

**TEACHING WRITING OF DESCRIPTIVE TEXT BY USING THINK PAIR  
SHARE STRATEGY (TPSS)**

**(An Experimental Study at the Second Semester Diploma III Students in  
Taxation Study Program, the Faculty of Economics and Business, Diponegoro  
University)**



**A Thesis**

**In Partial Fulfillment of the Requirements  
for Master's Degree in Linguistics**

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DIPONEGORO UNIVERSITY  
SEMARANG  
2012**

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**(AN EXPERIMENTAL STUDY AT THE SECOND SEMESTER DIPLOMA III  
STUDENTS IN TAXATION STUDY PROGRAM, THE FACULTY OF  
ECONOMICS AND BUSINESS, DIPONEGORO UNIVERSITY)**

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## ACKNOWLEDGEMENT

Praise to Allah the Almighty, who has given strength and true spirit so this thesis on Teaching Writing of Descriptive Text by Using Think-Pair-Share Strategy (TPSS) (An Experimental Study at the Second Semester Diploma III Students in Taxation Study Program, Faculty of Economics And Business, Diponegoro University) comes to a completion. On this occasion, the writer would like to thank all those people who have contributed to the completion of this research report.

The deepest gratitude and appreciation are addressed to Dr. Nurhayati, M.Hum, the writer's advisor who has given her continuous guidance, helpful correction, moral support, constructive advices and suggestions. Without it, I think this thesis has not come into completion.

The writer's deepest thank also goes to the following:

1. KH Drs. Dzikron Abdullah, the Head of Islamic Boarding School Addainuriyah 2 Semarang.
2. My beloved Parents, Takhsis and Moerti and all my three brothers and eight sisters.
3. My friends in Islamic Boarding School Addainuriyah 2 Semarang
4. All people who help me to support the completion of this thesis

The writer realizes that this thesis is still far from perfect. Therefore, I will be pleased to receive any constructive critics and recommendation to make this thesis better.

Finally, the writer expects that this thesis will be useful to the readers who wish to learn something about Cooperative Learning: Think-Pair-Share Strategy and to understand a little bit more about motivation.

Semarang, September 2012

The writer

**CERTIFICATION OF ORIGINALITY**

I hereby declare that this submission is my own work and that, to the best my knowledge and belief. This study contains no material previously published or written by another person or material which to a substantial extent has been accepted for the award of any other degree or diploma of a university or other institutes of higher learning, except where due acknowledgment is made in the text of the thesis.

Semarang, September 2012

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### **Abstract**

The main purposes of this research are to find out whether the strategy is effective and appropriate to be applied to teach writing and to find out a significant difference between a group of the students treated by using Think-Pair-Share Strategy (TPSS) and without it. This research was conducted in Diploma III Study Program in Taxation Study Program, FEB, Diponegoro University. The research started in March up to May 2012. It began in the first week of March and ended in the last May 2012. The students learnt the descriptive text, which was one of materials taught for the second semester students in Diploma III in Taxation Study Program. The subjects of this research were students in Diploma III Program in Taxation Study Program, FEB, Diponegoro University. There are two groups named experimental group and control group. The data were collected through observation, questionnaire, and test. The writer conducted pretest and posttest to both groups.

The posttest mean results showed that experimental group was higher than control group. The posttest-score mean of the experimental group was 78.50, while control group was 71.82. The result implied that there was improvement for both experimental and control group, but there was a significant improvement on variance for experimental group. However, there was improvement on variance of control group but it was lower than that of experimental group. After the questionnaire was analyzed, the result showed that 34% of the students strongly agreed with the implementation of the TPSS, 55% of the students agreed, 10% was neutral and only 1% of the students disagreed. It indicated that 89% of the students accepted on application of TPSS. It can be concluded that there was a significant difference of English writing achievement between experimental group and control group and Think-Pair-Share Strategy (TPSS) was proved be capable of increasing students' achievement in writing descriptive text.

Key words: TPSS, Writing, Descriptive Text, Experimental Research

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### **INTISARI**

Tujuan utama dari penelitian ini adalah untuk menemukan apakah Strategi tersebut efektif dan tepat diterapkan dalam pengajaran menulis Bahasa Inggris dan untuk menemukan apakah ada pengaruh yang signifikan penggunaan strategi *Think-Pair-Share* yang diterapkan pada sekelompok mahasiswa semester kedua Diploma III di Program Studi Perpajakan tersebut dengan tanpa menggunakan strategi tersebut. Penelitian ini dilakukan di Program Studi Diploma III Program Studi Perpajakan, FEB, Universitas Diponegoro. Penelitian dimulai pada bulan Maret sampai dengan Mei 2012. Ini dimulai pada minggu pertama Maret dan berakhir pada Mei lalu 2012. Para siswa belajar teks deskriptif, yang merupakan salah satu materi yang diajarkan untuk siswa semester kedua di Diploma III di Program Studi Perpajakan. Subjek penelitian ini adalah siswa di Program Diploma Studi III di Program Studi Perpajakan, FEB, Universitas Diponegoro. Ada dua kelompok bernama kelompok eksperimen dan kelompok kontrol. Data dikumpulkan melalui observasi, kuesioner tes, dan. Penulis melakukan *pretest* dan *posttest* untuk kedua kelompok tersebut.

Hasil rata-rata nilai *posttest* menunjukkan bahwa nilai kelompok eksperimen lebih tinggi daripada kelompok kontrol. Nilai rata-rata pre tes kelompok eksperimen adalah 69,18, sedangkan kelompok *pretest* adalah 68, 96. Nilai rata-rata *posttest* kelompok eksperimen adalah 78,50, sedangkan kelompok kontrol adalah 71,82. Dari hasil tersebut, berarti menunjukkan bahwa ada peningkatan untuk kedua kelompok eksperimen dan kontrol, tetapi ada peningkatan yang signifikan pada varians untuk kelompok eksperimen. Namun, ada perbaikan pada varians dari kelompok kontrol tetapi lebih rendah dari kelompok eksperimen. Setelah kuesioner dianalisis, hasilnya menunjukkan bahwa 34% siswa sangat setuju dengan pelaksanaan TPSS, 55% siswa setuju, 10% netral dan hanya 1% mahasiswa tidak setuju. Dapat disimpulkan bahwa ada perbedaan yang signifikan prestasi menulis bahasa Inggris antara kelompok eksperimen dan kelompok kontrol dan strategi *Think-Pair-Share* terbukti efektif dan tepat diterapkan dalam pengajaran menulis teks deskriptif.

Kata kunci: TPSS, Menulis, Teks Deskriptif, Penelitian Eksperimental

# CHAPTER I

## INTRODUCTION

In this chapter, the researcher explains about background of the study, statements of the problems, research objectives, significances of the research, scope of the study, underlying theory, definition of the key terms, research hypothesis, and organization of writing

### **1.1 Background of the Study**

Language has played an important role in the development of science and technology in a country. To face the global challenge signed with the increasingly significant development of science and technology, people are insisted to master several languages especially English because it is an international language. English is one of the languages taught in all levels of schools in our country for a long time. One of efforts done by Indonesian government is that English is taught as a compulsory subject for students from the elementary school to the university. It is an important decision taken by the government because English can help them to take part in some fields such as commerce and business technology.

English as one of international languages is spoken in many countries throughout the world, including Indonesia. As the first foreign language in Indonesia, English has been given special attention. Therefore, it is taught at

Elementary Schools, Junior High Schools, Senior High Schools, and Vocation Schools even Colleges or Universities.

English is taught in Diploma III of Taxation Study Program, Faculty of Economics and Business (FEB), Diponegoro University. There are four competencies focused in English teaching. They are speaking, reading, listening, and writing. One of the competencies taught is writing. Teaching writing is a complicated skill.

Based on observation conducted by the writer, there are some problems faced by students in writing. One of the problems is that they have difficulty to begin writing. Secondly, they may be not good at grammar. Thirdly, there has not been the appropriate teaching method applied in writing yet. Therefore, the lecturers need to apply a good teaching strategy.

Think-Pair-Share is one of strategies in cooperative learning method that encourages individual participation and is applicable across all grade levels and class sizes. The strategy has some benefits for students. It can increase the kinds of personal communications that are necessary for students to internally process, organize, and retain ideas. Additional advantage of using this strategy is that students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority. In other words, this strategy focuses on student-centre learning.

Before conveying the term of descriptive text, the writer describes the definition of text. According to Halliday (1978:40) in Yoce (2009:189), text is

semantic choice of data in social context. It means that text is a way to express the meaning in written or oral form. As people know, that Descriptive text is a kind of text that has a social function. The social purpose of the text is to describe a particular person, place or thing. The generic structures of descriptive text consist of identification and description. Language features of the descriptive text consist of specific participants, attributive and identifying processes, and the use of simple present tense.

Based on the reasons above, the writer uses Think-Pair-Share Strategy to prove whether the strategy is appropriate and effective in writing descriptive text by using pictures as a teaching aid.

## **1.2 Statements of the Problems**

To avoid unfocused discussion, the writer limited and focused on problems stated in this research. The statements of the problems are as follows:

- (1) How effective and appropriate is Think-Pair-Share Strategy applied to teach writing in Diploma III of Taxation Study Program, the Faculty of Economics and Business, Diponegoro University, academic year 2011/2012.?.; and
- (2) Is there any significant difference of the teaching learning results between a group of the students of the Diploma III students in Taxation Study Program, the Faculty of Economics and Business Diponegoro University, academic

year 2011/2012 treated by using Think-Pair-Share Strategy (TPSS) and without TPSS strategy?

### **1.3 Research Objectives**

Based on the statement of the problem previously, the objectives of the study are:

1. to find out whether the strategy is effective and appropriate to be applied to teach writing.
2. to find out whether there is a significant difference of the teaching learning results between a group of students treated by using Think-Pair-Share Strategy (TPSS) and without TPSS.

### **1.4 Significances of the Study**

Connected with the objectives of the research, this analysis and its elaboration are conducted to give useful contribution as explained in the following paragraphs. The writer elaborates the significances of the study pedagogically, theoretically, and practically.

The first significance of the study is pedagogical one. This research may be useful for the readers who involve in education world such as teachers, lecturers and instructors as guidance for their teaching. This study can be beneficial and meaningful especially for lecturers to improve their students in

some English skills by applying Think Pair Share Strategy (TPSS) especially in English writing skill.

The second one is theoretical significance. This research may give knowledge and explanation to teachers, lecturers, and educators concerning how to solve the students' writing problem by using teaching and learning strategy. They can use Think-Pair-Share Strategy (TPSS) to solve the writing problem faced by students.

The last one is practical significance. This study may be advantageous and meaningful for teachers, lecturers and educators as additional knowledge in developing the students' writing skill by using Think-pair-Share Strategy.

### **1.5 Scope of the Study**

This study belongs to an experimental and quantitative research. It focuses on the writing skill including acquiring and improving the grammar and vocabulary knowledge of Diploma III students in Taxation Study Program, the Faculty of Economics and Business, Diponegoro University in their own class.

### **1.6 Definition of the Key Terms**

The writer presents several key terms used in this study. The key terms are TPSS, writing, descriptive text, and experimental research. The definition of the key terms is defined in the following paragraphs.

- 1) TPSS as abbreviation of Think-Pair-Share Strategy belongs to an example of cooperative learning, which refers to the collaborative approach. Kagan (1994:125-129) in Jacob *et al.* (1997:17)
- 2) Writing is a process to produce words, phrase, and sentences that results in a text, and the text must be meaningful and comprehensive in order for communication. Murcia & Olshtain (2000:142)
- 3) Descriptive Text is a text having aim to describe a particular person, place or thing. Harmer (2004:67)
- 4) Experimental Research is a certain investigation used to determine variables and how the form of the correlation, and to manipulate the object of the research as dependent variable to observe independent variable. Cohen *et al* (2007:277)

## **1.7 Research Hypothesis**

Hypothesis can be defined as a temporal answer about the result of the study (Hatch, 1982:3). In general, Hypothesis is the researcher's pre assumption concerning the outcomes of the research. The hypothesis ( $H_a$ ) of the research is that the teaching learning results between groups of the students treated by using Think-Pair-Share Strategy (TPSS) and without TPSS strategy are similar. Meanwhile, Null hypothesis ( $H_o$ ) of this research is that there is a significant difference of the teaching learning results between a group of the students treated by using Think-Pair-Share Strategy (TPSS) and without TPSS strategy.

## 1.8 Underlying Theories

The writer takes some references to support his study about teaching writing of descriptive text by using Think-Pair-Share-Strategy (TPSS). The writer uses the concepts of the language teaching and learning process stated by Ron Scollon (2004:272) in Brown (2007:6), Brown (2000:19), and Bailey and Nunan (1996:11). The writer also takes the concepts of cooperative learning by Slavin (1995: 5), Davidson (1990: 8-9) in Jacob *et al.* (1997:17), Kagan (1994:125-129) in Jacob *et al.* (1997:17) and (Larsen, 2000:168).

To support the study, the writer quotes the concepts of Think-Pair-Share Strategy said by Frank Lyman (1981), Slavin, 1995:132), Kagan (1994:125-129) in Jacob *et al.* (1997:17) and Ledlow (2001:1). The theory of writing skill and the concept of descriptive text are also presented here. Concerning research method, the study is an experimental and quantitative research and the writer uses quasi – experiment stated by Cohen *et al.* (2007:501).

The writer uses Likert scale which provides a range of responses to a given statement (Wilson and Mclean in Cohen *et. al.*, 2007:326). The writer analyzes the data and scores the writing test based on elements of writing score adapted from Brown (2004: 244). After getting result of the test, the writer formulates the result to gather the mean of each elements of writing (Ruseffendi, 1998:77). After finding out the mean of all the score, the result will be concluded based on the level of mastery (Arikunto, 2002:245).

Before discussing the results of the tests and questionnaire, the writer intends to present the findings of the research. The findings are preliminary analysis including normality test, test for linearity and homogeneity test and the results of the tests, the reliability and validity of the tests and the results of the tests.

### **1.9 Organization of Writing**

This thesis consists of five chapters. The first chapter contains introductory aspects of the study, which gives the general foundation that this study is based on. It includes the explanation about background of the study, statements of the problem, objectives of the study, significances of the study, scope of the research, definition of the key terms, research hypothesis, underlying theory, and the organization of writing.

The second chapter contains the previous studies connecting with increasing the students' writing skill by using Think-Pair-Share Strategy, the concept of the language teaching and learning process, the concept of cooperative learning, the concept of Think-Pair-Share Strategy, the theory of writing skill, the concept of descriptive text, Think-Pair-Share Strategy for the teaching writing, and theoretical framework.

The third chapter relates to the research method. It presents the design of the research, population and sample, research setting, variables of the research, research instruments, analyzing the data, and method of analyzing data.

The fourth chapter is about findings and discussions. The findings deal with preliminary analysis including normality test, test for linearity and homogeneity test, the reliability and validity of the tests and the results of the tests. Analyzing the data of the questionnaire is also presented in this chapter.

The last chapter provides conclusion and suggestion as the end of the discussion.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

In this chapter, the writer describes some literatures used in the research. The writer wants to explain the previous studies connecting with increasing the students' writing skill by using Think-Pair-Share Strategy. In this part, the writer presents the concept of the language teaching and learning process, the concept of cooperative learning, the concept of Think-Pair-Share Strategy, the theory of writing skill, the concept of descriptive text, Think-Pair-Share Strategy for the writing and theoretical framework .

