IMPROVING WRITING SKILL OF THE TENTH-GRADE STUDENTS THROUGH THINK-PAIR-SHARE COMBINED WITH PICTURE

Ermelinda Aldianingsi Putri, Ni Luh Putu Dian Sawitri, Anak Agung Putri Maharani
Universitas Mahasaraswati Denpasar-Indonesia
heldiputri8@gmail.com, diansawitri@unmas.ac.id, aamaharani@unmas.ac.id

ABSTRACT

The present classroom action research was mainly based on the preliminary study conducted on the subjects of the study, the tenth-grade students of SMK Rekayasa Denpasar in the academic year 2024/2025. The objective of the study was intended to find out whether writing skill of the tenth-grade students of SMK Rekayasa Denpasar in the academic year could be improving through think-pair-share combined with picture. Thus, to achieve the objective, the researcher conducted classroom action research in two cycles. The research instrument such as, tests and questionnaire, were administered to collect the required data. The data were then analyzed by comparing the results of the pre-test and post-test, which showed there were significant improvements in the subjects mean scores from the pre-test to post-test. As the supporting data, the questionnaire was also administered at the end of the last cycle, and the results showed positive responses on the implementation of think-pair-share combined with picture. It was found that writing skill of the tenth-grade students of SMK Rekayasa Denpasar in the academic year 2024/2025 can be improved through think-pair-share combined with picture.

Keywords: Improving, think-pair-share combined with picture, and writing skill

INTRODUCTION

In learning English, there are four majors of English language skills that students must learn; there are listening, speaking, reading, and writing. Those skills are very important in learning the language because each is interrelated. writing is considered the most difficult skills to be mastered. Because writing skills need a combination of several skills such as mastery of vocabulary, grammar, and structure. However, writing is one of the language skills which is necessary to achieve in the language mastery. So, the writers need to pay attention to some aspects related to writing skills, such as: thinking to find ideas, words, sentences, text, and compositions. To produce good writing, they have to follow the steps of writing. As what has been stated by Oshima & Hogue (2007:15), writing is a progressive activity. This means that when you first write something down, you have already been thinking about what you are going to say and how you are going to say it. Then after they have finished writing, they read over what they have written and make changes and corrections. Therefore, writing is never a one-step action; it is a process that has several steps.

According to Brown (2004:218), writing is an important skill used to communicate with other people in written form. Mastering writing skills would make it easier for students to convey their ideas in creating a text. In the process of learning to write, students learn about text and vocabulary and learn how to compose good text or paragraph. In addition, Savage & Mayer (2005:2) say that writing is a way of producing language, which appears naturally when someone speaks. Moreover, writing is communicating with other people verbally. Writing is also a process of finding and organizing ideas, putting them on paper, and reshaping and revising them so that they become interesting text to read. Teaching writing is important to improve student skills effectively in creating unified and coherent text. Teaching writing at school is needed for students to increase their skills and allow them to use correct writing components such as vocabulary, spelling, punctuation and sentence structure.

In this condition, students have a chance to produce their writing product by using creative ideas to make the writing more interesting, basically writing activities can increase the student creativity in thinking about a concept consequently. They would process the concept in their mind to construct a good writing product. According to Needels & Knapp (1994), writing quality is defined here in terms of coherently organized essays containing well develop and pertinent ideas, supporting examples, and appropriate detail. According to Pollard (2008:49), writing is productive skills and as such the way we treat it in class has same similarities with the teaching learning of speaking. Moreover, some aspects are included in writing, such as control content, rules, format sentence grammar, punctation, vocabulary and spelling. Based on the problem above, the teacher is expected to have attractive and innovative teaching strategies. It is hoped that students must often practice mastering it, and the teacher should have a good and a positive classroom environment.

