

THE IMPLEMENTATION OF THINK PAIRS WRITE TECHNIQUE TO IMPROVE THE STUDENTS WRITING DESCRIPTIVE TEXT (Classroom Action Research To the second year students of MTsN Bireuen)

Misnar^{1*)}

¹Program Studi Pendidikan Bahasa Inggris Universitas Almuslim, Bireuen

^{*)}Email: Miss.saiful@gmail.com

ABSTRAK

This article aimed to know implementing of Think Pairs Write Technique Improve the Students Writing Descriptive Text to the second year students of MTsN Bireuen). From the title above, the researcher formulated the problem of this research are (1) How does Think Pairs Write Technique improve the students writing descriptive text at the second year students of MTsN Bireuen. The research was done because the researcher found that most of the second year students of MTsN Bireuen especially in class VIII³ can not write english well, most of them have difficulty in finding the ideas in writing and they were not responsive in learning writing because the technique or writing that used by the teacher at that school were not effective and interactive. The research subject was the second year students of MTsN Bireuen of class VIII³. This class consisted of 28 students, the instruments of this research were test, observation sheet, questionnaires, and field notes. The design of this research was classroom action research that was done in two cycles. The result of test in the first cycle was 65,8. While in the second cycle total score was 77,7. The students were reached the criteria of success after being model of Think Pairs Write Technique. It was mean that TPW technique improve the students in writing descriptive text.

Key Word : Writing, Think Pairs Write Technique

1. INTRODUCTION

Writing is one of skills that have mastered by the students of MTsN Bireuen. In the second year of junior high school, the basic competency that should be achieved in the writing English subject is the students have ability to develop and produce written simple functional text in recount text, narrative text, news item, procedures, and descriptive text. They can use right diction, grammar, punctuation, spelling and organization. The students must have good capabilities in writing process and aspects in writing. There are many the characteristics of writing, writing is the ability to put pen and paper to express ideas through symbols, this way, representations on the paper will have meaning and content that could be communicated to other people by the writer. The purpose of writing will also help to establish a particular register: for example, is the students writing to certain, inform, or explain and also is develop or help people to communicate with others indirectly.

Based on Curriculum 2013 at MTsN Bireuen to the second year student's of junior high school must have capability in mastering writing descriptive text. The teachers expected to the students to must be able in mastering grammar,

such as tenses and types of paragraph. In learning writing, students are taught how to transform their ideas and messages into the form of written kind such as descriptive text, narrative text, recount text, invitation card, announcement, and simple message. Written products are often the result of the students' writing activities is explained that the students should write a good writing, even though is changing a simple sentence into a paragraph.

Based on the observation done the researcher found some problems that faced by the teacher and the students. The teacher problems were 1) the teacher was unable to support the students in creating good writing, and 2) hard to find the absolute vocabulary, and incapable to make relevance among the paragraph. 3) The teacher did not have an interesting learning model to improve students' ability in writing. 4) The teacher did not give inspirations for students and motivate them to study English in writing descriptive text. Whereas, the students' problems were; 1) The student's poor grammar and low motivate in learning English. 2) The students are not accustomed to use English to write in English. 3) The students were not able to make a good sentences. 4) The students found difficulties when they wanted to write and they did not have a idea for example in writing descriptive text.

Based on the problem above, the researcher would like to apply Think Pairs Write Technique (TPW). Think-Pair-Write (TPW) was a simple model of cooperative learning that have explicit procedures so that learning model Think-Pair-Write can be disseminated and used as an alternative in writing at MTsN Bireuen.

There are strength of Think Pairs Write, the students can built their self-confident and can make their ability increased in thingking by themselves. They also may find the information, may share them each other and also can explore their ideas in a good statements.

The previus research that was conducted by Ismy Nia Mazda, under the title “*Improving the Students’ Writing Skill by The Use of Write-Pair-Share Technique*” for the second year students of MA AL Ma’arif singosari Malang (2013). The result shows that the treatment could reach the improvement of the students writing ability to study by using this technique.

Based on statement above the researcher interested in doing the reseach on the title the implementation of Think Pair Write Technique to Improve Students Writing Descriptive Text to the second year students of MTsN Bireuen.

