

**THE EFFECTIVENESS OF THINK-PAIR-SHARE TECHNIQUE TO  
IMPROVE STUDENTS' WRITING SKILL AT MAN 2 PONOROGO**

**THESIS**



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**THE EFFECTIVENESS OF THINK-PAIR-SHARE TECHNIQUE TO  
IMPROVE STUDENTS' WRITING SKILL AT MAN 2 PONOROGO**

**THESIS**

**Presented to State Islamic Institute of Ponorogo in Partial Fulfillment of the  
Requirement for the Degree of Sarjana in  
English Language Teaching Department**



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## ABSTRACT

**Alfiah, Laily Nur. 2023.** *The Effectiveness of Think-Pair-Share Technique to Improve Students' Writing Skill at Man 2 Ponorogo.* Thesis, English Education Department, Tarbiyah Faculty, State Institute for Islamic Studies of Ponorogo. Advisor Fenty Andriani, M. Pd.

**Key Word:** Think Pair Share (TPS) Technique, Writing Skill

Writing skills are the most difficult part for students to master. Mastering writing skills is as important as other English skills, because mastering writing skills can make us communicate through verbal. The Think Pair Share technique is one of several techniques that can be used to support writing skill learning. The concept of the Think Pair Share technique is to emphasize the student center to make students more active in learning.

The purpose of this research was to examine whether there was a significant difference between students' writing skill who were taught by TPS technique and those who were not taught by TPS technique at MAN 2 Ponorogo.

This research applied quantitative approach and used the quasi experimental design. This research, used two classes as experimental group and control group. The population were taken from the eleventh grade students at MAN 2 Ponorogo. The number of sample in this research were 30 students of experimental group and control group. Researcher collected the data by using test. Researcher analyzed the data used t-test formula to know whether there was significant difference on students' writing skill who were taught by TPS technique and those who were not taught by TPS technique.

The results of the research showed that the value of t-test between students' writing skill achievement who were taught by TPS and those who were not taught was 26.150. The results of computation using t-table formula of 5% signification level was 2.001. The t-test was higher than t-table, so that  $H_a$  was accepted and  $H_0$  was rejected.

Thus from the results, it can be concluded that there is a significant difference between students' writing skill who were taught by TPS and those who were not taught by TPS at MAN 2 Ponorogo. It is now crucial for teachers to improve and advance their instructional skills. To inspire students to develop writing skills, the instructor should be able to apply the right teaching methods while teaching English, particularly when teaching writing.



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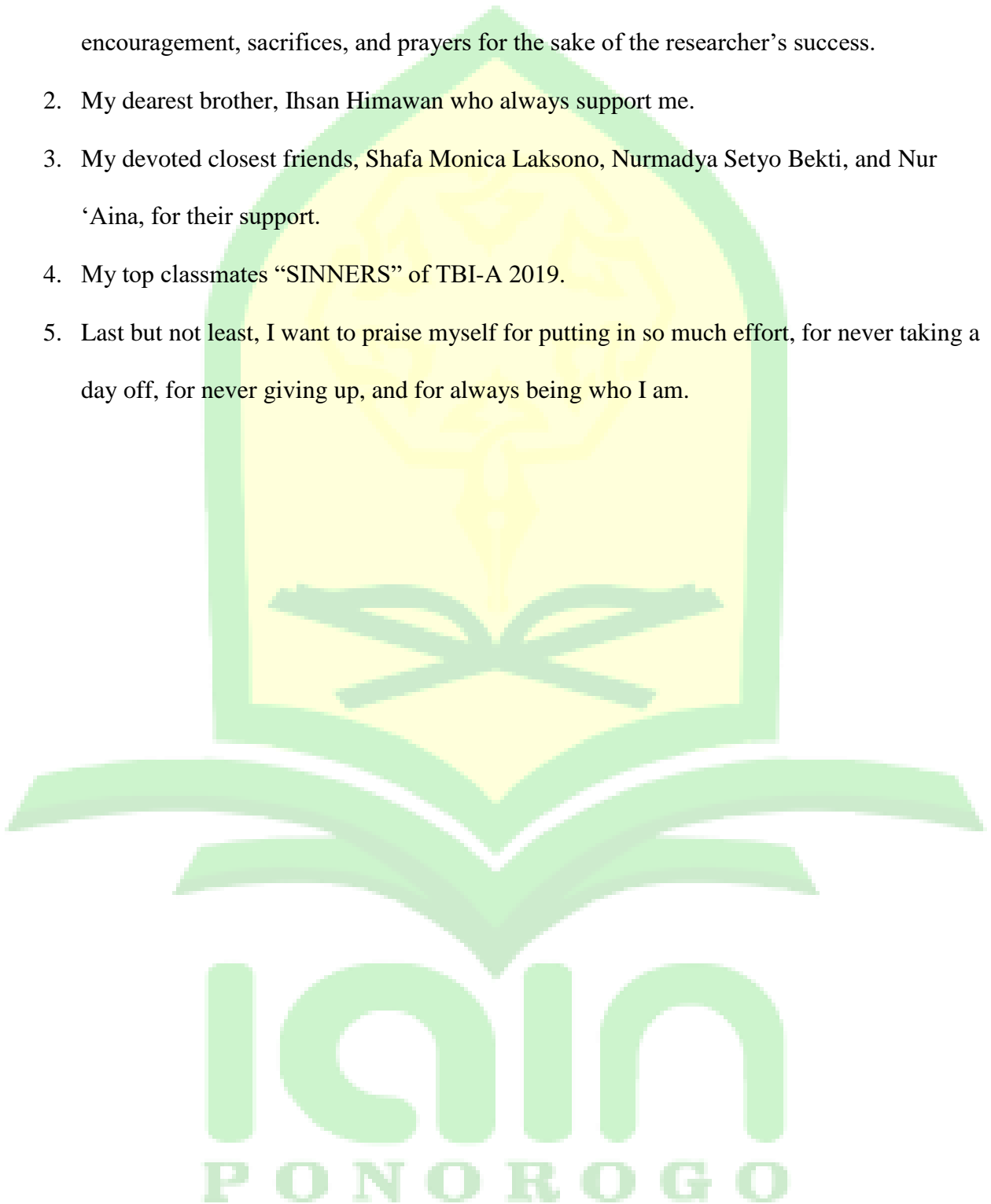
Laily Nur Alfiah



