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IMPROVING STUDENTS' ACHIEVEMENT IN WRITING DESCRIPTIVE TEXT THROUGH THINK PAIR SHARE TECHNIQUE AT EIGHT GRADE OF MTS. SWASTA AL WASHLIYAH 19 PERCUT

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ABSTRACT

The objective of this research is to identify the types of error in using simple present tense in writing descriptive that made by eight grade students of MTsN 2 Deli Serdang, to identify the cause of students make error in using simple present tense in writing descriptive text at MTsN 2 Deli Sedang. This research is qualitative research. The object of research was the eight grade students of MTsN 2 Deli Serdang. The technique of collecting the data are test and questionnaire. The researcher use the technique of analyzing the data from James and Brown. The total of result from students' errors are 49 errors. Then, the students make error in omission are 21 students' (42,85%), addition 11 students' (22,44%), misformation 15 students' (30,61%), and misordering 2 students' (4,08%). For result of questionnaire the students' get cause from context of learning, so to minimize the error outcome in simple present tense, the researcher suggest that the teacher should give the explanation how to write a descriptive text to be a good sentence and also give more examples to the students because more example can make the students understand about writing descriptive text.

Keywords: descriptive tex, writing, students, present tense

INTRODUCTION

English language is very important since English is an international language. There are four skills to be learned in the English language. They are listening, speaking, reading and writing. Writing is one of the skills considered to be important in second language learning since it acts as a communication tool as well as a way of learning, thought, and organizing information or ideas.¹ Furthermore, there are several reasons why writing is absolutely important. After that, writing is one of the ways of communicating with other people around the world. Secondly, in almost part of employment, writing skill is required.²

One of the significant skills in learning English is writing. Essentially, since good writing was born from good thinking, writing is not easy to do. Writing is a part of daily life now and will continue to be.³ As part of language skills, writing is very important for human beings to facilitate communication. Language is not only spoken but written as well. It is a fundamental

¹ Fithriani, Rahmah. *Cultural influence on students' perception of written feedback in L2 writing*. *Journal of Foreign Language Teaching and Learning*, Vol.3, No.1, January 2018, p.1

² Shubhada, Deshpande, *Teaching Writing Skills in English*, *Internasional Journal of English Language Teaching*, Vol.3, No.1, March 2014, p.68

³ Wilson, Edward. (2001), *Writing and Grammar Communication in Action*, United State America, p.2.

language ability, just as important as speaking, listening and reading, so it is crucial to teach students to write.

Writing is a communication process that uses a conventional graph system for transmitting a message to a reader. The purpose of writing is to convey ideas, feelings and intentions to other individuals. A linguistics group has identified a number of writing genres associated with learning in school. Students are expected to be able to write some kind of text, such as descriptive, narrative, recount or greeting cards.⁴ According to the fundamental competence in the junior high school curriculum. Each genre has a different purpose, a different generic structure, various ways of organizing or linking ideas and different features of linguistics.

One of the genres that are taught in Junior High School is descriptive text. Descriptive text is a text that uses visual experience to describe a person, place or object.⁵ It is used to construct a visual picture of individuals, locations, even days or seasons. It can also be used to identify individuals with physical appearances.

However, the students were not interesting in writing, they found it hard and very difficult to write what is in their main into written language. Actually, there are internal and external factors that make it happen. the internal factors, the students' awareness of writing ability is low, the self-confidence and motivation also still low. The external factor is the media in teaching writing is conventional, so the students not interested. Another factor is the students are lack of vocabulary so they feel worried to make some sentence. And the important factor that make the students had low in writing is they do not have place or flexible platform to share their ideas in writing.

Generally, if the teacher used distinct teaching strategies to increase the ability of the student to write, especially making descriptive text, too. But, there are many problem faced, and one of them is the organization of thoughts and ideas. During the teaching and learning process, the teacher must use different media. It makes that students will not feel bored and will pay attention to the learning process of teaching. Sandolo said that integrating technology into the classroom while learning to write and creating essays is extremely important. The students are able to enjoy the writing process. Thus, it is necessary for the teacher to be creative and find interesting ways of learning English especially to improve the students writing skills.

