

Improving Students' Writing Skill in Descriptive Text through Think Pair Share Method Academic Year 2018-2019

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Abstrak

This dedication activity is to find out how the application of Think Pair Share learning methods in improving students' ability to develop descriptive text. Subjects in this dedication activity are grade X students of Harapan 3 Senior High School Medan. Based on the results of this dedication, it was found that there was an increase in students' knowledge and understanding in the ability to develop descriptive text. Besides that, there is also an increase in students' courage in developing descriptive texts. Thus it can be concluded that the Think Pair Share learning method can improve the students' ability in developing descriptive text in grade X of Harapan 3 Senior High School Medan. Some of the factors that support the implementation of community dedication activities are the amount of interest and enthusiasm of participants during the activity, so that the activities take place smoothly and effectively. While the inhibiting factor is time constraints.

Kata kunci: *Think Pair Share, Descriptive Text*

1. Introduction

Writing is an attempt to describe a language that is understood by someone, so that other people can read the symbols of the graph. Pictures or paintings may convey meaning, but do not describe language unity. Writing is a representation of part of the units of language expression. The main principle of writing is as an indirect communication tool.

Learning writing skills must be able to produce active productive activities. When someone writes, ideas or ideas become very important to master. In addition, a writer must also have the ability to put ideas or ideas that have been mastered into a form of writing that is easily understood by others. These two things, namely having a good idea and how to pour ideas into writing is the reason why writing skills are the most difficult language skills. The cause of the unsuccessful teaching of English is that teachers have not maximized the method of teaching English. Teachers often use the lecture method or question and answer. In fact, learning English must rely on the use of applicable and interesting methods. Attractive learning will entice children to continue and

feel comfortable learning English. Teachers must also be professionals to achieve learning goals.

In a new paradigm fish educators, learning goals are not only to change student behavior, but also form the character and attitude of professional mentors that are oriented to the global mindset. The focus of learning is on learning how to learn (learning how to learn) and not merely on the substance of the subjects, so the activities are always challenging and fun learning [1]

One of the learning methods that can be applied in improving students' writing ability in descriptive text is the Think Pair Share learning model. Think-Pair-Share learning model is one of the learning models that provides an opportunity for each student to show participation to others

The Think Pair Share learning model was developed by Frank Lyman et al from the University of Maryland in 1985. The Think Pair Share learning model is one simple cooperative learning model. This technique provides opportunities for students to work alone and work with other people. The advantages of this technique are as follows, namely: [2].

- a. Enables students to formulate and ask questions about the material being taught because it indirectly gets examples of questions posed by the teacher, and gets the opportunity to think about the material being taught.
- b. Students will be trained to apply the concept because they exchange opinions and thoughts with their friends to get agreement in solving problems.
- c. Students are more active in learning because they complete their assignments in groups, where each group consists of only 2 people.

The disadvantages of Thin Pair Share Method

- a. Requires simultaneous coordination of various activities.
- b. Requires special attention in the use of classrooms.
- c. Switching from all classes to small groups can take up valuable teaching time. For that the teacher must be able to make careful planning so as to minimize the amount of time wasted.
- d. Many groups report and need to be monitored.

- e. Fewer ideas emerge.
- f. If there is a dispute there is no mediator.
- g. Hang on a partner.
- h. An odd number of students has an impact on group formation, because one student does not have a partner.

Students get the opportunity to present the results of their discussions with all students so that the ideas spread

This is in line with the findings of the authors that there is a lack of writing skills in grade X of Harapan 3 Senior High School Medan. The lack of writing skills in grade X is reinforced by the low learning outcomes of students in writing the descriptive paragraph material. This can be expressed based on the average value of writing paragraphs of descriptions of students in pre-actions that reach 65.

Starting from the background of the problem described above, the problem can be identified as follows: the inappropriate method used in learning English, especially in the ability to develop descriptive paragraphs on students, the teacher still uses conventional learning. If the problem is not immediately addressed, it will make students bored, reluctant and become passive in participating in learning so that students do not understand the development material of descriptive text given by the teacher and in the end students will experience difficulties or obstacles in learning other English learning materials. It is expected that the learning method of Think Pair Share can improve the ability to develop descriptive text in grade X of Harapan 3 Senior High School Medan.

2. Implementation Method

This form of activity takes the form of community service. With the theme "Improving Students' Writing Skill in Descriptive Text through Think Pair Share Method". The participants who were the target of the community dedication activities were the tenth grade students of Harapan 3 Senior High School Medan. Implementation of dedication activities took place on Tuesday, February 26, 2019 from 09.00 to 12.00 WIB, while the participants in this dedication activity were students in grade X of Harapan 3 Senior High School Medan. Activities in the form of material delivery and direct practice of Think Pair Share learning methods in improving the ability to develop descriptive texts. Each participant practices immediately after being given an explanation by the instructor team.

Steps of the Think Pair Share (TPS) Learning Method according to Trianto are as follows: [3]

- a. Step 1: Think (Thinking)

The teacher asks a question or problem associated with the lesson, and asks students to use a few minutes to think for themselves about the answer or problem. Students requires an explanation that talking or working is not a part of thinking.

- b. Step 2: Pairs (Pairing)

Next the teacher asks students to pair up and discuss what they have gained. Interaction during the time provided can unite the answer if a question is asked or unite ideas if a specific problem is identified. Normally teachers member i take no more than 4 or 5 minutes for pairs.

- c. Step 3: Sharing (Sharing)

In the final step, the teacher asks couples to share with the whole class they are talking about. It is effective to walk around the room from partner to partner and continue until around some couples get a chance.

