

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter will discuss about the variables that the researcher wants to conduct. Those are Writing Skill, Descriptive text, Think Pair Share, and Padlet.

2.1 Writing

This sub chapter will discuss related to writing skill which are definition of writing skill, the process of writing, aspect of writing, and the principle of teaching writing.

2.1.1 Definition of Writing Skill

Definition of writing are stated by some experts. Based on Harris (1993:10), writing is the process that needs much time to procedure our vocabularies. We have to think what we want to write in the piece of paper. Byrne (1997:1) argued that writing is the process to make coherence sentences. It is an activity of expressing someone's idea, feeling or thinking in written form. When someone tries to write something, it will show everything on their minds. Based on the statement of Sharples (1999:8), writing is a chance, where the students can express everything about themselves, and share their ideas. The students can share the ideas on their mind then share into good text to each other so the other students know them and it make think critically. So, learning is a bridge in improving writing especially in english learning in Indonesia today. Why ? Because writing is a transfer of ideas poured into written form. Raimes (1983) said that writing is an ability to convey any ideas that are thought in our brain and then converted into a word, sentence, and paragraph with the help of three sensory devices, namely the eye, brain and hand. besides, writing is a gradual process in expressing effective ideas in written form. There are still many students who find it difficult to express ideas, thoughts, words, sentences, paragraph, and compositions in written form. therefore it takes a lot of training to get good writing skills. Moreover, Oshima and Hogue (1999) argued that writing skill

needed the habit of study and practice to improve writing skill. Writing is important skill that to communicate each other good. The same theory explained by Bell and Burnaby quoted in Nunan (1998) explained that in writing at sentence level, there are some variables, they are content control, format, structure of sentence, punctuation, spelling, vocabulary, and the formation of letter.

Brown (2001) stated that writing is how the writers give information and message to make the readers understand what the writer's opinion in their writing. Meanwhile, based on the statement of Caulmas (2003), writing is a process of using words to create a text which has meaning that can be understood by the reader. Moreover, Mayers (2005) suggested that writing is a process of organizing and writing the ideas on the paper. Nunan (2003) also stated that writing is the process to find ideas about how to make a good writing by thinkin and expressing the idea, then arranging into a sentence or paragraph. Therefore, the writer should be able to make his or her reader understand the message. Besides, it involves the activity of using written form to show or feeling and ideas (Mutiara,2014).

Harmer (2004:33) argued that the purpose of writing is as a forum for students to write the opening sentence in discussion activities. And it is also considered important to develop three other skills, they are listening, speaking and reading. Meanwhile, Elbow (1998) said that it is purpose as a way of expressing yourself, to give information to each other, to convince the reader, and to produce literature. It is same as said by Taylor (2009:96) that the purpose of writing is a media to give information for the readers. Furthermore, the statement of Nation (2009) explained that the purpose of writing does not only explain the writer's meaning to the reader, but also writing has other specific purposes, such as to learn, to inform, to persuade, and to entertain. Same as Sujanto (1988:68) and Reid (1994:2) mentioned that the writers give the information what the wrote to the readers. To explain, it means that writers interpret about something to the readers clearly. To amuse the audiences, it means that the writers hold the readers attention and feel entertained.

Graham and Perin (2007) argued that writing will help us to express our idea briefly and share everything what we want in the form of words, organization them into a sentence and become a good paragraph.

So, we can conclude that writing is the productive skill which expresses, explores and explain the writer's ideas and feeling for producing a written text to inform, to explain, and to amuse the reader and a good writing can make the reader easy to understand the writer's messages. In addition, by using writing, the students can be a professional writer.

2.1.2 Process of Writing

According to McCrimmon (1984) writing process is represented by three steps, they are planning, drafting, and revising. Planning or usually called as pre-writing, in this step the writer has knowen what the topic he or she want to write. In drafting stages, the writer share their ideas on the paper. In drafting step can help the students to express their ideas and feelings into a good written form. The last phase in writing is revising, in this step doing the revision of written form. Based on Richards & Renandya (2002:315), Harmer (2004: 4-6), and Langan (2008: 17-19) proposed that there are four basic writing stages. They are planning, drafting, review and revising, and editing.

Furthermore, based on Oshima and Hogue (1999) quoted in Rosnani Sahadin,et al (2017) stated that there are five stages in writing process, they are pre writing, planning, writing or drafting, revising the draft, and final editing. Every stage of writing process can be explained as follow :

1. Pre writing

Pre writing is a stage where the writer begin to choose, focus, and choose the topic. In this stage, as a part of preparation of writing. Pre writing is part of stage where the writer tries to collect or sharing the information each other to determine the topic and extend the ideas to promote the topic from any sources.

2. Planning

After the writer gets some good information in Pre writing stage, then the writer make outline of the information schematically. In this stage to train the

students generate the idea. In this step, the writer start to write in the form of a writing framework based on the topic.

3. Writing/Drafting

In this stage, the writers are focused on the fluency of writing. Drafting is a step where the writer start composing the written based on the topic and starting with the topic sentence then followed by some sentences with detailed the information. In this stage, on writing the writer must to manage their written to unity and coherence with each other. In this step there are two important things that must be considered, they are the topic sentence and supporting sentence. The students have the chance to write everything that comes into their mind according to the topic that they want to write. The students can correcting their written in the next step. Even though like that, the students must to pay attention the organizing of their ideas into an introduction, a body, and a summary or conclusion.

4. Revising the Draft

Revising means the students can check their written. The students read what their written by self or with the friends. They can check what the less in their written, and they can add the new information. In this process, the students changes, rearranges, adds the ideas, and relieve the sentences of irrelevant on their writing. So it will be a understandable, effective text, and readable.

