

# Learn from Home with a Simple Think Pair Share

**Luh Ketut Sri Widhiasih**

Maharaswati Denpasar University

[sriwidhiasih@gmail.com](mailto:sriwidhiasih@gmail.com)

## Abstract

When learn from home becomes a new normal, teachers should switch the class to online. Meanwhile, mastering writing skill is still important in online class because the subjects will be able to express their ideas, feeling and experiences in the written form appropriately. The objective of this study was to find out whether or not writing skill of second semester students of English Language Education Study Program, Faculty of Teacher Training, Maharaswati Denpasar University in Academic year 2019/2020 could be improved through Think Pair Share with distance learning model. The study was designed in the form of classroom action research. Based on the result of the pre-test, post-test, and questionnaire, it could be concluded that writing skill of the second semester students of English Language Education Study Program, Faculty of Teacher Training, Maharaswati Denpasar University in Academic Year 2019/2020 could be improved through Think Pair Share with distance learning model.

**Keywords:** learn from home, think pair share, improving, paragraph writing, distance learning model

## I. Introduction

Since March 2020, government published a regulation for students to learn from home due to the spread of Corona Virus. It expects teachers to deliver their materials online or using distance learning model. A disruption happened to Indonesian education system. However, the pandemic did not limit teachers' creativity in teaching. Suddenly, they brought the face to face class to online class. Further, it also happened to Maharaswati Denpasar University, especially English Language Study Program, Faculty of Teacher Training. The lecturers switched to online class with step by step improvement in teaching.

Based on the researcher pre-observation in Paragraph Writing

class, it was found that second semester students of English Language Education Study Program, Faculty of Teacher Training, Maharaswati Denpasar University, especially II D class, had low ability in writing by using distance learning model. There were some factors which influenced the low achievement of the students in writing. Firstly, most of the students found difficulty to begin and arrange their ideas in writing. They were used to have direct guidance from their lecturer in face to face class. While, in online class, the lecturer only guided them through online instructions and chatting application. Second, the students hardly made coherence paragraph. It happened because the students did not

analysed the detail of the paragraph before they submitted it. Third, the students had low motivation in writing online. They stated that distance learning was really new for them and they needed to adjust. As the result, the students felt difficult to produce and express their ideas in paragraph writing because the students were afraid to make mistakes in expressing their ideas and constructing their clear description about what they would like to describe in their paragraph. Therefore, to create an idea in writing good paragraph was hard for the students because they did not know well about what they wanted to describe so that they were not confident with their writing.

There are some ways to solve the problem, one of them is applying think pair share. In this research, think pair share was aimed at solving the problem in improving writing skill of the second semester students especially in writing paragraph. According to Arends (2012:370), think pair share is cooperative learning consist of three basic steps. There are think, pair, and share step. In think step, the students think about the topic given. Next, in pair step, the students work together with their partner or friend where they can motivate each other in mastering writing skill. In addition, by working in pair they are also able to discuss, revise or edit their paragraph, so the result will be better than before. Then, in share step, the students share the result to the class.

Furthermore, the implementation of think pair share in teaching writing also helps the students to build their self-confidence and as a result they are ready to share and present their work confidently to the whole class. The special thing from applying think pair share in this research was that it applied using distance learning. Additionally, it was a challenge for the researcher to apply it in online class.

There are some strengths of using think pair share in teaching and learning process especially in writing. First, it can make students more creative in writing. Second, it gives the students a chance to discuss their individual solutions with other students, where the students get both positive reinforcement and support for their answer. Third, it can increase their confidence before presenting their idea to the whole class.

Therefore, based on the explanation above, in consideration of the problems and the importance of teaching and learning English in the pandemic situation, the researcher was interested to conduct a research by applying think pair share using distance learning model to improve writing skill of the second semester students of English Language Education Study Program, Faculty of Teacher Training, Mahasaraswati Denpasar University in academic year 2019/2020.

## II. Research Method

The design of this study was using classroom action research. In

this classroom action study, the teaching learning process was divided into some cycles which each cycle consists of two sessions. The researcher used Kemmis and McTaggart Model (Burns, 2010:8) which states that each session consists of four interconnected activities, namely: planning, action, observation, and reflection.

In obtaining the reliable of that data of this study, there were some research instruments that were administrated to the subjects such as: pre-test, post-test, and questionnaire. The pre-test was administrated to the subjects before think pair share with distance learning model was applied in order to figure out the subjects' pre-existing achievement in writing skill especially descriptive paragraph.

