

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Writing is one of the four skills that should be learning in mastering english skill. Writing is considered as the most difficult skill to be mastered, the students need to pay attention for some aspects related to writing skill such as: thinking to find an ideas, words, sentences, paragraphs, and compositions. Moreover, the students must know the right spelling, punctuation mark, words choices, and so forth. Although writing is taught formally from elementary school up to the high school level but, it is still hard to be mastered by the students. Writing skill should be emphasized since they had a different degree of difficulty. As a result, teaching writing need a sustainable process.

According to Brown (2004:218), writing is an essential skill which is used as a means of communication with others in written form. Mastering writing skill will make the students able to convey their ideas in making a paragraph. In the learning process of writing students not only learn about the text and vocabulary, but also learning how to construct a good text or paragraph. Moreover, Meyers (2005:2) says that writing is a way to produce language, which comes naturally when someone speak. Moreover, writing is communication with other in a verbal way. Writing is also a process of discovering and organizing idea, putting them on paper and reshaping and revising them.

The importance of teaching writing is to improve students' skill effectively in creating unified and coherent paragraph in written context. Teaching writing at

school is really needed for students to increase their skill and also 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 in accordance to make the writing becomes more interesting. Basically through writing activity it can increase the students' creativity in thinking about a concept. When the students are given a topic they will apply their ability to think creatively. Consequently, they will process the concept in their mind in order to construct a good writing product.

Oshima and Houge (2007:16) state that there are four steps in writing process such as: prewriting, organizing the ideas, drafting and polishing. The first step is prewriting. 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 step is organizing the ideas into simple outline. The third step is write rough draft using outline as a guide. The fourth step is polishing in which the students polish what they have written. Those steps are the important part in writing process. Even though in making a good writing product it requires long sequences of steps but, if the students follow the steps carefully it will give a positive impact for them.

Based on preliminary observation which was conducted on seventh-grade students at SMPN 2 Ubud, it was found that the students encountered challenges in writing, particularly in constructing effective descriptive paragraphs. The primary concern noted was their failure to follow the standard structure of descriptive paragraphs, which typically consists of an introduction, a body, and a conclusion. Additionally, the English teacher noted that students struggled with coherence and cohesion in their writing, facing difficulties in organizing ideas and connecting

sentences. Punctuation usage was also identified as an area needing improvement. Furthermore, students faced challenges in generating and elaborating on ideas to develop well-structured paragraphs.

Moreover, with the teacher playing a more active role than the students, the teaching-learning process remained mostly teacher-centered. There was insufficient attention given to the writing procedure, at times leading to situations where students were tasked with creating paragraphs without adequate guidance. According to conversations with the English teacher, using a scientific strategy might not improve the students writing skill; instead, it primarily served as a means to gauge their writing proficiency, neglecting considerations such as paragraph organization and other criteria. Additionally, Without a uniform scoring system to guarantee fair evaluation for every student, student writing was assessed subjectively. Essentially, while assessing students written work, teachers did not use predetermined standards.

There are several strategy of writing in the process of teaching and learning writing at the junior high school level such as ESA, clustering, and tell-show but the researcher has chosen one particular effective technique for teaching seventh-grade students at SMPN 2 Ubud. Think-pair-share was one of the appropriate strategy because it has some steps in the implementation that make the students easier in the learning process. Arends (2012:370) states that think-pair-share is a cooperative learning strategy. This strategy is created by Frank Lyman (1985) at the University of Maryland, It is an effective way to change the discourse pattern in a classroom. Think-pair-share effectively promotes active participation and collaborative learning.

Think-pair-share stands out as a teaching strategy suitable for writing instruction due to its inherent potential as an interactive activity. It serves as a valuable tool for fostering oral interaction among students and blends language learning with enjoyment. Moreover, by employing this technique, students can mutually support each other in enhancing their writing skill, promoting both individual progress and group collaboration. Think-pair-share involves collaborative problem-solving or question-answering among students. In light of the current educational landscape, this strategy is expected to help students effectively advance their writing skills throughout the teaching and learning process (Lyman, 2018). This method not only reinforces writing skills but also cultivates a supportive and collaborative learning environment.