#### **2.1 Previous Studies**

Two researchers conducted several researches related to this study. The writer referred to the previous studies. Here are some of the studies: Research done by Andreanto (2011) entitled Improving Students' Speaking Ability by Using Pair Work, (A Classroom Action Research, for the 8<sup>th</sup> Grade Students of SMP Agustinus Semarang in Academic Year 2010/2011. The other study conducted by Hawayanti (2011) entitled Improving Students' Speaking Ability through Think-Pair-Share (A Collaborative Action Research on the Eleventh Grade Students of Office Administration 1 of SMK Negeri 1 Gorontalo in 2010/2011 Academic Year).

The two studies had the same point in improving English-speaking competence. The same point was also on using kinds of cooperative learning. Nevertheless, both studies had a little bit different way in teaching and learning process. The first research used *Pair Work* and the second one applied Think-Pair-Share Strategy. The first study was conducted in Junior High School and the second one was done in Vocational School. It means that they have different research objects. The second study with applying Think-Pair-Share Strategy was successful and effective in improving speaking competence.

As the writer explains about the previous studies concerning Think-Pair-Share Strategy applied successfully in speaking competence. The difference of the previous studies is that the writer focuses on writing competence in this research. He proves that Think-Pair-Strategy is able to be applied to increase the students' achievement in the writing competence.

## **2.2 The Concept of Language Teaching and Learning**

A teaching process is not only about how to transfer the knowledge, but also how to deliver it. Lecturers as the main element in educational field are supposed to make the teaching and learning process can run well and make the students enjoy this lesson in order to achieve the planned teaching purposes and particularly to help students get good achievement. Language lecturers should know and understand the concept of language teaching and learning.

Before the writer explains the concept of language teaching and learning, he wants to present some definitions of language itself. Ron Scollon (2004:272) in Brown (2007:6) defines language is a phenomenon involving several factors, complex, and something changing.

Learning a language and teaching a language are very different things; both teachers and students should be aware of the responsibilities that they bring to the process. Learning a language is a student-centered activity and it requires both motivation from the student and comprehensible language input from an outside source.

Teaching a language is a scientific process to give knowledge of language to the students in order that the students enable to communicate through in written and spoken form with one another. There are good ways and bad ways to teach a language. Part of the lecturers' responsibility is to update their skills as often as possible to reflect current ways of teaching and to have the most positive impact possible on the students.

Meanwhile, Brown (2000:19) gives explanation about the concept of language teaching and learning. He (2000:19) says learning a language is acquiring or getting of knowledge of a subject or a skill by study, experience, or instruction and teaching a language is guiding and facilitating, enabling the learner, setting the conditions for learning a language. Meanwhile, Bailey and Nunan (1996:11) state that language teaching and learning is a doing, thinking, and interpreting process that teachers and students interact each other in a classroom.

Referring to the definitions above, the writer concludes that teaching a language is a scientific process done by teachers or lecturers to transfer their language knowledge to students so that they are able to communicate to others. Learning a language is a process by students to get the language knowledge through interaction process in classroom.

### **2.3 The Concept of Cooperative Learning**

One of the ways to get big success in teaching the students is the lecturer can determine the appropriate strategy for the students. Mainly for those who teach writing they should apply cooperative learning method to make the students feel challenged and excited having English classes. Using an appropriate teaching strategy will avoid the students from being bored and will feel challenged. Here, the writer chose the teaching Strategy namely *Teaching Writing of Descriptive Text by Using Think Pair Share Strategy (TPSS)*. TPSS belongs to cooperative learning.

Cooperative learning is a teaching method, which consists of groups of students working together in a cooperative, as opposed to competitive, manner to complete a task, an activity, or a project. While working together, the students have meaningful interaction with one another in the target language. There are some theories stated here related to the teaching method. Slavin (1995: 5) gives description about cooperative learning. In cooperative learning method, the main idea is students work together to learn and they must have responsibility for their group to learn as well as their own.

Moreover, cooperative learning emphasizes and focuses on team learning in order that the students can reach team goals and the subjects taught. In cooperative learning, the students' tasks are not to do something as a team but to learn something as a team. It means that they can share ideas and learn together but they must do the tasks individually because in cooperative learning, every student will be individually assessed.

Meanwhile, in line with Slavin, Davidson (1990: 8-9) in Jacob *et al.* (1997:17) lists seven points in his definition which is slightly reworded for clarity and generalizability. Davidson's definition shows the distinction which exists among views of cooperative learning. The seven principles of cooperative learning are a task for group completion, discussion, and (if possible) resolution, face-to-face interaction in small groups, an atmosphere of cooperation and mutual helpfulness within each group, individual accountability (everyone does their share). While Slavin and Davidson agree on these first four points, others include some or all of the following points: heterogeneous grouping, explicit teaching of collaborative skills, structurally mutual interdependence.

The other definition is also stated by Kagan (1994:125-129) in Jacob (1997:17) who presents four basic principles to the structural approach in cooperative learning namely, simultaneous interaction, equal participation, positive interdependence and individual accountability. In other words, Simultaneous Interaction means "Language acquisition process facilitated by students who are interacting in the target language" (Larsen, 2000:168). Equal

participation can be described that the number of each group is the same in right in the classroom activities. Positive interdependence can be explained that the students are not thinking competitively and individualistically, but rather cooperatively. Individual accountability can be elaborated that in spite of working together, each student is individually accountable.

From these points of view, the writer tries to make conclusion, which is taken from the statements given by some experts. The concept of cooperative learning can be defined as a learning process, which involves some interacting students who share their ideas, having good interdependence, and personal assessment.

After presenting the definitions of cooperative learning, the writer wants to convey the strengths and weakness of cooperative learning. The strength of cooperative learning is that when students are interacting in groups, they are required to use authentic and fluent communications skills, which prepare them for the actual communication skills they will need in real life. The weakness of this method is that some lecturers may just put students in groups without planning, and find out that the groups are not particularly successful. Some students may resist group work if they do not understand the purpose of the method.

## 2.4 The Concept of Think-Pair-Share Strategy

There are several teaching strategies in the cooperative learning. One of them is Think-Pair-Share Strategy. Think-Pair-Share is a cooperative learning strategy that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:

1. **Think:** Students think independently about the question that has been posed, forming ideas of their own.
2. **Pair:** Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
3. **Share:** Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable to present ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

Think-Pair-Share Strategy (TPSS), which is a part of cooperative learning is a simple and very useful Strategy developed by Frank Lyman. When a lecturer teaches a lesson to the class, students sit in pairs within their teams. The lecturer poses questions or presents pictures to the class. The students are instructed to think of an answer on their own, then to pair with their partners to reach consensus on an answer. Finally, the lecturer asks students to share their answer with other groups for further discussion, (Slavin, 1995:132).

Think-Pair-Share Strategy (TPSS) is a simple technique with great benefits. Using TPSS, students learn from one another and get to try out their ideas. Students' confidence improves and all students are given a way to participate in class, rather than the few who usually volunteers. The benefits for the teacher include increasing time on task in the classroom and greater quality of students' contributions to class discussions. Students and teachers gain much clearer understandings of the expectation for attention and participation in classroom discussions.

Kagan (1994:125-129) in Jacob *et al.* (1997:17) states Think-Share-Pair Strategy belongs to an example of cooperative learning which refers to the collaborative approach. It has four principles namely simultaneous interaction, equal participation, positive interdependence, and individual accountability. A little bit different from Kagan's statement, Ledlow (2001:1) says,

“Think-Pair-Share is a type of cooperative learning strategies which has a low-risk strategy to get many students actively involved in classes of any size. Think-Pair-Share learning has a simple structure, as a basic of the development ‘cooperative class’ which can help the students do the learning process actively”.

Another explanation is presented by Resinkski and Padak (1996: 122-113) who state that Think-Pair-Share Strategy is a cooperative learning strategy that can provide chances for students to make a story or text based on pictures or other teaching aids.

After viewing the concepts concerning Think-Pair-Share Strategy, which are stated by some language experts, the writer assumes that Think-Pair-Share Strategy is one of some cooperative learning strategies, which involves the students' collaboration, mutual and collective problem solving, active learning process, no distinction participation, and individual accountability.

## **2.5 Writing Skill**

Writing skill is one of competences that students are supposed to master. Many theories describe the concept of writing skill. The writer presents some of the writing skill definitions here. According to Murcia & Olshtain (2000:142), 'writing skill is the production of written words that results in a text, and the text must be read and comprehended in order for communication to take place'. The intention of the statement is that communication can take place. Nevertheless, through a text the writer communicates his/her ideas in the form of written text from which the reader would try to catch the core of the ideas and their meaning. By writing, you can express something in your mind to the others through the organized words and communicative sentences. Therefore, the readers are able to understand what you want to convey. Below is another view maintained by Rogova (1995: 197):

“Writing as a skill is very important in teaching and learning a foreign language; it helps pupils to assimilate letters and sounds of the

English language, its vocabulary and grammar, and to develop habits and skills in pronunciation, speaking, and reading. The practical value of writing is great because it can fix patterns of all kinds (graphemes, words, phrase and sentences in pupils' memory, thus producing a powerful effect on their mind".

Rogova's words show the importance of writing. Writing skill is needed in teaching and learning process in which the students try to combine English knowledge including vocabulary and grammar in resulting a text. Writing also helps students express their ideas and it can explain something unclear when they communicate to others.

To compose a well- organized writing, it needs writing procedures that should be considered by the writer. The procedures are proposed by Harmer (2004:4) and Alice and Ann (1999:8-9) namely, prewriting, planning, writing and revising drafts, and writing the final copy to hand in.

## **I. Prewriting**

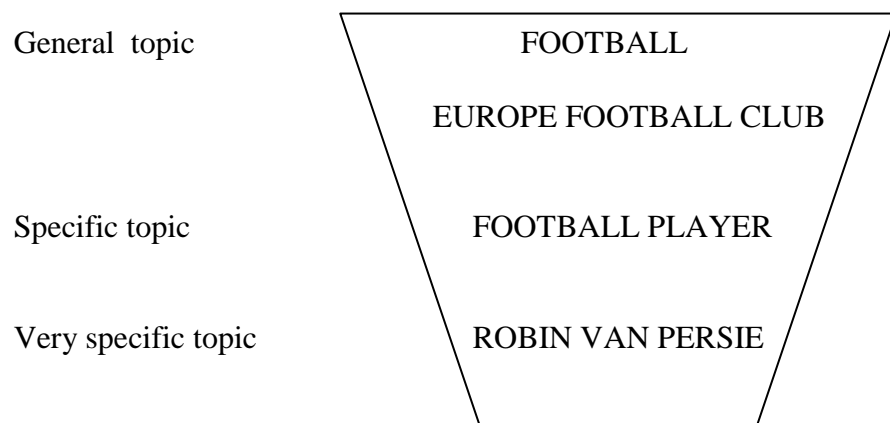
Prewriting is the thinking, talking, reading, and writing. Students do about their topic before they write first draft. Prewriting is a way of warming up their brain before they write. There are several ways to warm up before students write.

### **1) Choosing and Narrowing Topic**

Before starting to the next step, the first step is choosing and narrowing the topic. It means that the first thing is choosing the general topic. After that, students must narrow the topic to a

particular aspect on that general subject. The illustration of choosing and narrowing a topic can be seen as follow:

Figure 2.1 the illustration of choosing and narrowing a topic



Adapted from Alice and Ann (1999:4)

## 2) Brainstorming

Brainstorming is a quick way to generate many ideas on a subject. The purpose is to make a list of ideas as many as possible without worrying about how students will use them. The student's list can include words, phrases, sentences, or even questions. The brainstorming follows these steps:

1. Students write down many ideas about the topic as they can in 5 minutes.
2. Students add more items to their list by answering the questions what, how, when, where, why, and who.
3. Students make a group of similar items on the list together.
4. Students cross out items that do not belong.

There are three useful brainstorming techniques. They are listing, free writing, and clustering.

## 2a). Listing

Listing is a brainstorming technique in which students think about their topic and quickly make a list of whatever words or phrases come into their mind. There are some steps in making a listing:

1. Students write down the general topic at the top of their paper.
2. Students make a list of every idea that comes into their mind about your topic.
3. Students use words, phrases, or sentences.

Figure 2.2 Model of Listing

### Culture Shock

communication problems	homeless people shocking sight
poor verbal skills	American students
children disrespectful	unclear expressions
new language	public transportation is not good
American family life	need a car
families seldom eat together	use first names with teachers
lack vocabulary	college professors wear jeans
show affection in public	students ask questions
Americans talk too fast	no formal dress code
They are friendly	no one takes time to cook good meals
people are always in a hurry	professor's role
use slang and idioms	children spend more time with friends than with parents
families don't spend time together on weekends and holidays	use incomplete sentences
children are "kings"	poor pronunciation
lack confidence	American difficult to understand
American food is unhealthy	students can challenge professors
everyone eats fast food	
classroom environment	

An example by Alice and Ann (1999:5)

The students rewrite their list and group similar ideas together. Then, they cross out items that do not belong or that are duplication.

Figure 2.3 the illustration of grouping and listing process

<p>Communication problems</p> <p>poor verbal skills new language lack vocabulary <del>show affection in public</del> Americans talk too fast <del>They are friendly</del> <del>people are always in a hurry</del> use slang and idioms lack confidence use incomplete sentences poor pronunciation American difficult to understand unclear expressions</p>	<p>homeless people shocking sight American students</p> <p>Classroom environment</p> <p><del>public transportation is not good</del> <del>need a car</del> use first names with teachers college professors wear jeans students ask questions no formal dress code no one takes time to cook good meals professor's role students can challenge professors</p>	<p>American family life</p> <p>children are "kings" families seldom eat together children disrespectful families don't spend time together on weekends and holidays children spend more time with friends than with parents <del>American food is unhealthy</del> <del>everyone eats fast food</del></p>
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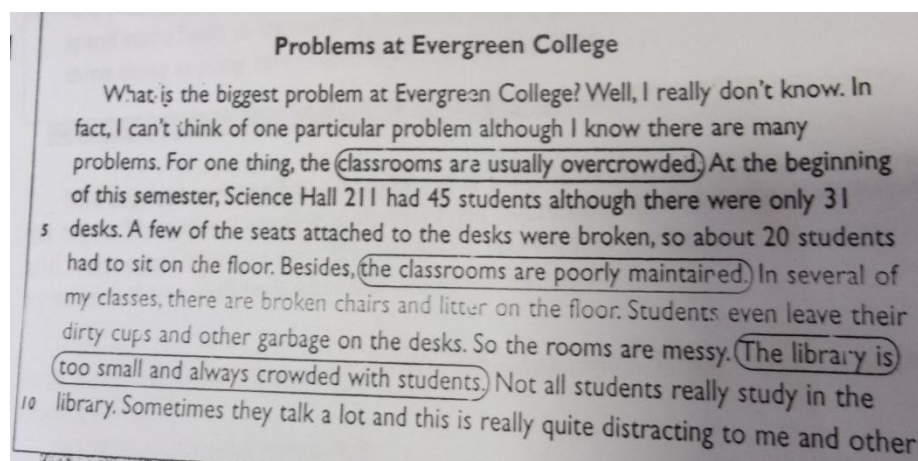
An example taken from Alice and Ann (1999:5)

## 2b). Free writing

Free writing is a brainstorming activity in which students write about a topic because they are looking for a specific focus. The purpose of free writing is to generate the ideas as many as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization. There are some steps in free writing. They are:

1. Students write the topic on the top of their paper.
2. Students write as much as they can about the topic until run out of ideas.
3. Students reread their paper and circle the main idea that would like to develop.
4. Students take that main idea and free writing again.