5. Final Editing

Final Editing is a stage which the writers have edited and made revisions or changed their revising into their final editing or final version. The activities have already done by the students at this stage. It is required to check their mistakes on grammar, spelling, punctuation, capitalization, etc. This is the benefit process in writing, because the students can make the perfect of their written. The role of teacher in this stage is important to guide the students during the learning process to maximize the result of student's work.

2.1.3 Aspects of Writing

Heaton (1998), proposed five general aspects of writing. Those aspects are :

1. The use of language

The ability to write the collocation, correct and appropriate sentences.

2. Skills of mechanical

The ability of using convention, for the example spelling and punctuation.

3. The content treatment

The ability of creative thinking and can explore the ideas, Information irrelevant is not included.

4. Skills of stylistic

The ability to arrange sentences and paragraphs into a more effective language.

5. Skills of judgement

The ability in writing to choose the appropriate of manner for particular participant toward particular intention. Also the ability to manage, choose, and order the information that relevant in collocation of acceptable.

Moreover, Heaton (1998), Baker (2011) argued that there are three aspects in writing. The first is skills of grammatical, it is how to create the sentences with the grammatical correctly. The second is skills of compositional, where the writer must to have the ability to manage and arrange the words to create a sentences then develop their ideas. And the third is knowledge of domain, it is the ability to develop and share the information in appropriate way. The writer must to know who for the information is to be presented. Based on Nunan (1998: 373) stated that there are six characteristic of good writing, they are dominating the mechanism formation of letter, observing punctuation and spelling conventions, using system of grammatical to convey the meaning of the writing, arranging the content at the paragraph level and the text completely to reflect the new information and structure of the topic, revising of someone's initial effort, choosing a proper style for one's participants.

While McKay (2006: 249) argued that there are nine aspects of writing, they are 1) the ability to write according to purpose and participants, 2) the ability

to manage logically of paragraphs, 3) background knowledge of vocabulary, 4) background knowledge about structures of grammatical, 5) the ability of giving punctuation, 6) the ability of using appropriate conjunction, 7) the ability of following procedure of drafting, 8) background knowledge of explicit about genre text, 9) the ability to write autonomously. Based on Matthews, et al. (1985: 71) stated that there are several aspects in writing, they are the ability of visual or graphic, skills of grammatical, skills of stylistic or expressive, skills of rhetoric, skills of organizational. Ur (1996: 163) also mentions that there are several important aspects in writing, they are presentable handwriting, punctuation and spelling correctly, vocabulary selection carefully.

2.1.4 The Principle of Teaching Writing

There are four the principles of teaching writing presented by Nunan (2005). The first is as the teacher must understand the reasons for students' desire to write . For the example : the topic should be relevant with background knowledge of the students. The second is the teacher must give many oppotunies in writing for the students. The third is as the teacher must be able to guide students in writing, as the teacher must be able to give feedback to correct then revise the written so the students can more understanding in next writing. And the last is the teacher give the explanation to the students how to evaluated their writing for next writing and explain about like elements of writing, so for the next time when they write will be careful in writing.

Meanwhile, based on Bachyani (Rachmayanti;2013) stated that in teaching writing there are some rules. They are knowing the student's need, supporting to the students motivate to express their idea, teaching the students grammar and vocabulary inclusively in the writing task , and then the teacher must be trying to accept the ideas and composition of students. After considering those rules, the teacher can be a better educator who prioritizes students need and appreciates their work. Futhermore, there are three teacher's role in teaching writing, they are as motivator, resources, and feedback provider to guide the students in the writing

process (Harmer;2007). Moreover, based on adapted from Sokolik, M. (2003;pp.92/94) stated that there are four principles of basic in teaching writing :

1. The teacher must understand the reasons for students' desire to write. Match between students' desires, teachers, and curriculum content.
2. The teacher give chances in writing for the students. As the teacher must to give practice writing as much as possible with different types of writing so students will get used to writing.
3. As the teacher must to give feedback toward the students.
4. The teacher explain the procedures of evaluation.

Meanwhile, Nation (2000: 93-95) proposed four principles of teaching writing. Those principles are : Meaning-focused input which is considers that the students need to bring their experience and knowledge to their writing. Meaning-focused output which is considers that the students need to practice a lot of different kinds of writing with delivering the message on their writing process. Language-focused learning which is considers that the students need to be aware in writing process. Fluency development which is considers that the students need to produce writing in a reasonable time.

2.1.5 Teaching Writing for Senior High School

English is taken as compulsory subject for students of Senior High School. Teaching english in Senior High School must cover four language skills, one of them is writing. Based on K13 syllabus, there are standart competence and indicators must have the students. The content of standard competence for Senior High School, especialy Xth grade in the first semester “4.4.2 Menyusun teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal,dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks “ and the indicators “1.Siswa dapat mengidentifikasi teks deskriptif lisan dan tulis, pendek dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal,dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks, 2. siswa dapat membuat teks deskriptif lisan dan tulis, pendek

dan sederhana, terkait tempat wisata dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks.

2.2 Descriptive Text

This sub chapter will share two important points which are Definition of Descriptive Text and Characteristic of Descriptive text.

