THE EFFECT OF THINK PAIR SHARE (TPS) TECHNIQUE TO IMPROVE STUDENTS' WRITING SKILL ON DESCRIPTIVE TEXT AT TENTH GRADE OF SMAN 2 KAB. TANGERANG IN ACADEMIC YEAR 2018/2019

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ABSTRACT
This research was conducted to find out the effectiveness of Think Pair Share (TPS) technique to teach Students' Writing Skill in Descriptive Text at Tenth Grade Students of SMAN 2 Kab Tangerang. The aim of this research is to find out the significant effect of Think Pair Share (TPS) technique to improve Students' Writing Skill in Descriptive Text at Tenth Grade Students of SMAN 2 Kab Tangerang. The population of this research was Tenth Grade Students of SMAN 2 Kab Tangerang. The writer took the homogeneity two classes namely first experimental class using think pair share technique with 33 students as the sample and control class without using think pair share technique with 35 students as the sample. This research used quasi experimental group - non-equivalent control group design. The writer used pre-test and post-test to get the data. The pre-test was given before treatment while post-test was given after treatments for both classes. Based on the result of this research, the writer took conclusion there are some significant differences between experimental and control class. The average score for the experimental class was 65.33 for the pre-test and 70.67 for the post-test. While the average score for the control class was 64.057 for the pre-test and 67.23 for the post-test. It means that there is an improvement of the students' achievement in writing descriptive texts. Each class has different achievement. The achievement of the experimental class is higher than the control class. In the result of post-test of experimental class was 70.67 which where higher than the control class 67.23. It means that writing a descriptive text by using Think Pair Share (TPS) Technique is better than writing descriptive texts without Think Pair Share (TPS) Technique.
Keyword: Descriptive text, Think Pair Share (TPS) technique, Writing skill

1. INTRODUCTION

English is an international language the most widely used in the world. In Indonesia, English is one of the foreign languages that is learned and as a compulsory subject in schools. It has been learned by the students from elementary school up to university levels. English has also been used widely in several fields such as economics, politics, and scientific, both in printed or electronics media and even social media. The use of English has spread throughout the world and become the most preferable language teaching.

Therefore, English is very important for us. In learning English, there are four skills that we have already known in English, namely listening, speaking, reading, and writing. So, we have to learn about that for mastering and getting complete thought about English itself because each skill has general or specific function in communicating.

Among the four skills, writing is considered as the most difficult one to learn and it is also included in productive skill that cannot be easily understood by the students. Writing is very important for many people because it will help them understand many paragraphs written in English, either to obtain information for scientific purposes or just relaxation. Through writing, the students can enlarge their point of view of their atmosphere and knowledge. They can also convey or write their ideas, imagination, and experiences into a paragraph and it can be explored to become histories.

Based on the observation at the tenth-grade students of SMAN 2 Kab Tangerang when the teacher asked students to make a descriptive text about animal, the students still make errors in their writing, such as they were difficult in using grammatical and vocabulary. For example, "cat cute", it should be "cute cat". In fact, they had alot of idea, but they were confused to express what they wanted to write. It was caused they had not enough knowledge of language. The fact is in line with the previous research which showed that students difficult to process their ideas into a text, even sometimes they do not know what to do in the beginning of writing (Kamelia, Agustina, & Sudarmaji, 2019).

When the writer observed in the class, the problems above were caused by the teacher's technique. The teacher used the monotonous technique. This technique can be problem, it made the students felt difficult to understand Engllish subject learning, especially in writing. Writing is complicated because the students need to do everything at once. The students must produce words, sentences, paragraph, and extended compositions all the same time.

On top all of these, there are several teaching strategies that can actively engage students in writing activities. One of the strategies is called cooperative learning strategy. Flowers & Ritz (1994) define cooperative learning strategy is a teaching strategy where students work together in teams or groups to deal with learning tasks. Each member of the group is asked to have analytical thinking that they should give a contribution in doing the tasks. In addition, the students are required to build a good relationship with other members within the groups.

Among other cooperative learning strategies, think pair share is chosen to be applied in the classroom to improve students' writing descriptive text. Think pair share integrates wait-time, verbal rehearsal, discussion, and cooperative learning.

2. REVIEW OF LITERATURE
2.1 Writing Descriptive Text

Writing is a combination of a process and product. The process refers to the act of gathering ideas and working with them until they are presented in manner that is polished and comprehensible to readers (Linse, 2005: 98). It means that writing is complex. It is unlike speech that can be gotten naturally but writing has to be learnt because for many people writing is something that they do only rarely. Writing involves more than putting sentences together in language that is grammatically correct and appropriate. The ideas in those sentences need to be organized in a logical way so that they make a coherent text which is easy for the reader to follow (Hadfield 2008: 117).

