

**THE INFLUENCE OF USING COOPERATIVE LEARNING
(*THINK PAIR SHARE TECHNIQUE*) TOWARDS STUDENTS
WRITING ABILITY AT THE FIRST SEMESTER OF THE
EIGHT GRADE AT SMP NEGERI 19 BANDAR LAMPUNG
IN ACADEMIC YEAR OF 2023/2024**

A Thesis

By :

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Program Study : English Education

**TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY
OF RADEN INTAN LAMPUNG
1445 H / 2023 M**

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A Thesis

**Submitted as a Partial Fulfillment of the
Requirement for S1 Degree**

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1445 H / 2023 M**

ABSTRACT

Writing is one of skills that improve students' ideas from their thinking and imagination. Writing is a very complex process, because before people want to write, they should have writing ability that consists of grammar, vocabulary, punctuation, topic, and developed ideas. Most of the students faced difficulty in making a paragraph in writing, lacking vocabulary and grammar are considered as the problems in composing a good sentence in paragraph. In addition, the students were also confused in putting the ideas to develop sentences to be paragraphs as well, especially descriptive text. Some techniques were needed by the teacher to overcome the problems. One of techniques to improve their writing is think pair share technique. The objective of this research was to find out whether there was the influence of using TPS technique towards students' writing ability in descriptive text.

The research methodology used was a quasi-experimental design. The population was the students of the Eighth grade consisted of 330 students. There were eleventh classes and the researcher chose two classes of them as the sample, they were VIII 11 as experimental class and VIII 10 as control class. The instrument was a writing form for pre- test and post-test were used to collect the data. Pre-test was conducted to measure the students' descriptive text writing ability before the treatment and post-test was conducted to find out students' descriptive writing ability after the treatment. The data was analyzed by using SPSS.

After giving the post-test, the data was analyzed by using independent sample t-test. It was found that the result of Sig (P value) = 0.000 < α = 0.05. In conclusion, H_0 was rejected and H_a was accepted. Therefore, there was an influence using think pair share technique towards students' writing ability in descriptive text.

***Keywords:* Writing Ability, Think Pair Share Technique, Quasi Experimental Design.**

DECLARATION

I am a student with the following identity:

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Certify that this thesis is definitely my own work. I am completely responsible for the contents of this thesis. Other researchers' opinion or research findings included in the thesis are quoted or cited in accordance with ethical standards.

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ADMISSION

A thesis entitled: **“The Influence of Using Cooperative Learning (Think Pair Share Technique) towards Students Writing Ability”**.
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MOTTO

وَلَا تَمْشِ فِي الْأَرْضِ مَرَحًا إِنَّكَ لَن تَخْرِقَ الْأَرْضَ وَلَن تَبْلُغَ
الْجِبَالَ طُولًا ﴿٣٧﴾

“And do not walk on the earth arrogantly. Surely you can neither crack the earth nor stretch to the height of the mountains”

(QS. Al-Isra : 37)¹

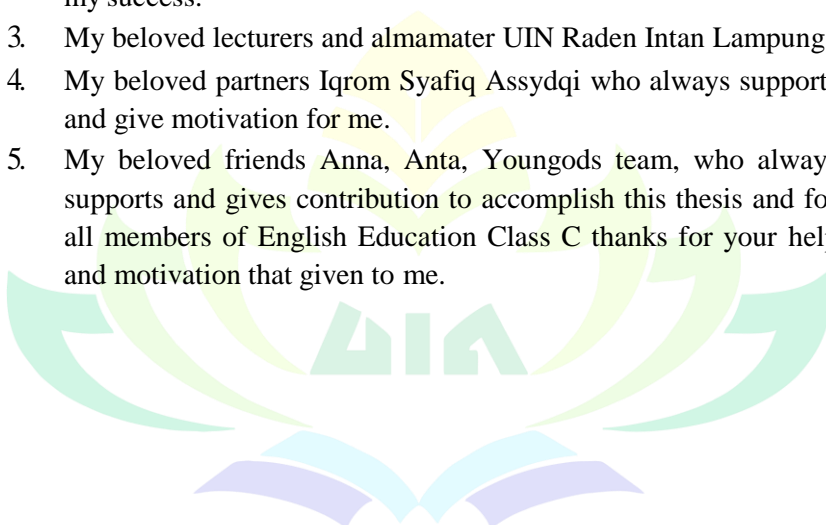


¹ <https://quran.com/al-isra/37>

DEDICATION

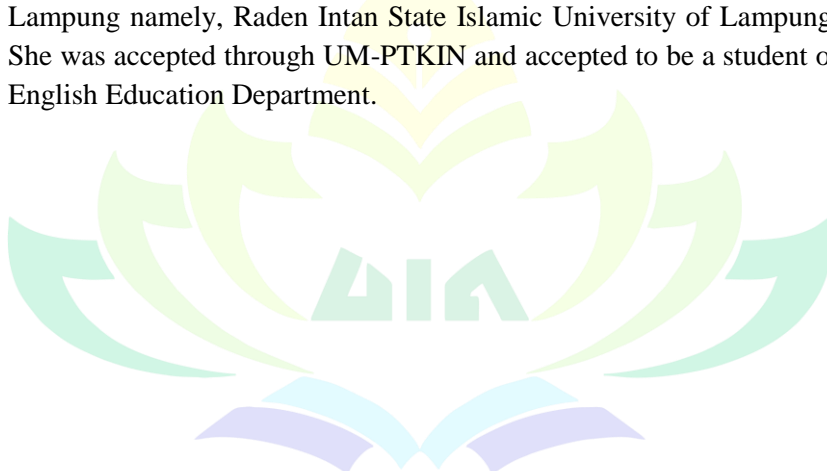
This thesis is dedicated to everyone who cares and loves me. The researcher would like to dedicate this thesis to:

1. My beloved parents, Mr. Zulman and Mrs. Yuliana who always pray for me, give me motivation, support my study, and give me advice wisely.
2. My beloved sister Yusi Zulianti. Also, my beloved brother M. Rio Ramadhan who always give me support and motivation for my success.
3. My beloved lecturers and almamater UIN Raden Intan Lampung.
4. My beloved partners Iqrom Syafiq Assydqj who always supports and give motivation for me.
5. My beloved friends Anna, Anta, Youngods team, who always supports and gives contribution to accomplish this thesis and for all members of English Education Class C thanks for your help and motivation that given to me.



CURRICULUM VITAE

The name of the researcher is Aisma Nurul Huda. Her nick name is Aisma . She was born in Bandar Lampung on April 5th, 2000. She is the second child of three children of Mr. Zulman and Mrs. Yuliana. She has one sister and one brother. In her academic background, she studied earlier at the age of six in elementary school of SD N 3 Kampung Baru Raya and finished in 2012. Then, after she graduated from elementary school, she decided to continue her study in middle school of SMP N 19 Bandar Lampung and finished in 2015. After graduating from middle school, she still continued into higher education in SMA N 13 Bandar Lampung and graduated in 2018. In the same year, she was accepted into one of the best colleges in Lampung namely, Raden Intan State Islamic University of Lampung. She was accepted through UM-PTKIN and accepted to be a student of English Education Department.



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First, all praise is due to Allah SWT, the most merciful, the most beneficent for his blessing and mercy are given to the researcher during her study and in completing this graduating paper successfully. Then, peace and salutation always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness. This thesis entitled “The Influence of using Cooperative Learning (Think Pair Share Technique) Towards Students’ Writing Ability at The First Semester of The Eight Grade at SMP N 19 Bandar Lampung.”

This thesis is presented to English Study Program of UIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of student’s task in partial fulfillment of the requirement to obtain an S-1 degree. However, this thesis would not have been completed without the aid, support, guidance, help, advice, and encouragement of countless people.

