

CHAPTER I

INTRODUCTION

1.1 Background of the Study

In learning English, four skills need to be considered: speaking, reading, listening, and writing. Writing is crucial for students who learn English as one of the four language skills. According to Bailey (2004), writing is an essential skill in academic writing. It is important because it is a skill to communicate with others in writing. However, writing is challenging to learn because it requires a lot of practice in creating words, phrases, and paragraphs. Writing is the hardest skill to learn. Moreover, none of us today would downplay their significance in the education system, even though we need to highlight that the most intricate and challenging skill to master is writing. Delivering scientific information to a good text form is crucial in academic writing. The text must be informative, unified, and coherent. Therefore, writing is challenging but very beneficial to learn.

One of the most important language skills for expressing ideas, emotions, and thoughts is writing. In expressing ideas, emotions, and thoughts, the writer needs to know how to arrange words into sentences and compose them into paragraphs until they become informative and meaningful. Then, writing skills are used to express what they learn textually. Writing can encourage students to learn more about English. They need to be able to write well in English. It is an active process of delivering ideas using symbols and arranging them into readable form. Moreover, it is a complex process that involves brain activity to control the flow of ideas. In conclusion, communicating with others, developing imagination, conveying information, and freely showing expression can be done through writing. In conclusion, writing is an essential skill because it requires a complex process.

On the other hand, writing is the most difficult skill to learn and master because writing is an active and productive skill. Students learning to write must discover where and how to look for ideas and express them. In writing, students face many challenges. The challenges are not just coming up with and arranging ideas but also turning their thoughts into sentences until they become meaningful paragraphs containing ideas with supporting information as readable texts. In accordance with the concepts, Brown (2004:218) states that we fully understand the difficulty of learning to write 'well' in any language, even in our own native language. Every two educated children in developed countries learn rudiments of writing in their native language, but very few learn to express themselves clearly with a logical, well-developed organization that accomplishes an intended purpose. Indeed, writing is a challenging, active, and productive skill to learn.

Writing requires much practice, whether creating the idea or composing it into a written form. According to Nunan (2003), writing is a mental and physical act, especially when making academic work such as a scientific paragraph, text, article, or research paper. It can be said mentally and physically because mentally, the student must pay attention to the role of writing when they begin to express their feelings and ideas, think about how to arrange the idea, and make statements and paragraphs. Physically, students must write paragraph sequences and organize paragraphs well onto paper. For well-organized paragraphs, students must master the writing aspects such as format, punctuation and mechanics, content, organization, and grammar and sentence structure. When they write, they do more than arrange words to make sentences; they need to follow the steps of writing. According to Zemach & Rumisek (2003), several steps and processes should be taken to make a good paragraph, such as pre-writing, drafting, reviewing, and

rewriting. In conclusion, writing is a mental and physical act that requires several processes to produce a meaningful product.

Related to the important role of writing for students, the researcher interviewed one of the English teachers of SMPN 14 Denpasar. Based on the interview, the seventh-grade students faced difficulties in writing. Arranging the words into good sentences and a unified paragraph was hard. Moreover, they could not create relevant content for their composition. They found it difficult to create a good idea and did not know the correct use of capital letters. The problems faced by the students that make them less interested in writing come from many factors. Two possible factors caused the problem. It could have come from the students because they were not interested in writing, or the teacher applied less interesting teaching techniques. In conclusion, the interview results found several problems that needed to be solved to improve students' writing skills.

The English teachers in SMPN 14 Denpasar used ESA and Chain Drill techniques. They engaged the students by explaining the material, and then the teachers asked them to study independently or in groups. At the end, the teachers asked them to ask or answer questions. The teachers have already implemented student-centered and cooperative learning, where the students could explore themselves in groups. The teacher used this technique combined with a chain drill. The teacher used the chain drill technique to collect students' answers in the questioning session during the whilst-activity on the lesson plans. The teacher used the techniques monotonously, regardless of the skill or the material. In conclusion, the English teacher in SMPN 14 Denpasar applied students and teacher-centered approach and the teacher still used monotonous techniques such as ESA and Chain Drill to teach writing.

