

THINK-PAIR-SHARE: A TECNIQUE TO ENHANCE STUDENTS' WRITING SKILL

Oktha Ika Rahmawati

Faculty of Language and Art Education, IKIP PGRI Bojonegoro,

Jl. Panglima Polim No. 46

Email: nury_anto5@yahoo.com

Abstract: *Think – Pair Share: A Tecnique to Enhance Students' Writing Skill.* This article refers to a classroom action research on teaching writing by implementing Think-Pair-Share at High School in Bojonegoro. Think-Pair-Share Technique is a kind of cooperative learning technique. This technique encourages students to actively involve in the learning process since they have to discuss with their partner about the material being learned. The subject of the study was the tenth-grade students of SMAN 1 Bojonegoro. The result shows that the implementation of Think-Pair-Share in teaching writing can improve students' skill in writing narrative text.

Keywords: *enhance, think-pair-share, writing skill*

Abstrak: artikel ini berisi tentang penelitian tindakan kelas pada pembelajaran menulis dengan menerapkan teknik Think-Pair-Share di SMAN 1 Bojonegoro. Think-Pair-Share adalah salah satu teknik pembelajaran kooperatif. Teknik ini mendorong siswa untuk aktif berpartisipasi dalam proses belajar karena mereka harus berdiskusi tentang materi yang sedang diajarkan dengan temannya. Subjek penelitian ini adalah siswa kelas sepuluh SMAN 1 Bojonegoro. hasil penelitian menunjukkan bahwa penerapan Think-Pair-Share pada pengajaran menulis narrative text dapat meningkatkan kemampuan menulis siswa kelas sepuluh.

Kata Kunci: *peningkatan, think-pair-share, kemampuan menulis*

INTRODUCTION

Writing is defined as a visual representation of spoken language. The writer must be able to present those sounds of language through visual symbols which convey messages to the reader. In order to communicate ideas clearly, the writer must pass a process of thinking to invent ideas, to express them in good writing, and to arrange those ideas into statement and paragraph clearly. Hence, writing skill is not acquired automatically, but it is a kind of learning behavior. Someone will be able to write if only he is learned

about it (Galbraith, *et al*, 2007; Patel and Jain, 2008; Ur, 1996; Nunan, 2003). Because of the reason, writing skill is taught at school. It is one of the essential skills to be mastered by children in school. Some experts have proposed some importance of writing skill. Patel and Jain (2008: 125) state that writing is a skill which must be taught and practiced. It is an essential feature of learning a language because it provides a very good means of combining vocabulary, spelling, and sentence pattern. It also provides consolidating activity because it

parallels to other skills. Moreover, in writing, students should apply what they have learned such as grammatical structure, idioms, and vocabulary to accomplish their writing. They also should involve in the process. They should generate their idea for finding the right words and the right sentence. They should be adventurous with the language they have learned and take a risk to make a good writing (Raimes, 1983: 3-5). Meanwhile, Barkley, Cross, and Major (2005: 233) also state that writing can teach critical thinking by helping students organize, summarize, and integrate diverse elements into a coherent. Besides, students also learn how to be aware of their own learning process.

Those advantages cannot be gained easily especially for them who learn to write in another language, in this case learning English as a foreign language. Indeed, many EFL students face difficulty in mastering writing in English. They considered writing as the most difficult skill since they have to deal with different language and some components of writing such as such as remembering the sequence of sounds, the shapes of letters, vocabulary, grammatical structure, and punctuation. (William in Westwood, 2004). It is more complicated than it seems at first, and it often seems to be the hardest of the skills, even for native speakers of a language, since it involves not just a graphic representation of speech, but the development and presentation of thoughts in a structured way (Brown, 2004: 224).

Moreover, In Writing English in context, it is stated that writing in a foreign language (English) is the most complex and difficult language skill to master. It means students should acquire some writing components in other languages which differ from students' first language. Flynn and Stainthorp (2009: 6) also state that writing is all the more difficult when an individual is thinking in an additional language. Since in order to write in another language successfully, the child must have spoken vocabulary, an understanding of context, genre and appropriate tone, phonic knowledge for accurate spelling, and have mastered the mechanics of pencil control and letter formation. The lack of knowledge of English can make EFL learners get frustrated and stop studying to write.

