**IMPROVING THE TENTH GRADE STUDENTS’ WRITING ABILITY AND CLASSROOM INTERACTION THROUGH THINK PAIR SHARE OF SMAN 2 BANTAENG**

**(CLASSROOM ACTION RESEARCH)**

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***Abstract***

*This research aims at finding out the classroom interaction of the students when learning to write a descriptive text and whether or not the students’ writing achievement improved through Think Pair Share. This study was conducted at SMAN 2 Bantaeng with Classroom Action Research. The tenth grade students were chosen as the subject of this research from the population of 2014/2015 academic year that consisted of 28 students. The data about the students’ interaction were taken from the observation and data the students’ writing ability were gained through a writing test and then analyzed by using -descriptive and inferential statistics. The research result shows that the Think Pair Share applied improved the tenth grade students’ classroom interaction as well as their writing ability of SMAN 2 Bantaeng It is attested by the findings that the classroom interaction was interactive enough in that a large percentage of students followed the instruction given by the teacher/the researcher. In case of the students’ writing achievement, at the first cycle, the students’ writing achievement was better than pre-cycle result. Based on the findings, it is seen that a number of students could reach good score which means that those students had been able to reach the standardized score. However, majority of the students were still at average level where some of them hadn’t been able yet to get the standardized score. For the components of writing skill, it is obviously seen that the mean score of some aspects was still at average level in that the scores are still below 65. Those aspects are content, language use and mechanics. However, over all, the result of the first cycle is better than the pre-cycle result or before the students learned to a write descriptive through Think Pair, Share*. *Like the first cycle, the second cycle is also about the classroom interaction and the students’ writing ability. In the second cycle, the classroom interaction changed to be more interactive than in the first cycle. It is proved by the findings that can be seen in the table 4.10 in that the number of students who participated increased.* *Generally, the second cycle result shows better than the first cycle does. Based on the frequency and the percentage of their scores, the number of the students with good scores is higher than the first cycle is, and in this cycle, no one got very poor and poor scores. In addition, these data findings are supported by the mean scores in that the mean scores of the second cycle shows higher scores than the first cycle does. Based on these findings, it can be concluded that the students’ writing achievement improved after learning writing skill through Think Pair Share. This conclusion statement is supported by the inferential statistic result showing the probability value of 0.00 is smaller than the significant value of 0.025.*

*Key Word: Think Pair Share, Classroom Interaction, and Writing*

**INTRODUCTION**

English is one of the international languages used by many people all over the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from other countries about many aspects such as technology, economy, social and politics.

 In Indonesia, English is being used as a foreign language. Learning a foreign language is an integrated process in that the learner might learn four basic skills in the same time: listening, speaking, reading, and writing. All the four skills are learned to understand our world, to communicate our feeling through language learning process. In addition, by having more knowledge about language skills, we have much better chance to get what we want to.iloj3e

 Writing is a very important skill in teaching and learning English for its purpose, it is to express ideas or opinions. Writing skill as a productive skill involves some language components; content, organization, vocabulary, language use and mechanics. This is in line with what is stated by Braine and Claire May (1996:60). It is said that writing clear sentences requires you to learn the rules of English grammar and mechanics such as the correct use of verbs and pronouns, as well as commas and other marks of punctuation.

 There are various ways to organize the sentences in a piece of writing. One of them is through descriptive text. Descriptive text is used to describe a particular place, person or thing. It is one of the texts taught at the tenth grade students of SMAN 2 Bantaeng. However, based on the researcher observation, there are some problems found in the field when teaching writing descriptive text to the students. The first problem is that the students had low motivation and were not interested in doing the task because classroom writing activities were not interactive. Consequently, the students’ writing is not comprehensible in that the content is not relevant to the topic, the ideas are not clearly stated, the ideas and sentences are not well organized. Moreover, there are many errors in vocabulary, grammar, and spelling.

 The second problem is that the students had difficulty at telling their ideas. This certainly occurred because they still lacked vocabulary, grammar and spellings knowledge. For these reasons, their scores in writing descriptive text were still low. In fact, many of them needed remedial program to get expected scores that was the score above 70.

 In reference to the explanations above, the researcher had strong desire to solve these problems. The problems were solved by applying a strategy, namely think, pair and share. Think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. This strategy was believed to effectively improve the students’ ability in writing, especially descriptive text for a number of reasons.