2.2.1 Definition of Descriptive Text

Description in writing is the process of create communication image through words. According to Oshima and Hogue states that “description is writing about how something or someone looks and uses space order.” Moreover, Knapp and Watkins states that describing is also a central feature of narrative text providing the means for developing characterization, sense of place, and key themes. In addition, Dorothy E Zemach also states that descriptive paragraph explains how someone or something looks or feels. 14As state by Wardiman, et.al “a descriptive text is a text that describes the features of someone, something, or a certain place.” So, from explaining about description above, we can concluded that when writing the descriptive text, the writer must be able to explore their idea into the text, in order to make good description and the reader can feel the object in the descriptive text. To make the text become a good description, there is a trick from Oshima and Hogue, they state “A good description is like a word picture; the reader can imagine the object, place, or person in his or her mind. A writer of a good description is like an artist who paints a picture that can be seen clearly in the mind of the reader.” In short, writing a descriptive text is a way of picturing images verbally in speech or writing and arranging those images in order to the reader can feel the situation was described.

Learning text types in Senior High school is featuring the languages which are dominantly used to compose the Descriptive Text. According to the School-Based Curriculum in Indonesia, there are several kinds of writing texts that should

be mastered by senior high school students. Descriptive texts are one of them; it is a genre of writing texts that is included in the syllabus for senior high school students. This means that they should be able to write a descriptive text accurately, fluently and acceptably as expected in the curriculum. According to Tompkins (1994) and Stanley (1988), descriptive text is as painting pictures with words. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in.

2.2.2 Characteristic of Descriptive Text

In the concept of genre, the language use is explained especially in tenses and sentence patterns. Purpose and technique of descriptive text is different with narrative text, thus with other text types such as recount, procedure, discussion, explanation, information report, news item, and anecdote.

Descriptive text has social function, generic structure, and significant lexicogrammatical features.

1. Social Function According to Gerrot and Wignel (1994:208) states that social function of descriptive text describes a particular person, place, or thing.
2. Generic Structure The structure of descriptive text follows some particular stages, the beginning, middle, and last part of the text. Each text has its own generic structure. According to Pardiyono (2007: 33-56) the generic structure of descriptive text is identification and description.

Besides having social function and generic structure, descriptive text also uses significant lexicogrammatical features that support the form of a descriptive text. According to Djuhari (2007: 24-25) states the significant lexicogrammatical features of descriptive text focus on specific nouns, use kinds of adjectives, use of relational process, use of figurative language, and use of simple present tense.

- a. Focus on specific nouns, examples: father, school, my dog, etc.p
- b. Use kinds of adjectives, examples: three tall buildings, sharp white fang, etc

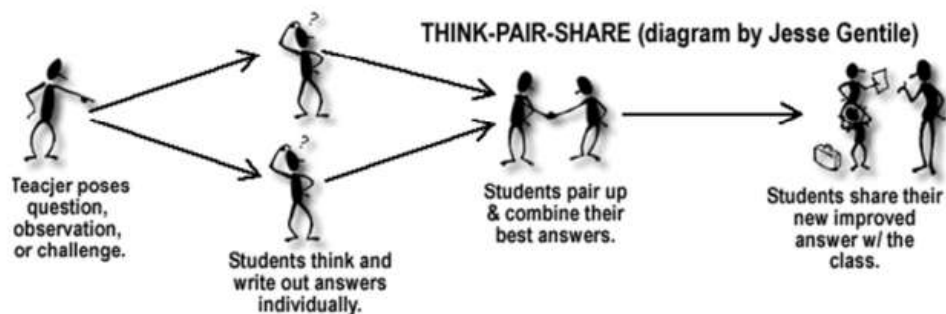
- c. Use of relational process, examples: my car has four doors; my father is really handsome; etc.
- d. Use of figurative language, examples: my throat is as dry as desert; her skin is white as cloud and smooth as water; etc.
- e. Use of simple present tense, examples: I have a toy. It is a ball.

2.3 Think Pair Share (TPS)

2.3.1 Definition of Think Pair Share (TPS)

Think Pair Share is a cooperative learning discussion. It is simple strategy but very useful which developed by Frank Lyman of the University of Maryland. Meanwhile, Jolliffe (2007:44) argued that cooperative learning structures create a situation in which the students can discuss with other students in solving problems. Larsen Freeman (2000:167) also stated that in cooperative learning, students can discuss together as often as possible.

Based on Pimm (1987), Think Pair Share improved communication with interlocutors where students need to process, organize and maintain ideas internally. It is mean, the Think Pair Share strategy can promote the students to participate in sharing the ideas. In Think Pair Share, the students will be more active and productive, where the students must be ready to think about their ideas before discussing together. Mc Candlish (2012:2) mentioned that Think Pair Share as a cooperative strategy has three parts on the process. First, the students think about an issue or a question, second is they must to talk their thought with a partner on discussion, third is the student's partner share their result of discussion to whole classroom.



According to Lie, 2002:57 (Lyman;1981) argued that there are three steps of cooperative structure in Think Pair Share. They are Think, Pair, and Share. Kagan (1994) stated TPS is a cooperative learning strategy that can promote and support higher level thinking. The students have time to think and then share their ideas with their friends in pairs. The teachers asks students to think about a specific topic, pair with another student to discuss their thinking and share the ideas with the group. It also argued by Nur (2008) cited in Mondolang (2013: 206) that Think Pair Share (TPS) is a cooperative learning structure that is very useful, the point is when the teacher presenting a lesson, asking the students to think the question teacher, and pairing with partner discussion to reach consensus on the question. Finally, the teacher asks students to share the discussion.

Based on Ibrahim, et al (2000) Think Pair Share is called discussion of plenary. This strategy can help the students train to express and share their ideas also train the students to respect other's opinion. The model of Think Pair Share learning (TPS) is kind of cooperative learning that designed to make an interaction between students. Think Pair share is designed the students to cooperate with each other in small groups discussion between 2-4 students. Meanwhile, Slavin (1995:132) also stated that Think Pair Share is a part of cooperative learning, where this strategy developed by Frank Lyman. The implementation of this strategy, when the teacher teach a lesson in the classroom while the students sit with their pairs on the teams. The teacher gives question to the students . Then the students asked to think think the answer by her/his self, after that the students pair with their partners to share the answer each other. Finally, the teacher asks the students to share their answer toward other teams. Think Pair Share is one of cooperative learning can help the students to make a text or story based on the picture or other learning aids.

