

CHAPTER 1

INTRODUCTION

This chapter discussed about the introduction of the research. It consists of background of the problem, setting of the problem, limitation of the problem, and formulation of the problem. This research also discussed about purpose of the research, significance of the research, and definition of the key terms.

1.1 Background of the Problem

Language is near from human life. Language is one of tools used for communication. People communicate with other or express their feelings by using English language is used more than a half people in the world. It has a role is international language to many necessities. Beside used in science, knowledge, technology, and art, this language can be used as a tool to get the aim at economic trade, internationa-relation, social culture purpose, and education with developing of career.

Language has many functions for human such as for communication, giving information, teaching and learning process. For language itself there are some kinds of language to help show it. There are spoken language and written language. Spoken language is a form of human communication while written language is the representation of language by means of a writing system.

Writing is an important part of language teaching and learning process. By writing, people can share their ideas, fellings, and knowledge. It is supported by Handayani and Johan (2018) writing is one of the main language skills. that plays a major role in expressing one's ideas, thoughts, opinions, and attitudes. Through

writing, people are capable of sharing ideas, feelings, persuading and convincing others". As one of the skills in English, writing also has become an important skill for future life because it is required in various aspects such as science, technology, and others. Writing should become familiar in student's daily life, because they do writing in order to complete many tasks. In other word, writing is useful for many purposes. It includes structure, vocabulary, word formation, and other aspects, such as spelling, capitalization, punctuation, as well. In written form, the students are designed to be able to make a composition of paragraph and whole text form.

Students are also expected be able in writing based on the certain purposes which is familiarly called genre. There are some kinds of genre which can be learned by students, such as narrative text, descriptive text, recount text, and report text. Writing descriptive text is a kind of text which tells or describes about people, thing, animal, and others. Based on the interview to the teacher at SMAN 3 Tambusai Utara, there were some problems why the students were not successful in English subject especially in writing descriptive text.

First, In writing, many students were confused to express and develop their idea in writing descriptive text because they were lack of organization of descriptive text. The cause of students' lack of organization in Descriptive Text, when the teacher asked them generic structure in their descriptive text students did not know and confuse. Second, many students do not know how to write or they have no enough time to write. The problem of students when the teacher asked them to write descriptive text, they are feel bored because they are lazy to think and write many sentences.

Last, many students had low motivation in writing process especially in writing descriptive text. They were not motivated in learning descriptive text because they feel that learning English was very difficult and they cannot understand the material. The teacher is often confused how to make their students creative in writing not copied other creation. They can make descriptive text by themselves.

Many strategies had been used by the teacher to improve the students' writing descriptive text. However, the result of the strategy do not change students' creativeness in writing. The teacher needs appropriate strategies to help her as solution for her problems. There will actually a strategy that could help students in descriptive text.

Think-Pair-Share strategy is a cooperative leaning to make students more active and individually in the teaching learning process in all grade levels and classmates. This statement supported by Siburian (2013), The Think-Pair-Share strategy is a cooperative learning technique that encourages individual participation and was applicable across all grade levels and class sizes. Think-Pair-Share help students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

The strategy above has been developed to present writing materials in the class. So, the students can make descriptive text more easily and full ideas. The researcher would like to carry out a research entitled "The Effect of TPS (Think –

Pair – Share) Strategy on Students’ Writing Skill of Descriptive Text At Tenth Grade of SMAN 3 Tambusai Utara”.

1.2 Identification of the problem

Based on the background of the problem stated above, researcher identified problems faced by students’ writing skill of descriptive text at SMAN 3 Tambusai Utara.

- a. Many students were confused to express and develop their idea in writing descriptive text because they are lack of organization in descriptive text.
- b. Many of students don’t know how to write or they were no enough time to write. because they lazy to think and write much sentences.
- c. Many students had low motivation in writing process especially in writing descriptive text.

1.3 Limitation of the Problem

Based on the identification of the problem above, it was very important for the researcher to limit the problem. The researcher limited on the students’ writing skill is low on descriptive text at tenth grade of SMAN 3 Tambusai Utara.

1.4 Formulation of the Problem

Based on the limitation of the problem above, the researcher formulates the problems as follow: Is there any significant effect of using Think-Pair-Share strategy on students writing skill of descriptive text at tenth grade of SMAN 3 Tambusai Utara in experimental class?

1.5 Purpose of the Research

In this research the researcher tries to find out whether there is or no significant effect of using TPS (Think-Pair-Share) strategy on students' writing skill of descriptive text at tenth grade of SMAN 3 TambusainUtara.

1.6 Significance of the Research

The significant of this research is aimed at students and teachers. Those are can stated as follows:

1. For students: students are motivated in writing and they can improve the writing effectively by using TPS (Think-Pair-Share) strategy.