Firstly, think pair share strategy brings positive changes in students’ self-esteem that occurs when they listen to one another and respect others’ ideas. This idea is supported by some previous research findings about think, pair and share. Kamaruddin (2008) conducted a research entitled improving the student’s reading comprehension through TPS strategy. Based on his study result, it was found that there’s significant difference of the students’ reading comprehension after learning to read with think pair and share strategy. In addition, another research conducted by Rina Asrini Bakri (2011) shows the same result. After gathering the data, it was concluded that of think pair and share significantly improved the integrated skills of the second semester students of Sekolah Tinggi Ilmu Kesehatan (STIK) Stella Maris Makassar. The aim of this research is to know the effectiveness of Think, Pair and Share in improving the tenth grade students’ writing ability and classroom interaction through think pair share of SMAN 2 Bantaeng”.

**RESEARCH METHOD**

The type of this research is Classroom Action Research (CAR). Classroom action research is used as one way to improve the quality of teaching and learning. This is due to the fact that CAR is developed primary because of the problems faced by the teacher in the classroom during teaching and learning activities. The subject of this research was the tenth grade students of SMA Negeri 2 Bantaeng in academic year 2014/2015. The number of the students in this class is 28 students. This research was conducted within two months from April to May, 2015 at the second semester of tenth grade students at SMA Negeri 2 Bantaeng. The researcher chose this school because the researcher has been teaching there since 2000, so the researcher has been familiar with this school.

**FINDINGS AND DISCUSSION**

 Before learning to write a descriptive text through Think Pair Share, the frequency and percentage of the students indicated to be poor to write are larger than those who got average scores. In fact, 17 of 28 students (60.7%) got poor score and one student got very poor score. These findings are supported by the mean score and standard deviation of the students.

Cycle 1 shows planning deal with lesson plans. The plans are a) Preparing and selecting the materials, b) Making the lesson plans taught to the students with think, pair and share technique, c) Preparing teaching aids/media, and d) preparing observation instruments that would be brought into the classroom and used to know the situation of teaching and learning process when the technique was applied, and to know whether the students’ activeness in learning to write through think, pair and share improved or not.

The next is Action. At the first meeting, the teacher started the lesson by greeting the students as opening section. After that, the students’ attendance was checked one by one and then followed by giving motivation in order that the students were motivated and interested in learning. The teacher then activated the students’ prior knowledge by giving some questions related to the material being learned. In central activity, firstly the teacher gave a descriptive text to each student. After that, the students were then asked to identify the generic structure of a descriptive text. This process is called *THINK* process. In this process, the students thought the material given. After finding the generic structure, the students were asked to sit in pairs. In this *PAIR* process, they were asked to work together and tried to express ideas about the text. They shared their ideas by finding differences and similarities in their ideas. After that, it came to the last phase. It was share. In *SHARE* process, the students shared the ideas with all students in a big discussion. After that, the teacher gave feedback.

Like the first meeting, the second meeting was started by greeting the students as opening section. After that, the students’ attendance was checked one by one and then followed by giving motivation in order that the students were motivated and interested in learning. The teacher then activated the students’ prior knowledge by giving some questions related to the material. In central activity, firstly, the teacher divided the students into some groups. After that, the students were then asked to identify the organization and the content of a descriptive text. In this process, the students thought about how the paragraph was organized and then analyzed the content of the text. Afterward, the students were asked to share their ideas about the text. After that, the teacher gave feedback. Furthermore, the last section is closing. In closing session, the students were given chance to ask questions and to make conclusion. Afterward, the teacher gave homework and informed the next material for the next meeting.

The next step is observing. Based on the observation result, it could be revealed that the classroom interaction is interactive enough in that a large percentage of students followed the instruction given by the teacher/the researcher. However, only a few students asked questions to the teacher at the first cycle. The last is about Reflecting. Reflecting has something to do with activities after teaching the students. In this step, the teacher tries to analyze what happens to the students and the teachers during learning and teaching process. Having done the reflection, the researcher revised the previous plan that had been implemented before. The revised planing was then used to conduct the action at the next cycle. Some plans of cycle 1 were revised. The plans revised were about the central activities. After having first cycle, the test results were found. Based on the data analysis results, it is seen that none of the students at the first could reach very good scores. However, a great number of the students got score categorized as good with percentage of (27.4 %) and no one got very poor and poor scores. This finding indicates that after applying Think Pair Share during teaching writing skill, some of the students had been able to get the standardized score, even above the standardized score. For these findings, it can be stated that the method implemented is effective to improve the students’ writing achievement. For more obvious about the data analysis result of the first and second cycle, the researcher describes it in the following chart.