English was not easy to learn, but now, because it has a lot of cooperative learning strategies that can be used to study English, we can learn English easily. There are some of cooperative learning strategies: Think Pair Share, Round Table, Make a Match, Brainstorming, Jigsaw, and Three Minute Review. One of the cooperative learning methods is Think-Pair-Share (TPS). TPS is a cooperative learning technique that can encourage higher-level thinking, the students have time to think and them share their ideas with their friends in pairs.

On the other hand, think pair share is a technique designed to provide "food of thought" to students on a given subject, allowing them to formulate individual ideas and share these ideas with another student. Students not only can work together with their friends but also can be more enthusiastic in learning English. When learning with think pair share technique

⁴ Depdiknas. (2006). *Kurikulum 2006 Standar Kompetensi Mata Pelajaran Bahasa Inggris*. Jakarta.p.287

⁵ Siti Mashitoh,(2015),*Improving students' ability in writing descriptive text using genre based approach(GBA) at the eight grade of SMP islam terpadu fitrah insani*,volume 3, nomor 1, p.3

the class will more active because the students were divide into pairs, the teachers will prepares one topic that contain the explanation of one tittle. After that the teacher was begin to share the topic to students. After all of them get a one topic, the teacher were tell them what must they to do. The teacher shows them a topic for example the cat, So two students will share the idea with another students must to work together to share their idea to that paper and the generic structure that the teacher gives. By using this technique in teaching descriptive text, the writer expects that it was make the students enthusiastic in learning English and increase their writing ability.

Based on a small observation before, the researcher found that most of the students' in eight grade of MTs. Swasta Al-Washliyah 19 Percut still have low ability and interest in writing descriptive text. It can be seen that the students write descriptive text consist of sentence that do not seem relevant together into a topic provide. And the student' do not more explore their expression even they have a good ideas in mind.

To solve the problem above, the researcher decided to use think pair share strategy in teaching writing descriptive text. As one of the advantages of using TPS as a technique, the students' will more active in learning writing descriptive text.

From the explanation above, the researcher was conducted an action research with the title "*Improving Students' Achievement in Writing Descriptive Text through Think Pair Share Technique at Eight Grade of MTs. Swasta Al-Washliyah 19 Percut*"

LITERATURE REVIEW

Writing is a combination of a process and a product. Process refers to the act with which ideas gather and interact before the reader presents them in a polished and executed manner. Caroline said the young students want to see that it is written in the same measures as warning writing.⁶ Writing is a composition that requires a process of thought that is written, transcribed, analyzed, and updated in various and dynamic ways. It is one of the basic language teaching skills that bring ideas into papers or other media to explain what is within the brain to the reader.

According to Harmer, the concept of writing is often useful as preparation for some other activity, particularly when student rite sentences as a preamble to the discussion.⁷ Writing is the process of presenting information through text based on the statement that involves generating letters, terms, symbols, such as punctuation and sentence.

The writing process involves a series of steps follow producing a finished piece of writing. The act of writing will help them compose their thoughts into paper. The four basic writing phase includes the writing process as a classroom activity: preparing (pre-writing), drafting, revising, and editing, reviewing, publishing.⁸

Descriptive text is a text to describe a person, a place, or a thing. According to Fiderer he said that a descriptive paragraph gives a clear picture of a person, place, object, event or idea. Details for descriptive paragraph come from the writers sense smell, taste, touch,

⁶ Caroline T. Linse, (2006), *Practical English Language Teaching: Young Learners*, New York: Mc Draw-Hills Companies, p. 48

⁷ Harmer Jeremy (2004), *How to Teach Writing*, Malaysia: Longman, P.33

⁸ Depdiknas. (2005). *Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan*. Jakarta : Depdiknas Republik Indonesia

hearing, and sight.⁹ Based on the school based curriculum as endorsed by department of National Education of the Republic of Indonesia 2004, the teaching for English writing should cover five different text genres such as recount, narrative, procedure , descriptive and report at Junior High School.¹⁰

From the statement above it can be concluded that the descriptive text is a text which describes the characteristic of something. It can be person, a place or a thing in such a way that a picture is formed in the reader's mind. Furthermore, students' descriptive text writing ability of the students to produce or compose a descriptive text correctly that be shown by the descriptive text made by them that fulfills such criteria of a good descriptive text as the correct use of generic structure correct use of language features.

Think-Pair-Share (TPS) is one of techniques of cooperative learning that can use in teaching learning process. Cooperative really need in this technique, because this technique is in group form. They are allowed to ask each other and share information they know, so that their comprehending about the material becomes wider. But they cannot carry out this learning technique without the cooperation of each other.