2. REVIEW OF RELATED LITERATURE

What is Writing ?

Writing is the ability of expressing ideas, facts, feeling, experience, and though in written form. According to Angelo (1989: 5) writing is a form of thinking; it means that writing is an activity to express ideas, issues, events, feeling or thinking to the others through written form. Coben (2001: 1) say that writing can be defined communicative act, away of sharing observation, thought, or ideas with people and it can be used as a tool of thingking. According to Brown (2007:395) “ in school, writing is way of life, without some abilities to express yourself in writing, you don’t past the course. Across the age levels from elementary school through university graduate courses”. O’Brien, Silva and Brice (in Brown 2007:394) adds that, “ one major theme in pedagogical research on writing is the nature of the composing process of writing”. Writing is everything written in note book, a place and paper such as: letter diary, stories and daily activities. Basically, the students ever could write. In fact, almost of students could write something in their life everyday. If learning to write in second language were simply a matter of knowing how to “write things down” in the new

code, then teaching writing would be a relatively easy task (Boardman, 2002 : 78).

Descriptive Text

Descriptive text is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

1. The Generic Structure of Descriptive Text

There are two part of descriptvee text according to Yuliani (2008 ; 4):

- Identification, that is stating classification of the general aspect of thing like elephant, dolphin, my new house, my cat, my family, etc which would be discussed in general.
- Description, that is describing the thing which would be discussed in detail, part per part, customs or deed for living creature and usage for materials.

2. The Language Feature of Descriptive Text

- Using attributive and identifying process.
- Using adjective and classifiers in nominal group.
- Using simple present tense

3. The Characteristics of descriptive text

- Focus on specific participants
- Use of Attributive and Identifying Processes
- Use of being/having verbs
- Use of adjectives
- Frequent use of Epithets and Classifiers in nominal groups
- Use of simple present tenses.

Based on the explanation above, the researcher can conclude that descriptive text is a text which say what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

Definition of Think Pairs Write

Learning model Think-Pair-Write (TPW) is a simple model of cooperative learning that have explicit procedures so that learning model Think-Pair-Write can be disseminated and used as an alternative in learning at school. Some of the effects that this model is that learners can communicated directly by other individuals who are able to provide information and exchange ideas and be able to practice for his opinion if that opinion deserves to be maintained. Learning model Think-Pair-Write (TPW) is a simple model of cooperative learning that have explicit procedures so that learning model Think-Pair-Write can be disseminated and used as an alternative in learning at MTsN Bireuen. Some of the effects that this model is that learners can communicate directly by

other individuals who are able to provide information and exchange ideas and be able to practice for his opinion if that opinion deserves to be maintained.

3. RESEARCH METHODOLOGY

Design of the Research

The research design is a collaborative classroom action research. According to Assori in Nurlaila (2009:1) called it "classroom action research is a kind of research that is intended to develop a new strategy to solve the problem which is found by the teacher in his/her classroom. According to Wallace in Endang Sri Endah R (2004:4) a method of professional development which involves the systematic collection and analysis of data related to practice".

Setting and Subject of The Research

This research was done at MTsN Bireuen. The population of this study is the whole of the second year students of MTsN Bireuen. Since, there were many parallels classes, but the researcher did not take all the classes to be subject of the research. Therefore the researcher decided to take only one class as the subject of this research to make research easier in collecting the data. The class consist of 25 students. The students were taken as the subject of the research because the researcher takes one class is because they had some problems in learning writing especially in writing descripti text. The reason why the subject in Classroom Action Research is only class (Asrori, 2008:5).

Research Procedure

Classroom Action Research was done through many repeated cycles and there were at least two cycles in action research. Each cycle consisted of four steps; planning, action, observation and reflection (Asrory, 2008:90). The activities applied in each step of the cycle based on Kemmis and taggert guidance in (Endang, 2005:40).

Technique of Data Collection

In collecting the data, the researcher gave written test to the subject of this research before and the end of each cycle. The researcher also used Observation sheet forms on the implementation, observation sheet on the students' participation during the implementation, and field notes. Observation sheeet forms on the implementation is used to obtain information how the practitioner implemented the prepared plan and procedures, especially to find information whether or not the

assessment instruments prepared could be used as well as possible.

