# Using Think Pair Share in Improving Students' Writing in Descriptive Text

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## Abstract

The aim of this research is to find out whether the implementation of Think Pair Share is able to improve the students' writing skill on descriptive text. This research is design through quasi experimental design where the treatment is administered to the experimental and control class. The sampling is taken by using purposive sampling. The instrument used were test and questionnaires. There were several treatments by the implementation of Think Pair Share the test was given in pretest and posttest. The data was analyzed by using SPSS 26 to get the statistics data of the research. The data shows that the result of posttest for experimental class was higher than the result of posttest in control class. The result of paired sample test of experimental and control class for pre-test and posttest which were normally distributed. It means that, there were significance differences between the average values of the student' pretest and posttest. It was proven by the significance 2 tailed of $0.000 < 0.005$. It can be concluded that, the implementation of Think Pair Share can improve the students' writing ability in descriptive text.

*Keywords:* *Think Pair Share, Descriptive Text, Writing Ability*

## INTRODUCTION

Language is important element in human life, when the language always use for daily life. Language is one of tool to communicate with other to express their feelings, and used more than a half people in the world. Based on language definition of general linguistic theory "Language is a type of patterned human behavior. It is a way, perhaps the most important way, in which human

beings interact in social situations. Language behavior is externalized or manifested in some kind of bodily activity on the part of a performer, and presupposes the existence of at least one other human participant in the situation Catford, (1985: 1). People needs for language learning to be master a language. Language learning is one of the processes learning that's not easy, but sometimes making people feel bored or even frustrated. The factor in language learns is the effort to create a new order in life to face the future advances that make communication with the language's owner easier.

The process language learning is sometimes to feel difficult to learn, because there is mother tongue or first language of birth has been used. Such the factors usually based on some systems, there are habits of speech, semantics, and grammar and language likeness to native speakers. From these conditions, concluded the importance of learning a language. If a language has be managed by people in the world, that very easy for human can enjoy many functions for it.

The language has many benefits for humans, one of which is to facilitate communication relationships in daily activity, provide information to each other, activities in the teaching and learning process to develop language's skill for faced the future era, to get and learn language in order to communicate in the target language (Sujarwo et al, 2020). In the language itself, there are several kinds of language to help show it, they are spoken language, written language, reading and listening but focus for the researcher's research is written language. Written language is the representation of a language by means of a writing system and the place of written language in our everyday lives. We are so surrounded by written language that we can hardly conceive of life without it, because it is so pervasive, we are inclined to take for granted that everybody is using written language all the time Halliday (1985: 40). To hone a skill in writing needed a process study or learn how to make writing that good and true to the aims for people or students will more know about written language and to learn writing may get at school or course or the other place.

Writing in English is very difficult process, need understanding and accuracy. Writing is a skill that many people crave, combine the various elements of punctuation, grammar, and pour the idea also rhetorical element. We can say that the writing can be defined as an ability of communicating ideas through sign/written symbols by organizing the ideas based on the rules of language system to convey meaning, so that readers can understand the writer's messages. Writing has some kind of text especially for Junior high school such as descriptive text, narrative text, recount text, explanation text, procedure text, and report text.

According to Ratnaningsih (2019: 177) descriptive text is text that tells in detail about all things of something clearly. Descriptive writing is a kind of text which explains in verbal description. In addition, description reproduces the way things look by someone, taste until sound it may also evoke moods, such as

happines, loneliness or fear it is used to create visual image of people, places even of unit of time-days or reasons. Descriptive text or in terms of writing simply known as "description" is one English lesson to be mastered not only by the senior high school, but also by the junior high school, students and anyone who loves the English language. Because after all, writing descriptive material is necessary for the development of English language proficiency us. There are many students who get difficulties in learning process especially in writing skill. In writing, they have no idea to write and they feel difficult to using grammar especially for descriptive text, or they do not know how to write the sentences, and they have no enough time to write because the students are reluctant to express their idea. Moreover, teacher gives the task in the form of descriptive text, they feel saturated because they are lazy to think their idea by itself and wrote many sentences especially in the case of individual assignments all students look confused to complete their assignments and from the results of observations by researcher, the teacher still use a traditional method in teaching English and in the process writing learning, teacher seems confused to make their students active and creative on writing as of students do not copy or imitate friend's assignment and they can make descriptive text by itself with used their own ideas. One way in the writing process can be done is applying Think Pair Share strategy. Think Pair Share strategy helps student and teacher in process teaching and learning, beside that one of method that very effective to develop idea with their friends to avoid plagiarism or imitate someone's writing.