Therefore, the researcher would like to express the deepest sense of gratitude to:

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2. M. Ridho Kholid, M.Pd. the head of English Education Study Program at UIN Raden Intan Lampung.
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4. Irawansyah, M.Pd. the Co-Advisor, who has guided with full of patience since the first till the researcher completed this thesis.
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6. The researcher’s friends who always support the researcher. The researcher need to say huge thanks to every student as

well as student's friends outside C class that can't be mention the name one by one.

Finally, nothing is perfect neither this thesis. Any corrections, comments, and criticisms for the goodness of this thesis are always open-heartedly welcome.

Bandar Lampung, October 2023
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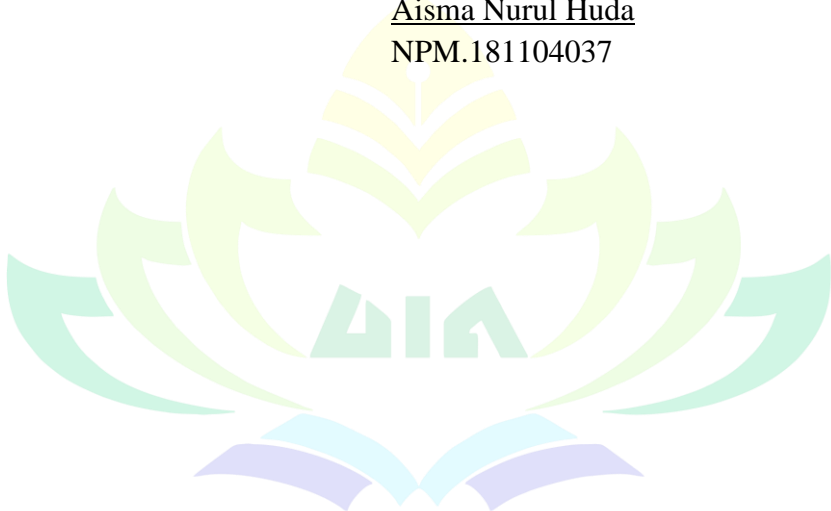


TABLE OF CONTENTS

COVER	i
ABSTRACT	ii
DECLARATION	iii
APPROVAL	iv
ADMISSION	v
MOTTO	vi
DEDICATION	vii
CURRICULUM VITAE	viii
ACKNOWLEDMENTS	ix
TABLE OF CONTENTS	xi
LIST OF TABLES	xiv
CHAPTER I INTRODUCTION	
A. Title Affirmation	1
1. Cooperative Learning	1
2. Writing	1
B. The Background of Problem	2
C. Identification of Problem	7
D. Limitation of the research	7
E. Formulation of the Problem	7
F. Objective of the Research	7
G. The Significances of the Research	7
H. Relevant Research	8
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Teaching English as Foreign Language	11
B. The Nature of Writing	12
1. Definition of Writing	12
2. Writing Process	14
3. The Characteristic of Good Writing	15
4. The Roles of Teacher in Writing	16

5. Feedback on Writing Ability.....	18
6. Writing Genre	19
7. Descriptive Text.....	21
8. Grammatical Features	23
C. Cooperative Learning.....	24
1. Definition of Cooperative Learning.....	24
2. Characteristics and Benefits of Cooperative Learning	25
3. The Technique of Cooperative Learning	26
4. Think Pair Share	28
5. Teaching Descriptive Writing by Using Think Pair Share Technique.....	31
6. Advantages and Disadvantages of Think Pair Share Technique.....	34
D. Guided Writing Technique.....	34
1. Definition of Guided Writing Technique.....	34
2. Procedure of Guided Writing Technique	35
3. Advantages Disadvantages of Guided Writing Technique.....	35

CHAPTER III RESEARCH METHOD

A. Research Design.....	39
B. Variable of Research	40
1. Independent Variable	40
2. Dependent Variable	41
C. Operational Definition of Variable.....	41
1. Independent Variable (X).....	41
2. Dependent Variable (Y).....	41
D. Population, Sample and Sampling Technique.....	41
1. Population	41
2. Sample.....	42
3. Sampling Technique	43
E. Research Procedure	44
F. Scoring Criteria	46
G. Data Collecting Technique.....	48
1. Pre-Test.....	48
2. Post-Test	49

H. Research Instrument	49
I. The Validity and Readability of the Test	51
1. Validity of Test	51
2. Readability of Test	52
J. Data Analysis	53

CHAPTER IV RESULT AND DISCUSSION

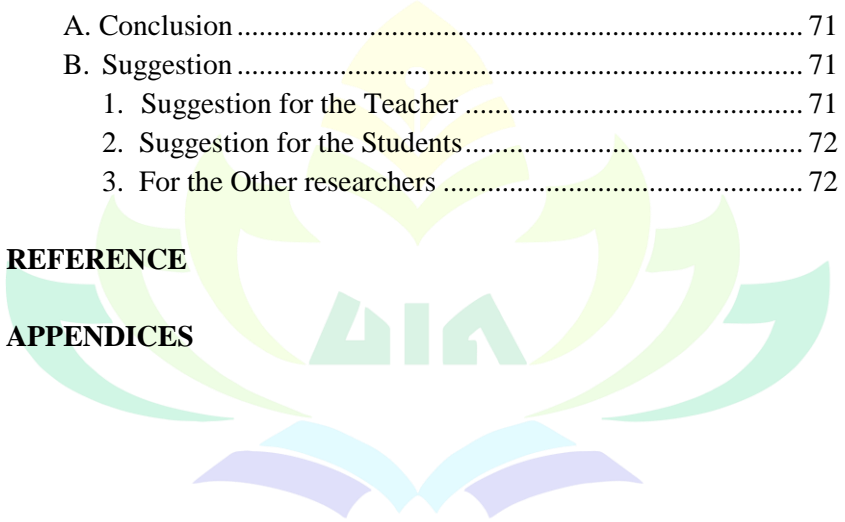
A. Data Description.....	57
B. Result of the Research	57
C. Discussion	67

CHAPTER V CONCLUSION AND SUGGESTION

A. Conclusion	71
B. Suggestion	71
1. Suggestion for the Teacher	71
2. Suggestion for the Students	72
3. For the Other researchers	72

REFERENCE

APPENDICES



LIST OF TABLES

Table 3. 1 The Number of the Population at the Eighth Grade of SMPN 19	42
Table 3. 2 The Scoring System of Writing.....	47



CHAPTER I

INTRODUCTION

A. Title Affirmation

Title affirmation is the clarification of title in detail. It is important to add the title affirmation at the beginning concept to know representation the title of this research. So that there is no misunderstanding to understand all aspects of this research. The title affirmation of this research can be explained as follows:

1. Cooperative Learning

According to Asep Gojwan, cooperative learning is a learning model that emphasizes the collaborative activities of students in learning in the form of small groups to achieve the same goal by using a variety of learning activities to improve students' ability to understand the subject matter and solve problems collectively. Not only learning the learning material together, each group member must help each other to learn.

