

**ELEVATING SECOND GRADE WRITING SKILLS AT SMP NEGERI 3 BERBAH,
SLEMAN: A CLASSROOM ACTION RESEARCH ON THE IMPACT OF THINK
PAIR SHARE TECHNIQUE**

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Abstract

Writing is a fundamental form of human expression, encompassing a vast array of styles, purposes, and mediums. Writing is required to English education to be a one of crucial components in learning English. "Think Pair Share" is a cooperative learning strategy commonly used in classrooms and group settings to encourage active engagement, collaboration, and discussion among participants. This research aims to identify and examine enhancements in students' writing skills by implementing Think Pair Share technique. The main focus of this study is on second grade students at SMP Negeri 3 Berbah, Sleman which consist of 32 students. This research was conducted because previously researchers saw that students' writing levels and the lack of motivation were very low when implementing practical field experiences. This research using class action research involves planned action in real classroom situation using observation, interviews, tests, and diary notes in its implementation. The result of this research confirms that using the TPS Learning paradigm improves student' performance in writing descriptive text. This is in accordance with the finding where the average value in pretest is 62,4 and increased to 81,2 after the implementation of TPS technique. The highest score obtained by students is 90 and the lowest is 70 where almost 95 percent of students have achieved the KKM score. The researcher concludes that the application of the Think Pair Share method effectively boosts the students' capacity to compose descriptive text at the 8 Grade level of SMP Negeri 3 Berbah, Sleman.

Key Word : *Writing, Think-Pair-Share, Class Action Research (CAR)*

Introduction

Education is a deliberate method of utilizing teaching methods to enhance individuals' abilities. It is also a fundamental and extensive component of human growth that encompasses gaining knowledge, expertise, values, and perspectives.

Listening, speaking, reading, and writing are the four primary skill domains in teaching and learning. Among these, writing is a crucial component in learning English. It is often viewed as the most challenging and demanding skill out of the four required for English education. According to Blanchard and Root (1998: 1) as cited in S. Yulianti et al. (2019), mastering the art of writing in a foreign language is not always a simple task. Writing is more than just putting words on paper or forming letters; it involves a combination of processes and products to convey information or messages for the benefit of individuals or society.

According to Zuraida (2016), writing skills serve four main purposes: self-expression, sharing information, organizing abstract ideas into a coherent manuscript, and enhancing proficiency in the English language. Since English is a second language for some students, they may encounter additional challenges (Sakhiyya et al., 2018). This implies that aspects such as mechanics, syntax, vocabulary, and comprehension of topics may pose difficulties for these students. Therefore, the focus of teaching and learning should not solely revolve around text production.

Cooperative learning is a widely adopted approach in schools to streamline the teaching process. Numerous models, including Jigsaw, Think-Pair-Share (TPS), peer-to-peer learning strategies, and others, have been developed for cooperative learning. The Think-Pair-Share method specifically aims to enhance students' writing abilities within the classroom. By utilizing this method, students have the opportunity to contemplate individually or in small groups prior to responding to questions or completing assignments in front of their classmates.

Implementing TPS in the classroom enables teachers to enhance student engagement and maintain their concentration on assignments. Moreover, this strategy facilitates the cultivation of interdependence among team members as they collaborate on shared writing platforms. Each student is expected to actively contribute to the writing process with their assigned group partner. Consequently, it can be inferred that groups that support each other in attaining common objectives foster positive relationships. This serves as an illustration of how collaboration nurtures a supportive learning environment, fosters relationships among group members, and cultivates social skills in other students.

As previously mentioned, descriptive content refers to text that is commonly used in everyday life to provide detailed descriptions of various subjects such as objects, locations, individuals, and animals. The researcher has revealed that a significant number of students at SMP Negeri 3 Berbah, Sleman, face challenges when it comes to composing descriptive texts during the teaching practice program (PLP). Despite the teacher's effective delivery of lessons and provision of necessary resources, it was observed that 75 percent of the students encountered difficulties in this particular area. Furthermore, the researcher also examined the teaching methods employed by the English teachers at SMP Negeri 3 Berbah, which involved instructing the students to independently write their own descriptive paragraphs.

