

THE ADVANTAGES AND DISADVANTAGES OF THINK-PAIR SHARE AND JIGSAW IN TEACHING WRITING SKILL

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ABSTRACT

Writing is a difficult activity for second language learners. Many students in senior high school are struggling with the subject of English especially when it deals with writing in English. The learners who have little experience in writing will stuck in conveying their ideas. So, the students feel confused when the teacher asked them to write. This paper discusses the advantages and disadvantages of Think-Pair Share and Jigsaw in teaching writing skill. There are some disadvantages of using TPS. TPS can improve attendance and also reduce dropout rates. On the other hand, the use of TPS is time consuming. It also can be very noisy because the students work in group. In addition, jigsaw tehcnique proposes some advantages and disadvantages as well. It can develop cooperative behavior, establishing a better relationship among the students, develop academic skills of students, and students are able to learn more from their friends. Meanwhile, disadvantages of this technique are the speaker usually dominated by smart students and some students cannot accept the other students from different groups because usually students just want to be with their close friend.

Keywords: *Think-Pair Share, Jigsaw, Writing, Advantages, Disadvantages*

INTRODUCTION

In learning a language, there are four language skills that must be mastered by the students namely; listening, speaking, reading, and writing. One of them is writing. As we know that writing is a specific ability which help writers to put their thoughts into words in a meaningful form. Writing is a process of formulating and organizing ideas in right words to deliver the aim and present them on a piece of paper. Writing is also a powerful instrument for students to express their thoughts, feelings, and judgements about what they have read, seen or experienced. According to Alice Oshima and Ann Hogue (1999:3), writing is particularly academic writing that is not easy. It takes study and practice to develop this skill.

Therefore, the students must consider that writing is a habit in their daily life. Brown (2001:336) states that writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process. Writing is one of the difficult skills to teach. Considering the difficulties of writing as the thinking process, writing skill becomes the skill which need higher thinking in such of aspects includes concept, grammatical, rhetorical devices and etc. Many students in senior high school are struggling with the subject of English especially when it deals with writing in English. Based on the informal interview between the writer and an English teacher it can be implied that most of students are low in four English skills but the most difficult one is writing skill because they lack of vocabulary and also grammar. It is common faced by students. Another factor is writing experience. The learners who have little experience in writing will stuck in conveying their ideas. So, the students feel confused when the teacher asked them to write. Writing is a difficult activity for second language learners. Murcia (2000:161) states that writing skill is often perceived as the most difficult skill since it requires a higher level of productive language control than other skill. It is no wonder if EFL students think that writing is a difficult skill to be mastered because it requires many aspects of language in its production such as organization, content, language use, mechanic, and vocabulary. The difficulties are not only in generating and organizing ideas, but also in translating the ideas into readable text.

As a second language field study, English has many factors that influence the success of learning it. (Gilakjani et al., 2012:104) states that many people see an association between personality attributes and the successful learning of a foreign language while successful learner may show different types of characteristics (they may be extrovert, self-confident, active-passive, independent as well as introvert or shy), unsuccessful learners are more frequently described as demonstrating a lack of self-confidence and being shy, afraid to express their opinions and nervous. According to Wright and Taylor (1970), personality is the person who has a stable character which can distinguish him/her from others. There are many types of personalities that related to second language learning, such as: self-esteem, inhibition, risk-taking, anxiety, empathy, and extraversion. Therefore,

every individual has their unique personality. Thus, the students' personality seemed to be crucial or important to consider whether the teacher should give more attention to which types of students' personalities.