The implementation of ESA and Chain Drill technique used by the teacher could not improve students' writing skill. This can be seen from the students' writing skills, which did not achieve the learning objective. It seemed boring as the techniques were monotonous. The teacher only provided the students with the material. The teacher asked them to study by themselves, even for a skill they needed to practice producing a product. The teacher did not provide them with a good procedure and enrichment in writing. Moreover, to get students' writing results, the teacher only provided them with a text, and they tried to follow the structure of the text using a new topic. Therefore, they likely looked active but did not understand what the teacher expected, which affected their writing achievement. In conclusion, the technique used by the teacher was ineffective in enabling them to reach the learning objective, especially in writing skills.

In teaching, they need something different presented by the teacher. It can be in the form of media, new teaching methods, or something else that supports and helps them write. The researcher would implement Think Pair Share to solve the students' problems in this research. Think Pair Share is a cooperative learning technique with three steps, thinking, pairing, and sharing, containing built-in methods for giving students more time to reflect, reply, and assist one another (Arends, 2012). This strategy provides students with activities/phases involved in the technique to activate the students during the teaching and learning process.

The researcher considers that using Think Pair Share to teach writing could help the students create a good writing composition since the teacher could guide the students in applying the technique. There are some advantages to using Think Pair Share. First of all, it is easy to apply to students who are at the beginner level of writing skills, and it efficiently helps the students to clear their writing step by

step. Besides, it can engage the students' imagination to express their ideas in a written form more easily. It can also help the students to construct and build their ideas into simple paragraphs. Finally, it can help them to work together. Therefore, Think Pair Share is beneficial for improving the students' writing skills, especially in finding ideas and creating creative and structured paragraphs.

Based on the study background, the researcher tried to conduct Think Pair Share in teaching writing. The researcher considered that using Think Pair Share to teach writing could help the students create a good writing composition. Using Think Pair Share encourages and motivates the students to write, and they will get meaningful interpretations easily. It can also plant knowledge in the students' minds, retain them longer, and draw their interest. As a result, based on the observation results, the researcher is also highly interested and motivated to conduct research entitled "Improving Writing Skill of the Seventh-grade Students of SMPN 14 Denpasar in the Academic Year 2024/2025 through Think Pair Share."

1.2 Research Problem

Based on the background of the research, the students seemed that they were not interested in learning writing through ESA and chain drill techniques, and it influenced their writing skills. This can be seen from their achievement in making a writing product. Besides students' interest, students found writing difficult while using these techniques. It was hard to arrange the sentences into paragraphs and organize them well. This condition must be urgently solved by applying an innovative technique. Hence, it could help the students solve their writing problems, especially in descriptive paragraphs. In the present study, the researcher chose a teaching technique with simple steps in teaching writing, that was Think Pair Share.

Therefore, the research problem can be formulated as follows: can writing skill of the seventh-grade students of SMPN 14 Denpasar in the academic year 2024/2025 be improved through Think Pair Share?

1.3 Objective of the Study

Based on the research problem that has been previously stated above, the objective of this study is mainly to find out whether or not writing skill of the seventh-grade students of SMPN 14 Denpasar in the academic year 2024/2025 can be improved through Think Pair Share.

1.4 Limitation of the Study

To avoid broad discussion, it is important to limit the current research. The limitation would focus the research on finding out the expected results. Therefore, the present study was limited to the use of Think Pair Share to improve writing skill of the seventh-grade students of SMPN 14 Denpasar in the academic year 2024/2025. In the present study, SMPN 14 Denpasar applied *Merdeka* curriculum for the seventh-grade students. Therefore, the teaching module and learning materials were based on the curriculum. According to the curriculum, the researcher focused on the writing and presenting element in Phase D, which produces simple oral and written text in multimode about a famous person.