In conclusion, writing is a sophisticated skill that takes practice and information for students to acquire. Additionally, it involves a series of sequential steps that students must adhere to in order to produce well-crafted paragraphs. Implementing these steps can aid students in composing quality paragraphs. the researcher has decided that the best strategy for addressing students' writing difficulties is to use think-pair-share. Therefore, the researcher is very motivated to carry out a scientific study entitled “Improving Writing Skills of Seventh-grade Students at SMPN 2 Ubud in the Academic Year 2024/2025 through Think-Pair-Share”.

1.2 Research Problem

The To answer the research problem that had been previously identified and formulate specific research was required to find out a scientific solution. According

to the explanation above, the students still had problems writing descriptive paragraphs. The crucial problem found in the present study was generating and organizing ideas to make a coherent and unified descriptive paragraph. This condition affected their language skill. In addition, it needed an improvement by applying an engaging teaching strategy. such as think-pair-share. The problem discussed in this study could be formulated as follows: can writing skill of the seventh-grade students of SMPN 2 Ubud in academic year 2024/2025 be improved through think-pair-share?

1.3 Objective of the Study

The objective of this particular investigation was to find a scientific solution to the previously defined and stated research topic. Misinterpretations could arise from unclear study objectives, necessitating precise clarification. The researcher should identify effective solution to give challenges for the students and to achieve the learning objective. Thus, the current study aimed to address the research question by investigating whether or not writing skill of seventh-grade students at SMPN 2 Ubud in the academic year 2024/2025 could be enhanced through the implementation of think-pair-share.

1.4 Limitation of the Study

It is believed that the topic of writing skills is too large and complex to be fully addressed in a single study. Therefore, the study's variables need to be narrowed down to prevent discussions that overlap. In the current study, the researcher's main goal was to use think-pair-share to improve the writing skills of seventh-grade students at SMPN 2 Ubud during the academic year 2024/2025.

Additionally, the primary competency focused on using the kurikulum merdeka to process and communicate knowledge in the concrete domain in an effective manner. This involved asking questions, watching, investigating, connecting, and interacting. In addition, the focus of the abstract domain was on creating paragraphs in a sequential manner in line with the course contents.

Based on the learning outcome (7.8) taken from the seventh-grade ATP, it states that when the students are given topics, they are able to write a short and simple descriptive paragraph about person based on social function, generic structure, and language features correctly contextually. In addition, in this study, the type of writing will be improved by applying think-pair-share in descriptive writing Paragraphs in such a detailed description are based on social function, linguistic characteristics, and generic structure. The evaluation will be carried out using Oshima and Hogue (2007:196) grading rubric, which will look at format, punctuation, content clarity, structure, and grammar. In addition, they must be able to write a good, and section that follows the scoring rubric guidelines.

1.5 Significance of the Study

This research focuses on improving students' writing skills in constructing descriptive paragraphs through the think-pair-share technique. This technique is designed to overcome challenges during the learning process, with a focus on improving the writing skills of seventh-grade students at SMPN 2 Ubud. In this study students think individually, then share and discuss with their peers to deepen their understanding and writing skill. The teacher acts as a facilitator who directs discussions and a motivator who encourages active participation and student self-

confidence. This study emphasizes the theoretical significance of cooperative learning and its practical application in the classroom, which will be described in detail. With this strategy, it is believed that students' critical thinking and self-confidence would grow along with their descriptive writing skill.

Theoretical significance of this study lies in its potential to furnish valuable material for future researchers. The findings are anticipated to bolster existing empirical evidence and theories in English language teaching, thereby validating the application of theory to practical problems, such as enhancing writing skills through the use of the think-pair-share strategy among seventh-grade students at SMPN 2 Ubud. It is also expected to be references or guidance for future studies related to classroom action research, writing skills, and think-pair-share. Additionally, the findings of this study are also expected to be useful in choosing an appropriate technique in teaching writing to make the writing class much more interesting to follow so that students could enjoy the class and learn more.

Practically, the findings of this study will be useful for English teachers, students, and other researchers. For English teachers, the findings of this research can be used to solve problems that arise in schools, especially in the teaching and learning process. Apart from that, it is hoped that this research can create new variations and mood boosters for student motivation. For students, this can improve their writing skills in different ways, and it can expose them to a new atmosphere. Apart from that, it is hoped that this research can help other researchers in enriching their knowledge about think-pair-share. Then for the other researchers, the present study is expected to be worthy of a reference, particularly in conducting classroom action research to teach writing skills through think-pair-share.