Writing is a complex activity which involves many skills. It includes deciding what one wants to write, how best to say it and how to put these ideas onto paper in a way that it is understood by others (Browne, 2007: 81).

Writing is a way to produce language, which we do naturally when we want to express something in written form. Writing is the same with the other skills, except that we need to take much time to think of our subject. If we want to write in a second language, we also take much time to revise our work. We must consider about our choice of words, the form, and the grammatical structure, so that the reader can understand our writing easily (Meyers, 2005: 1).

Harmer adds that to deliver from that explain of course we need to practice or express what idea in our mind in the form of lists, letters, essays, reports or novels (Harmer, 2007: 4). Writing is a two step process. First, you figure out your meaning, then you put it into language (Brown, 2001: 336-337).

According to Harmer (2007: 31), writing is away to produce language and express idea, feeling and opinion. Furthermore he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be present in learning activities.

While descriptive text is a piece of writing or speech that gives details about what someone or something is like. Boardman and Jia, state that a descriptive text is a kind of text that is used to describe what something looks like (Rizal, www.only funnystories.com).

Another definition, descriptive text is type of genre that is describe something (place, person or thing) that is purpose to give information about something by giving information clearly (Jaya, et. Al, 2008: 1). Genre is used to refer to particular text-type, not to traditional varieties of literature. It is a type or kind of text, defined in terms of its social purpose; also the level of context dealing with social purpose (Jaya, et. Al, 2008: 9).

Description is a text containing two generic structure. They are identification and description. Identification tells about identifying phenomenon to be described and description tells about describing parts, qualities and characteristics the object (Siahaan and Sinoda. 2008: 89).

From some definition, writing descriptive text is an activity which the students are able to express their ideas, opinions, and feelings and organized them in simple sentences or in short paragraph well, Therefore, students who want to be able to write a good writing, they must learn to write regularly.

2.1 Think Pair Share Technique

Think-Pair-Share is introduced by Dr. Frank Lyman, University of Maryland Instructor and educational consultant. Think-Pair-Share technique has been a foundational tool in cooperative learning it can be applied such as in many classroom, workshop, and training rooms. When the facilitator asks the audience a question, the some few people answer enthusiastically, while the rest just sit passively. Think-Pair Share increase the engagement of all learners with the subject matter and provides the facilitator time to make better decision. At the same time, it can help to develop communication skill.

Think Pair Share (TPS) integrates wait-time, verbal rehearsal, discussion, and cooperative learning. TPS is defined as "a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group", (Mc. Tighe and Lyman, cited in Narzoles, 2012).

According to David and Roger Johnson "Think-Pair-Share Technique is the procedure of the experiment was as follows: The students read silently the reading passages for 10 minutes. During this step, individuals thought silently about a question posed by the in structure. Individuals" pair up and exchange thoughts for 20 minutes. The pair is given 30 minutes to share their responses with other pairs, other teams, or entire group" (David & Jhonson, 2004:26)

From the definitions above, it can be concluded that Think-Pair-Share refers to one of the cooperative learning strategy that sets students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

3. METHOD

3.1 Type of the Research

In this study, the writer used an experimental research with the form of quasi experimental design. Quasi experimental is an experiment that does not use random assignment, but it uses multiple groups of measurement.

The writer used two classes, they were experimental class and control class. In experimental class, the writer used Think Pair Share (TPS) technique to teach writing descriptive text, and in control class the writer used Communicative Language Teaching (CLT) to teach writing descriptive text.

3.2 Design of the Research

The purpose of this research was to find out the effect of using TPS technique in teaching writing descriptive text at the tenth grade of SMAN 2

Kabupaten Tangerang. The writer used pre-test and post-test. The model of the research design as shown in the table below:

Table 3.2
Research Design
(Sugiyono, 2012)

Sample	Pre-Test	Treatment	Post-Test	Result
Experimental class	P	X1	T	Y1
Control class	P	X2	T	Y2

It showed normally distributed. Because of the normally data distribution, the writer continued to analyze the t-test in paired sample T-test.

2. Testing of Data Homogeneity

The purpose of the test of homogeneity was to know variance of sample was homogeneous or not. After calculating the test of homogeneity by using Fisher-test SPSS 22.0, the complete result of this test can be seen in the following table:

a. Test of Homogeneity of Pre-Test

Tabel 4.11
Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
.133	1	66	.716

Note:
P = Test before treatment
T= Test after treatment
X1 = Learning with Think Pair Share Technique
X2 = Learning with Communicative Language Teaching Technique
Y1= Final result of experimental class
Y2= Final result of control class

4. RESULT
4.1 Testing of Data Normality

Table 4.10
Tests of Normality
Post Test of Experimental Class and
Control Class

Kelompok		Kolmogorov-Smirnova			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	Df	Sig.
Nilai	Kelompok Post Test Kontrol	.128	35	.159	.940	35	.055
	Kelompok Post Test Eksperime	.123	33	.200*	.937	33	.055

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

      The table above shows that the results of the normality test using Kolmogorov-Smirnov and Shapiro-Wilk in the post-test and post-test of experimental class and control class was normally distributed. It can be seen from the result of post in using Kolmogorov-smirnov was 0.159>0.05 and the post-test was 0.200>0.05. So, the data distribution was normal. Then, the post-test of using Shapiro-Wilk was 0.055>0.05 and post-test was 0.055>0.05. So, the data was significant.

