The Effect Of Using Think Pair Share Strategy On Students’ Writing Ability In Descriptive Text At Seventh Grade Students Of Junior High School

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Abstract: This study examined the effect of the think-pair-share strategy on seventh grade students at the junior high school in Mtss Ashhabul Yamin, Lasi Tuo's ability to write descriptive text. The background for this study was the students’ difficulties with writing when learning English. First, most of the students did not understand well how to make a short paragraph. Second, many of the students had limited vocabulary. Third, some of the students were difficult to writing the sentences that has the correct grammar. In this study, the researcher compared two classes using a quantitative method and a quasi-experimental research design. The sample of this study were junior high school students in the seventh grade at Mtss Ashhabul Yamin, Lasi Tuo, specifically 7.6 as the experimental class with 28 students and 7.9 as the control class with 27 students. The instrument of this research was writing test. The data was analyzed by using independent sample t-test and paired sample t-test in SPSS 22. The result of the research indicated that there was significant effect of students writing ability between the students who were taught by using think pair share strategy and without using think-pair-share strategy. It can be seen from the value of sig. (2-tailed) which was smaller than the alpha value (0.000<0.05). From the result of the data, it can be concluded that, using think pair share strategy gave significant effect of writing ability in descriptive text.

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

INTRODUCTION

Writing is widely considered as the most difficult of the four English language skills, notably when it comes to developing and organizing ideas and mastering writing mechanics like syntax, spelling, word choice, and punctuation. In particular, junior high school EFL students who still have poor grammar and vocabulary skills. In order to ensure that the reader(s) fully understands what they are reading, students must consider what they will write and be able to utilize proper grammar. The words "hard writing is easy reading" is frequently used by writers. In another words, writing is difficult. Students should be proficient writers because they employ their writing abilities in both their professional and academic activities. In order to make students have good ability in writing, the students are needed to increase their writing ability.

One of the essential components of language learning, particularly in English, is writing. In fact, writing is an activity that cannot be avoided. Writing can be found in many aspects of daily life, such as letter writing, texting, e-mailing, and other activities. They typically discover certain challenges when learning to write. Writing is difficult since one must find solutions to issues like how to begin writing. Therefore, it is crucial for children to understand how to write, especially in junior high school.

Genre-based writing instruction should be taught in junior high school. The process, descriptive, recount, and narrative genres should all be covered in junior high school English classes. One of the genres which are taught in order to describe people, animals, places, or things in a book is descriptive text. In fact, one of the text types that must be studied in junior high school is the ability to write descriptive text.

It might be challenging to teach junior high school students to write. Teaching adults or senior high school students is distinct from this. Students in junior high school require greater inspiration and direction from their teachers in order to write in English. In order to teach writing, the teacher requires a good learning technique. Cooperative learning is one of the strategies. This refers to a teaching technique where students cooperate and work in small groups to support and communicate one another. In conclusion, one strategy for teaching writing in junior high school is cooperative learning.

One cooperative learning strategy is the "think pair share" strategy. In cooperative learning, the students cooperate in small groups to solve an issue, finish a task, or reach a shared objective. Think pair share is a cooperative learning strategy that can encourage and assist students' higher level thinking as they
consider the subject matter. The teacher gives the pupils a topic to think about, pairs them to debate their views, and then has the whole class share their thoughts. To encourage students to think critically and work together, the teacher employs the "think pair share" strategy.

Based on preliminary on July 2022 at seventh grade of Islamic Boarding School Ashhabul Yamin Lasi Tuo through did the observation and interviewed with English teacher and the students about their problems in teaching and learning English, especially in teaching writing. The researcher found some problems, the first problem is most of the students said writing were difficult to understand. When the teacher asked them to write they were confuse how to begin. They cannot understand how to construct their idea into writing form. Students also said they were difficult write a sentence because they confused to choose words and organized them into a sentence. Second, some of the students still had limited of vocabularies. Students were difficult in writing because they still had limited vocabularies. The factor that make students had limited vocabularies is most of them did not learn English at elementary school. It makes the students were not able to write a short paragraph that have a good writing. Third, some of the students were difficult to writing the good sentences. When teacher asked to write a sentence they still influenced by Indonesian language. Students still wrote a sentence without pay attention into the tenses. For example: “your daughter is come”, this word does not has the correct grammar. They still difficult to distinguish what is subject, predicate and object at sentence. This happened because the students did not have enough of background knowledge about English writing.

RESEARCH METHOD

In this research, the researcher used quantitative approach. One of the quantitative approaches is the experimental method, particularly if the researcher wants to conduct a study to determine the impact of an independent variable or treatment on a dependent variable, a result, or an output under control conditions. There are many kinds of experimental research that can be used such as pre-experimental, true experimental, quasi experimental and factorial design (sugiyono, 2009). In this research, the researcher used quasi experimental by used control and experimental group pretest and posttest design.

Population and sample are two elements that cannot be separated in quantitative research design. This is two important elements in the research. Population is entire research object that have some criteria and some of them would be used as a source of data in the research. Sample is part of the population that be used for gathering the data needs by the researcher. In this research the researcher took two classes of students at seventh grade MTsS Ashhabul Yamin Lasi Tuo as the sample after did the simple random sampling technique. Then it can be conducted that one of two classes was determined as the control class and another class as experimental class. The classes are 7.6 and 7.9, the researcher determined the class 7.6 as the experimental class and the class 7.9 as the control class.

In this research used “Test” to measure students’ writing ability. The test was conducted twice, they were pretest and posttest. The test was constructed based on the material that appropriate with the seventh grade students of junior high school. The test was conducted in order to identify the effect of using Think Pair Share Strategy on students’ writing ability. The test is the students wrote a short paragraph of descriptive text. The test was made by the researcher and got the validity with consult with some expert before conducted the test to the control and experimental group.

In analyzed the data the researcher used t-test with calculated the data in SPSS 22. the researcher analyzed the data by comparing the score between experimental and control class in pre-test and post-test. The researcher used Independent-samples t-test to test the first hypothesis and use paired-samples t-test to test the second and third hypothesis. These two t-tests calculated by using SPSS 22 to got the data.

FINDINGS AND DISCUSSION

Writing is one of the important skills that should be mastered by the students. They should mastering writing because with writing the students can produce the English to know their ability in English. The students will not be able to have the ability to produce the English text without writing. Writing also relate with ability, because writing without ability is useless. Students should have writing ability in order to produce a text. Based on this reason, the teacher should found some effective strategy that might be used to improve writing ability one of the effective strategies is think pair share strategy.

The findings of the research showed that think pair share strategy was an effective strategy in increased students writing ability in descriptive text and give a significant effect. It was clear from the result of independent sample t-test and dependent sample t-test that calculated with SPSS 22. The value of sig. (2-tailed) was smaller than the alpha value, which was 0.000 < 0.05 and the students’ writing ability in descriptive text with using think pair share strategy also better than using conventional method. It can be
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2. For the next researcher
   It is suggested to the next researchers who want to conduct the research with the same topic
   is expected to be done to see other findings that have not been covered in this research. For
   this reason, the researcher hopes these suggestions can be accepted and done as well as
   possible by all the readers.
REFERENCES


