Shautut Tarbiyah, Ed. Ke-36 Th. XXIII, Mei 2017
The Effect of Write-Pair-Share Technique ….

Haslan

The Effect Of Write-Pair-Share Technique Towards Students' Writing Ability At SMAN 1 Unaaha

Haslan
Fakultas Keguruan dan Ilmu Pendidikan Universitas Lakidende
email: haslan.unilaki@gmail.com

Abstract

The objective of this study was to find out if there is any significant effect on students' writing ability using write-pair-share technique. The methodology of this study was quantitative. The design of this study was pre-experiment with one group pre-test and post test design. Sample of this study was students' grade X-A of SMAN 1 UNAAHA. The result of the study show that there is significant effect on students' writing ability using write-pair-share. It seemed by number of students who achieved the target score from good to average – excellent to very good or 14 above score level for vocabulary and 18 above score level for language use (grammar), which for vocabulary aspect from none increased to 25 students (83.33%), and for language use (grammar) aspect from none increased to 20 students (66.67%) who achieved target score. Conclusion of this study is using write-pair-share technique is effectively in learning process.

Key Words: Write-Pair-Share Technique, Writing Ability

Abstrak

Tujuan penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan terhadap kemampuan menulis siswa dengan menggunakan teknik *write-pair-share*. Metodologi penelitian ini bersifat kuantitatif. Rancangan penelitian ini adalah pre-experiment dengan satu kelompok pre-test dan post test design. Sampel penelitian ini adalah siswa kelas X-A SMAN 1 UNAAHA. Hasil penelitian menunjukkan bahwa ada pengaruh yang signifikan terhadap kemampuan menulis siswa dengan menggunakan write-pair-share. Sepertinya jumlah siswa yang mencapai skor target dari yang baik sampai rata-rata - sangat baik sampai tingkat 14 yang sangat baik atau 14 di atas tingkat kosa kata dan 18 tingkat penilaian di atas untuk penggunaan bahasa (tatabahasa), yang untuk aspek kosa kata dari tidak ada yang meningkat menjadi 25 siswa (83,33%), dan untuk

aspek penggunaan bahasa (tata bahasa) dari tidak ada yang meningkat menjadi 20 siswa (66,67%) yang mencapai nilai sasaran. Kesimpulan penelitian ini adalah menggunakan teknik write-pair-share sangat efektif dalam proses pembelajaran.

Kata Kunci: Teknik Write-pair-share, Kemampuan Menulis

Introduction
A. Background of the Study

English as a subject matter in school covers four basic language skills: reading, speaking, listening and writing. In every subject, students' learning activities involve writing. Writing is a kind of activity in language learning which use printed symbols or words to communicate with the others. It also means the way of writer to communicate their meanings to the readers.

Students of Junior High School, Senior High School or University need to master the writing ability as well. Unlike the speaking process is more flexible and spontaneous, writing works in a different ways. When we write, we do more than put words together to make sentences. We have to think about the vocabulary, correctness of grammar, punctuation, etc.

Students need to master all those things in order to express clearly and directly what they mean to the reader, but in fact students ability in writing still low. It's showed by their writing is less vocabulary, incorrect grammar, not suitable punctuation mark, etc.

Students of SMAN 1 Unaaha also had some problem in writing. The general problem on students' writing are poor vocabulary, difficulty with sentence structure and word order, trouble reading back what is written, difficulty with word sounds, spelling, punctuation, meanings, etc.

Students' writing ability still low can be caused two factors there are internal factor and external factor. Internal factor comes from the students themselves, related to their motivation to write and external factor comes from the teacher (way of teaching or method) and facility or teaching instrument.

English teaching method is changeable. The method should be interesting and student-centered. One of the teaching methods is Cooperative Learning. Cooperative learning is a method that students work together in group to discuss and share their idea in order to understand something in learning process.

Shautut Tarbiyah, Ed. Ke-36 Th. XXIII, Mei 2017
The Effect of Write-Pair-Share Technique ….