      Based on the table above, it is known that Sig = ρ-value 0.716 > 0.05. It showed that the variant data of writing score in pre-test of experimental class and control class is homogenous or have a same variant. Then, it has met the basic assumption of homogeneity.

b. Test of Homogeneity of Post-Test Tabel 4.12

Test of Homogeneity of Variances

Levene Statistic	df1	df2	Sig.
2.826	1	66	.097

      Based on the table above, it is known that Sig = ρ-value 0.097 > 0.05. It showed that the variant data of writing score in post-test of experimental class and control class is homogenous or have a same variant. Then, it has met the basic assumption of homogeneity.

5. DISCUSSION

5.1 Discussion of Data Description in Learning Outcomes on Students' Writing Skill both Classes Experimental Class and Control Class

a. The Score of Initial Ability (Pre-Test)

Based on the calculations of normality and homogeneity test from class X MIPA 6 as the experimental class and class X MIPA 5 as the control class, both of classes are normal distribution and homogeneous.

b. The Score of Final Ability (Post-Test)

      The result of this research was obtained the average score of experimental class was 70.67 which was higher than the result of control class 67.23.

      The average score of experimental class was 70.67 and standard deviation (s) was 7.58. Teaching writing in experimental class by using Think Pair Share (TPS) Technique as a technique to teach descriptive texts can encourage the students to be more active and

motivated. The think-pair-share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as in information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

      The average score of control class was 64.057 and standard deviation (s) was 8.342. Teaching writing in control class by using conventional learning or

lecturing to teach writing descriptive texts make the students feel bored with the material that was presented because the method too monotone. The students still had difficulties in transferring their taught and ideas in writing.

There is a significant difference between writing skill improvement of students taught by using Think-Pair-Share technique and taught by lecturing or conventional learning in writing descriptive text. Gradually students' ability to produce readable writing increases as they produce writing, receive feedback, see writers at work, engage in reading and incorporate their understanding from these experiences into their repertoire of knowledge about writing (Browne, 2007:91).

In low level class, the students needed attention more. It was showed students' enthusiastic for asking and knowing how to make a good paragraph. But they did not master vocabulary and arrange to be good sentences and create a good paragraph.

Normal level of students, they also needed attention. But, some students were mastering vocabulary better than Low level. Sometimes they knew and mastered vocabulary, but they made mistakes such as error in arranging sentences, Grammar and Capitalization.

In High level of students, they sometimes could make good sentences, master of Grammar but they can not arrange generic structure of descriptive text. They only made sentences without pay attention the structural of descriptive text. The use of modul or paper to support the sudents' understanding in descriptive texts unmaximaly. They kept attention teacher's explanation. They just used it as the second resources after the teacher.

6. CONCLUSION AND SUGGESTION
6.1 Conclusion

The conclusion of this research is drawn in accordance with the result of the data analysis in the previous chapter. There are some significant differences between experimental and control class. The average score for the experimental class was 65.33 for the pre-test and 67.23 for the post-test. It means that there is an improvement of the

students' achievement in writing descriptive texts. Each class has different achievement. The achievement of the experimental class is higher than the control class. In the result of post-test of experimental class is 70.67 which was higher than the control class 67.23. It means that writing a descriptive text by using Think Pair Share (TPS) Technique is better than the writing descriptive texts without Think Pair Share (TPS) Technique. It was because by using TPS, students can discuss with their partner about the topic and they can share the ideas to each other and combine their ideas into a descriptive text.

There was a significant difference in the students' writing descriptive text between students who have been taught writing a descriptive text by using Think Pair Share (TPS) Technique and those who have been taught by using a conventional learning or lecturing only. From the explanation above, it is concluded that the use of Think Pair Share (TPS) Technique is effective to improve the students' descriptive writing skill at the Tenth Grade Students of SMAN 2 Kab Tangerang.

6.2 Suggestion

One of the problems that teacher may find in teaching and learning process is how to make the students interested in the teaching or how to promote the students' interested in joining the learning process well. If the students have high interest in following the teacher, it will not be so difficult for the teacher to teach the lesson.

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