Based on the researcher's interview with the English teacher, the English teacher found that tent-grade students at SMK Rekayasa Denpasar had difficulty writing. There are several factors that influence the difficulty of students' achievement in writing. Firstly, most students have difficulty starting and organizing ideas in writing. Secondly, students find it difficult to make sentence groups coherent. Third, students feel demotivated in writing. The result is that students have difficulty generating and expressing their ideas in writing descriptive

texts because students are afraid of making mistakes in expressing their ideas and building clear descriptions of what they want to describe in descriptive texts. Therefore, creating ideas for writing good descriptive texts is difficult for students because they do not know what they want to describe so they are not confident in their writing.

The use of teaching techniques in the teaching and learning process is very important. This can influence learning outcomes, one of which is improving student learning outcomes. Based on prior observation, teachers use conventional techniques in teaching writing to tenth-grade students of SMK Rekayasa Denpasar. Conventional techniques, the teacher just focus on LKS or Teachers use Student Worksheets (LKS) as a learning medium to convey lesson material, assignments and instructions to students. and in practice, this method is teacher-centered or the teacher dominates learning activities. This shows that teachers are more active than students. Writing procedures still receive less effective attention. Sometimes teachers ask students to make good texts without guidance in composing the text. According to interviews with English teachers, the application of this scientific approach cannot necessarily improve students' writing results. It is only used to measure the extent of students' writing abilities, without considering organization and other criteria.

In the present research, the researcher would apply think-pair-share as a teaching technique and a picture as a teaching media. Arends (2012:370) said think-pair-share is cooperative learning which consists of thinking, pairing and sharing steps. In the first step is thinking, students think about the media given by the teacher. The media provided are picture. The picture consists of several keywords. The second step is pairing, students work together with their friends. Partner of friends where they can motivate each other in interesting writing skills. Apart from that, by working in pairs with picture media they would be able to discuss, revise or edit their texts, so that the results are better than before. Then the third step is share, students share the results with the whole class. It is the application of the think-pair-share combined with picture technique in teaching writing to help students do so, build their self-confidence, and as a result they are ready to share and present their opinions to the whole class. The Think-Pair-Share technique is more fun, interesting and useful in developing students' ideas

Teaching writing in class is considered important and must be done to get

great attention from the teacher. Writing is a form of communication where students can express their ideas freely. This research was conducted to improve students' writing skills by using think-pair-share combined with picture. To answer previously identified research problems and formulate specific research, scientific solutions are needed. As what has been stated in the background of the study, the tenth-grade students of SMK Rekayasa Denpasar in the academic year 2024/2025 had many difficulties in writing, such as generating and organizing ideas to make a coherent and unified descriptive text. Therefore, it should be improved by using an effective teaching technique. Considering the background, the research problem can be formulated as follows: can writing skill of the tenth-grade students of SMK Rekayasa Denpasar in the academic year 2024/2025 be improved through think-pair-share combined with picture?

RESEARCH METHODS

The design of this research was classroom action research, significantly classroom action research. Research designs are designed to answer research questions or prove scientific theories. According to Kotari (2004:31) research design is the arrangement of conditions for the collection and analysis of data in a way that aims to combine relevance to the research objectives with economy in procedures. Apart from that, an important aim of this classroom action research was to change or increase students' knowledge, change learning behavior, increase learning motivation, and mutually motivate students in an effort to improve students' writing skills. Pelton (2010:3) states that classroom action research, in school settings, is a systematic approach to improving teaching practices. Methodological research was needed to solve the problems faced by tenth-grade students at SMK Rekayasa Denpasar. Therefore, this research designed classroom action research to solve the problem. This research design consists of several cycles, each cycle containing four interrelated activities as follows; planning, action, observation, and reflection.

In this research, the research subjects were tenth-grade students at SMK Rekayasa Denpasar for the 2024/2025 academic year. Students from class tenth, consisting of 26 students, be selected as the subjects of this research. The researcher chose this class to be the subject based on an interview with the English teacher, who informed that the students still had difficulty expressing their ideas orally. Furthermore, this situation occurs because students did not yet know how

to write a complete and coherent text based on generic structure and descriptive text sentence structure. They also did not understand how to write good texts with correct grammar, developing and elaborating these ideas in their writing. Therefore, their writing skills need to be improved through the think-pair-share combined with picture technique. Therefore, in this study the researcher used the think-pair-share combined with picture technique to solve the problem.

