

## IMPROVING WRITING SKILL THROUGH THINK PAIR SHARE AND CUE CARD

I Kadek Wira Dana<sup>1</sup>, Putu Ayu Paramita Dharmayanti<sup>2</sup>

English Language Education Study Program, Faculty of Teacher Training and Education  
Mahasaraswati Denpasar University  
Email: [danawira58@gmail.com](mailto:danawira58@gmail.com),

### ABSTRACT

*Writing is one of the language skills that should be learnt by the students beside other language skills. Its purpose is to communicate the language in written form. Regarding the important of writing, in fact, writing still becomes which was conducted to the tenth grade students of SMK Dwijendra Denpasar in academic year 2019/2020 needed to be improved through think pair share and cue card. The present study was conducted in two cycles. The data were gathered by administering pre-test and post-test. The results of the post-tests in each cycle obviously showed that there were significant improvements concerning the subject' ability in writing skill. Furthermore, the additional findings showed that most of the subjects gave positive responses toward the implementation of think pair share and cue card in improving their writing ability. In conclusion, the present classroom action research proved that the writing skill of the tenth grade student of SMK Dwijendra Denpasar in academic year 2019/2020 can be improved through think pair share and cue card.*

*Key Words: improving, writing skill, and Think Pair Share and cue card.*

### ABSTRAK

Menulis merupakan salah satu keterampilan berbahasa yang harus dipelajari oleh siswa disamping keterampilan berbahasa lainnya. Tujuannya adalah untuk mengkomunikasikan bahasa dalam bentuk tulisan. Mengenai pentingnya menulis, ternyata, menulis masih menjadi yang dilakukan pada siswa kelas X SMK Dwijendra Denpasar tahun pelajaran 2019/2020 perlu ditingkatkan melalui think pair share dan cue card. Penelitian ini dilakukan dalam dua siklus. Pengumpulan data dilakukan dengan pemberian pre-test dan post-test. Hasil post-test pada setiap siklus jelas menunjukkan bahwa ada peningkatan yang signifikan mengenai kemampuan subjek dalam keterampilan menulis. Selanjutnya, temuan tambahan menunjukkan bahwa sebagian besar subjek memberikan tanggapan positif terhadap penerapan think pair share dan cue card dalam meningkatkan kemampuan menulis mereka. Kesimpulannya, penelitian tindakan kelas ini membuktikan bahwa keterampilan menulis siswa kelas X SMK Dwijendra Denpasar tahun ajaran 2019/2020 dapat ditingkatkan melalui think pair share dan cue card.

Kata Kunci: Meningkatkan, kemampuan menulis, Think Pair Share dan Cue Card

### INTRODUCTION

Writing is one of the language skills which need a great attention because writing is very difficult to be learned and mastered by the students. Writing also has a function as a communication media in written form. Writing is not only put some words without

thinking first, but also the students need to know about what they want to write. It means that in writing, the students need to explore their mind to have a good writing. Writing skill provides the students' ability to produce imiginative and creative ideas as they opportunity to think and re-think the ideas to

make it more interesting. Patel and Jain (2008:125) state that writing is essential feature of learning language because it provides a very good means of fixing the vocabulary, spelling and sentence pattern.

Langan (2008:13) states that writing is skill. It involves students' ability in writing. A good writing ability help the students to produce written language. It means writing is productive skill. Writing ability is the skill to express ideas, thought, and feeling through writing. The students can use their own sentence in writing. Writing is difficult skill since the students must organize their ideas into an interesting content to read. It takes more time to think about what the students are going to write. Therefore, writing becomes a difficult skill to be mastered by the students since it takes complex processes to put the ideas into written form.

According to Johnson (2008:203), writing is having ideas, organizing ideas, communicating ideas. It means that during writing students do not only have ideas. However the students can organize their ideas and communicate their ideas. In addition, grammar, spelling and punctuation are very important things that must be considered in writing skills. Thus, the teacher's attention is much needed in the process of writing. As the result, students are easier to make a product in writing. In this research, the researcher uses a descriptive text. Descriptive text usually used to describe about people, animal, place or things.

Based on the preliminary observation with English teacher in X Akuntansi 1 class at SMK Dwijendra Denpasar, the researcher found the English teacher still used mind mapping technique in teaching writing. Mind mapping technique is used to capture graphically thoughts around a central concept being discussed and explored. Their dynamic and fluid nature makes them particularly

useful during brainstorming sessions, allowing contributions to be captured and linked into the concept as appropriate. Firstly, the teacher gave the student the topic in the middle. Secondly, the teacher asked the students made the words related with topic.