2. For teachers: to give information to teacher in order to know the students problem in writing skill class used TPS (Think-Pair-Share) strategy.

1.7 Definition of the Key Terms

The terms of this research as follow:

1. Think Pair Share

The researcher adopts the following definition. According to frangenheim (2005: 91) Think-Pair-Share strategy is a cooperative learning strategy to express ideas in a small discussion group and share the idea to others.

2. Writing Skill

Writing is a way to produce language and express ideas, feelings, and opinions. Harmer (2004:31). In this research writing is an activity that help students to transfer their idea into good writing.

3. Descriptive Text

Mursyid (1994 :4), Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. In this research descriptive text is one type of text that talking about description something commonly a person and place. In this research, descriptive text is kind of the text that describe about something or object.

CHAPTER II

REVIEW OF THE RELATED LITERATURE

In this chapter, the researcher discusses about review of related theories, review of related finding, conceptual framework, and hypothesis. Review of related theories consists of the nature of writing, the purpose of writing, aspect of writing. The nature of descriptive text, generic structure of descriptive text, language features of descriptive text. The nature of think pair share strategy, procedure of think pair share strategy and advantages of think pair share strategy.

2.1 Review of Related Theories

2.1.1 Nature of Writing

There are several definitions given by linguists about writing. Writing is a way to produce language and express ideas, feelings, and opinions. Harmer (2004:31). He adds that writing is helping to express our thinking in the written form so that other people understand well. This statement is also supported by Harmer (2004: 4), he add that writing is used for a wide variety of purposes it is product in many diffrent form. In this research writing is an activity that help students to transfer their idea into good writing.

In addition, According to Husna, Zainil and Rozimela (2013) writing is an essential aspect of interaction on language teaching beside reading and speaking. Another expert, Sumarsih and Sanjaya (2013) Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. And the last, according to Dewi (2014: 67), writing appears as the result

of cultural changes and needs memory to remember and think. In addition, it is also a long process which requires both time and energy. Writing is also a unique and surprised process. Based on the explanation above, it can be concluded that writing is a process of showing or expressing or transfer the idea, thinking, feelings or information the mind of the writer in the writing form.

2.1.2 The Process of Writing

Though writing is a complex skill, by following certain steps in writing, it is possible for students to master the skills. To produce effective writing, from some expert, writing is a process that involves some steps. According to Oshima and Hogue (2007: 16) propose some stages in the writing process, they are prewriting, organizing, writing, revising and editing. They are explained below:

1. Prewriting:

The first step is called prewriting. Prewriting is a way to get ideas. In this step, you choose a topic and collect ideas to explain the topic.

2. Organazing:

After gaining sufficient information at the prewriting step, The next step in the writing process is to organize the ideas into a simple outline.

3. Writing:

The next step is to write a rough draft, using your outline as a guide. Write your rough draft as quickly as you can without stopping to think about grammar, spelling, or punctuation. Just get your ideas down on paper. You will probably see many errors in your rough draft. This is perfectly usual and acceptable- after all. this is just a rough draft. You will fix the errors later.

4. Revising and editing

In this step, you polish what you have written. This step is also called revising and editing. Polishing is most successful if you do it in two steps. First, attack the big issues of content and organization (revising). Then work on the smaller issues of grammar, punctuation, and mechanics (editing).

In addition, Harmer (2004: 4-5), state that writing process is the stages a writer goes through in order to produce something in its final written form. The process has four main elements:

1. Planing

Experienced writers plan what they are going to write. before starting to write ir type, they try and decide what it is they are going to say. For some writers this may involve making detailed notes. It means such as make a list of planning in their heads. And finding the best of squences the facts, ideas, arguments which they have to include.

2. Drafting

The first version of a piece of writing as a draft. As the writing process proceeds into editing, a number of draft may be produced on the way to the final version. It means drafting is part at a text such as assumption that it will be amended later.

3. Editing (Reflecting and Refising)

This process is intermediate of drafing. Perhaps the order of the information and not clear. Perhaps the way something is written is confusing. Reflecting and refising are often helped by other readers (or editors) who comment and make

suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions. It means this process is important to make writers know the lack of their written.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This make look considerably different from both the original plan and the first draft, because things have changed in the editing process. It means the written is finished, and the written is now ready to send for intended audience.

2.1.3. Aspect of Writing

In this research, there are five general components or main areas of writing according Heaton (1998) in Suhardin, Hanum and A. Gani (2017)

1. Language use: the ability to write correct and appropriate collocations and sentences.

2. Mechanical skills: the ability to use correct conventions like punctuation and spelling.

3. Treatment of content: the ability to think creatively and to develop thought, excluding irrelevant information.

4. Stylistic skills: the ability to manipulate sentences and paragraphs and to use language effectively.

5. Judgment skills: the ability to write in a manner appropriate for a particular purpose with a particular audience, and the ability to select, organize, and order relevant information (rhetorical steps) with acceptable collocations.