1.6 Definition of Key Terms

The title of this research is improving writing skill of the seventh- grade students of SMPN 2 Ubud in academic year 2024/2025 through think-pair-share. The key terms are presented clearly to provide a good understanding of the definitions to avoid the readers misunderstanding about this research. Moreover, wherein the researcher should give clear operational definitions used in the present study. The key terms should be clearly and briefly stated, and there were two key terms: writing skill and think-pair-share. Therefore, the researcher defines the key terms operationally. The operational definitions of the key terms that are used in the present research can be briefly elaborated as follows:

1.6.1 Writing Skill

Writing skill is operationally defined as the skill of the seventh-grade students of SMPN 2 Ubud during the academic year 2024/2025 to articulate their ideas and thoughts through a descriptive paragraph about person. This paragraph should encompass the entire generic structure, comprising identification, description, and conclusion.

1.6.2 Think-Pair-Share

Think-pair-share is a teaching strategy used in the present research to improve the descriptive paragraph writing skill at SMPN 2 Ubud during the academic year 2024/2025. This strategy known as think-pair-share comprises three main phases: thinking, pairing, and sharing. During the thinking phase, students engage in independent contemplation of provided questions, generating their own ideas. Subsequently, in the pairing phase, students collaborate in pairs to discuss

and exchange their thoughts. Finally, in the sharing phase, students broaden the discussion by presenting their ideas to a larger audience, such as the entire class.



CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

Theoretical reviews of the related literature are needed in conducting a scientific study. All scientific study is mainly conducted based on the theoretical background and empirical evidence to defend and support the argumentation about the study being observed. The function of the theoretical reviews is to help the researcher establish what theories will be used in the study. The theoretical reviews implemented in this study are based on the theoretical background and empirical evidence. Some foundations and related evidence are needed to lead this scientific study. Thus, some important theories from the experts mentioned below are related to the theoretical background. The undertaking of the present study is based on the discussion of the following theoretical framework: writing skill, descriptive paragraph, think-pair-share, and assessment of writing skill.

2.1.1 Writing Skill

Writing serves as a crucial mode of communication in our daily lives, with particular significance across all levels of education. Generating ideas for writing can be a daunting task, and academic writing comes with its own set of conventions. Effective writing requires students to have a compelling purpose they believe in. After completing a piece of writing, whether by writers or students, it's advisable to review it multiple times to ensure clarity and accuracy, making necessary revisions along the way. The writers write and revise until they are satisfied that their writing

expresses what they want to convey to the readers. It means that they should often practice exploring and developing their ideas into written form.

Oshima and Hogue (2007:16) state the writing process consists of four steps: prewriting, organizing the ideas, drafting and polishing. Prewriting, the initial stage, serves as a brainstorming phase where students identify topics and gather ideas for explanation. Subsequently, ideas are structured into a basic outline. Following this, a rough draft is composed with the outline serving as a roadmap. The final stage, refinement, is integral to the writing process. While creating a proficient piece of writing involves a series of intricate steps, meticulous adherence to these steps can yield positive outcomes for students. Writing instruction is essential in today's globalized world since it is a basic form of human communication.

Ontario Ministry of Education (2005:12) asserts that of the four skill, writing is the difficult to perfect and that it gives students a powerful way to communicate their thoughts, emotions, and opinions about what they have read, seen, or experienced. Writing requires specific attention due to its intricacy, which makes it difficult for students to improve this skill. Writing is not merely a choice but rather an essential requirement. In conjunction with writing proficiency, competence in writing serves as an indicator of academic achievement and an essential criterion for engaging in civic affairs and global economics (Graham and Perin, 2007:3). Consequently, writing plays a pivotal role in students' pursuit of success across academic and non-academic spheres

Writing skill practice can be done in a variety of ways, both inside and outside of the classroom. Many writing strategies emphasize effectiveness in instruction. Therefore, when selecting a teaching approach, educators should take

into account various factors, including students' capability to meet learning goals, the implementation strategy whether individual or collaborative and whether the focus lies on the writing process rather than the final outcome (Harmer 2004:257). To summarize, since writing is a vital skill, consistent practice is essential for enhancing students' writing abilities and expanding their knowledge.

Taylor (2009:23) states that writing serves as the most effective method for determining comprehension of the material taught. Enhancing writing skills doesn't arise from any single source but rather from altering students' habits. Formulating speculative responses can optimize time usage and potentially serve as the basis for eventual solutions. Essentially, as students articulate their thoughts and ideas on paper, they may uncover novel insights. This process allows for exploration of emotions, observations, and environmental factors, thereby fostering improvement in students' writing proficiency as a fundamental aspect of English language education. Consequently, mastering writing is crucial in the journey of language acquisition.