Figure 2.4 Model of Free writing 1



Model by Alice and Ann (1999:6)

serious students who want and need a quiet place to study. So the present library should be expanded or a new library should be built. Oh yes, I think that another problem is parking near the campus. The college has a big parking lot across from the west side of campus, but it is always full. So, many times students have to park  
 15 their cars in the residential areas, which could be so far away from the campus that they have to run to class to make it. Yes, parking is a big problem that many students face every day. I have a car, and many of my friends have one. We really have a problem. So, I think the biggest problem at Evergreen College is not enough parking spaces near the college campus. . .

A model taken from Alice and Ann (1999:7)

Figure 2.5 Model of Free writing 2

**The Parking Problem at Evergreen College**

I think finding a parking space close to the campus at Evergreen College is a major problem. There are not enough parking lots for students to park their cars. Therefore, students have to come early to get a parking space, and even then, sometimes they are unlucky and can't get a good parking space. Once I couldn't  
 15 find a space in the west-side parking lot, and I had to drive in the streets for a half hour before I found one. So, I was late for class. Some students are late to class almost every time the English class meets. Some even drop the class, not because they can't handle it, but because they can't find a place to park close to the campus. The teacher warns them time and time again not to be late, but they can't  
 20 help it. . . What is the solution to the parking problem? Maybe the college should spend some funds to construct a multilevel parking lot that will accommodate three times as many cars as the present parking lot holds. . .

An example by Alice and Ann (1999:7)

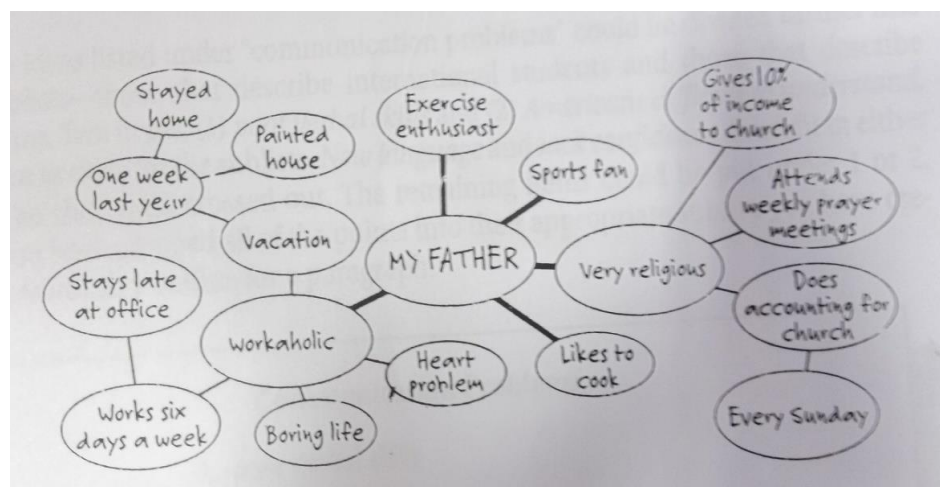
### 2c). Clustering

Clustering is another prewriting technique. It is a visual way of showing how students' ideas are conducted using circles and lines. When they cluster, draw a diagram of their ideas:

1. Students write their topic in the center of a blank piece of paper and draw circle around it.

2. Students write any ideas dealing with the topic that come into their mind in circles around the main circle.
3. Students connect these ideas to the center word with line.
4. Students think about each of their new ideas, write more related ideas in circles near the new ideas, and then correct them.
5. Students repeat this process until they run out of ideas.

Figure 2.6 an example of clustering



A model by Alice and Ann (1999:8)

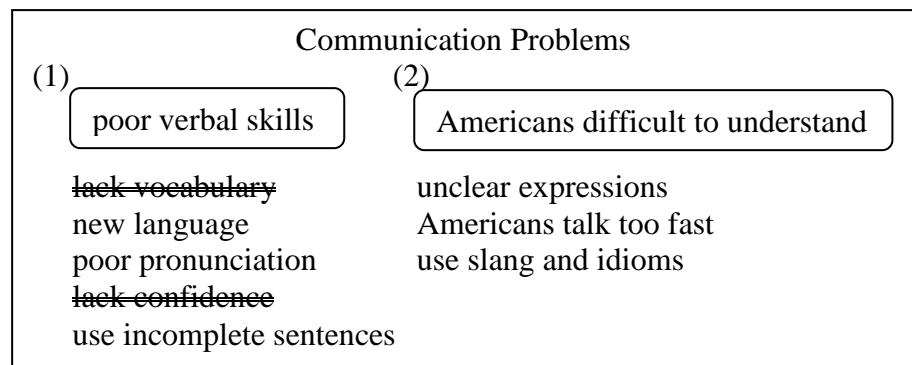
## II. Planning

Planning is the next step after prewriting. There are three steps in planning. They are making sub list, writing the topic sentences and outlining.

## 1. Making Sub-lists

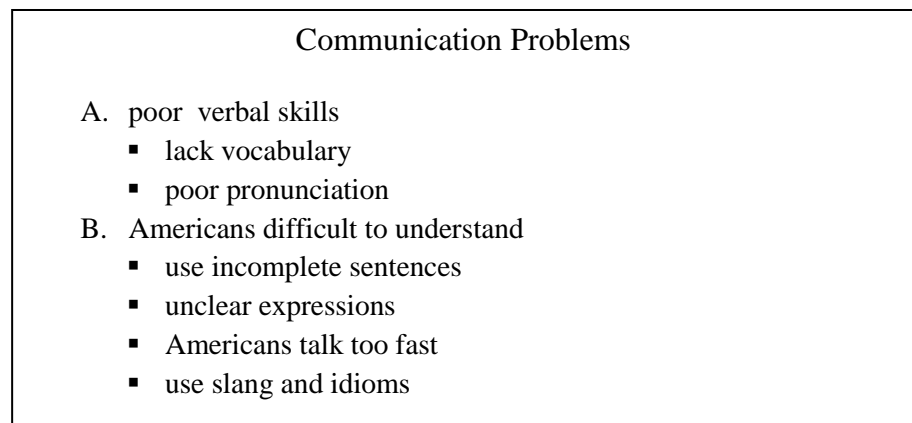
This step toward making an outline is to divide the ideas into sub lists and cross out any items that do not belong or that are not useable.

Figure 2.7 Sub-lists Model



An example by Alice and Ann (1999:9)

Figure 2.8 Preliminary Outline Model



A model by Alice and Ann (1999:9)

## 2. Writing the Topic Sentences

Finally, the students write a topic sentence. The topic sentence is the most general sentence in a paragraph, and it expresses the central focus of the paragraph.

Figure 2.9 Model of Topic Sentence

One problem that many international students face in the United States is communication with Americans.

or

International students in the United States face communication problems with Americans.

A model by Alice and Ann (1999:9)

## 3. Outlining

An outline is a formal plan for a paragraph. In an outline, the students write down the main points and sub-points that they plan to write.

Figure 2.10 Outlining Model by Alice and Ann (1999:10)

**Communication Problems**

International students in the United States face communication problems with Americans.

- A. International students have poor verbal skills
  1. lack vocabulary
  2. have poor pronunciation
- B. Americans are difficult to understand
  1. use incomplete sentences
  2. use unclear expressions
  3. talk too fast
  4. use slang and idioms

### **III. Writing and Revising Drafts**

Writing the first rough draft is the step of writing after doing planning process.

This is how to proceed:

- a. Students write the topic sentence and underline it.
- b. Students skip one or two lines per line of writing and leave margins of one inch on both sides of the paper. These blank spaces will allow them to add more details, information, etc. in order for them to develop their point fully.
- c. Students write their paragraph following their outlines as closely as possible.
- d. Students need not to worry about grammar, punctuation, or spelling.

### **IV. Writing the Final Copy to Hand in**

This is the last step of writing process. There are three steps on this step. The steps are revising content and organization, proofreading the second draft, and finishing final draft.

#### **1. Revising Content and Organization**

The aim when the students revise and change what they have written is to improve it. The students check it over for the content and organization, including unity, coherence, rearrange,

add, or delete, the entire goal of communicating their thought more clearly, more effectively, and in more interesting way.

This is how to proceed:

- a. After reading the paragraph, students focus on the general aspects of the paper and make notes in the margins so that students can rewrite parts that need to be improved.
- b. Students check to see that they have achieved and stated the purpose.
- c. Students check for general logic and coherence.
- d. Students make sure that their paragraph has a topic sentence and it has a central focus.
- e. Students check for unity.
- f. Students make sure that the topic sentence is developed with sufficient supporting details.
- g. Students check the use transition signals.

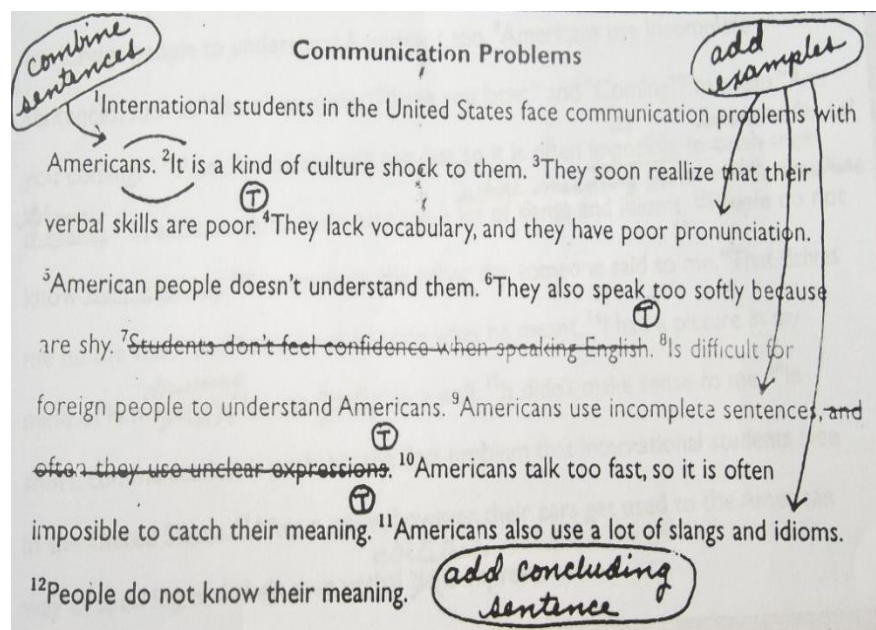
## **2. Proofreading the Second Draft**

This is how to proceed:

- a. Students check over each sentence for correctness and completeness the paragraph.
- b. Students check over each sentence for a subject and a verb, subject-verb agreement, correct verb tense, etc.

- c. Students check the mechanics: punctuation, spelling, capitalization, typing errors, etc.
- d. Students change vocabulary words as necessary.

Figure 2.11 Model of the first rough draft



A model taken from Alice and Ann (1999:12)

Figure 2.12 Model of the second draft

**Communication Problems**

<sup>1</sup>One kind of culture shock faced by international students in the United States is ~~the~~ difficulty ~~they~~ ~~have~~ <sup>when they first arrive in the United States.</sup> communicating with Americans. <sup>2</sup>They soon realize that <sup>sp</sup> their verbal skills are poor. <sup>3</sup>First of all, they lack vocabulary, and they have poor pronunciation. <sup>4</sup>American people <sup>as</sup> ~~do~~ <sup>don't</sup> understand them. <sup>5</sup>For example, a few days ago, I asked an American student how to get to the library, but because I have trouble pronouncing r's and l's, the student didn't understand me. <sup>6</sup>I finally <sup>had</sup> ~~had~~ to write it on a piece of paper. <sup>7</sup>They also speak too softly because <sup>International students</sup> ~~they~~ <sup>are</sup> shy. <sup>8</sup>It <sup>is</sup> difficult for foreign people to understand Americans, too. <sup>9</sup>Americans use incomplete sentences, such as "Later" to mean "I'll see you later," and "Coming?" to mean "Are you coming?" <sup>10</sup>Also, Americans talk too fast, so it is often <sup>sp</sup> impossible to <sup>understand</sup> ~~catch their~~ meaning. <sup>11</sup>In addition, Americans also use a lot of slang <sup>whose meaning nonnative speakers</sup> and idioms. <sup>12</sup>People do not know their meaning. <sup>13</sup>For example, the other day someone said to me, "That drives me up the wall," and I could not imagine what he meant. <sup>14</sup>I had a picture in my mind of him <sup>driving</sup> ~~sitting~~ in his car ~~driving~~ up a wall. <sup>15</sup>It didn't make sense to me. <sup>16</sup>In short, communication is probably the first problem that international students face in the United States. <sup>17</sup>After a while, however, their ears get used to the American way of speaking, and their own verbal <sup>abilities</sup> ~~skills~~ improve.

An example taken from Alice and Ann (1999:13)

### 3. Finishing Final Draft

After editing process, students produce their final draft. This may look considerably different from both the original plan and the first draft, because things have changed in the editing process. Now the students are ready to send the written text to their lecturer.

Figure 2.13 Final Draft

Communication Problems

One kind of culture shock faced by international students in the United States is difficulty communicating with Americans. When they first arrive in the United States, they soon realize that their verbal skills are poor. First of all, they lack vocabulary, and they have poor pronunciation, so American people don't

5 understand them. For example, a few days ago, I asked an American student how to get to the library, but because I have trouble pronouncing r's and l's, the student didn't understand me. I finally had to write it on a piece of paper. International students also speak too softly because they are shy. It is difficult for foreign people to understand Americans, too. Americans use incomplete sentences, such as

10 "Later" to mean "I'll see you later," and "Coming?" to mean "Are you coming?" Also, Americans talk too fast, so it is often impossible to understand them. In addition, Americans also use a lot of slang and idioms whose meanings nonnative speakers do not know. For example, the other day someone said to me, "That drives me up the wall," and I could not imagine what he meant. I had a picture in

15 my mind of him driving his car up a wall. It didn't make sense to me. In short, communication is probably the first problem that international students face in the United States. After a while, however, their ears get used to the American way of speaking, and their own verbal abilities improve.

A model by Alice and Ann (1999:14)

## 2.6 The Concept of Descriptive Text

Before the writer explains the theory of descriptive text, he would like to define what a text is. According to Halliday (1978:40) in Yocco (2009:189), text is semantic choice of data in social context. It means that text is a way to express the meaning in written or oral form. Descriptive text is a text having aim to describe a particular person, place or thing, Harmer (2004:67). The schematic structures of descriptive text are identification and description. Linguistic features are focusing on specific participant, the simple present

tense, adjectives, noun phrase, and conjunction. In the descriptive text, the tense usually used is simple present tense. Simple present tense is a sentence pattern used to express habitual or everyday activity (Betty, 1989: 11). The simple present tense is something was true in the past, is true in the present, and will be true in the future. It is usually used for general statements of fact.

## **2.7 Think-Pair-Share Strategy for the Writing**

Think-Pair-Share Strategy can help students learn about the writing process. Students are asked to choose a topic of their own to write a descriptive text. The lecturer can make this process easier by giving pictures as teaching aids. Students look at the pictures, discuss their ideas with a partner, and they usually come up with a long and valuable list of ideas that can take them through an entire year's worth of writing.