Think Pair Share provides students with the opportunity to carefully think and talk about what they have learned. The strategy requires a minimal effort on the part of the teacher yet encourages a great deal of participation from students, even reluctant students.

From the definition above, so we can conclude that Think Pair Share (TPS) refers to one of cooperative learning strategy that sets students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share the idea in whole class or in a group.

2.2.2 Advantages of Think Pair Share

According to Lyman (1987) stated that Think Pair Share (TPS) can help the students in the discussion. Furthermore, this strategy have an important part especially in part of think and pair where it involves shy students and help to improve the discussion with the large classes. Moreover, Think Pair share can help the students to expand the student's thinking and give the opportunities for the students to share their ideas with the another person. There are so many advantages of Think Pair Share strategy model. Think Pair Share (TPS) can make the students more communicative in the classroom when discuss with their friends. It also give the information each other so they get new knowledge from their friends. Kagan (2009) explained that there are several the advantages of Think Pair Share. They are, 1) The students have think time, so the students will be good respondent, 2) the students will be active to think, 3) the students will be more focused when they think with each other in discussion, 4) the students more critically on thinking when they have opportunities to discuss the topic, 5) commonly, the students more feel safer and easier when discuss with another classmate than a large team, 6) the materials are needed is not specific, so that lessons are easily included, 7) the students can develop ideas skills to learn.

Based on Kenney (2005) stated the benefits of Think Pair Share are that students have the right time to think so that students' responses become more active besides students also have the opportunity to think critically when discussing with each other. Moreover the students will be involved actively thinking. Beside that, he also said that with Think Pair Share, the students feel more relaxed and easier to discuss with their friends. It is also have explanation by

Rowe (1972) stated that Think Pair Share is strategy gives more time to think and all of the students must to think.

Based on Professor Frank Lyman (1992), the strategy of Think Pair Share has some advantages for the teacher and the students, as below :

1. For teacher : Lyman (1992) explained that this Think Pair Share strategy provides many task facilities for students by the teacher. So the teacher can focus on giving questions where the student's response will be observed directly by a teacher. A teacher also has the opportunity to observe and listen to ideas from students so that the teacher and students will be more interactive too. In addition, Cooper & Robinson (2000) added that Think Pair Share is very beneficial for the teacher because this strategy can be used to monitor the students.
2. For students : Lyman (1992) stated that Think Pair Share is a strategy that is implemented so that students have the opportunity to think before answering questions or problems given by the teacher. So that they are more active and confident in discussing. Besides that, this method can also eliminate stress that makes students active and interactive. Lyman (1992) adds an explanation that Think Pair Share provides an opportunity for students to share information and exchange ideas from the results of their thoughts so that they can interact with each other well.

2.2.3 Think Pair Share in Writing

Lyman (1981) said that Think Pair Share is a strategy model that used to promote the participants of students in the learning process. Think Pair Share (TPS) strategy can help the students are learning and getting information in pair and in a group and also increase their conceptual background knowledge about the topic, increase the ability to refine the information and make a conclusion, and increase the ability to consider other point of view. It is mean that Think Pair Share also can used in teaching writing.

The used of Think Pair Share in teaching writing is the activity that interesting in english learning. Think Pair Share is one of cooperative learning

where it is good strategy that used as interactive and active process in teaching writing. Think Pair Share has some steps. The first step is the teacher gives the topic to the students , then ask to the students to think for a minute silently, the second is the teacher ask to the students discuss in pair, in this step the teacher have opportunities the student's understanding each pair, besides that the students must to write their ideas as the result of discussion in pair, the last step is the students share their result in pair to whole class.

2.2.4 The Procedure of Think Pair Share

Think Pair Share model consist of some steps. Kagan in Sugiarto and Sumarsono (2014) states that there are five steps in Think Pair Share model, they are :

1. Organizing students into pairs

Think Pair Share is begun by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students. Beside that, they will have higher chance to know each other closely, and it will increase the respect of a student to others.

2. Posting the topic or a question

Next step is posting a question or a topic to the students. This question should be in general and has many kinds of answers. For the example, "What do you know about Descriptive text?" It makes the students think deeper. And they can give their opinions in many aspects.

3. Giving time to the students to think

The teacher should give to the students several minutes to think an answer of the question given before. Hopefully, each students has a different answer to be shared to his or her friends.

4. Asking students to discuss with their partner and share their thinking

In this section, each student will share his or her own answer to his or her partner in pairs. They will share in thinking and discuss each other to find the best answer. Futhermore, this activity can be developed into higher level by gathering one pair into another pair. It helps the students to improve their critical thinking

and analyzing. However this activity helps the students develop not only their knowledge, but also their communicative skill and confidence. In this step, the teacher also gives several minutes the students to discuss in group.

5. Asks to the students to share their ideas with another group

After that the teacher asks the students to share their ideas to another group or whole class. like that, the students can interact with each other and discuss with a wider range. Also between students can gives feedback each other.

2.3 Padlet

This sub chapter will be discussed related to Padlet which are the definitions of Padle, the use of Padlet in Writing, and the Procedure of using Padlet

2.3.1 The Definition of Padlet

Nitesh Goel is the founder and CEO of Padlet. Padlet is an online bulletin board and it can be used to invite participants to create and to collaborate by sharing their ideas, as well as including images, videos, links, and documents in the posts. Padlet is a great interactive online tool for brainstorming ideas and sharing participants' opinions on various topics. That said, it is a simple and useful tool for education purposes. Teachers can set up a bulletin board where students can participate by typing their answers and making learning outcome comments. There are various backgrounds for the bulletin board and students can add their thoughts to the wall which act like online post-it's that can be viewed and edited later. We can use Padlet on any smart device for free, but for other additional features, you will have to purchase the premium plan.