Contrary Heaton (1998), Baker (2011) in Suhardin, Hanum and A. Gani (2017), divides writing into three components. Firstly, the grammatical skills, i.e. the ability to create meaningful, grammatically correct sentences. The next is compositional skills in which a writer has to have the ability to organize words to produce a composition and develop her ideas. The last is domain knowledge. This is an ability to construct and convey the information in an appropriate way. The writer must know to who the information is to be presented and must follow the communication conventions and jargon of her readers.

Based on these two opinions, it can be concluded that the aspects of writing are mostly linked to content, organization of ideas, mechanics and use of language, and judgmental skill or domain knowledge of the readers. Those components must be incorporated to produce a good, well written, meaningful piece of writing.

2.1.4. Definition of Descriptive Text

Descriptive text is one of text beside another kind of text such as narrative, recount, and procedure text, that talking about description something like human, animal, and plant. There are some experts whom explain about the definition of descriptive text. Husna, Zainil, and Rozimela (2013), say that a descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place, or person.

Besides, Kane (2000: 352), states that descriptive text is description about sensory experience – how something looks, sounds, tastes. Mostly it is about visual experience, but description also deals with other kinds of perception. The

purpose of descriptive text is to describe and reveal a particular person, place, or thing in details or specific to make the reader be able to visualize the description. It can be concluded that descriptive text is used to describe everything, which is seen by writer in detail. It is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.

And other definition from Mursyid (1994 :4), Descriptive Text is a kind of text with a purpose to give information. The context of this kind of text is the description of particular thing, animal, person, or others, for instance: our pets or a person we know well. In this research descriptive text is one type of text that talking about description something commonly a person and place. From the explanation above, it can be concluded that descriptive text is a kind of text to description about things, animals, person/object include shape, characteristics and others.

2.1.5. The Generic Structure of Descriptive Text

In this research, there are some opinons about the generic structure of descriptive text. Wardani, Basri and Waris (2014: 2), they say the generic structure of descriptive text consists of identification and description. Identification is about introducing subject or thing that will be described, whereas, description is brief details about who, or what of the subject.

According to Mursyid (1992:4), the generic structure of descriptive text consists of Identification and Description.

a) Identification: Identifies phenomenon to be described.

b) Description: Describes parts, qualities, characteristics, etc.

In this research, the generic structure of descriptive there are two:

- a. Identification: identification can be find in first sentence that include the general information about something that will be descript.
- b. Description: description is can be find in the second until last sentence usually description using adjective.

2.1.6. Language Features of Descriptive Text

According to Mursyid (1992:4), Descriptive often uses 'be' and 'have'. Tense which is often use is Simple Present Tense. However, sometimes it uses Past tense if the thing to be described doesn't exist anymore. Significant Grammatical Features: Focus on specific participants (My English teacher, Andini's cat, My favorite place), Use of Simple Present Tense, Use of Simple Past Tense if Extinct. - Verbs of being and having 'Relational Processes'. (My mum is really cool, She has long black hair), Use of descriptive adjectives (strong legs, white fangs) - Use of detailed Noun Phrase to give information about the subject. (a very beautiful scenery, a sweet young lady, very thick fur), Use of action verbs 'Material Processes' (It eats grass, It runs fast), Use of adverbials to give additional information about behaviour (fast, at tree house), Use of Figurative language. (John is as white as chalk).

2.1.7. Think Pair Share strategy (TPS)

The Think-Pair-Share strategy was a cooperative learning that encourages individual participation and was applicable across all grade levels and class sizes. Think Pair Share that was first developed by Frank Lyman and his colleagues in

Maryland in 1981 (Lyman, 1987). The name is derived from the activities/phases involved in the strategy, namely: think, pair, and share. According to Tin and Nyunt (2015: 4), Think-Pair-Share is a collaborative learning technique to increase participation by allowing a group of collaborators to interact and share ideas, which can lead to the knowledge building among them.

According to Sumarsih and Sanjaya (2013) “Think Pair Share (TPS) is one of the Cooperative Learning techniques which poses a challenging or open-ended question and gives students a half to one minute to think about the question. Students then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the question for several minutes”. And then, according to Rahmawati (2017) Think-Pair-Share is a cooperative learning strategy which allows students to think about a question/ issue/ idea and share their thought with a partner before discussion them with the whole class.