There are several researchers who have conducted research related writing skills. Husna (2014) in her research entitled "Improving the Writing Ability of the Tenth Grade Students of SMA NU Al Ma'ruf Kudus in Academic Year 2013/2014 by Using Think Pair Share". The objective in this research is to find out whether Think Pair Share technique can improve writing ability in descriptive text of tenth grade students in SMA NU Al Ma'ruf Kudus in academic year 2013/2014 and to find out the strengths and the weaknesses of using Think Pair Share technique when it is applied of tenth grade students of SMA NU Al Ma'ruf Kudus in academic year 2013/2014 to improve students' writing ability in descriptive text. Putri (2017) in her research entitled "The Effect of Think Pair Share on Students' Speaking Ability of Short Monolog (A Quasi -Experimental Study at the Eighth Grade of MTs Khazanah Kebajikan in Academic Year 2017/2018). The objective of this study is to obtain the empirical data about the effect of Think-Pair-Share on students' speaking ability of short monolog at the eighth-grade students of MTs Khazanah Kebajikan. The method used in this study was the quantitative method with the quasi-experimental design. the result of this research is it can be drawn a conclusion that there is effect using Think Pair Share to teaching students speaking ability of short monolog in junior high level especially MTs Khazanah Kebajikan. Comparing with this research is more focus with writing on descriptive text then regarding with this research is use the same

technique there is Think Pair Share and alike use quantitative method with Quasi experimental and also use two class there are control and experiment class. According Mazur, Think Pair Share is designed to encourage students to share and discuss ideas around a particular topic, issue or problem. Everyone can plan to use Think Pair Share within a plan lecture, but it is also easy to implement it spontaneously. This strategy can be used to gauge conceptual understanding, filter information, draw conclusions and encourage peer learning among students. The main objectives of this research were to find out Think Pair Share can increase students' writing skill on descriptive text at SMPN 11 Makassar.

## METHOD

This research is design Quasi Experimental Method in which two groups were involved. They were experimental group and control group, the both have the same pre-test and post-test but the difference lies in treatment administered. For experimental group using treatment of think pair share while control group just using traditional teaching. The population of this research is the second-grade students of SMP Negeri 11 Makassar, where the sample were 56 students. There were some instruments of this research they are test and questionnaires. The test consists of pre- test and posttest. The questionnaire is used to collect information about the students' interest related to the learning process by the implementation of Think Pair Share. The data is analyzed descriptive analysis by using spps version 26 to get the data analysis.

## RESULT AND DISCUSSION

After conducting this research after the implementation of Think Pair Share in writing descriptive text the data is presented in the following table:

Table 1: The Result of Paired Samples Statistics of the Experiment Class Pretest and Posttest Score

**Paired Samples Statistics**

|  |  | Mean | N | Std. Deviation | Std. Error Mean |
|---|---|---|---|---|---|
| Pair 1 | Pre Test | 45.81 | 31 | 18.757 | 3.369 |
|  | Post Test | 72.26 | 31 | 16.474 | 2.959 |

Hidayana Putri, skiripsi: "The Effect of Think- Pair –Share on Students'Speaking Ability of Short Monolog" (Jakarta: UIN, 2017), p. i. Mazur, E, *Think Pair Share*, (Australia: Teaching Toolkit Series,2010), p. 1

The data contains a statistics description of pre-test and post-test data. Mean is average score that from post-test got the highest obtained after learning was

72.26, while pre-test seem that got lowest score before entered learning was 45.81. In addition, N is the value of sample that showed was 31 students then standard deviation is raw junction while standard error mean is common mistake.

**Table 2: The Result of Paired Samples Correlations of the Control Class Pretest and Posttest Score**

| | | N | Correlation | Sig. |
|---|---|---|---|---|
| | **Paired Samples Correlations** | | | |
| Pair 1 | Pre Test & Post Test | 31 | 0.675 | 0.000 |

It can be seen that there were a relationship between the pre-test and post-test because it was obtained significant value 0.000 < of a significant degree (a) = 0,05, it is means there were a significant difference between the mean values before entering the conventional way in the process teaching.

**Table 3**

**The Result of Paired Samples Correlations of the Experiment Class' Pretest and Posttest Score**

| | | N | Correlation | Sig. |
|---|---|---|---|---|
| | **Paired Samples Correlations** | | | |
| Pair 1 | Pre Test dan Post Test | 31 | 0.549 | 0.001 |

Based on the table 3.1, there were a relationship between the pre-test and post-test because it was obtained significant value 0.001 < of a significant degree (a) = 0,05, it is means there were a significant difference between the average value before used Think Pair Share treatment (pre-test) and the value after used Think Pair Share treatment (post-test).