## DEDICATION

With gratitude Alhamdulillah, all sincerity and humility I dedicate this thesis to:

1. My parents, Mr. Muhayan and Mrs. Teny Sugiyani, for unending support, encouragement, sacrifices, and prayers for the sake of the researcher's success.
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3. My devoted closest friends, Shafa Monica Laksono, Nurmadya Setyo Bekti, and Nur 'Aina, for their support.
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## MOTTO

الَّذِي عَلَّمَ بِالْقَلَمِ , عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

Meaning: “Who taught (to write) with the pen. Taught man what he knew not.” (QS. Al-‘Alaq

96: 4-5)<sup>1</sup>



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<sup>1</sup> Harfin, “Esensi Qalam dan Anjuran Menulis Dalam Al-Qur’an.” Tafsir Alqur’an. 2021. <https://tafsiralqur’an.id/>, diakses 10 Juni 2023.

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The researcher may finally complete and deliver her thesis after a protracted effort. The researcher is aware that she would require assistance from others to complete her research. As a result, the researcher would like to express gratitude to:

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7. MAN 2 Ponorogo for the willingness to be the place of my thesis research.

Finally, the researcher hopes that the readers will find this thesis informative. Any constructive criticism and wise recommendations are welcome.

The researcher,

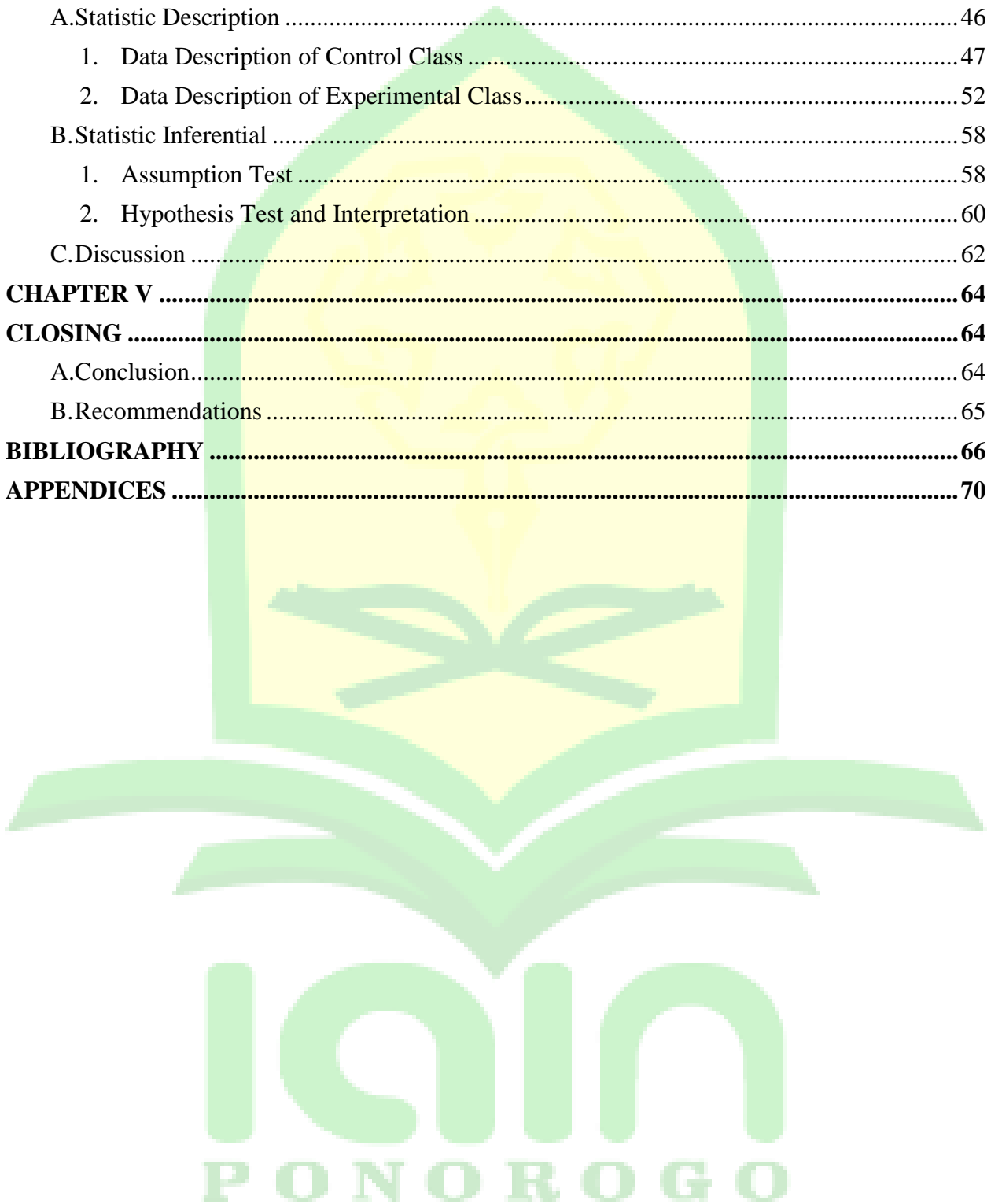


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## TABLE OF CONTENTS

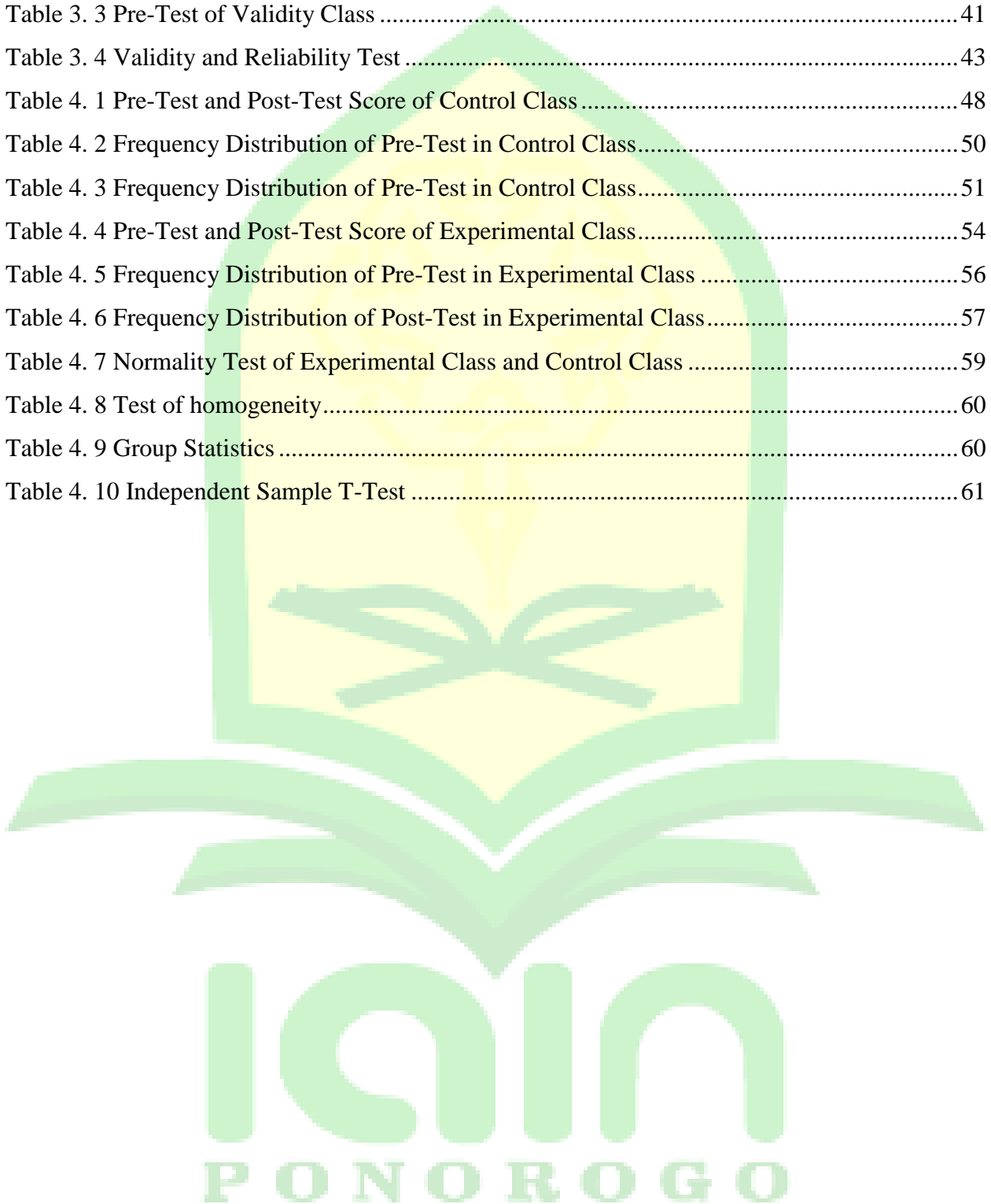
<b>ABSTRACT</b> .....	<b>ii</b>
<b>APPROVAL SHEET</b> .....	<b>iii</b>
<b>RATIFICATION</b> .....	<b>iv</b>
<b>SURAT PERSETUJUAN PUBLIKASI</b> .....	<b>v</b>
<b>STATEMENT AUTHENTICITY</b> .....	<b>vi</b>
<b>DEDICATION</b> .....	<b>vii</b>
<b>MOTTO</b> .....	<b>viii</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>ix</b>
<b>TABLE OF CONTENTS</b> .....	<b>x</b>
<b>LIST OF TABLES</b> .....	<b>xii</b>
<b>LIST OF PICTURES</b> .....	<b>xiii</b>
<b>APPENDICES</b> .....	<b>xiv</b>
<b>CHAPTER I</b> .....	<b>1</b>
<b>INTRODUCTION</b> .....	<b>1</b>
A. Background of the Study .....	1
B. Identification of the Problems .....	8
C. Limitation of the Study .....	9
D. Statement of the Problems.....	9
E. Objective of Study.....	9
F. Significances of the Study.....	9