In conducting research, research instruments are very important to determine the improvement of the subject's writing skills. The research objective of this instrument is to assist researchers in collecting valid and reliable data. subject in this research, the research instrument was used to obtain accurate data showing the development of the subject towards the think-pair-share combined with picture technique as a teaching technique. Therefore, in collecting data researchers used two instruments to conduct research; namely tests (pre-test and post-test) and a questionnaire. Next, think-pair-share combined with picture used as a teaching technique to teach students to improve their writing skills. In addition, the test used to assess students' writing skills. Students tested through writing descriptive texts. Construction tasks and divided into two tests; pre-test and post-test. And the final instrument is a questionnaire used to determine responses and opinions whether the think-pair-share combined with picture technique is useful for improving writing skills or not.

FINDINGS AND DISCUSSION

The findings of this research are intended to answer previously determined research problems. The research problem was formulated in the form of a research question: can the writing skills of the tenth-grade students of SMK Rekayasa Denpasar through think-pair-share combine with Picture? In this research, classroom action research is the research design used to obtain data. This research has four stages: planning, action, observation, and reflection. In addition, the findings of this research describe the process of implementing teaching techniques. The success of classroom action research is shown by a significant increase in subject scores.

In the present study, the researcher chose the tenth-grade TSM 1 class students, which consist of 26 students, as the present research subjects. They were chosen based on the preliminary observation and interview of the English teacher. Therefore, the researcher found many problems faced by the tenth-grade students of SMK Rekayasa Denpasar,

especially the tenth-grade TSM 1 class in organizing their ideas into a good text with a complete generic structure and fulfilled the criteria. Consequently, the present research findings presented the results of the implementation of think-pair-share combined with picture to improve the descriptive text writing ability of the tenth-grade students of SMK Rekayasa Denpasar in the academic 2024/2025.

Pre-cycle

In the pre-cycle, researchers interviewed English teachers who taught tenth-grade students at SMK Rekayasa Denpasar in the academic year 2024/2025 to find out pre-existing data that showed the subject' writing ability. Apart from that, researchers are allowed to make observations during the teaching and learning process. To confirm the data, researchers administered pre-test to the subjects. The data were useful to do the next steps in the present study. Based on the interview, the English teacher said that there were some difficulties faced by the tenth-grade students.

To analyze the improvements of the subjects' progressing achievement and their responses toward the implementation of the technique, the necessary data were collected. Therefore, there are two types of research instruments used in this study. They are tests and questionnaires. The test is in the form of pre-test and post-test. The pre-test is given before the teaching and learning process to determine the ability to write descriptive texts in existing subjects. Next, a post-test is given at the end of each cycle to determine the subject's progress in writing descriptive text after being taught through think-pair-share combined with pictures. In addition, a questionnaire was given at the end of the last cycle to determine the subject's response to the think-pair-share

The pre-test was given to the subjects in order to figure out the real problems and quantify the subjects initial score in writing. The pre-test was in the form of construction text task which was followed by 26 subjects. The subjects were instructed to write a descriptive text which consisted of 15-20 sentences by choosing one of the prepared topics. The time allotment which was given to do the pre-test was 30 minutes and it should be done individually. The results of their writing were scored by using a text scoring rubric which emphasized on the format, punctuation and mechanics, content, organization, and grammar and sentence structure. Based on the tabulation on table 4.1, the total score of pre-tests which was followed by 26 subjects was 1697 and it was calculated

to find the mean score of the pre-test as follows:

$$\text{Mean Score of Pre-test} = \frac{\sum X}{N} \quad \frac{1697}{26} = 65.27$$

The standard minimum of passing grade of the tenth-grade students of SMK Rekayasa Denpasar was 72. In the fact there were none of the 26 subjects could reached the minimum standard for passing courses in the pre-cycle.

