THE USE OF THINK PAIR SHARE WITH PICTURE TO IMPROVE STUDENTS' WRITING SKILL

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ABSTRACT

The study aims to find out whether or not Think Pair Share can improve the writing skills of 10th graders of SMA Negeri 1 Manggis in school year 2022/2023. The subject of this study were the tenth grade students of the SMA Negeri 1 Manggis. Class X H students chose the subject, which consists of 31 students. The research used the classroom action research type. The research was carried out by Think Pair Share with image and divided into several cycles, each consisting of two cycles. In this study, two kinds of data were obtained from the result of the pre-test, the post-test and the questionnaire. The mean score result showed an improvement over the pre-test from 48.77 to 70.09 in post-test I and 83.09 in post-test II. The investigators administered the questionnaire at the end of Cycle II. The percentage showed that the opinions of the questionnaire 66.83% strongly agree. These results supported the main findings of the study. In addition, it was found that subjects gave good responses to the implementation of Think Pair Share with Picture to improve writing skills.

Keywords: Think Pair Share, writing skill, picture

ABSTRAK

Penelitian ini bertujuan untuk mengetahui apakah Think Pair Share dapat meningkatkan keterampilan menulis siswa kelas X SMA Negeri 1 Manggis tahun pelajaran 2022/2023. Subyek dari penelitian ini adalah siswa kelas X di SMA Negeri 1 Manggis. Siswa kelas X H dipilih sebagai subyek yang terdiri dari 31 siswa. Penelitian ini menggunakan jenis penelitian tindakan kelas. Penelitian dilakukan dengan menggunakan teknik Think Pair Share dengan gambar dan dibagi menjadi beberapa siklus yang masing-masing terdiri dari dua siklus. Dalam penelitian ini, ada dua macam data yang diperoleh dari hasil pre-test, post-test, dan kuesioner. Hasil skor rata-rata menunjukkan peningkatan dari pre-test 48,77 menjadi 70,09 pada post-test I, dan 83,09 pada post-test II. Peneliti memberikan kuesioner pada akhir siklus II. Persentase pada kuesioner menunjukkan pendapat sangat setuju 66,83%. Temuan ini mendukung temuan utama dari penelitian ini. Lebih lanjut, hal ini menunjukkan bahwa subjek memberikan respon yang baik pada penerapan Think Pair Share with picture dalam meningkatkan keterampilan menulis.

Kata Kunci: Think Pair Share, kemampuan menulis, gambar

INTRODUCTION

There are four basic skills to learn when learning English: studying, speaking, reading and writing (Arsani et al., 2021). Speaking and writing are productive skills; they require learners to produce something. Among these four skills, writing is one of the most important basic skills to master when learning English (Mantra et al., 2021). Writing is the process of putting ideas on paper, turning thoughts into words, sharpening your main idea and giving it structure and coherent organization (Sun & Feng, 2009). Good writers think, plan, draft, think, rewrite, think and rewrite until they are satisfied. Writing is a continuous process of thinking and organizing, rethinking and reorganizing (Mantra, 2017).

Writing requires the ability to express ideas, thoughts, and feelings so that they

can produce a good composition. Writing is the most difficult skill for foreign language learners to master (Toba et al., 2019). The difficulty lies not only in generating and organizing ideas but also in translating these ideas into readable text (Wallace et al., 2004).

Classroom writing, taught through combining the process of learning to write, involves encouraging students to think about what they will write by encouraging them to design, reflect, revise, and respond to their writing product (Handayani & Widiastuti, 2019). Thinking and organizing skills are crucial to enable students to express their ideas in well-organized sentences (Widiastuti et al., 2020) that have good coherence and cohesion. That is why many people and students find it difficult to write. The observation in SMA Negeri 1 Manggis also shows that many X H class students have less interest in writing because they always have a problem completing a writing task. You have difficulty expressing the language through written forms.

When interviewing an English teacher at school, he was told that students' writing skills are still poor due to limited words, less understanding of structure, grammar and vocabulary, and difficulty in expressing their idea. They also have trouble concentrating when the teacher is explaining the lesson to the class, making it increasingly difficult to understand the material at hand. On the other hand, the teacher's technique created a boring situation and the students were not enthusiastic about learning to write. It made the students unable to incorporate their ideas into a text.