3. Implementation Results

Think Pair Share Learning Model uses the method of paired discussion followed by plenary discussion. With this learning model students are trained how to express opinions and students also learn to respect the opinions of others while still referring to the material / learning objectives.

Relationship between Think Pair Share (TPS) method and learning outcomes cognitive students can be reviewed from each implementation phase, at the initial stage implementation of type cooperative learning TPS each student thinks for himself first and continued with discussion groups to work on questions contained in the LKS, at the stage this is the role of each group member so expected all group members will be actively involved, this will motivate students to study material.

At the stage of TPS implementation each student is involved in interaction directly where after students think themselves then they will exchange mind in the group, so the task can be completed. Because they exchanged ideas for searching completion of good tasks and in the end the learning outcomes will be increasing because of every student active in the learning process take place.

Before the activity is carried out, preparations are made as follows:

- a. Conduct literature studies on various media processing student value data that are still difficult for teachers to make and how to use them.
- b. Preparing tools and materials for processing student grade data.

- c. Determine the implementation time and duration of service activities with the implementation team.

Determine and prepare the material to be delivered in the community service activities

Table 1. *Form of Activity*

No.	Material	Forms of activity	Material Achievement
1	Doingg introduction to the participants	Lecture	Participants Know the Speakers
2	Explain the description paragraph	Lecture	Participants Know the description paragraph
3	Describe <i>Think Pair Share</i> learning methods	Lecture	Participants Know the <i>Think Pair Share</i> learning method
4	Provide understanding, deepening and expansion of material	Lecture and discussion	Participants understand and explore the material
5	Give questions and invite students to ask questions	Lecture and discussion	Participants get answers to problems related to the material
6	Assign students in pairs to discuss <i>Think Pair Share</i> learning methods	Practice and discussion	Participants discuss the <i>Think Pair Share</i> learning method
7	Present the results of the group discussion (<i>Share</i>).	Lectures, Practices and discussions	Participants can explain the <i>Think Pair Share</i> learning method
8	Assign students to a. Determine the topic, theme and purpose of the essay b. Arrange essay titles c. Arrange an outline d. Collect material or data e. Develop an outline framework f. Make a way to end and conclude the writing g. Perfect the essay.	Practice and discussion	Participants can develop the ability to write paragraph descriptions in English using the <i>Think Pair Share</i> learning method
9	Evaluation	Lecture and discussion	Participants can find out the shortcomings and problems in writing paragraph descriptions with the <i>Think Pair Share</i> learning method
10	Closing	Lecture	Participants can write paragraph descriptions with the <i>Think Pair Share</i> learning method properly and correctly



Figure 1. *The Subjects of Dedication Activities in Harapan 3 Senior High School Medan*

When the Think stage, students are asked to work on the questions individually or independently. Then proceed with the Pair stage where students are paired with other students. Each student in the pair is asked to discuss and work together to complete the work of the questions previously worked on individually. The last step is Share, each pair is asked to share the results of their work in front of the class. Although the teacher has tried his best, there are some obstacles in the implementation, namely when the Pair stage there are students who object when paired with certain students, when working on it divides the task and not discuss together, and lack of time control during the Share stage. Some of these obstacles occur because learning uses the Cooperative Learning Model TPS technique is only applied for the first time in the class so that students are still adjusting to the implementation of these learning techniques. In the next learning activities, students can adjust to the implementation of learning using the TPS Cooperative Learning Technique Model, so that learning runs more smoothly. The discussion went better and there was a transfer of knowledge between students in partner groups. Students are also more orderly and obedient in learning, especially when sharing partners.

The success of the Cooperative Learning Model TPS technique cannot be separated from the efforts of the teacher to carry out learning well and in accordance with the stages of TPS Engineering. The teacher begins learning by explaining the learning objectives to be achieved, then giving apperception. After that, the teacher explained the material with the help of power point media and distributed handouts to all students. Next the teacher gives questions to students and asks students to do them individually first. This can train students to work independently for tasks that are truly individual.

After the time to work on the questions individually, the teacher asks the students to sit in pairs. Students are given time to discuss with their partners. This can train students to work with other students and foster a resilient soul in the face of adversity. If students have difficulty in

workmanship matter, he can discuss with their partners to find the answers. When discussing with partners, students are also trained to be able to express their opinions, which are useful for finding solutions to the questions given by the teacher.

After the discussion time is over, the teacher asks students to share / present the results of their work in front of the class. Every couple must be steady and confident about the answers they share. The number of questions given by the teacher is indeed quite a lot, this triggers students to be diligent in facing the task in a limited time and immediately solve the questions.



Figure 2. *Presentation of Activity Forms*

Based on interviews, question and answer and direct observation during the activity, this dedication activity gave the following results:

- a. Increased knowledge and understanding of students in improving the ability to develop description paragraphs.
- b. Increased courage of students in developing description paragraphs.

Some of the factors that support the implementation of community dedication activities are the amount of

interest and enthusiasm of participants during the activity, so that the activities take place smoothly and effectively. While the inhibiting factor is time constraints

4. Conclusion

Based on the analysis of the results of the activity it can be concluded what are the following:

- a. Increased knowledge and understanding of students in improving the ability to develop descriptive text.
- b. Increased courage of students in developing descriptive texts.
- c. After training in interest and students' awareness of the importance of using Think Pair Share learning methods in improving the ability to develop descriptive texts
- d. Increased motivation of teachers in learning Think Pair Share learning methods to improve the ability to develop descriptive texts

Given the magnitude of the benefits of this dedication activity, then it is necessary to:

- a. So that the teachers practice the Think Pair Share learning method obtained during training in the student data processing process.
- b. School support is expected to be improved, especially in terms of the completeness of computer facilities and infrastructure to support the improvement of human resources in the field of computer use

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