Knowing the fact above, the responsibility of EFL teachers is challenging. Teachers should provide an appropriate technique in teaching EFL students to write. There are some alternative techniques which can help teachers to develop EFL students' writing. One of the technique is by implementing Think-Pair-Share (TPS). *Think-Pair-Share* is a cooperative learning strategy which allows students to think about a question/ issue/ idea and share their thought with a partner before discussion them with the whole class. Think-Pair-Share is an extremely adaptable organizational structure for conducting classroom discussion. In this technique, students have to follow a set of process in order to achieve the goal of the learning process. Besides,

accountability is built in because each student must report his/her answer to a partner and then partner must report to the class. It let every student think about the answer. It is more effective than ask a question and then call on an individual. (Kagan, 1995; Rasinski and Padak, 2004). It is uncomplicated but extremely powerful. It is easy to implement and use in the classroom. It offers all students an opportunity to express their opinion on a question or issue. They have equal participation. It gives everyone opportunity to think and share his/her answer to their partner and discuss it with the whole class. This activity is very important because students start to construct their knowledge in this discussion and also to find out the correctness about what they do about the question/ issue given. They also will know about what they do not know from the discussion stage. This active process is not normally provided by the traditional writing activity. (and Kagan: 1992; Stone: 1995). In addition, Think-Pair-Share has “WAIT” time in which allow students to think about their answer before thinking about who they will share with (Olsen and Kagan, 1992: 21). It is a silent thinking time. They have to use it effectively in order to think the best response because the time is very limited. It makes their answer have reasons and justifications because they have been thought about it first. Students are more willing to take risks and suggest ideas because they have already ‘tested’ their answer or response with their partner.

The study concerned on implementing *Think-Pair-Share* as the technique in teaching writing to the tenth-grade students of SMAN 1 Bojonegoro in order to improve students’ writing skill in narrative text. This technique was implemented because it assumed that it can help students to generate ideas easily by discussing with pairs or the whole class. Besides, they can also discuss their writing in a group.

METHOD

This classroom action research was carried out at the tenth-grade students of SMAN 1 Bojonegoro. The subject of the study was X-2 Class. There were 30 students. This study was collaborative action research, one as a teacher and another as an observer. As McNiff (1988:4) explains that action research is participatory, in which it involves the teacher in her own inquiry, and collaborative, in that it involves other people as part of shared inquiry. It means that in the action research, the teacher needs other people to observe the teaching and learning process. The observer can give comment toward the teaching and learning process in that class as the consideration in reflecting and planning stage. This study consisted of three cycles. Each cycle consists of four stages, namely planning, acting, observing, and reflecting (McNiff, 1988: 27). Figure 1 reflects the procedure of classroom action research

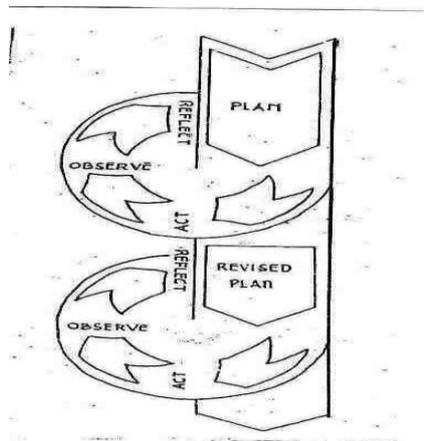


Figure 1 The procedure of CAR

In collecting the data, there were three research instruments: observation checklist, note field and daily assessment of writing. Those result of data then were analyzed to check if indicators had been achieved. There were two indicators, individual and class mastery. Those indicators were used to consider if the technique was successfully implemented or not to improve students' writing skill.

RESULT AND DISCUSSION

Results

The implementation of TPS was conducted in three cycles. Before implementing the technique, the observation and pre-test were taken as the initial data. Those data were used to find out what technique was appropriate for the problem. Then Think-Pair-Share was selected because it assumed if students learn more from their friends and students can discuss their ideas with friends.

After taking the preliminary data, then TPS was implemented in

writing class and at the end of each cycle, the daily assessment was taken. It was used as one important indicator in continuing to the next cycle. That score were analyzed to find out if the individual mastery and class mastery had been reached. In individual mastery, each student has to reach the average scores > 70 . Meanwhile, the cycle could be over if 85 % students achieved individual mastery. It means the implementation of Think-Pair-Share was effective in the teaching of writing if 85 % of the students get the individual mastery (the average scores 70). In addition, the result of note field also used to support the analyzing data which could not be recorded in the observation checklist.