In order to deal with these problems,

the teacher must choose the right method, which is certainly suitable for use in the classroom (Mantra et al., 2021). Of many existing methods, one method that may be appropriate and applicable is the Think Pair Share (TPS) method. Think-Pair-Share is a cooperative learning strategy that can support and promote higher-level thinking. The teacher asks the students to think about the specification of the topic and then team up with another student to discuss their own thoughts. After you have thought about a specific topic and teamed up with the other student, the final step is to share your ideas with your group. Think Pair Share is a learning method designed to encourage student participation in class (Wardana et al., 2022).

In think pair share, students are given time to think through their own responses to question(s) before the questions are answered by other peers and the discussion moves on. Students also have the opportunity to think aloud with other students about their responses before being asked to share their ideas publicly with the entire class.

In addition, to make the think pair share technique work well, the teacher can combine the technique with additional media such as pictures. Combining think pair share technique with picture can make the students easier to visualize the verbal picture in their imagination. Using pictures can help them to understand the meaning of a word, a sentence, a paragraph, or a text (Wardana et al., 2020). It means that students will be easier to develop their idea in the writing process because there is stimulation in form of picture.

Based on the explanation above, the

researchers would like to solve those problems by using Think Pair Share with picture to improve the writing skill of tenth-grade students of SMA Negeri 1 Manggis. Furthermore, the researchers expected that the students could improve their writing skill in an interesting way by using this technique. Therefore, the researchers conducted a research entitled "The Use of Think Pair Share with Picture to Improve Writing Skill of Tenth Grade Students' of SMA Negeri 1 Manggis in Academic Year 2022/2023.

RESEARCH METHOD

In this present study, the researchers used the type of Classroom Action Research (Mantra et al., 2022). In relation to this study, classroom action research is concerned to improve the writing skill of the subjects under study through Think Pair Share. In this classroom action research, the teaching and learning process was distributed and divided into several cycle in which each consisting of two cycles (Mantra et al., 2018). Each cycle consists of planning, action, observation, and reflection. The researchers administered an initial reflection before conducting the first cycle. The purpose of the initial reflection was to figure out the tenth-grade students of SMA Negeri 1 Manggis writing skills before the researchers taught them by applying think pair share. In planning activity, the researchers should make a plan before teaching descriptive text by using think pair share with pictures. The next activity is action, the researchers managed the class according to the lesson plan that has been prepared to get the data. In the observation activity, the researchers observe the situation in the classroom to

find out the students' activities and also their participants in the classroom during the teaching and learning process. Reflection is the part when the researchers collect the results found during the teaching and learning process. The researchers can conduct a post-test and then analyze the result to know the implementation of the activity is successful or not, if it is unsuccessful, the researchers will continue to the next cycle.

The research was conducted at SMA Negeri 1 Manggis. The subject of the study was the X H class which consisted of 31 students. After doing interviews with the English teacher, it showed that they still had some problems in writing; thus, they were chosen as the subjects in this research. In this research, the researchers used two types of instruments in collecting data including a test and a questionnaire. The data that was required in the present study was collected using the pre-test and post-test which were the form of paragraph construction test. The subjects were asked to choose a topic as a title and write a descriptive paragraph that consisted of six to twelve sentences. To score the subjects' writing, the researchers adopted a scoring rubric, the researchers used the scoring rubric because it could assess the descriptive paragraph writing easily and detail by following the criteria such as format, punctuation and mechanics, content, organization, grammar, and sentence structure.

FINDING AND DISCUSSION
Finding

In the present, the findings of the study were obtained through the process of collecting data. Data were collected by administering the pre-test, post-test, and

questionnaire. The pre-test was administered to the students before the guided writing was applied to figure out the student's pre-existing achievement in writing. After administering the pre-test, the post-test was administered at the end of every cycle; once in cycle I session 2, and once in cycle II session 4. The post-test was administered to know the students' progressing achievement in writing a descriptive text after being taught by using think pair share with picture. The questionnaire was given to the subjects at the end of the last cycle or in cycle II to measure the responses of the students after being taught through the implementation of think pair in the classroom.