G. Organization of the Thesis .....	10
<b>CHAPTER II</b> .....	<b>12</b>
<b>LITERATURE REVIEW</b> .....	<b>12</b>
A. Theoretical Background .....	12
1. Writing .....	12
2. Teaching Technique.....	16
3. Think Pair Share Technique.....	19
B. Previous Research Findings .....	27
C. Theoretical framework .....	30
D. Hypothesis.....	30
<b>CHAPTER III</b> .....	<b>32</b>
<b>RESEARCH METHOD</b> .....	<b>32</b>
A. Research Design .....	32
B. Research Setting .....	33
C. Population and Sample of Research.....	34
D. Operational Definition of Research Variables .....	35
E. Technique and Instrument of Data Collection .....	36

F. Validity and Reliability .....	40
G. Data Analysis .....	43
<b>CHAPTER IV .....</b>	<b>46</b>
<b>FINDINGS AND DISCUSSION .....</b>	<b>46</b>
A. Statistic Description .....	46
1. Data Description of Control Class .....	47
2. Data Description of Experimental Class .....	52
B. Statistic Inferential .....	58
1. Assumption Test .....	58
2. Hypothesis Test and Interpretation .....	60
C. Discussion .....	62
<b>CHAPTER V .....</b>	<b>64</b>
<b>CLOSING .....</b>	<b>64</b>
A. Conclusion .....	64
B. Recommendations .....	65
<b>BIBLIOGRAPHY .....</b>	<b>66</b>
<b>APPENDICES .....</b>	<b>70</b>