Table 1 shows the summary of the implementation of Think-Pair-Share in teaching narrative writing and Table 2 shows the result of students' scores and the percentages of the class mastery.

Cycle 1		
	Teachers	Students
Planning	Making Lesson Plan Provide material (video)	-
Acting	Introducing Think-Pair-Share Reviewing about narrative text Playing short movie “Alma” Asking students to think what they are going to watch Discussing with pair what they had watched Sharing the result of their writing to the whole class	Brainstorming about narrative text making pairs Watching video Thinking what they are going to write Discussing what they had watched with pairs Sharing the result of discussion to the whole class Daily assessment (Making summary of the video)
Observing	The observer took notes of what was going on in the classroom	-
Reflecting	Both teacher and observer talked about the implementation TPS and found out that students some students still get difficulty in writing, lack of vocabulary, and ungrammatical sentence	-
Cycle 2		
Planning	Making Lesson Plan Provide material (video)	-
Acting	Reviewing about narrative text Building knowledge of new vocabulary related to the video they were going to watch Playing short movie “Presto” Asking students to think what they are going to watch Discussing with pair what they had watched Sharing the result of their writing to the whole class	Brainstorming about narrative text making pairs (in the lottery) Watching video Thinking what they are going to write Discussing what they had watched with pairs Sharing the result of discussion to the whole class Making sentences Daily assessment (Making summary of the video)
Observing	The observer took notes of what was going on in the classroom	-
Reflecting	Both teacher and observer talked about the implementation TPS and found out that students some students still get difficulty in writing, lack of vocabulary	-
Cycle 2		
Planning	Making Lesson Plan Provide material (video)	-

Acting	Reviewing about narrative text Building knowledge of new vocabulary related to the video they were going to watch Looking at picture series of "Grasshoppers" Asking students to think what they are going to watch Discussing with pair what they had watched Sharing the result of their writing to the whole class	Brainstorming about narrative text making pairs (in lottery) Watching video Thinking what they are going to write Discussing what they had watched with pairs Making sentences Daily Assessment (Writing narrative text based on the picture series)
Observing	The observer took notes of what was going on in the classroom	-
Reflecting	Both teacher and observer talked about the implementation TPS and thought that the cycle can be ended up	-

Table 2 The students' scores and the percentage of the class mastery

	Pre-test	1 st cycle	2 nd cycle	3 rd cycle
Average	60	65.9	70.5	77
Score min	47	54	64	69
Score max	71	79	82	87
Class mastery		40%	63%	86%

Discussion

In implementing Think-Pair-Share, rules was adopted from Stone and Kagan (1994: 4) and Rasinski and Padak (2004: 197). According to Stone and Kagan (1994: 4), Think-Pair-Share could be used in the pre-writing activity. From table 1, it can be seen how the teacher implemented Think-Pair-Share in each cycle. Students were asked to "Think" about what they were going to watch from video or what the picture series was about. This moment is called as "WAIT" time. It allows students to think about their "background knowledge" of what they are going to watch or write. It is a silent thinking time. It is very useful for

writing because it helps students to generate the idea, finding some important vocabulary, or remembering about some important grammars (Olsen and Kagan, 1992: 21).

Then students were asked to work in "Pair" to discuss what they had watched or about the picture. After discussing it, they had to "Share" it with the whole class, to ensure if their understanding was right or not. By having such discussion before writing makes students more confident to put their idea in a paper. They are more willing to write because they have already "tested" their idea with the whole class. This technique is very useful for students because by talking

each other about the problem make students more easily discover and comprehend they difficult concept (Slavin, 2000: 259). As Karen Kusayangi (in Slavin, 2000: 308) states that children learn so much more from each other and from discovery things together that she feels Cooperative Learning should be a part of the day in every classroom. **Moreover, Think-Pair-Share is** an extremely adaptable for conducting classroom discussion. It let the students follow a set of process in order to achieve the goal of the learning process. It also built accountability where each student must report his answer to partner and then pair/ group have to report to the class. It gives a chance for students who never speak up in the class at least will give his answer to his partner. It means that this technique not only helps students improve their writing skill but also it improves their speaking skill (Rasinski and Padak, 2004: 197).