Pre-Cycle

In the pre-cycle, the researchers conducted the initial reflection by interviewing the English teacher to find out exactly the problems faced by the subject in writing. The researchers conducted the pre-test in pre-cycle to the subject under the study before Think Pair Share with picture was applied. The students were instructed to write a descriptive text which consisted of three to five paragraphs by choosing one of the following topics; My Favorite Artist, Tourism Destination, or My Favorite Things. The time allotment which was given to do the pre-test was 35 minutes and it should be done individually by the students under study. The mean score of the pre-test which was followed by 31 students was 48.77. The result showed that the subjects' writing skill was low. Therefore, the researchers started to conduct cycle 1 by applying Think Pair Share with picture.

Cycle I

The researchers began classroom action research to improve students' skills in writing descriptive text. This cycle consisted of two sessions. In planning, the researchers plan the materials for the teaching and learning process. In this case, the researchers prepared the learning material about describing a person. The second step was called action. The researchers divided Cycle I into two sessions, session 1 and session 2. The time allotment for each session was 2 x 40 minutes and it was divided into three activities namely; pre-activity, whilst-activity, and post-activity. In the first session, the researchers gave an example of descriptive text entitled "Raffi Ahmad" and asked the students to identify the generic structure of the text. The second session was conducted by asking the students to write the descriptive text that they have revised at home on the whiteboard.

During the teaching and learning process, the researchers also did observation. It showed that the students were motivated to express their ideas. In addition, one of them did not pay attention to the explanation but the teaching and learning process ran as well as the plan in the lesson plan.

The next step in this cycle was analyzing the post-test that had been done by the students. The post-test was administered at the end of the cycle that was followed by 31 subjects. The topic of the post-test was Famous Selebgram from Indonesia, Former President of Indonesia, and My Best friend. The mean score of the post-test I was 70.09. It showed that students' writing skills were still low even though there was an improvement from

the pre-cycle. The data also showed that only 14 students achieved the minimum passing grade for the tenth-grade students of SMA Negeri 1 Manggis. It meant the success indicator was not yet reached in this cycle. Therefore, the researchers continued the next cycle which was cycle II to get a better improvement. The researchers also change a little lesson plan for cycle II to get the best result.

Cycle II

Based on the result of the post-test in cycle I which was still low, the researchers continued to cycle II. Based on the previous cycle, planning in cycle II was needed to improve the subjects' writing skills. The planning of cycle II was revised from the previous version of cycle I. In this cycle, the researchers gave a list of adjectives related to the topic which was discussed and prepared the material about describing a place with a picture in the example of descriptive text.

In cycle II the action was also divided into two sessions, session 3 and session 4. The time allotment for each session was 2 x 40 minutes and it was divided into three activities namely; pre-activity, whilst-activity, and post-activity. The title in cycle II was about describing a place. In the session of cycle II especially in session 3, the researchers gave an example of descriptive text entitled "Monas National Monument" and ask the students to identify the generic structure of the text.

In observation, the researchers observed the subjects during the teaching and learning process in which think pair share was implemented. After giving them examples of descriptive text, the students gave more attention to the explanation.

They also became more active to ask some questions when they felt confused and did not understand what had been explained.

The post-test II was administered by the researchers at the end of session four. The test was in the form of text construction which had the same instructions as the post-test in cycle I. In cycle I, the subjects was asked to write a descriptive text about a person, while in cycle II they were asked to write a descriptive text about the place. The topic of the post-test was Historical Place, Nature Tourism Destination, and the Balinese Temple. The mean score of post-test II was 83.09. The result showed improvement from the pre-test, post-test I, and post-test II. In post-test II, there were 31 subjects of 31 total subjects who have already achieved the minimum passing grade based on the success indicator, and this research was categorized as successful. In reflection, from the data gathered from cycle II, the researchers did find any significant problems related to the subjects' writing descriptive text during the teaching and learning process. Almost all of the students got better results that in cycle I because the researchers had revised the lesson plan and also gave a better explanation during the learning process. They also made fewer mistakes in their writing when the researchers saw them in the learning process.

The questionnaire was also administered to know the subjects' responses toward the application of think pair share with picture in the teaching-learning process. The percentage of each score above showed that the subjects' responses to the questionnaire items of

opinion strongly agree 66.83%, agree 31.28%, undecided 1.89%, disagree 0%, and strongly disagree 0%. These findings supported the major findings of the study. Moreover, it showed that the subjects gave good responses on the implementing think pair share with picture in improving writing skills.