Like the first Cycle, the Cycle 2 also consists of Planning, Action, Observing and Reflection. The planning made was certainly based on the problems faced by the students and the English teachers in learning and teaching writing at the first cycle. The steps of making lesson plan at this cycle were similar to the ways of making lesson plans at the previous cycle. Otherwise, Action in this step is the application of think, pair and share technique. At the first meeting, the teacher started the lesson by greeting the students as opening section. After that, the students’ attendance was checked one by one and then followed by giving motivation in order that the students were motivated and interested in learning. The teacher then activated the students’ prior knowledge by giving some questions related to the material being learned. In central activity, the teacher firstly gave a descriptive text to each student. After that, the students were then asked to correct the sentences by using the correct tense in a descriptive text. This process is called *THINKING* process. After that, the students were asked to sit in pairs. In this *PAIR* process, they were asked to work together and tried to express ideas about the text. In this case, the students shared their ideas by finding differences and similarities in their ideas. After that, it came to the last phase. It was share phase. In *SHARE* process, the students shared the ideas with all students in a big discussion. After that, the teacher gave feedback.

Furthermore, the second meeting was started by greeting the students as opening section. After that, the students’ attendance was checked one by one and then followed by giving motivation in order that the students were motivated and interested in learning. The teacher then activated the students’ prior knowledge by giving some questions related to the material. In central activity, firstly, the teacher divided the students into some groups. After that, the students were then asked to identify the punctuation and tried to correct the punctuation. Afterward, the students were asked to share their ideas about the text. After that, the teacher gave feedback.

The next step is about observation. Based on the observational sheet result, the classroom interaction of the second cycle is more interactive than the first cycle is. The number of students who participated in following the teacher’s instruction and asking questions increased. Based on the two observation analysis results, it can be stated that the method applied by the teacher improved the classroom interaction when teaching and learning writing skill at SMAN 2 Bantaeng.

The observation result above is in line with the students writing test result. At this cycle, none of the students at the second cycle could reach very good scores. However, a great number of the students got score categorized as good with percentage of 35.7% and no one got very poor and poor scores. This finding indicates that after applying Think Pair Share during teaching writing skill, some of the students had been able to get the standardized score, even above the standardized score. This finding is also supported by the inferential statistic result that the probability value of 0.00 is smaller than the significant value of 0.025. From this finding, it can be concluded that the Think Pair Share improved the tenth grade students’ writing ability of SMAN 2 Bantaeng.

***Discussion***

After providing data description of the students’ interaction and the students’ writing ability through the statistical data above, the researcher interprets the data in order to bring us closer to understanding as to the research result of this classroom action research in relation to the students’ writing achievement.

Firstly, the statistical data above inform us that at pre-cycle, the students’ writing ability was categorized as poor. From this finding, it can be concluded that there were problems possessed by the students when writing in English. Then, a method was applied to solve the problems as stated also at the background. For the improvement of the students’ writing ability, Think Pair Share was applied. The research carried out consisted of two cycles. Each cycle proposed two meetings. After having learning and teaching process at the first cycle, the researcher found that the classroom interaction was interactive enough in that a large percentage of students followed the instruction given by the teacher/the researcher. However, only a few students asked questions to the teacher at the first cycle, as you can find this at the findings table 4.9.

Furthermore, another variable were also analyzed in this study. It is about the students’ writing achievement. At the first cycle, the students’ writing achievement was better than pre-cycle result. Based on the findings, it is seen that a number of students could reach good score which means that those students had been able to reach the standardized score. However, majority of the students were still at average level where some of them hadn’t been able yet to get the standardized score. For the components of writing skill, it is obviously seen that the mean score of some aspects was still at average level in that the scores are still below 65. Those aspects are content, language use and mechanics. However, over all, the result of the first cycle is better than the pre-cycle result or before the students learned to a write descriptive through Think Pair, Share.

 Secondly, it is about the second cycle. Like the first cycle, the second cycle is also about the classroom interaction and the students’ writing ability. In the second cycle, the classroom interaction changed to be more interactive than in the first cycle. It is proved by the findings that can be seen in the table 4.10 in that the number of students who participated increased.

Furthermore, it is about the students’ writing achievement. Generally, the second cycle result shows better than the first cycle does. Based on the frequency and the percentage of their scores, the number of the students with good scores is higher than the first cycle is, and in this cycle, no one got very poor and poor scores. In addition, these data findings are supported by the mean scores in that the mean scores of the second cycle shows higher scores than the first cycle does. Based on these findings, it can be concluded that the students’ writing achievement improved after learning writing skill through Think Pair Share. This conclusion statement is supported by the inferential statistic result showing the probability value of 0.00 is smaller than the significant value of 0.025.

This research result is supported by some previous research findings. Firstly, Kamaruddin (2008) conducted a study under the title ‘improving the student’s reading comprehension through TPS strategy’. Based on his study result, it was found that there’s significant difference of the students’ reading comprehension after learning to read with think pair and share strategy. Secondly, a research carried out by Rina Asrini Bakri (2011). After gathering the data, it was concluded that of think pair and share significantly improved the integrated skills of the second semester students of Sekolah Tinggi Ilmu Kesehatan (STIK) Stella Maris Makassar.

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