Nitesh Goel is originally from Delhi, India and he attended the National University of Singapore with his childhood friend- Pranav Piyush, who is the co-founder of Padlet. According to mogulpedia.com, the prototype of Padlet was derived from Nitesh's final year research project in 2008. It was originally called the "Wallwisher" and the concept of this site was to create a digital pad to replace paper and pen. Padlet has evolved over the years since it started in 2012.

A padlet is a web-based online wall feature where we can post ideas or anything via a virtual post (Shield, 2014). This media provides good use to students in learning even without having to have an account first. With padlets, users can create walls like whatever they want and they can also invite or invite anyone to join their walls, besides also in the padlet, we can adjust and adjust the privacy of our walls as we want (Fiester& Green, 2016; Miller, 2016). Wood (2016) said that in using the padlet, users can add images, documents, text, links and videos to the walls of their padlets. In the use of padlets, padlets provide benefits for teachers in monitoring students in interacting with each other and managing their class performance. When students have responded to what was assigned by the teacher, a notification will automatically appear in the teacher's e-mail.

According to Fiester and Green (2016) stated that one way to increase interaction, collaboration with groups and to get feedback from teachers in learning is by using SRS (a student response system) individually, namely padlet. Padlet is used by students to interact with other students as well as with their teachers in discussing the topics discussed. In other words, the use of padlet in learning is very important role between students and other students and teachers can interact with each other in a forum in the padlet, so that the teacher can also monitor his students easily. Besides that the teacher can also directly provide feedback to students. In addition, the padlet is a bulletin board where students can post any thoughts, ideas, questions or answers on the wall of the padlet. Then students can join in discussions with other classmates by replying to each other's posts. With such interactions, the teacher can automatically monitor the students easily and see the students' thinking in spreading ideas on the wall of the padlet. Smith and Mader (2016) also explained that Padlet is tool for teacher in the process of metacognitive behind students' thinking to become more clear.

Based on Fuchs (2014), Padlet has many benefits in learning in the class. When the teacher gives a question to the student, the teacher does not have to give it orally, the teacher can post anything on the wall of the padlet. Students can respond to questions from the teacher easily through the wall of the padlet,

besides that students can read answers from other friends and also can evaluate the responses of other friends, so that they can interact with each other. Furthermore, Weller (2013) examines the effects of using padlets at the post-secondary level, and it turns out that padlets have uses as a formative assessment tool which can be used easily in any class. It is also according to Fuchs (2014) mentioned that by using padlet, the teacher can see student responses directly on the wall of the padlet, so that the teacher can give an assessment to students easily and quickly.

2.3.2 The Use of Padlet in Writing

Based on research of Farahidatul Akmar binti Awaludin, et al (2017) explained that there are some using of Padlet in writing, they are :

1. Can be used to write with various types of genres, both for personal or for academic purposes.
2. Can be used to discuss various problems related to academics.
3. Provide space for students to collaborate and debate even outside the classroom.
4. Can express students' thoughts through text with other students and interact with each other.

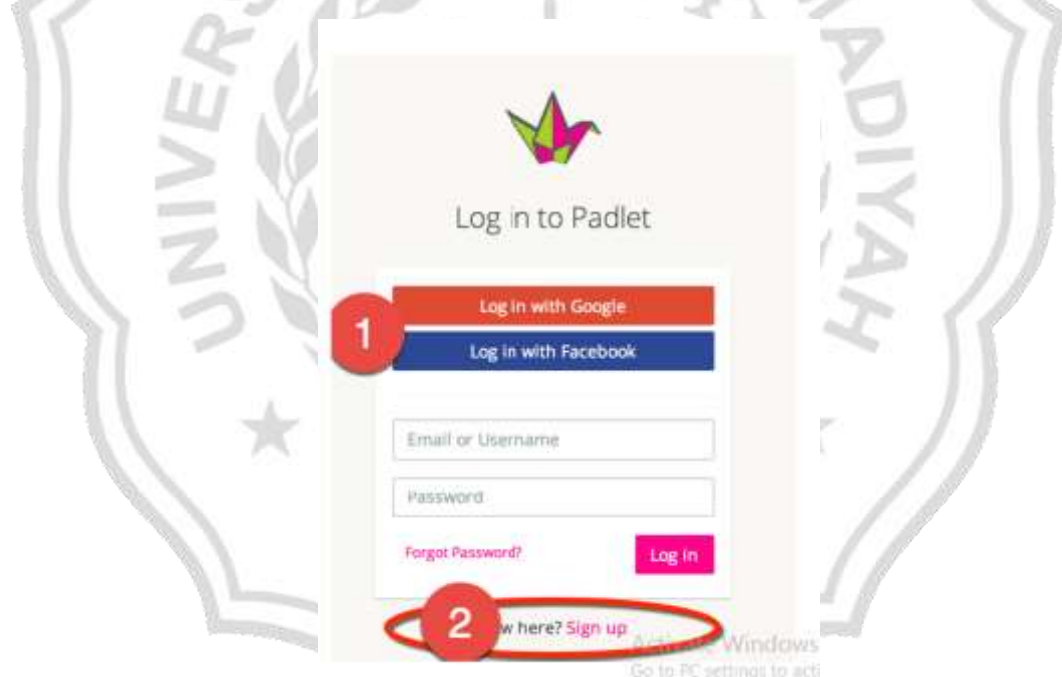
With the padlet in learning to write English, it is expected that students can master the skills of writing any type. Inside the wall of the padlet, students can see other students' posts and comments, so the teacher's padlet can monitor students who are active on the wall of the padlet. Guna padlet is so that teachers and students can interact with each other, also can evaluate each other if there are students who are wrong in writing.