Research Instrument

Research Instrument used to obtain information in implementing the action and in collecting the data in Classroom Action Research (CAR), the research used some research instrument, such as: observation checklist on the students and the teacher participation during the implementations, test and field note.

1. Observation sheet

Observation sheet is a list of things that an observer is going to look at when observing a class. This list may have been prepared by the observer a structure and both (Sukayati, 2008:29). Observation sheet give an observer a structure and framework for an observation to get specific information on aspects of the class.

2. Test

Test is sequence or list of questions to measure, skill, ability, intelligence, owned by individual or group (Anwar, 2009:30). Test was given to the students to know their achievement in mastering writing. Pre-test is a test given to the students before conducting the research. Pre-test was used to know the students' writing achievement, and the problem doing the research. Post-test was used to know the student achievement after this technique applied.

3. Field Note

Field notes are one means employed by qualitative researchers whole main objective of any research is to try and to understand the true perspectives of the subject being studied.

Data Analysis Technique

In this research, the data that have been collected through observation sheet and field note are analyzed qualitatively and the data collected through tests and analyzed quantitatively and then both of the analysis combined and concluded descriptively. So the researcher was analyzed the data collection qualitatively.

On the contrary, quantitative data is displayed by using formula, for example searching for student's mean score, percentage of successful learning, the researcher used the formula

$$\bar{X} = \frac{\sum fx}{N} \text{ introduced by winarsunu (2002:88).}$$

Where \bar{X} = Mean score

$\sum fx$ = Total score of all students

N = The number of samples

4. RESEARCH FINDING

The Analysis Process of Cycle I

The data for the students and teacher attitude while implementing Think Pairs Write Technique in teaching writing in the classroom were collected in observation checklist forms. The observation was about the students' behavior during implementing the action could be analyzed based on the students' activities, motivation and confidence. The students' average score was found by the researcher at first meeting was about 2.3; it meant that the students' performance was still unsatisfied. Second meeting the researcher found the students average score was about 2.4; it meant that the students' performance a little bit increase then first meeting but it was unsatisfied, while for third meeting of the first cycle, the students' average score was 2.5 it meant the students' performance was still unsatisfied.

Meanwhile, the researcher also collected the data for the teacher performance in teaching process. The teacher's average score for meeting one was about 2.3; it meant the teacher's performance was still bad. For second meeting, the teacher's average score was 2.6; it meant the teacher's performance was unsatisfied too. While for the last meeting, the teacher's average score was 2.7; it meant that the teacher's performance was still unsatisfied. The completed data for the teacher's average in performance could be seen in appendix 3. From the data that had been explained above, it meant if the students and teacher performance in the classroom belong to good and need an improvement.

Analysis the Result of the Students Test in Writing

The last analysis that the researcher made was analysis the students' score in writing test to the students by using Think Pairs Write Technique. The researcher measured the students' writing score based on the students result test of the cycle I.

The test in cycle I was done to find the mean score of the students' ability teaching and learning process to writing after the class was implemented the Think Pairs Write Technique in cycle I.

Based on the post test of the cycle 1, the researcher found the result of the teaching and learning process. The result of the total score was 1845. From the analysis above, the researcher determined the mean score of the students post-test was 65.8, the level of categorized was pointed to level "good". Reflecting to the criteria of success the result of post-test cycle I still under the score of the criteria of success.

The Analysis Process of Cycle II

The last analysis of cycle II the researcher analyzed the students' score in listening test to the students about the descriptive text through Think Pairs Write Technique. The researcher measured the students' writing score based on the students result test of the cycle II.

Based on the data had been collected in cycle II by researcher from improving the students' Writing ability by using Think Pairs Write Technique, it was found that 1 student got 90 score was categorized very good. And other students got 70 - 90 score. All the score that had been organized above was belonged to very good. It means is the teaching and learning process in cycle II was definitely successful and reach the criteria of success.

The test activity included making lesson plan based on the teaching and learning process, preparing instrument and material, the teacher also asked to the students to write descriptive text. All the students worked individually at the first meeting, second meeting and last meeting to finish the task which was given by the teacher to evaluate the teaching and learning process in the second cycle.