After administrating the pre-test, the post-test was administrated at the end of cycle; once in the cycle I session 2 and once in the cycle II session 4. The post-test was administrated in order to know the subjects' progressing achievement in writing a descriptive paragraph after being taught by using think pair share with distance learning model. Furthermore, the questionnaire was administered in the last cycle of the present study as the supporting data.

The questionnaire was in the form of the structured questionnaire and the results were analysed by using like rating scale of 5-1 which were divided into five option, there were *Sangat Setuju* or Strongly Agree with the score was 5, *Setuju* or Agree with the score was 4, *Ragu-Ragu* or Undecided with the score was 3,

*Tidak Setuju* or Disagree the score was 2, and *Sangat Tidak Setuju* or Strongly Disagree with the score was 1. Besides, the questionnaire was written in *Bahasa Indonesia* in order to avoid misunderstanding. It was used to know the subjects' responses toward the implementation of think pair share with distance learning model to improve paragraph writing.

### III. Discussion

The data were collected from the second semester students of English Language Education Study Program, Faculty of Teacher Training, Mahasaraswati Denpasar University in academic year 2019/2020 which consisted of 34 students. The writing skill which was improved was focused on writing descriptive paragraph which described about things related to COVID-19 in such vivid detail so that the reader could easily imagine what was described.

In pre-cycle, the researcher did the observation to the subjects of the study in which the researcher came into the online class via Schoology and Whatsapp group. To know the problem or quality the subjects' initial skill score in writing, the researcher administered the pre-test. In the pre-test, the researcher gave the subjects topics and asked them to choose and write a descriptive paragraph. The researcher allocated 30 minutes to the subjects in doing the pre-test.

After doing the pre-test, the result of the pre-test was scored by using the scoring rubric which had

been provided by researcher. It was used to get the objective score of the subjects' descriptive paragraph writing. The scoring rubric of the subjects' descriptive paragraph writing was adapted from Oshima and Houge (2007:196). There were five criteria of descriptive paragraph which were assessed in the rubric such as format, punctuation and mechanic, content, organization and the last was grammar and sentence structure of descriptive paragraph. After scoring the subjects' descriptive paragraph writing in the pre-test, it was found that from 34 subjects who followed the pre-test, the mean score of pre-cycle was 47.

Based on the result above, it could be analyzed that the students did not write the paragraph based on the generic structure and mostly did mistakes on grammar. It also could be classified that the writing skill of the subjects especially in writing descriptive paragraph was low. Therefore, the subjects' writing skill needed to be improved. It could be supported by the result of the pre-test which showed that 30 subjects got score less than 70 and only 4 subjects could achieve the minimum passing grade that was 70. Therefore, the researcher continued the research by administering cycle I.

In cycle I the researcher did four interconnected activities started from planning, action, observation, and reflection. The researcher designed cycle I based on the result of the pre-test. The four interconnected activities would be

completely explained as the following elaboration.

In planning, the researcher prepared everything that were needed in the research starting from lesson plan which was used for two sessions or two online meetings. In addition, the researcher also prepared post-test 1, the example of descriptive paragraph and the material about definition, generic structure, and language features of descriptive paragraph.

In action, the researcher applied all the planning which had already been prepared. In session 1, the researcher posted the material in Schoology a day before the meeting and asked the students to read it. On the meeting day, the researcher started it by group discussion about the material in Whatsapp group. After everything was clear about descriptive paragraph, the researcher asked the students to make an outline of their paragraph and compose a paragraph. In the process of writing the paragraph, the researcher asked the students to discuss their paragraph with their partner. Additionally, the researcher pairing subjects based on the result of the pre-test. It means that the highest score was paired with the lowest score in pre-test. Further, the researcher asked the students to submit their outline, drafts and final writing to make sure that the students had already did the proses. Moreover, in session 2 the researcher asked some students to present their writing to class and discuss it together. The session was ended by

administering post-test 1. Post-test 1 was followed by 34 subjects in the class. Based on calculation of the post-test 1, the mean score of the subjects were 71.79. During the teaching learning process, the researcher observed that the students still could not manage their time to write the paragraph based on the process; some of them were late in submitting the draft. The students seemed to be panic.

The reflection was done by analysing the result of the observation and the result of cycle 1. The result of the analysis above showed that there was improvement of the subjects' mean score in descriptive paragraph writing from pre-cycle to cycle I, because 20 subjects could achieve the minimum passing grade. It showed that the writing skill of the subjects increased from the result of the pre-test. Nevertheless, the improvement which happened in this cycle was not reached the success indicator which was been determined in the research. Therefore, the researcher continued the study to the next cycle or cycle II.