Based on rizki wulandari's research (2015) explained that the use of padlets is to provide facilities to students in writing. In it explained that padlet is an educational platform, which functions as motivation for students, also to improve the quality of students' writing skills. First, padlets provide opportunities for students to be able to discuss each other online. With the padlet, students can share their ideas, assignments, and comment on the wall of the padlet. Second,

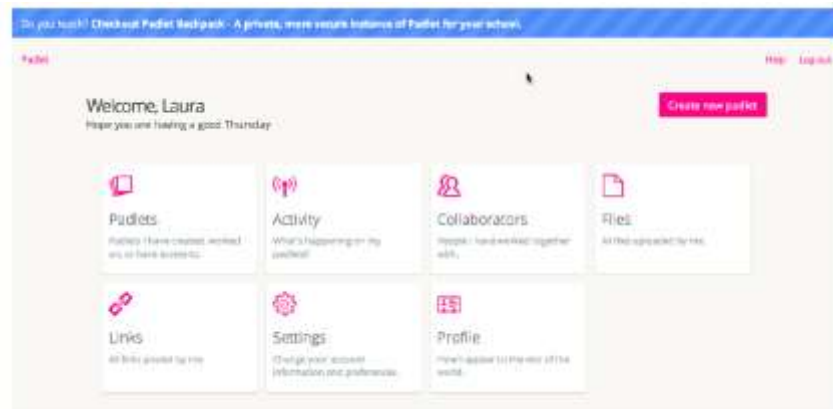
with padlets students become more motivated to learn because they can share any ideas among their friends, according to their own creativity. Third, the use of padlets can help students improve student writing where students can post and even provide feedback on the platform provided by the padlet. Students can post whatever they want both ideas, comments, opinions and feedback even students can exchange information with each other. Students can also share any content with their teacher. Even Wiangsima (2013) also claims that padlets can develop students' writing skills, can make students more confident in developing their own writing so that they are more enthusiastic in learning languages using technology.

2.3.3 The Procedure of Using Padlet

1. You can log in with google or facebook
2. Or when you want to create a new padlet account, click on “Sign up”



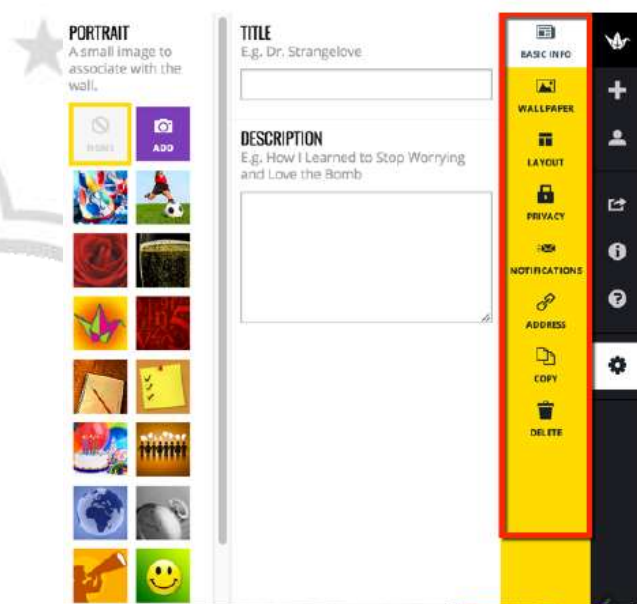
3. And when you have entered in padlet home page, then if you want create a new wall, so click on “Create New Padlet”.



4. Welcome to your first Padlet wall



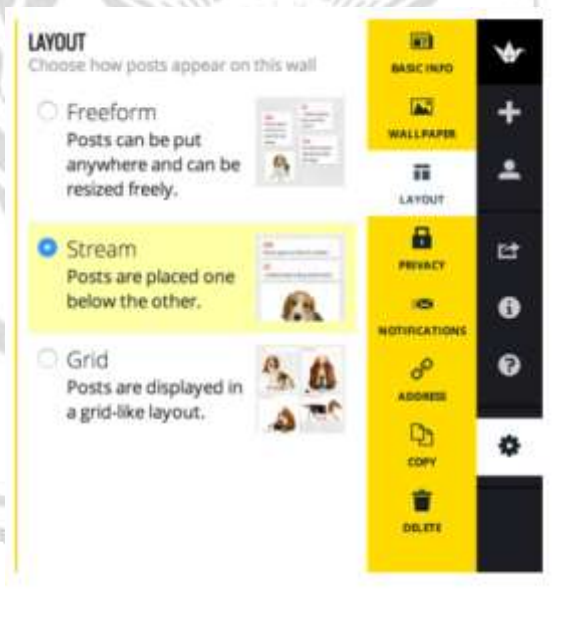
5. Then you can designing anything what do you want. When you select the “Modify Wall” (gear) icon, you’ll reveal the wall control menu. From your sub menu, you can create or design your wall anything what you want.



6. Explore your wallpaper



7. Create your sticky notes according to the design you want



8. One of the things that makes it interesting for padlat is when making online discussion classes, teachers can set privacy settings.

VISIBILITY
How public you want this wall to be? Choose one

Private
Only you and people you add by email can access this wall.