The students' proficiency in crafting intricate descriptive paragraphs is significantly low due to the reasons. The teaching methods employed by English teachers are no longer effective as they diminish students' interest and engagement in the learning process. Simultaneously, the traditional and teacher-centered approaches used by educators fail to inspire and effectively teach writing. Consequently, in order to assist students in enhancing their writing skills, teachers must adopt techniques that address their specific problems and requirements. Researchers discovered that when students were tasked with creating English descriptions, many struggled not only with grammar and vocabulary, but also with effectively expressing and developing their ideas into descriptive text.

There are some previous research about think pair share technique. Barus, (2018) did a study on the Application of Think Pair Share in Improving Writing Skill, the results shows students' ability to write descriptive texts is significantly and favorably impacted by the use of the TPS learning approach. As a result, it is confirmed that using the TPS learning paradigm improves students' performance to write Descriptive texts. After that Febriyantika & Parmawati, (2021) also conducted the Application of Think Pair Share In Students Writing Descriptive text. They noted that the improvements of students skills using this technique from cycle to cyle was increase significant. The researcher added, these techniques can make strides students writing skills in descriptive text. Anggoro, (2022) also conduc the research of Improving Students Writing Skills using think pair share Strategy, and the result shown a marked increase in their academic performance when the Think Pair Share Strategy was implemented students' motivation.

There are several reason why this technique in used, the effectiveness of Think-Pair-Share Techniques in enhancing students' English writing skills, particularly in the area of descriptive writing. This technique also to find out the potential to encourage student engagement in the teaching and learning process by allowing them to independently or collaboratively produce descriptive writings.

Method

The objective of this study is to determine the effectiveness of Think-Pair-Share Techniques in enhancing students' English writing skills, particularly in the area of descriptive writing. In order to enhance the implementation of the think pair share strategy and improve the English writing skills of second grade junior high school students, the researcher is conducting a study using class action research (CAR). This research involves planned actions in real classroom situations and aims to analyze the effects of these techniques on a group of students. According to Cresswell (2019: 577), classroom action research is recommended for educators facing challenges in the field of education, as it offers a practical and straightforward approach to addressing instructional problems and enhancing the overall quality of teaching. The main focus of the study is on Grade VIII students at SMP Negeri 3 Berbah, Sleman. The researcher has selected the VIII-A class consist of 32 students as the subject of analysis due to the identified issues with the students' writing abilities in this particular class. This class action research using observation, interview, posttest and pretest, also diary notes to strengthen the research. This study using statistical and descriptive analysis using the mean score of pretest and post test and observation in observation checklist and students activities and responses before and after the technique approach.

Discussion

The researcher describe the result from implementation of Think Pair share technique n this part. The Implementation of this class action research divides into two cycles. According to the study's preliminary findings, a sizable portion of pupils show little interest in writing in English. Students' shortcomings in writing in English are caused by a variety of circumstances, with vocabulary and grammar being major issues. Five essential elements—content, grammar, word choice, structure, and mechanics—can be used to evaluate writing skill, according to Harris (1969: 68–69), referenced in Astheri (2013). The assessment of the research covered a number of factors, such as vocabulary, organization, mechanics, grammar, and substance. Researcher has collected the data by doing interview, observation, and test for students. Here are the descriptions:

1. Interview

The researcher spoke with and interviewed the students as well as the English teacher during the interview. The researcher gave a summary of the study plan that the principal had authorized before to the interview. The researcher went into further detail on the learning goals. strategies using think pair share technique as the main objective in this research.

In interview result from the teacher, the researcher found although many of the pupils feel that it is too early to stop, they appear to be enjoying the English lesson in class. Their unwillingness to comply with the teacher's directions in the classroom has also been linked to a lack of drive and vocabulary. They merely follow the teacher's instructions word for word. The result of interview from several students, has shown that so many students that still have lack of writing English in the classroom.

From interviews, both with teachers and It's clear that certain students are naturally drawn to English classes, but they frequently struggle with motivation and vocabulary. When presented with obstacles in their study, these kids tend to give up easily and are hesitant to put in extra effort. Their knowledge of English is still restricted, especially when it comes to writing. They show a propensity for participating in different activities and group study over solitary study. To solve these issues, the Think-Pair-Share learning technique might be used an effective way to help teachers in learning activities.

