

Utilization of Think-Pair-Share Method in Teaching Writing

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Abstract

The objective of the research is to determine the efficacy of the think-pair-share (TPS) method in teaching writing. The quantitative method was used in this study. The subject in this research was eight grade students at SMP An Naja Boarding School Cipeundeuy. The sample consisted of 56 students who were split into two classes: control and experimental. The experimental class learned to write a conversation about there is and there are materials using the think-pair-share (TPS) method, whereas the control class utilized the conventional method. The researcher utilized SPSS to analyze the data.. The result indicated that there is significant difference between experiment and control class by using T-Test. The result revealed that the T-test value (0.029) was less (<) than 0.05. As a result, the alternative hypothesis (Ha) was accepted as a viable option. This meant that the class taught utilizing the think-pair-share (TPS) method differed from the conventional method. The students learnt how to share their opinions in a discussion text through the think-pair-share (TPS) method. They grew more active as well. This means that the TPS (think-pair-share) method could be utilized to teach writing.

Keywords: Think-Pair-Share; Writing; Conversation Text

INTRODUCTION

Many people all around the world utilize English as one of the international languages to interact with one another (Tan et al., 2020). English is also taught as a first foreign language in Indonesia. In other words, knowing English allows to connect with people from all over the world, do commerce, politics, and even educate ourselves. Thus, to master of English is very important in this era. As a result, English has become one of the required topics taught in Indonesia beginning in junior high school. In learning English students should learn the following four competencies. Speaking, listening, reading, and writing are all activities they engage in. Among those skills, writing is the more hardest talent to learn and perfect. This statement support by Arifudin Aziz (2021) Writing is not a natural process for practically everyone, good writing comes through a combination of hard work, dedication, sweat, and a willingness to fight. Sinaga & Fitriyani (2019) have same perception toward writing skill as a difficult to learn, they mentioned that Writing is a productive or creative skill. Students who are studying it must learn how to identify and convey ideas in writing. Therefore, the ability to write is required. Writing is an activity of thinking about how to create ideas, how to represent those thoughts in great writing, and how to organize into appropriate and clear paragraphs. Writing is a intellectual process that involves thinking and translating thoughts in to the written form, complete with appropriate vocabulary, grammar, and punctuation (Sahardin et al., 2017). It indicates that the researcher need the process in order to produce quality work. From junior high school forward, English becomes one of the compulsory subjects in Indonesia. Writing is an important part of a student's English learning process. Sanjaya & Agustina (2019) stated that writing provides a chance for students to express themselves, as well as investigate and explain concepts. Students may organize their thoughts in their minds into a meaningful text so that others can comprehend and think critically about. The parts of writing that require attention are

vocabulary, punctuation, grammar, accuracy, and so on. In this context, students must acquire writing abilities in order to communicate their objectives to the reader clearly and directly. Based on the researcher's experience during a pre service teaching (PPL) at SMP An Naja Boarding School, students experienced some writing issues as well. The most common issue is a lack of vocabulary. It was difficult for them to show up with topics to write about, the grammar and structure were challenging to decide. They also had difficulty spelling some terms and made punctuation errors. Internal and external factors contributed to writing difficulties. Students lack confidence and drive due to internal issues. It might be due to external variables such as their teacher's approach of teaching writing, facilities, or instructional equipment.

According to the issues above, it can be argued that evaluation of new materials is a viable option. The role of the teacher in controlling learning is critical to the success of a learning program. Even in learning activities, The instructor acts as the front guard whose success is determined by the process (Wuryandani & Herwin, 2021). Sinaga & Fitriyani (2019) states that Teachers must complement resources in order to increase motivation, which is one of the most important aspects of learning. The resources should be adapted to the needs of the students. Then, in order to achieve the teaching and learning process's objectives, teachers must adopt the appropriate strategy. There are various different techniques that teachers may use to assist students improve their writing skills. One technique is to use the think-pair-share (TPS). Think-pair-share is a cooperative learning way for students consider a subject, issue, or concept before expressing their thoughts with a pair and discussing them with their classmates. (Argawati & Suryani, 2017). According Lyman in 1981 cited in Bunaya & Basikin (2019) Because students discuss a topic in pairs, think-pair-share helps them gain a conceptual knowledge of it. It gives individuals the freedom to talk about anything related to characterizing someone or anything. Their capacity to sift information, write down conclusions, and evaluate points of view will all improve as a result of this practice.