Haslan

Through this method, students are active in the learning process, because they will learn more through a process of constructing and creating, working in a group and sharing knowledge. Nevertheless, individual's responsibility is still the key of success in learning English.

Cooperative learning gives a chance for student to be involved into discussion, has courage and critical thinking and being responsible of his/her own learning. Although it considers as an activity which students-centered, does not mean that teacher in the classroom is not participating. In the learning process, teacher has roles as designer, facilitator and guide in the learning process.

Write-Pair-Share is a strategy of the learning methods that divided students to learn on pairs, works alone to write down their ideas, pair and discuss their ideas with their partner and share their ideas with the class. It is believe that the use of Write-Pair-Share technique could improve the students' writing ability rather than using traditional or conventional method.

The researcher interested in to find out if the use of write-pair-share could affect the students' writing ability. That is why the researcher interested to conduct the research entitled **"The Effect of Write-Pair-Share Technique towards Students' Writing Ability at SMAN 1 Unaaha**

B. Research Question

Based on above background of the study, the researcher formulates research question as follows:

Is there any significant effect on students' writing ability using Write-Pair-Share technique?

Literature Review
A. Writing and Teaching Writing

Writing is a skill that is required in many contexts throughout life. For instance, you can write a letter or an email to a friend or reflect on what happened during the day in your personal diary. Writing is a kind of activity in language learning which using printed symbols or words to communicate with the others. It also means the way of writer to communicate their meanings to the readers.

The act of writing differs from talking which writing is less spontaneous and more permanent, and the resources which are

available for communication are fewer because we cannot (as we do in conversation) interact with the listeners and adapt as we go along. For this reason the conventions of writing tend to be less flexible than those of conversation, and the language which is used tends to be standardised[1].

Ager[2], states that written and spoken language differs in many ways. However, some forms of writing are closer to speech than others, and vice versa. Below are some of the ways in which these two forms of language differ:

1. Writing is usually permanent and written texts cannot usually be changed once they have been printed/written out. Speech is usually transient, unless recorded, and speakers can correct themselves and change their utterances as they go along.

2. A written text can communicate across time and space for as long as the particular language and writing system is still understood. Speech is usually used for immediate interactions.

3. Written language tends to be more complex and intricate than speech with longer sentences and many subordinate clauses. The punctuation and layout of written texts also have no spoken equivalent. However some forms of written language, such as instant messages and email, are closer to spoken language. Spoken language tends to be full of repetitions, incomplete sentences, corrections and interruptions, with the exception of formal speeches and other scripted forms of speech, such as news reports and scripts for plays and films.

4. Writers receive no immediate feedback from their readers, except in computer-based communication. Therefore they cannot rely on context to clarify things so there is more need to explain things clearly and unambiguously than in speech, except in written correspondence between people who know one another well. Speech is usually a dynamic interaction between two or more people. Context and shared knowledge play a major role, so it is possible to leave much unsaid or indirectly implied.

---

[1] Broughton, Geoffrey., et al. 2003. *Teaching English as a Foreign Language*. London. Routledge, h. 116

[2] Ager, Simon. *Writing and Writing System; Differences between Writing and Speech*. (Online) Available: http://www.omniglot.com/writing/definition.htm (January 17th 2011)

5. Writers can make use of punctuation, headings, layout, colors and other graphical effects in their written texts. Such things are not available in speech. Speech can use timing, tone, volume, and timbre to add emotional context.

6. Written material can be read repeatedly and closely analyzed, and notes can be made on the writing surface. Only recorded speech can be used in this way.

7. Some grammatical constructions are only used in writing, as are some kinds of vocabulary, such as some complex chemical and legal terms. Some types of vocabulary are used only or mainly in speech. These include slang expressions, and tags like *y'know*, *like*, etc.

