

# THE EFFECTIVENESS OF THINK-PAIR-SHARE METHOD COMBINED WITH PICTURE SERIES TO IMPROVE STUDENTS' WRITING SKILL

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## Abstract

Writing is the process to organize and formulate the ideas into a written text. Writing plays a crucial role in language learning. Writing has challenges for many students ; most students find it difficult to express their ideas in writing process. Then, students have little motivation in following the lesson. Therefore, the teachers are anticipated to utilize a teaching method that can overcome the problems in writing. This study aimed to find out the effectiveness of Think Pair Share method combined with picture series to improve students' writing skill for tenth grade at MA Masalikil Huda Tahunan, Jepara. The method used a quasi experimental design with the non-equivalent control group. The data were collected through test in the form of essay test. The population of this study was tenth-grade students at MA Masalikil Huda Tahunan, Jepara. They were two classes namely XIPA as experimental class and XIPS as control class which consisting of 25 students. As a result, the average score of students in experimental was 78.16 whereas in control group was 70.36. The t-test analysis revealed that Sig. (2-tailed) was 0.01 which was less than 0.05. It can be inferred that the use of Think-Pair-Share method combined with picture series was effective towards students' writing skill.

**Keywords:** Picture Series; Think-Pair-Share Method; Writing Skill

## INTRODUCTION

Writing is one of the four fundamental skills crucial in English teaching and learning, According to Dana & Dharmayanti (2021) , Writing is described as a language skill used to articulate ideas and opinions through words, which are then organized into sentences and ultimately form paragraphs. It goes in line with Ningrum & Rita (2013) statement that writing involves more than just producing words and sentences. It entails not just having ideas but also the ability to organize and communicate them effectively through written text. In addition, mastering grammar, spelling and punctuation is essential in writing skills. However, writing English is a very complex process. Many students have difficulties to improve their writing. Yustika (2021) said that writing difficulties stem from students' lack ability to compose grammatically correct sentences. In another case, they make organizational error in their writing. Furthermore, Kamila (2023) finds that teachers do not provide activities that spur students to practice writing directly. So, they assume that writing is a difficult subject to learn in class.

Based on the researcher's interview with the teacher at MA Masalikil Huda Tahunan, especially in tenth grade, the researcher found the same problem as described above. It showed that students' word choices were limited. Because of that, they difficulties to articulate their ideas using suitable words. After that, students less understanding of structure and grammar. They have difficulty in changing the form of the first verb to second or third verb , such as using the simple past tense in recount text. They confused to use the right tenses based on the text. Another problems is teachers still using the dominant lecture method, where they rarely involve

the students in learning process. This method creates a boring learning atmosphere so that students have little motivation in following the lesson.

These problem should be solved with the right strategy. The teachers are able to use some of cooperatives learning to teach English especially in teaching writing skill. Think-Pair-Share (TPS) is a cooperative discussion strategy developed by Frank Lyman and used as one of the appropriate methods to teach students in the writing classroom. It consists of three stages, namely think, pair and share (Hasibuan, 2020). Furthermore, Puspitasari (2021) argues that Think-Pair-Share involves students initially reflecting on a topic or question individually, followed by partnering with a peer to discuss their thoughts, and ultimately sharing their ideas with the entire class. This method involves different activities designed to enhance students' vocabulary, build sentences, and apply proper grammar (Santika et al., 2022). In addition, after the teacher using a suitable technique, the teacher must have some media for teaching the student and train them well. One of the good media is picture series. According to Floriantiwi et al (2020), a picture series is a learning model that utilizes images arranged in logical sequences. This approach yields positive outcomes for students such as heightening enthusiasm and spirit of learning, developing a better comprehension of idea generation, as they are invited to assemble stories or sentences based on the sequence of pictures given. As a result, students' sentence production becomes more creative and structured (Lindstromberg, 2004). Applying Think-Pair-Share method combination with picture series can facilitate students to grow their ideas more easily during writing process. Besides, students will be easier to visualize the verbal picture in their imagination. Thus, Think-Pair-Share technique is a great way to encourage active engagement and peer-to-peer learning in English writing classes because students need to exchange their ideas or opinion with their partner.

Some researchers had been conducted related to the use of Think-Pair-Share (TPS) technique and picture series in teaching writing. Firstly, Febriyantika & Parmawati (2021) explain that utilizing TPS could indeed be beneficial for students in organizing words effectively in crafting descriptive texts. Besides, the student pay more attention to the lesson so that they are active to conduct the activities. Secondly, Farizi et al (2019) state that Think Pair Share (TPS) method has been shown to be highly effective in enhancing students' writing skills, particularly in the realm of descriptive texts. After receiving treatment from the researcher, the score of students in class X of SMK Nurulhidayah Pasundan experienced a significant boost. Then, Rahayu & Yulianda (2023) had conducted the study by using picture series. It was found that students' responses were notably positive when following the lesson. The utilization of this media proved beneficial in facilitating students' acquisition of information and simplifying the process of writing narrative texts. Lastly, Cristine (2019) findings that instructing writing through a picture series enhances students' proficiency in crafting recount texts. Specifically, students demonstrate enhancements in writing process and vocabulary.