In cycle II the researcher designed the teaching learning scenarios for the second cycle in this study. In designing cycle II, the researcher used the result of cycle I as the guidance to revise the teaching and learning activities for cycle II. It was done by the researcher to make the teaching and learning process successfully carried out. In planning, the researcher prepared the revised planning based on weakness of the planning in cycle I. The revision was

in time allotment and supervision; the researcher gave students more time to discuss with their partner and the researcher herself as the lecturer and gave them supervision on their paragraph improvement. The researcher also constructed the post-test to assess the subjects' writing ability and it was given in the end of cycle II.

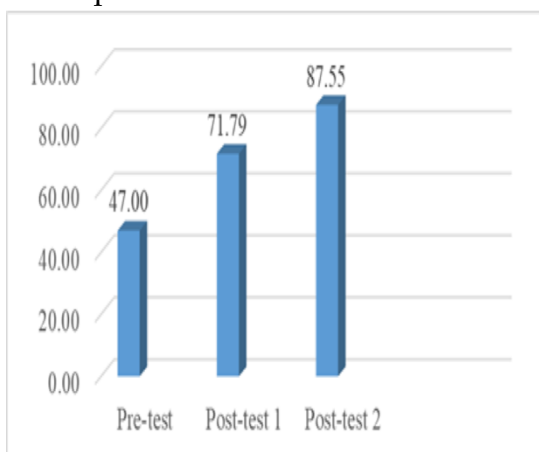
In action, based on the revised planning, the researcher started to adapt the revision into the teaching learning process and did the teaching learning process by applying the lesson plan which was revised before. The researcher also did observation during the teaching and learning process. The result of the observation showed the improvement of the subjects' response in which the subjects mostly enjoyed the writing process.

The teaching and learning process always produce two interconnected contexts namely teaching and testing. Finally, post-test 2 was followed by all the subjects in the class. Based on the calculation of post-test 2, the mean score of the subjects were 87.55. To gather the additional supporting data, the researcher administered the questionnaire. The questionnaire was used to know the subjects' response on the application of think pair share with distance learning model in teaching descriptive paragraph writing.

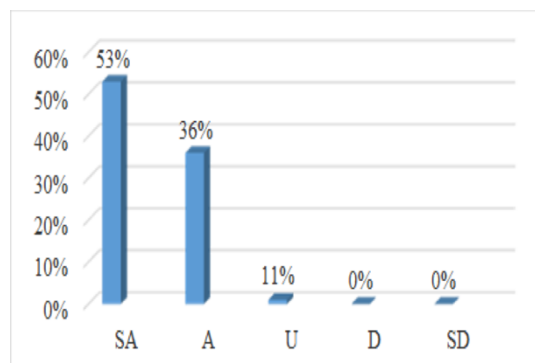
Based on the data which were obtained in the pre-test in cycle II showed that was significant improvement of the subjects'

achievement in writing descriptive paragraph from pre-test, post-test 1, post-test 2 with yielded a figure of 84.55. The improvement showed that the success indicator which had been determined in this study had been achieved by the subjects in cycle II. Therefore, the research was ended in cycle II.

This result was also supported by the percentage of the questionnaire which showed that 89% subjects responded positively toward the application of think pair share with distance learning model in improving paragraph writing. The progressing achievement of descriptive paragraph writing ability could be described in Graph 4.1 and the responses toward implementation of think pair share could be described in Graph 4.2.



Graph 4.1 Depicting the Students' Progressing Achievement of Writing Skill after being Taught through the Implementation Think Pair Share with Picture Word Inductive Model.



Graph 4.2 Depicting the Students' Progressing after being Taught through the Implementation Think Pair Share with Picture Word Inductive Model.

#### IV. Conclusion

Based on the discussions which had been explained, the researcher could conclude that subjects' writing skill could be improved through think pair share with distance learning model. The result also showed that all the subject could achieve the minimum passing grade. Moreover, subject responded positively toward the implementation of it. By this result, it is suggested that using think pair share with distance learning model to improve the students writing ability.

**References:**

- Arends, R. I. (2007). *Learning to teach (Seventh Edition)*. New York: McGraw Hill.
- Burns, A. (2010). *Doing Action Research in English Language Teaching: A Guide for Practitioners*. New York: Routledge.
- Oshima, A. and Hogue, A. (2007). *Introduction to Academic Writing (Third Edition)*. New York: Pearson Education, Inc.