2. Writing

Writing is one of the manifestations of linguistic competence that are expressed in the form of written language use, other than in the form of spoken language. In the category of language skills, writing skills are still regarded as the most difficult, between speaking and reading by the majority of students.¹ Writing is the expression of language in the form of letters, symbols or words. There are many kinds of writing such as expository, narrative, descriptive, and persuasive.² According to Nunan, writing serve as the most available and the most compelling way because the outcome, visible language is satisfying by permanent record of thought and feeling. Writing is the mental work of the inventing ideas,

¹Pardiyono, *12 writing Clues for Better Writing Competence*, Yogyakarta : Andi Offset, 2008, p.1

²Utami dewi, *How to Write*, Medan : La- Tansa Press, p.2

thinking how to express them,organizing them in to statement and paragraph that will be clear to a reader.³

B. The Background of Problem

In teaching English and learning process, writing is one of subjects in English class that should be learned and understood by the students. According to that, Patel and Praveen said that writing is a skill which must be taught and practice.⁴ By writing, everyone is not only able to express feeling and ideas but also to communicate with other people and have remembering fact and ideas into writing form. Also, writing is considered as one of the difficult subjects to learn. There are many reasons why they consider English as a difficult subject. Writing needs a hard thinking to produce idea, words, sentences, paragraph, and composition. As Richard says that among the four language skills taught in school, writing is the most difficult skill to be mastered by students.⁵In School-based Curriculum of 2013, the objective of English subject in Senior High School covers the ability to understand and produce spoken or written texts which are realized in four skills

Further, according to Nunan, writing is a challenging process that requires a wide range of skill. Among them are clear thinking, imagination, and the ability to organize ideas.⁶ It means that writing is one of skills that to improve students' ideas from their thinking and imagination. Writing is considered as the most difficult skill because in writing they have to combine the correct grammatical and also the coherence of the text.⁷ It means that

³David Nunan, *Practical English Language Teaching: Young Learner*, (New York: McGrawHill, 2005) p.88

⁴ Patel and Praveen, *English Language Teaching (Method, Tools and Techniques)* (Jaipur:Sunrise Publisher and Distributor),p. 125

⁵ Jack C. Richard and Willy A Renandya, *Methodology in Teaching*, (New York: Cambridge University Press, 2002), p.303

⁶ David Nunan, *Practical English Language Teaching* (New York: McGraw Hill, 2003), p.88

⁷SanggamSiahaan and KisnoShinoda, *Generic Text Structure* (Yogyakarta: GrahaIlmu, 2008), p.3

writing is one of the skills in English language, and writing is challenging process considered as most difficult skill. As supported by Raimes state that that writing also strengthens the structure of grammar, idioms, and vocabulary.⁸ Based on these theories, writing is a difficult activity to do because students should understand about structure in writing and also they have to develop ideas that they want to make for writing.

Based on the syllabus of curriculum in Junior High School, students are required to be able to write a various type of genres. They are narrative, recount, procedure, descriptive, explanation, exposition and discussion. One of genres that should be mastered by the students' in the process of learning English is descriptive text. Here the researcher chooses descriptive text as are ference for students to write because she would like to teach at the Eight grade that based on syllabus. The researcher has done preliminary research by interview teacher and students in the eight class about writing ability especially descriptive text and found that students' writing ability in descriptive text still low and the students are not interes in learning activities in the classroom. The researcher also got the data of writing score at the eight grade of SMP 19 Bandar Lampung. The following table is describing the result of students' score in writing test.⁹

Table 1

The Data of Students' Writing Score at the Eight Grade of SMP N 19 Bandar Lampung in the Academic Year of 2022/2023.

NO	Class	Students' Score		Number of Students
		< 74	≥ 74	
1	VIII 9	20	10	30
2	VIII 10	19	11	30
3	VIII 11	19	11	30

⁸ Ann Raimes, *Techniques In Teaching Writing*, (New York: Oxford University Press, 1983), p. 3

⁹ English Teacher of SMP N 19 Bandar Lampung., *The Data of Students' Writing Score at the Eight Grade of SMP N 19 Bandar Lampung in the Academic Year of 2022/2023*. Unpublished

Total	58	32	90
Percentage	63%	37%	100%

Source: English teacher of SMP N 19 Bandar Lampung.

Based on data of the students above, there are 30 students who passed on the table minimum mastery (KKM) and there are 58 students get lower scores than the target minimum mastery (KKM). It means that students' achievement in writing learning especially descriptive text is relatively low.

The researcher interviewed english teacher at SMP N 19 Bandar Lampung about the students capability in mastering English especially about their writing. The teacher used guided writing as a technique to teach students in the class. Besides, she also only explained the material in front of the class and then asked the students to do the exercises on the students' worksheet (LKS) or asked them to write text based on the picture or topic that had been prepared in the text book without checking their ability in mastery aspects of writing. After that, she evaluated the students' work to get the students' score. She said the students ability in writing was still low because they did many errors in grammar when they produce new sentence and especially descriptive text. They often find difficulty to generate their ideas based on their imagination and experiences when they write a descriptive text.

In addition, the researcher also got information about the student' writing abilities by doing interview with some students in eighth grade. They said that they had difficulties in developing and expressing their ideas, the students hard to write with grammatical correctly, also the lack of vocabulary mastery that makes the students hard to find the right word to express the meaning, sometimes they just do not know what to write because of the limitation of activities in writing classroom.

Based on the interview above the researcher found that the causes of students writing ability in descriptive texts still low

are: the students have difficulties choosing right vocabulary to express meaning; lack of grammar to write correctly; the students still confused in creating, develop, and share their ideas in written form; limitation of activities in writing classroom making paragraph especially descriptive text; they find difficulty to generate their ideas based on their imagination and experience only, the researcher assumes that students need activities or technique in learning writing where they can be more structured and productive in making paragraph.

Furthermore, most of classes of SMP N 19 Bandar Lampung are big. They can consist of 30 students. Consequently, it is hard for the teacher to manage such big classes. It is difficult for the teacher to communicate with the students, particularly students at the back rows. It is also difficult for the students to ask for and receive individual attention. Consequently, students do not get involved in the teaching and learning process. They only sit and listen even some of them might have their own business like cheating, having fun with friends, ignoring the lesson or even sleeping. They do it because they are bored. The most appropriate way to manage a big class is to arrange the students into groups. Harmer stated that group works or pair works play an important role in a big class. They can maximize students' participation.¹⁰ In groups, students tend to participate more equally and they are also more able to experiment and use the language than they are in whole class arrangement. Small group learning provides English learners with rich discourse environment and multiple opportunities for face to face interaction.¹¹

Cooperative learning essentially involves students learning from each other in group. Slavin stated that, cooperative learning is a method that design to help students in learning academic

¹⁰Jeremy Harmer, *How to Teach English*, (Essex: Pearson Education Limited, 2004), p.79.

¹¹Lynne T. Diaz-Rico, *Strategies for teaching English learners 2nd edition*, (pearson Education, 2008), p.365.

content within small group.¹² The students work in a group to solve the problems and will help to enhance students' ability in English language. Therefore, the writer come into the initiative that cooperative learning can be a good method to teach descriptive writing and to improve students in writing skill. Based on the principles of cooperative learning as explained by Diane Larsen in her book, the teacher usually assigns students to the groups so that the groups are mixed- males and females in different ethnic groups, different proficiency level¹³.

In conclusion, cooperative learning provides many benefits for students in learning including descriptive writing. The students can interact and share their ideas with their group and work together to solve a problem. One of the techniques in cooperative learning is Think Pair Share (TPS) technique. Think pair share is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations or discussions need to be held in whole group setting, and it has built in procedures for giving students more time to think and to respond and to help each other.¹⁴ Students have the opportunity to share their ideas and share their mistakes into their group. For that reasons, the writer brings think pair share strategy to involve students in learning descriptive writing.

Based on the statement above, the researcher is doing research about using cooperative learning towards students writing ability in descriptive text. Therefore, the researcher conducting the research entitled "The Influence of Cooperative Learning Strategy towards Students' Writing Ability"

¹²Robert E Slavin, *Cooperative Learning: Theory, Research and Practice (2nd)*,(Boston:Allyn and Bacon, 1995),

¹³Diane Larsen-Freeman and Marti Anderson, *Teaching & Principles in Language Teaching 3rd edition*, (New York: Oxford University Press, 2011), p. 189.

¹⁴Richard I. Arends, *Learning to Teach*, (New York: Mc Graw Hill, 2007), p. 354.

C. Identification of Problem

Based on the background of the problem above, the researcher identified the problem as follows:

1. The students had difficulties in developing and expressing their ideas in writing form.
2. The students had difficulties to write in grammatical correctly.
3. The students hard to find the appropriate word to express meaning in descriptive text process.
4. The students commonly passive in class
5. The students find it difficulty to generate their ideas based on their imagination and experience only.

