

## USING THINK PAIR SHARE FOR TEACHING WRITING IN JUNIOR HIGH SCHOOL

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### ABSTRACT

There are four major English skills that Indonesian students must learn: namely listening, speaking, reading, and writing. Writing is one of the language skills needed to achieve language mastery. On the other hand, writing is an active process of conveying ideas using symbols and arranging them into a readable form. In addition, writing encourages the development of critical thinking skills. The main aim of this research is to apply Think Pair Share in teaching writing. The subjects in this research were class VIII students at SMPN 5 Mengwi. The class consisted of 32 students who were poor in writing, especially in writing paragraphs. Researchers used three tests to collect data: pre-test, post-test, and questionnaire. Researchers used the average score formula when calculating all of the subject's pre-test and post-test data. The results of the questionnaire in this research were used to determine and analyze the percentage of student responses to the techniques applied.

**Keyword:** improving, writing skill, Think Pair Share

### INTRODUCTION

Writing is an exclusive domain skill of scribes and scholars in educational or religious institutions (Brown, 2004:218). The writing process refers to the act when the writers gather their ideas and make them into a written text that can be presented to the readers (Dharmayanti & Joni, 2023). Thus, students do not only save their ideas for themselves, and they can express it to other people. Students can create their creativity in writing by pouring their ideas and tell other people. Moreover, in the teaching and learning process, students develop their ideas in writing. Mastering writing skills will make the students able to convey their ideas in making a paragraph (Dewi et al, 2023; Joni

& Dharmayanti, 2022). The students should also use correct writing aspects such as vocabulary, spelling punctuation, and sentence structure, which are important to produce a good written test that is interesting to read (Yasmini et al, 2022; Dwijanatha et al, 2022; Santana et al, 2022).

Furthermore, according to Zemach and Islam (2005:5), writing is one of the most difficult skills to be mastered in a second language or foreign language. In addition, according to Harris (1969: 68-69) says there are five components which can be used to evaluate writing ability. They are: content, grammar, word choice, organization, and mechanics. When a student wants to write, they need to

consider some aspects such as sentence structure, spelling, punctuation vocabulary, grammar, and organization of the text. The students can focus on the product of the writing process itself in teaching writing. Meanwhile, in writing, students need to focus on ideas, imagination, information, creativity, and feeling to make attractive and interesting writing. Writing requires consistent practices whether creating the idea or composing it to a written form (Joni & Dharmayanti, 2021).

According to Arends (2012:450), the think pair share technique is described as a cooperative learning structure that increases students' participation. It is also an effective way to slow down a lesson's pace and extend students' thinking. Moreover, think pair share is a cooperative learning structure that is very useful. When the teacher presents a lesson, the point asks students to think about the question teacher and pair with partner discussion to reach a consensus on the question. Finally, the teacher asks students to share the discussion. Think pair share can help students to learn discourse and thinking skills. It has built-in procedures to give the students more time to think, respond, and affect participation patterns. Thus, it allows for more participation with the learning materials, and it is difficult for one or a few class members to dominate the learning

discussions. On the other hand, students who have low abilities in the material field with students who have higher abilities in the material field are made into a pair. So that the Think Pair Share strategy can run effectively (Antari et al, 2023).

In this study, the researcher tried to conduct Think Pair Share to teach writing skill, especially to stimulate and engage students in reading comprehension. Implementing Think Pair Share can overcome the problem of the seventh-grade students of SMPN 5 Mengwi. Moreover, it can help students be more focus and active during learning activities. Therefore, the researcher was motivated and interested in conducting this research

## **RESEARCH METHODS**

This research is Classroom Action Research. Classroom action research consists of planning, acting, observing, and reflecting—the subject in this research was the seventh-grade students of SMPN 5 Mengwi. The VII D class consisted of 32 students; there were 16 males and 16 females. The researchers selected the grade level because the students struggled with writing skill, particularly identifying the main generic structure descriptive paragraph. Therefore, researchers used two instruments to conduct this research: tests (pre- test and post-test) and questionnaires;

the researchers gave the pre-test to the subjects at the first meeting before the teaching and learning process cycle.