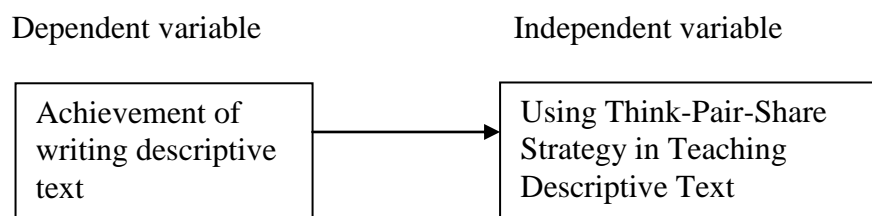
Harmer (2004:12) states that Think-Pair-Share Strategy can be applied in writing process. He calls it as a collaborative writing. Students who are not used to process – writing lessons are going to require to be encouraged to reflect on what they have written, studying how to make first drafts as first attempts and not as final drafts.

“One way of encouraging drafting, reflection, and revision is to have students involved in collaborative writing. A pair or group of students working together on a piece of writing can respond to each other’s ideas (in terms of both language and content), making suggestions for changes, and so contributing to the success of the finished product”. Harmer (2004:12)

Harmer's statement means that in the steps of writing the lecturer may apply a collaborative writing in order to support students in producing a well-formed text. In other words, the lecturer divides the class into some groups. Each group can consist of two – four students. The lecturer asks students to think after viewing the pictures and then allows students in one group to share the ideas each other. After sharing the ideas, the students do the steps of writing (planning, drafting, editing, and finishing final draft) individually.

## 2.8 Theoretical Framework

This research aims to find out whether Think-Pair-Share Strategy (TPSS) can help students increase their achievement in English writing especially writing descriptive text. Based on the purpose of the research, the writer formulates the theoretical framework. The theoretical framework is as follows:



## **CHAPTER III**

### **METHOD OF THE RESEARCH**

In this chapter, the writer presents the method of the research. It deals with design of the research, population and sample, research setting, variables of the research, techniques of collecting data, research instruments, analyzing the data, methods of analyzing data.

#### **3.1 Design of the Research**

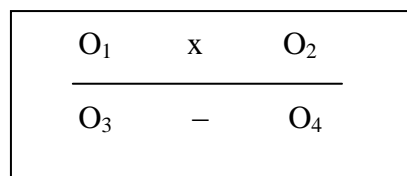
The research design for the study about teaching writing of descriptive text by using Think-Pair-Share Strategy (TPSS) was descriptive quantitative method and experimental research. This study belongs to a quantitative research focusing on quantitative data analysis. The quantitative data contain the numerical data. This research deals with experimental research. It is often associated with large-scale research, but can also serve small case, with case studies, action research, correlation research, and experiments (Cohen et. al., 2007:501).

The writer decided to use quasi - experiment design because it was in the natural setting but variables were isolated, controlled, and manipulated. The quasi experiment design used was non-equivalent of pretest and posttest design (Creswell, 1994:132). It means that in this research, the task of experimental and

control group was randomly selected. Both groups got pretest and posttest and the experimental group was treated.

Here is the diagram of this experimental model:

Figure 3.1 Diagram of Quasi - experimental method



(Cohen and Manion,1982:170)

- $O_1$  : pretest of experimental group
- $O_2$  : posttest of experimental group
- $O_3$  : pretest of control group
- $O_4$  : posttest of control group
- $x$  : Treatment
- $-$  : no treatment

Kinds of data used in this research were primary data. To collect the primary data we need to apply some methods, for example questionnaire, survey and so on. There were two data in the study. The data were quantitative and qualitative data. The quantitative data of this study were the score of the tests (pretest and posttest) in achievement of writing descriptive text. The qualitative data in this research were the result of questionnaire.

This was steps of applying Think-Pair-Share Strategy (TPSS) in writing process:

1. Reading or observing

The teachers gave the task or material in the form of pictures to students.

The students read material given or observed the pictures.

2. Individual think time

It was time for students to think individually the task given by the teachers. Brainstorming process occurred in this time. The students tried to obtain ideas concerning the pictures given. They tried to think, guess, and get the vocabulary related to the pictures. Listing is a brainstorming technique in which students think about their topic and quickly make a list of whatever words or phrases come into their mind. Free writing is a brainstorming activity in which the students write about a topic because they are looking for a specific focus. The purpose of free writing is to generate the ideas as many as possible and to write them down without worrying about appropriateness, grammar, spelling, logic, or organization. Clustering is another prewriting technique. It is a visual way of showing how the student's ideas are circled and lined what they cluster on a diagram of the ideas.

3. Pair work

The students in pair started discussing their ideas with their partner. This step was an opportunity to practice the collaborative skills of giving and

responding to praise. While discussing, they began to do prewriting such as listing, free writing, or clustering.

4. Planning process in writing

The students do making sub list, writing the topic sentences and outlining.

5. Writing and revising drafts

The students start writing descriptive paragraph based on the pictures.

After finishing the rough drafts, they try to revise their writing.

6. Writing the final drafts

The students write the final drafts in this step after revising the rough drafts.

7. Share with class or other pairs

After finishing the final drafts, they share with other pairs. The purpose of sharing the final draft of their writing is to correct and revise to one another.

Besides applying Think-Pair-Share Strategy (TPSS), the writer also used teaching aids to help students produce ideas to start writing descriptive text. The pictures used were the picture of a busy railway station and a visit to a strange planet.

### **3.2 Population and Sample**

Population and sampling are the components that can support the research and cannot lose. The population is the general component of the research and the sampling is the specific component of the research that is part of the population.

The population of this study is 143 students in Diploma III students in Taxation Study Program semester 2 Academic Year 2011 - 2012, the Faculty of Economics and Business, Diponegoro University. The reason to choose the students in the second semester is that they have much time in semester one and have gotten the basic English lesson.

The writer used random sampling technique because the population was homogenous. Every element of population can be selected and it has the same chance to be chosen. In this research, the samples are 28 students for experimental group and 28 students for control group.

### **3.3 Research Setting**

This research was conducted in Diploma III Study Program in Taxation Study Program, Faculty of Economics and Business, Diponegoro University. The research started in March up to May 2012. It began in the first week of March and ended in the last May 2012. The students learnt the descriptive paragraph, which is one of materials taught for the second semester student in Diploma III in Taxation Study Program. The lesson was given once a week for both group and the duration was 150 minutes for each meeting as a part of the strategy.

There were two groups named experimental group and control group. The control group consisted of 28 students. In control group, the students were not given treatment; therefore, the lecturer taught them using direct method. The second group consisted of 28 students. This group was experimental group. The group was given treatment. Treatment means they were taught by using a certain strategy of teaching called Think-Pair-Share Strategy. In the beginning of the learning process, the writer did pretest toward the groups. In the end of learning process the students from both two groups were given post test to measure their performance their descriptive writing achievement, then the result of both two groups post test was compared using paired samples t – test.

### **3.4 Variables of the Research**

Variables are the conditions or characteristics that the experimenter manipulates, controls, or observes (Best, 1997:93). There are two kinds of variables namely independent variable and dependent variable. The independent variable is the conditions that the experimenter manipulates in his attempt to ascertain their relationship to observed phenomena. The dependent variable is the conditions or characteristics that appear, disappear, or change as the experimenter introduces, removes, or changes independent variable. The independent variable of this research was the use of Think-Pair-Share Strategy in teaching descriptive text. The dependent variable was achievement of students' writing descriptive text.

### **3.5 Research Instruments**

In collecting data, the writer used three kinds of research instruments. They were Observation, test and questionnaire. The elaboration of the three research instruments were described as follows:

#### **3.4.1 Observation**

The writer used this instrument in order to know and understand the situation that was being described. The observational data were beneficial for recording non-verbal behavior of the students.

#### **3.4.2 Test**

The other instrument to collect the data is test. Test is a set of questions or other practice or device used to measure the skill, intelligence, ability, and talent of an individual or a group. The type of achievement test was used as one of the research instruments, because the goal of this test is to test the students about descriptive text and to measure what individual has learnt – his or her present level of performance.

#### **3.4.3. Questionnaire**

In this research, the aim of the questionnaire is to obtain the students' attitude concerning Think-Pair-Share Strategy applied in teaching descriptive text. The type of questionnaire is closed question because this type is quick to complete and straight forward to code and do not discriminate the respondents. There are twelve question in the questionnaire. The writer used Likert scale in this research.

### 3.6 Techniques of Collecting Data

The data were taken from the written test on experimental group, administrating to a study of the second semester Diploma III students in Taxation Study Program, Faculty of Economics and Business, Diponegoro University.

There are some steps used by the writer in collecting data on the experimental group. They were:

- a. The researcher came into the class, which became subjects of research to observe them.
- b. The researcher gave pretest to the students
- c. The researcher taught writing theory and explained about descriptive text using Think-Pair-Share Strategy.
- d. The researcher gave posttest to the students.
- e. The researcher collected the tests.
- f. The researcher spreaded out the questionnaire to the students and they answered the questions on it.

In addition, the writer also took data in the form of the written tests on the control group through the following steps;

- a. The researcher got in the class and observed the students as subjects of research.
- b. The researcher did pretest to the students of control group.
- c. The researcher the theory of writing and described about descriptive text using direct method.

- d. The researcher gave posttest to the students.
- e. The researcher collected the tests.

### 3.7 Analyzing the Data

After collecting the data, the writer scores for each element of writing a use of generic structure as follows:

Table 3.1 Elements of writing score

Aspect	Score	Performance Description	Weighting
Content (C)	4	1. The topic is complete, clear and the details are relating to the topic.	2x
1. Topic			
2. Details			
Total Score = 20	3	2. The topic is complete, clear but the details are relating to the topic.	
	2	3. The topic is complete, clear but the details are not relating to the topic.	
	1	4. The topic is not clear and the details are not relating to the topic.	

Organization (O)	4	1. Identification is complete and descriptions are arranged with proper connectives.	2x
1. Identification			
2. Description			
Total score = 20	3	2. Identification is complete and descriptions are arranged with almost proper connectives.	
	2	3. Identification is not complete and descriptions are arranged with few misuses of connectives.	
	1	4. Identification is not complete and descriptions are arranged with misuse of connectives.	
Grammar (G)	4	1. Few grammatical or agreement inaccuracies.	2x
1. Use present tense	3	2. Few grammatical or agreement inaccuracies but no affect in meaning.	
2. Agreement	2	3. Numerous grammatical or agreement inaccuracies.	
Total score = 20	1	4. Frequent grammatical or agreement inaccuracies.	

<p>Vocabulary (V)</p> <p>Total score = 20</p>	<p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>1. Effective choice of words and word forms.</p> <p>2. Few misuse of vocabularies, word form but not change the meaning.</p> <p>3. Limited range confusing words and word form</p> <p>4. Very poor knowledge of words, word forms and not understandable.</p>	<p>2x</p>
<p>Mechanics (M)</p> <p>1. Spelling</p> <p>2. Punctuation</p> <p>3. Capitalization</p> <p>Total score = 20</p>	<p>4</p> <p>3</p> <p>2</p> <p>1</p>	<p>1. It uses correct spelling, punctuation and capitalization.</p> <p>2. It has occasional errors of spelling, punctuation and capitalization.</p> <p>3. It has frequent errors of spelling, punctuation and capitalization.</p> <p>4. It is dominated by errors of spelling, punctuation and capitalization.</p>	<p>2x</p>

Adapted from Brown (2004: 244)

$$\text{Score} = C + O + G + V + M = 100$$

The formula was used to get the scores of the students' writing test. This formula was applied to find out the students' achievement in writing descriptive text. After getting result of the test, the writer formulates the result to gather the mean of each elements of written generic structure that researched by the writer as follow:

$$\bar{x} = \frac{\sum x}{N}$$

 $\bar{x}$ 

the mean of score

 $\sum x$ 

the sum of all score

 $N$ 

the total sample

(Ruseffendi,1998:77)

After finding out the mean of all the score, the result will be concluded based on the following:

Table 3.2 Scoring level

Level of Mastery	Predicate
80 - 100	Excellent
66 - 79	Good
56 - 65	Fair
40 - 55	Poor
30 - 39	Fail

(Arikunto, 2002:245)

### 3.8 Methods of Analyzing Data

#### 3.8.1 Basic Assumption Test

In this part, there are three basic assumption tests used namely normality test, test for linearity, and variance homogeneity test.

##### 3.8.1.1 Normality Test

Normality tests are for testing whether the input data is normally distributed. The normality test is the statistics formula of chi-square for match test (Sudjana, 1996 : 293) is :

$$x^2 = \sum \frac{(f_o - f_e)^2}{f_e}$$

Where :

$f_o$  : frequency of research result

$f_e$  : frequency of theoretical

The criteria used to test the normality of the test is :

- a. If the result significance level ( $\chi^2_{sum} > \alpha$ ), it indicates that the data is normally distributed.
- b. If the result significance level ( $\chi^2_{sum} < \alpha$ ), it indicates that the data is not normally distributed.

Significance level ( $\alpha$ ) = 0,05

The data is normally distributed if  $\chi^2_{sum} > \chi^2_{table}$ .

### 3.8.1.2 Tests for Linearity

Tests for Linearity aim to prove whether two variables have a linear correlation. The test is usually used as pre-requirement in correlation analysis or linear regression. Testing on SPSS by using Test for Linearity

is in significance level 0,05. The two variables have a linear correlation if the significance level is less than 0,05. The rule used to know linearity relationship between the independent variables with the dependent variable is if the F-table (P) > F-Statistic (0.05), the

relationship is linear, if the F-Table (P) < F-Statistic (0.05), the relationship is not linear.

Table 3.3 the formula of the linearity test

variation source	dk	JK	KT	F
<b>Total</b>	<b>N</b>	$\sum Y^2$	$\sum Y^2$	
coefficient (a)	1	JK (a)	JK (a)	
coefficient (b)	1	JK (b/a)	$s^2_{reg} = JK(b/a)$	$\frac{s^2_{reg}}{s^2_{sisa}}$
Residual	(n-2)	JK (S)	$s^2_{sisa} = \frac{JK(S)}{n-2}$	
Linearity	k-2	JK (TC)	$s^2_{TC} = \frac{JK(TC)}{k-2}$	$\frac{s^2_{TC}}{s^2_G}$
Error ( <i>galat</i> )	n-k	JK (G)	$s^2_G = \frac{JK(G)}{n-k}$	

Adapted from Sudjana (332:2005)

Description:

n = the number of data (respondents)

k = the number of data group related to variables (x)

### 3.8.1.3 Variance Homogeneity Test

Homogeneity of variance happens when the variance multiple samples is similar. The aim of variance homogeneity test is to find out the

variance homogeneity of experimental group and control group. The statistic formula of variance homogeneity test (Sudjana, 1996:263) is:

$$\chi^2 = (n-1) \sum_{i=1}^k \left( \frac{S_i^2}{S^2} - \frac{1}{k} \right) \log S_i^2$$

Where, across

$n_i$  = number of sample group i

$\sum X$  = variance of group i

$S^2$  = variance cluster

The criteria used to test the normality of the test are:

If the result of significance level is more than 0,05 or  $(\chi^2_{\text{sum}}) > \alpha$ , it indicates that the data is homogenous but If the result of significance level is less than 0,05 or  $(\chi^2_{\text{sum}}) < \alpha$ , it indicates that the data is not homogenous. Significance level ( $\alpha$ ) is 0,05 and the population is homogenous if  $\chi^2_{\text{sum}} > \chi^2_{\text{table}}$ .

