THINK-PAIR-SHARE IN WRITING RECOUNT TEXT AT SMPN 1 TARIK

(THINK-PAIR-SHARE DALAM PENULISAN RECOUNT TEKS DI SMPN 1 TARIK)

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Abstract

This study described the implementation of think-pair-share in teaching writing recount text of eighth grade students and the students’ writing ability of recount text after using think-pair-share at Sekolah Menengah Pertama Negeri (SMPN) 1 Tarik Sidoarjo. Descriptive qualitative research was platform of this study. There were four procedures which were used to collect the data namely observing, interviewing, giving the students’ task, and taking visual material. The findings showed that stages of think-pair-share technique had important role in writing class activity. The students could be motivated in writing better. And their scores in writing recount text process were increasing after using think-pair-share.

Key words: Writing process, recount text, and think-pair-share

Introduction

Writing in second language regarded as the most difficult skill. It requires some controls of content, vocabulary, sentence structure, format, punctuation spelling, etc. Such Kern (2000:177) states that second language writing is complexified by the addition of new resources and has learning the structural elements of new language and new rhetorical conventions. This case also happened when the students were writing recount text. Even the teacher had explained well about
recount text’s material, the fact showed that they had several difficulties in writing text. They were afraid of making mistakes. They could not arrange the recount text well. Beside that, there was no opportunity for the students to interact each other. So, they got bored and they had low motivation in writing.

Referring to those problems, it should be a solution to cover it. Think-Pair-Share could be variety in learning activity especially in writing class activity. According to Molyneux think-pair-share is the approach that they will think through a problem or concept, explore different approach, make a connection and share with partner (1992:40). The stages of think-pair-share could be used in generating the students’ ideas in writing. Beside that, it could be applied as a revising the students written work. Think-Pair-Share has there stages namely, thinking, pairing, and sharing.

The observation was done on August 19th, 2013 until September 4th, 2013. In the observation, the researcher observed the subject of the research namely the students of VIII B of SMPN 1 Tarik academic year 2013-2014 with 36 students and their English teacher who were involved in the teaching learning activity, especially in the use of think-pair-share technique in writing recount text.

The data of the study obtained from the classroom activities of the students during the process of English teaching learning, especially in the writing activity. The data content of information on the whole aspect in the use of think-pair-share in writing recount text. It was supported in observation which recorded in from the result of observation checklist and fieldnote. Beside that, the data was also taken from the students’ score in writing recount text. And Data were gained by observing, interviewing, giving the students task, and taking visual material.

According to Allyn and Bacon data analysis in qualitative research is a process of categorization, description, and synthesis (1995:218). While Fraenklen and Wallen state that analyzing the data in a qualitative study essentially involves synthesizing the information the researcher obtains from various source (1993:383). In the data analysis the researcher interpreted the data that had observed before such as observations, interviews, document analysis, in the form of coherent description. Here data reduction was necessary for the description and interpretation of the phenomenon under study.

To analyze the data, the researcher presented the description of phases the think-pair-share from the first meeting till the last. The description was about what is going on the teacher and students’ activities during conducting think-pair-share in the writing process of recount text. Then
she analyzed it. The researcher also described and analyzed the students’ result in the writing process of recount text by using think-pair-share.

**Findings and Discussion**

There were three processes in writing used in this study namely prewriting, whilst writing, and post writing activity. Pre writing activity required the students to use their active experiences to expand their ideas and organize them before they got them down in a piece of paper. It was in line with Stones’ (1990:6) statement “prewriting, the first stage in the writing process, is any experience or activity that motivates a person to write”.

In this study, during think stage in prewriting activity, the students silently thought by themselves about the answer of problems given by the teacher such the statement of Cooper, he stated that during think time, the students must remain silent, forming their answer (1976:267). In this study, most students said that it was useful way, because if they had strong background knowledge, it would ease them in writing process. Based on the result of interview session they said that they were so enthusiastic in gaining information as much as possible for answering the problems given even it was something new for them. Even, some students did not sure with their answer, but they tried to gain the information about aspects recount text. Thus, this stage made them to be responsible.

The next stage after think stage was pair stage. Here, the students had conversation and compared the answers to the partner before sharing the best answer in whole class. Some students said in the interview session that this stage was helpful for them in exploring information of the problem posed by the teacher because the interaction and discussion with a partner could be done in comfort way. They could use their own style in speaking without some worried such when they had an interaction with the teacher.

Indeed, the discussion of pair stage forced the students to able to speak and expressed their opinion/answer the problems given. It was in line with the advantages of using think-pair-share in learning activity. Stone’s (1990:87) stated that think-pair-share offers all students an opportunity to express their response to a question or discussion topic. By trying to express the opinion/answer to the partner, their speaking ability also would be improved. In addition, the teacher said to researcher that the interaction in pair stage helped the passive students and the students who got the difficulties in finding out the answer of problem given. He added that not all students were able to find out the answer; therefore the partner could be best tutor for them.
While based on the result on the field note paper, after having the discussion with partner in pair stage, the pair groups presented their result in previous stage. They reported about the best answer of the problem in whole class. Their activity was in line with Jacobs et al (1995:14) statement”share stage course the members share some of their pair’s ideas with the class”.

According to some students in interview session, share stage was important stage because they could compare their ideas with other pair group. They said that it was not always their answer became the true one, thus they needed other pair group to add, contradict, or give the comment for their answer. The input form other pair group was necessity for them to finding out the appropriate answer.