In this study, the researcher intends to conduct research entitled "*The Effectiveness of Think-Pair-Share Method Combined With Picture Series to Improve Student's Writing Skill for 10th Grade at MA Masalikil Huda Tahunan in Academic Year 2022/2023*". The difference among those previous study with this study is that the previous studies used one variable in teaching writing, meanwhile the researcher combined two variables. They are Think-Pair-Share method and picture series.

## METHOD

This study used experimental research method. Jhon et al (2012) defined experimental research is a design employed to determine the influence of one variables to another. The researcher applied quasi experimental specifically the non-equivalent control group design, involving two groups they are experimental and control class. The study population comprised tenth grade

students from MA Masalikil Huda Tahunan Jepara in academic year 2023/2024, with samples consisting of X MIA and X IIS classes totalling 25 students. Class X MIA served as the experimental group receiving instruction through Think-Pair-Share method combined with picture series, while class X IIS served as control group taught using conventional ways as habitually of the teacher. Pre-test and post-test were conducted in each class. Then, the data collection was carried out by giving test in the form of both pre-test and post-test. The pre-test is a test conducted before treatment, it assessing students' writing ability before intervention. Meanwhile, post-test measured their ability afterwards. The researcher utilized an English written test as a tool to assess the effectiveness of combining Think-Pair-Share method with picture series in teaching writing. The test employed was an essay test developed by the researcher, focusing on students' composition of recount texts within a 30-minute time frame. The scoring rubric was analyzed based on the generic structure of recount text, comprising orientation, events, and re-orientation. The analysis of data employs descriptive statistical techniques utilizing Independent samples t-test. This statistical method ascertain if there are significant disparities in student achievement between two classes, providing a detailed comparison of their performance.

## RESULTS AND DISCUSSION

### Results

This chapter encompasses the presentation of findings on both pre-test and post-test results, accompanied by thorough data analysis. The pre-test and post-test scores were analyzed to assess student performance before and after treatment. Subsequently, the data underwent analysis using SPSS 26 program. Normality and homogeneity tests were performed to evaluate data distribution and uniformity. After that, t-test was employed to compare the mean student learning outcomes in control and experimental classes with the aim of determining if there's a significant difference between two groups.

**Table 1. Tests of Normality**

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Class	Statistic	df	Sig.	Statistic	df	Sig.
vResult	Pre-test Experiment	.115	25	.200 <sup>*</sup>	.945	25	.198
	Post-test Experiment	.116	25	.200 <sup>*</sup>	.971	25	.669
	Pre-test Control	.117	25	.200 <sup>*</sup>	.947	25	.215
	Post-test Control	.134	25	.200 <sup>*</sup>	.923	25	.060

Based from the outcome of normality test, the significant values for pre-tests in experimental and control classes were 0.200. Since this values exceeds 0.05, it suggests that scores for both classes had a normal distribution. Similarly, for the post-test that the significant values were also 0.200 for control and experimental classes. This indicatest the normal distribution of students' post-test scores in two classes. Moreover, the analysis continued by testing the equality of variances between experimental and control classes using Levene test. The results showed a significant value of pre-test was 0.181 and for post-test was 0.06. The value is greater than 0.05. So, it can be inferred that the data exhibited homogenous varience values across experimental and control class.

Following the examination of normality and homogeneity test, the researcher conducted Independent sample t-test analysis. As a result, the average pre-test score achieved by experimental class was 67.2 with highest individual score being 79. Conversely, the control class averaged a score of 62, with the top score reaching 75. The mean pre-test scores of both classes are still bellow the passing grade of 75%. It can be said that students' proficiency in writing skills has not been fully optimized. Furthermore, the table below displays data comparison of post test scores between experimental and control group.

**Table 2. Group Statistics**

	Class	N	Mean	Std. Deviation	Std. Error Mean
Result	Post-Test Experiment	25	78.16	4.403	.881
	Post-Test Control	25	70.36	7.438	1.488

According on the data given in table above, the mean post-test score in experimental class was 78.16 with biggest score of 87. Meanwhile, the control class achieved mean score of 70.36 with top score of 80. Each class comprises 25 students. there is a varience in post-test performance levels between the two classes . The mean score of experimental class was greater with a difference of 7.8. From the comparison of the average value, it can be summarized that students instructed with Think-Pair-Share method combined with picture series show better proficiency compared to those taught using conventional method.