The researcher focused on the objective in which the students could write a descriptive paragraph to interact and communicate in the context of wider variations of both formal and informal situations. The descriptive paragraph was concerned with the students' daily activity at home or school. The paragraph should be in the right form of generic structure, which consists of an identification which tells about the main character or the object of the paragraph that will be told in the paragraph;

descriptions that tell about the vivid descriptions about the object especially about its physical appearances; the last one is conclusion which tells about the main character's feelings or comments in closing the activity. Moreover, the paragraph should fill the criteria in the scoring rubric: format, punctuation and mechanics, content, organization, and grammar and sentence structure. To summarize the discussion, the present study was limited to the focus on using Think Pair Share to improve writing skills of the seventh-grade students of SMPN 14 Denpasar in the academic year 2024/2025.

1.5 Significance of the Study

In the world of scientific study, there is research significance that is expected by the researcher, whether a limited significance or a broader significance, even global significance. The present research is implementing Think Pair Share to improve writing skills of the seventh-grade students of SMPN 14 Denpasar in the academic year 2024/2025. The present study is highly expected to provide meaningful research findings. The research findings are intended to yield theoretical and practical importance to those concerned about how to improve student writing skills. In addition, the results of this study are hoped to provide both theoretical as well as practical significance as follows:

Theoretically, the findings of the study are expected to be references or a guide to the theory of classroom action research, writing, and Think Pair Share. Moreover, the present research findings are expected to support the existing theoretical evidence for the next researcher. Besides, the theories of the working principles and knowledge of English language teaching could be used as guidance in improving students' writing skills by using Think Pair Share. Moreover, these

research results are hoped to support theories and empirical outcomes of the existing writing theory in improving writing skills. The research expects to improve the learning process of students and teachers. These findings can disclose further areas of research in English language teaching and can be expected to be used as bases for undertaking similar studies in the future. In conclusion, these research findings are theoretically expected to be useful to other researchers.

Practically, the results of the present study are also expected to provide educational feedback for the teachers, students, and other researchers. For the teachers, the present study is hoped to enrich the teaching and learning activities in the classroom. This strategy is interesting because it helps the teacher provide more varied techniques. For students, it is useful to get opportunities to understand their writing skills and help them improve. It is intended to motivate them to express their ideas in writing, and they can increase their motivation and interest in learning English, especially writing skills. For the other researchers, the present study is hoped to be a reference and empirical review to make a better study for future research. The present study can be adapted so the researchers can learn and comprehend more about Think Pair Share.

1.6 Definition of Key Term

The title of the present research is “Improving Writing Skill of the Seventh-grade Students of SMPN 14 Denpasar in the Academic Year 2024/2025 through Think Pair Share”. To avoid misunderstanding and confusion among the readers concerning the key terms, the definitions of key terms are provided to help the readers get a clear understanding of what the researcher expected. Therefore, the researcher defines the key terms as clearly as the expected situation. The present

study would use operational definitions to provide a clear understanding for the readers. The operational definition is based on the limitation of the study. Additionally, the operational definition is focused on writing skill and Think Pair Share. They should be operationally defined as follows:

1. Writing Skill

Writing skill is operationally defined as the ability of the seventh-grade students of SMPN 14 Denpasar in the academic year 2024/2025 to write a descriptive paragraph about a famous person. In addition, the paragraph should consist of 6-12 sentences and follow the generic structure of a descriptive paragraph, such as identification, descriptions, and conclusion.

2. Think Pair Share

Think Pair Share is a teaching technique used to improve the writing skills of the seventh-grade students of SMPN 14 Denpasar in the academic year 2024/2025. The teaching technique has three stages: thinking, pairing, and sharing. In thinking, students are given an example of a descriptive paragraph. In pairing, they are paired up and discuss their descriptive paragraphs. Finally, in sharing, they share the descriptive paragraph with all the students in the class.

