

THE EFFECT OF USING THINK PAIR SHARE (TPS) MODEL ON STUDENTS' IN WRITING DESCRIPTIVE TEXT ABILITY

(A Study at the Tenth Grade Students of SMA Negeri 1 Pinangsori 2018/2019 Academic Year)

Asriani Hasibuan¹, Aprida Irmayana²,

Nia Daniati Zebua³

Institut Pendidikan Tapanuli Selatan

Abstract: *The purpose of this research are to find out : 1) the extent of students' achievement in writing descriptive text taught by using Think Pair Share model at the Tenth Grade Students of SMA Negeri1 Pinangsori, 2) the extent of students' achievement in writing descriptive text taught by using Think Pair Share model at the tenth Grade Students of SMANegeri1 Pinangsori, 3) whether there is a significant comparison study of the students' in writing descriptive text taught by using model think pair share at the Tenth Grade Students of SMANegeri1 Pinangsori. The population of this research is all of the Eighth Grade Students of SMA Negeri 2 Pinangsori consist of 308 students. The sample was 30 respondents to the experimental class and 30 respondents to the control class which were taken by think pair share . Because the research is conducted to find out the cause effect relationship and to compare the treatments, the research method used is experimental method. Then, the data is collected by using the instrument. The instrument used are rearrangement and fill in the blank test. The hypothesis of this research is there is a significant comparison study of the students' in writing descriptive text taught before and after by using think pair share the Tenth Grade Students of SMA Negeri 1 Pinangsori. The calculation of t_{test} formula is higher than score of " t " table. Means, the score of the t_{test} is 6,17 meanwhile the sore of the t_{table} is 2,04 at 5% significant level with the effect of using model think pair share (df) 29($t_{test}6,17 > t_{table} 2,04$) and hypothesis accepted. It means that there is a significant effect of model think pair share in writing descriptive text ability at tenth grade students of SMA Negeri 1 pinangsori.*

Keywords : Think Pair Share Model, Writing Ability.

Abstrak: Tujuan penelitian ini adalah untuk mengetahui :1) tingkat pencapaian siswa dalam menulis text descriptive text yang diajarkan dengan menggunakan model think pair share pada siswa kelas X SMA Negeri 1 pinangsori, 2) sejauh mana tingkat pencapaian siswa dalam menulis teks deskriptif yang diajarkan dengan menggunakan model think pair share di kelas X SMA Negeri 1 pinangsori, 3) apakah ada studi banding yang signifikan dalam menulis text deskriptif yang di ajarkan dengan menggunakan model think pair share pada siswa kelas X SMA Negeri 1 pinangsori. Populasi penelitian ini adalah seluruh siswa kelas X SMA Negei 1 pinangsori. Sampel nya adalah 30 responden untuk kelas eksperimen dan responen untuk kelas kontrol yang diambil dengan menggunakan model think pair share. Karena penelitian ini dilakukan untuk mengetahui hubungan sebab akibat dan untuk membandingkan perlakuan metode penelitian dengan menggunakan metode experimental. Kemudian data dikumpul dengan menggunakan instrument. Intrument yang di gunakan adalah penataan ulang dan pengisian blank test. Hipotesis penelitian ini adalah ada studi perbandingan yang signifikan dari hasil belajar siswa dalam menulis tets deskriptif yang diajarkan sebelum dan sesudah dengan menggunakan model think pair share pada siswa kelas X SMA Negeri 1 Pinangsori. Perhitungan rumus t_{tes} lebih tinggi dari t_{tble} berarti skor dari t_{tes} adalah 6.17, sedangkan skor t_{table} 2,04 di 5% tingkat pengaruh signifikan dengan menggunakan think pair share (df) 29($t_{tes} 6.17 > t_{table} 2,04$) dan hipotesis di terima. Artinya ada pengaruh yang signifikan dengan

menggunakan model think pair share dalam kemampuan menulis teks deskriptif pada siswa kelas X SMA Negeri 1 Pinangsori.

Kata kunci: Model Think Pair Share, Menulis.