REVIEW OF RELATED LITERATURE

I found some previous studies by other researchers related to this research. The first one is Ratnasari (2014). She investigated the influence of cooperative learning in teaching descriptive. The method used in her study is quasi experimental study. The results of her study showed that there was a significant difference between teaching using cooperative learning and conventional method. (T_o) value was 3.6 and (T_t) value was 2.00. It showed that (T_o) was higher than (T_t) in degree of significance 5%. Because 3.6 was higher than 2.00, the use of cooperative learning in teaching descriptive writing gave significant influence to the students. The second is done by Wakamto (2001). He conducted the research into introversion and extroversion students in learning English. He investigated 254 Japanese students of junior college students in an English language course for their learning preferences and matched these result with personality types. Two result of this study are extroversion has a connection to the learning strategies employed by language learners and extroverts used more functional strategies and social affective strategies in language learning than introverts. It is interesting to consider, therefore, the researcher investigated the study in line with it, but specify in English writing skill not all skills. The third previous study was conducted by Dwiniasih (2012). She investigated the effectiveness of role-play and the influence of students' personality in improving speaking skill. Her finding is role-plays and interviews was effective to improve students speaking ability which was influenced by their personalities, which were extrovert and introvert. The differences between this study and my study are, one of them is the previous study focuses on the speaking ability that was improved by role-play, while in my study focuses on the writing skill and uses think-pair share and jigsaw techniques.

The fourth previous study was conducted by Afan. et al (2013). They investigated the effect of think-pair share technique on the English reading achievement of the students differing in motivation. The result of the research are;

1) there was a significant difference in English reading achievement between the groups of students who were taught by using think-pair share technique and those taught with conventional teaching technique; 2) there was an interaction effect between the teaching technique and achievement motivation toward the English reading achievement of the students; 3) there was a significant difference in English reading achievement between the groups of students who had high achievement motivation taught with think-pair share technique and those who were taught with conventional technique; 4) there was no significant difference in English reading achievement between the groups of students who had low achievement motivation taught with think-pair share technique and who were taught with conventional technique.

DEFINITION OF WRITING

There are several definitions of writing stated by some experts. According to Murcia (2001:207), writing is an act of communication that requires an interaction process which takes place between the writer and reader via text. It means that the writer needs to communicate or convey the feeling, expression, opinion, agreement, and many others. Students or learners use written language their daily life. Writing has been used the useful of communication besides speaking. In order to know about the writing in detailed, the writer has collected some explanation related to writing. Written language helps readers understand something about writer. At the same time, to write is to provide something for people. It means that a writer needs to give information and explain it clearly to his or her readers. This focuses on the material discussed which includes observation reports, ideas, facts, magazines, newspapers, business reports, statistical data, and many other. Harmer (2004:31) encourages students to focus on accurate language use because they think as they write, it may well provoke language development as they resolve problems which the writing puts into their minds. At the sentence level these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation. Beyond the sentence, the writer is able to structure and integrate information into cohesive and coherent paragraphs and

texts. In writing, there are numbers aspects that must be considered to make the information inside the paragraphs and text cohesive and coherent.

Based on the explanation above, it can be concluded that writing is a complex activity of producing a sequence of sentences arranged in a particular order and linked together in certain ways that is cohesive and coherent to discover and organize ideas that requires the control of content, sentence structure (grammar), vocabulary, organization, and mechanics (punctuation, spelling, and letter formation).

MICRO AND MACRO SKILL OF WRITING

In order to obtain improvement in writing, learners are required to master micro and macro skills of writing itself. Brown (2004) demonstrates that macroskills are very important for the mastery of extensive and responsive writing. According to Brown, microskills cover graphemes and orthographic patterns of English, production of writing should fit the efficient rate of speed and purpose, produce an acceptable core of words and use appropriate word order patterns, use acceptable grammatical systems (e.g. tense, agreement, pluralisation), patterns and rules, express a particular meaning in different grammatical forms and use cohesive devices in written discourse. Brown also offered the macroskills of writing which are using the rhetorical forms and conventions of written discourse, appropriately accomplish to communicate functions of written texts according to form and purpose, convey links and connections between events and communicate such relations as main idea, supporting idea, new information, given information, generalization, and exemplification. Additionally, distinguish between literal and implied meanings when writing, correctly convey culturally specific references in the context of the written text, develop and use a battery of writing strategies such as accurately assessing the audience's interpretation, using pre-writing devices, writing with fluency in the first draft, using paraphrases and synonyms, soliciting peer and instructor feedback and using feedback for revising and editing.