CHAPTER II

THEORETICAL AND EMPIRICAL REVIEW

2.1 Theoretical Review

The theoretical review is a set of concepts and terms from experts that are used and required in this study. Therefore, the theoretical review from the scientific study is expected to contribute practical significance and should be based on relevant theoretical constructs and empirical evidence. The theoretical review refers to the foundations of thought deriving from theories that are needed as demands to solve the problem in research. Theoretical review limits the scope of the relevant data by focusing on specific variables. As a result, the researcher discusses the relevant theories in this study. Therefore, the present study is based on the following theoretical backgrounds that are discussed as follows: (1) Writing Skill, (2) Descriptive Paragraph, (3) Think Pair Share, and (4) Assessing Writing.

2.1.1 Writing Skill

In learning English, four basic skills should be mastered by the students. They are listening, speaking, reading, and writing. Writing is one of the most difficult skills to learn among the four skills. Writing is a procedure skill that can help students transfer their ideas onto paper. Students can learn to express their ideas in a structural text form through writing. Kane (2000) states that writing is a complex activity requiring much practice. Furthermore, Richards & Renandya (2002) add that writing is the most challenging skill for foreign language learners to master. The difficulty is not only in generating and organizing ideas but also in translating their ideas into readable text so that readers would find their writing interesting and enjoyable.

The writer needs to pay attention to the process of writing a product. In addition, Graham (2008) states that writers learn many skills to develop to the point where they can execute with little effort or thought. This includes handwriting (or typing) and capitalization. As a complex skill, writing requires the effort of language learners to master every detail of the writing component. Thus, mastering writing skills means learners can express their feelings and thoughts with correct grammar. Moreover, by learning writing, they are expected to be able to carry out their essential writing process like planning, drafting, making, evaluating, revising, and so forth.

Writing is not a simple task; it requires special skills to make the students interested in writing. It is one of the challenging language skills that students should learn. Zemach & Islam (2005) state that writing is an essential form of daily communication and the most difficult to master in a foreign language. Furthermore, it is important to practice daily to improve writing proficiency, such as writing letters, messages, memos, and innovations. According to Ramet (2007), writing something, everything, and every day would enable students to build up the discipline and commitment required to ensure that they could produce complete paragraph writing in whatever genre they choose, for example, descriptive, descriptive, narrative, and so on.

Writing provides what speaking can never provide: the opportunity to revise an idea and how to present it. This is supported by Raimes & Jersky (2011), who state that writing involves several sub-skills. Some are related to accuracy, using the correct form of language. In addition, writing accurately involves spelling correctly, forming letters correctly, punctuation correctly, joining sentences in chronological order, and using paragraphs correctly. Moreover, writing is not just

about accuracy. However, it is also about having a message and communicating it successfully to other people. To do this, the writers need to have enough ideas or thoughts, organize and arrange them well, and express them appropriately.

A good writing product considers many kinds of criteria that require some skills to master. In addition, Graham (2008) argues that there are many skills that writers need to learn to the point where they can be executed with much little effort or thought. It includes handwriting or typing, spelling, punctuation, and capitalization skills. While sentence construction skills always require conscious attention and effort, developing writers must become efficient and flexible in constructing the writer's vessel containing their ideas. Moreover, this is very important until they are mastered, and these skills require considerable mental energy. In conclusion, some skills need to be mastered to be a good writer.

Wallace et al. (2004:15) state that writing is the final product of several separate acts that are hugely challenging to learn simultaneously. These separate acts include note-taking, identifying a central idea, outlining, drafting, and editing. Young and old people can encounter the discouraging 'writer's block' if they simultaneously engage in more than one or two of these activities. In addition, Hyland (2003:3) adds that learning to write in a foreign or second language mainly involves linguistic knowledge and vocabulary choices, syntactic patterns, and cohesive devices that comprise the essential building blocks of text. Furthermore, writing marks coherent words on paper and composing paragraphs to make them flow smoothly. It can also be used to record their thoughts, feelings, and personal things. In addition, writing can entertain others through comics, novels, articles, etc.