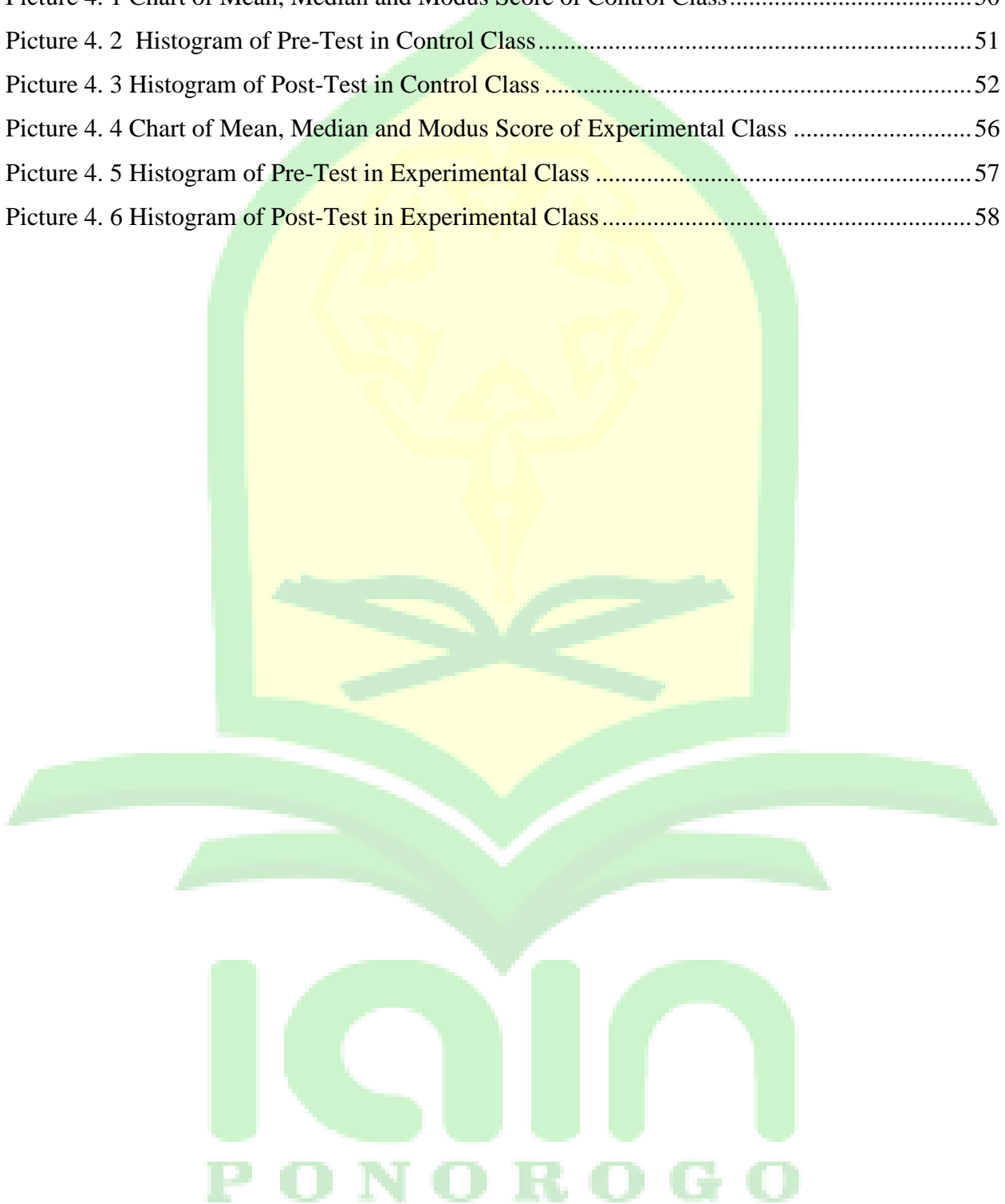
## LIST OF TABELS

Table 3. 1 Time Table of Research .....	33
Table 3. 2 Number of Students for Research .....	34
Table 3. 3 Pre-Test of Validity Class .....	41
Table 3. 4 Validity and Reliability Test .....	43
Table 4. 1 Pre-Test and Post-Test Score of Control Class .....	48
Table 4. 2 Frequency Distribution of Pre-Test in Control Class.....	50
Table 4. 3 Frequency Distribution of Pre-Test in Control Class.....	51
Table 4. 4 Pre-Test and Post-Test Score of Experimental Class.....	54
Table 4. 5 Frequency Distribution of Pre-Test in Experimental Class .....	56
Table 4. 6 Frequency Distribution of Post-Test in Experimental Class.....	57
Table 4. 7 Normality Test of Experimental Class and Control Class .....	59
Table 4. 8 Test of homogeneity.....	60
Table 4. 9 Group Statistics .....	60
Table 4. 10 Independent Sample T-Test .....	61



## LIST OF PICTURES

Picture 2. 1 Chart of Theoretical Framework.....	30
Picture 3. 1 Statistic of Validity Class.....	43
Picture 4. 1 Chart of Mean, Median and Modus Score of Control Class.....	50
Picture 4. 2 Histogram of Pre-Test in Control Class.....	51
Picture 4. 3 Histogram of Post-Test in Control Class.....	52
Picture 4. 4 Chart of Mean, Median and Modus Score of Experimental Class.....	56
Picture 4. 5 Histogram of Pre-Test in Experimental Class.....	57
Picture 4. 6 Histogram of Post-Test in Experimental Class.....	58



## APPENDICES

Appendix 1 Pre-Research Interview with English Teacher

Appendix 2 Research Instrument

Appendix 3 Results of Student Test

Appendix 4 Research Data Tabulation

Appendix 5 Descriptive and Inferential Statistical Results

Appendix 6 Research Permission

Appendix 7 Evidence Has Done Research

Appendix 8 Statement Authenticity

Appendix 9 Curriculum Vitae



# CHAPTER I

## INTRODUCTION

This chapter discusses the problem or general description until the specific problem. This first chapter consists of background of the study, identification of the problems, limitation of the study, statement of the problems, objectives of study, significance of the study, organization of the Thesis, and research schedule.