Based on the explanation above, the teachers' technique made the students faced problem in writing skill. The students had difficulty to develop ideas and even lacked in the idea itself. Therefore, most of the students made grammatical and organizational errors in their writing because the students did not basic rule and the concept in descriptive text. Besides, the weakness of the teachers' technique was the teacher did not give opportunity to students worked in pair. Therefore, it made students felt confused and difficult to make paragraph about descriptive text. The teaching technique could not help the students to improve student's knowledge and ability especially student's writing skill. Therefore, the teacher should use an appropriate teaching technique in order to improve students' ability.

In Think Pair Share, there are three elements that should be done in teaching and learning process, such as think, pair and share. In think, the the teacher would ask the students to think and analyze the topics given. In pair, the students would work in pair to discuss the task and write the descriptive text based on the topics given by teacher. In share, the students would share the result of their discussion confidently in front of their friends in the classroom.

In regarding there are Think Pair Share and Cue Card which are appropriate technique and media in teaching learning process especially in writing. The teacher can use Think Pair Share and Cue Card to attract students attention by using the within teaching learning process. Think Pair Share and Cue Card are important things to support

in learning process. By using Think Pair Share technique, the teacher can give opportunity for students to think about the pictures that already given by the teacher then discuss with their partner and share in front of the class. Cue Card as media also can help the students to describe person by pictures. By using Think Pair Share technique and Cue Card in the present study, the researcher believe that can improving student's ability in writing descriptive text. It is interesting, attractive and it is easy to be made for both students and teacher.

In conclusion, writing skill is very important skill to make writing activity

## **RESEARCH METHOD**

The research design which is used in this present study is Classroom Action Research (CAR). Ary et al. (2010:514) state that classroom action research is a process to improve education by incorporating change and involves educators working together to improve students own practice. The students can more understand if the teachers or educators involve students themselves to the learning process. The students are not only as a monitor but the students are also as a facilitator. Facilitator means the teachers facilitate the students to answer or give suggestion to solve the problem that the students have. It makes the students closer with the teacher. In learning process, the teacher should use an appropriate technique and media to make the students interested and focused to the material. If the students are interested in what the teachers said and did the student understand the material unconsciously.

Therefore, in this classroom action research, the teaching and learning process is divided into some cycles where each of the cycles consist of two sessions. Each cycle consists of four interrelated activities such as:

meaningful in order to get the goal of writing activity itself. Teaching writing skills, it is expected that it can build students' interest while having writing lesson and helping students easily in writing material. The use of appropriate technique and media is necessary in order to improve students' motivation in learning to improve achievement in writing skills. That is why the researcher decided to conduct a research entitled "Improving Writing Skill Through Think Pair Share and Cue Card of the tenth grade of SMK Dwijendra Denpasar in Academic Year 2019/2020.

planning, action, observation, and reflection. Cycle 1 could become a continuing or iterative process, which recurs until the action research achieves a satisfactory outcome; the study can be then stop by the researcher. Each cycle consists of four interconnected activities, namely: Planning, Action, Observation, and Reflection.

## **FINDING AND DISCUSSION**

### **Finding**

This Present study used classroom action research as a research design. The findings of the present classroom action research were obtained through the process of collecting the required data which were gathered by using the research instruments. The present study was intended to figure out whether or not writing skill of the tenth grade students of SMK Dwijendra Denpasar in academic year 2019/2020 can be improved through Think Pair Share and Cue Card. The process of the present classroom action research was done into some cycle: pre-cycle, cycle I and cycle II. In addition, the writing skill which was improved was focused on writing a descriptive text which described about place and person.

The subjects of this study were the tenth grade students of SMK Dwijendra Denpasar in academic year 2018/2019 especially X Akuntansi 1 class which consisted of 30 subjects. According to the interview with the English teacher who taught in this class, the researcher got some information about the problems faced by the subjects in teaching and learning process especially writing descriptive text. Mostly they were difficult in developing and organizing their ideas to create a descriptive text. It was also difficult for them to create a descriptive text without being guided by the teacher. Therefore, the present study was conducted to improve their writing skill by implementing Think Pair Share and Cue Card.

In present study, the data were collected by administering the research instrument: test (pre-test and post-test) and questionnaire. Pre-test was administered to the subjects before Think Pair Share and Cue Card was applied in order to figure out the subjects pre-existing achievement in writing descriptive. After administering the pre-test, the post-tests were given to know the subjects' progressing achievement in writing skill after Think Pair Share and Cue Card was applied in the teaching learning process. Each test was scored by using scoring rubric. Beside, the questionnaire was administered at the end of the last cycle in order to figure out the subjects' responses after being taught through Think Pair Share and Cue Card.