The post-test of cycle II was also done to find the mean score of the students' ability in mastering to writing skill through Think Pairs Write Technique. From the analysis above, the researcher show the total score was about 2175, and the average achievement of the students post-test was about 77.7 and the score can be categorized in the level "Very Good". It can be concluded that the students' achievement in writing skill especially in descriptive text by using Think Pairs Write Technique has been increasing students writing ability. Reflecting to the criteria of success the result of post-test of cycle II had the significant improvement to the criteria of success.

The Questionnaire Intepretation

The researcher used questionnaires to know the respond of students, The reasons for choosing questionnaire were (a) to know the students' response and motivation to the teaching learning process during writing descriptive text by using Think Pairs Write technique, (b) it can collect the information from a large number of students. Based on the result of questionnaires which were distributed to students after cycle was fully perfect, the researcher found the result that the students felt happy and motivated during teaching learning process and were not burdened them when they were start studying writing descriptive text. The researcher designed the questionnaire which consisted of 15 questions and the questionnaire in

Indonesian in order to make the students could be able to understand the question easily.

Table 1 The Summary of the Evaluation of Students Perception based on Sugiyono

No	Evaluation	Symbol	Score
1.	Strongly Agree	SA	5
2.	Agree	AG	4
3.	Undecided	UN	3
4.	Disagree	DA	2
5.	Strongly Disagree	SD	1

The researcher analyzed the students' responds and motivation toward the use of Think Pairs Write Technique in writing descriptive text class could be seen in the table below:

Table 2 The Result of Questionnaire

No	Variable Measured	Questionnaire Number	Total Score	Mean Score
1	Studying happily in English class	1,8,13	12	4,00
2	Easy to comprehend the lesson	2,5,7,10	15,6	3,9
3	Interest to the activities	3,4,9	12	4,00
4	Easy to get the idea	6,11,	7,8	3,9
5	Give motivation for studying English	12,14,15	12	4,00
Total score			59,4	19,8
Average			11,9	3,96

Based on the table 4.6 the researcher found the result of the questionnaire of the students' respond and perceptions in teaching writing descriptive text by using Think Pairs Write Technique in the classroom. The mean score of each variable can be interpreted as followed:

1. Studying happily: 4,00 criteria: Strongly agree
2. Easy to comprehend the lesson: 3,9 criteria: Agree
3. Interest to the activities: 4,00 criteria: Strongly agree
4. Easy to get the idea: 3,9 criteria: Agree
5. Give motivation for studying English: 4,00 criteria: Strongly agree

Generally, the mean score of the students' response toward the implementation of writing descriptive text class was 3,96 or belongs to criteria "Strongly Agree". This means that students responded positively toward the implementing of Think Pairs Write Technique.

5. CONCLUSION

1. Teaching writing descriptive text through the use of Think Pairs Write Technique could improve or increase the students achievement in writing and helped the students in generating their ideasto write the descriptive text.
2. The effectiveness of using Think Pairs Write technique can also be seen from students' score. The students' average score was 65.8 in the first cycle and in the second cycle the students average score was 77.7. It meant that the students' average score in the second cycle was higher from the students' average score in the first cycle.
3. The second year students of MTsN Bireuen was firstly less motivated and they were not able to get the sound in learning Writing descriptive text but after the researcher used Think Pairs Write technique in teaching Writing to the students, the students' motivation was gradually increase. It could be seen from the students' attitude in the process of learning writing in the cycle I the students' average score was 2.0 in meeting one, 2.3 in meeting two, and 2.5 in meeting three. And then increase in the second cycle was became 2.6 in meeting one, 2.9 in meeting two, and 3.4 in the last meeting.
4. The finding of the research also showed that using Think Pairs Write Technique is very effective and significant in learning writing and helps the students to create motivation. It also encourages the students participating actively in learning writing ability.

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Penulis:

Misnar

Lahir di Bireuen, Sarjana IAIN Ar-Raniry Banda Aceh, dan S-2 SPs IAIN Ar-Raniry Banda Aceh. Bekerja sebagai Dosen Tetap Pendidikan Bahasa Inggris FKIP Universitas Almuslim Bireuen – Aceh.