The Instruction of TPS

1. Students will be paired consisting of two people.
2. Teachers assign assignments to them.
3. Each student thinks and does their assignment.
4. Each pair discusses their work.
5. Each pair will share the results in front of the class.
6. Teaching descriptive text through Think-Pair-Share In the first class, teaching writing does not need to use grammatical structures, only writing for enhancement.¹¹ A significant aspect is the use of good methods or strategies in learning to make students more excited and interested in English. Students would be bored if the teacher just teaches in traditional forms or processes.

It can be inferred from the simple explanation above that the instructor must teach using a technique or method. TPS is a straightforward tool that can be used in learning. Students can be more involved when using TPS and can exchange ideas with their partners. So that students can effectively and truly understand.

The Advantages of TPS

1. Students should work according to their own skill and work together with other students.
2. Optimizing engagement for students
3. Improve students' mastery of material.
4. Effectively facilitate students to be confident to express their mind in composition and to be discipline in teamwork.
5. Increase social intercourse and emotional question.

Whereas, the disadvantages of this model are as follows:

⁹ John Langan(2004), *Sentence Skills a workbook for writers*,New York:McGraw-Hill Companies.seventh edition. P.16

¹⁰ Adele Fiderer. (2020). *Paragraph Power*. New York : Scholastic Professional Books, p.1

¹¹ Ami J. Devit (2004), *Writing Genre*, USA:Board of Trustess,P.191

1. It potentially wastes time if not managed properly.
2. Group presentation should be guided heading to materials
3. Some students rely solely on his ability, teacher have to look carefully to all groups during composition to maximize interaction process among them.

RESEARCH METHOD

In this research, the research methodology was classroom action research that concentrated on a specific group of students in a certain classroom. Research class action research that research methods with practical action, an action taken in the investigation discipline, or the effort of a person to understand what is happening, while engaging in the progress and reform process. The researcher used two cycle, each cycle consist of planning, action, reflection, and evaluation. The steps of the cycle were:

Planning

Planning is a process to do something. All that is needed in the learning phase is prepared during the preparation of the study. The following are the criteria of the planning phase.

1. Preparing the lesson plan
2. Preparing the material for writing descriptive text
3. Preparing the media that will be needed in teaching and learning process.
4. Preparing the instruments for collecting data: Observation sheet, Interview sheet and Test.

Action

In this step, The action was implemented to perform teaching activities which the researcher pays attention to the teacher who teaches the technique content. A lesson plan for the teaching method was applied to the instructor. In implementing think pair share as a teaching learning method, the researcher acted as an English teacher. The collaborator therefore served as the investigator of all the events that arise in the learning phase of teaching. In executing the intervention, each cycle has two meetings. Researcher made the teaching programmers with think pair share that used to teach writing descriptive text. After that, researcher gave post test about the lesson they have learned.

Observation

Observations are made in the classroom during teaching and learning activities, observations are made by the researcher and assisted by the teacher to determine student participation and the classroom atmosphere when the technique is applied.

Important aspects of observation are data sources, instruments used in data collection, and data collection techniques. Observation results will be recorded on the observation sheet. Researchers are assisted by teachers to observe student activities and provide input and suggestions.

Reflecting

Reflection is analyzed and the results from the practices of observation and assessment. The researcher reflected and analyzed the result from the action and observation in teaching and learning process of writing descriptive text using think pair share technique was good to imply at eight grade of MTS. 19 Percut or not.

RESULT AND DISCUSSION

Quantitative and qualitative data are kinds of data were analyzed. The quantitative data was taken from the means of students' score in taking test. And the qualitative data were taken from interview, observation sheet and documentation. The researcher conducted in one class with 20 students. It was accomplished in two cycles. Each cycle consisted of four step, they are planning, action, observation and reflection.

The Quantitative Data

The quantitative data were taken from the result of the test given to the students. The test given still relevant to the topic taught and discussed in the classroom in every cycle.

Pre-Test

The researcher gave the pre-test to find out the students' achievement of descriptive text. The score for English subject in the school was 75. The researcher gave the written test to students in writing descriptive text. And gave interview to know them knowledge and the difficulties in writing especially in writing descriptive text.