D. Limitation of the research

Based on the identification of the problem above, the researcher focuses the research on “The Influence of Cooperative Learning (Think Pair Share Technique) Towards Students Writing Ability especially in descriptive text”

E. Formulation of the Problem

Based on the identification and limitation of the problem, formulation of the problem was “ is there any influence of TPS (Think Pair Share Technique) in students writing abilities”

F. Objective of the Research

Based on formulation of the problem, the objective of the research was to find out whether there is any influence of cooperative learning (think pair share technique) towards students writing ability.

G. The Significances of the Research

1. In the theoretical significance this research was expected to support the others theories and give information about the benefit of using cooperative learning (think pair share technique) in teaching and learning process especially English writing.

2. In the practical significances of the research which can useful for the students, teachers and the next researchers:

a. Students

This research give information about student's ability in writing achievement especially descriptive text through learning English by using cooperative learning (think pair share technique), students would be able to explore their knowledge about writing in fun way, students should challenge themselves in learning and doing the tasks, and students should be interested to learning English and know the benefits of learning the English language for their future.

b. Teachers

To give information for the teachers that cooperative learning (think pair share technique) is an alternative technique in teaching writing, teachers should give much more responsibility to students and focus the learning process on them. The more students responsible for their job, the more they could finish it well because their success would be in their own hands.

c. Researcher

This research hopefully could be inspired and give information to other researchers who are interested in similar or related topics in other setting.

H. Relevant Research

Karen Sanderson Cole conducted a study on promoting cooperative learning in an expository writing course her reported that there are cooperative learning which can be actively used to help students dive into the learning process of writing and offers immediate opportunity for practice. This opportunity to practice is significant in developing mastery. Based on her research, the significant of practice was confirmed by students' own responses to the questionnaire she distributed. Fifty-four percent of the students felt that group work within the lecture was significant in helping them to understand the subject matter.¹⁵

Sumarsih did a research on improving students' writing achievement by using cooperative learning. She specifically used

¹⁵Cole, Karen Sanderson. *Promoting Cooperative Learning in an Expository Writing Course.* (Journal of International Education Research Vol.8, 2012)

Think-Pair-Share technique in her research. The results show that there was a realimprovement in students' writing achievement after she incorporated cooperative learning in the process of teaching writing.¹⁶

Keiko Hirose conducted a study on cooperative learning in English writing instruction through feedback. This researcher found out that through cooperative learning students were able to interact with each other in such a dynamic way. Not only that, they also engaged in various positive interactions during the teaching and learning process. These findings were clearly reflected on students' written and spoken feedback data. Their feedback covered multiple functions such as asking questions, giving additional related information, making suggestions, and reacting to numerous aspects of their peers' compositions. The results also suggest that peer feedback is a promising activity for students to work cooperatively, benefit from each other, and improve their writing, or more broadly, communication skills in English.¹⁷

Based on the reviews of previous research above, the researcher concludes that the strategy, exactly cooperative learning strategy is very effective to use in teaching process especially in teaching writing descriptive text. From the some findings above there are a significant influence to the students to understand the lesson easily. Moreover, by using this strategy can make the students more enthusiastic and enjoy the learning process. The difference between the previous study and the researcher's study is one of the previous study above using video clips to improve students writing. On the other hand, this research using Cooperative Learning Strategy to increase students writing in descriptive text. It uses to know whether cooperative learning influence in writing ability or not.

¹⁶Sumarsih. *Improving Students' Achievement in Writing Narrative Text through Think-Pair-Share Technique*. Medan: University of Medan Area. 2011

¹⁷Hirose, Keiko. *Cooperative Learning in English Writing Instruction through Peer Feedback*. Aichi: Aichi Prefectural University. 2008

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Teaching English as Foreign Language

English is considered as a foreign language in Indonesia. Some people still do not really care about English, even though it is very important in this modern era. Moreover, teaching English as a foreign language is quite hard. Brown states that teaching may be defined as showing or helping someone learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, and causing to know or understand.¹ Teaching English to non-native speakers is a challenging experience for teachers. In other words, language teaching is more than instructing a class, it is a process which involves different activities, and it is the responsibility of the teacher to discover when and how to engage learners in the classroom environment.

English as a foreign language (EFL) occurs in countries where English is not actually used or spoken very much in the normal course of daily life. According to Muhassin et al, in condition of Indonesia, many students still deal with some difficulties in English as Indonesians are more tend to teach and learn English as a foreign language (EFL).² In these countries where English is spoken as foreign language, it is typically learned at school but students have little opportunity to use English outside the classroom and therefore little motivation to learn English. In contrast, English as a second language (ESL) is spoken in countries where English is an important and usually official language but not the main language of the country.

¹H. Douglas Brown. *Principles of Language Learning and Teaching 5th Ed.*(New York: Pearson Education Inc., 2007), p.7-8.

²Mohammad Muhassin, et.al. "The Impact of Fix Up Strategy on Indonesian EFL Learners" Reading Comprehension", *International Journal of Instruction*, Vol. 14 No. 2 (April 2021) p. 254

In learning English as foreign language, students are not only hoped to be able to use language, but also receive and get information. Harmer elaborated that many people start to learn English because they think it will be useful in some ways for international communication and travel.³ English is the most used and spoken language around the world, it is also used in business, science, and technology. From that explanation, it can be concluded that learning English will help to increase more chances to get a job, participate in discussions, and improve networking skills.

In addition, according to Muhassin, English teachers can make language learning effective by implementing communicative activities. To build up such conditions, teachers can play out some activities, like games, role play, and dialogues, which invite students to speak or communicate with others during the lesson.⁴ In other words, teachers need to be creative in creating a lesson through proper errands, where students can actively enjoy the lesson and be successful individually or within groups. Based on the explanations above, it can be concluded that teaching English as a foreign language is a communicative activity where the teacher delivers knowledge of English by providing tasks or activities for the students, where they have to utilize the language in both written and spoken form.

B. The Nature of Writing

1. Definition of Writing

There are some ways to people make an interaction with each other to build understanding in communication. One of them is using written form, with the written form hopefully people can communicate and understand about the message which involves in the written form it self. Writing is a tool for

³Jeremy Harmer, *The Practice of English Language Teaching*, (London:Longman, 2007), p.265.

⁴Mohammad Muhassin "Teachers" Communicative Activities in Teaching English as A Foreign Language (TEFL): A Study at SMAN 9 Bandar Lampung". *Humaniora*, Vol. 7 No.4 (October 2016), p.485-486

students to share their information and knowledge and put them down on paper. Writing has many definitions from the experts. Harmer states that writing is both a mental and learning process.⁵ According to Spratt, Pulverness, and Williams “Writing is one of four language skills: listening, speaking, reading and writing. Writing is also one of the productive skills which involve communicating a message in the form of letters and symbols Communicating means sending information to others people, therefore, a message must have a purpose”⁶. In another words, writing produces a written product that has certain information.

To make our written form good is not easy and instant, some steps must be completed to make the written product good and easy to understand by the reader. Brown also states that a writing is a product of thinking, drafting, and revising that requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into writing text, how to revise a text for clear meaning, how to edit a text for appropriate grammar, and how to produce a final product.⁷ Every people have some intelligence in themselves, for example there are people easier to make understand something by using a clear explanation orally and sometimes some people easier to write something to make another understand. Hyland in Aprilia states that a writing is also a way to share personal meanings.⁸ It means that by using writing the construct their topic views, and share their views in written form.

⁵Harmer, *The Practice of English Language Teaching*, (Longman Handbooks, 2004) p.1

⁶Mary Spratt, Alan Pulverness, and Melanie Williams, *The Teaching Knowledge Test Course* (Cambridge: Cambridge University Press, 2005), p.26

⁷Brown H, *Principles of Language Learning and Teaching* (NY: Pearn Education, 2007) p.2

⁸Hyland in Aprilia, *Second Language Writing*, Cambridge University Press, 2015, p.8

From the definition above, it can be concluded that writing is one of the productive skills which involves communicating a message, therefore, a message must have a purpose. Writing also can be used to communicate the writer's ideas to the readers, and it requires specialized skills on how to generate ideas, how to organize them coherently, how to use discourse markers and rhetorical conventions to put them cohesively into writing text, how to revise a text for clear meaning, how to edit a text for appropriate grammar, and how to produce a final product and also as the way to share something to the others.

