan, 2004:83).

The Think-Pair-Share technique in teaching writing skills can be explained by several people. Theories that support pairing or grouping to encourage writing skills. The first statement came from Lyman in Fisher & Frey (2007:30), stating that there are three stages of student action such as thinking, pairing, sharing. This means that students have to complete several steps, namely: thinking about their answers individually, discussing answers in pairs, and sharing their answers. Based on this theory, this research explains the use of the think-pair-share combined with picture technique in teaching writing skills by mentioning several theories that support this research so that it can be understood.

The first step is think, students are given time to think about the topic or instructions given by the teacher. This is supported by Arends (2012: 370) who states that thinking is the first step in think-pair-share, where the teacher provides a picture and asks students to take time to think about the topic or instructions given by the teacher regarding the picture to be described. This step allows students to

have more time to think about their answers to the pictures given by the teacher. by thinking, thinking is the activity of generating and developing ideas, plans, and also experiences that can design and produce new information and concepts (McDonald & McDonald, 2007: 7), meaning that thinking is a process that involves the mind or thinking in understanding something.

Arends (2012:371) states that the second step in using think-pair-share is pairing, where the teacher asks students to work in pairs and discuss their thoughts. Pair reviews can be done in pairs or in small groups that can be formed to perform a task or work together throughout the pre-writing and organizing stages of writing to help each other develop a writing plan. (Coffin et al., 2003:40). In pairs, students are given the opportunity to negotiate their ideas in pairs or with partners where they help each other in developing their writing plans.

Third, is sharing. Sharing is an activity where students can present or share their writing in front of the class (Arends, 2012: 371). This activity gives students the opportunity to present and share their writing with the whole class after discussing with colleagues. Apart from that, this activity also provides the teacher with the opportunity to immediately correct mistakes, to assess the clarity of students' understanding and strengthen the main points. Moreover, to make this technique more interesting, researchers added picture media which is expected to help students to develop their ideas.

To achieve success in the teaching and learning process, researchers use media as one of the keys to the process. Media has an important role in the teaching and learning process and really helps students understand the material. There are many media that can be used when teaching one of them is a picture. According to

Brown (2004:224), this picture focuses on familiar words whose spelling may not be predictable. Furthermore, pictures contribute to students increasing their interest and motivation, feeling language in context, and stimulating students' ideas. The role of pictures in productive skills is (1) pictures can attract students' motivation and attention and make them participate in the learning; (2) pictures can create contextual language for learning activities; (3) picture can give rise to objective and subjective interpretations; (4) imagery can refer to responses to questions, or as controlled practice; (5) picture can provide information and relate to conversation, storytelling and discussion. In conclusion, pictures can help students easily understand learning material and stimulate students' creativity in imagining and developing their ideas in writing.

Furthermore, according to Harmer (2007: 178), researchers can use picture from books, newspapers, magazines or photos to make it easier for students in the learning process. Graphics are a very simple medium because they can be used to involve students and convey the meaning of language to young people. However, picture are used as a medium that needs to be simple, clean, well printed, clear and easy for students to see in the learning process. In addition, pictures are really needed in teaching writing descriptive texts to arouse students' enthusiasm and help students imagine the object. Apart from that, pictures are also able to stimulate students' brainstorming and creativity. Nunan (2004:58) defines that many communication activities can be stimulated through picture. Thus, pictures can make it easier for students to help broaden their understanding and inspire ideas for students in creating descriptive texts.

