Comparative Study of Think-Pair-Share Technique andSmall Group Discussion Technique in Writing Descriptive Text

Helda Julia Erika[1]
University of Lampung

ABSTRACT*: The purpose of this study was to determine whether there was a significant difference in students' writing achievement after applying Think-Pair-Share and Small Group Discussion techniques. This study used a quantitative approach and the population of this study were two classes of X-grade students at SMA YP Unila Bandar Lampung. The instrument used was a written test and the data were analyzed through an independent sample t-test. The results showed that there was a significant difference in students' reading achievement after applying the think-pair-share technique and small group discussion which could be seen from the sig level value which was lower than 0.05 (0.000<0.05). Then, small group discussion is more effective than the think-pair-share technique in teaching writing because the average score in the small group discussion class is higher than the average score in the think-pair-share class (39.2963 > 18.9375).*

Keywords*: Writing, Think-Pair-Share, Small Group Discussion*

I. INTRODUCTION

In the 2013 curriculum for the senior high school, writing is one of the four-language skills that students need to master and one of the indicators of academic success since it is productive skill.It is supported by Nunan (1999) who says that despite all these difficulties in writing, writing is still one of the important language skills that students must master to achieve academic achievement in school and to acquire language for one's individual purpose.

According to Richard and Schmidt (2010), "Writing is viewed as the result of complex processes of planning, drafting, reviewing, and revising and some approaches to the teaching of first and second language writing teach students to use these processes.It means that writing is a complex process, and problems in creating ideas can be complicated, so the appropriate technique should be chosen to make decisions and solve problems in the writing process.

As English Foreign Learner (EFL), most of students in Indonesiaface some problems in teaching English, especially writing. It is related to Oshima and Hogue (1999) that writing, particularly academic writing is not easy. It takes study and practice to develop this skill. For both native and new learners of English, it is important to note that writing is a process, not a "product". According to Blanchard, Kareen and Root (1998), learning to write in a new language is not always easy.Most students aretheir lack of vocabulary, therefore they don't know the meaning of some words that they should write. Then, in writing students get some difficulties in elaborating ideas into a text. Nik et al. (2010) states that there are double problems for the EFL learners since the learners have

to struggle on the acquisition of grammar, syntactic structure, rhetorical structure and the idioms of a new language.

It is in line with the problems faced by the tenth grade students of SMA YP Unila Bandar Lampung, most of problems are about choosing the proper vocabulary, ungrammatical sentences, unstructured text, and having problem in generating ideas that they are going to write. Therefore, teacher must find a good learning technique in teaching writing to solve the students' problems (Amalia Solikhah & Herlisya, 2021; Solikhah & Sari, 2022).

Small group discussion and think-pair-share techniques were implemented in teaching writing descriptive text at the tenth grade students of SMA YP Unila Bandar Lampung. Small group discussion is a technique to collect students in one community. Small Group Discussion is a learning process that involves 3-5 students in a group with the aim to discuss information or knowledge of each group member. According Kenz and Greg (2000) small group is a small member of human, work together through interaction whose interdependent relationship allows them to achieve a mutual goal. Basically, group work provides concept acquisition through social interaction. According to Brewer (1997) a small group discussion allows everyone in the group to express many ideas to discuss for others. A discussion may be based on information, facts or perhaps focuses on personal opinions and feelings concerning certain issues.

There are some previous researches about small group discussion technique. Lestari (2019) conducted small group discussion technique in teaching writing, the result shows that the technique is effective to teach writing because the activities are done in a group, so it helps and makes the student interest to write the text. It means that Small Group Discussion is technique of learning that make student interest to write the text, and also effective to teach Recount text. After that, Resti and Anwar (2019) also conducted small group discussion in teaching argumentative writing. The results indicate that small group discussion is an effective strategy to teach writing discussion text (Dalman et al., 2020). By using small group discussion, it could be easier for the students to actively participate and it gives students the chance to hear other students' thinking about their opinions and respond to them.

Another technique is think-pair-share technique,this technique was developed by Prof. Frank Lyman in 1981 in Maryland. The three stages as proposed by Lyman (1987) are thinking, pairing, and sharing. According to Millis (2010) "Think-pair-share is a powerful cooperative learning structure because it employs the principle simultaneous interaction". Additionally, the TPS technique can increase personal communications that can help students to internally process, organize, and retain ideas (Pimm, 1987). Himmele&Himmele (2011) stated that think pair share is an easy total participation technique that you can start implementing everyday.Millis and Cottel (1998) believe that the use of TPS provides all students with opportunities to discuss their thoughts and

ideas; i.e. they start to construct their knowledge in these discussions and also to discover what they do and do not know.

There are some previous researches which implemented think-pair-share technique. Sahardin, Hanum, and Gani (2017) implement think-pair-share technique to facilitate and improve students' writing of descriptive text. The results show that the TPS technique successfully improved the ability of students' in writing. The second previous research is from Siburian (2013) who conducts think-pair-share technique in improving students writing achievement. The result shows that the application of think-pair-share significantly improves students' achievement in writing descriptive text.

There are some reasons why small group discussion technique and think-pair-share technique should be compared. First and foremost, both of them are good and are believed to be capable of increasing student participation in the classroom. To enrich ideas or information, students need other students to exchange ideas so that it will be easy for them to collaborate in composing a text; they can work in pairs or groups. As a result, the study intended to determine which technique is superior in writing descriptive text: working in groups or working in pair. It was conducted to find out whether the more participants, the more ideas will be obtained. Therefore, researcher conducted a research entitled "Comparative Study of Think-Pair-Share Technique and Small Group Discussion Technique in Writing Descriptive Text" to find out whether there is a significant difference of the students' writing achievement after implementing think-pair-share and small group discussion techniques.