Password Protected
Visitors will be required to enter this password to access this wall.
Can View

Hidden Link
The wall will have a public link, but the link will be hidden from Google and public areas of Padlet.
Can Write

Totally Public
The wall will be public. It can show up in Google searches and can be featured by Padlet on the homepage.
Can View

ADD PEOPLE BY EMAIL OR USERNAME
You can add people and give them more control. We will email them the link.

EMAIL OR USERNAME
ADD

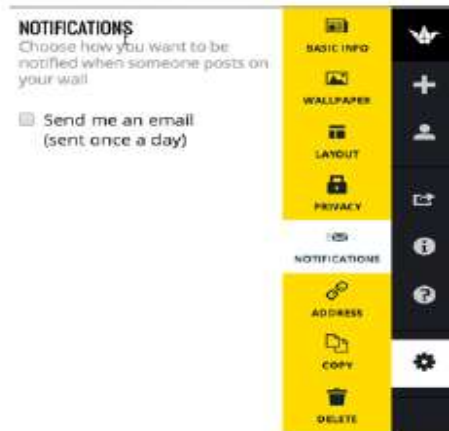
MORE PRIVACY CONTROLS
More ways to control how people use this wall

Moderate posts
 Posts require approval by one of the moderators before they show up on the wall for the other readers.

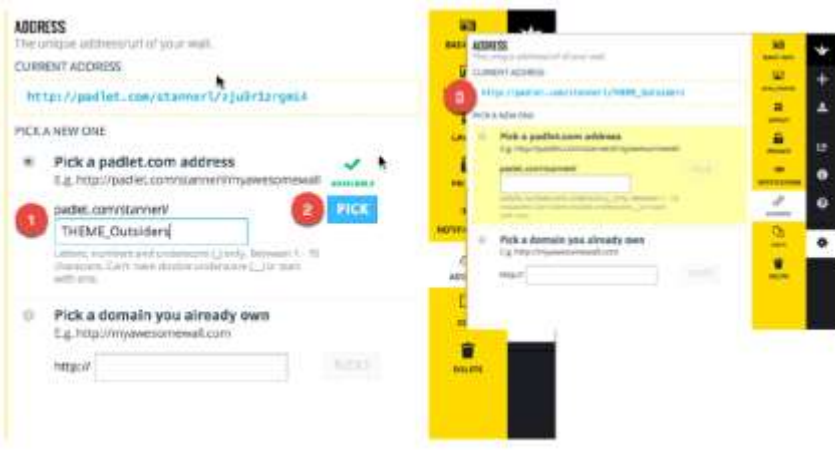
RESET SUBMIT

Activate V
Go to PC sett

9. In addition, the teacher can also turn on notifications via e-mail when a message or notification is entered, so the teacher can immediately provide feedback or confirmation if the assignments given from the teacher have been collected by the students.



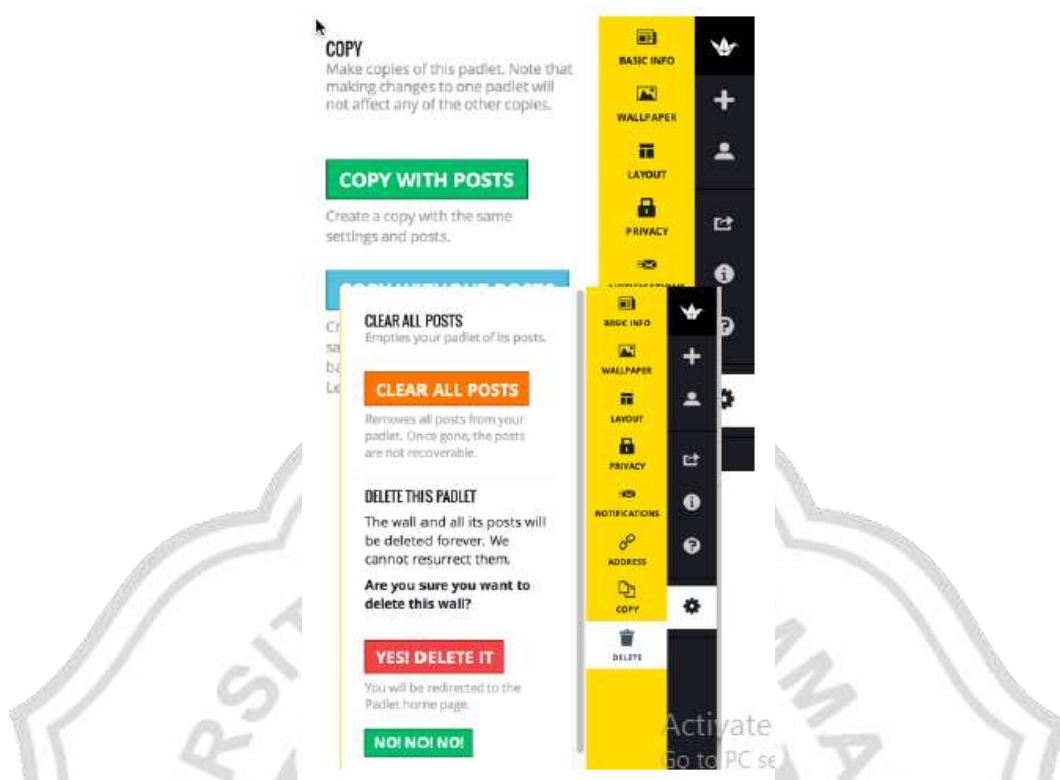
10. we can also share links with our collaborators



11. Do you want to copy a wall

1. Click the COPY icon and option you prefer.
2. Click option you prefer with or without posts.
3. Click DONE!

12. If you want to delete the wall, you just select CLEAR ALL POSTS



2.4 Previous Study

There are many studies about the implementation of Think Pair Share in writing skill. Besides that also the implementation of Padlet in writing skill.