**Table 3. Independent Sample Test**

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Significance One-Sided p Two-Sided p	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference Lower Upper	
Result	Equal variances assumed	8.299	.006	4.512	48	<.001 <.001	7.800	1.729	4.324	11.276
	Equal variances not assumed			4.512	38.983	<.001 <.001	7.800	1.729	4.303	11.297

Based on the derived from Independent sample t-test analysis, the calculated t-count value for assumption of variance was 4.512 with a Sig (2-tailed) probability of 0.001. As per the

hypothesis testing criteria, when significance value (two-tailed) surpasses 0.05, it means to acceptance of the null hypothesis ( $H_0$ ) and rejection of the alternative hypothesis ( $H_a$ ). Instead, if significance value falls below 0.05, it results in rejection of  $H_0$  and acceptance of  $H_a$ . Because Sig (2-tailed) probability value of 0.001, being less than 0.05, led to the rejection of the null hypothesis ( $H_0$ ). This outcome indicates a substantial disparity in writing proficiency between students instructed using Think-Pair-Share method combined with picture series and those taught without the method.

## Discussion

In this study, the researcher employed Think-Pair-Share method combined with picture series with the intention of enhancing students' writing skills. The scope of this study centered on examining student's ability to compose recount text particularly emphasizing the adherence to the generic structure by using Think-Pair-Share method combined with picture series. The generic structure of recount text such as orientation, events and re-orientation by paying attention to the writing assessment system which includes content, grammar, organization and mechanics. Then, the data from post-test was analyzed to identify any notable differences in scores between experimental and control classes.

The first step taken by the researcher was to give a pre-test to students in control and experimental class. The researcher administered identical test to both classes. Then, they were given over the course of four meetings. Think-Pair-Share method combined with picture series was employed to teach students in experimental class. Meanwhile, the researcher applied conventional method in control class. During treatment, the researcher distributed picture series to generate students' ideas in writing recount texts. This media makes students to be easier in stringing sentences coherently. In every meeting, the researcher used picture series with the different theme. Besides, new concepts are introduced using Think-Pair-Share to improve students' comprehension and effectiveness in writing. This method, students have to go through three stages which are think, pair and share. Students are asked to think individually about ideas and discuss with their partner. After that, they must convey their ideas in front of the class. The use of this method aids students in overcoming writing challenges, particularly in terms of fostering student interaction. The students could share their ideas to analyze the generic structure and make a recount text retrieved from picture series with other students.

The researcher concluded that the implementation of Think-Pair-Share method combined with picture series can enhance students' writing performance. It can be seen from behavior of students in two classes during learning process. Students in the control class tend to be passive and pay less attention when researcher gave the material, so that many students had difficulty in creating recount text. The challenges primarily stemmed from their limited capacity to explore and articulate ideas cohesively. Moreover, their written displayed a multitude of grammatical inaccuracies. It is inversely proportional to students in the experimental class throughout the learning process, they demonstrate increased activity and confidence. In addition, based on the scores obtained, students in experimental class achieve better results compared to those in the control class. Most of them could compose the recount text coherently and determine the generic structure correctly.

The average value for pre-test in experimental class was 67.2 while in control class, it was 62. After being given treatment by the researcher, the average score for post-test in the experimental class rose to 78, than score of 70.3 in control class. This demonstrates that the average value in the experimental class increased more significantly following the treatment.



compared to the control class. Furthermore, according to the Independent sample t-test table, the two-tailed significance value for the post-test was found to be 0.001. Since this value is smaller than the significance level of 5%, It said that the null hypothesis ( $H_0$ ) is accepted and the alternative hypothesis ( $H_a$ ) is rejected. Therefore, from output of t-test, it can be implied that the used of Think-Pair-Share method combined with picture series as the teaching method indeed works effectively in teaching writing at tenth grade of MA Masalikil Huda Tahunan, Jepara.

## CONCLUSION

The objective of this study was to examine the influence of think-pair-share method combined with picture series to improve students writing skill. Following a comprehensive analysis of collected data, research findings and discussion that have been presented previously, the researcher concluded that the implementation of Think-Pair-Share combined with picture series effectively improved the writing achievement of tenth grade students at MA Masalikil Huda Tahunan. It can be showed from post-test scores. The average value of post-test in experimental class was 78.16, while in control class was 70.36. Then, result of t-test analysis represent that the probability significance level (two-tailed) was 0.001 or it is less than 0.05. It is evident that students were taught using Think-Pair-Share method combined with picture series improved their ability of writing recount text. Students were able to understand the material easily. In addition, this method creating a conducive learning environment through discussion with peers.

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