I. INTRODUCTION

Writing is a medium of human communication that represent language and emotion with signs and symbol. By writing skill, someone is asked to be clearly formed of writing in order to the communication was be easier to be understood. The importance of writing for human life is the same as the importance in school environment. Writing is needed in school environment not only as tool for transferring the knowledge from teacher to student and student with student, but also as one of English skill that should be learned by student, besides other skills like reading, speaking and listening.

One of skill in English learning student expected to be able to be express circumstance events, feelings and other by writing and able to write and essay with correct grammar. In fact student have not been able to write properly and correctly. In fact the tenth grade student of SMA Negeri 1 Pinangsori writing descriptive text ability is low. It can be proved when the writer give pre-test in the class got on the average score 60, meanwhile Kriteria Ketuntasan Minimal (KKM) of the tenth grade of SMA negeri 1 Pinangsori are 75, it means that students of SMA Negeri 1 Pinangsori still get low score.

If the problem is not solved will have impact for students learning activity, they will be difficult in writing descriptive text and the curriculum will not be successful for writing descriptive text subject, that make student not pass in the final exam.

In this case, there are some factors that influence why their writing of descriptive text ability is low. There are two factors which can influence the students'

achievement in writing descriptive text, they are internal factors and external factors. Internal factors come from the students' self-such as the lack of students' teaching model mindset, vocabulary, grammar, motivations, attitude, competence, self-confidence, intelligence, etc. External factor is come from outside from the students such as curriculum, facilities, family, economy, social, the teacher don't used the suitable method with the materials etc.

Many efforts have been done by the English teachers of SMA 1 Negeri 1 Pinangsori to solve this problem, for instance: giving more exercise, giving tasks or homework to the students in post teaching and also giving remedial teaching to the student who have not understood and asking the students to study hard and changing their bad habit in learning English. But the students are still difficult to understand and fail in writing descriptive text.

Think Pair Share (TPS) is a learning strategy developed by Liman; it is associated with encourage students classroom participation and interaction between student and facilitator. In this strategy, the question/problem will be proposed by the facilitator and students are allowed to think about it individually and then discuss in pair to solve the problem and finally share their ideas to the class.

Writing assesment refers to an area of study that contains theories and practices that guide the evaluation of a writer's performance or potential through a writing task. According to Jacobs in Brown (2010:285) "have categories writing assesment, there are; Content, Organization, Vocabulary, Grammar, and Mechanic".

a) Content

According to Ur (2009:1997) "content is a topic the language talks about, as distinct from the language content". According to Muschla (2011:1) "Content the good writing starts with a good idea, without an interesting, the most writing skill will

result in a weak piece".Based the explanation above the writer concludes that content is a topic or content the language, and content the good writing starts with a good idea.

b) Organization

According to Knapp and Watkins in Husna (2013:5) "Organization writing is to part of the whole helps a reader to better visualize the items being describe".

c) Vocabulary

According to Harnby in Alqahtani (2015:25) "Vocabulary as the total number of words in language, vocabulary is a list of words with their meanings".According to River in and Nunan in Alqahtani (2015:22) "Vocabulary is essential for successful second language use because without an extensive vocabulary, we will be unable to use the structure and functions we may have learned for comprehensible communication vocabulary". According to Newton (2009:123) "The best language focused vocabulary instructions involves looking at a word as part of a system rather than as part of a message". According to Basri (2014:421) "Vocabulary is crucial element in mastering vocabulary a foreign language. Knowing limited number of vocabulary was many the student to communicate well in the target language".

d) Language use

Language is the rules in language for changing the form of words and joining them in to sentences. According Shumin (2006 :27) "Grammar is an umbrella concept that, includes increasing expertise in grammar (morphology, syntax), vocabulary and mechanic with regard to speaking". According While Caroline (2009:101) "The structure of language that arranger with rule in a language for changing the form of words into language". According to Widdwson in Mohammed (2011:71) "grammar is not constraining imposition but a liberating force: it frees us

form a dependency on context and a purely lexical categorization of reality". According to Murcia (2017:280) "Teaching grammar means enabling language students to use linguistic forms accurately, meaningfully, and appropriately".

e) Mechanics

According to Weir in Husna (2013:9) "Mechanic is each task of each student should be scored independently (as many scores as possible should be involved in the same assessment of each students' work)".

