Improving Student's Writing Ability through Think-Pair-Share Technique in English Learning for Second Grade at SMP Negeri 3 Berbah Sleman

Nur Aisyah[1], Muhammad Fadhlul Nurdzaki[2]
[1]Universitas Ahmad Dahlan, [2]Universitas Ahmad Dahlan

Key Words:

Writing Ability, Think-Pair-Share, English Learning

Abstrak: Writing is the one of activity that laborious thing to be learned and somehow it is hard to some student. The research was carried out in SMP Negeri 3 Berbah, Sleman. The researcher has identified several problems, such as: 1). Does Learning using TPS help improve student's writing skills? 2). How is the difference in teaching and learning situation before and after the application of TPS? . This research was conducted using Classroom Action Research (CAR). From the results of the pre-test, we found that the students' writing results were below the average and still far from what was expected. The average of the score. This finding is supported by the results of students' writing scores. The average score of the pre-test was 56,09, the average score of the Cycle 1 was 65,80, the average score of the Cycle2 was 80,25. All the data showed that the improvement of writing achievement from cycle to cycle was significant. It can be concluded that TPS can improve students' writing creativity and TPS can improve class writing into a better situation.

How to Cite: Aisyah, Nur & Nurdzaki MF. (2022). Improving Student's Writing Ability through Think-Pair-Share Technique in English Learning for Second Grade at SMP Negeri 3 Berbah Sleman. *Seminar Nasional Pengenalan Lapangan Persekolahan UAD*

INTRODUCTION

English is a language that has been used in all over the world and became an international language which is used in various activities such as: Industry and technology, health, tourism, correspondence, etc. in Indonesia, English learning has been included in learning curriculum for elementary school to university level.

In teaching and Learning English, there are four concentrations of main skills, such as: Listening, Speaking, Reading, and Writing. One of the most important parts in learning English is writing. From the four skills in learning and teaching English in schools, writing is the most laborious thing, and it is hard to be learned. Writing is one of the activities that requires energy in its implementation. Writing is not only an action that just drawing few words that delivered into a bit paper or specifying letters, but it is involved a combination of process and product to create an information or notation for individual or public need.

Writing ability is one of the most important skills of student's that has many functions for them. One of the main functions in writing is as a media of communication. There are four purposes of writing ability used in common that is to express oneself, to inform other people, and to accumulate abstract idea to become a script. Students can learn English which they have learned through writing (Zuraida 2016). Student's will easily learn English, especially writing English if they have found their comport zone, like in the classroom. Gathering with another student when learning in the classroom will make the sense of enthusiasm in learn to each other.

Even though writing is the most importance skills, but writing activities still not get enough attention in the classroom by students itself. Besides being tiring, this activity needs sufficient time in learning and teaching process, and it take too much time when learning hours in the classroom are limited.

Teachers sometimes faced with various problem in the technique of the learning process. One technique that has been widely used in helping the teaching process in the classroom is cooperative learning. In cooperative there are a variety in learning models that have been developed such as jigsaw, think-pair-share (TPS), learning with friends' technique, etc. Think-pair-share technique is more concern to teaching writing for students in the classroom. This technique refers to the use of a paired system which uses "multi mode" to increase student participation in learning (Lyman, 2005: 4). This technique allows students to think individually or in small groups before answering assignments or questions in front of the class.

TPS is designed to encourage student participation in classroom activities (Lyman, 2005: 1). This means that with TPS, the teachers can increase student responsiveness and help students stay focused on their assignments. This activity also builds positive interdependencies between pair members through a shared writing surface. Each student must provide a written contribution to their group pair. We can assume that there is a positive correlation between group members helping each other to achieve group goals. It can be assumed as a form from teamwork that builds correlation between another members group and gaining the purpose of their group also can be developed their social characters to another students.