Regarding this issue, Fauzi & Roza Linda (2021) conducted a study in Pekanbaru, a study was done to assess variation in the growth of students' thinking skills utilizing cooperative learning approaches think-pair-share and group investigation. Two experiments were utilized to calculate the students' grades. The first experimental class employs collaborative learning through the method group inquiry (GI), whereas the second employs collaborative learning through the technique think-pair-share (TPS). In the cooperative learning class utilizing the Think-pair-share method, the average percentage of critical thinking abilities is 80.57 percent., and Group Investigation has a success rate of 76.73 percent, whereas the control class has a success rate of 68.45 percent, demonstrating that the adoption of collaborative learning methodologies is advantageous. Think-pair-share is a more successful method for enhancing pupils' critical thinking skills critical thinking skills.

The prior study has demonstrated success in improving students' thinking skills utilizing think-pair-share (TPS). The researcher implemented the think-pair-share technique in teaching to make a conversation text about there is and there are materials. There is and there are material is the material that determine exist or does't exist of the people, animals, things and others (Kusuma, 2019).

The goal of this study, as stated above, is to determine the appropriateness of the think-pair-share (TPS) strategy in teaching writing. The following are the hypotheses:

- Ha: $\mu_1 < 0,05$ (There is a significant variation when teaching writing skills utilizing the think-pair-share method)
- H0: $\mu_1 > 0,05$ (there is no significant variation when teaching writing skills utilizing the think-pair-share method)

METHOD

Methodology is essential in every research since it guides us through the investigation because it deals with how we do the research. This research was conducted by using quantitative method. The quantitative methods for researching a specific population or sample, data collecting utilizing research tools, quantitative or statistical data processing with the goal of testing defined hypotheses (Sugiyono, 2021). It is defined that quantitative study that use statistical techniques to comprehend and explain phenomena. The data of this research was collected using a quantitative technique. In order to obtain findings, the quantitative research approach involves quantifying and analyzing variables. This research was performed at SMP An Naja Boarding School. According Poetra et al., (2019) stated that a population as a group of people who have similar a characteristic. A population is the term for the select group being investigated. A population can also refer to all members of a certain groups, events, or objects. The target population for this study was eighth-grade students, with a sample size of 56 students. The students were separated into two groups: control and experimental. The control group was made up of students who were taught in a conventional method. Experimental class, on the other hand, was a class taught utilizing the think-pair-share (TPS) method. Three meetings were held to teach the think-pair-share (TPS) method. In terms of data collecting, this research implemented tests, particularly post-tests. Following that, the data will be analyzed and summarized to reflect the reality of using pre-test and post-test procedures in assessing the success of the two learning methods. The exam was administered after the conclusion of treatment, precisely during the third meeting. SPSS version 23 was used to analyze the collection of data. The data were subjected to normality and homogeneity tests. The Independent T-test was used next.

RESULTS AND DISCUSSION

Results

The normality test was performed to determine the data's normality once the treatment and test were completed. It used to be based on the following criteria:

If sig. ≥ 0.5 , The test results are assumed to be normally distributed.

If sig. < 0.5 , The test results are assumed to be non-normally distributed.

The final outcome is shown below.

Table 1. The Normality Test

Class		Tests of Normality					
		Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	Df	Sig.
Score of Learnig	Control	.128	29	.200*	.953	29	.217
	Experimen	.150	27	.123	.950	27	.214

The Shapiro-Wilk table states the significance (Sig.) score of the control class was 0,217, and the significance (Sig.) score of the experimental class was 0,214. The significance (Sig.) value of the control and experimental classes is greater than or equal to 0,05, indicating that the data were normally distributed.

