

Implementing think pair share combined with sequence picture for improving students' writing achievement

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Abstract

The objective of this study was to find out that students' writing achievement could be improved by implementing think pair share combined with sequence picture. This study used quantitative research with one-group pretest-posttest design of pre-experimental design. The subject of this research was class Eighth grade of SMPN 2Banjit consisting of 30 students. The data were obtained from the pre test and post test. Then, the data were analyzed by using Paired Sample T-test. The average score of the pre-test was 69.63 and the average score of the post-test was 76.00. The results showed that the students' writing achievement statistically increased with the significant level 0.05. This suggests that Think pair share combined with sequence picture facilitates the students to improve their writing achievement.

Keywords: improving, think pair share combined with sequence picture, writing achievement.

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I. Introduction

In learning English as a foreign language the people should master four skills. One of language skills in life is writing skills. Tarigan (2013: 3) suggests that writing skills are the characteristic of educated people or educated nation. Writing skills are skills that are not automatically mastered by students, but they must practice and try to write well.

According to Nunan cited in Styati (2010: 20) defines that writing is the process of thinking to invent ideas, thinking about how to express into good writing, and arranging the ideas into statement and paragraph clearly. Riswanto and Putra (2013: 3) also state writing is sometimes used for learning, reinforcing, or testing grammatical concepts. Writing process

According to Oshima and Hogue (2007), there are four steps in writing process such as: prewriting, organizing the ideas, drafting and polishing. The first is prewriting. Prewriting is a way to get some ideas. In this step, the students choose a topic and collect ideas to explain the topic. The second step is organizing the ideas into simple outline. The third step is write rough draft using the outline as a guide. The fourth step is polishing in which the students polish what they have written. Those steps are the important part in writing process and help them how to write well.

Writing in English is considered the most difficult skill in English by most students. During our preliminary research on two English teachers at SMPN 2Banjit, they explained to us about their students' difficulties in writing. These teachers revealed that the students had difficulties in developing writing skills, in particular, problems with lack of vocabulary, grammar, text organization, and mechanics were the most common problems they faced in their English writing.

Several research studies have been conducted to find out students' writing difficulties. Fhonna (2014) found that the areas in which the students, as a whole, made most errors were in agreement/verb tenses (43.4%), followed by spelling (20.5%) and article/determiners/plurals (18%). Less errors were found in lexical choice (9.2%), preposition/collocation (6.3%) and the least was in use of pronouns (2.4%). Moreover, the questionnaire results from her study revealed that most students found writing was difficult because they were lacking in ideas and organization. In addition, Mousavi and Naeini (2011) noted that students faced two main categories of writing difficulties: content and form, both of which are related to basic and advanced skills. Grammar and mechanics became the students' problems in basic skills, meanwhile expressing ideas, choosing appropriate vocabulary, and organizing information were among the difficulties students faced in advanced skills.

Considering the importance of writing skills in teaching English that the students faced difficulties in this skill, therefore, in this study we intended to find out the efforts teachers made in order to try to solve the problems faced by their students. Hedge (2005, p. 20) believes that helping students with getting ideas together, planning, and drafting is only a part of the roles of the teacher. Fhonna (2014, p. 27) also mentions that comments or feedback from their teachers influence students' ability to produce better writing. It can be

concluded that comments from their teachers are one of the most influential inputs for the students in order to develop more and better writing in the future.

Based on the issues above, the researcher used think pair share combined with sequence picture to solve the students' problems in writing. The researcher used sequence picture because according to Lyman (1981) applying think pair share in the classroom the students not focus on the topic and they share everything with their partner so the researcher combined think pair share with sequence picture.

According to Saadabadimotlagh and Kowsari (2015), Think Pair Share is a classroom learning activity that provides students with an opportunity to think about a key question, idea, issue, or notion and share.

Think Pair Share (TPS) is a cooperative learning strategy that was first developed by Frank Lyman and his colleagues in Maryland in 1981 (Lyman, 1987). The name is derived from the activities/phases involved in the technique, namely: think, pair, and share. The three stages as proposed by Lyman (1987) are elaborated as follows:

1. Think

In this phase, the teacher provokes the students' thinking with a question and they can take a few moments to think about the question. This activity can promote the students' critical thinking to find a solution individually to the problem posed by the teacher (problem solving activity).

2. Pair

This stage gets students to work in pairs with their nearby neighbors, designated partners, or a desk-mate to discuss answers for the question given. Here they can compare their mental or written notes and identify the answers they think are best, most convincing, or most unique (working cooperatively).

3. Share

After the students have talked in pairs for a few moments, then the teacher calls for the pairs to share their thoughts with the rest of the class. She can do this by going around in a round-robin fashion, calling on each pair; or she can take answers as they are called out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board or on an overhead projector.

Barkley, et al., (2005) states that the steps for Think-pair-share strategy is think for a few minutes, and then discuss and compare their responses with a partner before sharing with the entire class. According Lyman in Majid, et al. (2013), conveys that think-pair-share strategy (TPS) is a strategy for reading comprehension. It involved three stages of students' action. First stage is to initiate the session where the students are being provoked to think of the problem in hand. Students are given time to think through their own answers. Second stage is the students set the communication environment where the students identify their partners in the sharing session. The last stage, the students can exchange ideas, compare notes and improve their answer.

Think pair share is a way to help students to prepare themselves by arranging things before they create the final product. In this section, the students are given time to think and are guided to do things through questions posed by the teacher. After getting ideas, they also have time to discuss their ideas with their partner.