### A. Background of the Study

Its existence as an international language makes English very important to master, especially at the high school level where they have to be able to master English properly and correctly. There are four basic abilities that students must master, there are listening, speaking, reading, and writing. Those skills used by educators as a concept of basic language and sometimes it is called "macro-skills".<sup>2</sup>

Among those four skills, writing is a process in which the representation of what we think occurs. Broadman said that writers would set up, contemplate, create a draft, revise, rewrite, revise, and repeat the process until they have created quality writing. In addition, continuous planning and organization go into writing. There are six fundamental processes to be a good writers: analyzing the task, coming up with ideas, organizing those thoughts, writing the first draft, revising it, and producing the final document. Writers can go through each stage as many times as necessary.<sup>3</sup>

Tarigan says that one of the writing skills is productive and expressive in language skills that are used to communicate indirectly or face to face with other parties. Besides,

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<sup>2</sup> Supina, "Four Basic Skills Proficiency Based On Students' Perception In Hospitality & Tourism Study Program, Bunda Mulia University, *Journal Of English Language And Culture* 8 No. 2: 129. 128-139. <https://doi.org/10.30813/jelc.v8i2.1097>.

<sup>3</sup> Broadmann, C. A., & Frydenberg, J. *Writing to Communicate*. New York: Person Education, Inc. 2002



according to Abbas, writing skill is our ability to be able to express several ideas, opinions, and feelings that are felt by ourselves and then poured into written language.<sup>4</sup>

Based on Harmer, there are several reasons for the importance of writing skills in learning. First, writing can increase the level of student focus and language accuracy. Through writing, students will think first before the ideas they have are channeled. Second, writing can be useful for several other activities. Third, with the writing skills they have, they can be very useful through various other bigger activities, such as scientific writing contests.<sup>5</sup>

Among four language skills, writing is the most difficult part to master. Writing is a language expression in the form of symbols, letters, or words. Through writing, people can share their knowledge, devote, convey their unique ideas, concerns and feelings towards something. Writing in a different language is not always easy to learn. It's tough, but enjoyable as well. The children will be prepared to start writing if they are learning to read and speak a new language. When learners are in a familiar setting, like a classroom, they will feel that writing in English is simple.<sup>6</sup>

Writing is one of the problems that occurs for students in school. Students think that writing is a difficult thing to do. Mrs. Ulfa one of the English teacher said that the lack of supporting idea is one of the reasons why writing is a problem for students.<sup>7</sup> Moreover, the contents of the topics to be discussed sometimes also make it difficult for them because of the lack of insight students have. Students' thinking that is only focused on one thing makes insight or information for the content not conveyed properly, even though they

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<sup>4</sup> Tarigan, Henry Guntur. 2008. *Pengajaran Pragmatik*. Bandung: Angkasa

<sup>5</sup> Nailatul Khasanah, "Writing Is Frequently Useful As Preparation For Some Other Activity. D. Writing Can Be Used As An Integral Part Of A Larger Activity Where The Focus Is On Something Else Such As Language Practice, Acting Out, Or Speaking", Thesis Of English Education Department, Muhammadiyah University Purwokerto: 2015, 8.

<sup>6</sup> Mundriyah and Aseptiana Parmawati, "Using Think-Pair-Share (Tps) To Improve Students' Writing Creativity (A Classroom Action Research In The Second Semester Students Of Stkip Siliwangi Bandung), *Jurnal Ilmiah P2M STKIP Siliwangi* 3, no. 2 (2016): 84-91. <https://doi.org/10.22460/p2m.v3i2p84-91.630>.

<sup>7</sup> Interview with one of the English teacher XI grade at MAN 2 Ponorogo

actually know the information. In addition, the use of grammar that is quite complicated makes students give up earlier than trying to understand the concept of grammar that will be used. So, the many causes or problems that occur when students are about to write make them think that writing is the most difficult skill in English.