Table 4.1
The Student's Score of Pre Test

No.	Initial of Name	Score of Pre Test	Criteria of Success > 75
1.	AM	50	Unsuccess
2.	DH	60	Unsuccess
3.	ES	61	Unsuccess
4.	FR	30	Unsuccess
5.	FY	44	Unsuccess
6.	HKA	54	Unsuccess
7.	LW	66	Unsuccess
8.	MAS	70	Unsuccess
9.	MI	68	Unsuccess
10.	MN	56	Unsuccess
11.	MR	63	Unsuccess
12.	MRH	50	Unsuccess
13.	NA	40	Unsuccess
14.	NR	62	Unsuccess
15.	NK	60	Unsuccess
16.	RA	65	Unsuccess
17.	RK	60	Unsuccess
18.	RF	62	Unsuccess
19.	SKS	40	Unsuccess
20.	WS	49	Unsuccess
	TOTAL	$\Sigma X = 1110$	
		$X = 55,5$	

From the table above of pretest, the total score was 1.110 and the number of the students was took the test was 20 students. The researcher applied following formula:
 $=\Sigma$

So, the mean of the students was: $X = \frac{1110}{20} = 55,5$

From the analysis data above, researcher knew that the students' achievement in writing was very low. The mean of the students was 55.5 and the student categories still in the poor level.

The Percentage of the Students' score in Pre-test

	Criteria	Total of Students	Percentage
P1	Success	0	0%
P2	Unsuccess	20	100%
Total		20	100%

From the result, the achievement in writing descriptive text of students was very low. It can be seen from the percentage score of students 0%. It means that, no one from them can answer the test explicitly until passed the passing grade of English score.

Post Test Cycle 1

In cycle I, the researcher gave test to the students' after applying the Think Pair Share technique in descriptive text. The researcher found some of them have scored above their criteria of success ≥ 75 . The students' score of post test cycle I can be seen in the table below:

The students' Post Test I

No.	Initial of Name	Post Test I	Score Criteria of Success >75
1.	AM	75	Success
2.	DH	72	Unsuccess
3.	ES	75	Success
4.	FR	65	Unsuccess
5.	FY	68	Unsuccess
6.	HKA	70	Unsuccess
7.	LW	78	Success
8.	MAS	80	Success
9.	MI	75	Success
10.	MN	65	Unsuccess
11.	MR	75	Success
12.	MRH	69	Unsuccess
13.	NA	65	Unsuccess
14.	NR	76	Success
15.	NK	73	Unsuccess
16.	RA	78	Success
17.	RK	77	Success
18.	RF	68	Unsuccess
19.	SKS	74	Success

20.	WS	67	Unsuccess
Total	$\Sigma X = 1.446$		
	$X = 72,3$		

From the table of post-test I, the students that got the success the test was 9 students and the students did not get success was 11 students. Total score of the students was 1.446 and the number of the students was took the test was 20 students.

No	Initial of Name	Post Test II	Score Criteria of Success ≥ 75
1.	AM	76	Success
2.	DH	85	Success
3.	ES	90	Success
4.	FR	86	Success
5.	FY	77	Success
6.	HKA	87	Success
7.	LW	84	Success
8.	MAS	89	Success
9.	MI	84	Success
10.	MN	73	Unsuccess
11.	MR	88	Success
12.	MRH	74	Unsuccess
13.	NA	72	Unsuccess
14.	NR	89	Success
15.	NK	86	Success
16.	RA	82	Success
17.	RK	89	Success
18.	RF	85	Unsuccess
19.	SKS	74	Success
20.	WS	79	Success
Total	$\Sigma X = 1.649$		
	$X = 82,45$		

so, the mean of the students was: $X = \frac{1446}{20} = 72,3$

From the data analysis It means that there is an improvement after the treatment of the technique used, but it is still seen that the students; achievement in writing descriptive text was still low. It could be seen of the mean score of the students was 72,3.

The Percentage of the Students' score in Pre-test

	Criteria	Total of Students	Percentage
P1	Success	9	45%
P2	Unsuccess	19	55%
Total		20	100%

From the data above showed that the students' score was low although there have been improvements. There were 9 students who got point up 75, it means that just 45% students who can success the test. It can be seen there are improvement from pre-test to post-test, the students' achievement in writing descriptive text post-test I in the Cycle I was categorized unsuccessful, it would continue in the second cycle.