**Table 4**

**The Result of Paired Samples Test of the Control Class' Pretest and Posttest Score**

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | **Paired Samples Test** | | | | | |
| | | | | Paired Differences | | | | | |
| | | | | 95% | | | | | |
| | | Std. Deviati | Std. Error | Confidence Interval of the Difference | | | | | Sig. (2-tailed |
| | Mean | on | Mean | Lower | Upper | | t | df | |
| Pair 1 | Pre Test - Post Test | -18.710 | 14.316 | 2.571 | -23.961 | -13.459 | -7.277 | 30 | 0.000 |

Based on the table above, then obtained a significant value (2-tailed) 0.000

<0.05, indicating a significant difference between the pre test and the post test.

**Table 5**
**The Result of Paired Samples Test of the Experiment Class' Pretest and Posttest Score**

| | | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference Lower | Upper | t | df | Sig. (2-tailed) |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | **Paired Samples Test** | | | | |
| | | | | **Paired Differences** | | | | | |
| Pair 1 | Pre Test - Post Tes | -26.452 | 16.842 | 3.025 | -32.629 | -20.274 | -8.745 | 30 | 0.000 |

Based on the table above, a significant value (2-tailed) of 0.000 <0.05 indicates a significant difference between the pre-test and the post test. This showed that there were a significant influence on the differences in treatment before Think Pair Share and after used Think Pair Share.

It could be seen that process learning used Think Pair Share strategy has a fairly good effectiveness than compared only to using the conventional way. It could be showed from the results of the calculation of the average post test score in the experimental class (VIII.B) got the highest score, was 72.26, while the control class average (VIII.A) was 69.68. The result of the paired t-test, which were obtained was sig.2 tailed of 0.000 <0.05, which mean that there were a significant difference between the average value before treatment (pre-test) and the average value after treatment (post-test) both the experimental class and the control class.

The objective of this research was to increasing the students' writing skill on descriptive text of second grade students of SMPN 11 Makassar by using Think Pair Share strategy to increase students' writing skill and to know the student's interest toward used Think Pair Share. Based on the test of equality of two average post-test was known that the student's writing skill on descriptive text in both the experimental and control class showed differences. The mean score of pre-test in class experiment was 45,81, while the control class showed the number above of experimental class was 50,97. It difference in the pre-test score showed that some students in the control class better understand for the pre-test questions. However, the score was changed after did the treatment on class experiment, who got special treatment with used Think Pair Share strategy.

The mean score of the experimental class post-test which was highest (72.26) then the control class' post-test which had the mean score was (69.68). It was showed that after gave the treatment for experimental class by Think Pair Share strategy, students can increasing their writing skill.

Based on the result of questionnaire rating scale, the students was more interested to learn English used Think Pair Share strategy, because they felt enjoy to learn. The students also more to express their thoughts or ideas with their group friends into their writing. Furthermore, the summary proved the questionnaire (rating scale) that the experiment class got 255 before used Think Pair Share with criteria enough good or 34% from 100%, it changed to be 587 with criteria good or 78% after used Think Pair Share. From that explanation, the researcher was concluded that generally the students felt interest in learning process by Think Pair Share.

Comparisons of result was obtained by the researcher with the previously researcher was the used Think Pair Share showed that changed were students' obtained in process learning. The same was true of research by Husan (2014), Amri (2016) and Putri (2017), where the previous of the three researcher had the same result in increasing learning process used Think Pair Share. In addition, the succesful used of the methods Think Pair Share in process learning on students' writing skill could made the students more was understanding about the theory of descriptive text. Based on the theory on the previous chapter, descriptive text is a activity to do by someone in describe a certain object like people or anything, that students be know how to describe something into a good and true writing.

At the last was the hypothesis. The researcher described the interpretation of the research finding and summary of hypothesis. The research was held to answer the problem of this research that whether there were the significant different between the Think Pair Share increase students' writing skill on descriptive text or does not increase students' writing skill on descriptive text in SMPN 11 Makassar. In summary, the null hypothesis (H0): "Think Pair Share" does not increase students' writing skill on descriptive text. The alternative hypothesis (H1): "Think Pair Share" increase students' writing skill on descriptive text. To prove this hypothesis, researcher compared the score acquired from pre-test and post-test from both groups. Based on the analysis of the result above, that there was a significant difference between the result of pre-test score of experimental and control group. The result showed that the experimental group got highest post-test score than the control group. The researcher concluded that "Think Pair Share" increase students' writing skill on descriptive text at SMPN 11 Makassar.

## CONCLUSION

The result showed that the data of post-test in experimental group the mean score was 72.26 while the control group was 69.68. In evaluative the researcher

found that the students had a change in the learning process and of course an increased has occurred in students' writing skill then it can be concluded that the mean score of post-test in experimental group had highest significant than the post test of control class. The researcher recommend that the further research should develop the study by using the Think Pair Share strategy to increase students' writing skill and further research should research many sources for support this research.

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