The homogeneity test was applied after determining the data's normality. The purpose was to demonstrate that the samples were homogeneous or originated from within the same population. The following criteria were used:

If sig. > 0.5, The test data is thought to originate from a population with similar variations.

If sig. < 0.5, The test data is thought to originate from a population having a variety of genetic variations.

The outcome may be seen in the Table below.

Table 2. Table of Homogeneity
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Score of learnig	Based on Mean	.653	1	54	.423
	Based on Median	.437	1	54	.512
	Based on Median and with adjusted df	.437	1	53.316	.512
	Based on trimmed mean	.633	1	54	.430

According to the table the significance (Sig.) score on the report of Mean was 0,423. The data originated from a population with the similar variations or homogeneous since the significance (Sig.) score of the data was higher (>) than 0,05.

After being acquainted with the normality and homogeneity tests. The T-test was employed to determine whether there is a statistically significant difference between the control and experimental classes in teaching utilizing the think-pair-share and conventional method. The hypothesis : $H_0: \mu_1 = \mu_2 > 0,05$ (there is no significant variation when teaching writing skills utilizing the think-pair-share method).

The following are the fundamentals of T-test decision making:

If Sig (2-tailed) > 0.5, hypothesis (H0) has been accepted.

If Sig (2-tailed) < 0.5, hypothesis (H0) has been rejected.

The output may be seen in the table below.

Table 3. Independent Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2- tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score of learning process	Equal variances assumed	.653	.423	-2.237	54	.029	-4.4559	2.1173	-8.4491	-.4628
	Equal variances not assumed			-2.227	52.022	.030	-2.0006	2.1173	-8.4705	-.4414

The T-test value (t) was -2,237, the degree of freedom (Df) was 54, and the significance (Sig.) score was 0,029 (2-tailed). It is less than 0.05 (<). As a result, a significant difference exists between class control using the conventional way and experimental class using the think-pair-share (TPS) method. The findings of this research supported with previous studies that demonstrated the efficacy of the think-pair-share method.

Discussion

After analyzing the data given in the previous chapter, Students with Students with great and weak competence demonstrated significant improvements in their writing. In another study, students with high and low competences who used the think-pair-share (TPS) strategy performed better than those who used the conventional metode, according to the Independent Sample T-test. The interactional impact of instructional styles and competences on writing success of students with high competences was discovered using the ANOVA test. While the strategies had a significant impact on students with low competences. To summarize, both teaching methods are succesful in improving students' writing achievement, while the TPS methodology outperforms the conventional methods. The strategies had a significant impact on students with low competences. To summarize, both teaching methods are effective in improving students' writing performance, while the TPS methodology outperforms the conventional methods (Utomo et al., 2020). In a prior study, the think-pair-share method was shown to be effectifly. The think-pair-share method was demonstrated to be effective in a previous study. The following are several of the benefits of utilizing the think-pair-share method (TPS) method: 1) it can promote positive coordinated; 2) it can promote personal responsibility; 3) it allows students to think collaboratively; 4) it growths their intelligence of personal responsibility; and (5) it can facilitate peer affirmation, peer support, academic attainment, self-confidence, and attention one another, particularly in writing activity.

CONCLUSION

According the findings of the research, concludes that the think-pair-share method can help students enhance their writing skills and indicated that the think-pair-share (TPS) was different,

It means that technique is more successful in teaching writing. The T-test result demonstrates that there was a significant variation between the experimental class and control class. The (2-tailed) Significance (Sig.) score was 0.029. It is less than 0.05 (<). The hypothesis alternatives (Ha) were shown to have been accepted.

ACKNOWLEDGMENTS

Alhamdulillahirrabbi'lalamin, praise to Allah SWT who has enable the researcher finish this journal entitled “Utilization of Using Think-pair-share Method In Teaching Writing”. During every process of writing the paper, the researcher received a great deal of assistance, advice, and encouragement from a variety of people. Researchers would want to express gratitude to researchers’ article supervisors, who have always been helpful of researcher while doing study. Also, thanks to IKIP Siliwangi for allowing the researcher to publish this journal. And thank you to everyone who has offered assistance, advice, and encouragement.

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