From the explanation above means that the writers should be able to organize his or her knowledge or skills of the target language, the period of time required, linguistics aspects used and the context of audience as the target.

INDICATORS OF WRITING

As writing a difficult and complex process, it is essential for writing teachers to assist students experience the process of writing. McKay (2006:249) explains that writing covers a number of knowledge and skills. They are as follows: (a) ability to write to suit purpose and audience; (b) ability to organize paragraphs logically; (c) knowledge of a growing range of vocabulary; (d) knowledge of a growing range of grammatical structures; (e) ability to punctuate; (f) ability to employ connectives appropriately; (g) ability to follow through a drafting procedure; (h) explicit knowledge of text structures (genres); and (i) ability to write independently. Therefore, there are five indicators in writing they are content, organization, word choice or vocabulary, grammar, and mechanics (spelling and punctuation). The first is content. In writing a text, writers in this case the students should consider about what is being discussed. The content should include the clarity the relevance and adequacy to the task and also the originality. The second is organization. Related to the organization of the composition or text, students should organize thought and argument well. The whole pattern and shape of the texts should be clear in order to show the controlled adequacy of organizational skills. The third is vocabulary. Vocabulary and word choice deal with the way students use the adequate word to succeed the meaning presentation. The fourth is grammar. In constructing correct sentences that build paragraphs, students need to understand grammar accurately. Grammar deals with language system which covers syntax, phonology, morphology, and semantics. The last is mechanics. In mechanics, the more accurate the punctuation and spelling the students use, the better the text will be.

From the indicators above, it can be interpreted that students require through writing process in which they are involved and directly practice how to write by paying attention on how and what aim of writing they should achieve. However, teachers should accompany their students along the writing process by

providing valuable input that support them to grab the competence in writing. teachers also should regularly encourage students to feel the sense of writing itself and provide valuable ways for students to adjust themselves in writing.

THE PURPOSE OF WRITING

Writing is not only putting the sentences into a paper, but there are some purposes of writing. Based on Kate Grenville books, there some purposes of writing like stated as follows:

- a. Entertain. The writing does not necessarily make the readers laugh, but it at least engages their feelings in some way. Writing to entertain generally takes the form of so called “imaginative writing” or “creative writing”. for example are novels, poems, stories, song lyrics, plays, and screenplays.
- b. Inform. The writing tells the readers about something. These kinds of writing can also be ‘entertaining’ in the sense that they are good to read, and also entertaining the reader is not their main purpose but that’s just a bonus. Examples of writing to inform are newspaper articles, scientific or business reports, instructions or procedures, and essays for school and university.
- c. Persuade. The writing attempts to convince the reader of something. This includes advertisements, some newspaper and magazine articles, and some types of essay. This type of writing might include the opinion, but as part of a logical case backed up with evidence rather than just as an expression of the feelings.

As the explanation above, I can conclude the purposes of writing are the expression of ideas, convey a message to reader, so the ideas themselves should arguably seen in the most important aspect of the writing.