In this research, researcher could use the think-pair-share combined with picture technique as a teaching technique to teach writing descriptive texts for tenth-graders at SMK Rekayasa Denpasar. Think-Pair-Share has several steps that can be applied during teaching and learning in a simple way. Based on theory, it can be concluded that the think-pair-share technique has several important points in the process, such as thinking independently, working together and sharing ideas to solve the difficulties they face when writing descriptive text. Steps to apply the think-pair-share combined with picture technique in this research adapted based on Arends (2012:370) states that think-pair-share grew out of cooperative learning and waiting time research. This is an effective way to change discourse patterns in the classroom. He also stated that there are three step procedures for implementing think-pair-share combined with picture:

1. Thinking: the teacher gives a picture of a person or animal to describe and asks students to take a moment to think for themselves regarding the picture and the instructions given by the teacher. Students need to be taught that speaking is not part of thinking time.
2. Pairing: next the teacher asks students to pair up and discuss what they have thought. Interaction during this period can take the form of sharing answers if a question has been asked or sharing ideas if a particular problem is identified. Usually, the teacher gives no more than four or five minutes for pairs.
3. Share: in the final step, the teacher asks pairs to share what they have talked about with the whole class. An effective way is to go around the room in

pairs and continue this until about a quarter or half of the pairs have had a chance to report.

2.1.4 Assessment Writing

Assessing students is the most important part that teachers must do during the teaching and learning process, especially writing descriptive texts. According to Carter & Nunan (2001:138), assessment is carried out to collect information about students' language, abilities, and achievements that can be utilized by interested stakeholders in language learning programs for various purposes. Furthermore, Brown (2004:4) states that assessment is a popular and sometimes misunderstood term in current educational practice. So, assessing is an important part to do and must be provided as clearly as possible during the learning process.

Writing assessment refers to providing scores and feedback on student work to determine student achievement of writing skills. Barkaoui (2007:104) states that writing assessment is an interactive process that must include consideration of assessment procedures from the start. Apart from that, Huot (2002:59) states that writing assessment is all possible relationships between teaching and evaluating writing. Thus, assessment of writing is the giving of scores to students' work to determine the students' developmental achievements while studying. In other words, writing assessment is a relationship between learning and evaluation to determine student development in writing skills.

According to Arends & Kilcher (2010: 132), there are two types of assessment, namely formative and summative. Formative assessment involves gathering information before or during instruction that can be used by teachers to

make instructional decisions. Students can also use this information to adjust the learning strategies they use to learn specific content and solve problems. On the other hand, summative assessment involves gathering information after an instructional segment has occurred such as a semester, a semester, or a work year. Most often, summative assessments are used to make assessments and evaluate student achievement.

Black & William in McKay (2006:140) state that teacher assessment refers to assessments carried out by teachers in the classroom. It may be formative When the teacher collects information about the child's strengths and weaknesses to provide feedback to the student and make further decisions about teaching or it may be summative When the teacher collects information at the end of a period of time, generally to report to others about the student's progress in teaching and learning process. Therefore, learning feedback at the end of the assessment is very important so that students know their mistakes when making descriptive texts.

As a starting point for developing assessment strategi it is important to identify the goals teachers need to assess student writing. The goal in assessing students' writing skills is to equip students with the right concepts and encourage them to write better. Apart from that, assessment has another aim, namely to show how effective the technique is for students when they express opinions, ideas or feelings based on knowledge and understanding in writing. According to Brown (2004:6), there are two objectives of assessment, namely formative and summative assessment. The formative assessment includes evaluating students in the process of developing their competencies and skills with the aim of helping them continue this growth process. On the other hand, summative assessment means measuring or

summarizing what students have understood and usually occurs at the end of a course or unit of instruction.

Arends (2012:217) states that assessment usually refers to the full range of information collected and synthesized by teachers about their students and their classes. This information can be gathered through observation of students, this is known as an informal method. Formally, it could be collected through tests or reports. Moreover, Arends (2012:217) adds this information about the class and the teacher's instructions can also be part of the self-assessment. In other words, assessment is not just about getting the results of the students but also the teachers. Assessment can be used as a reflection for teachers to improve learning methods. Apart from that, teachers can make the learning process and teaching process better for the subsequent learning and assessment process.

Teachers believe that assessing students' writing skills is still a problematic practice. It is important to find the best and most effective way to assess students' writing skills and focus on important areas of writing assessment. Oshima & Hogue (2007: 196) argue that the assessment rubric is the element for assessing text writing, namely format, punctuation and mechanics, content, organization and grammar, and sentence structure. First in terms of format, title, neatness and text margins are assessed. Secondly, punctuation and spelling are assessed in the punctuation and mechanic section. Third, the points assessed in the content are the main idea of the paragraph. Fourth, in the organization, the generic descriptive text structure is assessed. The final part is grammar and sentence structure which assesses the grammar and sentence structure of sentence groups.