Cooperative learning is a learning model that prioritizes the principle of working together among students with different abilities in a small group to complete tasks in order to achieve maximum goals. In addition, this technique also prioritizes the process of seeking knowledge rather than transferring knowledge. The purpose of this cooperative learning model is to improve the quality of student academic learning outcomes, train students' attitudes in accepting the diversity of their friends, and develop social skills possessed by students.<sup>8</sup> According to Ismun Ali, cooperative learning is a technique of learning activities carried out in groups with the aim of achieving certain goals. There are several types included in cooperative learning namely, STAD or (Student Team Achievement Division), Jigsaw, Group Investigation, Numbered Head Together, and Think-Pair Share.<sup>9</sup>

Kagan stated that cooperative learning is a type of group learning that is structured so that learning depends on the socially regulated flow of knowledge between group members. Each participant in cooperative learning is responsible for their own learning and is encouraged to help others learn more. Furthermore, it can make students can make some idea to make a good writing.<sup>10</sup>

Think Pair Share is a simple technique, according to Ismun Ali, the technique used in Think Pair Share is done in pairs through three stages. First, the teacher gives questions to students. Then, students are asked to think of the answer themselves, in this case it is

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<sup>8</sup> Vianita, Prasetyawati, "Metode Cooperative Learning Dalam Meningkatkan Kualitas Hasil Belajar Siswa Pada Masa Pandemi Covid-19" *Jurnal Epistema* 2, No. 2 (2021): 91.

<sup>9</sup> *Ibid.*, 256-258

<sup>10</sup> Kagan, S., & Kagan, M. *Kagan Cooperative Learning*. California: Kagan Publishing. 2009

called '*think*'. After thinking about the answer, students are asked to match the answer with their partner in pairs, in this case it is called a '*pair*'. Finally, students are asked to share their answers in groups with the whole class, this is called '*share*'.<sup>11</sup> According to Lyman, the Think Pair Share technique to teach writing has a number of advantages. These advantages include: 1) It gives students the chance to collaborate; 2) It heightens their sense of involvement; 3) It helps students in the aspects of peer acceptance, peer support, academic achievement, self-esteem, and interest in other students; and 4) It can foster the efficiency of teams.<sup>12</sup>

There are various benefits of writing skills, including being a provision for the future. The intended future is when students have graduated from high school and continue on to college, writing skills will be needed. Because, by having good writing skills, students find it easier to arrange various assignments given by lecturers. In addition, when entering the world of work, various professions still require writing skills. In addition, by having writing skills, students can also measure and broaden their understanding of something. This is because writing skills can make students add various ideas and supporting sentences can increase knowledge.

However, there are many ways or techniques to overcome difficulties in compiling a piece of writing or improving writing skills. One of them is through the Think Pair Share learning technique. Think Pair Share technique was first introduced by Frank Lyman and colleagues at the University of Maryland. Lyman thinks that applying the Think Pair Share technique where students can share ideas in pairs is an effective way to change the pattern of discourse in a class.<sup>13</sup>

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<sup>11</sup> Ibid., 258.

<sup>12</sup> Ningtias Orilina, Argawati and Lilis, Suryani, op. cit. 111.

<sup>13</sup> Ahmad Muzakki, Alfahmi and Ganes, Gunansyah, "*Penerapan Model Pembelajaran Kooperatif Tipe Tps (Think Pair Share) Untuk Meningkatkan Hasil Belajar Siswa Pada Mata Pelajaran Ips Di Sekolah Dasar*", *JPGSD* 2, no. 2 (2014): 4, <https://media.neliti.com/media/publications/251751-none-912733e1.pdf>

The definition of Think Pair Share itself according to Lyman is the "multimode" technique Think-Pair-Share (TPS) was created to promote student engagement in the activities in the classroom.<sup>14</sup> Moreover, one of the exercises that might promote active learning in a classroom is the Think-Pair-Share (TPS) Technique. In this exercise, students must first consider a subject or problem on their own, then talk about their ideas with a classmate or in a pair, and finally present their ideas to the class.<sup>15</sup>

According to Sumpsel, the purpose of a Think Pair Share session is always to debate a particular issue or concept; however, it should also always be driven by the learning objective linked with the particular topic or concept. It can conclude that through Think Pair Share, students got some thoughts from the issue by the point of debate with others. Thus, students can make a good writing with that wide point of view.<sup>16</sup>

The researcher chose Think Pair Share as a solution to parse or solve the problem of improving students' ability in writing skills is because through Think Pair Share where students can discuss with their peers. Through discussions that are carried out with only two people per group or only with their desk mates, they will have new insights or can also increase their confidence in developing their ideas.

When students think individually first, think of some main ideas related to the theme that has been given, which in this case is called "think". Then, they will discuss with their peers, compare or combine ideas between the two. This activity will generate some new ideas that are more interesting. The activities carried out are called "pairs". Then, for the "share" activity students will share their ideas that they have arranged in an epic paragraph. It is the paragraphs that are shared that will later determine the level of students'

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<sup>14</sup> Ningtyas Orilina, Argawati and Lilis, Suryani, "Teaching Writing Using Think-Pair-Share Viewed From Students' Level Of Risk-Taking", *English Review: Journal of English Education* 6, no. 1 (2017): 109-116. <https://doi.org/10.25134/erjee.v6i1.776>.