In addition, Hamdan (2017) state that “(Think – Pair – Share) Strategy is one of group discussion strategies falling within curved structural and it is a method of diverse methods of learning collaborative”. Next, Sampsel (2013) and Tyminski (2010) in achmad and sugiarti (2015) stated that “learning using TPS is one type of cooperative learning for active learning which is very effective and is a widely used learning in learning activity”. From the explanation above, it can be conclude that Think-Pair-Share is one of types of cooperative learning strategy which is very effective which allows students think about the question / idea and discuss with their pair and then share the result of discussion.

2.1.8. Procedure of Think Pair Share Strategy

In this research, there are several procedure of Think Pair Share strategy according expert. Frangenheim (2005: 91), say there are five steps process Think Pair Share strategy as follows:

1. Number of students in pairs
2. Pose the question
3. Students must consider the question without speaking for at least 20 seconds, generating as many answers as possible or thinking in great depth. (**Think**)
4. Students now work in pairs, taking it in turns to listen to each others' ideas and then discussing similarities and differences for one to two minutes. Students are generally ask to agree on an answer. (**Pair**)
5. Now the teacher invites some, several or all pairs to respond. (**Share**) a useful understanding to establish is for a group to say 'ditto' if a previous group has shared what they were about to say. This prevents a waste of time through repetition and encourages them to listen to other people.

In addition, according to Shoimin (2014), they consist three stages to apply Think-Pair-Share Strategy:

First stage (think)

At this stage the teacher gives questions related to the subject matter. the TPS process starts now, namely the teacher raises questions that encourage

thinking throughout the class. this question should be in the form of an open question that allows answers with a variety of answers.

Second Stage (pair)

at this stage students think individually. The teacher asks students to pair up and starts thinking about questions or problems that the teacher gives in certain time. the length of time is determined based on the teacher's understanding of the student, the nature of the question and the learning schedule. students are advised to write answers or problem solving results of their thoughts.

Third stage (share)

At this stage students individually represent groups or both go forward together to report the discussion results throughout the class. in this final stage students throughout the class will benefit from listening to various expressions about the same concept expressed in different ways by different individuals.

Other procedure from Tin and Nyunt (2015: 4), they consist of three stages: Think – Individually : Each participant thinks about the given task. They will be given time to jot down their own ideas or response before discussing it with their pair. Then, the response should be submitted to the supervisor/ teacher before continue working with their pair on the next (Pair) stage.

Pair – With partner : The learners need to form pairs. The supervisor / teacher need to cue students to share their response with their partner. Each pair of students will then discuss their ideas about the task, and their previous ideas. According to their discussion, each pair will conclude and produce the final answer. Then they need to move to the next (Share) stage.

Share – To all learners / collaborators : The learners pair to share their results with the rest of the class. Here, the large discussion will happen, where each pair will facilitate class discussion in order to find similarities or differences towards the response or opinions from various pairs.

2.1.9. Advantages Think-Pair-Share strategy on students' writing skill

In this research, the researcher using Think-Pair-Share on students' writing skill. These advantages, according Tyminski (2010) in Rochmad and sugiharti (2015) are: (1) Students are trained to learn in a group/collaboration activity consisting of 4-5 students, which is preceded by individual learning in group independently and responsibly (think). (2) To train students to be able to communicate with their friends in order to obtain the exact solution (pair). (3) To train students to be brave presenting their findings (share), both share in the group and share in the classical style.

In addition, according to Shoimin (2014:208), there are six advantages Think-Pair-Share Strategy:

- 1 TPS is easy to apply at various levels of education and on every occasion.
2. provide time to think to improve the quality of student responses.
3. students become more active in thinking about concepts in subjects.
4. students better understand the concept of the topic of the lesson as discussion.
5. students can learn from other students.
6. each student in his group has the opportunity to share or convey the idea.

2.2. Teaching Writing Descriptive Text using Think-Pair-Share Strategy

Think-Pair-Share into consideration the procedure recommended by some experts in the above, Think-Pair-Share procedures used by the author to teach Writing Descriptive Text in this study are as follows:

Using Think-Pair-Share Strategy

1	The teacher explain about descritive text and give the example about descriptive text. The teacher and students find the generic structure from the text.
2	The teacher introduces about Think-Pair-Share strategy and explain clearly to the students to do at each stage Think-Pair-Share. The teacher give a question about the topic. and then, the students think the answers from the teacher question individually.
3	The students discuss and change information with their pair about their answers. And then, the students write their answers in paper.
4	The students share their result of discussion in front of the class.

From the explanation above,it can be concluded that if teaching Writing Descriptive Text used Think-Pair-Share Strategy. First, we explained about descriptive text and find the generic sturcture. and then, given the question about the topic, the students think the answers individually and then, the students discuss and change information with their pair about the answers and write the

answers consist of identification and description. Identification that include the general information about the topic. Description that gives details information about the topic. and the last, the students share the result of discussion.