In this research, researchers need to test students to score their goals. Therefore, the researcher used this text. Construction tests given to students by researchers to determine whether or not students' writing skills have improved. It consists of several topics, especially in describing people, animals, or objects. Then to assess the subject, the researcher also gives a score to see the subject's improvement. The assessment is given based on an assessment rubric that contains writing criteria. The assessment rubric criteria were adapted by Oshima & Hogue (2007: 190). The format consists of punctuation and mechanics, content, organization and grammar and sentence structure.

Through assessment, the teacher would figure out the students' academic strengths and weaknesses after doing the whole process of learning. The teachers always conduct the assessment in various ways. Assessing writing is not an easy activity to be undertaken by the teachers because there are some aspects that should be considered. According to McKay (2006:245), the construct of writing assessment may be determined by the curriculum, and or by the theory. In this present study, the research used objective tests to measure the students' achievement in writing descriptive text. However, commonly, the assessment of the students' writing is only done by providing the topics.

The variety in terms of the criteria that are chosen for writing assessment reflects a similar confusion among linguistics in their attempt to identify oral written proficiency scoring categories. In order to assess the student's writing skill, the researcher used an adapted scoring rubric from Oshima & Hogue. Rubric is known as a popular tool used by the teacher to communicate the expectation for an assignment, provide focused feedback on works in progress and grading final

products. In this present study, the researchers focus on assessing the writing skill of tenth-grade students of SMK Rekayasa Denpasar in the academic year 2024/2025 in producing a good and correct descriptive text. The student's task to make a descriptive text with a predetermined topic.

2.1.5 Empirical Review

An empirical review is a review of relevant research that has been carried out which reviews previous research that was relevant to this research. By conducting this research, researchers hope to perfect students' writing skills through the think-pair-share combined with picture technique. There are other studies that use the think-pair-share technique in the teaching and learning process which improves students' writing skills. In this section the researcher reviews two studies that have been carried out by other researchers with the same technique but both did not use media, namely think-pair-share and would be explained in an empirical review to support this research. Related research used as a reference is explained as follows:

The first similar research was by Rigasin (2020) with the title "Improving the writing skills of eighth grade students at SMPN 4 Dintor in the academic year 2020/2021 through think-pair-share." This research was conducted using classroom action research; Moreover, the aim of this research was to determine the improvement in students' writing skills through the think-pair-share technique. His findings prove that the problems and difficulties of eighth grade students at SMPN 4 Dintor were resolved significantly after being taught through think-pair-share.

This shows that teaching techniques are effective in improving writing skills. He also observed that students were enthusiastic during the teaching and learning

Another research was conducted by Homba with the title "Improving the writing skills of eighth grade students at SMPN 8 Denpasar in the 2 academic year 2020/2021 through think-pair-share." The research was intended to find out whether the use of the think-pair-share technique could improve the writing abilities of eight-grade students at SMPN 8 Denpasar. Research findings generally state that Think-Pair-Share can effectively teach writing to eighth grade junior high school students in schools. The findings of this research show that students' writing skills improved and improved significantly after being taught through think-pair-share. Apart from that, the response to the application of this technique is also positive.

The advantage of these two studies is that the researchers have proposed several theoretical proposals from experts that support this research. The think-pair-share steps are explained in theoretical reflection. However, both studies did not use media to implement think-pair-share. This caused students at low levels to be confused about writing good and correct descriptive texts. At the same time, the use of media can certainly support the implementation of teaching strategies. This time the researchers used media as illustrations that support the teaching and learning process. Apart from that, it is also conveyed when researchers apply the media used. These pictures can be pictures of people or animals, making it easier for teachers to convey the material and making it easier for students to imagine objects clearly.