According to Ur[3], the objective of teaching writing in a foreign language is to get learners to acquire the abilities and skills they need to produce a range of different kinds of written texts similar to those an educated person would be expected to be able to produce their own language. Moreover Ur[4], said that:

> The purpose of writing, in principle, is the expression of ideas, the conveying of a message to the reader; so the idea themselves should arguably be seen as the most important aspect of the writing. On the other hand, the writer needs also to pay some attention to formal aspects; neat handwriting, correct spelling and punctuation, as well as acceptable grammar and careful selection of vocabulary.

This because much higher standards of language are normally demanded in writing than in speech; more careful constructions, more precise and varied vocabulary, more correctness of expression in general. Also, the slow and reflective nature of the process of writing in itself enables the writer to devote time and attention to formal aspects during the process of producing something and it is difficult to demand in the course of the real-time flow of speech.

Based on above explanation, the researcher concluded, it could be said that the writing process really is different with speaking process. Unlike speaking which more flexible and adaptable, in writing we have to pay attention on such kind of things like

---

[3] Ur, Penny, *A Course in Language Teaching: Practice and Theory*. (Cambridge: Cambridge University Press, 2003), h. 162
[4] Ur, Penny, *Ibid*, h. 163

construction of the words, vocabulary, correctness of grammar, cohesive and coherence, understandable of meaning or message to the reader, etc. Those things are also important for teaching writing.

B. The Writing Process

According to Seow on Richards & Renandya[5], the writing process as a private activity may be broadly seen as comprising four main stages, they are planning, drafting, revising and editing.

1. Planning (Pre-Writing)

Pre-writing is any activity in the classroom that encourages students to write. It stimulates thoughts for getting started. In fact, it moves students away from having to face a blank page toward generating tentative ideas and gathering information for writing. The following activities provide the learning experiences for students at this stage:

a. Group Brainstorming

Student spews out ideas about the topic. Spontaneity is important here. There is no right or wrong answer. Students may cover familiar ground first and then move on to more abstract or wild territories.

b. Clustering

Student's form words related to a stimulus supplied by the teacher. The words are circled and then linked by lines to show discernible clusters.

c. Rapid Free Writing

Individual students freely and quickly write down single words and phrases about the topic. Rapid free writing is done when group brainstorming is not possible or because the personal nature of a certain topic requires a different strategy.

d. WH-Questions

Students generate *who, why, what, where, when* and *how* question about a topic. More such question can be asked of answers to the first string of WH-questions, and so on. This can go on indefinitely. In addition ideas for writing can be elicited from multimedia

---

[5] Richards, Jack C & Renandya, Willy A., *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press, 2002), h. 315-318

Shautut Tarbiyah, Ed. Ke-36 Th. XXIII, Mei 2017
The Effect of Write-Pair-Share Technique ….

Haslan

resources (e.g. printed material, videos, and films), as well as from direct interviews, talks, surveys, and questionnaires.

2. Drafting

Once sufficient ideas are gathered at the planning stage, the first attempt at writing – that is, drafting – may proceed quickly. At the drafting stage, the writers are focused on the fluency of writing and are not preoccupied with grammatical accuracy or the neatness of the draft.

3. Revising

When students revise, they review their texts on the basis of the feedback. They examine what was written to see how effectively they have communicated their meanings to the readers. Revising is not merely checking for language errors (i.e. editing). It is done to improve global content and the organization of ideas so that the writer's intent is made clearer to the reader.

4. Editing

At this stage, students are engaged in tidying up their texts as they prepare the final draft for evaluation by the teacher. They edit their own or their peer's work for grammar, spelling, punctuation, diction, sentence structure and accuracy of supportive textual material such as quotation, examples and the like.

Based on above explanation, the researcher concluded that writing process is a broad and systematic activity which must conduct as one system of writing there are planning, drafting, revising, and editing.

C. Writing Ability

Writing ability is the skill to express ideas, thoughts, and feelings to other people in written symbols to make other people or readers understand the ideas conveyed[6]. Writing ability helps the learner gain independence, comprehensibility, fluency and creativity in writing.