Writing encompasses multiple aspects, naturally eliciting diverse perceptions. It represents an intricate skill that students should master as they acquire English proficiency. Additionally, educators should introduce students to various written text genres. Teachers understand how important it is to teach their pupils how to write well in the language of instruction (Linse and Nunan 2005:98). According to Pollard (2008:49), writing is a skill that generates outcomes. It necessitates a clear motive or objective. Therefore, when assigning writing tasks, it's crucial for teachers to provide clear instructions and articulate the purpose behind the activity, as this enhances students' engagement and interest in learning.

Hyland (2003:9) explains that writing serves as a means of conveying personal interpretations. Individuals shape their perspectives on the subject matter, articulating their thoughts, ideas, and emotions through written language. Moreover, planning, translating, and reviewing are the steps involved in the writing process. Planning is coming up with concepts, goals, and guidelines; translating is vocally conveying these concepts and goals; and reviewing is evaluating and fine-tuning. Fulwiler (2002:16) states that writing is a complex activity with many facets that resists easy formulas. So, writing is a process that involves personal expression, strategic planning, and careful revision to effectively communicate one's thoughts and emotions to readers.

Furthermore, according to Taylor (2009:96), in academic writing, an introduction's main purpose is to enlighten the reader on the problem being solved and the reasoning behind it. Essentially, writing serves as a medium for delivering information to the reader. Brown (2004:220) describes writing as the process of putting words, idioms, punctuation, and/or letters on paper. It also involves applying grammatical rules correctly in order to explain and clarify the ideas being expressed. In addition, writing is a tool for the author to express and clarify their ideas, which are shaped by grammatical structures to guarantee the reader's understanding.

Various writing communities adhere to specific punctuation and formatting guidelines in written communications like letters, reports, and promotional materials. Simply translating these conventions from one language or society to another is usually challenging. The diverse ways that different languages punctuate direct speech or the way that some languages use commas instead of periods when

quoting speech are examples of these variances. Excessive comma usage is disapproved of by many English writers and editors. Certain punctuation norms, such as the capitalization of names, months, and the pronoun “I” are unique to particular languages or a select few. Although punctuation often reflects personal writing style, deviating from well-established conventions can result in writing appearing awkward (Harmer 2001:256).

McDonald and McDonald (2002:7) argue that the process of writing can be helpfully characterized as one that demonstrates an ongoing evolution across time, much like an organic growth. Various events take place at different phases of the process of putting ideas into written language. Writing serves as a conduit for converting thoughts into language: initially, one must contemplate the substance or subject matter of their writing, followed by the composition of ideas and vocabulary using suitable language conventions (e.g., grammar and lexicon). Consequently, acquiring organizational skills becomes imperative. Drawing from Murray and Moore (2006:25), writing is not merely a product of contemplation; it also nurtures the thought process, fostering fresh perspectives and approaches to the material.

One of the main causes of writers’ block when it comes to academic writing is the ingrained belief that they must thoroughly plan out and refine their ideas before beginning any writing. In this study, the researcher cites Brown (2004:220) definition of writing, which views it as the process of translating ideas into paper while adhering to proper grammar, punctuation, and language conventions. Enhancing writing proficiency holds significant importance for students as it contributes to academic achievement and prepares them for future professional endeavors. Furthermore, writing serves as a tool for fostering critical thinking and

expanding knowledge. Additionally, it serves as a crucial medium for conveying the author's ideas effectively to the readers.

2.1.2 Descriptive Paragraph

According to Zemach and Islam (2005:9), a paragraph usually consists of six to twelve sentences that focus on one theme. Each sentence serves as a powerful exposition of the same subject, explaining the author's main concept. When moving on to a new main idea, the writer begins a new paragraph. Paragraphs have various purposes, such as providing information, stating an opinion, explaining a concept, or telling a short anecdote. The sentence structure is arranged logically to ensure readers can easily understand the author's meaning. Additionally, good paragraphs often start with a topic sentence that introduces the main idea. Smith (2020) emphasizes that the clarity and cohesion of a paragraph are crucial in ensuring that the reader can follow the author's argument without confusion. Thus, mastering the of paragraph construction is fundamental to effective writing.