The researcher also would choose interactive media in teaching writing. There are many types of media in teaching learning; one of them is sequence picture. According to Yunus (1981:49) states: "A sequence picture is a number of related composite pictures linked to form a series of sequences. It means the function of sequence picture is to explain a story or sequence of events." To support the previous idea on the roles of sequence picture in the teaching writing process, (Harmer 2002: 69) states that there are various number of writing tasks that students can be asked to undertake and one of them is students can be given a sequence picture which tell story and they have to write story based on pictures.

There are some previous researches related to think-pair-share (TPS), which were conducted by Wahyuni & Badriyah (2015). Think-pair-share is effective to help the students to increase motivation and solidarity; it can also improve students' reading skill on narrative text. Muryani & Iman (2017) conclude that TPS can improve students' reading comprehension at SMA LTI IGM Palembang. In addition, TPS could increase the students' collaborative learning with their friends.

Based on the explanation above, the researcher can conclude that think pair share combined with sequence picture in teaching writing to improve writing achievement of the students.

II. METHODS OF THE RESEARCH

This study used quantitative research. In collecting the data, an instruction to make a writing essay was given. Certain topics were provided to the students in order to see the students' writing achievement. The variables of this research were independent variable which was concerned with think pair share combined with sequence picture and dependent variable which dealt with the students' writing achievement. One group pre-test post-test design was used in this research. The researcher gave the pre test before the treatment and the post test after the treatment. The instrument of this research was writing recount test. Writing test was used to gain the data

The population of this research was the first year students of SMPN 2Banjit and the sample was eight grade that consisted of 30 students. The class as the sample was taken through random sampling technique. In constructing the research, the research procedure went through these following steps: 1) determining the population and sample, 2) deciding the materials to be taught and tested, 3) administering the pre-test, 4) conducting the treatment, 5) administering the post-test, 6) analyzing the data. To measure the validity of the test, the data were analyzed by using content validity and construct validity. In order to meet the content validity—a descriptive type of texts based on the School Based Curriculum—was used in this research. In addition, to judge whether the construct validity was good or not, a table of specification by Heaton (1991:135) was particularly used in this research.

In this research the data were analyzed through Paired Sample t-test by using Statistical Package for Social Science (SPSS) 24.00 in which the alternative hypothesis is accepted and null hypothesis was rejected because the t-value was higher than t-table. Furthermore, after the data was analyzed, it clearly showed that the reliability of the pre test was 0.974 and the post test was 0.984. Hence, it could be stated that the test had a very high reliability since the criteria range of the very high reliability was (0.90 – 1.000) (Hatch and Farhady, 1982:247).

III. Results And Discussion

This section has two major points as follows:

Results

After administering pretest and posttest, the results of pretest were compared with the results of posttest in order to analyze the difference of students' writing through the implementation of think-pair share combined sequence picture. The results revealed that students' writing achievement improved from 69.63 to 76.00 after being taught through think pair share and sequence picture. Table below provides students' mean score of pretest and posttest.

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 pre test of writing	69.6333	30	2.82212	.51525
post test of writing	76.0000	30	2.63923	.48185

From the table 1, it can be noted that the students' mean score of pretest and posttest was improved about 6 point after series of treatment of teaching writing through think-talk-write strategy combined picture series was implemented. To be more concrete, the highest score of pretest was 73 and the highest score of posttest was improved to 82, in which the highest score gain was 5. The lowest score of pretest was 65 and the lowest score of posttest was 70, in which the lowest score gain was 70.

Discussion of the Research

From the data analysis, it can be said that after being taught by think pair share combined with sequence picture, the students could improve their writing achievement. This was reasonable because during the treatments the students were able to elaborate their ideas.

The results of this research were supported by several previous studies about the implementation of think pair share in teaching writing. The studies conducted by Syahputra and Ginting (2012), Aseptiana (2013) and Laini (2014), who also revealed that the TPS technique had improved their students' writing ability. All these outcomes showed that the use of TPS in teaching and learning writing could successfully overcome some of the difficulties that students face, such as the lack of ideas to write about, the difficulty to organize ideas, the lack of vocabulary, poor grammar, and so on.

IV. conclusions and suggestions

This section has two major points as follows:

Conclusion

In line with the results of the data analysis and discussion, the writer comes to these following conclusions:

Think pair share combined with sequence picture can significantly improve students' writing achievement. It is because the students were capable to get involved actively in the process of writing covering each aspect of writing. Thus, by integrating think pair share combined sequence picture the students have more chance to think;pair afterward, produce a piece of writing through pictures. This can be seen from

the results of the research that there is an improvement on students' writing, since the average score in pre-test was 69.63 and the average score in post-test was 76.00

V. Suggestions

In reference with the conclusion above, some points of recommendation are put forward as follows:

Suggestions for English Teachers are cited like the following;

1. When it comes to talk activity, it is suggested for the teacher to fully monitor the class during the discussing session in order to make the topic of group discussion still in line with the material.
2. In pair activity, it is also suggested for the teachers to limit the time, so the students have more time in writing session.
3. As can be viewed that mechanic aspect ranged the lowest achievement in this study, it is then requires effective strategies by teachers to improve this aspects. For example, the teachers can correct and discuss more deeply during the teaching process.

Suggestions for Further Researchers should be presented as follows;

1. In this research, the researcher only focused on the increase of students' writing achievement. The researcher suggests other researchers to find out the effect of think pair share combined with sequence picture in other kind of text, such as procedure, report, or hortatory exposition text.
2. This research was conducted by using think pair share combined sequence picture in junior high school. Thus, the further researcher can conduct this technique for different levels of students; i.e. for university level.

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