---

[6] Http://Teachingenglishonline.net/Definition-Of-Writing-Ability/. (Online) May 29th 2011

According to Klein on Tan[7], writing ability is the skill to put pen and paper to express ideas through symbols. This way, representations on the paper will have meaning and content that could be communicated to other people by the writer. If learners have mastered these skills, they will be able to write so that not only they can read what they have written, but other speakers of that language can read and understand it.

Based on the definition, the researcher concluded that writing ability are specific skills which help writers put their thoughts into words in a meaningful form and to mentally interact with the message.

D. Types of Writing

According to Kane[8], the various effects a writer may wish to have on his or her readers are to inform, to persuade and to entertain the result in different kinds of prose. The most common is prose that informs, which depending on what it is about, is called exposition, description, and narration.

1. Exposition

Exposition explains. How things work, ideas, facts of everyday life, history, controversial issues laden with feelings, politics, religion, etc. But whatever its subject, exposition reveals what a particular mind thinks or knows or believes. Exposition is constructed logically. It organizes around cause/effect, true/false, less/more, positive/negative, general/particular, assertion/denial. Its movement is signaled by connectives like therefore, however, and so, besides, but, not only, more important, in fact, for example, etc.

2. Description

Description deals with perceptions or most commonly visual perceptions. Its central problem is to arrange what we see into a significant pattern. Unlike the logic of exposition, the pattern is spatial: above/below, before/behind, right/left, and so on.

3. Narration

---

[7] Tan, Hedda. 2009. *Teaching Strategies; What is Writing and Why is There a Need to Learn it?* (Online). Available: http://www.heddatan.com/a-definition-of-writing.html (November 20th 2011)

[8] Kane, Thomas S., *The Oxford Essential Guide to Writing*, (New York: Berkeley Books, 2000), h. 6-7

The subject of Narration is a series of related events or a story. Its problem is twofold: to arrange the events in a sequence of time and to reveal their significance.

Based on above explanation, the researcher concluded that an exposition means explains something or tells what something means, description means "painting a picture" with words, and narrative means writing that telling a story.

E. Descriptive Text

Zahrowi[9], states that a descriptive text is a text which lists the characteristics of something. Descriptive text is usually used to help writer develop an aspect of their work, e.g. to create a particular mood, atmosphere or describe a place so that the reader can create vivid pictures of characters, places, objects etc.

Descriptive text also consists of generic structure as follows: (1) General statement; introducing people, animal, place or thing that will be describe, (2) Description; draws clearly about the object characteristics, shape, height, appearance, etc, and (3) Closing.

The descriptive text has language features as follows: (1) using simple present tense, (2) using action verbs, (3) using passive voice, (4) using noun phrase, (5) using adverbial phrase, (6) using technical terms, (7) using general and abstract noun, and (8) using conjunction of time and cause-effect.

Based on above explanation, the researcher concluded that descriptive text is kind of writing text which draws something (could be people, animal, place or thing) specifically with word. It aims to show rather than tell the reader what something/someone is like, focused and concentrates only on the aspects that add something to the main purpose of the description, and sensory the description on what is heard, seen, smelt, felt, and tasted.

F. The Write-Pair-Share Technique

Write-Pair-Share technique is a cooperative learning technique adapted by Kagan from Think-Pair-Share technique developed by Frank Lyman. In this technique, people first work individually to *write*

---

[9] Zahrowi, Ahmad, *Descriptive Text*, 2009, (Online). Available: http://ahmadzahrowi.wordpress.com/2009/03/16/descriptive-text/ (November 10th 2011)

down their ideas on the task before them. Next, they discuss their ideas with the other member of their *pair*. Finally, students *share* their pair's ideas with the rest of the class, *write-pair-share*[10]. Think-Pair-Share works the same way, except that instead of writing down one's thoughts in the first step, people think alone without writing.