Writing is hard to master because writing is different from speaking. Harmer (2004:255) states that written text differs from speaking since it has letters, words,

and text formation issues manifested by handwriting, spelling, layout, and punctuation. Unlike speaking, writers cannot directly see and give additional explanations when the readers do not understand the writing. Moreover, writers cannot show gestures and facial expressions to make readers understand the ideas they want to convey more than they can in speaking. In addition, writers have to make their writing easy and clearly understood by punctuating, choosing appropriate words, organizing ideas in logical order, and using correct grammar.

Writing is a complex process that contains many steps to process a good writing product. Oshima & Hogue (2007) state that the process of writing has roughly four steps: creating ideas, organizing ideas, writing a rough draft, polishing the rough draft by editing it, and making revisions. All of those steps are very helpful in helping the students write a good paragraph. Thus, the students can arrange their own ideas or thinking into a meaningful written form. Moreover, the writing process has many kinds of results. Writing can be used as an entertainment. People get entertainment through written entertainment, such as reading a motivational sentence, a humorous paragraph, or even a narrative story. People may write in different forms, such as letters, emails, messages, and essays. Most writing is putting letters, symbols, and words on paper or computer screens.

In conclusion, writing is an essential feature of learning a language because it provides excellent means of vocabulary, spelling, and sentence patterns. Thus, writing skills should be mastered to develop ideas through written form. Additionally, after they have finished writing, they read over what they have written and make changes and corrections. Then, they write and revise again until they have become satisfied that their writing expresses exactly what they want to say. Therefore, writers have to make significant efforts to make their writing easily

understood by the readers by choosing appropriate words and punctuation, organizing ideas, and using correct grammar. By following the steps of making a good writing product and considering the aspects of writing, the writer will be satisfied with their own writing product.

2.1.2 Descriptive Paragraph

Based on the *Merdeka* Curriculum, junior high school students need to learn some kinds of paragraphs. One of them is a descriptive paragraph. The researcher believes that a descriptive paragraph is a paragraph that is so close to the students' lives. The students need to think about their daily activities and tell them smoothly in the form of a written story. According to Anderson & Anderson (1997), a descriptive paragraph is a piece of text that talks about general truth, usually in order in which they appear or happen and also follow a generic structure such as identification, body, and conclusion. Furthermore, a descriptive paragraph is a paragraph that talks about general truth, events, or daily activities, usually to inform or entertain the audience.

Students must make written products since writing is an important skill that should be mastered, especially when writing a paragraph. McKay (2006:246) states a paragraph comprises 6-12 sentences about one topic. This means that the sentences support the main topic that will be described. A paragraph can provide information, tell an opinion, explain something, or tell a short story. The sentences should describe the topic clearly and provide specific details and explanations. Thus, it would let the readers easily catch the paragraph's meaning. Therefore, when the writers can arrange the paragraphs appropriately and clearly, the readers can easily understand what the writers will tell the readers through their writing.

A paragraph is a group of related statements that a writer develops about a subject (Oshima & Hogue, 2007:3). The first sentence states the specific point or idea of the topic. The rest of the sentences in the paragraph support that point. That means a descriptive paragraph has one topic to be discussed. Moreover, the other sentences in the descriptive paragraph are called supporting sentences. It consists of more information about the topic, specific details, and an explanation. The last is the conclusion, which is the closing of a paragraph. It usually shows the writers' feelings. In brief, it is assumed that a paragraph is a group of sentences explaining and discussing the main point based on the topic sentence.

Descriptive paragraphs are paragraphs that describe places, things, and people. Furthermore, a descriptive paragraph is a collection of paragraphs about a particular object or place. Getting the data and collecting information takes experience and involves the five senses, which include the eyes, heart, ears, skin, and taste. In addition, Savage & Shafiei (2007:34) write descriptive paragraphs that describe people, places, or objects so that the reader can imagine them in his mind. A descriptive paragraph commonly describes an object, things or others that are going to be explained involves a clear and complete explanation about the topic that has been described. Therefore, the descriptive text also describes the writers' expressions about an object, thing, or other.