Post Test II

The researcher was continued the research in cycle II, because in cycle I the score of students is not success from the criteria, The aim was to improve the students score in descriptive text by using think pair share technique after doing post test in cycle I. The students' score of post test II can be seen from the table below:

From the table of post-test II, the students that got the success the test was 16 students and the students did not get success was 4 students. Total score of the students was 1.649 and the number of the students was took the test was 20 students. The mean of the students was: $X = \frac{1649}{20} = 82,45$

From the data analysis It means that there is an improvement after the treatment of the technique used, but it is still seen that the students; achievement in writing descriptive text was still low. It could be seen of the mean score of the students was 72,3.

The Percentage of the Students' score in Pre-test

	Criteria	Total of Students	Percentage
P1	Success	16	80 %
	Unsuccess	4	20 %
Total		20	100 %

From the result above showed that the students' score was an improvement in the writing descriptive text. There were only 4 students cannot success the test, and 16 students can success the test. It was showed from the mean of Pre-Test was 82,45% from 20 students can success the test. From the data percentage, it means that think pair share technique in writing descriptive text was effective

Students' Score from Pre-Test, Post-Test I, and Post-Test II

NO	Initial of Name	Pre Test	Post Test I	Post Test II
1	AM	50	75	76
2	DH	60	72	85
3	ES	61	75	90
4	FR	30	65	86
5	FY	44	68	77
6	HKA	54	70	87
7	LW	66	78	84
8	MAS	70	80	89
9	MI	68	75	84
10	MNS	56	65	73
11	MR	63	75	88

12	MRH	50	69	74
13	NA	40	65	72
14	NR	62	76	89
15	NK	60	73	86
16	RA	65	78	82
17	RK	60	77	89
18	RF	62	68	85
19	SKS	40	74	74
20	WS	49	67	79
	Total	$\Sigma X = 1110$	$\Sigma X = 1.446$	$\Sigma X = 1.649$
		$X = 55,5$	$X = 72,3$	$X = 82,45$

The Percentage of Students' Writing Ability

Competence Test	The Competence Students	Percentage
Pre-Test	0	0%
Post-Test I	9	72,3%
Post-Test II	16	82,45%

From the result above, it can be seen there are improvement of students' achievement in writing descriptive text. In pre-test there were no students can answer the test until achieve the passing grade, and the percentage also 0% it means that the students was very low in writing descriptive text. In post-test I there has been an improvement in their ability to write procedure text. There were 9 students whose scores reached a passing grade and their score had 72,3% increase, that means some of them already understood how to write procedure text with the structure of the text. in post-test II, the students' score was 82,45% the score was taken from 16 from 20 students who successfully answered the test by achieving a passing grade, and only 4 students still got low scored.

Based on the data, it can be said that the students can improve their achievement in writing descriptive text by using think pair share technique. It made them more enjoyable and active in the class in learning descriptive text.

Qualitative Data

Qualitative data included from interview, observation sheet, and documentation. All of the qualitative data was taken in two cycles and have four meetings been conducted. The researcher used two cycle and each cycle include two meeting. Every cycle had four stages there are planning, action, observation, and reflection. Revision used in the next cycle for improve students' achievement in writing descriptive text.

A. Cycle I

1. Planning

All planning include lesson plans, observation sheets, media as teaching resources, material on procedure text, and camera as recording tools in the preparing of all preparations for the teaching and learning process. Learning begins by explaining the

purpose of the material after everything has been prepared and applying think pair share technique as material for teaching writing process text.

2. Action

Before did the actions, the researcher gave the pre-test to know their ability in writing descriptive text and make sure they did not work together and did it individually.

In action the researcher was explained about definition, goal, and generic structure also example of procedure text. After all of the material about descriptive text delivered well, the researcher asked to them to tell the difficulties that their felt about the material.

The researcher divided the students into pairs and gave a test. Then the researchers began to apply the think pair technique and then share to teach the Descriptions text about "animals". Each of them must think first then pair up and share in front of the class. Students are very excited and also pair up then share and the class is very active. And finally the researchers apologized to them for recreating "about text description" in their own words. After that the researcher gave the post-test to the students.

3. Observation

In the observation section, the researcher observes the activities carried out by students during the learning process. It still seems that some students did not follow the lesson well, they still looked confused when they wanted to describe something it was because they did not know meaning of some words . But it seems clear that they have become active even though the researcher must accompany the technique that has been used.