Write-pair-share and think-pair-share are a low-risk strategy to get many students actively involved in classes of any size. The procedure is simple, after asking a question, tell students to think silently about their answers. As a variation, you might have them write their individual answers. Then ask them to pair up with a partner to compare or discuss their responses. Finally, call randomly on a few students to summarize their discussion or give their answer. The random calls are important to ensure that students are individually accountable for participating[11].

Pyke[12], also suggest the application of both, that is the think-write-pair-share. Begin by giving your students a question, problem, concept, idea, etc. Tell the students to think about the problem and write down an answer. (this is the think-write portion). Give them enough time to do this, based on the complexity of the question you have posed. Next, ask the students to pair with a partner to share and discuss what they have written (the pair-share portion of the exercise). Usually this is someone seated nearby or perhaps a cooperative teammate, or you can have them get up and walk across the room to partner with someone they have never spoken to before. Give the students enough time to share their answers, perhaps discussing such things as why they believe their answer is correct, how they arrived at that answer, etc. Finally, you can then ask a few students to share their own answers, their partner's answers, or their group's discussion with the whole class. This may lead to larger class discussion and interesting insights.

Based on above explanation, the researcher concluded that the write-pair-share technique is a development strategy from think-pair-

[10] Jacobs, George M., Lee, Gan Siowek., & Ball, Jessica, *op.cit,* h. 13

[11] Ledlow, Susan, *Using Think-Pair-Share in the College Classroom*, (Center for Learning and Teaching Excellence: Arizona State University, 2001)

[12] Pyke, Garvey, *Active Learning is as easy as Think-Write-Pair-Share*. Center for Teaching & Learning, (Online), 2009. Available: http://teaching.uncc.edu/podcast/active-learning-easy-think-write-pair-share (November 10th 2011)

Shautut Tarbiyah, Ed. Ke-36 Th. XXIII, Mei 2017
The Effect of Write-Pair-Share Technique ….

Haslan

share technique. The application of write-pair-share technique is believed to be a good one to apply in writing activity class because of its easiness and effectiveness rather than doing a traditional or conventional technique.

Methodology Of The Study

The methodology of this study was quantitative. The design of this study was pre-experiment with one group pre-test and post test. Firstly, the researcher gave pre-test to know the students ability before treatment. Secondly, the researcher gave treatment under write-pair-share technique. Finally, the researcher gave the post test to measure the development. The result of pre-test and post test examined in order to know the final result whether the independent variable (write-pair-share technique) did affect the dependent variable (writing ability) or not.

Population of the study is whole subject of a study. The population of this study was the first year students of SMAN 1 Unaaha that registered in academic year 2011/2012. Sample is half of the population which taken representatively or a small scale of population taken for being analyzed[13]. The sample of this study taken using purposive sampling technique, which means the researcher chosen sample for a specific purpose. The sample of this study was students' grade X-A of SMAN 1 Unaaha which consist of 30 students.

Instruments used in this study was written test. The researcher asked the students to write a simple descriptive text (describing people) consist of 150-200 words or 1-2 paragraphs. Students were given 90 minutes to complete the task.

In collecting the data, the researcher used the following steps. Firstly, the researcher gave pre-test to the students. Students were asked to write a simple descriptive text (describing people) based on their basic knowledge. Pre-test was given to know the students' basic ability in writing before given treatment under write-pair-share technique. Secondly, the researcher gave post test. The post test used to know the students' writing ability after given treatment under write-pair-share technique.

---

[13] Iskandar, *Metodologi Penelitian Pendidikan dan Sosial (Kuantitatif dan Kualitatif)*, (Jakarta. Gaung Persada Press, 2009), h. 69

The data that has been collected then analyzed quantitatively. The data from pre-test or post test exam to find out the final decision of the study. The researcher used one tailed *t*-test analysis to examine the score that has been collected from pre-test and post test.