Descriptive text is defined as giving details or something that describes. An example of descriptive is someone giving a very detailed account of an experience that; a descriptive person. According to Gerot&Wignel in Riza (2013:5) "Descriptive Text is a kind of text with purpose to give information".

The Pardiyo in Siburian (2013: 34) "Description Text is a type of written text Paragraph, in which has the specific function to describe about an object (living or nonliving things) and it has the aim that is giving description of the object to the reader clearly".

Next Pratiwi and Rahmahsari in Puspitaloka (2016:152) "Descriptive is a text which says a thing clearly and neatly so the reader knows the aim of the contents of the text, because writing involves the sense, such as hearing, seeing, feeling, tasting, and touching". According to Kane in Puspitaloka (2016: 152). "Description is about is sensory experience- how something looks, sounds, tastes".

Based on explanation above the researcher conclude descriptive text is the text that purpose to give information and to describe about an object to description the object clearly to the reader. According to Pardiyo in Siburian

(2013:34) the indicator of the Descriptive text has 3 they are: Generic Structure, Social Function and Language Feature. :1)**Social Function**According to MasitohSiti&SuprijadiDasep (2015:41) “The social function of descriptive text is to describe a particular person, place or thing”. 2)**Generic Structure**: According to Apriliani et al (2014:3) “Generic Structure is the general structural formula of library, consisting of scaffold plus an identification of the position of attachment of various residues”. According to Gerot and Wignell in MasitohSiti&SuprijadiDasep (2015:41) “Generic structure of descriptive writing are: a) Identification which identifies phenomenon that was be descriptive. b) Description which describe parts, qualities, or characteristics of something or someone in detail”. 3)**Language features** :According to Knapp and Watkins in Masitoh Siti & Suprijadi Dasep. (2015:41) “Write there are several language grammatical features of descriptive writing as the flowing: **a)** In descriptive text, the present tense is predominantly used.**b)**Although present tense may be used in literary description, it is past tense that tends to dominate. **c)** Relation verbs are used when classifying and describing appearance/ qualities and parts/ function of phenomenon. **d)**Action verbs are used when describing behaviors/ users. **e)**Mental verbs are used to add extra information to nouns and may be technical, every day, or literary, depending on the text. **f)**Personal and literary description and generally deal with individual things.

Think Pair Share is one of a few model that the teacher can use when teaching in the class room, that can make a group discussion more effectively in the class. According to Ngalimun (2014:169) “This learning model belongs to a cooperative type with syntax: teacher present classical

materials, assign problem to students and students working groups by thinking-pair group presentations, individual quizzes, create a progress score for each student announce quizzes result and giving reward”.

The firstHuda (2014:207) “Think-pair-share is learning strategy developed fist by professor Frank Lyman at the university of Maryland in 1981, this strategy introduces the idea of wait think time and the interaction elements of cooperative learning which is now one of the most powerful factors increasing”.

SecondSuprijono (2010:91) “As the name suggests this leaning thinking begins with the teacher asking question or issues related to the lesson to think about by the students, then the steps at this stage the teacher asks the learner to pair up, the result of inter subjective discussions in each pair of results are discussed with the whole class pair is known by the students”.

ThirdKurniasih and Sani (2016:58) “Think Pair Share learning model or multiple- pair thinking is a type of cooperative learning designed to influence patterns of students’ interactions”.

Fourth Siburian (2013:35) “Think Pair Share have five steps are:1)Announce a discussion topic or problem to solve.2)Give students at least 10 second to think time of their answer.3)Using students number, announce discussion partners.4)Ask students to Pair with their partner to discuss the topic or solution.5)Finally, randomly call ask students to write or diagram their responses while doing the Think-Pair-Share.

