



The Effect Of Using Think Pair Share Stragey 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 of 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

seen from the value of mean score of posttest experiment class and control class was $73.39 > 55.56$. Based on the testing hypothesis H_a was accepted and H_o was rejected. It means that there was a significant effect of using think pair share strategy on students' writing ability in descriptive text. In line with Anggraini in her article found that using think pair share strategy is useful to the students since it gave students chance to learn how be active in writing process.

Think pair share strategy was useful for the teacher and students. The asked the students to think in pair to write can be easier. In line with Lyman stated that think pair share strategy can help students to learn and get information from their pairs and to develop a conceptual understanding of a topic, develop the ability to filter the information and write a conclusion and develop the ability to consider others points of view as well (Frank Lyman, 1987). Therefore, think pair share strategy is an effective strategy that can be used by the teacher in teaching writing. In other word, it means that think pair share strategy is useful and can help teacher and students achieve the aim of learning process, especially in produce a writing text. It can be concluded that the think pair share strategy is useful strategy in helping the students to improve their writing ability.

There were some advantages of using think pair share strategy on students' writing ability : (1) After apply the think pair share strategy for the students in the treatment, they can got the ideas easily for their writing. (2) The students were more excited to write their writing with think in pair. (3) It can helped, the students to revise their written text with asking to their friend before collect to the teacher. In addition, think pair share strategy is one of the strategy that can used by the teacher in teaching writing.

To sum up, the use of think pair share strategy in teaching writing were given a significant effect on students' writing ability in descriptive text at seventh grade students of junior high school. It was proved after given the treatment by using think pair share strategy the students' score was increased and better than using conventional method.

CONCLUSION

The purpose of this research is to know the effect of using think pair share strategy on students' writing ability. In this research, there was one class which was treated by using think pair share strategy. The class was given twice tests. They were pretest and posttest. After the test was done, the researcher compared the scores of both test by using t-test. Based on the explanation in findings, it can be concluded that the results were there is the significant effect of using think pair share strategy on students' writing ability in descriptive text at seventh grade students of junior high school (MTsS Ashhabul Yamin, Lasi Tuo). It can be seen the result below:

First, the Think Pair Share strategy significantly improves students' writing abilities. The value of Sig. (2-tailed) 0.05, which was $0.000 < 0.005$, according to the data calculated using the independent sample t-test, suggests that there is a difference in the mean by students' writing achievement on the pre-test and post-test in the experimental class. The pre-test mean for the experimental class was 51.07, whereas the post-test mean was 73.39. Compared to the pre-test mean, the post-test mean is higher. It can be concluded that the Think Pair Share method significantly improves students' writing ability.

Second, the findings of a paired sample t-test performed with SPSS 22. The post-test findings showed that the value of sig. (2-tailed) was lowest than 0.05, which was $0.000 < 0.05$, for both the experimental and control classes. It can be seen that the mean of the post-test in the experimental class was higher than the mean of the post-test in the control class, with $73.39 > 55.56$, indicating that there was a difference in the mean of students' writing achievement while utilizing the TPS strategy and conventional method.

In conclusion, there is significance different in achievement between students' writing ability were taught by using think pair share strategy at seventh grade students of MtsS Ashhabul Yamin, Lasi Tuo.

Based on the result and conclusion above, the use of think pair share strategy in teaching English gives the significance effect to students' writing ability at seventh grade students of MTsS Ashhabul Yamin, Lasi Tuo. The researcher would like to propose some suggestions as follow :

1. For the teacher

It is expected that the teacher should select an appropriate strategy that can be used in English teaching, especially in teaching writing descriptive text in order to make students' better on it. Here the researcher recommends Think Pair Share strategy, because it can improve students' writing ability in writing descriptive text. The English teacher should be able to make students interested in write in English especially in descriptive text. The students should need a lot of English books in order to able to write

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.

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