Finding and Discussion

A. Finding1.

Description of Students' Achievement score on Pre-test

The description of students' achievement score on pre-test showed in order to draws the students' writing score on vocabulary and language use (grammar) aspects before given treatment using write-pair-share technique. The distribution of vocabulary and language use (grammar) score achieved by the students in pre-test can be seen at below table:

Table 4. Distribution of Vocabulary Score Achieved by the Students in Pre-test

No	Score level	Criteria	Frequency	Percentage (%)
1	20 – 18	Excellent to very good	0	0
2	17 – 14	Good to average	0	0
3	13 – 10	Fair to poor	3	10
4	9 – 7	Very poor	27	90
			30	100

Table 4 showed that on pre-test, the students' score on vocabulary aspect ranged on very poor – fair to poor criteria or 7 to 13 score level. It can be elaborated that the 9 – 7 score level which grouped in very poor criteria obtained by 27 students (90%), the 13 – 10 score level which grouped in fair to poor criteria obtained by 3 students (10%). While none of the students obtained the 17 – 14 and 20 – 18 score level which grouped into good to average and excellent to very good criteria. Therefore, it concluded that none of the students could reach the target of the study to achieve the good to average – excellent to very good criteria or 14 above score level for vocabulary criteria in pre-test.

Table 5. Distribution of Language Use Score Achieved by the Students in Pre-test

No	Score level	Criteria	Frequency	Percentage (%)
1	25 – 22	Excellent to very good	0	0
2	21 – 18	Good to average	0	0
3	17 – 11	Fair to poor	2	6.67
4	10 – 5	Very poor	28	93.33
			30	100

Table 5 showed that on pre-test, the students' score on language use (grammar) aspect also ranged on very poor – fair to poor criteria or 5 to 17 score level. It can be elaborated that the 10 – 5 score level which grouped in very poor criteria obtained by 28 students (93.33%), the 17 – 11 score level which grouped in fair to poor criteria obtained by 2 students (6.67%). While also none of the students obtained the 21 – 18 and 25 – 22 score level, which grouped into good to average and excellent to very good criteria. Therefore, it concluded that none of the students could reach the target of the study to achieve the good to average – excellent to very good criteria or 18 above score level for language use criteria in pre-test.

2. Description of Students' Achievement score on Post test

The description of students' achievement score on post test showed in order to draws the students' writing score on vocabulary and language use (grammar) aspects after given treatment using write-pair-share technique. The distribution of vocabulary and language use (grammar) score achieved by the students in post test can be seen at below table:

Table 6. Distribution of Vocabulary Score Achieved by the Students in Post test

No	Score level	Criteria	Frequency	Percentage (%)
1	20 – 18	Excellent to very good	4	13.33
2	17 – 14	Good to average	21	70
3	13 – 10	Fair to poor	2	6.67
4	9 – 7	Very poor	3	10

13

		30	100

Table 6 showed that on post test, the students' score on vocabulary aspect ranged on very poor – very good criteria or 7 to 18 score level. It can be elaborated that the 9 – 7 score level which grouped in very poor criteria obtained by 3 students (10%), the 13 – 10 score level which grouped in fair to poor criteria obtained by 2 students (6.67%), the 17 – 14 score level which grouped in good to average criteria obtained by 21 students (70%), and the 20 – 18 score level which grouped in excellent to very good criteria obtained by 4 students (13.33%).

Therefore, it concluded that the students who could reach the target of the study to achieve the good to average – excellent to very good criteria or 18 above score level for vocabulary criteria in post test were 25 students (83.33%). Hence, it can be said that the students writing ability on vocabulary aspect after using write-pair-share technique better than before using write-pair-share technique or it's improved.

Table 7. Distribution of Language Use Score Achieved by the Students in Post test

No	Score level	Criteria	Frequency	Percentage (%)
1	25 – 22	Excellent to very good	5	16.67
2	21 – 18	Good to average	15	50
3	17 – 11	Fair to poor	7	23.33
4	10 – 5	Very poor	3	10
			30	100

Table 7 showed that on post test, the students' score on language use (grammar) aspect ranged on very poor – very good criteria or 5 to 22 score level. It can be elaborated that the 10 – 5 score level which grouped in very poor criteria obtained by 3 students (10%), the 17 – 11 score level which grouped in fair to poor criteria obtained by 7 students (23.33%), the 21 – 18 score level which grouped in good to average criteria obtained by 15 students (50%), and the 25 – 22 score level which grouped in excellent to very good criteria obtained by 5 students (16.67%).