2.3. Review of the Related Findings

The first research was conducted Gede Natha Darsana (2014) he conducted an classroom action research under the title *“improving reading comprehension through think pair share technique of the tenth grade students of smk pgri 4 denpasar in academic year 2013/2014”*. The researchers' was find out whether or not think, pair, and share technique can improve reading comprehension of the tenth grade students of SMK PGRI 4. The results showed that the students' skills in finding the main paragraph, and the essence of the text is very low. Thus, this is done to answer the research problem: can the reading comprehension of the tenth grade students of SMK PGRI 4 Denpasar in academic year 2013/2014 be improved through Think Pair Share technique? the classroom action research was carried out through think pair share technique in two planned cycle. The result of the post-test in the cycle showed there was significant improvement concerning the subjects' ability in reading comprehension. The result could be seen from the progressing mean score of the pre-test (57.33), post-test I (69.50) and post-test II (79.67). This research furthermore showed that there was positive responses concerning the technique applied in improving the subjects' reading comprehension. The present classroom action study proved that think pair share technique could improve the reading comprehension of the tenth grade students of

SMK PGRI4 Denpasar; in addition, the subjects also positively responded on the implementation of think pair share technique.

The second study was conducted by Diyah Reni Fauziyati and Wiwiek Istianah (2013) they conducted quasi experimental research under the title “*the effect of using think-pair-share technique on the eighth grade students’ reading comprehension achievement at smpn 3 bangsalsari jember*”. This research was intended to investigate whether or not there was a significant effect of using Think-Pair-Share technique on the eighth grade students’ reading comprehension achievement at SMPN 3 Bangsalsari Jember. Especially in reading comprehension, many students still have difficulties in understanding the reading text. Thus, the teacher’s roles becomes important in teaching learning process especially in selecting the suitable teaching learning model to make the students easier in comprehending the English reading text. One of the techniques that can be used and applied by the teacher is Think-Pair-Share technique. Think-Pair-Share technique is one of the types of cooperative learning that consist of three steps; Think, Pair and Share. Thus, to know whether or not there was a significant effect of using Think-Pair-Share technique on reading comprehension achievement; Think-Pair-Share technique was used as teaching technique in teaching reading in this research.

The third study was conducted by Merchelina Lucy Astheri, Dahlan Rais, Teguh Sarosa they conducted classroom action research under the title “*improving students’ writing skill by using think pair share (tps)*” The objectives of the research are to find out whether or not Think Pair Share improves the students’

writing skill and to describe what happens when Think Pair Share is implemented in writing class. The implementation of Think Pair Share method in writing class was done within two cycles. Cycle 1 was conducted in three meetings and Cycle 2 was done in two meetings. The qualitative data were collected through observation, questionnaire, interview, and document analysis; while the quantitative ones were collected through test. The qualitative data were analyzed by using five stages suggested by Burns; whereas the quantitative data were analyzed by using descriptive statistics. The research findings show that the use of Think Pair Share can improve students' writing skill and the situation of English class.