RESEARCH METHODOLOGY

The research was conducted in SMP Negeri 3 Berbah, Sleman. This school located at Karongan, Jogotirto, Kec. Berbah, Kab. Sleman, In Yogyakarta, with postal code 55573. The school insist two teachers that teach English Subject. This aims to improve student's knowledge, especially in writing skills from students in second grade of SMP Negeri 3 Berbah, Sleman.

There are four phases that research used in this research: planning, action, observation, reflection. This research using CAR (Class Action Research) that composes into two or more cycles and then observed together and evaluated for finding the success and the failure of the action. There are three techniques to collecting data in this research can be seen in the following table :

Table 1. Technique for collecting Data

Technique	Target	Purpose	Data
Observation	• Students • Teaching and learning activity	To watch and record action	Note
Interview	Students	To know what the participation feelings	interview
Test	Students	To get information how far the students understanding	Writing scores

RESEARCH FINDING

Pre-testing was conducted in August 2022 by the researchers. 40 students were included second term. Based on reserve observations, researchers have discovered facts that the problem was the creativity of the students' writing. To get real evidence, the researchers conducted preliminary tests and intended to win Student Writing Creativity Score before processing the action. (Preliminary test results are shown in Table 2).

Table 2. Result of pre-Test

ISSUES	INDICATORS	
Students writing ability	1.	Low achievement in writing
	2.	Lack of passion in writing
	3.	Poor of vocabulary and Grammarly
	4.	Don't know what is writing elements
	5.	Too much using mother tongue in classroom
Classroom situation	1.	Not-living atmosphere
	2.	Low participation in the class
	3.	Limited time practice writing

After conducting the pre-test, the researchers then conduct interviews with students. The purpose of the interview is Students' opinions about writing. The interview was more concerned about the difficulty of writing text and how they solved the problem. Researchers also asked about the responses to teaching and learning processes activities in which they participated. the result of interview can bee seen at table 3.

Table 3. Result of Interview

No.	Question	Students response	
		Yes	No
1.	Do you like English?	95%	5%
2.	Are English important?	98%	2%
3.	Are you able to write in English?	55 %	45%
4.	Do you like writing?	60%	40%
5.	Do you think writing is difficult?	40%	60%

The last point of the interview was about participation in writing activity. Some of the student's forty percent claimed that they did not like the writing activity. On the contrary only sixty percent of the students stated that they liked writing activity.

The implementation of research can be seen on table 4.

Table 4. Implementation

	problem	Low writing ability in students
	solution	Think-pair-share-technique
	students	Second grade at SMP Negeri 3 Berbah Sleman
TPS	**Cycles 1 before**	**Describing Thing**
	Planning	PPT, task, real object
	Action	Draw and Describe

Observation	lack of discussion, too noisy, too many tasks and lack of modelling, poor vocabulary and grammarly
Reflection	Less active, too crowded, an too many tasks
Cycles 2 after TPS	**Describing events**
Planning	Using picture
Action	Pre-test and postest
Observation	Group 1 : active, interests Group 2 : always in monitoring, lack of discussion Group 3 : alive but crowded Group 4 : enjoyable, but too many tasks Group 5 : active, always in discussion
Reflection	More active, crowded, self-confidents increase, success in group work.

1. Findings

Student Creativity in Writing Descriptions Improved TPS. From this we can conclude that the TPS is one of A good way to improve students' writing skills because it helps organize the words into descriptive text, give a bit fun, make them more relaxed and help them to generate the needed words to construct a descriptive text. The improvement of the students' ability can also be seen from the results of the students' pre-test and post-test which were done in every cycle. The average score of the pre-test was 56,09, the average score of the Cycle 1 was 65,80, the average score of the Cycle2 was 80,25. All the data showed that the improvement of writing achievement from cycle to cycle was significant.