The LastLyman et al in Lufri. M S. et al (2007:54) “ Think pair share have three steps are:1)Think ; the Teacher asks question or issues related to

the lessson, then students are asked to think about question or issue indenpendently fo a few moments.2)Pairing ; the Teacher asks student to pair up with their friends to discuss about 4-5 minutes of what they have thought in the fistt stage.3)Shraing; Teacher asks couples to share ideas, infornation, knowledge or understanding with the whelo class about what they have discussed. This is done in turns pair by pair until about 25% of couples get opportunity.

II. METHODOLOGY OF RESEARCH

The location of this reseach is in SMA Negeri 1 Pinangsori wich in locatep in Jln. Sisinga mangaraja Kelurahan Albion Kecamatan Pinangsori Kabupaten Tapanuli Tengah. The headmaster of this school is Muhammad Ali, S Pd, MM.Accordingto Masyudi and Zainuddin (2008:157) “ Metode adalah suatu prosedur atau cara untuk mengetahui sesuatu yang mempunyai langkah-langkah sistematis”. According Sugiyono(2014:2) “Metode penelitian pada dasar nya merupakan cara ilmiah untuk mendapatkan data dengan tujuan dan kegunaan tertentu”. According to Arikunto (2007:2012) “In analysis the result of the text, the researcher uses experimental method and the formula can X and variable Y the writer uses experimental research to find out of effect relationship between two variables.Observation sheet is here to allow teachers to created and follow outdoor lesson plans. Think Pair Share as dependent variable the reseacher chooses observation sheet to collecting the data. According to Mustofa (2008: 56) “Observation is a method of collecting data in systematic way through observation to the phenomenon in the research. Students Writing Descriptive text can develop if students able to understand the structure of descriptive text, the indicator are: identifying generic structure, identifying social function, and identifying language features of descriptive text ability.

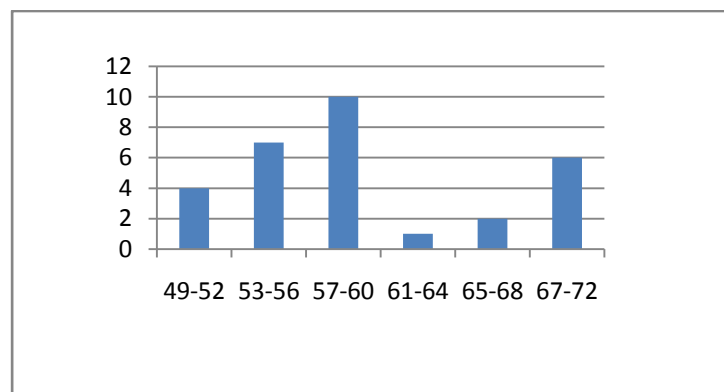
According to Mustofa (2008: 56) "Test is a method of collecting data that its nature to evaluation result of the process (pre-test and post-test)". The instrument can be either exam question or question for test. Without collecting the data, it is impossible to conduct the research. According to Mustofa (2008:55) "The activity of collecting data in the research process requires precision, accuracy and detailed programming." According to Sugiyono (2013 : 308) "the collecting data is most principal way in the research, because the main purpose of the research is to get data". According to Noor (2016 : 56) "technique of collecting data is how collect data needed to answer the formulation of the research problem". According to Sugiyono (2014:193) "perkumpulan data dapat dilakukan dalam berbagai setting, berbagai sumber dan berbagai cara yaitu kuis, wawancara, observasi dan tes". It means that there way collecting data. While according to Umar in Siregar (2014:42) "there are four techniques of collecting data, they are kuis, wawancara, observasi dan tes". It means that there way to collecting data. In research data, the research use observation and test. The writer chooses observation sheet and test to collecting the data.