2. Writing Process

If someone wants to write something and he/she wants to make a perfect piece of writing, he /she have to know the process of writing. Not all writers write in the same way, but experienced writers can point to particular elements that generally occur in the act of writing, even though these elements may be combined in different ways. In the process of writing, there are four stages proposed by Harmer. They are: Planning, drafting, editing, and final version.

a. Planning

Before write down on the paper, the writer needs to decide what to write. It is the reason that why the writer must set up the plan first. What we are going to say, what messages want to deliver, and what the information want to tell to the others. The plan must be their mind. During the moment of making a plan, there are main points that must be kept on mind. The first, writer should determine the purpose of writing, it can influence what type of the text want to make, what language we want to use, and what the information he is going to deliver. Second, it is important to consider who the audiences are. After knowing that, a writer can choose the tone of his writing or whether he wants to make it formal or informal. The last one is the content structure.

It is crucial as it can help thereaders to understand the writing.

b. Drafting

The very first piece of writing that a writer make is called draft as it will be going through the editing process. The draft can be considered as the raw writing which is needed to be fixed and revised before the final product is completed.

c. Editing (Reflecting and Revising)

After the first draft, a writer needs to read his or her writing to see which one is true, which one is not and also to see some parts which are not grammatically accurate or some words that have to be changed to make clearer meaning because some of them may create ambiguity and confusion on the audience. In reflecting and revising, sometimes, there is a helper who points prepared before write down on a piece of paper or note, but some writer just save the planning in out the errors and mistakes and also suggests the best final product.

d. Final version

The last one is the final writing which is ready to be delivered to the audience its name is the final version. The first draft and the final version will be very different as it has gone through a process that makes many changes to the content⁹.

3. The Characteristic of Good Writing

According to Pardiyonon his book “Teaching Genre Based Writing” said that to produce effective written text, a writer should:

- a. Have the knowledge of content and the nature of text. It includes the purpose of writing, the genre of writing, rhetorical structure, grammar, and textual devices (cohesion and coherent). *Cohesion*: related to the use of appropriate grammatical patterns; substitution, elliptical

⁹Harmer, *op.cit.*,5

construction, preposition, conjunctions to relate among the clauses within paragraphs, and references.

Coherent: related to the topic flow or flow of thoughts through the use of transition signals to establish interrelation among the sentences and paragraphs.

- b. Have the knowledge of basic sentence patterns.
- c. Have the knowledge about textual devices. It includes:
 - Linguistic realization*. It means the sentence is grammatically correct and realized by cohesive devices.
 - Topic flow*. It means the sentence is realized by coherent devices.
- d. Identify the role of written text. In the side of writer, written text has function. In the other hand, in the side of reader written text has meaning. From the two roles can be concludes into three roles of function or meaning. They are: *ideational meaning, interpersonal meaning, and textual meaning*¹⁰

4. The Roles of Teacher in Writing

In every part of learning and teaching have some achievement, the achievement should reach in some steps or ways. One of achievement in the learning process is there is differentiation between before and after. Teaching writing is a process to help students to able to express their ideas through a piece of paper. Caswell and Mahler state that "Teaching writing provides opportunities for students to develop clear thinking skills".¹¹ It means that, the students will get opportunities to develop their ideas in writing.

Teachers are expected to realize their important roles in students development in learning, particularly in writing. Teachers are required to have various methods and great interest when they are teaching writing to the students. Moreover, the success of students in learning writing is also determined by the teacher's performance in helping them

¹⁰Pardiyono, Teaching Genre- Based Writing, (Yogyakarta: andi offset, 2007), p. 17-30

¹¹Caswell, Mahler, *The Roles of Teacher in Writing*, (Journal of Education and Teaching : Sumatera Barat, 2001) p.3

learn writing. It means that in the process of teaching writing, the teacher has to help the students to understand and learn how to write effectively, give clear explanations and instructions and and guide the students in each step of the writing process.

In relation to teacher's roles in the process of writing Carter states that teaching writing is focused on students writing to enable students to get progress purpose¹². This statement means that when teaching writing, the teacher guided the students how to open their ideas in writing, and critical action to make students enable to achieve progressive aims in writing. The teacher lets students think critically, develop and arrange their ideas into the paragraph. In this research, the teacher as the facilitator and the students as the writer.

In relation to teachers' roles in the process of writing, Harmer also purposes some tasks that the teachers must perform before, during, and after the process of writing. They are;

1) Demonstrating

The first task that must be done by the teacher in the process of writing is demonstrating. It is a need for the students to be able to understand writing conventions and genre constraints of particular types of writing. As a result, the teacher has to be able to draw the two features to their attentions¹³.

2) Motivating and provoking

The second task done by the teacher in the process of writing is motivating and provoking the students. It is difficult for some of the students to write in English. Besides, they sometimes have no idea of the words used to write their messages. This is the situation where teachers can help them by provoking them to get the ideas and then persuading them to work on their writing¹⁴.

¹²writing Strategy and Collaborative Writing Strategy at Senior High School, (*Journal of Education : Sumatera Barat*, 2003) p.182

¹³Harmer, *op.cit.*, 41

¹⁴*Ibid.*

3) Supporting

Supporting the students is the third task that needs to be performed by the teachers. In the process of writing, teachers become the main supporters for the students when they are writing in the classroom, especially when the students face difficulties. They must be available and well prepared to help them solve the difficulties. Thus, the students will be motivated in doing their writing.¹⁵

4) Responding

Responding refers to how the teachers react to the students' writing works. Content and construction are the focus of this task. After looking at the writing works produced by the students, the teachers can give feedbacks or suggestions for the students' improvement in writing.¹⁶

5) Evaluating

The last task done by the teacher in the process of writing is evaluating the students' works. This task refers to how the teachers will evaluate the students' writing works and then grade them. This is done by the teachers to see the students' progress in writing ability. In conclusion, the teachers are required to be able to perform those tasks in the process of writing. It will enable the students to be better writers, especially when they are hesitant to express their ideas.¹⁷

Based on the explanation above, the researcher concludes that teaching writing is a process for the teacher to guide and help students to express their ideas, how to choose vocabulary, use grammar, and know about the steps in writing. Besides, teaching writing is not easy for students. Teachers have to know well how to be good to guide the students.

5. Feedback on Writing Ability

The last result of writing is product form, such as narrative, descriptive, procedure, etc. To make the product of writing better than before the teachers should give the responses of students' result of writing. When feedback is applied to written

¹⁵Harmer, *op.cit.*, 42

¹⁶*ibid*

¹⁷*ibid*

works, it should affect the learners language use in the future. Furthermore, feedback can be focused on both content and form. Feedback on content emphasizes text organization, ideas, and several many details. Harmer divides the techniques giving feedback to writing into two:

1) Responding

Responding is different from assessing or evaluating since it focuses on the thought of the writing work. The important thing in responding is that the feedback has to support the students writing improvement and raise their motivation instead of increasing their anxiety about writing.

2) Coding

This technique enables the students to realize their mistakes and errors. By using certain codes, the correction seems to be neater, more understandable, less threatening, and more helpful compared with the use of random marks¹⁸.

Based on the explanation above, the researcher concludes that feedback is important think in the last result of writing. Feedback on writing is applied to writtenworks feedback has to support the students writing, and the teacher should respond positively and encouragingly to the content of what the students have written.

