

USING THINK PAIR SHARE (TPS) TECHNIQUE IN TEACHING WRITING SKILL

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ABSTRAK: Bagi seorang guru, mengajarkan menulis adalah aktifitas yang penting, namun kenyatannya banyak siswa yang mengalami kesulitan dalam menuangkan ide-ide kreatifnya pada sebuah tulisan. Idealnya dalam mengajar menulis akan menjadi kegiatan yang menyenangkan bagi siswa jika guru mampu menerapkan model dan media yang dapat membantu aktifitas siswa. Tetapi, kenyatannya sebagian besar siswa mengalami kesulitan bahkan tidak mampu menuangkan ide-idenya pada sebuah tulisan dan akhirnya pembelajaran menjadi tidak kondusif. TPS adalah salah satu teknik pembelajaran kooperatif yang dapat memecahkan masalah ini. Didalam TPS ada 5 tahapan. Tahap yang pertama yakni membagi siswasecara berpasangan. Tahap yang kedua yakni guru memberikan sebuah topik atau pertanyaan. Tahap ketiga masing-masing siswa diberikan waktu untuk berpikir. Tahap yang keempat setiap siswa diminta untuk mendiskusikan hasil pemikiran mereka kepada pasangannya masing-masing. Selanjutnya, tahap yang kelima meminta masing-masing pasangan untuk menyampaikan hasil diskusinya di depan kelas dan pasangan yang lain menangapinya. Setelah semua pasangan menyampaikan hasil diskusi kelompoknya, maka guru memberikan tugas kepada setiap siswa. Tugasnya dapat berupa menulis kalimat naratif, deskriptif maupun argumentative.

Keywords: Writing, Teaching Writing, and Think Pair Share (TPS)

INTRODUCTION

Writing is one of four skills in English that must be understood by the learner. Writing is one of method learners to transfer knowledge by written. As part of language skills besides speaking, reading and listening, writing should be taught by

the teacher to his/her students optimally.

O'Malley and Pierce (1996:136) state

that there are at least four types of knowledge which is required by the student to write appropriately and correctly. Therefore, the students feel that writing is the most difficult skill that they should master rather than other skills. Those four

types of knowledge are procedural ability to compile the content, ability to know the content, ability to know about rule of writing, and procedural ability to integrate all of abilities one to other. From those all the requirements, integrating all the other types of knowledge are being determiner of well writing. Because we need a skill to integrate all of knowledge kinds especially about writing in order our written can be understood and accepted by other people.

The teacher is only being center of the learning and the students' rare share and discusses each other. Due to learning process still focus on teacher's explanation. For example, the teacher always stands in front of class to explain the lesson and to give tasks, and then the students just sit and hear their teacher explanation. Consequently, the smart students tend to be active, while other students with low ability tend to be passive. That happens because smart student dare to ask and share their opinion to the teacher through both orally and written but the other students do not.

This made the students feel bored to learn English especially writing, and as the result the learning process will not effective.

These problems should be solved with the right strategy because writing is one of productive skill that student have to produce by their own knowledge to transfer idea through written. Moreover, the students writing skill are influenced by the teacher technique in teaching. The teachers are able to use some of cooperatives learning to teach English especially in teaching writing skill. One of the techniqueto teach English writing skill is TPS. It is stated by Fuziati and Istianah (2013:42), TPS is one of cooperatives learning technique that is useful for helping the students.in learning more deeply, giving a lot of chances to practice delivering their ideas orthoughts with their partner or even teacher.

THEORY REVIEW

a. The Concept of Writing

Nunan (2003:88) states that writing is

the process of thinking ideas and expressing the ideas into good writing, the writer should think how to arrange their ideas into statements and good paragraphs. It can mention that writing is process of thinking and arranging because students or writer have to think about the ideas in their minds first, and then they must arrange their ideas into good sentence and paragraphs. While, Harmer (2001:255) states that writing skill is separate it out from speaking skill. Parts of differences we can see in vocabulary and structure, there are issues of latter, word, and text formulation, it manifested by handwriting, spelling, layout and punctuation. In addition Tarigan (1985:5) states, writing as productive skill, to write an indirect communication and the nature of the character is very different from expressed by speaking directly. Therefore, it can be concluded, writing is an activity for expressing the writer ideas or thought and their feeling through written language which is pass several stages and activities to express them in written form

that can be understood by the reader.

b. Principles of Teaching Writing Skill

Teaching writing skill was start from elementary school to senior university level but the students do not common to express their ideas through a written language especially use English. Harmer (2007: 113) said that teacher need for helping the students to improve their writing habit in order that students can recognize writing as being a normal part of classroom practice and increase students' enthusiasm in build writing skill like they do other activities. There are some kinds of writing activity or performance that can help the teacher in writing process such as using postcards (pre- intermediate/ intermediate), email interview (pre-intermediate upwards), instant writing, using music and picture, newspaper and magazine, brochures and guides, poetry, collaborative writing, writing to each other, and writing in other genres (Harmer, 2007:114-121).

c. Concept of TPS

TPS is one of techniques in cooperative learning. This technique is the most effective technique in cooperative learning to make new variation in discussion cycle, because in this technique the student has a lot of time for thinking, helping with pair, and sharing in the class (Nurazizah and Wuryandari, 2019:83). This technique is made to differentiate instruction by providing students' structure and time to think about topic that was given by the teacher, allowing them to make individual concept and conveying that concept to their partner. According to Suprijono (2008:107), TPS is a cooperative learning technique that encourages individual participation and applicable across all grade levels and class size, then this technique is able to use in any content area with involve three basics activities, before, during, and after the lesson.