Writing was the stage when the ideas were typed and recorded on the paper. The gathering ideas were organized in a text. The focus was the students were able to write fluently, expressing their ideas quickly with little concerned of correctness. To enable them to be fluent in writing, the student had to ensure them in understanding and synthesizing their ideas and thought from their writing experience.

In this study, the students worked individually to write recount text for writing stage. After finishing their writing, the teacher analyzed their writing. The first students’ writing composition had many mistakes such in the use of grammar, spelling, and mechanism. That fact was in line with Stone statement’s that the first draft can be messy and errors (1994:7). The students only focused on transcribing their ideas to get down in a paper rather than paying attention for writing rules.

In addition, their process in writing was in line with the writing principle that the process of writing emphasizes on the process rather than in the product. It is supported by Ann and Olishima (1999:3) they state that it is important to note that writing is a process not a product. This meant that the writing composition of the students might not completely right. This required them to revise again and again after writing session.

After they finished their writing composition, they had to revise their work by using the stages of think-pair-share. In the post writing activity, the students revised their writing composition. They had to rethink something they had written and got immediate feed back from the partner.

According to notes in the field note, after writing recount text in last meeting, the students did think stage. In think stage the students tried to improve their writing composition by evaluating them. They reviewed and find out their personal mistakes such in the grammar, vocabulary,
language use, mechanism and content. The accuracy of text became the big consideration in this stage.

Even some students had a doubt for their ability; exactly this stage elevated them to open their mind for finding out their weakness in writing. Unconsciously, they were motivated to construct their writing better. It was in line with the advantages of using think-pair-share in post writing activity according to Stone, he stated that think-pair-share can be helpful in revising (1999:9).

Then, the students did the pair stage. Most students agreed that the pair stage in post writing activity gave them a contribution in improving their writing ability. They said that they had a chance to share their mistakes to the partner then they heard how their partner commented them. While other students said that they did not feel shy when share their mistakes or their difficulties to the partner. They could as freely as possible asked and gave contribution each other.

By sharing and revising the writing composition with a partner, the students learned to build up the productive critics and how to appreciate each other. Their activities were in line with Jacob’s (1995:14) statement “this stage is an opportunity to practice the collaborative skills and giving and responding praise”.

In accordance with this study each pair group came forward in front of the class to present and show their writing composition to whole class after having pair stage. It included their activity to show their mistakes in writing. Other pair group gave them feedback by posing question, comments or correctness if they could not break down their problems in revising session. It was important technique to enable students in be more accurately in writing.

The next discussion was about the students result in writing recount text using think-pair-share. After implementing the stages of think-pair-share in the prewriting activity and the students composed recount text, the scores were showed as bellow:

Table 1. The Percentages Students’ Scores in the First Writing

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Student</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Good</td>
<td>7</td>
<td>19.4%</td>
</tr>
<tr>
<td>Good</td>
<td>19</td>
<td>52.3%</td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td>5.6%</td>
</tr>
<tr>
<td>Poor</td>
<td>8</td>
<td>22.2%</td>
</tr>
</tbody>
</table>
The data in the table showed that there were 19.4% with 7 numbers of students who were in very good criterion. Their writing composition were categorized as very good because based on criteria in ESL composition profile, the contents were relevant with the topic, they were able to compose well in sentence to paragraph, the organization were constructed well with appropriate generic structure, grammar usage and the ideas were clearly stated. Then, they were able to use appropriate vocabularies and able to compose with effective complex construction with few errors of spelling, punctuation, capitalization, and paragraphing.

Then, there were 52.3% with 19 numbers of students who got good criterion for their writing composition. It was caused by their writing content were relevant to the topic but lack in detail, the organization were able to stand main ideas but loosely organized with the limited supported sentence in completing the sequence of events. They used effective but simple construction with several errors in grammar, capitalizing, paragraphing but the meaning was not obscured.

Then, for fair criterion, there were 2 students with 5.6%. It had several reasons such they had limited ability in developing the topic with lack of developing sequencing, the organization were not fluent, their ideas were confused. Moreover, there were frequent errors of grammar, spelling, punctuation, capitalization, paragraphing. Thus the meanings were also obscured or confused.

The last, there were 8 students with 22.8% were categorized in poor criterion. It caused by the content were not relevant with the topic. The ideas were not stated in good way. Then they used limited English vocabulary with dominated by errors in grammar. Beside that, they had no mastery in paragraphing the sentence.

After revising their writing composition by using the stages of think-pair-share, their score were increased. The score were showed as bellow:

**Table 2. The Percentage of Students’ Score in the Second Writing Activity**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Percentage</th>
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The tables above showed the improvement of students’ writing ability. From the very good criterion, there were 16 students with 44.4%. While the writing compositions of 17 students with 47.2% were categorized as good, 2 students with 5.6% in fair criterion. Then, there was just 1 student in poor criterion with 2.8%.

The stages of think-pair-share made the students to motivate themselves to be good writer. In addition, this technique could be used to evaluate and revise the students’ writing composition. By using this technique, the students’ writing ability was increased. It could be seen from their first score to final score. The first score showed that there were some errors made by the students in their writing composition such in the content, language use, vocabulary, grammar and mechanism. Then, after having revising activity used the stages of think-pair-share the students’ score was increased. Generally, it could be acceptable that the students’ writing was better after using this course.

Conclusions

Based on the research findings and discussion, the stages of think-pair-share were implemented well in the writing recount text activity according to its related theories. The use of think-pair-share had increased the students’ writing ability better.

References