4. Reflection

In the reflection stage, the researcher evaluated the teaching learning process. The researcher asked the students their difficulties in learning descriptive text, there was still many things that need to be improved in the first cycle in order to improve students' writing descriptive text. Based on data, the researcher needed to make the cycle II to improve their skill in writing procedure text.

B. Cycle II

1. Planning

In planning, the researcher as the teacher prepared the material about procedure text.

2. Action

In action, the researcher asked to them still remembers about the descriptive text material that had been explained. And then, the researcher was applied the think pair share technique in writing descriptive text. The researcher divides 20 students into pairs. The researcher showed the topic on white board, so the students can think for themselves, pair and then share what they write in that topic. And the class more active then cycle I, they also more understood about writing descriptive text.

3. Observation

The observation was done in cycle II. Based on the result the students can write the procedure text well. Most of them got scores up 75. Based on the researcher observed there was improvement of students active in the class. The students also more interested with the material about descriptive text by using think pair share technique. Many differences value that they got from pre-test, post-test I, and Post-test II. And they also got new vocabularies.

4. Reflection

Reflection in cycle II, it can said teaching descriptive text by using think pair share technique can improved the students achievement at eight grade of MTS. Swasta Al-Washliyah 19 Percut. It can be seen from the result of post-test cycle II, most of them reached the Minimum Passing Grade (MPG). And then 82,4% the improvement from pre-test until post-test II.

This research was the application of Think Pair Share Technique to improve students' writing procedure text at eight grade of MTS. Swasta Al-Washliyah 19 Percut. This research was used think pair share technique as an effective technique to improve students' in writing descriptive text and the students become more active in learning process. The effectiveness of implementing think pair share as a technique, it can be seen from the value of students' test in pre-test, post-test I and post-test II. There was an increase in the value that students can achieve in each cycle in appendix.

In quantitative data it can be seen before implementing think pair share technique, the students still had difficulties and not active in teaching learning process in the class room. The score's students in Pre-Test are so low, there was no students can achieve the test, 0 from 20 students not achieve the Minimum Passing grade (MPG) or up to 75. It means that 0% the mean score of the students. And then after implemented the make a match technique cycle I, the score of Post-Test I of students increase become 72,3% in mean score. It means that there were 9 students from 28 student achieved score up to 75. Meanwhile in Post-test II, the mean score of students 82,45% there were 20 students passed the test.

In qualitative data was taken from observation sheet, interview and documentation. All of data in qualitative was run well. Every cycle, the researcher prepared lesson plan, material and tools about descriptive text, gave the students exercise to fill text about descriptive text. And made them to be active in class because they work with a group, so their responded of this technique was good. Think Pair Share technique made students more active in teaching learning process. Most of the also interested to follow the active class situation, and they always together to follow instruction in that technique, so they can passed the test that given by the teacher.

It can be concluded that Think Pair Share technique can improve the students' writing descriptive. It can be seen from the result of quantitative data, the score of students from Pre-test, Post-test I, and Post-Test II showed improvement. And also the qualitative data showed that the students were more active and there was interested to follow class so that teaching learning process running well. The teacher also can controlled the class.

CONCLUSION

1. The students' achievement before implementing think pair share technique was still very low. It can be shown from the result of the pre-test which the mean score of the students were 55,6 and there was 0 student passed the test from 20 students.
2. After implementing think pair share technique, the students can follow the instructions of the technique well and then the class is more active.
3. The students' achievement in writing descriptive text also improved by using Think Pair Share, it be shown from the score of students in Post-Test cycle I there were 9 students from 20 students who passed the test with the mean score was 72,3 % and then also in cycle II, the researcher gave the test again. The students mean score were 82,45% and it took from 16 students from 20 students who passed the test.

4. The students' responded during the teaching and learning process was very good. They also more active and interested in teaching learning process. And there are the improvements in their score, it means that they already understood about writing procedure text.

SUGGESTIONS

The result of research showed the implementation think pair share in writing achievement of students. These following suggestions are offered:

1. For English Teacher, to use think pair share technique is more effective in teaching descriptive text. This technique can improve the students' interested in learning English and the atmosphere class is more enjoyable.
2. For students, with this technique it can help students to improve their achievement of writing in descriptive text.
3. For the other researchers, this research can be useful to conduct the same research with the various variables.

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