### 3.8.2 The Reliability and Validity of Test Instrument

Research instrument is a device used by the researcher to collect the data. In this research, the writer used questionnaire as the instrument. According to Sugiyono (2004:267), research instrument is a device used by

the researcher to collect the data. In this research, the writer used questionnaire as the instrument.

Before the questionnaire given to the students, the questionnaire test is tested to find out the validity of the questionnaire. The questionnaire test was applied in Accounting class but in different class outside the control and experiment class. After scoring the result of the questionnaire, the writer made an analysis to find out the validity from that instrument.

### 3.8.2.1 Measuring Validity of the Questionnaire

Validity is a standard or criterion that shows whether the instrument is valid or not. A test is valid to the extent that it measures what is a claim to measure, to calculate the validity of each item the writer used the product moment formula (Arikunto, 2002:72).

$$r_{xy} = \frac{N(\sum XY) - (\sum X)(\sum Y)}{\sqrt{\{N(\sum X^2) - (\sum X)^2\}\{N(\sum Y^2) - (\sum Y)^2\}}}$$

(Bachman, 2004:86 Tuckman, 1978:163)

Where,

$r_{xy}$  : coefficient of correlation between variable x and y

N : the number of students/subject participating in the test

$\sum x$  : the number of test items

$\Sigma Y$  : total score of test items

$\Sigma XY$  : multiplication of items score and total score

$\Sigma X^2$  : Quadrate of number of test items

$\Sigma y^2$  : Quadrate of total score of test items

The questionnaire is valid if r table ( $r_{xy}$ ) is more than 0,444 and if less than 0,444 it is not valid. After the instrument is tried out, it is analyzed yielding the following results below:

Table 3.4 Validity result

No.	Classification	Number of item
1	Valid	1,2,3,4,5,6,7,8,9,10,11, and 13
2	Invalid	12,14, and 15

### 3.8.2.2 Measuring Reliability of the Test

Reliability shows whether the instrument is reliable and can be used as a device to collect the data. Reliability means the stability of test scores when the test is used. A test reliable to the extent that it measures consistently, from one time to another. To measure the reliability of the test, the writer used the split half

Spearman-Brown. In this case, the writer split the item into odd and even (Arikunto, 2002:100). The formula is:

$$r_{11} = \left( \frac{k}{k-1} \right) \left( \frac{1 - \sum pq}{V_t^2} \right)$$

Where :

$r_{11}$  : the reliability of the instrument

$k$  : number of items

$p$  : number of the students who answered the item correctly

$q$  : number of the students who answered the item incorrectly

$V_t^2$  : total variance

To get the result of  $V_t^2$ , the formula used was :

$$V_t^2 = \frac{\sum Y^2 - \frac{(\sum Y)^2}{N}}{N}$$

Where :

$\sum Y^2$  : sum of the square score from each student

$\sum Y$  : sum of the score from each student

$N$  : number of student

Measurement of reliability usually uses certain value. According to Sekaran (1992), reliability less than 0.6 is not good, 0.7 can be accepted and reliability more than 0.7 is good.

### 3.8.3 Hypothesis Test

The hypothesis tested is:

$$H_o : \mu_1 = \mu_2$$

$$H_a : \mu_1 \neq \mu_2$$

Where :

$\mu_1$  = distribution of population score of control group

$\mu_2$  = distribution of population score of experimental group

The statistic formula (t-test) if the variance is homogenous is:

$$t = \frac{\bar{X}_1 - \bar{X}_2}{S \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$\text{with } S^2 = \frac{(n_1 - 1)S_1^2 + (n_2 - 1)S_2^2}{n_1 + n_2 - 2}$$

Where :

S : standard deviation of two groups

$S_i$  : standard deviation of group i

$\bar{X}_i$  : Distribution of group i

$n_i$  : number of sample of group i

### 3.8.4 Paired Sample T Test

Dependent samples (or "paired") *t*-tests typically consist of a sample of matched pairs of similar units, or one group of units that has been tested twice (a "repeated measures" *t*-test). A typical sample of the repeated measures *t*-test would be subjects tested prior to a treatment. Paired Sample *t*-test is used to find out whether there is difference of mean between two paired sample groups or not. It means that there is a sample, which is treated differently.

This test is used when the samples are dependent; that is, when there is only one sample that has been tested twice (repeated measures) or when there are two samples that have been matched or "paired". This is an example of a paired difference test.

$$t = \frac{\bar{X}_D - \mu_0}{s_D / \sqrt{n}}$$

For this equation, the differences between all pairs must be calculated. The pairs are either one person's pre-test and post-test scores or between pairs of persons matched into meaningful groups (for instance drawn from the same level of class or group). The average ( $\bar{X}_D$ ) and standard deviation ( $s_D$ ) of those differences are used in the equation. The constant  $\mu_0$  is non-zero if you want to test whether the average of the difference is significantly different from  $\mu_0$ . The degree of freedom used is  $n - 1$ .

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

In this chapter, the writer tries to present and elaborate about the findings of the research also discuss the results of the research. This analysis is done to find out the conclusion of the research.

#### 4.1 Findings

In this part, the writer analyzes and discusses the data collected from the research. The data gathered are used to answer the research questions posed in the previous part. The writer intends to present on this part preliminary analysis, test instrument and the results of the tests. Preliminary analysis consists of the normality test, tests for linearity and tests of variance homogeneity. Test instrument includes reliability and validity tests. The results of the tests are the result of pretest and posttest of control group, the result of pretest and posttest of experimental group, and the result of posttest of control and experimental group.

### 4.1.1 Preliminary Analysis

Before the results are analyzed, the preliminary analysis is done. In the preliminary analysis, there are three kinds of the preliminary analysis here namely the normality test, tests for linearity and tests of variance homogeneity.

#### 4.1.1.1 Normality Test

The purpose of conducting the normality test is to know whether the population of the data is normally distributed or not. Being normal can be explained that the data distribution is normal. By mean and deviation standard the data can said as normal distribution. Thus, the normality test is based on comparing data we have and normal distribution data. The test is usually used to measure data having ordinal, interval, and ratio scale. If analysis applies parametric statistics, the requirement of the normality should be fulfilled. It means that the data are normal. If the data are not normally distributed, it can use the alternative method named non-parametric statistics.

In this normality test, the writer uses *Lilliefors* test by viewing on *Kol-mogorov-Smirnov value*. Data are normally distributed if significance value is more than 0.05. The instruments

taken for testing the normality test are from the results of pretest and posttest of the experimental group and the control group.

Table 4.1 Normality Test of the initial data

(pretest experimental – pretest control)

No	Variables	Asymp. Sig. (2-tailed)	Description
1.	Pretest of Experimental group	0.061	Normal distribution
2.	Pretest of Control group	0.2	Normal distribution

Based on *Kol-mogorov-Smirnov* test, the output of the data above shows that the variable of pretest experimental group in Asymp. Sig. (2-tailed) is 0.061. It indicates that the data are normally distributed because  $X^2_{sum} > 0,05$  . While the variable of pretest control group in Asymp. Sig. (2-tailed) is 0.2. This also indicates that the data are normally distributed since  $X^2_{sum} > 0.05$ . It can be concluded that all population data are normally distributed because the significance values are more than 0.05. Because of the normally distributed data, the writer uses parametric statistics.

Table 4.2 Normality Test of the final data

(posttest experimental – posttest control)

No.	Variables	Asymp. Sig. (2-tailed)	Description
1.	Posttest of Experimental group	0.2	Normal distribution
2.	Posttest of Control group	0.195	Normal distribution

From the output of the data above, the variable of experimental group posttest shows that Asymp. Sig. (2-tailed) is 0.2. This indicates that the data is normally distributed because  $X^2_{sum} > 0.05$ . Meanwhile, the variable of posttest control group in Asymp. Sig. (2-tailed) is 0.195. This also indicates that the data are normally distributed since  $X^2_{sum} > 0.05$ . Briefly, all data of posttest of experimental group and posttest of control group are normally distributed because the significance values are more than 0.05.

#### 4.1.1.2 Tests for Linearity

Tests for Linearity aim to know whether two variables have a linear correlation. The test is usually used as pre-requirement in correlation analysis or linear regression. Test for Linearity is in significance level 0,05. The two variables have a linear correlation if the significance level is less than 0,05. In other words, to detect whether the variables have a linear correlation or not the linear model can be done by comparing the value of F-Statistic with F-Table, namely:

- (a) If the value of F-Statistic  $>$  F-table, the linear model is rejected.
- (b) If the value of F-Statistic  $<$  F-table, the linear model is acceptable.

The following is the result of linearity test about achievement levels and questions related to application of Think Pair Share Strategy.

Table 4.3 Tests for linearity

Achievement level*Questions related to application of Think Pair Share Strategy	Significance
Achievement level* Question 1	0.002

Achievement level* Question 2	0.001
Achievement level* Question 3	0.003
Achievement level* Question 4	0.000
Achievement level* Question 5	0.040
Achievement level* Question 6	0.003
Achievement level* Question 7	0.000
Achievement level* Question 8	0.000
Achievement level* Question 9	0.000
Achievement level* Question 10	0.004
Achievement level* Question 11	0.000
Achievement level* Question 12	0.018

Based on the results of linearity tests on output of the table, it can be seen that the significance values of all data are less than 0.05. Since the significance value of all data are less than 0.05. it can be concluded that there is a linear correlation between achievement level of students and application of Think Pair Share Strategy (TPSS).

### 4.1.1.3 Variance Homogeneity Tests

Table 4.4 Tests for Variance Homogeneity

Understanding level of students

Levene Statistic	df1	df2	Sig.
1.513	1	26	.230

The number of Levene statistic shows that if the value is getting smaller, the homogeneity level is getting bigger. df1 = the number of data group – 1 or 2-1= 1. Meanwhile, df2 = the number of data – the number of data group or 28-2 = 26. The data shows that understanding level of students is homogeneous since significance value is 0.23.meaning more than 0.05.

Table 4.5 Understanding level of students

Understanding level of students

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	32.190	1	32.190	1.150	.293
Within Groups	727.917	26	27.997		
Total	760.107	27			

The result of variance homogeneity tests can be seen on the table 4.4 tests for variance homogeneity. The result shows that the significance value is 0.230. From the data, it shows that the data about two groups of students based on understanding level of students and achievement level of the students have homogeneous variance because the significance value is more than 0.05.

#### **4.1.2 The Reliability and Validity of Test Instrument**

In this section, the writer carries out the reliability and validity of test instrument. It is a part of data analyzing process in order to know whether the test instruments are reliable and valid or not.

##### **4.1.2.1 Reliability**

Reliability test is usually used to measure the consistency of test instrument. It means whether the test instrument is durable and consistent if the measurement is repeated. Cronbach's Alpha method is one of methods used in scores in the form of scales such as 1-4, 1-5 or interval (0-20 or 0-50). Tests of reliability usually use certain value. According to Sekaran (1992), reliability less than 0.6 is not good, 0.7 can be accepted and reliability more than 0.7 is good. These are the results of test instrument:

Table 4.6 table of reliability

**Reliability Statistics**

Cronbach's Alpha	N of Items
.895	15

The result of data analysis shows that there are 15 number (N) of items and Cronbach's Alpha= 0.895. It means Cronbach's Alpha is more than 0.6. It indicates that the questionnaire is reliable.

**4.1.3 Validity**

The questionnaire is valid if r table ( $r_{xy}$ ) is more than 0.444 and if less than 0.444, it is not valid.

Table 4.7 Table of Validity

Questions	Corrected Item-Total Correlation	Description
Question 1	.761	Valid
Question 2	.534	Valid
Question 3	.449	Valid

Question 4	.550	Valid
Question 5	.761	Valid
Question 6	.679	Valid
Question 7	.785	Valid
Question 8	.691	Valid
Question 9	.748	Valid
Question 10	.524	Valid
Question 11	.734	Valid
Question 12	.429	Invalid
Question 13	.615	Valid
Question 14	.224	Invalid
Question 15	.258	Invalid

The result of data analysis shows that there are 15 questions. The valid questions are 12 because  $r_{table} > 0.444$ ; it indicates the validity of the test instrument. There are 3 questions are invalid since  $r_{table} < 0.444$ . They are question 12 = 0.429, question 14 = 0.224, and question 15 = 0.258. The invalid questions are not used in collecting data, so the twelve questions are used in taking the data from the correspondents.

### **4.1.3 The results of the tests**

After the preliminary test, the hypothesis test is applied. This is the results of the tests:

#### **4.1.3.1 The result of pretest and posttest of control group**

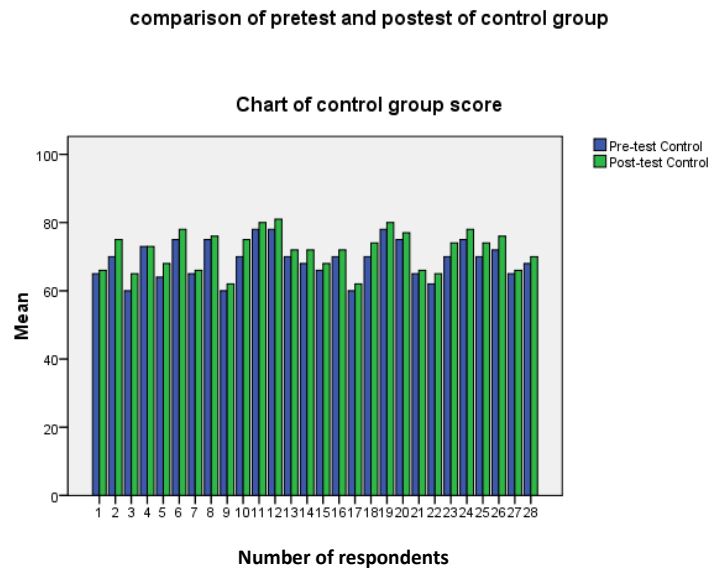
The hypotheses of the research are presented here before discussing the results of the research.

Ho: The mean score of pre test control and the mean score of Posttest control are the same

H1 : There is a difference of mean between pretest and posttest of control group

The following figure represents the result of the pretest and posttest of control group. This group is not given the treatment or this group studied no using Think-Pair-Share Strategy. This figure shows the result of testing hypothesis.

Figure 4.1 Comparison of pretest and posttest of control group



The figure shows that the green line represents the posttest scores and the blue one represents pretest scores. From the figure, we can see that the result shows that there is a difference of the pretest scores and the posttest score although the difference is not quite significant.

Table 4.8 Paired Samples Statistics (pretest and posttest of control group)

		<b>Mean</b>	<b>N</b>	<b>Std. Deviation</b>
<b>Pair 1</b>	<b>Pre-test Control</b>	<b>69.18</b>	<b>28</b>	<b>5.478</b>

From the table 4.8, Pair 1 indicating the data of pretest and posttest of control group show that mean of pretest is 69.18 and mean of posttest is 71.82. Standard Deviation for Pretest and posttest of control group are 5.478 and 5.598. The smaller the value of spreading data means getting the same variation of the data. If the value of spreading data is 0, the value of all the data is the same. The more the value of spreading data are, the more data vary. Standard Error Mean of Pretest and posttest of control group are 1.035 and 1.058. The greater the Variance or Standard Deviation or Standard Error is, the more inaccurate the strategy is applied. The smaller the Variance or Standard Deviation Standard Error, the more accurate the strategy is applied.