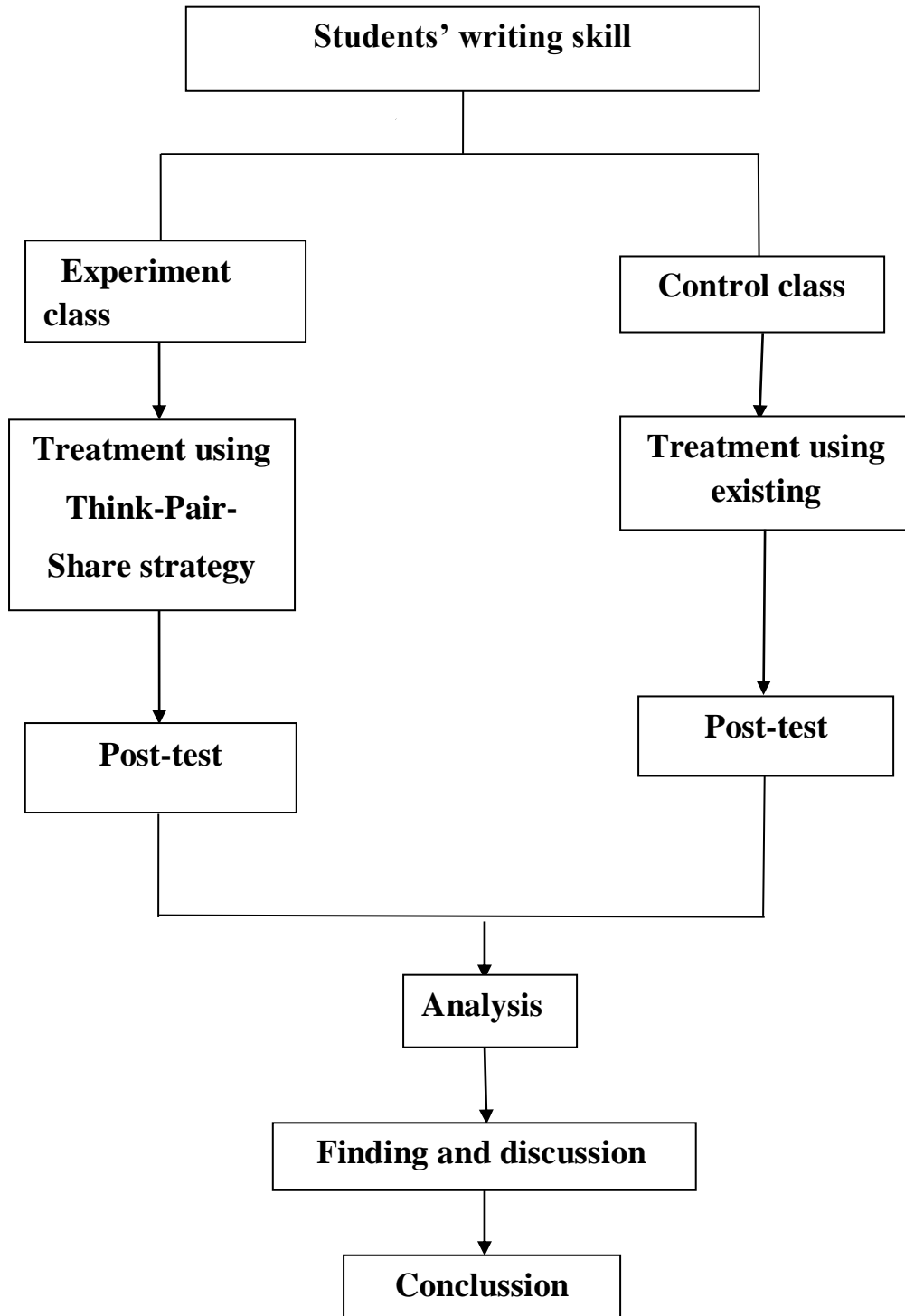
The last study was conducted by Ningtyas Orilina Argawati and Lilis Suryani (2017) they conducted quasi experimental research under the title *“Teaching writing using think-pair-share viewed from students' level of risk-taking”* Writing is considered as the most difficult skill to master compared with the other skills because it involves many language elements such as content, organization, vocabulary, grammar and mechanics. The research examines the effect of two independent variables (Think-Pair-Share and Direct instruction method) on dependent variable (Writing Descriptive skill). The samples were class A1 2016 as the experimental class and A3 2016 as the control class. Each class consisted of 32 students. The instruments used covered the risk-taking's questionnaire and writing test. Before applying the questionnaire of risk-taking, it was tried out to class A2 2016 to find out the validity and the reliability of the instrument. Meanwhile, before conducting the writing test, it needs to test the

readability of the writing instruction. The treatment was conducted in eight meetings, and the 9th meeting was allocated for the post-test. The data were then analyzed using ANOVA and Tukey test. From the analysis, it reveals that: (1) Think-Pair-Share is significantly different from direct instruction method to teach writing; (2) the students with high level of risk-taking have better writing than those with low level of risk-taking; and (3) there is an interaction between teaching methods and the students' level of risk-taking. Even though Think-Pair-Share is effective to teach writing, teachers must consider about the students' condition, in this case their level of risk-taking.

There is similarity between all that theory research above and the researchers research. The similarity was that used a Think-Pair-Share strategies in her strategy. But, there was differences between theories research with the researcher research they are: participant, grade of students and them skill are writing Descriptive Text. Based on the previous students above, the researcher interesting to make the Think-Pair-Share strategy to effect students writing skill at the tenth grade of SMAN 3 Tambusai Utara.

2.4. Conceptual Framework

The theoretical frame work of this research as follow diagram:



In the writing skill, some of the students SMA N 3 Tambusai Utara still difficult the students were confused to express and develop their idea in writing descriptive text because they are lack of organization. Most of students don't know how to write or they have no enough time to write. because they lazy to think and write much sentences. The students had low motivation and they are seldom in writing process especially in writing descriptive text. Based on the probles above, one a way to improve the students in writing used Think-Pair-Share strategy. In used strategy, the researcher done a writing text. The test concise of post-test only.

2.4. Hypothesis

Hypothesis in this research According sugiyono (2013), hypothesis is a temporary answer to the research problem formulation, where the research formulation has been state in the form of a statement sentence. So, hypothesis is a temporary answer of problem that is trust mush be verified emipically.