To provide the data of the progressing improvements of the subjects' scores before and after the technique was implemented, the tabulation would be provided below. This research was done in two cycles. The data from the pre-test and post-tests showed the ability of the subjects in writing a descriptive text and indicated whether or not there was an improvement of the subjects' writing skill. There were three sets of scores; pre-test,

post-test 1 and post-test 2. To collect the supporting data, the questionnaire was administered to know the subject's responses toward the implementation of think pair share and cue card that was done at the end of cycle II. Moreover, the questionnaire was in form structured questionnaire in which the alternative choices were analyzed by likert rating scale ranging from five (5) to one (1). The questionnaire consisted of ten items. Furthermore, the responses of the questionnaire were presented in five choices *Sangat Setuju / SS* (Strongly Agree), *Setuju / S* (Agree), *Ragu-Ragu / R* (Undecided), *Tidak Setuju / TS* (Disagree), and *Sangat Tidak Setuju / STS* (Strongly Disagree). Based on table above it showed the improvement of writing skill of the subjects. It could be seen from the subjects' increasing mean scores after conducting post-test on each cycle. Furthermore, table above showed the subjects' responses after the implementation of Think Pair Share and Cue Card in improving their writing skill.

## Discussion

The design of the present study was classroom action research. The present research was conducted based on the result of the preliminary observation which found that the subjects had problems in writing skill. Therefore, the researcher conducted a scientific study entitled "Improving Writing Skill of the Tenth Grade Students of SMK Dwijendra Denpasar in Academic Year 2019/2020 through Think Pair Share and Cue Card." The next process was to conduct the cyclical process. The research was carried out in two cycles, cycle I and II and it was started by doing a pre-cycle at the beginning. In addition, it was needed to do deep discussion to make deeper understanding. The data of the present study were gathered by using research instruments.

In pre-cycle, the researcher administered the pre-test. It was given to the subjects and they were asked to write descriptive text by choosing one of the topics given. It was administered to figure out the subjects' pre-existing ability in writing before applying the technique and media. The mean score of the pre-test was 57.10 where there were no subjects who could achieve the minimum passing grade and it showed that their writing ability was still low. Most of them could not write a paragraph based on generic structure. They also found difficult to start their paragraph; it was because they could not organize and develop their ideas in writing a descriptive text. The structures of their sentences were still dominantly incorrect. It meant that the subjects had low ability in writing descriptive text. Clearly, it showed that the subjects' descriptive text writing ability was categorized as low and it needed to be improved. These problem should be immediately overcome in order to improve the subjects writing ability. Therefore, based on this reason, the researcher decided to conduct cycle I.

In cycle I, after Think Pair Share and Cue Card was applied, the writing skill of the subjects showed improvements. The result of the post-test showed that the mean score was 74.80 where 19 of 30 subjects could achieve the minimum passing grade. Some of the subjects could write a descriptive text with good generic structure such as: identification, description, and conclusion. Most of the subjects had been able to write their descriptive text based on criteria required in the scoring rubric. Furthermore, their structure and grammar were better than the pre-cycle. Even though, they could write a better descriptive text, they were still lack in organizing and developing their ideas. Based on the observation, the subjects were more active but they were quite noisy and they

were also lack of attention to the researcher during the teaching and learning process that was still ongoing in the classroom. The mean score obtained by the subjects in cycle I was higher than the mean figure of the pre-cycle score; however, the success indicator had not been achieved. More than a half of the subjects in the present classroom action research did not meet the minimum passing grade that has been previously determined. Then the cyclical process was continued to the next cycle, cycle II.

In cycle II, the subjects became more active in the classroom because the researcher made a revised planning in order to get a better result from the subjects' writing skill. The researcher prepared an example based on the topic to stimulate the subjects to find ideas and make to the subjects felt more enthusiastic. The of the post-test II showed increasing mean figure of 80.40. It indicated that subjects' writing skill improved significantly. Futhermore, there were 28 subjects who achieve the minimum passing grade which meant that it reached the success indicator. In addition, they were easier to develop their ideas in writing descriptive text and also the researcher could increase the subject's score without implementing the Think Pair Share and Cue Card.