A descriptive paragraph expresses or describes the object in clear detail so that the readers can imagine the object. The structure is divided into three stages: introduction, main body, and conclusion. Identification tells about the general structure of the paragraph, and the writer writes some statements that show the object to be described. The main body or description talks about the descriptions of the object, physical appearance, characteristics, etc. The last is a conclusion,

summarizing the paragraph or the writer's comment about the object. Based on Oshima & Hogue (2007:61), a description usually follows an organizational pattern in spatial order. Spatial order is the arrangement of things in space. It means writers should describe something specific from the bottom to the top, far to near.

Furthermore, Oshima & Hogue (2007:61) state that a good description is a word picture; the readers can imagine the object, place, or person in their mind. Thus, specific details should be sufficiently elaborated to create images in the readers' minds. Kane (2000:351) defines that description deals with visual experience and perception of the object; thus, it aims at explaining how the object looks, sounds, and tastes, which aims at giving a clear picture; hence, the readers can imagine the object very clearly through ink on the paper. In other words, words play a central role in replacing objects. Hence, describing something can help readers understand the writer's message.

Additionally, Kane (2000:351) states that description is about the sensory experience of how something looks, sounds, and tastes. Mostly, it is about visual experience, but the description also deals with other perceptions. Descriptions can give imagination and feel about something. Therefore, using a kind of sensory is very important in describing something. In addition, the readers will get more vivid information based on the descriptions. The readers will try to save and imagine the description that will be read. Thus, they can easily imagine how the thing, place, or person looks in their mind. On the other hand, writing the details can be very tough since writers should consider themselves readers to know whether the details are clear or vague.

Related to the theories that have been mentioned, the researcher uses the theory of Anderson & Anderson (1997), which defines a descriptive paragraph as a

piece of text that tells about general truth, usually in order in which they appear or happen. However, the present study defines the points of descriptive organization. Organization is very useful in guiding the students in writing a well-organized paragraph. Moreover, according to Anderson & Anderson (1997), in constructing a good descriptive paragraph, the writer should follow three parts: identification, descriptions, and conclusion. In conclusion, all the theories support the present research, which concerns improving writing skills in constructing descriptive paragraphs.

2.1.3 Think Pair Share

One teaching/learning technique known as cooperative learning involves having students work together to acquire and practice subject matter components and accomplish shared learning objectives (Macpherson, 2015). Cooperative learning is a systematic model for helping teachers implement and work with groups so that the students will consistently learn their subject matter, complete tasks, include all group members in their work, solve group problems with minimal teacher assistance, resolve differences among themselves, and enjoy working together. Applying cooperative learning will create a learning environment that encourages students to increase their classroom activities and communicate with them. This learning method enables students to work cooperatively.

Students engaged in cooperative learning must collaborate in small groups to enhance their and others' learning (Jolliffe, 2007). Therefore, with the application of cooperative learning, students will learn how to share their knowledge and learn to receive knowledge from other students. In addition, there will be an active learning environment in the classroom where the students can learn to express their

thoughts. Thus, learning in the classroom not only receives material but also shares their opinions and knowledge with others by communicating.

Implementing cooperative learning offers numerous benefits since it is based on a straightforward framework, requires no specialized materials or preparation, and seamlessly integrates cooperative learning into lesson design and content (Kagan & Kagan, 2009). Thus, cooperative learning is one approach that is easily applied by teachers in the classroom for more active learning because when conducting cooperative learning, teachers do not require a lot of time to prepare for learning. In addition, as previously mentioned, with cooperative learning, classroom learning can become more active in classroom learning so many benefits are obtained in implementing cooperative learning.