Based on the data above, the average pre-test score taken by 26 subjects is 65.27. This means that the average pre-test score is in accordance with the interview results which also indicate low subject writing ability, especially in writing descriptive text. Furthermore, the pre-test data showed that not a single subject could achieve the minimum passing score at SMK Rekayasa Denpasar a figure of 75. These results also found that the majority of subjects faced difficulties in writing text, especially in how to write integrated and coherent descriptive text. Apart from that, they cannot write descriptive text with good organization. Because the pre-test results show that the subject's ability to write is still low, this shows that further improvement is really needed. Therefore, the researcher tried to improve the subject's writing skill through implementing the think-pair-share combined with picture by starting cycle I.

In this research, to obtain data, tests need to be carried out to determine the progress of the subject's achievements before and after the think-pair-share was carried out. Therefore, the researcher carried out a pre-test given at the pre-cycle and a post-test given at the end of cycle I and cycle II. Therefore, to provide progress data on improving their scores before and after this technique was applied. Improvements based on pre-test and post-test results can be seen in the following tabulation. It is important to tabulate the data from this research so that it is easy to understand. There are three data sets tabulated as follows:

Cycle I

Based on the pre-test results which showed the subject's ability was low, cycle I was carried out. This cycle consisted of two sessions, there were session I and session 2. Furthermore, cycle I consisted of four interrelated activities, such as: planning, action, observation, and reflection. These steps are carried out chronologically to get maximum results. Apart from that, this cycle begins with an important step, namely planning. In this step, everything needed to implement think-pair-share is prepared properly. The first thing to prepare in planning was teaching module, student worksheets, and post-test. The lesson plan

was made for two sessions and the time allocation for each session was 2 x 45 minutes. In addition, the material taught in the first session using think-pair-share was a descriptive text in describing people. Student worksheets were prepared for the subjects to practice their descriptive text writing skills. A post-test was prepared to be given to the subjects at the end of cycle I.

The second step is called action. In the action of cycle 1, the researcher implemented what had been prepared in the planning, then this action was divided into two sessions, in session 1, the descriptive text material was explained systematically from the definition, generic structure, steps to write a good descriptive text and an example of a descriptive text entitled "My Fantastic Idol, Jeon Jungkook" in addition the researcher also presented several descriptive words in the learning material. The worksheet was given after the researcher explained the material. Then, the researcher asked subjects to practice their descriptive text writing skills using the think-pair-share technique combined with picture. Then the researcher gave a picture of someone to describe and asks students to take a moment to think for themselves about the picture and instructions given by the teacher (Think). Then the researcher asked the students to pair up and

discuss what they thought (Pair). After that, the researcher asked the students in pairs to share what they had discussed with the whole class (Share) and presented the results of their group work in front of the class. At the end of the teaching and learning process, the researcher asked the subjects to revise their text at home and it would be discussed at the next meeting. In session 2, the researcher checked their homework again by asking the subjects to ask if there were any questions related to their homework. Then the researcher asked several subjects to share the results of their work in front of the class and checked that they felt the same as other students.

During the teaching and learning process, the researcher also made observations. Observations are mainly focused on identifying classroom situations and are intended to determine whether the teaching and learning process being carried out by the subjects can improve their writing skills through think-pair-share combined with picture. There is progress showing that subjects are active during the teaching and learning process and most subjects are motivated to express their ideas. Apart from that, some subjects did not really pay attention to the explanation of the material in the teaching and learning process. They made

some noises which disturbed other subjects and talked to each other. They also do something else that is not related to the material. However, the teaching and learning process goes according to plan in the teaching module.