III. RESULT

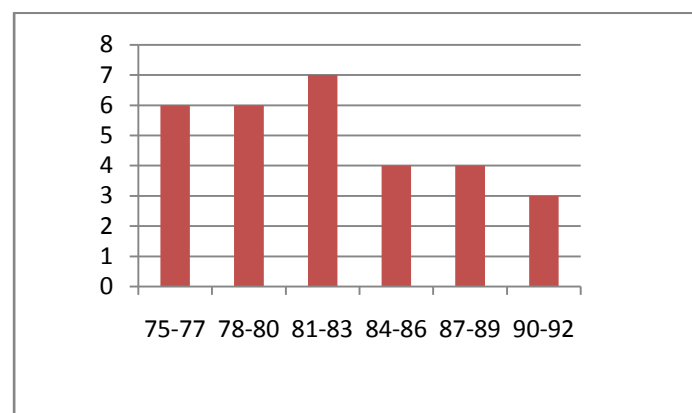
The scores of the variables X (Think pair share) dan variable Y (Writing descriptive text) calculate by applied statistical analysis which can be illustrated into description of the data order to described the students result.

Based on the data analyzed the observation sheet about the application of using think pair share model on students writing descriptive text ability of SMA Negeri 1 Pinangsori through 16 aspect of observation, obtained an average score 3,63, with categorized "Very good". And then pretest, the researcher calculated the scores, it was found the highest score was 71 and the lowest was 49. The

mean of score of writing descriptive text ability before using think pair share model at the tenth grade of SMA Negeri 1 pinangsori was 60.9 categorized “ Fail”. The mean score of writing descriptive text ability after given think pair share model, the highest score was 90 and the lowest score was 75, the mean score was 81,7 catergorzed” Good”. The description of the different data of before and after using think pair share model can be seen in following histogram:



Before using Think pair share model in writing descriptive text ability



After using Think pair share model in writing descriptive text ability

Based on the histogram, if we compared pretest the score still categorized fail and posttest the score categorized was increased. Histogram shown the of used of think pair share model is very good for increased students writing descriptive text ability.

From the reseach, it can be known tht t_{tes} is higher than t_{table} is ($t_{tes} 6,17 > t_{table} 2.04$). It mean that there is a significant effect of using think pair share model on students writing descriptive text ability at the tenth grade of SMA Negeri 1 Pinangsori or H_a was accepted.

IV. DISCUSSION

Based on the resulth of reseach that has been done on the problem, the Reseacher feel that the process of carrying out this research has been carried out with the steps contained in skripsi writing descriptive text by using model think pair share.

Evidence of the fied by using model think pair share has been done and can increase on students' writing descriptive text ability applied where the intial data of pretest in X-Mia2 as sample of reseach with pretest resulth it can be seen that writing descriptive text ability before using think pair share model in categorized "Enough".

While in the next posttest in class X-Mia2 as sample of reseach with the meandpostest was 81,7. From the posttest result, it can be seen that students learning results before using think pair share model in category " Well". This shows that there is increase of students' writing descriptive text ability aftter using model think pair share.

Based on hypothesis test that has been done by Reseacherthat "there is a significant effect betwenn the use learning think pair share model on students writing descriptive text ability at X grade of SMA Negeri 1 Pinangsori". This can be seen in the calculation, obtained by index $t_{test} 6.17$ - t_{table} was 2.04, when compared to 95% confidence level or 5% error rate.

This it can consultation that t_{test} that bigger than t_{table} or $6,17 > 2,04$. So that thee result of the cancellation value, then the alternative hypothesis formulated in the reseach can be accepted. From the result of reseach that improvising the students writing descriptive text ability after using think pair share model is much model better than before using think pair share model.

CONCLUSION

Based on the result of the research, the writer draws the conclusions that the scores of the students' achievement in Writing Descriptive Text Ability of the tenth grade students of SMA Negeri 1 pinang sori as follows: 1) The Application of think pair share at the tenth grade student SMA Negeri 1 Pinangsori was categorized "3,63" because it shows that the mean of students score is "very good". 2) studets the tenth grade of SMA Negeri 1 Pinangsori the percentage categorized is "enough". The mean score of writing descriptive text before using think pair share model is 60,9. 3) students tenth grade of SMA Negeri 1 pinangsori the percentage categorized is "Good". The mean score of writing descriptive text ability after using think pair share model is 82,2. 4) The calculation of t_{test} formula is higher than score of "t" table. Means, the score of the t_{test} is 6,17 meanwhile the sore of the t_{table} is 2,04 at 5% significant level with the effect of using think pair share model (df 29 ($t_{test} 6,17 > t_{table} 2,04$)) and hypothesis accepted. It means that there is a significant effect of think pair share model in writing descriptive text ability at tenth grade students of SMA Negeri 1 Pinangsori.