Think Pair Share is a cooperative learning technique with three steps, thinking, pairing, and sharing, containing built-in methods for giving students more time to reflect, reply, and assist one another (Arends, 2012). It challenges the concept that all recitation or conversation must occur in whole-group settings. With the three stages of learning, there will be interaction and creativity sharing between students. In this interaction, students can find ideas easily and discuss them with their pair. The ideas after the discussion will easily be poured into a writing product, especially a descriptive paragraph.

Then, the teaching technique used in this study is Think Pair Share. For the implementation of Think Pair Share, the researcher will adopt the step owned by Arends (2012), which can be described as follows:

1. Thinking: The teacher presents a topic related to the lesson, and then the teacher asks the students to think about what they want to write regarding the topic they chose.

2. Pairing: The teacher pairs the students and asks the class to talk about their thoughts and ideas for descriptive paragraphs.
3. Sharing: The teacher asks the students to share what they had discussed in pair to the whole class.

Based on the explanation, the researcher tries to conduct Think Pair Share in teaching writing. The researcher considers that using Think Pair Share to teach writing could help the students create a good composition since implementing Think Pair Share encourages and motivates them to write, and they will get meaningful interpretations easily. It can also plant knowledge in the students' minds, retain them longer, and draw their interest. As a result, based on the observation result, the researcher is also highly interested and motivated to conduct research entitled "Improving Writing Skill of the Seventh-grade Students of SMPN 14 Denpasar in the Academic Year 2024/2025 through Think Pair Share."

2.1.4 Assessing Writing

Assessing students is the most essential part that must be done by the teacher during the teaching and learning process, especially in writing descriptive texts. Assessment is an ongoing process that encompasses a much wider domain (Brown, 2004). According to Carter & Nunan (2001), assessment is carried out to collect information on learners' language proficiency and/or achievement that stakeholders can use in language learning programs for various purposes and sometimes misunderstood terms in the current educational practice. Besides, written work, from note-down phrases to a formal essay that ultimately will be assessed by the teacher and possibly other students as a peer review, is also a kind of assessment of students' performance, and the teacher makes students' assessments.

According to McKay (2006), the construction of a writing assessment may be determined by the curriculum and/or by the experts' theory. This means that if the teachers assess the students' writing, they should determine the curriculum and the learning objective, which has already been explained previously. Therefore, the teacher should give the test based on the curriculum and topic taught. Linse & Nunan (2005) state that writing is assessed by eliciting and examining simple writing. This means the learners could write simple compositions that consist of sentences, paragraphs, or essays.

Assessment is not only focused on assessing students' achievement; however, it can be used to plan a better teaching and learning process for the students. Brindley (2002:56) writes that teacher assessment is an integral part of the teaching-learning process in the classroom. The teacher discusses with pupils, guides their work, asks and answers questions, observes, encourages, challenges, helps, and focuses. In addition, they mark and review written work and other outcomes. They continually learn about their students' capabilities and achievements through these activities. This knowledge then informs plans for future work. This is a continuous process that comprises teacher assessment; it should not be seen as a separate activity requiring the use of extra tests.

Based on Brown (2004), whenever a student responds to a question, offers a comment, or tries out a new word or structure, the teacher subconsciously assesses the students' performance. This means that English teachers must assess what they have inculcated in their students. All classroom activities during the teaching-learning process can be included as part of the assessment. Moreover, assessment is an ongoing process. Based on that explanation, students' ability and achievement cannot be judged at once. Thus, the teacher needs to know to what extent the

students' previously formulated instructional objective has been achieved in writing.

Hyland (2003) states that assessment refers to various ways to collect information on a learner's language ability or achievement. It meant that it is an umbrella term that includes such diverse practices as once only class tests, short essays, long project reports, writing portfolios, or large-scale standardized examinations. Besides, assessment can be either formative, designed to identify a learner's strength and weakness to effect remedial action, or summative, which is concerned with summing up how much students have learned at the end of a course. Therefore, while the results of the former feedback into instruction, the latter provides information on either individual accomplishment or program outcomes.