To determine the subject's achievement in writing descriptive text, the post-test was analyzed. The results of the post-test cycle I were used as a measure to determine the improvement in the subject's writing skills from pre-test to post-test cycle 1. Based on the data in table 4.1, the total post-test score taken by 26 subjects was 2070. The average post-test score -test cycle I can be calculated using the following formula:

$$\text{Mean Score of Post-test I} = \frac{\Sigma X}{N} = \frac{2070}{26} = 79.62$$

The data showed that the mean score of the subjects was 79.62 in addition, the calculation of the mean score in post-test I in cycle I above showed that there was an improvement in the subjects' skill in writing descriptive text after the implementation of the think-pair-share combined with picture. Furthermore, there were 19 of 26 subjects who could achieve the minimum passing grade in post-test I. Some of the subjects were able to write a good descriptive text with the complete generic structure. In addition, several subjects could write a descriptive text with appropriate format, punctuation, and

mechanic. However, the research needed to be continued since the success indicator which has been previously determined had not been achieved. Thus, the researcher continued the present classroom action research to cycle II to achieve better improvement in the subjects' skills, especially in writing a descriptive text.

Cycle II

After analyzing the results of the previous cycle, researchers need to continue to cycle II. Cycle II was carried out to solve subject problems and improve their skills in writing descriptive text. Just like the previous cycle, cycle II also consists of two sessions, namely sessions 3 and 4. Furthermore, the same steps as in cycle I, such as planning, action, observation and reflection, were also applied in cycle II. Through this activity, the researcher applied think-pair-share in the teaching and learning process. Apart from that, the researcher hopes to get much better progress results related to the subject's skills in writing descriptive text after implementing think-pair-share.

The first stage in cycle II is planning, which is needed to improve subject writing skills. At the planning stage, the researcher prepared everything necessary for teaching writing skills by implementing think-pair-share. This planning was revised from the

previous cycle. The researcher also prepared lesson plans, teaching materials, student worksheets, post-tests and questionnaires. 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 90 minutes. Second, the researcher prepared the learning materials for the subjects, which was about describing a people. Moreover, an example of the descriptive text entitled "Agnes Monica" was also attached. Then the researcher also prepared a student's worksheet to practice their writing skills. Finally, the researcher carefully administered a post-test and questionaries administered at the end of cycle II or in session 4 of the present classroom action research.

Cycle II actions were also divided into two sessions, session 3 and session 4. The researcher asked students to observe an example of descriptive text entitled "Agnes Monica" and guided students to identify the social function, generic structure and linguistic characteristics of descriptive text. then Stimulate them to ask questions related to descriptive text about someone who has been observed and facilitate the answers. After that the researcher gave a picture of a person to describe (Student Worksheet 1) and asked students to take a moment to think for

themselves about the pictures and instructions given by the teacher (Think). After that asking students to pair up and discuss what they think (Pair), and the researcher asked the pairs to share what they had discussed with the whole class (Share) and asked the students to present the results of their group work in front of the class. In session 4, the researcher asked students to review their homework and asked them if they had any questions regarding their homework. Then asking the student representatives to share their work in front of the class and check it together with other students. At the end of session 4, researcher administered post-test 2 to the subjects.

During the teaching and learning process, the researcher also observed the class. It was found that the subjects responded positively during teaching and learning process. All subjects could follow the researcher's instruction to identify things in the classroom. They then felt more excited in finding some words which were related to the topic. In addition, the subjects who were noisy in the teaching and learning process in cycle I were more focused in studying so that the condition became more comfortable and well organized. The subject's test results were used as a benchmark to find out for sure whether the strategy can improve the subject's writing ability or not. Based on the data tabulation

presented in table 4.1, the total post-test score taken by 26 subjects was 2173. To calculate the average post-test 2 score obtained by class.

Mean Score of Post-test 2 $\frac{\Sigma X}{N} = \frac{2173}{26} = 83.58$

The data above showed that the mean score from the results of post-test 2 was 83.58. Furthermore, it was found that all 26 subjects could pass the minimum passing grade of English in SMK Rekayasa Denpasar in writing descriptive text. Thus, the data revealed that the subjects' skill in writing descriptive text could be significantly improved through the application of think-pair-share combined with picture. The present research could be ended when it has already reached the success indicator that at least 26 subjects should pass the minimum passing grade. Therefore, the present study could be ended since the results showed that 26 subjects could pass the minimum passing grade. It could be considered that the present classroom action research was successful.