In more detail, the summary of the research findings is described in the following section:

a. Improving in students' writing creativity

Preliminary test results showed that student writing is below average and is still well off from what was expected. This finding is supported by the results of students' written scores. The average score was 56.09. Student scores indicate that students face many problems in writing. They have many difficulties in writing an English text, because of their low control over their writing. This condition is seen during the writing process, they can't express their ideas, how to start writing, and they always lose ideas and get stuck so they can't continue writing, lack vocabulary, and students' writing is mostly influenced by their mother tongue.. Because it is necessary to create strive to improve students' writing creativity by applying teaching techniques that make students understand anything related to making good writing, they are interested in learning and teaching English by creating an interesting atmosphere in the classroom, and providing a little fun. After the TPS activity in each cycle, the scores written by the students continued to improve. It can be known by looking at the student's grades. This also influenced students' interest in reducing their rules during their mother tongue class while writing.

b. Improvement in Classroom situation

Prior to the survey, the teaching and learning process was not as active as teachers who were accustomed to using conventional techniques. The students showed low participation in the writing class because they were rarely taught to make better

writing using various techniques because the teacher was monotonous in teaching writing. Conditions after the implementation of the study showed improvement. The class atmosphere is more lively because there are many interesting activities. Students pay attention to their lessons, they are very active in carrying out activities and dominating activities. There is no longer the dominance of lecturers. Lecturers begin to recognize the problems and potential of students in writing. Another finding in this study is related to lecturers. Lecturers take on various roles during the teaching and learning process: a leader, manager, counselor, director, friend, facilitator, motivator, creator, or parent. If lecturers are more creative and innovative in carrying out the teaching and learning process, students will be more interested in participating in learning.

2. Discussion

The research which is applying action research to use TPS activities in improving students' writing ability brought satisfying result both in term of the improvement of students' writing ability and classroom situation. The findings then can be theorized in two major points as follows: 1) TPS activity can improve students' writing ability; and 2) TPS activity can improve classroom situation.

CONCLUSION

1. TPS can improve student's writing creativity
   The increase in students' writing creativity can be seen from the increase in writing achievement. This shows that there is a comparison between students' writing creativity during the intervention with the criteria for success performance. Improvements can also be seen from several aspects of the composition they produce. First, students are able to define their chosen topic into concrete ideas.
2. TPS can improve writing class into a better situation. They are motivated to take writing classes. Their motivation is reflected in their efforts to provide resources – informational materials – to support their writing.

OUTGIVING

The researcher in particular expresses his deepest gratitude to all those who have helped. Researchers receive a lot of guidance, guidance and assistance and encouragement from various parties, both moral and material.

REFERENCE

Lyman, F. 2008. Appendix. Description of Exemplary Techniques and Methods. Think-Pair Share. Available at: http//www.users.edu.html. Retrieved on July 28th, 2012.

Mundriyah, M., & Parmawati, A. (2016). *USING THINK-PAIR-SHARE (TPS) TO IMPROVE STUDENTS'WRITING CREATIVITY* (A Classroom Action Research in the Second Semester Students of STKIP Siliwangi Bandung). Jurnal Ilmiah P2m Stkip Siliwangi, 3(2), 84-91.

Meletis, D. (2020). The nature of writing. A theory of grapholinguistics.

Sahardin, R., Hanum, C. S., & Gani, S. A. (2017). Using Think-Pair-Share for writing descriptive texts. Studies in English Language and Education, 4(1), 54-65.

Spratt, Marry, Pulverness, Alan, and Melanie William. (2005). The TKT: Teaching Knowledge Test Course. Cambridge: Cambridge University Press

Thornbury, Scott. 2005. *How to Teach Speaking*. Harlow: Longman Group Ltd.

Zuraida. (2017). *IMPROVING STUDENTS' WRITING ABILITY BY USING COLLABORATIVE LEARNING* (A classroom Action Research in the second grade of SMP Negeri 2 Godean). Jurnal ilmiah Departemen of English language Education and Arts State University of Yogyakarta. 11-26.