TECHNIQUES OF WRITING

The ability to write articulately gives one the power and opportunity to share and influence thoughts, ideas, and opinions with others, not only in day to

day situations, but across time and space. Writing is also one of the most difficult skills to master in both of the first language and the second language. It causes everybody writes a little differently from everybody else. Therefore, in writing process students need some stages to produce a piece of writing well. According to Research and Evaluation Report in Graves, et al (2007) writing process consists of:

- a. Pre-writing. Pre-writing assists student writers in deciding what to write about so that they can organize their thoughts. Therefore, in this phase has purpose to help the student in organizing their ideas and to make a planning of what they are going to write. They are able to explore certain topics in an unstructured and non-threatening way before working on formal essays. For novice student writers, pre-writing is thought of as a prerequisite for producing good essays.
- b. Drafting and writing. In this phase, the students are encouraged to develop their ideas into rough drafts without considering the grammatical accuracy first. It means that students are not supposed to make rough drafts perfect in grammatical accuracy in that this process of writing class is a continuous process of discovery. The important thing is they are able to promote the fluency of ideas that a certain writing task can smoothly be completed.
- c. Sharing and responding. In this phase, teacher will help the students in responding the result of making drafts. They are required to be active in participating in the classroom, when they give the response to other students. In other words, the students will get feedback from other students and they will be involved to think creatively in which the goal is to encourage the students to write better.
- d. Revising and editing. In this stage, the students have discussed and evaluated some mistakes of the drafts. Moreover, in revising stage involves four distinctly different things that students often have to do all at the same time: (a) adding things; (b) moving things; (c) cutting things; and (d) leaving things alone. Furthermore, editing means taking care of any problems that students

get involve in writing conventions like spelling, punctuation, grammar, and usage.

Publishing. In this stage, students are able to publish their result of writing in media online or notice boards. It means that it can be reward for students that they have done their writing well and it can encourage them to write better. So, writing is series steps as pre-writing, drafting and writing, sharing and responding, revising and editing, and publishingg. The job of educators is to guide students through the process in order to help them become the best writers they can be. In order to give the necessary skills to the students, writing must be explicitly taught and given time.

THINK PAIR SHARE

The TPS (Think Pair Share) is designed to differentiated instruction by providing students enough time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. Think Pair Share is one of cooperative learning that has three steps they are think, pair and share. Seong (2000: 51) states that Think Pair Share (TPS) is a cooperative technique that students think alone about the question for specific amount of time then pairs have to discuss the question with other group member. During the shared time, students are called up onto sharing the answer with the class as a whole. Kagan (1994) describes the steps of think pair share procedures, as follows:

- Think: In this stage, the student must think individually. A teacher poses a question to the students and gives them a minute to think independently for their response, forming ideas of topic. The advantage of this stage is that the teacher gives time or opportunity to the students to think about their own answer before questions answered by other students.
- Pair: In this stage, the students are grouped in pairs to discuss their thinking or ideas. It allows students to articulate their ideas to consider those of others. The students share their thinking with their partner.

Give more time for pairing step discussion and reminds them that they should tell their opinions orally with their partner.

- Share: In this stage, the teacher may select the students randomly to share their ideas to the whole group clearly, public speaking voice. So, the students must present their work to other groups.

THE ADVANTAGES AND DISADVANTAGES OF THINK-PAIR SHARE

The technique not always perfect, there is an advantage and also diadvantage. Think-pair share always give the learners chance to think what their thinking in question who given by the teacher. Based on Budd-Rowe (in Kessler, 1992: 21) states an advantages to TPS is that students have increased wait time, the opportunity to think about answer before thinking about who they will share with. Ibrahim et al. (2006:6) explains some advantages and disadvantages as follows:

1. Advantages

The use of TPS require students to use the time to do the tasks or problems given by the teacher at the beginning of the meeting so that the students are expected to understand the material well before the teacher pass at the next meeting. TPS can Improve attendance. The task given by the teacher at each meeting in addition to actively engage students in learning process is also intended for students to always try to be present at each meeting. For the students who did not attend and did not do the work will affect their learning outcomes. It also can reduce dropout rates. TPS technique is expected to motivate students in learning so that students' learning can better than conventional technique.

2. Disadvantages

The use of TPS is time consuming. The time consuming means when the teacher who did not prepare the lesson plans accurately or the students feel confident to work individually better than in group. Beside that, the teachers hard to assist all the trainers the discussion since they have so many groups. Because of there are many groups in class, some of the teacher hard assist the learner works in group. It also can be very noisy becuse the students

work in group. When they discuss the text or the topic they can talk each other can be noise with another students.