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 think-pair-share combined with picture 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 (5) to one (1) (see appendix 7). The total responses of the subjects for strongly agree was 475, agree 540, responses, undecide 90 responses, disagree 0, and none of the subjects responded strongly disagree. Moreover, the total responses of all items were 1105. Therefore, the percentage could be tabulate as follows:

1. The Percentage of Items SA = $\frac{475}{1105} \times 100\%$ =42.99%

2. The Percentage of Items A = $\frac{540}{1105} \times 100\%$ = 48.87%

3. The Percentage of Items U = $\frac{90}{1105} \times 100\%$ = 8.14%

4. The Percentage of Items D = $\frac{0}{1105} \times 100\%$ = 0.00%

5. The Percentage of Items SD = $\frac{0}{1105} \times 100\%$ = 0.00%

The questionnaire results clearly indicated the effectiveness of the think-pair-share technique in improving English writing skills, particularly in descriptive texts. It could be evidenced by the number of subjects who gave positive responses towards implementing think-pair-share technique.

From 26 subjects, the percentage of the subjects who strongly agree was 42.99%; agree, 48.87%; undecided, 8.14%; disagree, 0.00%; and 0.00% strongly disagreed. The findings were also in line with the results of the questionnaire. The subjects responded positively to the implementation of think-pair-share combined with picture. By using think-pair-share combined with picture the subjects could generate and organize their ideas easily. Thus, they could write a good descriptive text. In other words, think-pair-share combined with picture could improve the descriptive text writing ability of the tenth-grade students of SMK Rekayasa Denpasar in the academic year 2024/2025.

The design of this research is classroom action research. This research was conducted to determine the results of implementing think-pair-share combined with pictures to improve the ability to write descriptive text ability of the tenth-grade students of SMK Rekayasa Denpasar in the academic year 2024/2025. In the present study, two cycle were conducted. Each cycle was divided into two sessions. Furthermore, it consisted of four interconnected activities planning. Action, observation, and reflection. The research was started by conducting the pre-cycle at the beginning. Then, cycle I and II were done after the pre-cycle. Besides, two

research instruments were used to obtain the data: tests (Pre-test and Post-test) and a questionnaire. Based on the pre-cycle, cycle I and cycle II findings, it was needed to do deep discussion to build a deeper understanding.

In the pre-cycle, researchers interviewed the English teachers of SMK Rekayasa Denpasar and continued with observations through online classes to find out the real conditions of the subjects. Next, the researcher gave a pre-test to determine the writing skills that the subject had previously possessed. In addition, to assess the subject's writing ability, researchers used an assessment rubric based on five criteria, namely format, punctuation and mechanics, content, organization, and grammar and sentence structure. Based on the pre-test results, the researchers found that the subjects had low writing abilities because they had the most difficulty organizing their ideas into an integrated and coherent text. The average pre-test score taken by 26 subjects was 65.27. Not a single subject achieved the minimum completeness score. Apart from that, the pre-test results show that the subject's writing ability is still low and must be improved. Therefore, the researcher decided to carry out cycle I in teaching and learning activities with interactive and fun situations. In this way the subject will be more interested and enjoy the

learning material presented in the teaching and learning process.

In cycle I, after the researcher implemented think-pair-share combined with pictures, the subjects showed improvement in writing descriptive text. Based on post-test 1 which was attended by 26 subjects, an average score of 79.62 and 19 subjects could pass the minimum passing grade. Furthermore, it showed significant improvement in the subject's descriptive text writing ability after the implementation of think-pair-share combined with picture. During the teaching-learning process of this cycle, the subjects were interested in learning and actively asked questions related to the material. However, some subjects still paid less attention during the teaching and learning process. After applying this technique, some subjects construct a descriptive text based on the topic given with a complete generic structure. On the other hand, some of the subjects still struggle to organize their ideas into a unified and coherent descriptive text. Hence, it caused their scores still low. Therefore, to gain much better results in improving the subjects writing skills, the researcher decided to continue the present classroom action research into cycle II for much better improvement.