Ha : There was sigificant effect of using think-pair-share strategy on students' writing skill of descriptive text at grade tenth of SMAN 3 Tambusai Utara.

Ho : There was no sigificant effect of using Think-Pair-Share strategy on students' writing skill of descriptive text at grade tenth of SMAN 3 Tambusai Utara.

CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the researcher discusses about the research method. It consists of research design, research variables, time and location of the research, population and sample, instrumentation, technique of collecting the data and technique of analyzing the data. Research procedure consists of the procedure of research for control group and procedure of research for experimental group.

3.1 Research Design

This research design is “*True Experimental Design; post test only control design*”. It meant that, in this research, the researcher conducted this research without pre-test for the control class and experimental class. According to Gay (2012: 249) *experimental research* the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables. The researcher gave treatments only for the experimental class. After that, post-test for the control class and experiment class. Experimental class was given Think-Pair-Share strategy. This research consisted of two variables, there was: independent variable (variable X) and dependent variable (variable Y). Independent variable was used Think-Pair-Share strategy. Subsequently, dependent variable was students’ descriptive text. The researcher design could be showed as following:

Table. 1 Research Design

R	X	O₂
R		O₄

Information:

R : The Experimental and Control groups were take randomly

X : Teaching writing by using Think-Pair-Share strategy (Treatment)

O₂ : Students creativity after learning by using treatment in experimental group

O₄ : Creativity of control group of students will not given learning by using treatment.

3.2 Time and Location of the Research

This research was conducted in SMA N 3 Tambusai Utara, Hang Tuah street, Tambusai Utara sub district, Rokan Hulu regency. This research was conducted on Maret 2019.

3.3 Population and Sample

Population is the whole subject or object that is the target or research that has certain characters (Sundayana 2010: 15). As the population in this research was all of the students' Tenth grade at SMAN 3 Tambusai Utara. The total of the population was four classes, they are X.IPA, X.IPS.1, X.IPS.2, and X.IPS.3 . So in this research the total of the population was 116 students.

Table. 2 Population of the research

Class	Population
X. MIPA	35
X. IPS.1	30
X. IPS.2	26
X. IPS.3	25
Total	116

3.4 Sample Research

In this research, the researcher used Random Sampling to take the data. According to Sundayana (2010: 18), Random Sampling was every element in the population has the same opportunity to act as a sample or has the same possible value. Then she added in sampling we must be able to choose members of the population that could represent the overall characteristics of the population and with a representative size. So, reseacher was taken the sample two classes. Researcher randomized students as an experimental and control group and used lottery. The number of the population could be seen in the following table:

Table. 3 The Sample of Tenth Grade of SMA Negeri 3 Tambusai Utara

NO.	Class	Male	Female	Total
1	X. A (experiment class)	5	15	20
2	X. B (control class)	6	14	20

3.5 Instrumentation

Test

The test was to know the effect of using Think-Pair-Share strategy on students' writing skill on descriptive text at grade tenth of SMAN 3 Tambusai Utara. In this research, the researcher used test. The test was writing test. Then, it was used to find out the students' writing skill after applying the strategy. The test consisted of post-test only. The post-test used to find out the students writing skill after treatment was given teaching with Think-Pair-Share strategy. In this research, for post-test and treatment was given same topic to students and the topic is aek martua waterfall, cipogas lake, pawan hot springs and madani great mosque islamic center rokan hulu. The topic from former English teacher, the students thinking individually and paired to change the information with their friend and write the information. then, the students shared their ideas in front of the class. The students made descriptive text that consist of 2 paragraphs, first paragraph was identification and the second paragraph was description. The result of writing will be analyzed by using indicators of writing. Seen appendix 2.

In order to get the score, the the researcher and collaborator analyzed the students' writing skill. According to Weigle (2000: 116), there was categories

scoring for writing skill.

1. Content : minimum score = 1 and maximum score = 4
2. Organization : minimum score = 1 and maximum score = 4
3. Vocabulary : minimum score = 1 and maximum score = 4
4. Language use: minimum score = 1 and maximum score = 4
5. Mechanics : minimum score = 1 and maximum score = 4

3.6 Research Procedures

3.6.1 The Research Procedure of Collecting The Data For Control group

a. No Treatment

There was no treatment in control class. The researcher just explained about descriptive text and given the topic. And then, students wrote descriptive text.

b. Post-Test

This research was conducted post-test only. It was aimed to know there was any significant effect in writing descriptive text. The researcher gave the topic “Si Mare-Mare park” as topic for post-test. This topic same with experimental group in post tests.