Meanwhile, the researchers gave a post-test at the end of each cycle to determine the improvement. Thus, at the end of the last cycle, the researcher gave the subjects a questionnaire to determine their feelings after applying Think Pair Share in writing skill. Pre-test and post-test were analyzed by using the mean score formula. Then, the results of the questionnaire under study were applied to determine the percentage of the subjects' responses to the technique.

## **FINDINGS AND DISCUSSION**

Collecting data is required to answer the research problem in the present study. The data collected for the classroom action research study will be of two types, such as quantitative data and qualitative data. The quantitative data as the most important data required to answer the research question under study was collected by administering pre-test and post-test. The first one was tests (pre-test and post-tests). The score of the pre-test was used to know the subjects' pre-existing ability in speaking and the post-test was conducted at the end of each cycle after the subject was given the teaching-learning process by using Think Pair Share. Post-test was used to find out

the result of the action and show the progress achievement after applying Think Pair Share. Second, the qualitative data was collected from structured questionnaire.

### ***Pre-Cycle***

The present study was started by conducting the pre-cycle to know the subjects' problem and their pre-existing writing skill. In the present study, the researcher interviewed the English teacher who taught the seventh-grade students of SMPN 5 Mengwi, especially in VII D class. Furthermore, the pre-test data showed that only one person of the subjects could reach the minimum passing grade in SMP N 5 Mengwi, that was 76. Before administering the Think Pair Share, the researchers watched the students' reactions to the instruction and learning process, particularly about writing skill. The researchers found that subjects' disinterest and weariness made communication difficult, indicating a need to enhance writing skill and create a stimulating learning environment.

Before implementing think pair share, the researcher conducted observations during the teaching-learning process. The observations were conducted to determine the subjects' responses to the teaching and learning process. The subjects were asked to write a descriptive paragraph consisting of six to twelve sentences by

choosing one of the topics given by the researcher. Furthermore, a scoring rubric was used to provide scores. The score shows that there were 1565 total pre-test scores after 32 students. The following formula could be used to get the subjects' pre-test mean score for this classroom action study.

$$\text{Mean Score} = M = \frac{\sum X}{N} = \frac{1565}{32} = 48.91$$

Based on the data above, the mean score of the pre-test, which was followed by 32 subjects, was 48.91. As a result, the pre-test results demonstrated that no subjects could earn the minimal passing score in SMPN 5 Mengwi. Furthermore, most subjects struggled with writing skill, particularly in descriptive paragraph. Additionally, using Think Pair Share, researchers attempted to enhance the subjects' understanding of writing paragraph based on the situation above. Consequently, the researchers carried out the first cycle of classroom action research to improve the quality of instruction and address writing skill issues.

### ***Cycle 1***

In cycle I, the researchers completed four tasks: planning, action, observing, and reflecting. There were two sessions in Cycle I: Session 1 and Session 2. The pre-cycle results of the test were significantly below the minimal passing score. The right teaching approach was

required to help the subjects who struggled with writing skill. The pre-test results indicated that subject VIII D was needed to enhance their writing skill. The researchers used Think Pair Share as a tactic in the classroom for teaching and learning. Planning was the first step in Cycle I. The researchers produced the materials required for using Think Pair Share to teach writing skill.

Additionally, the researchers created a worksheet, post-test, learning resource, and teaching module. Initially, the researchers created a lesson plan that followed the syllabus for the VIII D class at SMPN 5 Mengwi. Furthermore, each session lasted 80 minutes, implying that cycle I lasted 160 minutes.