JIGSAW

Jigsaw is one of components cooperative learning. Jigsaw is originally developed by Elliot Aronson in 1971 in Austin, Texas. It was considered effective in increasing positive educational outcomes. The Jigsaw technique is very simple to use. The objectives of this technique are to introduce key components of cooperative learning and to encourage course members to begin thinking about how they can use these components to construct a lesson using cooperative learning. Brisk and Harrington (2000:83) define that jigsaw is a way for students to work cooperative and help each other to learn new material. Students take an active role in their learning as they teach other students what they have learned. As a cooperative learning, jigsaw has group member that consists of five to six students in one group. Jigsaw is a unique teaching technique where the students able to learn and teach each other and every student becomes an expert. Slavin (1995:175) states that the unique characteristic of jigsaw is that students are given portion of the total learning task master and then teach that segment to the other members of their team.

Based on the explanation above, it can be concluded that jigsaw technique is a cooperative learning technique that consist of five to six member students where each student should be able to learn and teach other students in their team until all members to be the expert in the topic discussion.

TEACHER'S ROLE IN JIGSAW

In a jigsaw classroom, the teacher organizes practice and communicate activities, but this does not mean leaving the students to learn all by themselves. Instead the teacher should try to help the students take greater control over their learning by becoming actively involved. The primary role of the teacher is to choose learning material, structure the groups, explain the cooperative nature of group work, provide an environment conducive for this type of work, monitor

group work and assist students in working with the material. The teacher needs to float from group to group in order to observe the process. Intervene if any group is having trouble such as a member being dominating or disruptive. There will come a point that the group leader should handle this task. Teachers can whisper to the group leader as to how to intervene until the group leader can effectively do it themselves (Mengduo and Xiaoling, 2010).

STEPS IN JIGSAW

The jigsaw classroom is very simple to use. There are ten steps to apply this technique according to Aronson (2008) in Adams (2013: 65-74), they are:

First of all, students are divided into 5 to 6 people's jigsaw group. The group should be diverse in term of ethnicity, gender, ability and race. Then, the student should be appointed as the group leader. This person should initially be the most mature student in the group. Next, the day's lesson is divided into 5-6 segments (one for each member) and each student is assigned one segment to learn. Each student should only have direct access to their own segment. After that, students should be given time to read over their segment at least twice to become familiar with it. Students do not need to memorize it. Then, temporary experts groups should be formed in which one student from each jigsaw group joins other students assigned to the same segment. Students in this expert group should be given time to discuss the main points of their segment and rehearse the presentation they are going to make to their jigsaw group. then, students come back to their jigsaw group. Finally, the students present their segment to the group, other members are encouraged to ask question for clarification.

Beside that, the teacher needs to float from group to group in other to observe the process and a quiz on the material should be given at the end so students realize that the sessions are not just for fun and games but they really count. That's all the steps of implementing jigsaw technique in teaching and learning process. So, not only step for the students but also teacher also have the step how to apply that techniques.

THE ADVANTAGES AND DISADVANTAGES OF JIGSAW

The advantages of jigsaw technique if compared with traditional learning methods, technique jigsaw has many advantages than traditional methods because jigsaw technique is student centered so it can make the students more active. Ibrahim (2000) said that many advantages they are: 1) can develop cooperative behavior, 2) establishing a better relationship among the students, 3) can develop academic skills of students, 4) students learn more from their friends. Similar with Aronson (2000) said that jigsaw has several advantages are, most teachers enjoy working with it, it can be used with other teaching strategies, it works even if only used for an hour per day and its free for the taking. Meanwhile, disadvantages of this technique are the speaker usually dominated by smart students and some students cannot accept the other students from different groups because usually students just want to be with their close friend.

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