Discussion

the mean score of the mean pre-test which was followed by 31 subjects was 48.77. Besides, no none of the subjects achieved the minimum passing grade and it showed that their writing skill was still under the passing grade. It made their writing skill must be improved with a new strategy that was appropriate for writing skills.

In cycle I, after the implementation of Think Pair Share, the result of the post-test I was 70.09, this improvement was a good signal that convinced the researchers to do research. However, the total of a subject who achieved the minimum passing grade had not yet fulfilled the success indicator in the school. There were only 14 subjects who achieved the minimum passing in post-test I.

In cycle II the researchers made revised planning to get a better result from the subjects' writing skills. The result of the post-test II was 83.09 which showed an increase in the mean figure. It indicated that subjects' writing skills improved significantly. Furthermore, 31 subjects achieved the minimum passing grade which means that all of the subjects exceed the minimum passing grade and it reached the success indicator. Therefore, based on the result of the action, the present study could be stopped.

The result of the questionnaire for

options strongly agree, agree, undecided, disagree, and strongly disagree which was scored using like rating scale showed that the subjects had good responses to the implementation think pair share with picture. The data showed percentages of strongly agree 66.83%, agree was 31.28%, undecided 1.89%, disagree 0.00%, and strongly disagree 0.00%.

Based on the data above, this present study was successful to achieve the success indicator in the last session of the last cycle. It could be seen from the data which was obtained from pre-test, post-test 1, post-test 2, and also the questionnaire. Moreover, it was supported by the result of the questionnaire which showed positive responses from the students towards the implementation of Think Pair Share with picture. In conclusion, it could be stated that the implementation of Think Pair Share with picture can improve the writing skill of the tenth-grade students of SMA Negeri 1 Manggis in academic year 2022/2023.

CONCLUSION

The present study was in the form of classroom action research. The teaching and learning process was divided into two cycles and each cycle consisted of two sessions. The data were obtained by carrying out the cyclical process, which started with conducting a pre-test in the pre-cycle to know the subject's pre-existing writing skills. It continued by conducting a post-test at the end of Cycles I and II to assess progressive writing performance after applying the think-pair-share technique and classroom learning process. There was an improvement in the mean score of the subjects from the pre-test to post-test II. The mean of the pre-

test was 48.77. This meant that subjects' ability to write descriptive text was still low. After applying the Think Pair Share with picture in Cycle I, only 14 subjects achieved the passing grade and the mean Post-Test I score was 70.09. In Cycle II, the performance increased to 83.09 and all of the 31 subjects achieved the passing mark. This result had reached the success indicator; thus the investigation was terminated.

In line with the result of the post-tests, the result of the questionnaire shows positive responses from the subjects towards implementing Think Pair Share with picture. The result of the analysis of the questionnaire clearly showed the cooperative percentages in which 66.97% of the total subjects strongly agree with the application think pair share with picture, 31.28% agree, 1.88% undecided, and none of the subjects disagree and strongly disagree. It meant this strategy was accepted by the subjects.

Based on the statement above, it could be concluded that the implementation of Think Pair Share with picture in teaching writing skill especially in teaching descriptive text could improve the tenth-grade students of SMA Negeri 1 Manggis in academic year 2022/2023. In addition, the subject could write descriptive text well based on a generic structure.

SUGGESTION

Based on the result of the present study, the researchers give suggestions and all suggestions are addressed to the English teacher, the tenth-grade students of SMA Negeri 1 Manggis, and other researchers. The suggestions are explained as follows:

For the English teacher of tenth-grade students of SMA Negeri Manggis are

suggested to implement think pair share with picture in teaching writing. Think Pair Share with picture can be used to help the students in improving their writing skill.

For the tenth-grade students of SMA Negeri 1 Manggis is also suggested that they can use think pair share with picture as an alternative way to improve their writing skills. By implementing Think Pair Share with picture, the students could develop their ideas in writing easily. The researchers also suggest they have to keep their motivation in improving their writing skills by doing practice and learning how to make a good paragraph.

For the researchers who will conduct a similar study, they can adapt the way the present study is conducted as a guide. The next researchers also proposed to modify the weaknesses that could still be found in the present study. The other researchers should actively collect new information about the strategy and find more references to increase understanding of the implementation of Think Pair Share with picture.

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