According to the data and the elaboration above, it could be seen that Think Pair Share and Cue Card could help the subject to improve their wrting skill especially in writing a descriptive text. The present study was ended in the second cycle since the use of Think Pair Share and Cue Card worked well and successful in improving writing skill of the subjects. It was supported by the results of the questionnaire which showed that the subjects gave positive responses on the implementation of Think Pair Share and Cue Card in teaching and learning proces in the classroom. In conclusion, it can be conducted

that writing skill of the tenth grade students of SMK Dwijendra Denpasar in academic 2019/2020 can be improved through Think Pair Share and Cue Card.

## CONCLUSION AND SUGGESTIONS

### Conclusion

Based on the findings, the subjects' writing skill could be improved through Think Pair Share and Cue Card. The teaching and learning process was done in two cycles where each cycle had two sessions. Furthermore, the data were obtained by administering pre-test in pre-cycle. As the additional supporting data, the questionnaire was administered at the end of cycle II to know the subjects' responses toward the implementation of Think Pair Share and Cue Card.

As what has been discussed in the previous chapter, there was an improvement of the mean scores of the subjects from pre-test to post-test 2. In cycle I, there were 19 subjects who achieved the minimum passing grade. There were 28 subjects who achieved the minimum passing grade in cycle II. The results had reached the success indicator which has already been stated in chapter III. The present study was ended in the teaching and learning process of writing in the classroom.

The data required for the present study were also collected by giving the questionnaire to the subjects under study. In line with the result of the post-tests, the results of the questionnaire showed positive responses of the subjects toward the implementation of Think Pair Share and Cue Card to the tenth grade students. More than 96% of the subjects agreed with the implementation of Think Pair Share and Cue Card. The subjects' responses showed the effectiveness of Think Pair Share and Cue Card in teaching and learning process and

most of the subjects gave positive responses on the implementation of Think Pair Share and Cue Card in improving descriptive text writing ability. It meant that this was well-accepted by the subjects.

In conclusion, according to the crystal description of the data from the pre-test, post-test and questionnaire, it can be concluded that writing skill of the tenth grade student of SMK Dwijendra Denpasar in academic year 2019/2020 can be improved through Think Pair Share and Cue Card. In addition, the subjects could write descriptive text well based on generic structure. Moreover, they gave positive responses on the implementation of Think Pair Share and Cue Card that was used to improve their descriptive text.

The English teachers who taught the tenth grade students of SMK Dwijendra Denpasar is suggested to be more active and innovative. The researcher also suggests them to apply Think Pair Share and Cue Card in teaching writing since it was proven that Think Pair Share is effective in improving the students' writing skill. The teacher can guide the students to generate and develop their ideas in writing. The teachers are also suggested to keep on motivating the students to be more active in order to improve their writing skill. The teacher can give more assignment or homework so the students can practice their writing skill and it enables them to develop their skill further. Therefore, the students will enjoy and they will be interested in learning writing especially descriptive text.

### Suggestions

The results of the present study are expected to give beneficial impact to education especially in teaching descriptive text. At the end of the present study, the researcher intends to give some suggestions which are based on the findings of the present

study. Based on the results of the study, it showed that writing descriptive text of the tenth grade students of SMK Dwijendra Denpasar could be improved by using Think Pair Share and Cue Card. The researcher would like to suggest the English teacher as a person who concerns on teaching and learning process especially in teaching writing descriptive text, the tenth grade students of SMK Dwijendra Denpasar especially of X Akutansi 1 class and the researcher also proposes suggestions to other the researchers as follows:

The English teachers who taught the tenth grade students of SMK Dwijendra Denpasar is suggested to be more active and innovative. The researcher also suggests them to apply Think Pair Share and Cue Card in teaching writing since it was proven that Think Pair Share is effective in improving the students' writing skill. The teacher can guide the students to generate and develop their ideas in writing. The teachers are also suggested to keep on motivating the students to be more active in order to improve their writing skill. The teacher can give more assignment or homework so the students can practice their writing skill and it enables them to develop their skill further. Therefore, the students will enjoy and they will be interested in learning writing especially descriptive text.

In addition, the students' participation could be improved by using Think Pair Share and Cue Card. They could enjoy the material and feel more excited in following the teaching and learning activities in the classroom. They become more active in participating in the class activity. Besides, writing is also one of important language skills to be mastered by the students' because through writing they can develop their ideas.