6. Writing Genre

There are many kinds of genre. They are descriptive, narrative, recount, report, explanation, review, discussion, procedure, news item. Meer state that a writer's style is a reflection of his or her personality, unique voice, and way of approaching the audience and readers. However, every piece writers write is for a specific purpose for example, writers may want to explain how something works or persuade people to agree with their point of view. While there are as many

¹⁸Harmer, *How to Teach Writing, op.cit.*, 110

writer's styles as there are writers, there are only four general purposes that lead someone to write a piece, and these are known as the four styles, or types, of writing. Knowing all four different types and their usages is important for any writer. Here are the categories and their definitions:

1) Expository

Expository writing explains or informs. It talks about a subject without giving opinions. Expository writing's main purpose is to explain. It is a subject oriented writing style, in which authors focus on telling you about a given topic or subject without voicing their personal opinions. These types of essays or articles furnish you with relevant facts and figures but do not include their opinions. This is one of the most common types of writing. You always see it in textbooks and how to articles. The author just tells you about a given subject, such as how to do something.

2) Descriptive

Descriptive writing focuses on communicating the details of a character, event, or place. Descriptive writing's main purpose is to describe. It is a style of writing that focuses on describing a character, an event, or a place in great detail. It can be poetic when the author takes the time to be very specific in his or her descriptions. Key point of descriptive text : it is often poetic in nature, describes places, people, events, situation, or location in highly detailed manner.

3) Persuasive

Persuasive writing tries to bring other people around to your point of view. Persuasive writing's main purpose is to convince. Unlike expository writing, persuasive writing contains the opinions and biases of the author. To convince others to agree with the author's point of view, persuasive writing contains justifications and reasons. It is often used in letters of complaint, advertisements or commercials, affiliate marketing pitches, cover letters, and newspaper opinion and editorial pieces.

4) Narrative

A narrative tells a story. There will usually be characters and dialogue. A narrative tells a story. There will usually be characters and dialogue. Narrative writing's main purpose is to tell a story. The author will create different characters and tell you what happens to them (sometimes the author writes from the point of view of one of the characters this is known as first person narration). Novels, short stories, novellas, poetry, and biographies can all fall in the narrative writing style. Simply, narrative writing answers the question: “What happened then?”¹⁹.

The researcher chooses descriptive text in this research because she would like to teach at the Eight grade that based on the syllabus, there is descriptive text for the grade VIII.

7. Descriptive Text

a. Definition of descriptive text

Descriptive text is one genre of texts. This text is one of the text that have been taught to senior high school students. The purpose of this text is to describe something such as place, animals, person, and thing. Kane in Nurkhoiri states that description is about sensory experience how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception²⁰.

b. Generic structure of descriptive text

The rhetorical or generic structure of descriptive text consists of identification and description. Hammond states that “Descriptive text has two generic structure, namely identification and description”. Identification is the person, place, or thing to be describe. The description

¹⁹ Meer, Hunble. *Four Different Types of Writing Styles: Expository, Descriptive, Persuasive, and Narrative.*(2016)

²⁰Kane in Nurkhoiri, *Oxford Essential Guide to Writing*, (New York: The Guild Press, 2015), p.13

is describing parts, qualities, and characteristic of an object²¹. From the explanation of the step of constructing the descriptive text, then have my own conclusion that generally a descriptive text consists of two elements. They are identification and description. Besides the social function and generic structure, the descriptive text also has language features that support forming a descriptive text.

c. Language features of Descriptive Text

The descriptive text uses the simple present tense. However, sometimes it used simple past tense the thing to be described doesn't exist anymore. The descriptive text also used the significant grammatical features such as:

- a. Focus on specific participant
(My lovely sister, My favorite actor, Jenny's car)
- b. The verb of being and having
(My cat is really cute, it has brown eyes)
- c. Use of descriptive adjective
(kind person, beautiful girl)
- d. Use of detailed noun phrases to give information about the subject
(a very handsome boy, a sweet young singer)
- e. Use of action verb
(it jumps high, it drinks water)

d. Example of descriptive text:

My beloved mother
(Identification)

Every people certainly have a mother. It is because people are born from her. The existence of her among us is definitely important. That is why I love her so much. I owe great debt to what she has been doing to me until right now. And here is my mother.

(Description)

²¹Hammond, *Teaching Writing Skill*, (Harlow: Longman, 1996), p.78

My mother's name is Khodijah. She was born 49 years ago. She is short, but not too short. She is little fat. And she is old. She has got short white straight hair. She has got brown skin. She is beautiful. Her hand is so soft, the hand that have taught me to be kind person. She never stops to support me. She always gives me some fine solution when I have some problems. The importance of her is never denied. That's why I never reject he willing. (Ahmad Fathoni)²².

Based on the explanation above, the researcher can be conclude that descriptive text have language features to guide and help students to express their ideas and how about the tenses, significant grammatical features , and the generic structure

8. Grammatical Features

According to Knapp and Watkins in Masitoh.²³ Write there are several grammatical features of descriptive writing as the following

1. In descriptive text, the present tense is predominantly used
2. Although present tense may be used in literary description, it is past tense that te.
3. Relational verbs are used when classifying and describing appearance/qualities and parts/function of phenomenon.
4. Action verbs are used when describing behaviors/ users.
5. Mental verbs are used when describing feeling in literary descriptions.
6. Adjective are used to add extra information to nouns and may be technical, everyday, or literally, depending on the text.

²²Ahmad Fathoni, *Descriptive Text*, Thesis (Faculty Management Education: Yogyakarta, 2016)

²³Masitoh, Siti. Improving Students' Ability in Writing Descriptive Text Using Genre Based Approach (GBA) at The Eight Grade Students of SMP Islam TerpaduFitrahInsani. *Eltin Journal, (Journal of English Language Teaching in Indonesia 2015)*,.

7. Personal and literary description generally deal with individual things.

C. Cooperative Learning

1. Definition of Cooperative Learning

Cooperative learning (sometimes called collaborative learning) essentially involves students to learn from each other in a group. However it is not the group configuration that makes cooperative learning distinctive; it is the way that students and teachers work together that is important²⁴. The important of cooperative learning is encourage the students to cooperate in a group for a period of time to mix the idea and different level of ability. In cooperative learning, learners perform a learning task through a small group interaction. In cooperative learning, learning process is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others²⁵.

In cooperative learning students need to interact each other and get the information. The teacher as the facilitator gives the material for students in group to solve the problem together. For that reason, cooperative learning can increase the motivation in learning because they can share the knowledge and cover the difficulties together in group. Cooperative Learning is part of a group of teaching/learning method where students interact with each other to acquire and practice the elements of a subject matter and to meet common learning goals. It is much more than just putting students into groups and hoping for the best²⁶. Dealing with the statement,

²⁴Diane Larsen-Freeman and Marti Anderson, *Teaching & Principles in Language Teaching* 3rd edition, (New York: Oxford University Press, 2011), p. 186.

²⁵Jack C. Richards and Theodore S. Rodgers, *Approaches and Methods in Language Teaching* 2ed, (Cambridge: Cambridge University Press, 2001), p.192.

²⁶Alice Machperson, *Cooperative Learning Group Activities for College Course*, (Canada: Kwantlen University College, 2000), P.1.

cooperative learning is a group of students to encourage their stimulus in learning and interact each other to get the knowledge.