In cycle II, the mean score of post-tests 2 was 83.58. This showed that the subjects' mean scores improved better than the pre-test and post-test 1. The results of cycle II also showed that the subjects' writing skills could be improved through the implementation of think-pair-share combined with picture. In the third and fourth sessions, the subjects were more active, enthusiastic and enjoyed the teaching-learning process. They were interested in learning and more active in asking questions about good text criteria also showed the subjects improvement, which can be seen in their writing skills. They were able to construct a descriptive text based on the criteria could write a description in vivid detail and well-organized. The results of post-test 2 in this cycle showed that all of the subjects in the present study could pass. the minimum passing grade. Thum, the present classroom action research could be ended in cycle II and regarded as successful since it had reached the success indicator which has been previously determined for the research.

Besides, the additional supporting data were obtained through a questionnaire implementation given to the subjects to find out their responses in the of think-pair-share combined with picture in the teaching-learning process to improve the students' writing skills. The data showed that more than

93% of the responses indicated that the students agreed on the implementation of think-pair-share combined with picture to improve their writing skill. In other words, most of the students agreed that the implementation of think-pair-share combined with picture could improve their writing skill. The students' responses proved that think-pair-share combined with picture could help them arrange their ideas into a good descriptive text in such vivid details. Besides, they became more curious and active during the teaching-learning process. It could also motivate and make them more confident during the teaching-learning process.

According to the elaboration above, it can be seen that the implementation of think-pair-share combined with picture could help the students in improving writing skills, especially in descriptive text. This can be seen from the pre-test results, post-test 1 and post-test 2, which increased significantly after the implementation of think-pair-share combined with picture. Besides, this was supported by the questionnaire results that showed positive responses from the subjects toward the implementation of think-pair-share combined with picture to help them improve their writing skills. As a result, the present classroom action research could finally conclude that writing skill of the tenth-grade students of SMK Rekayasa Denpasar in academic year 2024/2025 could be improved through the implementation of think-pair-share combined with picture as the teaching technique

CONCLUSION

In the present study, the researcher used a classroom action research design. The subjects were the tenth-grade students of SMK Rekayasa Denpasar, consisting of 26 subjects with 1 female and 25 males. Based on the result of preliminary observation, the students were still facing some problems and showed low achievement in the writing skill, especially for writing a descriptive text. Therefore, think-pair-share combined with picture was used to improve the students' writing skill. The teaching and learning processes were divided into two cycles where each cycle consisted of two sessions respectively. The data in the present classroom action research were obtained by administering a pre-test in pre-cycle, post-tests at the end of cycle I and II and a questionnaire in the end of cycle II.

REFERENCES

Arends, R. I. (2012). *Learning to teach (*9th *Ed)*. New York: McGraw-Hill

Ary, D., Jacobs, L. C., & Razavi, A. (2010*). Introducing to research in education (*8th *Edition*). Wadsworth: Cengage Learning

Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy (Second Edition)*. New York: Pearson Education.

Brown, H. D. (2004). *Language Assessment: Principles and Classroom Practices*. White Plains, New York: Pearson Education.

Jones, L. (2007). *The Student-Centered Classroom.* New York: Cambridge University Press.

Harmer, J. (2004). *How to Teach Writing*. Edinburgh: Pearson Education Limited.

Kagan, S. and Kagan, M. (2009). *Kagan Cooperative Learning*. San Clemente: Kagan Publishing.

McDonald, C. R. & McDonald, R. L. (Eds), (2002). *Teaching writing*. New York: Bord of Trustees Southern.

McNiff, J. & Whitehead, J. (2006). *All you need to know about action research.* London: Sage Publication.

Oshima, A. & Hogue, A. (2007). *Introduction to Academic Writing (Third Edition)*. White Plains, NY: Pearson Education.

Wang, T. P. (2009). Applying Slavin's Cooperative Learning Techniques to a College EFL Conversation Class, *The Journal of Human Resources and Adult Learning*, 5(1), 112-122.

Zemach, D. E. & Rumisek, L. A. (2005). *Academic Writing from Paragraph to Essay*. Oxford: Macmillan Education.