Shautut Tarbiyah, Ed. Ke-36 Th. XXIII, Mei 2017
The Effect of Write-Pair-Share Technique ….

Haslan

Therefore, it concluded that the students who could reach the target of the study to achieve the good to average – excellent to very good level or 18 above score level for language use (grammar) criteria in post test were 20 students (66.67%). Hence, it can be said that the students writing ability on language use (grammar) aspect after using write-pair-share technique better than before using write-pair-share technique or it's also improved.

3. Hypothesis Testing

To determine whether the write-pair-share technique had significant effect on students ability in writing, the score from the pre-test examined with post test to find out the final decision of the study.

The researcher used one sample t-test analysis to examined the score that has been collected from the pre-test and post test. The analysis can be seen as follow:

Table 8. Results of t-test Analysis

Aspects of writing	Mean of Differences (D)	Standard Deviation of Differences ($_{diff}$)	Degrees of Freedom (df)	t-score	t-table (one tailed)
Vocabulary	7.2	2.98	29	13.333	1.699
Language use	10.97	3.75	29	13.059	1.699

* With degrees of freedom = n – 1 and t-table on 0.05 or 90% confidence level.

Table 8 showed that on vocabulary aspect, the mean of differences score was 7.2 and the standard deviation score was 2.98. With 29 degrees of freedom the result of t-score was 13.333 which bigger than t-table (1.699). Based on the criteria of hypothesis assessment that if t score > than t table, it means that H_0 is rejected and H_1 is accepted. Therefore, researcher accepted the hypothesis and concluded there is significant effect on students' writing ability under write-pair-share technique on vocabulary aspect.

On language use (grammar) aspect, the mean of differences score was 10.97 and the standard deviation score was 3.75. With 29 degrees of freedom the result of t-score was 13.059 which bigger than t-table (1.699). Based on the criteria of hypothesis assessment that if t score > than t table, it means that H_0 is rejected and H_1 is accepted. Therefore, researcher accepted the hypothesis and concluded there is

15

significant effect on students' writing ability under write-pair-share technique on language use (grammar) aspect.

The *t*-test result of vocabulary and language use (grammar) aspect above, the researcher concluded that "There is significant effect on students' writing ability using write-pair-share technique".

B. Discussion

It has been found that there was significant effect on students writing ability using write-pair-share technique. Based on the two writing aspects that has been measured, it showed that there is significant improvement on students' score on vocabulary and language use (grammar) aspects, which the students' post test score better than pre-test score.

The score achieved by the students before treatment with write-pair-share technique did show an improvement after the treatment. It showed by the students who achieve the target score.

Before treatment under write-pair-share technique, none of the students achieved the target score from good to average – excellent to very good or 14 above score level for vocabulary and 18 above score level for language use (grammar). It means all of the students still have lack ability in writing descriptive text (describing people). Students were still lack mastery of vocabulary and language use (grammar). It can be seen from the lack of choice of words used in writing, the less precise choice of words, errors in writing word, sloppy grammar, copying the text from textbooks, even did not write at all. This became a serious problem for students and need to be solved because when they write it is very important to master ability in writing so they can communicate what their mean to the reader.

After the treatment with the write-pair-share technique has been carried out, it seems that the students score did increase. It showed by number of students who achieve the target score from good to average – excellent to very good or 14 above score level for vocabulary and 18 above score level for language use (grammar), from none to 25 students (83.33%) who achieved target score for vocabulary aspect and from none to 20 students (66.67%) who achieved target score for language use (grammar) aspect.