In conclusion, cooperative learning Cooperative Learning as the method of learning can give students the opportunities to share and to work together with their groups in a learning activity among them in a classroom

2. Characteristics and Benefits of Cooperative Learning

Cooperative learning offers an alternative way to competitive model of education. It also offers many benefits such as improving both academic learning and social skills. The more benefits according to Richards and Renandya are:

- 1) Greater motivation for learning. As explained before that in cooperative learning group there will be groups of students' work. In doing the activity, they work in group and support each other.
- 2) Less teacher talk. The students try to study and do the activities by themselves led by the leader of the group, and sometimes they ask the teacher for guiding them.
- 3) Increased student participation. Each student is pushed to take part in the activities.
- 4) More varied student talk. The students will have a discussion in their own group. There will be varied talk from each student. They can share freely about the materials and do the activity together with their team-mate.
- 5) More negotiation of meaning. From the varied talk of the students, there will be many opinions that are shared together and it will ease them to solve the problem in their activity. It will also produce a greater amount of comprehensible input

- 6) A more relaxed classroom atmosphere. It will comfort the students in learning process. They will feel that the situation in class is not too strict and formal.²⁷

Moreover, there are also some characteristics of cooperative learning stated by Orlich:

1. Uses small groups. Each group consists of three, four, or five students. It depends on the activity.
2. Focuses on tasks to be accomplished. Together with the team-mate, they should work hard to finish the tasks successfully.
3. Requires group cooperation and interaction. The students work as team. They should work cooperatively and interact each other.
4. Mandates individual responsibility to learn. Besides as the team-mate, each student is also asked to have the responsibility individually. It supports division of labor, because in cooperative learning, sometimes each student has each own job in team, and she/he must responsible with his/her job.²⁸

3. The Technique of Cooperative Learning

Cooperative learning is not only forming students in group and gives them instruction to do something. Cooperative learning is a tool for teacher to encourage the students and give the learning more effectively. In cooperative learning there are some techniques that can use by the teacher in teaching and learning in classroom. Additional by Richard's, he gives the explanation of cooperative learning technique. The following explanations are:

²⁷Richards, J.C., &Renandya, W. A. 2002.Methodology in Language Teaching.(Cambridge University Press,2002)

²⁸Orlich, D. C, Teaching Strategis. (New York: Houghton Mifflin Company,2007)

- a. **Student Teams Achievement Division (STAD)**
STAD was developed by Robert Slavin in John Hopkins University. Teachers use STAD to present new academic information for students each week, either verbal presentation or text. Team member use worksheet to master the materials and then help each other to learn the materials through tutoring and quizzing one another, or carrying on team discussion.
- b. **Jigsaw Jigsaw** was developed by Elliot Aronson. Jigsaw are designed for students into five or six member heterogeneous study teams. In this approach, academic materials are given to the students in a text form. Then every student must be responsible for learning a portion of materials.
- c. **Group Investigation (GI)** Group Investigation was originally developed by Herbert Thelen. More recently, this approach has been refined by Sharan and his team at Tel Aviv University. Contrast with STAD and jigsaw, Group investigation approach involves students in planning both the topic for study and the way to proceed with their investigation. This requires more sophisticated classroom norms and structures than approaches that are more teacher-centered.
- d. **The Structural Approach** This approach has been developed by Spencer Kagan. Structural approach emphasizes the use of particular structures that is designed to influence students' interaction patterns. This approach is intended to be alternatives to the more traditional classroom structures, such as recitation, in which the teacher poses questions to the whole class and students provide answer after raising their hands and being called on.
- e. **Think-Pair-Share (TPS)**. Think-Pair-Share strategy has grown out of the cooperative learning. It was developed

by Frank Lyman at University of Maryland, it is an effective way to change the discourse pattern in the classroom.

- f. Numbered Heads Together (NHT). Numbered Heads Together (NHT) is an approach developed by Spencer Kagan to involve more students in the review of materials covered in a lesson and to check their understanding of a lesson's content. Instead of directing questions to the whole class.²⁹

For all the technique of cooperative learning, the writer brings one technique that is Think Pair Share technique. Think pair share can be the most interesting for students in learning descriptive writing, because they can share their knowledge each other to build their own writing. Below is the explanation of think pair share:

4. Think Pair Share

Fisher and Frey state that Think Pair Share is a cooperative discussion technique that provides students to discuss students' responses in pair before sharing with the whole class. The teacher involves students to think about something and work students themselves. Therefore, students discuss in pair to solve problem or compare students' idea to identify the best answer. In pair the students will easier to solve the problem or sharing their idea and the teacher asks students' briefly to share students answer or idea to the whole of the class. Moreover, Think Pair Share technique is one of the simple techniques that can be applied in the classroom to improve students' writing skill³⁰.

²⁹ Richard I Arends, *Learning to Teach*, (New York: The McGraw-Hill Companies, 7th edition, 2007), p. 352

³⁰Fisher, D & Frey, N. *Checking for Understanding: Formative Assessment Technique for your classroom*, 2007

According to Robertson the definition of the Think-Pair-Share is a technique designed to enable the students to formulate 27 their individual ideas and share these ideas with another student. It is a learning strategy that associates the teacher to encourage students' classroom participation. Rather than using a basic presentation method in which teacher poses questions and the students' offer the response, the Think-Pair-Share Strategy encourages a high degree of students' response and can help keep students on task.³¹

In this technique, a problem is posed, students have time to think about the problem individually, and then they work in pairs to solve the problem and share their ideas with the class. Maryanti explained that the cooperative learning model TPS (Think Pair Share) gives more time for students to think about and discuss with her to find a more precise answer and teaches students to help each other or in cooperation with members of the group so as to students who are less able to be assisted by a student who is able in academic terms, so that underprivileged students in academic terms will be able to understand the subject matter.³² Thus, think pair share was a cooperative learning technique that was able to develop an idea, because here the teacher asked students to think of a topic and made groups to discuss a topic after which students were asked to share the results of their ideas in front of the class.

The Think Pair Share technique is designed to give a think time for the students before presenting their opinion. The sharing of the opinion will make the students more confident to present their opinion in front of people in the classroom. Also, Also, Singh purposed that the use of TPS strategy promotes collaborative learning in classroom. When the students pair up with their partner, they exchange their

³¹ Robertson, K. *Increase Students Interaction by Think-Pair-Share Technique* (Mexico City: Colorin Colorado, 2006)

³² Yulianty, D. (2018). Learning strategies applied by the students in writing, English text. *Journal on English as a foreign Language* (online), 8 (1): 19-38.

knowledge with each other. This helped students to scaffold previous knowledge as well. After that, they share with other classmates.³³ Hence, students are required to socially interact and communicate with all their peers in order to complete the task.

Furthermore, the interaction between students can encourage their participation to be involved in learning classroom. According to Triono, Think Pair Share is a cooperative learning that is designed to influence the pattern of student interaction and is an effective way to create an atmosphere variation pattern class discussion, with the assumption that all the recitation and discussion requires setting the control of the class as a whole.³⁴ Thus, it is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations or discussions need to be held in the whole group setting, and it has built-in procedures for giving students more time to think and to respond and to help each other.

Based on the explanation above, the researcher concluded that think pair share was a cooperative technique that could be used in writing and think pair share was also used to develop an individual student's ideas and groups, after that each group presented the results of their ideas in front of the class. The students could share information and write conclusions.

According to Frank Lyman Think pair share is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitations or discussions

³³ Singh, S.C. (2020). The Use of Think Pair Share of Cooperative Learning to Improve Weak Students' Speaking Ability. *International Journal of Psychosocial Rehabilitation*. Vol. 24, Issue. 05.4021

³⁴ Alpusari, M. & Putra, A, R. (2013). The Application of Cooperative Learning Think Pair Share (TPS) Model to Increase the Process Science Skills in Class IV Elementry School Number 81 Pekanbaru City. *International Journal of Science and Research (IJSR)*., (online), 6.14: 2319-7064. (retrieved march 15, 2018, from www.ijsr.net).

need to be held in whole group setting, and it has built in procedures for giving students more time to think and to respond and to help each other.³⁵

The whole pattern of think pair share are divided into 3 steps :

Step 1-Thinking: the teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer with the issue. Students need to be taught that talking is not part of thinking time.

Step 2-Pairing: next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually, teachers allow no more than five minute for pairing.

Step3-Sharing: In the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or a half of the pairs have had a chance to report.

5. Teaching Descriptive Writing by Using Think Pair ShareTechnique

Moreover, based on Agus Suprijono these were the procedure of teaching writing using Think Pair Share :

1. Giving time to students to think

The teacher should give the students several minutes to be posed a question or a topic to the students to write on. This topic should be in general and had many kinds of answers.

³⁵*Ibid*

2. Organizing students into pairs

Think Pair Share model was begun by divided the students into pairs randomly. The purpose of choosing randomly was to avoid the gap between high students and low students. Besides, they would have a higher chance to know each other closely, and it would increase the respect of a student to others.