**Table 4.9 Paired Samples Correlations (pretest and posttest control group)**

	N	Correlation	Sig.
Pair 1 Pre-test Control & Post-test Control	28	.969	.000

From the table 4.9 Paired sample correlations between pretest and posttest of control group shows that the number (N) of control group is 28 students. The correlation coefficient is 0.969. The correlation coefficient shows that there is very strong

correlation between pretest and posttest results of control group. Significance value ( $0.000 < 0.05$ ) means there is difference of test result between the both pretest and posttest in spite of insignificant result.

**Table 4.10 Paired Samples Test (pretest and posttest control group)**

		Pair 1	
		Pre-test Control - Post-test Control	
Paired Differences	Mean	-2.643	
	Std. Deviation	1.393	
	Std. Error Mean	.263	
	95% Confidence Interval of the Difference	Lower Upper	-3.183 -2.103
	t	-10.036	
df	27		
Sig. (2-tailed)		.000	

From the table above,  $t$  sum ( $t$  hitung) is -10.036. Table of distribution  $t$  is found on  $\alpha = 5\%:2 = 2,5\%$  (2-tailed test) with the free degree (df)  $n-1$  or  $28-1=27$ . By 2-tailed test (Sign = 0.025), the result of  $t$  table is 2.052 (see  $t$  table on appendix). The following is criteria of testing.  $H_0$  is accepted if  $-t$  table  $\leq t$  sum  $\leq t$  table and  $H_0$  is rejected if  $-t$  sum  $< -t$  table or  $t$  sum  $> t$  table. Based on Significance value:

Ho is accepted if the significance value  $> 0.05$

Ho is rejected if the significance value  $< 0.05$

This is the comparison of t sum with t table and probability. The result shows the value of  $-t \text{ sum} < -t \text{ table}$  ( $-10.036 < -2.052$ ) and significance value ( $0.000 < 0.05$ ).

In conclusion, Ho is rejected because the result shows the value of  $-t \text{ sum} < -t \text{ table}$  ( $-10.036 < -2.052$ ) and significance value ( $0.000 < 0.05$ ). It indicates that there is difference of mean of the control pretest scores and the control posttest scores although the difference is not quite significant. The mean of pretest of control group is 69.18 and its posttest is 71.82. It means that there is the improvement from pretest to posttest of control group although the improvement is not quite significant. The value of t sum is negative and it shows that the mean scores of pretest are lower than the mean scores of posttest.

#### **4.1.3.2 The result of pretest and posttest of experimental group**

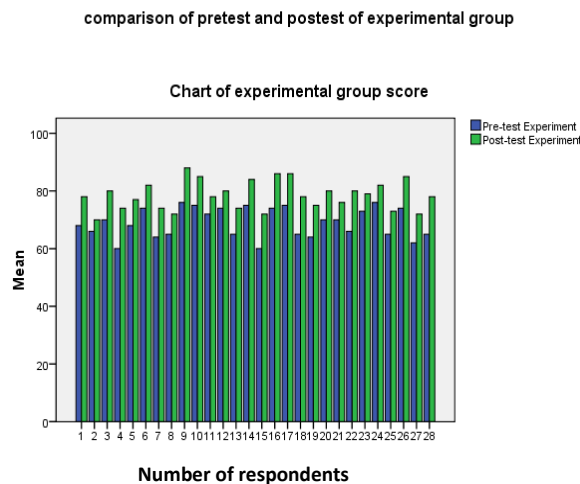
The writer presents the hypotheses of the research before proving the results of the research. The hypotheses are as follows:

Ho: The mean score of pre test experiment and the mean score of Posttest experiment are the same

H1: There is a difference of mean between pretest and posttest of experimental group

Treatment is applied in the experimental group. This group is taught by using Think-Pair-Share Strategy (TPSS). The following figure represents the result of the pretest and posttest of the experimental group.

Figure 4.2 comparisons of pretest and experimental group



The figure describes that the green line represents the posttest scores and the blue one represents pretest scores. Based on the figure, the result shows that there was a quite difference between pretest and posttest scores of experimental group taught by using Statistical Product and Service Solution (TPSS).

**Table 4.11 Paired Samples Statistics (pretest and posttest experiment group)**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre-test Experiment	68.96	28	5.073	.959
	Post-test Experiment	78.50	28	4.955	.936

Based on the table 4.11, the data about pretest and posttest of experimental group show that mean of pretest is 68.96 and mean of posttest is 78.50. Standard Deviation for Pretest and posttest of experimental group are 5.073 and 4.955. The value of Standard Deviation indicates that the smaller the value of spreading data means getting the same variation of the data. The value of all the data is the same if the value of spreading data is zero (0). The more the value of spreading data are, the more data vary. Standard Error Mean of Pretest and posttest of control group are 0.959 and 0.936. The greater the Variance or Standard Deviation or Standard Error is, the more inaccurate the strategy is conducted. The smaller the Variance or Standard Deviation Standard Error, the more accurate the strategy is done.

**Table 4.12 Paired Samples Correlations (pretest and posttest experiment group)**

	N	Correlation	Sig.
Pair 1 Pre-test Experiment & Post-test Experiment	28	.857	.000

From the table 4.12 the data between pretest and posttest of experimental group figure that the number (N) of control group is 28 students. The correlation coefficient is 0.857. The correlation coefficient draws that there is very strong correlation between pretest and posttest results of control group. Significance value ( $0.000 < 0.05$ ) means there is difference of test result between pretest and posttest of experimental group.

**Table 4.13 Paired Samples Test (pretest and posttest experiment group)**

		Pair 1
		Pre-test Experiment - Post-test Experiment
Paired Differences	Mean	-9.536
	Std. Deviation	2.687
	Std. Error Mean	.508
	95% Confidence Interval of the Difference	Lower -10.578 Upper -8.494
	t	-18.777
	df	27
	Sig. (2-tailed)	.000

Based on the table 4.11 Paired Samples Test above, t sum (*t hitung*) is -18.777. Table of distribution t is found on  $\alpha = 5\%:2 = 2,5\%$  (2-tailed test) with the free degree (df)  $n-1$  or  $28-1=27$ . By 2-

tailed test (Sign = 0.025), the result of t table is 2.052 (see t table on appendix). The following is criteria of testing.  $H_0$  is accepted if  $-t_{table} \leq t_{sum} \leq t_{table}$  and  $H_0$  is rejected if  $-t_{sum} < -t_{table}$  or  $t_{sum} > t_{table}$ . Based on Significance value:

$H_0$  is accepted if the significance value  $> 0.05$

$H_0$  is rejected if the significance value  $< 0.05$

This is the comparison of t sum with t table and probability. The result shows the value of  $-t_{sum} < -t_{table}$  ( $-18.777 < -2.052$ ) and significance value ( $0.000 < 0.05$ ).

In conclusion, the result indicates the value of  $-t_{sum} < -t_{table}$  ( $-10.036 < -2.052$ ) and significance value ( $0.000 < 0.05$ ), therefore  $H_0$  is rejected meaning that there is difference of mean of the pretest scores and the posttest score and the difference is quite significant.

The mean of pretest of experimental group is 68,96 and its posttest is 78,50. It means that there is an increase from pretest to posttest of experimental group. The value of t sum is negative and it points the mean scores of experimental group pretest is lower than the mean scores of posttest experimental group.

#### 4.1.3.3 The result of posttest control and experimental group

The following is the hypothesis of the research.

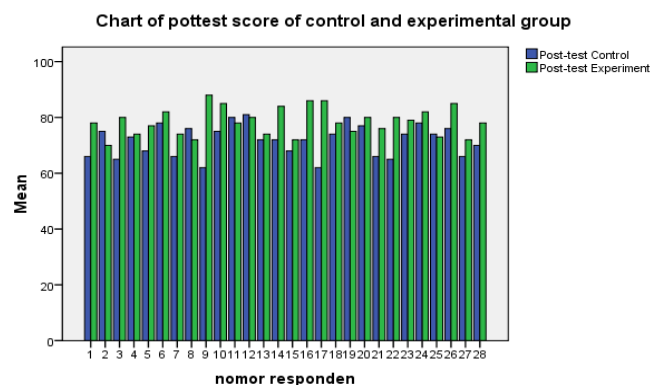
Ho: The mean score of posttest control and the mean score of Posttest experiment are the same

H1: There is a different mean between posttest of control group and experimental group

Only the experimental group receives treatment. The treatment means that the student is taught writing descriptive text by using TPSS. On the other hand, there is no treatment to control group. The following figure shows the result of the posttest of control and experimental group.

Figure 4.3 Comparison between posttest of control group and posttest of experimental group

comparison between posttest of control group and posttest of experimental group



Number of respondents

The figure shows that the students' scores in posttest of experimental group are higher than the students' score in posttest of control group. Almost 80% of students treated using Think-Pair-Share Strategy get higher scores than the students without using the method.

**Table 4.14 Paired Samples Statistics (posttest control and posttest experiment group)**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Post-test Control	71.82	28	5.598	1.058
Post-test Experiment	78.50	28	4.955	.936

Referring to the table 4.14, the data of posttest of control group and experimental group show that mean of posttest of control group is 71.82 and mean of posttest of experimental group is 78.50. Standard Deviation for posttest of control group and posttest of experimental group are 5.598 and 4.955. The smaller the value of spreading data means getting the same variation of the data. If the value of spreading data is zero (0), the value of all the data is the same. The more the value of spreading data are, the

more data vary. Standard Error Mean of posttest of control group and posttest of experimental group are 1.058 and 0.936. The smaller the Variance or Standard Deviation Standard Error, the more accurate the strategy is applied. While, the greater the Variance or Standard Deviation or Standard Error is, the more inaccurate the strategy is done.

Table 4.15 Pair Sample Statistics (posttest of control group and posttest of experimental group)

	<b>N</b>	<b>Correlation</b>	<b>Sig.</b>
<b>Post-test Control &amp; Post-test Experiment</b>	<b>28</b>	<b>-.086</b>	<b>.663</b>

From the table 4.15 the data between posttest of control group and posttest of experimental group indicate that the number (N) of control group is 28 students and experimental group is 28 students. The correlation coefficient is -0.086. The correlation coefficient draws that there is very weak correlation between pretest and posttest results of control group.

Table 4.16 Paired Samples Test (posttest control and posttest experiment group)

		Pair 1
		Post-test Control - Post-test Experiment
Paired	Mean	-6.679
Difference	Std. Deviation	7.789
s	Std. Error Mean	1.472
	95% Confidence Interval of Lower	-9.699
	the Difference Upper	-3.658
t		-4.537
df		27
Sig. (2-tailed)		.000

From the table 4.16 Paired Samples Test above, *t* sum (*t hitung*) is -4.537. Table of distribution *t* is got on  $\alpha = 5\%:2 = 2,5\%$  (2-tailed test) with the free degree (df)  $n-1$  or  $28-1= 27$ . By 2-tailed test (Sign = 0.025), the result of *t* table is 2.052 (see *t* table on appendix). The following is criteria of testing.  $H_0$  is accepted if  $-t_{table} \leq t_{sum} \leq t_{table}$  and  $H_0$  is rejected if  $-t_{sum} < -t_{table}$  or  $t_{sum} > t_{table}$ . Based on Significance value:

$H_0$  is accepted if the significance value  $> 0.05$

$H_0$  is rejected if the significance value  $< 0.05$

This is the comparison of t sum with t table and probability. The result shows the value of  $-t \text{ sum} < -t \text{ table}$  ( $-4.537 < -2.052$ ) and significance value ( $0.000 < 0.05$ ).

As the result,  $H_0$  is rejected because the result shows the value of  $-t \text{ sum} < -t \text{ table}$  ( $-4.537 < -2.052$ ) and significance value ( $0.000 < 0.05$ ). It explains that there is a difference of mean between posttest scores of control and experimental group and the level of difference is very significant. Based on the output of the data above, the mean score of experimental group is higher than control group. The mean of pretest of experimental group is 71,82 and its posttest is 78,50. The value of t sum is negative and it shows that the mean scores of posttest of control group are lower than the mean scores of posttest of experimental group.

## 4.2 Discussions

Based on the results of Preliminary analysis, the normality test of pretest and posttest score from both control and experimental groups show that the data are normally distributed. Concerning the test of linearity, if value of F-Statistic  $<$  F-table, the linear model is acceptable. The result of the test shows that all data indicates the significance values of all data are less than 0.05. Since the significance value of all data are less than 0.05. It can be

concluded that there is a linear correlation between achievement level of students and application of Think-Pair-Share Strategy (TPSS). Meanwhile, the result of variance homogeneity tests shows that the significance value is 0.230. From the data, it describes that the data about two groups of students connected with understanding level of students and achievement level of the students have homogeneous variance because the significance value is more than 0.05. It means that experimental and control group have the same preliminary capability before one of the groups is taught using different method. The experimental group is taught using Think-Pair-Share Strategy while control group is taught without using the strategy.

The next test is the reliability and validity of test instrument. The first test is the reliability test instrument. The writer uses Cronbach's Alpha method. The method is one of methods used in scores in the form of scales such as 1-4, 1-5 or interval (0-20 or 0-50). The result of data analysis shows that Cronbach's Alpha value = 0.895. It indicates Cronbach's Alpha value is more than 0.6. It indicates that the questionnaire is reliable. The result of experiment shows that the TPSS is more effective than the direct method when it is applied to increase students' writing achievements. The posttest mean result shows, that experimental group is higher than control group in score. Experimental group posttest mean is 78.50, while control group is 71.82.

The result shows that there is an increase for both experimental and control group, but there is a significant rise on variance for experimental group. However, there is improvement on variance of control group but it is lower than that of experimental group. Almost 100% students of experimental group are capable of improving their score above their base score, while 94.5 % students of control group are capable of improving not much their score above their base score.

Figure 4.4 Pictures of the application of direct method in English writing process



The figures above draw the learning process of control group. The group does not receive treatment of Think-Pair-Share Strategy. Direct method was applied in control group. In direct method, this method is not a kind of student-centre learning meaning that the role of students is less active than teachers or lecturers. The teachers or lecturers dominate the class activity. Lecturers use the target language to ask the students if they have a question as well students. There is no discussion in classroom meaning that the students do tasks or assignments individually. It differentiates between direct method and Think-Pair-Share Strategy as a part of cooperative method.

After discussing the learning process of control group, the following is the explanation of the learning process of experimental group. The writer presents the pictures of the process of learning by using Think-Pair-Share Strategy. These are the figures showing the writing process by using Think-Pair-Share Strategy (TPSS). The writer also uses pictures as teaching aids to help the students get easiness to start writing.

Figure 4.5 Pictures of the application of TPSS in English writing process



Think-Pair-Share Strategy (TPSS) belongs to cooperative learning and it is a kind of student-centered learning meaning that students are insisted to be active and creative. Being active and creative is the main aim of this strategy. Meanwhile, Lecturers or teachers only give instruction,

guide them, and then let them work and do the assignment the lecturers or teachers give.