This increasing can be said that as the result of applying write-pair-share technique. Through the step of write-pair-share, students were active through the stage of write ideas individually, pair and

Shautut Tarbiyah, Ed. Ke-36 Th. XXIII, Mei 2017
The Effect of Write-Pair-Share Technique ….

Haslan

discuss ideas with their partner, and share their ideas (or their pair's ideas) in the front of the class.

On the write step, students were given time to gather their thoughts and find necessary ideas or vocabulary for the topic presented by teacher, and then wrote it down. It is not necessary whether their ideas went wrong or correct, the main important thing are the expression of ideas that they have written could build up their vocabulary. In this step teacher also taught them to write in a good order, guided them to select the right vocabulary to use and help them to arrange their ideas into a good sentence and paragraph according to language use (grammar). On the pair step, students are allowed to discuss their ideas that have been written to their pair. This step not only can help them to build up their vocabulary by discussing and correcting each other ideas, but also can make the students are active in learning process. Finally, on the share step students are ordered to share their ideas or their pair's ideas in the front of the class. This step allows students to build up their self-confidence. Teacher called randomly on a few students to share their ideas or their pairs' ideas in front of the class.

The first step is reflective, the second step is active, and the third step has elements of both. With think-pair-share technique, the students ability in writing did increase. So, it can be said that the write-pair-share technique was effective in learning process, especially in building up students' writing ability.

Conclusion

Based on finding and discussion, the researcher concluded that write-pair-share technique was effective to apply in learning process specially for increasing students' ability in writing. It seemed by number of students who achieve the target score from good to average – excellent to very good or 14 above score level for vocabulary and 18 above score level for language use (grammar), which for vocabulary aspect on pre-test none of the students reach the target score, then on post test it increased to 25 students (83.33%) who achieved target score. And for language use (grammar) aspect on pre-test none of the students reach the target score, then on post test it increased to 20 students (66.67%) who achieved target score.

It is also shown by the hypothesis testing results that show an acceptance of hypothesis for vocabulary and language use (grammar)

17

aspect. Therefore, it can be conclude that there is significant effect on students' writing ability using write-pair-share technique.

REFERENCES

Ager, Simon. *Writing and Writing System; Differences between Writing and Speech*. (Online) Available: http://www.omniglot.com/writing/definition.htm, January 17th 2011

Broughton, Geoffrey., et al., *Teaching English as a Foreign Language* (London: Routledge), 2003

Http://Teachingenglishonline.net/Definition-Of-Writing-Ability/. (Online) May 29th 2011

Iskandar, *Metodologi Penelitian Pendidikan dan Sosial (Kuantitatif dan Kualitatif)*, (Jakarta: Gaung Persada Press), 2009

Jacobs, George M., Lee, Gan Siowek., & Ball, Jessica

Kane, Thomas S., *The Oxford Essential Guide to Writing*, (New York: Berkeley Books), 2000

Ledlow, Susan, *Using Think-Pair-Share in the College Classroom*, (Center for Learning and Teaching Excellence: Arizona State University), 2001

Pyke, Garvey, *Active Learning is as easy as Think-Write-Pair-Share*. Center for Teaching & Learning, (Online), 2009. Available: http://teaching.uncc.edu/podcast/active-learning-easy-think-write-pair-share (November 10th 2011)

Richards, Jack C & Renandya, Willy A., *Methodology in Language Teaching: An Anthology of Current Practice*, (Cambridge: Cambridge University Press), 2002

Tan, Hedda. 2009. *Teaching Strategies; What is Writing and Why is There a Need to Learn it?* (Online). Available: http://www.heddatan.com/a-definition-of-writing.html (November 20th 2011)

Ur, Penny, *A Course in Language Teaching: Practice and Theory*. (Cambridge: Cambridge University Press), 2003

Zahrowi, Ahmad, *Descriptive Text*, 2009, (Online). Available: http://ahmadzahrowi.wordpress.com/2009/03/16/descriptive-text/ (November 10th 2011)