A descriptive paragraph gives a clear picture of a person, place, object, event, or idea. Details for descriptive paragraphs come from the writer's senses—smell, taste, touch, hearing, and sight (Fiderer, 2002:17). In addition, Kane (2000:351) adds that description describes how something looks, sounds, and tastes in order to evoke the full sensory experience. Effective description paints a verbal image, enabling readers to envision the subject in their minds (Oshima and Hogue, 2007:61). Assimilation of the reader into the story and giving them the impression that they are a part of it are the main objectives of descriptive writing. By providing detailed sensory information, good description enables readers to easily grasp the

essence of the subject matter.

Additionally, according to Oshima and Hogue (2007:196), sentence structure, organization, content, punctuation, and mechanics are all included in the production of a paragraph. Format refers to the rules and etiquette of writing, such as paragraph spacing and overall neatness. Ensuring accurate spelling and appropriate use of punctuation marks are part of punctuation and mechanics. Content focuses on the central theme of the paragraph, which should be presented in a cohesive and unified manner. Organization is the process of arranging the paragraph's content logically while adhering to the general format of a descriptive paragraph. The use of appropriate grammatical principles is necessary for the efficient construction and arrangement of sentences and phrases.

Savage and Mayer (2005:33) suggest that there are three basic structures that a descriptive paragraph usually follows: introduction, body paragraph, and conclusion. Initially, the introduction serves to acquaint readers with the subject or event being described. Here, background information is provided, and a thesis statement articulates why the subject or event holds significance for the writer. Subsequently, body paragraphs delve into detailed descriptions, employing adjectives and adverbs to enhance the vividness of experiences. Often, these descriptions involve the use of prepositions, contributing to a more descriptive, relatable, and expressive writing style. Finally, the conclusion offers the author's final perspective on the description, encapsulating the overarching ideas of the paragraph.

Savage and Mayer (2005:2) state that a paragraph is made up of several sentences that explore a single topic. A topic phrase that sets the tone for the

discussion opens a powerful paragraph. Sentences that provide explanations, arguments, and more elaborations to support the claims stated in the topic sentence help to achieve clarity within the paragraph. A well-rounded paragraph concludes with a summarizing sentence. Elaborating on the topic in a thorough manner is crucial for honing the focus of the discussion. This is imperative for providing readers with a coherent understanding, ensuring that the meticulously crafted paragraph becomes engaging to read.

According to Kane (2000:351), capturing the visual experience and impression of people, things, and animals is necessary for description. As a result, the goal is to give a thorough description of the appearance, sound, and even flavor of a person, thing, or animal. Additionally, when crafting descriptions, authors should employ spatial order organization to ensure clarity and coherence in presenting their ideas (Oshima and Hogue, 2007). Ultimately, authors must vividly describe occurrences to pique readers' imaginations and increase the attractiveness and engagement of descriptions.

Folse et al. (2010:135) assert that the appearance and feelings of people and animals are described in detail in a descriptive paragraph. Moreover, it conveys an impression rather than a strict definition, providing readers with something tangible and evoking sensory experiences associated with all five senses. Description plays a vital role in the instruction and acquisition of English, particularly within the context of descriptive paragraphs, facilitating clear communication in written form to prevent misunderstandings. According to Savage and Shaflei (2007:30), a descriptive paragraph employs language that paints a vivid picture, enabling readers to envision, touch, feel, smell, or taste the subject matter. The deliberate use of

adjectives known to the writer enhances readers' visualization and fosters a connection with the individuals or animals being described.

Moreover, Evans (2000:42) outlines that the structure of a descriptive paragraph on a single person usually looks like this: A summary of the person's background, including when, where, and how you met them, should be included in the introduction. The person's physical characteristics, personality traits, interests, and hobbies should be covered in the main body. Finally, your thoughts and feelings about the topic should be expressed in the conclusion. In essence It can be deduced that a descriptive paragraph is an elaborate account of an individual, an animal, or an item, and that it follows a conventional format that includes introduction, description, and, if desired, a closing statement.

In summary, a well-written descriptive paragraph typically focuses on depicting either people or animals. When crafting such a paragraph, students should consider a standard structure, consisting of identification, description, and potentially a conclusion. In this particular research, the author draws upon Savage and Shafiei's (2007:30) definition of descriptive paragraphs, emphasizing the writer's utilization of descriptive adjectives to engage readers' senses. Adjectives play a crucial role in crafting effective descriptive paragraphs, akin to spices adding flavor to a dish. They improve the writing's depth and richness.