Think-Pair-Share was implemented in three cycles. In the first cycle, some students still get difficulty in understanding what they were going to write. From the observation and daily assessment, it was found that students got difficulty in vocabulary, grammar, and how to put ideas in good order. Then in the next cycle, students were given more times to discuss the material with partners. The teacher also re-explained about some important structure used in the narrative text. The teacher also explained how to arrange ideas into good order. There was an improvement in the daily assessment

but it still underclass mastery. Then in the next cycle, the teacher review what they had learned in the previous cycle. This was the last cycle because the indicator achievement had been achieved.

Furthermore, the successful of the implementation of the Think-Pair-Share technique in teaching writing to the tenth-grade students can be seen from the students' scores. From table 2, it can be seen that there is a progress in students' writing skill before and after the implementation of Think-Pair-Share. All students can accomplish the individual mastery so that the class mastery can be achieved. In individual mastery, each student has to reach the average scores > 70. Meanwhile, the cycle could be over if 85 % students achieved individual mastery. It means the implementation of Think-Pair-Share was effective in the teaching of writing if 85 % of the students get the individual mastery (the average scores 70). It means that Think-Pair-Share was implemented successfully in the teaching writing. It could help students to improve writing skill because they could discuss the idea before start writing. They could also get some new perspective from the other students in "SHARE" time. Thus, they were ready to write because they had time to check about their idea before.

CONCLUSION

Based on the research finding and the data analysis above, it can be concluded that the implementation of Think-Pair-Share technique can

improve students' writing skill in narrative text of the tenth grade of SMAN 1 Bojonegoro.

BIBLIOGRAPHY

- Barkley, Elizabeth F, Cross, K. Patricia, and Major, Claire Howell. 2005. *Collaborative Learning Techniques: A Handbook for College Faculty*. San Francisco. Jossey-Bass.
- Brown, H. Douglas. 2003. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Second Edition. New York: Longman Inc.
- Brown, H. Douglas. 2004. *Principles of Language Learning and Teaching*. New Jersey: Longman.
- Diaz-Rico, Lynne. T. 2004. *Teaching English Learner: Strategies and Method*. USA: Pearson Education, Inc.
- Flynn, Naomi and Rhona S. 2006. *The Learning and Teaching of Reading and Writing*. England: Whurr Publishers Limited
- Galbraith, D, et al. 2007. Introduction. In Rijlaarsdam, G. (Series Ed.) and M. Torrance, L. van Waes & D. Galbraith (Volume Eds.). *Writing and Cognition: Research and Application*. The Netherlands: Elsevier Ltd.
- Harmer, Jeremy. 1998. *How to Teach English: An Introduction to the Practice of English Language Teaching*. England: Addison Wesley Longman Limited.
- Harmer, Jeremy. 2001. *The Practice of English Language Teaching*. England: Pearson Education Limited.
- Jacobs. G, et, a.l. 1997. *Cooperative Learning: A Source Book of Lesson Plan for Teacher Education on Cooperative learning*. San Clemente. Kagan Cooperative learning.
- Lado, Robert. 1978. *Lado English Series*. Hongkong: Regents Publishing Companies. Inc.
- Mc Niff, Jean. 1988. *Action Research: Principles and Practice*. London: Mc Millan Education Ltd.
- Nunan, David. 2003. *Language Teaching Methodology: A Textbook for Teachers*. New York: Prentice Hall International.
- Patel, M.F and Praveen M. Jain. 2008. *English Language Teaching (Methods, Tools, and Techniques)*. Jaipur: Sunrise Publishers and distributor.
- Raimes, Ann. 1983. *Techniques in Teaching Writing*. Oxford: Oxford University Press.
- Slavin, Robert E. 2000. *Education Psychology*. USA: A Pearson Education Company.
- Stone, J. M and Spencer Kagan. 1994. *Cooperative Learning and Language Art*. San Diego: Moore Data Management Services

Stone, Jeanne, M. 1995. *Cooperative Learning Reading Activities*. California: Moore Data Management Services.

Ur, Penny. 1996. *A Course in Language Teaching*. Cambridge: Cambridge University.

Whisler, N and Judy Williams. 1992. *Literature and Cooperative Learning*. Pathway to Literacy. Sacramento: 2020 7th Avenue