Next was action. Sessions 1 and 2 made up Cycle I. In the first session, students carefully observed, inquired, explored associated, and communicated in the classroom. During observation, the researchers clarified the learning material and gave an example of a descriptive paragraph. When interviewing, the researchers used the Think Pair Share in its exploration and association. The subjects were given a descriptive paragraph text and were instructed by the researchers to identify critical information from the questions underneath it. After writing the material, the researchers asked them to

identify the primary theme and supporting facts in their own words. They produced their content and wrote about it using their language. The study aimed to improve writing skill and understanding of the material.

Observation was the third task. The observation aimed to determine how the subjects reacted to Think Pair Share implementation. The researchers might see how their work was progressing based on this observation. The researchers observed the subjects' responses to the performance of Think Pair Share in the classroom. The researchers observed how subjects engaged and shared their opinions during the teaching and learning. Some subjects appeared disinterested and unfocused, while others talked and played with their friends. After the attention-giving phase, the planned teaching and learning process resumed. A post-test was administered to gather data on the students' improvement after using Think Pair Share. The first post-test, issued at the end of the cycle I's second session, showed improved reading comprehension. Thirteen students took post-test 1, with a final score of 2598. The mean score formula can determine the first cycle's mean score.

$$\text{Mean Score} = M = \frac{\sum X}{N} = \frac{2598}{32} = 81.19$$

The analysis of the post-test one mean score for the above cycle indicated that the respondents' reading comprehension for the pre-cycle of the cycle I had improved. Post-test 1 had a mean score of 81.19. Two titles achieved the minimal passing score required for seventh-grade students at SMPN 5 Mengwi, with an improved ability to write descriptive paragraphs. The study also showed that the remaining subjects performed better than the pretest. The study should continue to cycle II to develop writing skill further using the same teaching strategy, as the success indicator still needs to be met in this cycle.

### *Cycle II*

After analyzing the results of the previous cycle, the researcher needed to proceed to cycle II. Cycle II was conducted to solve the problem of the subjects and increase their skill in writing a descriptive paragraph. As same as the previous cycle, cycle II also consisted of two sessions, namely session 3 and 4. Furthermore, the same steps in cycle I, such as planning, action, observation, and reflection, were also applied in cycle II. Through this activity, the researcher think pair share in the teaching-learning process. In addition, the applied researcher expected to get much better progressing results of the subjects'

skills in writing descriptive paragraphs after applying think pair share.

The first stage in cycle II was planning, which was required to enhance the subjects' writing skills. In the planning stage, the researcher prepared everything that was needed for teaching writing skills by implementing think pair share. This planning was revised from the previous cycle. The researcher also constructed the teaching module, learning material, student worksheet, post-test, and questionnaire. At first, the researcher created a teaching module that was quite similar to the previous cycle. Besides, the teaching module was made for two sessions, and each session also lasted for 80 minutes. Second, the researcher prepared the learning material for the subjects, which was about describing an animal. Moreover, the researcher gave an example of a descriptive paragraph.

Additionally, after cycle II, the researchers administered a post-test to see whether or not the subjects' reading comprehension had improved when compared to cycle I post-test 1 results. The researchers acquired information on the respondents' development in writing skills—which was taught using Think Pair Share—after conducting the post-test of cycle II—the post-test 2 total score of 2761 for 32 participants. The mean score

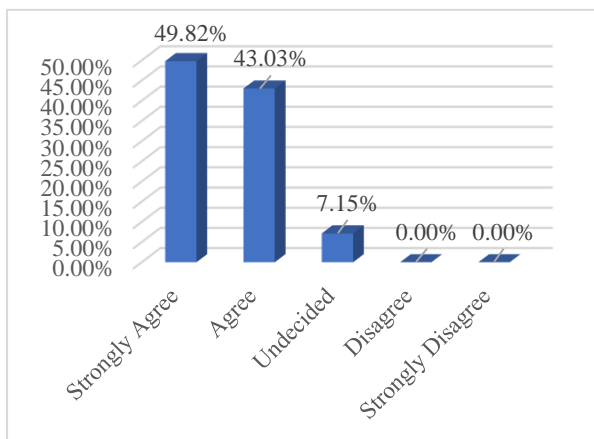
formula that was used to calculate it is as follows.

$$\text{Mean Score} = M = \frac{\sum X}{N} = \frac{2761}{32} = 86.28$$

The study found that implementing Think Pair Share improved students' writing skill, particularly in writing a descriptive paragraph about the person. The second post-test showed that Think Pair Share increased activity and focus during teaching and learning. The post-test mean score in cycle II showed that all subjects achieved the minimum passing score required for seventh-grade students at SMPN 5 Mengwi. Therefore, this study ended in cycle II.