2. Observation

It is clear from observation that the classroom setting corresponds with the teacher's description given in the interview. The pupils are attentively sat, ready to learn, and totally involved in the instruction. This degree of discipline is a result of the stringent rules that the English instructor has implemented, such as the requirement that no breaks be taken until assignments are finished. Another important regulation that keeps all pupils concentrated on the English lesson and the teacher's directions is the ban on electronics in the classroom.

But in spite of their steadfast dedication to following the teacher's directions and paying attention in class, they lack inspiration badly. One of the instances relates to a number of topics, including the obstacles students have when trying to become

proficient in English. Their limited language makes it difficult to understand the lessons.

They don't say anything when the instructor asks them a question because they are afraid they won't know the answer. But when the instructor puts children in groups, they can help each other out, which gives them more bravery and self-assurance when it comes to responding to questions and finishing the teacher's chores.

Observations show what the condition of the class was when this research was carried out. Researchers are given the opportunity to make observations. To find out the researcher saw that the kids were focused and well-prepared in the learning activities taking place in the classroom. Every pupil was comfortably occupying their assigned chair and paying close attention to the teacher's instruction. All kids were able to concentrate on their education because of the teacher's stringent guidelines, which made sure that there was no space for misconduct or distractions

3. Prepost-test

a. The classification of the students' pre-test scores.

The researcher gave the pupils a pre-test to see how well they could write descriptive language before the intervention. Pre-test results were gathered and entered into Table 1, which gave a thorough summary of each student's performance.

Table 1. The Rate Percentage of Score in the Pre-Test

No.	Classification	Score	Frequency	Percentage
1	Excellent	91 - 100	-	-
2	Very Good	81 - 90	-	-
3	Good	71 – 80	6	18,7%
4	Fair	61 - 70	12	37,5%
5	Poor	51 – 60	11	34,3%
6	Very Poor	Less than 50	3	9,3%
	Total		32	100%

The table shows that there were 6 (18,7%) students The descriptive texts that the students wrote fall into the following categories: Twelve students (37.5%) obtained a decent score, eleven students (34.3%) a fair score, three students (9.3%) a low score, and zero students (0%), an exceptional or very good score achievements on pre-test ranges from good to very poor classification.

b. The classification of the students' post-test scores.

The researcher administered the post-test following the therapy. Every student's results are shown in the data in the table 2.

Table 1. The Rate Percentage of Score in the Post-Test

No.	Classification	Score	Frequency	Precentage
1	Excellent	91 - 100	-	-
2	Very Good	81 - 90	15	46,8%
3	Good	71 – 80	13	40,6 %
4	Fair	61 - 70	4	12,5%
5	Poor	51 – 60	-	-
6	Very Poor	Less than 50	-	-
	Total		32	100 %

- c. The ranges of score improvement The Think-Pair-Share method was put into practice, and the pupils' performance greatly improved.

Table 1. Range of Score Improvements

Range of Score Improvement	Total Students
26 – 30	4
21 – 25	6
16 – 20	13
11 – 15	6
6 – 10	3
Number of Students	32

- d. The mean score of the students.

Table 1. The Mean Score of the Students' Pre-Test and Post-Test.

Mean Score	
Pre-Test	Post-Test
62,4	81,2

The results of the pre-test and the post-test were different, based on the information given. In light of these findings, the researcher has come to the conclusion that the Think-Pair-Share approach may be a useful tool for enhancing students' writing abilities.

Conclusion

Upon examination of the data, it has been established that there was a significant improvement in the students' writing skills from the initial assessment to the final assessment. This progress is evident in the consistent rise in the students' scores across each phase of the study. The research involved a total of six sessions, with three sessions in each phase. Within these phases, three assessments were administered, and the results of each assessment showed a steady increase. Based on the data presented in the preceding section, the researcher concludes that the application of the Think Pair Share method effectively boosts the students' capacity to compose descriptive essays at the 8 Grade level of SMP Negeri 3 Berbah, Sleman. This deduction is reinforced by the notable contrast observed between the students' initial and final assessment outcomes. Clearly, the integration of the Think-Pair-Share Technique has led to significant enhancements in the students' writing abilities.

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