2.1.3 Think-Pair-Share

The researchers need a suitable teaching strategy in order to increase the effectiveness of the teaching-learning process in this study. Moreover, an effective teaching strategy is essential to help students comprehend the content and produce

well-crafted descriptions. Employing a suitable teaching strategy is crucial to achieve enhanced outcomes in students' writing skill. There are various teaching strategies available for teaching writing within the educational process. The present study has determined that the teaching technique of think-pair-share is appropriate for improving students' writing skills, particularly in the creation of captivating descriptive paragraphs.

Think-pair-share is one facet of the cooperative learning methodology. According to Kagan (2009:3.2), cooperative learning has a beneficial effect on the classroom environment, students' confidence, ability to empathize, internal sense of control, capacity for assuming roles, task engagement, attendance, integration of mainstreamed students, and connections between schooling and learning. Essentially, cooperative learning, particularly when incorporating the think-pair-share approach, yields positive outcomes for both educators and learners. Ledlow (2001:1) asserts that think-pair-share represents a low-risk strategy for actively engaging numerous students, regardless of class size. This instructional approach fosters collaborative work among students and their partners.

When writing descriptive paragraphs, students can improve their conceptual thinking and examine different points of view by using the think-pair-share strategy. Furthermore, it boosts students' enthusiasm and drive for writing. According to Mandal (2009:98), this technique is straightforward and rapid: the teacher poses a question, allowing students a brief period to contemplate their responses before exchanging ideas with a partner. This exercise facilitates the gathering and structuring of their thoughts. The 'Pair' and 'Share' elements prompt students to compare and contrast their interpretations, practicing their responses

within a safe environment prior to sharing with the whole class.

The think-pair-share enhances the types of interpersonal communication essential for students to internally process, structure, and remember concepts. Machperson (2007:68) suggests that think-pair-share fosters student engagement and facilitates the sharing of information and personal sentiments about a given situation. According to Jolliffe (2007:43), think-pair-share entails a teacher collaborating with a group of students to guide them in correctly utilizing the target material. Furthermore, the application of this technique serves as an effective instructional tool, comprising a series of steps: The teacher asks the students questions and then gives time for the students to think about the problem (think), the students discuss related to the problem given by the teacher with the partner (pair) and then express or share the results of their work (sharing).

The success of the think-pair-share strategy is not only seen in improving writing skills, but also in the formation of social and team work skills among students. This strategy creates a supportive learning environment, where students feel heard and valued by their classmates. Apart from that, think-pair-share also helps in developing students' critical and analytical thinking skills, because they have to formulate their own thoughts before discussing them with a partner and finally sharing with the whole class. As stated by Johnson, and Smith (1991:57), cooperative learning develops important social skills and provides opportunities for students to learn from and with their peers. The think-pair-share strategy not only improves students' writing skills but also fosters important social skills, teamwork, and critical thinking, making it a comprehensive learning approach.

The application of the think-pair-share strategy also allows teachers to more

easily identify difficulties faced by students in the learning process. By listening to discussions between students, teachers can understand where students' mistakes or lack of understanding lie, and provide more targeted assistance. This makes think-pair-share an effective evaluation tool, where teachers can continuously monitor student progress and adapt their teaching strategies according to student needs. According to Slavin (1995:120), by using the think-pair-share strategy, teachers can gain deeper insight into students' thinking processes and adapt teaching to meet individual needs. The think-pair-share strategy serves as a valuable tool for both assessing student comprehension and tailoring instructional approaches to address individual learning needs.

Think-pair-share plays a vital role in a well-rounded writing curriculum, serving as an additional guided step towards fostering independent writing skills. It provides assistance to kids at different phases of the writing process and is in line with the lesson plan described in the main framework. Teachers should thoughtfully consider the objectives of the think-pair-share session and select participants accordingly, aiming to provide assistance that promotes enhanced writing abilities and self-sufficiency. According to research by Arends (2012:370), The concept of think-pair-share comes from research on wait times and cooperative learning. It is a useful strategy for changing discourse patterns in classroom. Additionally, he says that there are three steps in the application process for think-pair-share:

1. Thinking : Students are given a question or an issue related to the course by the teacher, and they are asked to consider the matter or its solution alone for a minute. It is imperative to instruct students that speaking does not constitute thinking time.