Ade Dedi Saliputra (2013) on his research in Senior High School 1 Pontianak, academic 2012/2013. This study involved 30 students in 10th grade. This study used classroom action research. The result showed that Think Pair share can improve the student's writing skill on report text. It is has showed in cyle 1 and cycle 2. Besides that, it is showed also can improve the student's vocabulary, classification of general and description in report text, the score showed in cycle 1 is 75,00 and in cycle 2 is 79,16.

On the other hand, Muhammad Ariansyah, et al (2016) on their research in Senior High School 3 Pekanbaru. There were 34 students of X-2 as a sample. This study used the classroom action research. The researcher concluded that Think Pair Share is the strategy that was successfully used to improve the student's writing skill in Senior High Shool 3 Pekanbaru in english learning. It is showed by score in Pre test 54,46 then in Post test 1 65,14 next the score showed 77,64 in

post 2. Furthermore, the result of this study also showed that Think Pair Share make a students more active and increase the student's motivation in writing skill. The student's also showed can write their idea well on good paragraph in recount text.

Rosnani Sahardin, et al (2017) on their research in Banda Aceh. This study used the experimental design. There were 14 student on X-A as sample, which was this study selected by using a purposive random sampling by Gay, et al (2006). The result of this study showed that Think Pair Share is effective strategy that used to improve the student's writing skill. This improvement was showed in the improvement in averages score in every writing aspect: content (12 to 15 or 16), organization (11 to 15), vocabulary (9 to 13), grammar (8 to 10), and mechanics (8 to 11). On the result, showed that Think Pair Share can make the student's mastery organization, content and vocabulary, but still less to increase mechanis and grammar. Nevertheless, students' abilities in writing skills are better and there are far-reaching improvements using Think Pair Share as a learning strategy rather than not using Think Pair Share.

Moreover, Ida Ubaidah Hidayati (2017) on her research in Muhammadiyah Vocational High School, Salatiga. This study used classroom action research as the methodology. The subject were 35 students in one class. They are 34 boy and 1 girl students. The result showed that there was a significant increase in vocabulary mastery when using Think Pair Share as a teaching strategy in learning. The increase was indicated by a significant change in the pre-test and post-test, where the value of student students in the post test was higher than in the pre-test.

Zulfida Sari Saragih (2010) in his research in Junior High School 1 Teluk Mengkudu. This study used classroom action research. The subject was VIII-1 grade of Junior High School 1 Teluk Mengkudu. They are consist of 40 students. The reason of choosing this class because the researcher found some the problems in student's writing skill. In the result of this study, the researcher explained that there was improvement in student's writing skill after the implementation of Think Pair Share as the teaching strategy in english learning. Proven by an

increase in the score of each cycle, where the score orientation test was 51.4, 66,15 in cycle 1, and and experienced an increase in score of 74,57 in cycle 2. Based on the results of research data, the researcher can conclude that Think Pair Share can increase the student's writing skill in Narrative text at Junior High School Negeri 1 Teluk Mengkudu.

Pritantina Yuni Lestari and Erwin Hari Kurniawan (2017) examined whether using Padlet is effective or not to increase the writing skill in english department students of UNISKA, academic 2015/2016. The research method was classroom action research design. The subject were 17 students from third semester of UNISKA. The result of this research showed that there was improvement toward the achievement on studen's writing skill, which was showed in each cycles. From the observation, it could be seen that the students more active in cycle 2 than cycle 1. In Padlet when send the messages and gives interesting topic is one of things that can attract student motivation in the use of padlets in English learning. Before the implementation of padlet in english class, there were 11 students from 17 students got score below average 70. Then when Padlet has implemented in classroom, in cycle 1 showed that there were 3 students got below average 70 and didn't get a score because it didn't collect assignments on time. In the cycle 2 or last treatment showed that the criteria desired by researchers have been achieved well, namely 15 out of 17 students score above 70, so researchers can stop the cycle, in addition all students participate in collecting assignments on time.

Munirah Haris, et al., (2017) on their research in University of Sains Islam Malaysia. This methodology that used experimental design. The subject were 30 students of first year undergraduate at University of Sains Islam Malaysia. From the 30 students consisting of several majors, they are Islamic finance, Islamic studies, and business. The result of this study showed that there was significant improvement when the students use padlet on their grammar learning. Padlet provides the platform for the students to interact with each other.

2.5 Summary

From the result of the previous study, the researcher assumes that Think Pair Share strategy can help the students to master of writing ability. Most of the studies showed that think Pair Share is effective strategy in learning process especially in english writing learning, besides that it has a good effect for the students such as to solve the student's problem in organizing concept, vocabulary, to make a classroom situation bacome a condusive but the student more active to interact with each other, and make a student's anthusiasim in learning process.

Futhermore in research of Muhammad Ariansyah, et al., explained that Think Pair Share is effective method that used to improve student's writing skill but will be more effective if the next researcher used this strategy combined with media. From the result of previous study, no one researcher that use combined with media. So, to make a different with the previous study, this study adds with media, it is Padlet. And there are some research in previous study explained that padlet can increase the students in writing skill. One of research by Pritantina Yuni Lestari & Erwin Hari Kurniawan (2017) on student's English Department UNISKA, in the result on their research claimed Padlet is effective media to use on student's writing skill, so the researcher try to examine to combine Think Pair Share in writing by using Padlet. And then the researcher will implement this research in the higher level that is Senior High School.

2.6 Hypothesis

The researcher proposes that by using Think Pair Share Method through Padlet has a significant effect on writing skill at SMA Muhammadiyah 9 Brondong.