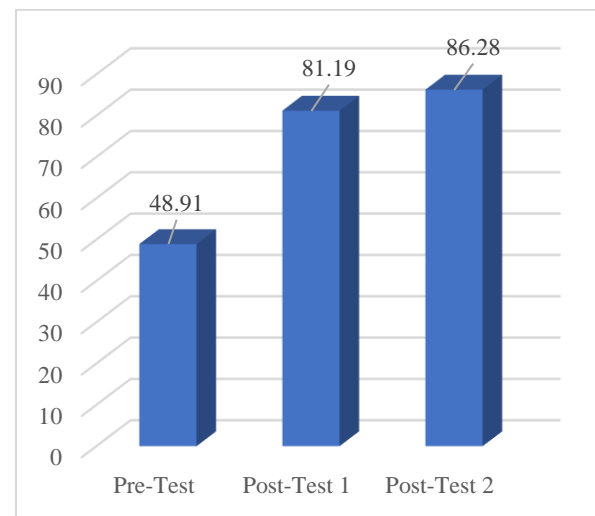
In addition, there were also required additional data that were gathered to support the present research. The data were collected through a structured questionnaire at the end of cycle II to know the subjects' responses to the implementation of think pair share to improve their writing skill. The questionnaire was written in Bahasa Indonesia to avoid the subjects' understanding. Besides, the questionnaire consisted of ten items which had five choices that were constructed based on Likert scale ranging from five (5) to one (1). The total responses of the subjects for strongly agree was 690; agree, 596 responses; undecided, 99 responses; disagree, none responses; and none of the subjects responded strongly disagree.

The questionnaire results clearly indicated the effectiveness of the think pair share technique in improving English writing skills, particularly in descriptive paragraphs. It could be evidenced by the number of subjects who gave positive responses towards implementing the think pair share technique. From 26 subjects, the percentage of the subjects who strongly agree was 49.82%; agree, 43.03%; undecided, 7.15%; and none of them disagree and strongly disagreed. In other words, Think Pair Share successfully enhanced the writing skill of seventh-grade students at SMPN 5 Mengwi. The results of the questionnaire were consistent with the pre-and post-test results, which demonstrated a significant increase in the participants' writing skill, as shown below:



Graph 01. Depicting the Subjects' Responses toward the Implementing Think Pair Share Improving Teaching Writing

The data showed that there was an improvement in the mean score obtained by the subjects. Moreover, significant improvement was also shown in the pre-test, post-test 1 and 2. These findings were used to measure the subjects' writing skill improvement, especially in writing descriptive paragraphs. Furthermore, the comparative percentages obtained from the structured questionnaire also showed positive responses in the teaching-learning process to enhance writing skills for the additional supporting data. Thus, the research findings were discussed in the following section.



Graph 02. Depicting the Subjects' Progressing Achievement in Writing skill after Being Taught through Think pair Share

The research concludes with success, as the mean score of the subjects increased significantly, as evidenced by pre-test, post-test 1, and post-test 2 results,

indicating an improvement in their writing skill.

## CONCLUSION

Based on the pre-test, post-test, and questionnaire results, the reading comprehension of the seventh-grade students SMPN 5 Mengwi in the academic year 2023/2024 can be improved through Think Pair Share. Moreover, the questionnaire results showed the subjects' positive responses to implementing Think Pair Share. This means that the subjects received this technique very well because more than 92% of respondents approved of the implementation of Think Pair Share.

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