II. Method

This research was intended to find out whether or not there was a significant difference of the students' reading achievement after being taught through small group discussion and think-pair-share techniques. Two group pre-test post-test design was used in this quantitative research. The formula of the design is proposed by Setiyadi (2006). The sample of this research was X MIPA 6 which consisted of 28 studentsas experimental class and X MIPA 8 which consisted of 32 students as the control class. The treatments in both classes were same, the difference was the number of students in group. In small group discussion class, researcher provided a picture and each student had to think about it first. Then, students were divided into some groups which consisted of 4 students in each group and they gathered and exchanged the information. At the end, they wrote their own text and 3 students shared it in front of class. In think-pair-share class, teacher gave a picture and asked students to think it individually. Then, they will be divided into some pairs which consisted of 2 students and the pairs had to discuss and exchange their ideas. At last, each student wrote the text and 3 students presented it in front of the class. Writing test was the instrument of this research and the data will be analyzed using Independent Sample T-test. The variables of this research were students' writing achievement as the

dependent variable (Y) and Think-Pair-Share and Small Group Discussion technique as the independent variable (X).

III. Result and Discussion

Writing test was administered to find out the significant difference of students' writing achievement after being taught through small group discussion and think-pair-share techniques. Before analyzing the data using Independent Sample T-Test to answer the research question, the researcher has checked the normality and reliability of the data.It showed that the data in experimental and control classes were normally distributed because the value of sig 2-tailed in both classes are higher than 0.05. In experimental class the value of sig 2-tailed for pretest was 0.290 and for posttest was 0.208, and in control class the value of sig 2-tailed of pretest is 0.353 and for posttest was 0.146. And then, the reliability of the data in both classes had a very high reliability because ρ in both classes are between 0.80 – 1.00. In experimental class the value of ρ for pretest was 0.8502 and ρ for posttest was 0.921, then in control class the value of ρ for pretest was 0.912 and the value of ρ for posttest was 0.949.

To find out the significant difference of students' writing achievement, the researcher used Independent Sample T-Test. The result of computation is as follows :

Table 1. The Analysis of Significant Difference of Students' Reading Achievement

Group Statistics					
	Class	N	Mean	Std. Deviation	Std. Error Mean
Gain Score	Experimental Class	28	39.2963	15.23360	2.93171
	Control Class	32	18.9375	15.70019	2.77543

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference
									Lower	Upper
Gain Score	Equal variances assumed	.594	.444	5.030	57	.000	20.35880	4.04758	12.25366	28.46394
	Equal variances			5.043	55.858	.000	20.35880	4.03707	12.27112	28.44647

	not assumed									

The table shows that H_1 is accepted since the significance level was lower than 0.05. Based on the table above, the significance was lower than 0.05 (0.000< 0.05).Then, the mean of students'writing achievement in small group discussionclass was 39.296. Meanwhile, mean of students'writing achievement in think-pair-share class was 18.937. So, based on the adopted criteria, there was a significant difference on the students' writing achievement after being taught through Small Group Discussion and Think-Pair-Share techniques.

From the stated results above, it could be stated that there was a significant difference of students' writing achievement after being taught through small group discussion and think-pair-share technique. Students' writing achievement in both experimental and control class were improved. It means both small group discussion technique and think-pair-share technique is good and effective in teaching writing. It is supported by Sahardin, Hanum, and Gani (2017) and Siburian (2013) who state that think-pair-share technique can improve students writing achievement. Then, Lestari (2019) and Resti and Anwar (2019) also state that small group discussion technique is effective to teach writing.

Then, based on the mean of the gain or the improvement from pretest to posttest from both classes, it could be seen that the mean in experimental class is higher than the mean in control class (39.2963 > 18.9375). It means that students' writing achievement in small group discussion class is better than students' writing achievement in think-pair-share class. It can be stated that small group discussion is more effective than think-pair-share technique in teaching writing descriptive text.

This case happened because in writing, writer needs more ideas or information that should be written in a text, therefore working together with friends is very useful to enrich students' ideas or knowledge before composing a text. It is supported by Hislop (2003) who points out that the success of any knowledge management initiative is highly dependent on the workers' willingness to share their individual information and knowledge. Then, working in group with 3-4 students is better than just working in pairs in order to getmore ideas or information, the more partners in group the more ideas can get.Sagala (2008) says that group discussion is more effective if the group consisted of 3-4 students; enable students to give their opinions or ideas to other students easily.

IV. Conclusion

After the research was conducted at the tenth grade students of SMA YP Unila Bandar Lampung, and the data were analyzed, it can be concluded that there was a significant difference of students' writing achievement after being taught through small group discussion and think-pair-share techniques. Then small group discussiontechnique

is more effective than think-pair-share technique because the mean in small group discussion class is higher than mean inthink-pair-share class. It happened because the more students in discussion group, the more ideas or information students got. When students got more ideas, it was easier for them in elaborating the ideas that they wrote in their own text.

Based on the discussion and conclusion above, the researcher recommends some suggestion for the teachers and other researchers. For teachers, they should control the class and make sure if each student really has his/her own part in asking and giving their opinions or assumptions.And for other researchers, they should create conducive situation so that the students can absorb the materials effectively, and should be careful in managing time so students could finish the assignment well.

V.   References

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