2. Pairing : The teacher then assigns pairs of students to talk about what they have been thinking about. During this time, people can interact by answering questions one another has posed or by exchanging suggestions when a particular problem has been found. Teachers typically give students no more than four or five minutes to pair.
3. Sharing : As the last phase, the teacher requests that the couples report to the class on what they have been discussing. Going around the room from pair to pair and not stopping until around half or a fourth of the pairs have had an opportunity to report works well.

In conclusion, students' writing skill have been shown to improve with the think-pair-share strategy, particularly when it comes to crafting descriptive paragraphs. Based on cooperative learning, this technique not only improves academic results but also creates a positive classroom environment and improves students' social skills. This strategy allows students to think for themselves, discuss with friends, and share ideas with the class, thereby encouraging active engagement, critical thinking, and considering multiple points of view. This strategy also increases students' self-confidence, motivation and ability to write good descriptive writing. So, using the think-pair-share strategy of instruction can significantly enhance students' learning experiences and writing skill.

2.1.4 Assessment of Writing Skill

Assesment is an often used, but sometimes misunderstood, idea in modern teaching techniques. However, evaluation is a continual undertaking that encompasses a broader scope. Whenever a student answers a query, provides

feedback, or experiments with a different format, the evaluator instinctively appraises the student's progress (Brown, 2004:4). Evaluation holds significant value in instructional endeavors. English teachers must evaluate their instructional delivery to ascertain the degree to which students have attained the predetermined learning objectives in composing descriptive paragraphs.

Additionally, Carter and Nunan (2001:138) explain the purpose of the assessment is to gather information on students language learning plans for a range of objectives. It is crucial for teachers to assess students abilities, particularly in writing descriptive paragraphs, throughout the learning process. Student evaluation is one of the most crucial elements of teaching and learning. Both the teaching curriculum and the students' learning journeys are enhanced and informed by the results of these assessments. Additionally, a variety of teaching and learning tasks, such as writing descriptive paragraphs, heavily rely on assessment. Consequently, educators gain insights into students' abilities, particularly in crafting descriptive content.

Coffin et al. (2003:75) suggest that it is helpful to first determine the purpose for evaluating students' writing before creating an assessment plan. These purpose could include exhibiting how well students understand certain course material, how well they grasp subject-specific skill, and how well they can apply information., assessing the effectiveness of their written expression, aiding in student learning and the reinforcement of knowledge and skills, offering feedback on their work, inspiring students to engage in particular activities, conducting a diagnostic evaluation of student writing to inform support strategies, assisting teachers in assessing their own teaching methods, and aiding students in evaluating their own

learning progress.

Marzano (2006:3) presents several key findings that shed light on effective classroom assessment. These include: (1) Feedback from classroom assessments should offer students a clear understanding of their progress toward learning objectives and how they can enhance it. (2) Feedback provided during classroom assessments should motivate students to enhance their performance. (3) Classroom assessment should primarily serve a formative purpose. (4) Formative assessments within the classroom should be conducted regularly. Additionally, Weigle (2002:109) suggests that the initial step in establishing a scoring system involves deciding on the type of rating scale to utilize. She describes the three key rating scale types principal attribute, holistic, and analytical that are frequently used in literary creation. Because the analytic scale provides more thorough insights into a test-taker's ability across several dimensions of writing, including structure, mechanics, content, organization, and grammar, the researcher chose to use it in this particular study to evaluate students' writing output.

Rudner and Schafer (2002:6) state in their book that despite the appearance of objectivity in the assessment of student performance using techniques like multiple-choice exams and machine scoring, these procedures nevertheless rely on professional presumptions and attitudes. Creating test questions, grading essays, developing rubrics, assessing participation, totaling scores, or interpreting test results are all examples of processes that revolve around making professional decisions and assesment. Furthermore, educators frequently focus on the relationship between students' writing development and their academic performance as a whole. Teachers can determine and measure whether or not pupils'

writing abilities have improved through assessment.

Assessment encompasses various procedures aimed at gathering information about students' learning and forming judgments regarding their progress (Miller et al., 2009:28). Linse and Nunan (2005:153) suggest that using an analytical or holistic rubric, writing an assessment requires obtaining and reviewing a written sample, which may be fiction or nonfiction. This implies that assessing students' writing skill and determining whether they have progressed is the purpose of evaluation. Brown (2004:247) emphasizes the pivotal role of assessment in this context, stressing the significance of understanding both the initial stages, starting with prewriting and continuing with the first or second draft and the next stage of writing material revision and finalization.