Table. 4 Blue print of research procedure

Meeting 1	Meeting 2-3	Meeting 4
Aek Martua Waterfall	Cipogas lake Pawan Hot Springs	Si Mare-Mare park

4. Research Procedure for Experimental Group

a. Treatment

The researcher gave the treatment Think-Pair-Share strategy to write a text. It was done to know whether significant effect on students writing students of descriptive text after uses Think-Pair-Share strategy. Treatment was conducted for four meetings. The treatment was given to experimental group only. The steps are :

Meeting 1 and 2 : The students were learned twice or two meeting. And then the students follow the steps of Think-Pair-Share strategy. In this study, the researcher give the question about Aek Martual Waterfall and Cipogas Lake and the students think individually, after that the students work in pair to change the answers and wrote the answers that consisted of identification and description and the last was the students share the result in fornt of the class.

Meeting 3 and 4 : In this meeting, the students were learned twice or two meeting also. The teacher gave the question, it same with like before this meeting but differences the topic, in this meeting the researcher give the question about Pawan Hot Springs. Lake and the students think individually, after that the students worked in pair to change the answers and wrote the answers consist of identification and description and the last was the students shared the result in fornt of the class.

Post-Test

The purposed of given post-test was to find the effect on students' writing of descriptive text after using Think-Pair-Share strategy. Post-test was given to

experimental and control group. The topic was “Si Mare-Mare park” same with control group in post-test.

Table. Blue Print of Teaching Materials

No.	Meeting	Topic
1.	1 st	Aek Martua Waterfall (Treatment)
2.	2 nd	Cipogas lake (Treatment)
3.	3 th	Pawan Hot Springs (Treatment)
4.	4 th	Si Mare-Mare Park (Post-test)

4.1 Technique of collecting the Data

In this research, there was some steps to collect the data:

1. The researcher went to observe to SMAN 3 Tambusai utara and met to Headmaster and English teacher.
2. The researcher and English teacher arranged the time to collect data.
3. The researcher though the students' and give treatment. In experiment class use Think-Pair-Share strategy and in control class no given.
4. The researcher was given the topic. After that, the students think individually and then discuss with their pair and wrote theri answers. The last, shared in front of the class.
5. After the researcher got the test, the data was analyzed by rater base on indicator writing.

4.2 Technique of Data Analysis

The technique of data analysis was used statistical Analysis that was descriptive analysis. After the researcher got the data, was analyzed by Rater base on the indicators of writing. The result of rater analysis, was calculated by using SPSS.

1. Normality Data

Normality test aimed to seen whether the data normally distribute or not, this use to determine the slope formula. To know the data normally distribute or not if $\text{sig.} \geq 0.05$ the data was norm and H_0 was accepted. But, if $\text{sig.} \leq 0.05$ the data was not norm and H_0 was rejected.

2. Homogeneity Data

Homogeneity test was used to seen whether the two sets of data have a homogeneous variance or not. If both of the sample was normal, continue with the second test of homogeneity of variance. To know the data was homogenous or not, if $\text{sig.} \geq 0.05$ the data was homogenous and H_0 was accepted. But, if $\text{sig.} \leq 0.05$ the data was not homogenous and H_0 is rejected.

T-Test

To analyzing the data, the researcher used T-test by Sundayana (2010: 146). It use to examine significant effect between using TPS strategy and without using TPS strategy in post-test. To measure, the researcher used independent sample T-test provisions $\text{sig.} \leq 0.05 = H_0$ is rejected and H_a is accepted and if $\text{sig.} \geq 0.05 = H_0$ is accepted and H_a is rejected or $t\text{-value} > t\text{-table} = H_0$ was rejected and H_a was accepted. But, if $t\text{-value} < t\text{-table} = H_0$ was accepted and H_a was rejected.

$$t_{hitung} = \frac{\bar{x}_1 - \bar{x}_2}{S_{gabungan} \sqrt{\frac{n_1 + n_2}{n_1 \cdot n_2}}}$$

With:

$$S_{gabungan} = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Explanation :

t_o = The value of t-score.

\bar{x}_1 = The mean score/average of students' experiment class.

\bar{x}_2 = The mean score/average of students' control class.

n_1 = Number of students in experimental class.

n_2 = Number of students in control class.

s_1^2 = variance of experiment class.

s_2^2 = variance of control class.

Then, the score of the students writing skill would be classified and determined their level of scale of students score, the classification was as follow:

Table 6. Scoring Rank

Range of the score	The level of the skill
81 – 100	Excellent
61 – 80	Good
41 – 60	Average
21 – 40	Fair
0 – 20	Poor

(Harris, 1968 in Juliati 2013)

To find out many students who got the percentage poor, fair, average, good and excellent the researcher using formula;

$$P = \frac{F}{N} \times 100\%$$

P = Percentage of students

F = Number percentage of each letter case

N = Number of students