The pictures above show the students do learning process by applying Think-Pair-Share Strategy to do English writing process. The following is steps of applying Think-Pair-Share Strategy (TPSS) in writing process: Firstly, **reading or observing** meaning that the teachers give the task or material in the form of pictures to students. The students read material given or observe the pictures. Secondly, **individual thinking time** is time for students to think individually the task given by the teachers. Brainstorming process occurs in this time. The students try to obtain ideas concerning the pictures given. They try to think, guess, and get the vocabulary related to the pictures. Thirdly, **pair work** is that the students in pair start discussing their ideas with their partner. This step is an opportunity to practice the collaborative skills of giving and responding to praise. While discussing, they begin to do prewriting such as listing, free writing, or clustering. Fourthly, **planning process in writing** is that the students do making sub list, writing the topic sentences and outlining. Fifthly, **writing and revising drafts** means that the students start writing descriptive paragraph based on the pictures. After finishing the rough drafts, they try to revise their writing. Sixthly, **writing the final drafts**; the students write the final drafts in this step after revising the rough drafts. Seventhly, **sharing**

**with class or other pairs is that** after finishing the final drafts, they share with other pairs in class.

There are several benefits obtained by students in applying Think-Pair-Share Strategy collaborated by learning English writing. This strategy helps students get ideas to start writing by sharing with their partner. Through this strategy, students not only study the material given by lecturer but also learn collaboration. By collaborative learning, the students are expected to be able to solve the problems in the real life since they are used to doing discussion in solving problem. In other words, this strategy is applied as media for students to reach achievement both academically and socially.

The following is the analysis result of questionnaire for each question. There are twelve questions in this questionnaire related to application of Think-Pair-Share Strategy in teaching writing descriptive text. This questionnaire aims to get students' feed back after treatment in experimental group.

Table 4.17 the analysis result of questionnaire.

No	Description	Answer (%)				
		5	4	3	2	1
		SS	S	N	TS	STS
1	Are you able to write a descriptive text better after	21.43	71.43	7.14	0.00	0.00

	being taught using Think-Pair-Share Strategy?					
2	Do you agree on application of Think-Pair-Share Strategy for writing a descriptive text?	17.86	78.57	3.57	0.00	0.00
3	Do you like being taught using Think-Pair-Share Strategy for English subject?	17.86	71.43	10.71	0.00	0.00
4	Do you agree on using a picture in writing a descriptive text?	53.57	46.43	0.00	0.00	0.00
5	Did your lecturer give strong explanation about how to write a descriptive text?	25.00	50.00	25.00	0.00	0.00
6	Do you feel better being taught using Think-Pair-Share Strategy by your lecturer?	25.00	53.57	14.29	7.14	0.00
7	Do you think that Think-Pair-Share Strategy better to study writing a descriptive text than other teaching strategies?	14.29	46.43	35.71	3.57	0.00
8	Do you think all English lecturers should teach using Think-Pair-Share Strategy?	3.57	35.71	39.29	21.43	0.00
9	Were there Think-Pair-Share Strategy give you many positive effects in increasing your achievement on English subject?	21.43	60.71	17.86	0.00	0.00
10	Do you think study English writing a descriptive text using Think-Pair-Share Strategy is important?	17.86	64.29	17.86	0.00	0.00
11	Do you agree that Think-Pair-Share Strategy is applied in students of university?	85.71	14.29	0.00	0.00	0.00
12	Do you agree using pictures help students understand writing descriptive text through Think-Pair-Share Strategy?	32.14	67.86	0.00	0.00	0.00

Description of questionnaire:

SS : Sangat Setuju (Strongly agree)

S : Setuju (Agree)

N : Netral (Neutral)

TS : Tidak Setuju (Disagree)

STS : Sangat Tidak Setuju (Strongly Disagree)

The detail analysis for each question is comprehensively discussed in the following paragraph. From the data of question number one (Are you able to write a descriptive text better after being taught using Think-Pair-Share Strategy?), the result shows that 21.43% of the students strongly agree that they can write a descriptive text better after applying TPSS, 71.43% of the students agree, 7.14% is neutral and 0% of students disagree and strongly disagree.

The question number two is Do you agree on application of Think-Pair-Share Strategy for writing a descriptive text?. After being analyzed, the result of the question number two indicates that 17.86% of students in experimental group strongly agree with the application of TPSS in writing descriptive text,

78.57 of the students agree. While, 3.57% of the students are neutral and there are no students who disagree and strongly disagree with it.

Referring to the analyzed data of the third question (Do you like being taught using Think-Pair-Share Strategy for English subject?), the result represents that 17.86% of the students strongly agree, 71.43% agree, and 10.71 % neutral. No students state that they disagree and strongly disagree.

Concerning the analysis of question number four (Do you agree on using a picture in writing a descriptive text?). The result shows that the students who strongly agree and agree with the use of pictures in writing a descriptive text are 53.57% and 46.43%. Meanwhile, no students fill in the questionnaire with options: neutral, disagree, and strongly disagree.

The following data is an analysis of the fifth question (Did your lecturer give strong explanation about how to write a descriptive text?). The result figures that 25% of students in experimental group strongly agree with the statement whether the lecturer gives strong explanation about how to write a descriptive text and 50% of the students agree. While, 25% of the students are neutral and there are no students who disagree and strongly disagree.

The next presented data is an analysis of the question number six (Do you feel better being taught using Think-Pair-Share Strategy by your lecturer?). the analyzed data explains that 25% of the students strongly agree

with the statement mentioned whether they feel better to be taught by using TPSS, 53.57% agree, and 14.29 % neutral. In the other side, 7.14 students disagree with it and the other students who strongly disagree are zero percent.

The following is the analysis data about the question number seven (Do you think that Think-Pair-Share Strategy better to study writing a descriptive text than other teaching strategies?). The result indicates that 14.29% of the students strongly agree that TPSS is better than the other strategies when it is applied in writing descriptive text, 46.43% of the students agree. While, 35.71% of the students is neutral and the students who disagree is 3.57%. The students who strongly disagree are zero percent (0%).

Regarding to the analyzed data of the eighth question (Do you think all English lecturers should teach using Think-Pair-Share Strategy?), the result represents that 3.57% of the students state that they strongly agree with the statement. The percentage of students who agree with the statement is 35.71% Meanwhile, 39.29% of the students are neutral and 21.43% of the students disagree with the statement. None of students state that they strongly disagree.

The next data presented here is the analysis of the question number nine (Were there Think-Pair-Share Strategy give you many positive effects in increasing your achievement on English subject?). After the data were analyzed, the result shows that the percentage of the students who strongly

agree with the statement that Think-Pair-Share Strategy give them many positive effects in increasing your achievement on English subject is 21.43%. The other result indicates that 60.71% of the students agree with the application of the strategy giving positive effects to students. The data also explains 17.8% of the students are neutral. The percentage of the students who disagree and strongly disagree is zero percent (0%) meaning that none of them do not fill in the option of disagree and strongly disagree.

Based on the analysis of questionnaire above, the writer presents an analysis of the tenth question (Do you think study English writing a descriptive text using Think-Pair-Share Strategy is important?). The analysis of the result is 17.86% of students in experimental group strongly agree with the statement of how important Learning of writing descriptive text by using Think-Pair-Share Strategy and 64.29% of the students agree. While, 17.86% of the students are neutral and there are no students who disagree and strongly disagree.

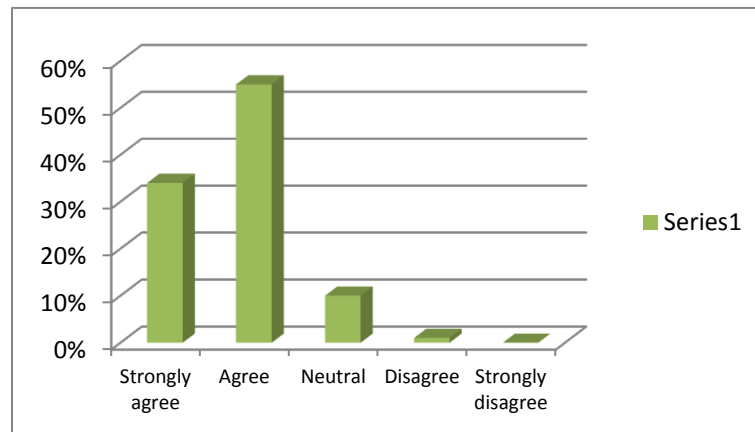
This is the eleventh question in the questionnaire (Do you agree that Think-Pair- Share Strategy is applied in students of university?). After the students filled in the question and the writer analyzed it. The result shows that the percentage of students who strongly agree with the application of Think-Pair-Share Strategy for students of university is 85.71.

Meanwhile, the percentage of the students who agree with the statement reaches 14.29 and the students who are neutral is 0%. The same result that is 0% occurs on the students who disagree and strongly disagree at all.

The last analyzed data is the question number twelve (Do you agree using pictures help students understand Think- Pair-Share Strategy?). Referring to the analyzed data on the twelfth question, the result indicates that the percentage of the students' responses about whether using pictures helps student understand writing descriptive text through Think-Pair-Share Strategy is 32.14 of the students who strongly agree and 67.86 agree. Then, the percentages of the students who are neutral, disagree, and strongly disagree are zero percentage (0%). It means that the 100% of the students accept the treatment given by lecturer in the form of applying Think-Pair-Share Strategy on writing descriptive text.

After the writer presents and analyzed the questionnaire in detail, he discusses the questionnaire describes the questionnaire in general analysis as shown on the figure 4.6 below.

Figure 4.6 Questionnaire Analysis



After the questionnaire is analyzed in detail ,in general, the result shows that 34% of the students strongly agree with the implementation of the TPSS, 55% of the students agree, 10% is neutral and only 1% of the students disagree. After being analyzed, it indicates that 89% of the students accept on application of Think-Pair-Share Strategy (TPSS). The questionnaire result explains the effectiveness in students' English writing achievement. Here is writing descriptive text by using pictures as a teaching aid, which is very helpful to guide them in writing descriptive text.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion and Suggestion

Based on the findings and discussions in the previous chapter, the writer wants to convey the conclusion and suggestion as follows:

##### 5.1.1 Conclusion

The writer tries to conclude the result of the research. the conclusion is presented as follows:

1. Think-Pair-Share Strategy (TPSS) is effective and appropriate in improving students' skill in writing descriptive text.
2. There is a significant difference of the teaching learning results between a group of students treated by using Think-Pair-Share Strategy (TPSS) and without TPSS. As shown on the result of mean computation, the result shows the increasing of the mean score of posttest on writing descriptive text of experimental group, which is higher than the mean score of posttest on writing descriptive text of control group.

### 5.1.2 Suggestion

The suggestion are as follows:

- 1) Think-Pair-Share can be applied as a teaching strategy in some levels of study such as Junior High Schools and Senior High Schools, especially universities since this method is proved in improving students' achievement of writing descriptive text.
- 2) Lecturers or teachers should apply this teaching strategy in order to help students develop their competence in English writing.
- 3) Teaching English by using TPSS not only helps students to solve their writing problem individually but also teach them how to learn cooperation in the purpose of sharing knowledge.
- 4) TPSS can be applied as an alternative teaching strategy on the other English competences like reading, speaking, and listening.
- 5) The writer expects that other English lecturers use TPSS as a teaching strategy in English learning process.

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# APPENDIX

**Appendix : The result of students' achievement in writing test**  
**Pretest score of experimental group**

No	Name	Score					Total score
		1	2	3	4	5	
1	ROBY TRISNA	14	14	13	13	14	68
2	DESEM HARIANTO	13	14	13	13	13	66
3	BINTORO AJI PRSETYO	14	14	13	15	14	70
4	MAYA ALIFIA R	13	12	10	13	12	60
5	ROSALIA FENNY SYARAH	14	14	13	13	14	68
6	AYU MAULIDA	15	15	14	15	15	74
7	JOHAN WAHYUDI	13	13	12	13	13	64
8	DIDIK SETYAWAN	13	14	12	13	13	65
9	YM ANNASEFANYA P	15	15	15	16	15	76
10	YULIA FRANSISCA R	15	15	14	16	15	75
11	BHENAZIR TAUFIEQ	14	15	14	14	15	72
12	OCTAVIA YOGANTARI	15	15	14	15	15	74
13	HANANG CAHYA S	13	13	12	14	13	65
14	MULIA SARI ISTIQAMAH	15	15	14	16	15	75
15	INDAH DIZA P	12	12	11	13	12	60
16	VIA OCTALISA S P	15	15	14	15	15	74
17	ANTUK NUGRAHANING R	15	15	14	16	15	75
18	ANDHIKA KURNIAWAN	13	13	12	14	13	65
19	ANGGORO SYAMSAN S	13	13	12	13	13	64
20	AYU WIDOASTUTI	14	14	13	15	14	70
21	DEWI ANDINI SAPUTRI	14	13	14	15	14	70
22	MARIA BONA D	13	13	13	14	13	66
23	SITI KHOLIFAH	15	15	14	15	14	73
24	SAFITRI HIDAYAH	15	15	15	16	15	76
25	SITA CINTHYA APRILIANA	13	13	12	14	13	65
26	RATNA DEWI P	15	15	14	15	15	74
27	SITI FATIMATUH Z	12	13	12	13	12	62
28	INNDA PINTA K	13	14	12	13	13	65

**Appendix : The result of students' achievement in writing test**  
**Posttest score of experimental group**

No	Name	Score					Total score
		1	2	3	4	5	
1	ROBY TRISNA	15	15	16	17	15	78
2	DESEM HARIANTO	14	15	14	14	13	70
3	BINTORO AJI PRSETYO	16	15	16	17	16	80
4	MAYA ALIFIA R	15	15	13	16	15	74
5	ROSALIA FENNY SYARAH	16	15	15	16	15	77
6	AYU MAULIDA	16	17	16	17	16	82
7	JOHAN WAHYUDI	15	15	14	15	15	74
8	DIDIK SETYAWAN	14	15	14	15	14	72
9	YM ANNASEFANYA P	18	18	17	18	17	88
10	YULIA FRANSISCA R	17	17	16	18	17	85
11	BHENZAIR TAUFIEQ	15	16	16	16	15	78
12	OCTAVIA YOGANTARI	16	16	15	17	16	80
13	HANANG CAHYA S	15	15	14	15	15	74
14	MULIA SARI ISTIQAMAH	17	17	16	18	16	84
15	INDAH DIZA P	14	15	14	15	14	72
16	VIA OCTALISA S P	17	17	17	18	17	86
17	ANTUK NUGRAHANING R	17	18	17	17	17	86
18	ANDHIKA KURNIAWAN	16	16	15	16	15	78
19	ANGGORO SYAMSAN S	15	15	14	16	15	75
20	AYU WIDOASTUTI	16	16	15	17	16	80
21	DEWI ANDINI SAPUTRI	15	15	15	16	15	76
22	MARIA BONA D	16	15	16	17	16	80
23	SITI KHOLIFAH	15	16	16	17	15	79
24	SAFITRI HIDAYAH	16	17	16	17	16	82
25	SITA CINTHYA APRILIANA	15	15	14	15	14	73
26	RATNA DEWI P	17	17	16	18	17	85
27	SITI FATIMATUH Z	14	15	14	15	14	72
28	INNDA PINTA K	16	15	15	16	16	78