In line with definition above, Sanjani (2015:29) states that TPS is a cooperative learning strategy that is very useful, the

point is when the teacher presenting a material, then asking students to think the question and pairing with partner discussion to reach consensus on the question. Finally, the teacher asks students to share the discussion. In addition, Lyman in Lukman (2016:12) define TPS as "a multi-code discussion cycle in which student listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group."

From the definition above, the writer take conclusion that TPS refers to one of the cooperative learning techniques. That has three steps as follows: (1) Teacher poses a problem as question then the students have time to think the answer individually. (2) Next they are working in pairs to find the answer or solve the problem. (3) Then, finally they are sharing their ideas in front of classroom. Furthermore, the writer believes this technique is good technique to apply in teaching writing skill because the

students will be more active in the classroom, they can share their opinions with classmates through topics that have been given formerly. This technique is easy to use within a planned lesson and also in spur-of-the-moment discussion.

d. The Procedure of Using Think Pair Share in Teaching Writing

According to Kagan (1997:14), there are five steps in TPS technique. Those are steps as follows:

1. Organizing students into pairs

Think Pair Share technique is begun by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students (Sugiarto and Sumarsono in Sari, 2018:40). Besides, they will have higher opportunity to know each other closely and it will appear then increase the respect among the students.

2. Posing the topic or a question

Next step is posing a question or a

topic to the students. The question should be in general and has many kinds of answers. For example, “What do you know about recount text?” or the other question like, “How about generic structure in recount text?” It will make the students think deeper and deeper and they can give their opinions in many aspect.

3. Giving time to students to think

The teacher should give the students several times to think an answer of the question that has given formerly. They should analyze the question and use their own critical thinking to answer it. Hopefully, each student has a different answer to be shared to his/her partner. In this step the teacher should give motivate to the students and maybe can give stimulation to open students' ideas.

4. Asking students to discuss with their partner and share their thinking

In this section, each student will share his/her own answer to his/her partner in pairs. They will share their thinking and

discuss each other to find the best answer.

After that, write their ideas in a paper and then after they finish for discussing and writing the result of their ideas, each member of group should write in their respective books. However, this activity can be developed into higher level by gathering one pair into another pair, so that there will be some groups that consist of four students in each group. It means that there will be many ideas to be shared in order to find the best answer and it helps the students to improve their critical thinking and analyzing. However, this activity helps the students develop not only their knowledge, but also their communicative skill and confidence (Sugiarto and Sumarsono in Sari, 2018:41).

5. Calling on a few students to shares their ideas with the rest of the class

The last step of this technique is calling some students to share their ideas with the rest of class. Some students give their answer and the others can give their

pinion or other answer. The teacher should give achievement to the students who give answer or give response to the topic discussion. After all of the students or pairs have been called by the teacher, the teacher should give assignment with the same technique. For example students or pairs should think one topic about everything, and then they have to discuss with their pair about that topic, next they should write their discussion on the paper or book (it can narrative, descriptive, recount text form, and so on). So, It also can be an assessment for teacher how is succeed the using of TPS technique in teaching English especially in teaching writing skill. However, it will improve not only the students' knowledge but also their confidence and can respect each other opinion.

CONCLUSION AND SUGGESTION

a. Conclusion

TPS is one of techniques in cooperative learning. This technique is the most effective technique in cooperative

learning to make new variation in discussion cycle, because in this technique the student has a lot of time for thinking, helping with pair, and sharing in the class. Teaching writing skill use TPS technique divided into several phases:

1. Organizing Students Into Pairs;
2. Posing the Topic or a Question;
3. Giving Time To Students To Think;
4. Asking Students to Discuss with Their Partner and Share Their Thinking;
5. Calling Some Students to Shares Their Ideas with the Rest of The Class.

b. Suggestion

Based on the previous explanation about disadvantages of think pair share technique, the writer would like to suggest that this technique can be employed in teaching writing skill. However, when using this technique the teacher should pay attention to the following things.

1. Teacher should prepare the topic clearly.

2. Teacher should manage time effectively, in order all of students get same opportunity to share their ideas.
3. Teacher should give the topic that may each students have same perception.
4. Teacher should manage the classroom as good as possible.
5. Teacher should do this activity inside of the classroom, in order more easy to control every groups or pairs.
6. Teacher should give instructions clearly, this activity should be connecting between writing activity and TPS Technique. The teacher also should explain where groups assignment and where individual assignment. For example, teacher asks the students to make report writing about school holiday. In group assignment they should share and think what kinds of activities that have been done by them in school holiday. While, in individual assignment they should make report an activity that most wonderful of them.
7. Teacher should give conclusion or

inform the material clearly on the end activity.

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