In addition, assessment can be defined as a way for the teacher to know the students' achievement and ability to give scores to the students. Every subject in the learning process needs to be assessed, including writing in English. As what has been stated by Brown (2004), the assessment of writing is not a simple task. This means that assessing students' writing ability requires a clearance of the objective and the criterion itself. It has the role rubric used to score the students' writing ability. It helps the English teacher move on to the following material or just repeat the materials given to the students. Therefore, scoring rubric is important for a good assessment of students.

Moreover, assessment is very important in order to know and analyze whether the students have mastered such a skill, in this case, writing skills. Oshima & Hogue (2007) state that a paragraph scoring rubric has five elements: format, punctuation and mechanics, content, organization, and grammar and sentence structure. In addition, each element has its part. This means there are five writing

elements that writers should pay attention to while writing. Thus, the assessment only focused on measuring their descriptive paragraph writing ability, which contains generic structures such as identification, body, and conclusion.

In conclusion, the present study focused on the theory of Oshima & Hogue (2007). The researcher asked the students to make a descriptive paragraph of six to twelve sentences. In a descriptive paragraph, the students would be given a topic about a famous person. The researcher would assess the students using a paragraph construction test. The researcher then conducted this assessment to determine whether or not the students' writing skills have improved through Think Pair Share. The score would be given based on the scoring rubric, which consisted of five writing criteria. The scoring rubric criteria are format, punctuation and mechanics, content, organization, and grammar and sentence structure.

2.2 Empirical Review

An empirical review is a way to get information and theories about previous research relevant to the present study. In addition, knowledge of empirical review evidence can help the researcher avoid unintentional replication of previous research results and place the researcher in a better position for their study results. The purpose is to support the present study by considering the results and whether the present study would be as successful as the relevant studies in the empirical review. There were two similar pieces of research. This point was also focused on discussing the previous two pieces of research; they can be elaborated as follows:

The first relevant study was conducted by Wahyuni (2021) entitled “The Use of Think Pair Share with Short Video to Improve Writing Skill of The Tenth Grade Students of SMK PGRI 1 Badung in Academic Year 2020/2021”. The

objective of this research was to figure out whether the writing skill of the tenth-grade students of SMK PGRI 1 Badung can be improved through Think Pair Share with Short Video. Her research found that Think Pair Share with a short video can improve the students' writing skills. The results could be seen from the improvement of the scores from the pre-test and post-tests in cycle I and II.

The strength of her research was the media that she used to support the technique. She used short videos to attract students' interest in writing. However, the implementation of Think Pair Share was inappropriate with the theory she used. She just mentioned Think Pair Share as a theory, but she did not clearly implement the technique with the students. Therefore, this case can make it difficult for the researcher to deliver the material, practicing the technique to the students, and it could affect their improvements. Therefore, to improve the quality of the research, the present study would implement Think Pair Share, as the theory from Arends (2012). The steps were clearly used in the teaching module.

The second study that was relevant to the current research was carried out by Anugrah (2021) entitled "The Use of Think Pair Share to Improve Writing Skill of the Eighth-grade Students of SMPN 1 Kerambitan in Academic Year 2020/2021". The objective of this study was to determine whether the writing skills of the eighth-grade students of SMPN 1 Kerambitan in the academic year 2020/2021 can be improved through Think Pair Share. His research found that Think Pair Share can improve the students' writing skills. The result can be seen from the progressing scores from the pre-test, and post-tests of cycle I and II.

The strength of her research was in terms of the scoring rubric. She used the paragraph scoring rubric adapted from Oshima & Hogue (2007). A clear paragraph scoring made it easier for the researcher to assess the descriptive paragraph that the

students made. However, she used different instructions in the pre-test and post-test tests. The instructions in the pre-test did not explain the scoring criteria. It confused the students during the pre-test and they got low scores because of it. Concerning the weakness above, the present study would provide the students with clear instructions. The instructions would completely explain the scoring criteria from Oshima & Hogue (2005), whether in the pre-test or post-tests, to avoid confusion among the students in doing the test.