REFERENCES

- Apriani. Eka .2016. *using the think pair share (TPS) strategy to enhance students reading achievement of the seventh grade at Mtsnlupatan*. Jurnal Pendidikan Islam. Vol.1. no. 01.
- Apriliani et al. 2014.*indentifiying the generic structures of genres*. Jurnalpendidikan. Vol.2 no.2
- Arikunto, Suharmi. 2007. *Manejemenpenelitian*. Jakarta: RinekeCipta .
- Burgin, H.M. Burhan. 2016. *Metodologipenelitiankuantitatif, komunikasi, ekonomi, kebijakan public, sertailmu-ilmusosiallainnya*. Jakarta: Kencana.
- Douglas,Brown H. 2010. *second edition language assessment principle and classroom practices*. America. Library of congress cataloging.
- Huda, Miftahul. 2014. *Model – model pengajarandanpembelajaran*. jogyakarta: pustakapelajar.
- Kendall et al. 2006. *Writing sense, Integrated reading and writing lessons for English language learners*. America. Stenhousepubliseher.
- Kurniasi and Sani.2015.*Ragam pengembangan model pembelajaran untuk meningkatkan profesionalitas guru baru*. Katapena.
- Masitoh, Siti & Suprijadidasep. 2015. *Improvising students ability in writing descriptive text using genre based approach (GBA) at the eighth grade students of SMP islamterpadufitriansani*. Eltinjurnal. Vol.3.no.1.
- Masyuri and Zainuddin. 2008. *Metodologipenelitianpendekatanpraktisdanaplikatif*. Refikaaditama.
- Mustofa, bisri. 2008. *Metodemenuilsskripsi&tesis*. Yogyakarta: penerbitoptimus.
- Ngalimun.2014. *Strategidanmodel pembelajaran*. Yogyakarta :AswajaPressindo.
- Noor, Juliansyah. 2016. *Metodepenelitian*. Jakarta: Prenadamedia Group.
- Puspitaloka. 2016. *The effect of picture series toward students' descriptive text*.Jurnalpendidikanunsika. vol.4. no.2
- Riza, Sri Mona. 2013. Improvising students achievement in writing descriptive text through mind mapping model of eight grade smpnegeri 13 medan. *Thesis*. programpendidikdasar, sekolahpascasarjana, universitasnegerimedan.jurnaltematik. Volum :003/no.12.
- Sagala, Desmora. 2013. Acorrelation between punctuation mastery and students ability in writing descriptive text. *Skripsi*.Tapanuli Selatan. Universitasstkiptapanuliselatan.
- Siburian, TiurAsih. 2013. Improvising students achievement on writing descriptive text through think pair share. *Internasionaljurnal of language learning and applied linguistics word*. Volume 3(3).

- Sugiyono. 2014. *Metode penelitian pendidikan bisnis (pendekatan kuantitatif, kualitatif dan R&D)*. Bandung: Penerbit Alfabeta.
- Sumarni, Sri. 2012. *Metodologi Penelitian Pendidikan*. Yogyakarta: Insan.
- Suprijono. 2010. *cooperative learning teori & aplikasi*. Yogyakarta. Pustaka pelajar.
- Suryani and Hendrayadi. 2015. *Metode Riset Kuantitatif*. Jakarta: Prenadamedia Group.
- Syah, muhibbin. 2010. *psikologi pendidikan dengan pendekatan baru*. Bandung. PT remaja rosdakarya offset.
- Ur, Penni. 2009. *Acouse teaching practice and theory*. London.: Cambrige university press.
- Victoria, Johansson. 2009. *Development aspects of text production in writing and speech*. Lund: Lund University.
- Wardani, et al. 2014. Improvising the ability in writing descriptive text through guided-question technique. *Jurnal of English language teaching society*. Volume.2.(1).