**Appendix : The result of students' achievement in writing test  
Pretest score of control group**

No	Name	Score					Total score
		1	2	3	4	5	
1	NASHIHATUL UMMI	10	15	15	15	10	65
2	NOVI DAMAYANTI	16	16	16	11	11	70
3	YULIZA CANDRA SHELVIANY	12	14	11	12	11	60
4	ZAHIROTUL HIKMAH	15	15	15	15	13	73
5	SEPTIAN HENSRI SUSENA	12	12	13	14	13	64
6	FADIA IRIANA WARDANI	15	15	15	15	15	75
7	DIAN WAHYU UTAMI	12	15	10	15	13	65
8	HELMI ASNA	15	15	14	16	15	75
9	SEVIA SEPTIYANTI	13	13	10	12	12	60
10	SHOLACHUDDIN	15	15	12	15	13	70
11	FAKHRI HAIKAL R	15	15	16	16	16	78
12	QINTARA ZAHRA	15	16	15	16	16	78
13	DEFIRA ARSITASARI	15	15	12	15	13	70
14	HANNA KHAERUNNISA	15	15	14	12	12	68
15	PURWO BUDI UTOMO	13	14	12	14	13	66
16	FRISKA DEBORA	14	13	13	15	15	70
17	ERNY RAHMAWATI	12	12	11	13	12	60
18	SARAH NUR ZAKIAH	14	14	12	15	15	70
19	ALFI SABRINA ROMSA	15	15	16	17	15	78
20	TERRY ADITYA ZULFIADA	15	15	14	16	15	75
21	NUR ARIF	14	13	12	13	13	65
22	EVLYN RUGUN A H	12	13	11	12	12	62
23	DIAN DWI NANDASARI	15	15	12	15	13	70
24	ARSYLIA PUSPITA SARI	15	15	14	16	15	75
25	MILA KARMILA	14	14	13	15	14	70
26	SYLVINNA D P	15	15	14	14	14	72
27	OSI APRILIA	14	14	12	13	12	65
28	RACHMATIKA WIDYA	14	14	13	14	13	68

**Appendix : The result of students' achievement in writing test  
Posttest score of control group**

No	Name	Score					Total score
		1	2	3	4	5	
1	NASHIHATUL UMMI	10	16	15	15	10	66
2	NOVI DAMAYANTI	16	16	16	15	12	75
3	YULIZA CANDRA SHELVIANY	12	14	15	14	10	65
4	ZAHIROTUL HIKMAH	15	15	15	14	14	73
5	SEPTIAN HENSRI SUSENA	12	12	15	15	14	68
6	FADIA IRIANA WARDANI	15	15	16	16	16	78
7	DIAN WAHYU UTAMI	12	15	12	15	12	66
8	HELMI ASNA	15	15	14	17	15	76
9	SEVIA SEPTIYANTI	13	13	11	13	12	62
10	SHOLACHUDDIN	15	15	15	15	15	75
11	FAKHRI HAIKAL R	16	15	17	16	16	80
12	QINTARA ZAHRA	16	16	17	16	16	81
13	DEFIRA ARSITASARI	15	15	13	16	13	72
14	HANNA KHAERUNNISA	15	15	15	15	12	72
15	PURWO BUDI UTOMO	13	14	13	15	13	68
16	FRISKA DEBORA	15	13	14	16	15	72
17	ERNY RAHMAWATI	12	12	12	14	12	62
18	SARAH NUR ZAKIAH	14	14	14	16	16	74
19	ALFI SABRINA ROMSA	15	15	17	17	16	80
20	TERRY ADITYA ZULFIADA	15	15	15	17	15	77
21	NUR ARIF	14	13	12	14	13	66
22	EVLYN RUGUN A H	12	13	14	13	13	65
23	DIAN DWI NANDASARI	15	15	15	15	14	74
24	ARSYLIA PUSPITA SARI	15	15	16	17	15	78
25	MILA KARMILA	15	15	14	16	14	74
26	SYLVINNA D P	15	15	15	16	14	76
27	OSI APRILIA	14	14	13	13	12	66
28	RACHMATIKA WIDYA	14	14	14	15	13	70

## QUESTIONNAIRE

No	Description	Answer				
		5	4	3	2	1
		SS	S	N	TS	STS
1	Are you able to write a descriptive text better after being taught using Think-Pair-Share Strategy?					
2	Do you agree on application of Think-Pair-Share Strategy for writing a descriptive text?					
3	Do you like being taught using Pair- Share-Strategy for English subject?					
4	Do you agree on using a picture in writing a descriptive text?					
5	Did your teacher give strong explanation about how to write a descriptive text?					
6	Do you feel better being taught using Think- Pair-Share Strategy by your lecturer?					
7	Do you think that Think-Pair-Share Strategy better to study writing a descriptive text than other teaching strategies?					
8	Do you think all English lecturers should teach using think-Pair-Share Strategy?					
9	Were there Think-Pair-Share Strategy give you many positive effects in increasing your achievement on English subject?					
10	Do you think study English writing a descriptive text using Think-Pair-Share Strategy is important?					
11	Do you agree that Think-Pair-Share Strategy is applied in students of university?					
12	Do you agree using pictures help students understand Think-Pair-Share Strategy?					

Remark: Give checkmark to the appropriate column to your favor?

SS : Sangat Setuju (Strongly agree)

S : Setuju (Agree)

N : Netral (Neutral)

TS : Tidak Setuju (Disagree)

STS : Sangat Tidak Setuju (Strongly Disagree)

## SPSS OUTPUT

### Homogeneity of variance test

#### Test of Homogeneity of Variances

Understanding level of students

Levene Statistic	df1	df2	Sig.
1.513	1	26	.230

Understanding level of students

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	32.190	1	32.190	1.150	.293
Within Groups	727.917	26	27.997		
Total	760.107	27			

SPSS OUTPUT

**Reliability Statistics**

Cronbach's Alpha	N of Items
.895	15

**Item-Total Statistics**

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item- Total Correlation	Cronbach's Alpha if Item Deleted
Q1	52.14	26.329	.761	.883
Q2	52.81	26.562	.534	.890
Q3	52.81	27.562	.449	.893
Q4	53.00	27.000	.550	.889
Q5	52.14	26.329	.761	.883
Q6	52.38	25.748	.679	.884
Q7	52.71	24.114	.785	.879
Q8	52.90	25.590	.691	.884
Q9	52.90	25.990	.748	.882
Q10	52.67	26.933	.524	.890
Q11	52.71	25.014	.734	.881
Q12	52.81	27.662	.429	.894
Q13	52.76	26.190	.615	.887
Q14	52.71	28.214	.224	.904
Q15	52.52	27.762	.258	.904

## Tests for Linearity

**Table 1**

			Sum of Squares	df	Mean Square	F	Sig.
Achievement level * Q1	Between Groups	(Combined)	322.811	2	161.406	9.227	.001
		Linearity	212.491	1	212.491	12.148	.002
		Deviation from Linearity	110.320	1	110.320	6.307	.019
	Within Groups		437.296	25	17.492		
	Total		760.107	27			

**Table 2**

			Sum of Squares	df	Mean Square	F	Sig.
Achievement level * Q2	Between Groups	(Combined)	285.440	2	142.720	7.517	.003
		Linearity	276.272	1	276.272	14.551	.001
		Deviation from Linearity	9.168	1	9.168	.483	.494
	Within Groups		474.667	25	18.987		
	Total		760.107	27			

**Table 3**

			Sum of Squares	df	Mean Square	F	Sig.
Achievement level * Q3	Between Groups	(Combined)	262.448	2	131.224	6.592	.005
		Linearity	222.227	1	222.227	11.164	.003
		Deviation from Linearity	40.221	1	40.221	2.020	.168
	Within Groups		497.659	25	19.906		
	Total		760.107	27			

**Table 4**

			Sum of Squares	df	Mean Square	F	Sig.
Achievement level * Q4	Between Groups	(Combined)	325.953	2	162.977	9.385	.001
		Linearity	309.231	1	309.231	17.807	.000
		Deviation from Linearity	16.722	1	16.722	.963	.336
	Within Groups		434.154	25	17.366		
	Total		760.107	27			

**Table 5**

			Sum of Squares	df	Mean Square	F	Sig.
Achievement level * Q5	Between Groups	(Combined)	143.338	3	47.779	1.859	.163
		Linearity	121.114	1	121.114	4.713	.040
		Deviation from Linearity	22.224	2	11.112	.432	.654
	Within Groups		616.769	24	25.699		
	Total		760.107	27			

**Table 6**

			Sum of Squares	df	Mean Square	F	Sig.
Achievement level * Q6	Between Groups	(Combined)	231.396	2	115.698	5.471	.011
		Linearity	220.900	1	220.900	10.445	.003
		Deviation from Linearity	10.496	1	10.496	.496	.488
	Within Groups		528.711	25	21.148		
	Total		760.107	27			

**Table 7**

	Sum of Squares	df	Mean Square	F	Sig.
Achievement level * Q7 Between Groups (Combined)	458.530	2	229.265	19.006	.000
Linearity	435.626	1	435.626	36.112	.000
Deviation from Linearity	22.904	1	22.904	1.899	.180
Within Groups	301.577	25	12.063		
Total	760.107	27			

**Table 8**

	Sum of Squares	df	Mean Square	F	Sig.
Achievement level * Q8 Between Groups (Combined)	437.005	2	218.502	16.907	.000
Linearity	394.461	1	394.461	30.521	.000
Deviation from Linearity	42.543	1	42.543	3.292	.082
Within Groups	323.103	25	12.924		
Total	760.107	27			

**Table 9**

	Sum of Squares	Df	Mean Square	F	Sig.
Achievement level * Q9 Between Groups (Combined)	400.507	2	200.254	13.922	.000
Linearity	329.366	1	329.366	22.898	.000
Deviation from Linearity	71.141	1	71.141	4.946	.035
Within Groups	359.600	25	14.384		
Total	760.107	27			

**Table 10**

			Sum of Squares	Df	Mean Square	F	Sig.
Achievement level * Q10	Between Groups	(Combined)	221.726	2	110.863	5.148	.013
		Linearity	221.645	1	221.645	10.292	.004
		Deviation from Linearity	.081	1	.081	.004	.952
	Within Groups		538.381	25	21.535		
	Total		760.107	27			

**Table 11**

			Sum of Squares	df	Mean Square	F	Sig.
Achievement level * Q11	Between Groups	(Combined)	307.074	2	153.537	8.473	.002
		Linearity	306.806	1	306.806	16.931	.000
		Deviation from Linearity	.268	1	.268	.015	.904
	Within Groups		453.033	25	18.121		
	Total		760.107	27			

**Table 12**

			Sum of Squares	df	Mean Square	F	Sig.
Achievement level * Q12	Between Groups	(Combined)	172.114	2	86.057	3.659	.040
		Linearity	149.867	1	149.867	6.372	.018
		Deviation from Linearity	22.247	1	22.247	.946	.340
	Within Groups		587.993	25	23.520		
	Total		760.107	27			

**LESSON PLAN**  
**FOR EXPERIMENTAL GROUP**

Subject	: English 2
Subject code	: EKD 085
Credit	: 3SKS
Lecture Duration	: 150 minutes

A. Competency

1. Competency Standard:

In the end of the lecture, the students are expected to be able to communicate in English effectively with both their friends and business colleagues and enable to produce written texts for the certain purposes related to their interest and professional need.

2. Basic competency:

The students enable and have experiences in English communication in the form of writing and speaking connected with the duty of a secretary and the other official job such as greeting caller, describing people, goods and situation, filing, incoming mail, outgoing mail, telephoning, planning a meeting, planning a business trip, learning office procedures, office training and learning company operation.

3. Indicators: The students are capable of:

- a. identifying vocabulary on a descriptive text,
- b. identifying simple present tense on sentences and texts,
- c. producing sentences with correct vocabulary, and
- d. using simple present tense on sentences correctly.

B. Material : describing people, goods, and situation

C. **Sub material** : Vocabulary on describing people, goods, and situation, Simple Present Tense  
2, Reading about descriptive text, Writing simple sentences and paragraph.

D. **Learning Activity**

<b>Steps</b>	<b>Teaching and Learning method</b>	<b>Students' activity</b>	<b>Media and Teaching aids</b>
Introduction	Presentation Individual Assessment	Listening explanation given by the lecturer Review materi Doing Pre-Test	Powerpoint Handout LCD Computer/notebook AVA Whiteboard Pictures
Material	Presentation Diskusi Think-Pair-Share Strategy / Group Assessment	Describing the structure of teks descriptive  Identifying vocabulary based on the pictures  Identifying tenses (simple present tense) on the short functional text  Students discuss with their partner to find out the vocabulary shown through pictures. Producing sentences with correct tense  Producing a short descriptive text with correct tense.	
Closing	Discussion	Conclusion Structured assignment	

E. Evaluation: Daily activities/ performances, written test, individual and pair assignment

F. References:

Hoban Yvone, 1982, *Instrumental English: English for Secretary*, McGraw-Hill.

....., 1994, *English Conversation and Correspondence for Secretary*.

Hollet, Vick, 1995, *Business Objectives*, Student's book, Oxford University Press, London.

Murphy, Raymond, 1990, *Essential Grammar in Use*, A self-study Reference and Practice Book Students of English, Cambridge University Press

**LESSON PLAN**  
**FOR CONROL GROUP**

Subject : English 2  
Subject code : EKD 085  
Credit : 3SKS  
Lecture Duration : 150 minutes

A. Competency

1. Competency Standard:

In the end of the lecture, the students are expected to be able to communicate in English effectively with both their friends and business colleagues and enable to produce written texts for the certain purposes related to their interest and professional need.

2. Basic competency:

The students enable and have experiences in English communication in the form of writing and speaking connected with the duty of a secretary and the other official job such as greeting caller, describing people, goods and situation, filing, incoming mail, outgoing mail, telephoning, planning a meeting, planning a business trip, learning office procedures, office training and learning company operation.

3. Indicators: The students are capable of:

- a. identifying vocabulary on a descriptive text,
- b. identifying simple present tense on sentences and texts,
- c. producing sentences with correct vocabulary, and
- d. using simple present tense on sentences correctly.

- B. Material : describing people, goods, and situation
- C. Sub material : Vocabulary on describing people, goods, and situation, Simple Present Tense  
2, Reading about descriptive text, writing simple sentences and paragraph.

D. Learning Activity

Steps	Teaching and Learning method	Students' activity	Media and Teaching aids
Introduction	Presentation Individual Assessment	Listening explanation given by the lecturer Review material Doing Pre-Test	Powerpoint Handout LCD Computer/notebook AVA Whiteboard Pictures
Material	Presentation  Direct method Asking Answer process by lecturers and students if necessary. Individual learning No discussion among students	Describing the structure of teks descriptive  Identifying vocabulary based on the pictures Identifying tenses (simple present tense) on the short functional text. Students ask to the lecturer if it is necessary to find out the vocabulary through the pictures  Producing sentences with correct tense  Producing a short descriptive text with correct tense.	
Closing	Discussion	Conclusion	

		Assignment	
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E. Evaluation: Daily activities/ performances, written test, individual assignment

F. References:

Hoban Yvone, 1982, *Instrumental English: English for Secretary*, McGraw-Hill.

....., 1994, *English Conversation and Correspondence for Secretary*,.

Hollet, Vick, 1995, *Business Objectives*, Student's book, Oxford University Press, London.

Murphy, Raymond, 1990, *Essential Grammar in Use*, A self-study Reference and Practice Book Students of English, Cambridge University Press