Evaluations should also consider students' context and background, as differences in experience and culture can influence their writing outcomes. As stated by Hyland (2003:12), effective assessment requires a deep understanding of students' contexts and the way they interact with learning materials. By considering students' backgrounds, evaluations can be more fair and relevant, providing a more accurate picture of their progress. Additionally, good appraisals should include constructive feedback to encourage continuous improvement, rather than just assessing the end result. This feedback-focused assessment can help students understand which areas need improvement and how.

According to Harmer (2007:17), "Effective assessment must involve ongoing interaction between teachers and students, where feedback provided regularly assists students in understanding their strengths and weaknesses." This process not only helps students achieve their learning goals, but also improves

teachers' teaching methods by providing insight into the effectiveness of the strategies used. Holistic and continuous assessment creates a more dynamic and responsive learning environment, which in turn can increase students' academic achievement and success in writing descriptive paragraphs.

The teachers use assessments as reports and reflections for future learning activities so that they can develop and become better. In order to improve the writing skills of seventh-grade students at SMPN 2 Ubud during the academic year 2024/2025, Researchers in this study will conduct a written test in the form of a paragraph construction task to measure their performance. This evaluation employs a scoring rubric derived from Oshima and Hogue (2007:196), assert the criteria for evaluating descriptive paragraph writing. These standards cover content, organization, syntax and sentence structure, format, punctuation and mechanics, and content. To guarantee a more impartial assessment result, these criteria are specifically designed for evaluating descriptive paragraphs.

2.2 Emperical Review

A review of empirical research involves examining the current information and theories related to the subject as well as its historical context. This procedure helps researchers better comprehend the relevance of their own data and helps them avoid unintentionally repeating the findings of other studies. An empirical review's main purpose is to ascertain whether the topic being studied in this study has been investigated before. Furthermore, empirical reviews rely on observations, measurements, and experiential knowledge rather than theoretical assumptions or beliefs. The advantages and disadvantages of earlier research are evaluated in this

chapter. After identifying two papers that were pertinent to the current investigation, the researcher decided to conduct a thorough empirical review of them.

The first study was conducted by Feliksia (2022) entitled *Improving Writing Skill of the Eighth Grade Student of SMP TP. 45 Denpasar in Academic Year 2021/2022 through Think-Pair-Share*. The objective of this study was intended to find out whether or not writing skill of the eighth-grade students of SMP TP. 45 Denpasar in academic year 2021/2022 could be improved through Think-Pair-Share. It was one of many teaching techniques used in classroom teaching to improve the students' writing skills. Based on the tests given to the subjects, the results improved their achievement in writing a descriptive paragraph. It can be seen that the subjects' scores increased in each cycle. Thus, it showed that think-pair-share could improve their writing skills.

The second study was conducted by researcher Padmawati (2018) entitled *Improving Writing Skill through Think-Pair-Share of the Eighth-grade Students of SMPN 1 Mengwi in Academic Year 2017/2018*. To porpose provide empirical evidence regarding the potential improvement of writing abilities among eighth-grade students at SMPN 1 Mengwi in the academic year 2017/2018 through the use of Think-Pair-Share. The findings of the research indicated that employing think-pair-share could indeed lead to enhancements in writing skills. Additionally, the students' reactions to the utilization of think-pair-share for improving their writing skill were predominantly positive.

The strength of both studies is that the researchers included relevant expert theories to support their claims, and it was also found that students' writing skills

could be improved through the implementation of the think-pair-share (TPS) strategy. However, these studies have weaknesses, particularly during the activities, the steps for implementing think-pair-share were not clearly defined. The researchers did not specify the procedures for applying think-pair-share, and the instructions for the pre-test and post-test were still ambiguous. Moreover, they did not pair students based on different skill, which made the strategy less effective in improving students' writing skills. Furthermore, this recent study the lesson plans developed included steps for implementing think-pair-share during the core activities, in accordance with the guidelines of Arends (2012:370). Additionally, the instructions for the pre-test and post-test were thoroughly explained, including the required number of sentences, time allocation, topics, and assessment criteria for descriptive paragraphs, such as format, punctuation, mechanics, content, organization, grammar, and sentence structure.