3. Asking students to discuss with their partner and share their thinking³⁶

In this section, each student would share his or her own answer to his or her partner in pairs. They would share their thinking and discuss each other to find the best answer. Furthermore, this activity could be developed into a higher level by gathering one pair into another pair. It means that there would be many ideas to be shared in order to find the best answer, and it helped the students to improve their critical thinking and analysis.

Another procedure modified by Suhartono, there are six procedure of teaching writing through TPS:

- 1) Paired the students up and provided them with interesting topics of a specific genre to write on.
- 2) Gave them two or three minutes of “silent period to think deeply about the outline and the generic structure of the genre.
- 3) Asked the students to share their thought with their partners to draw or unify ideas.
- 4) Made group of students of six and asked each group to share the ideas within the group to draw a new concept.
- 5) Asked each group to formulate the new ideas based on the ideas of each pair.

³⁶AgusSuprijono, Cooperative Learning, (Yogyakarta: PustakaPelajar, 2009), p.110

- 6) Let each group to share the ideas with the rest of the class, give correction or criticize.
- 7) Wrote the new text.³⁷

Therefore, in accordance to those procedures, the researcher arrange the step on teaching writing in order to make it appropriate to be implemented on the eighth grade of junior high school students. Those are procedure of using Think pair share in teaching writing as follows:

- 1) The teacher provoked the students' thinking with a question and they could take a few moments to think about the questions. (This called two minutes silent where the students think deeply about the topic or question given by the teacher)
- 2) Paired the students up asked the students to share their thought with their partner to draw or unify ideas. (The students are asked to discuss and write the text relate to the topic provided by the teacher)
- 3) After the students discuss and write the idea of the topic, they would share their result of discussion to the whole class.
- 4) The other groups are asked to give question or comment to the group who present their result.
- 5) After those activities, the students are asked to rewrite the text individually by using their own words. However, this activity helped the students developed not only their knowledge but also their communicative skills and confidences.

Based on the statement above, Think Pair Share could be used in writing implemented that in a group discussion, there was fair possibility that the students improved their

³⁷ Nudriyah, Using Think-Pair-Share (TPS) to Improve Students' Writing Creativity, (Jurnal Ilmiah UPT P2M : Vol. 3, No.2, November 2016), p.86

communication skills. In a group, while shared their opinions and exchanging with others, they would automatically improve their communication skills.

6. Advantages and Disadvantages of Think Pair Share Technique

According to Risman, think pair share has several advantages and disadvantages.³⁸ there are:

1) Advantages of think pair share technique

- a. TPS can increase active participation of learners.
- b. It is suitable for simple task.
- c. More opportunities for the contribution of each member of the group.
- d. Interaction easier.
- e. Giving many times the students to think, answer and also help another one.
- f. A student can study from the other students and share own idea to discuss before perform in front of class

2) Disadvantages of think pair share technique

- a. Many groups are reported and need to be monitored.
- b. If there is a dispute, there is no mediator.
- c. Many groups.

D. Guided Writing Technique

1. Definition of Guided Writing Technique

In this research, the control class used guided writing technique. Guided writing is the process where teachers develop and and guide students' writing through discussion, join text construction and evaluation of their independent writing³⁹. It means that guided writing involves a teacher working with a group of learners on a writing task. In addition Dunigan states that guided writing is a process step by step for

³⁸RismanSikumbang, Model

danMetodePembelajaranKreatofdanBerkarakter. (Bogor: PenerbitGhalia Indonesia,2014), p. 201-202

³⁹ Sharon Parsons, Bookwise 4 Teacher's Guide, (Cheltenham: NelsoThornes Ltd, 2002), P. 12.

writing that includes planning, writing, editing, revising and publishing⁴⁰. It can be inferred that during writing, students through the different stages of writing process. Guided writing is an essential tool in a balanced writing curriculum providing an additional supported step towards independent writing. It means that guided writing helps students to improve their writing and to work with increasing independence. From the explanation above, the researcher concludes that guided writing is an activity where the teacher guide the students to complete the task together with the group also students through the different stages during writing process.

2. Procedure of Guided Writing Technique

Dunigan states several steps of guided writing activity:

- 1) Plan : the students identify, collect and organize the ideas.
- 2) Package : the teacher guides the students in a write-along as they follow the plan to write their first draft.
- 3) Pop : using the established rubric, the teacher and individual student conference on paragraph. Popping ideas and words in, out, or around.
 - b. Polish : the students polish their writing project, with assistance as needed to compose a final draft.
 - c. Publishing : the students shared their completed work.⁴¹

3. Advantages Disadvantages of Guided Writing Technique

1. Advantages of Guided Writing Technique :
 - a. Facilitates teaching and and learning of individual students.
 - b. Provides the teacher with the opportunity to extend and challenge more able groups of students.
 - c. Builds the confidence.

⁴⁰ Jima Dunigan, Classroom Authoring: Guided Writing Grade I, (NewYork: Teachers Created Resources, Inc. 2008), P. 8.

⁴¹ Jima Dunigan, Op.Cit. P. 9

- d. Encourages the students to be active participants in discussions about writing.⁴²
2. Disadvantages of Guided Writing
 - a. The teacher takes a long time in the learning process.
 - b. Teacher needs more difficulty in guiding learners who need guidance.
 - c. The big class needs many teachers in the learning guidance⁴³

E. Frame of Thinking

The Think Pair Share technique can be utilized to teach the talent of writing. Think pair sharing can also be utilized in the context of descriptive text composition. The fundamental principle of this strategy is initially considering the matter from an individual perspective, and subsequently discussing it with one's peers or group. Ultimately, they present their ideas and respond to feedback from their peers in a public setting. This strategy enhances student engagement in the teaching-learning process, rendering the learning experience more captivating and enjoyable. Consequently, it will have a beneficial impact on the learners' engagement in educational endeavors. In addition, the dyadic essay technique consists of nine steps, whereas the think pair share technique consists of seven steps: Facilitated the formation of student pairs and assigned them engaging subjects; allotted a brief period of two to three minutes for profound contemplation of the topic; instructed the students to exchange and communicate their thoughts with their respective partners; Formed pairs of students and instructed them to exchange ideas within their pair in order to create a novel concept. Each pair then generated new ideas based on the ideas shared within their pair. Subsequently, each pair presented their ideas to the entire

⁴² Shelley Peterson, Guided Writing Instruction, (Winipeg: Hignell Book Printing, 2003), P. 1-5.

⁴³ Mohammad Yunus and Suparno, Keterampilan Menulis, (Bandung: PT Rosdakarya, 2005), P. 60.

class, allowing for feedback, corrections, and criticism. Finally, the new text was written.

Writing is a means of acquiring knowledge by following a systematic procedure of guidance and teaching. It lacks the inherent nature of verbal communication. Actually, the majority of English learners many individuals would concur that mastering the skill of writing is exceedingly challenging for them. They must prioritize the development of advanced abilities in planning and organizing, while also attending to fundamental skills such as spelling, punctuation, and word choice. Consequently, acquiring the skill of writing is a challenging endeavor. Several students continue to commit errors and misunderstandings, resulting in a decrease in their motivation and the perception that writing is a challenging task to accomplish. The think pair share technique involves students initially engaging in private reflection on a specific topic provided by the teacher. They then proceed to document their thoughts before convening in groups to collectively share their views. Finally, the students present their findings and respond to questions posed by the entire class. This cooperative learning strategy enhances interactivity and effectiveness in the students' learning process, facilitating the creation and development of writing paragraphs. It is expected that this solution will address the issues faced by students and enhance their proficiency in producing descriptive texts.

F. Hypothesis

The Hypothesis of the research as formulated as followed :

Ha : There is an influence of Cooperative Learning (Think Pair Sare Technique) towards students writing ability in descriptive text at the Eight grade of SMP N 19 Bandar Lampung in 2023/2024

Ho : There is no influence of Cooperative Learning (Think Pair Sare Technique) towards students writing ability in descriptive text at the Eight grade of SMP N 19 Bandar Lampung in 2023/2024



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