## REFERENCES

- Anne, B. (2010). *Doing Action Research In English Language Teaching*. Sydney: Macquarie University.
- Arends, R. (2012). *Learning to Teach (Ninth Edition)*. New York :Mc Graw-Hill.
- Ary, D., Jacobs, L. C., Sorensen, C., and Razavieh, A. (2010). *Introduction to Research in Education (8th ed)*. Canada: Wadsworth, Cengage Learning.
- Azlina, N. A. Nik. (2010). *Supporting Collaborative Activities Among Students and Teachers Through the Use of Think-Pair-Share*. France: University of Technology of Belfort.
- Bazo, P. (2007). *Cue Card : Some Ideas for Using Them in the Primary Classroom*. *The Internet TESL Journal*. Spain: Universities of the Canary Islands.
- Brown, H. D (2004). *Language Assessment Principles and Classroom Practices*. New York: Pearson Education Inc.
- Bailey, S. (2006). *Academic Writing*. New York Routledge. Canada: Routledge.
- Carter, R. and Nunan, D. (2001). *The Cambridge Guide to Teaching English to Speakers of Other Languages*. New York: Cambridge University Press.
- Cohen, L., Manion, L., and Morrison, K. (2007). *Research Methods in Education (5th ed.)*. New York: Routledge.
- Evans, V. (2000). *Successful Writing Proficiency*. New Greenham: Express Publishing.
- Ferrance, E. (2000). *Themes in Education Action Research*. New York: The Education Alliance.
- Fisher, D. and Frey, N. (2007). *Checking for Understanding Formative Assessment Techniques for Your Classroom*. Alexandria: Association for Supervision and Curriculum Development.
- Fulcher, G. and Davidson, F. (2007). *Language Testing and Assessment An Advanced Resource Book*. New York: Routledge Applied Linguistic.
- Graham, S. and Perin, D. (2007). *Writing Next*. Carnegie Corporation of New York.

- All rights reserved.* New York: Alliance for Excellent Education.
- Harmer, J.(2001). *The Practice of English language Teaching. Third Edition.* London:Pearson Education Limited.
- Hyland, K. (2003). *Second Language Writing Language Writing language Education* . Cambridge: Cambridge University Press.
- Hougue, A. (2008). *First Step in Academic Writing (Second Edition).* Pearson: Longman.
- Johnson A. P (2008). *Teaching Reading and Writing a Guide Book form Tutoring and Remediating Students.* New York: Rowman & Littlefield Education.
- Jolliffe, W. (2007). *Cooperative Learning in the Classroom Putting It into Practice.* London:Paul Chapman Publishing.
- Langan,J. (2008).*College Writing Skills With Reading Atlantic Cape Community College.* . New York: McGraw-Hill.
- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching.*New York: Oxford University.
- Ledlow S (2001) *Using Think-Pair-Share in the College Classroom.* New York: Arizona State University.
- Mandal, R (2009). Cooperative learning strategies to enhance writing skill.Chennai: The Modern Journal.
- Machpherson, A. (2007). *Cooperative Learning Group Activities for College. courses: A Guided for instructions.* Kwantlen: Kwantlen University College.
- Mandal, R. (2009). *Cooperative Learning Strategies to enhance writing skill.* Chennai: The modern Journal.
- McKay, P. (2006). *Assessing Young Language Learners.* New York: Cambridge University Press.
- Miller, D. M., Linn, R. L., and Gronlund, N. E (2009). *Measurement and Assessment in Teaching.* Garamond: The Lehigh Press, Inc.
- Murray, R. (2005). *Writing for Academic Journals.* New York: University press.
- Oshima, A., and Hogue, A. (2007). *Introduction to Academic Writing (Third Edition).*New York: Pearson Education, Inc.
- Purnama (2014) *Improving Writing Ability Of The Eighth Grade Students Of SMP N 4 Yogyakarta In Academic Year 2015/2016 Through Cue Card.* (Unpublish Thesis). Yogyakarta University, Yogyakarta.
- Pollard, L. (2008), *Guide to teaching English. A book to help you through you first two years in teaching.* London: Cambridge University.
- Ramet, A. (2007). *Creative Writing 7th Edition.* Oxford: Spring Hill House.
- Richard, J.C., and Renandya W.A. (2002). *Methodology in Language Teaching (An Anthology of Current Practice).* New York:Cambridge University Press.
- Taylor, G (2009) *A Student's Writing Guide How to Plan and Write Success Essays.* Cambridge: Cambridge University Press.
- Wallace, T., Stariha, W. E., and Walberg, H. J. (2004). *Teaching Speaking, Listening and Writing.* France:TYPON, Annecy.
- Savage, A., and Mayer, P.(2005). *Effective Academic Writing 2: The Short Essay.* New York: Oxford University Press.
- Zemach, D. E, and Islam, C (2005). *Academic Writing from Paragraph to Essay.* Oxford: Macmillan Education.