<sup>15</sup> Cavide, Demirci and Halil, Duzenli, "Formative Value Of An Active Learning Strategy: Technology Based Think-Pair-Share In An Efl Writing Classroom", *World Journal of Education* 7, no. 6 (2017): 63-74. <https://doi.org/10.5430/wje.v7n6p63>.

<sup>16</sup> Ariana, Sumpsel, "Finding the Effects of Think-Pair-Share on Student Confidence and Participation", *Honors Project* 28, (2013): 9, <https://scholarworks.bgsu.edu/honorsprojects/28>

ability in writing skills to be better or can be said to have a significant difference from before. In accordance with what Meilana et al said that the "thinking" phase of the Think Pair Share learning paradigm involves the teacher posing topics or assigning problems to the class. Students are allowed time to think independently at this point. The "pairing" step follows, where students talk with their partners about the concepts they came up with during the thinking stage. Next comes the "sharing" phase, during which the students present the outcomes of their inquiries to the class.<sup>17</sup>

Based on the results of observations made by researcher during internship 2 at MAN 2 Ponorogo, researcher found a problem that students' ability to write was still at a low level. This is influenced by students' self-confidence in expressing their ideas or ideas that still feel not optimal. In addition, the effects of a pandemic that occurs can be one of them. Apart from the pandemic that occurred and caused students to feel less confident in expressing their ideas, in terms of writing skills students were less interested in exploring these skills. They felt that it took a long time to study writing skills and they didn't have time to study writing skills. In addition, the students at the school felt that it was not the time for them to get too deep into writing skill, because they still thoughts that they were still too early and did not really need to strengthen their writing skills.<sup>18</sup> Thus, when the material content was in the form of improving students' writing skills, students felt very unenthusiastic like in other learning. Thus, they seemed to underestimate things that should be a concern for them.

Writing skills are important to be mastered by students of MAN 2 Ponorogo. This is due to the position of MAN 2 Ponorogo as one of the best schools in Ponorogo and has often won scientific paper competitions. However, students who become champions are only those people so that students' writing skills are not shared equally. Even though all

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<sup>17</sup> Septi Fitri, Meilana, et al., "Pengaruh Model Pembelajaran Think Pair Share (TPS) terhadap Kemampuan Berpikir Kritis di Sekolah Dasar," *Jurnal Basicedu* 5, no. 1 (2021): 224, <https://doi.org/10.31004/basicedu.v5i1.644>

<sup>18</sup> Interview with one of the student XI grade at MAN 2 Ponorogo

students at MAN 2 Ponorogo, both grades X, XI, and XII should have the same abilities, especially writing skills. Therefore, MAN 2 Ponorogo can increase achievement and all students have the opportunity to make achievements. Addition, writing skills must be possessed by students at MAN 2 Ponorogo. Since grades X and XI, students must be equipped with good writing skills because they are for the future. Moreover, in class XI, students must at least master most of the writing skills.

Moreover, based on interviews that the researcher conducted with one of the English teacher at MAN 2 Ponorogo, she said that their students sometimes found it difficult to express their interesting ideas to put into writing. They also found it difficult to develop their ideas into several sentences. Moreover, Mrs. Ulfa Luthfiana as an English teacher at MAN 2 Ponorogo class XI also explained that her students were actually creative in thinking, but due to limitations in word processing, idea development, and feelings of hesitation in expressing their ideas in writing, their students got difficult to make a simple text.<sup>19</sup> Moreover, in the learning that was carried out in her class, when she gave assignments in the form of writing skills, many students did not finish it when class time was over. When she asked his students why they didn't finish, they just said "*sulit bu buat menyusun kalimatnya*,"<sup>20</sup> although, the content of learning materials has been explained properly and correctly.

Furthermore, after researcher conducted research on class XI students at MAN 2 Ponorogo during English lessons, the researcher found that many students had difficulty expressing the ideas they had found in writing. The researcher asked one of the students, "Is there any problem?" then, the student answered, "*Iya kak. Saya bingung dan takut salah untuk memulai nya.*" Thus, from the student's answers it can be concluded that students not

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<sup>19</sup> Interview with one of the English teacher XI grade at MAN 2 Ponorogo

<sup>20</sup> Ibid.



only have difficulty in expressing their ideas but also feel afraid of being wrong to start writing in a paragraph. This is because students feel that the ideas they have did not feel creative and seem mediocre. In fact, the ideas they have are creative ideas and are new point of views of the topic issues raised.

When the teacher taught explanation text material, students already found difficult just by hearing the title of the material. Students felt that the explanation text material is too complex and complicated. In addition to paying attention to passive voice material, students must also explain a natural phenomenon that is used as the theme of writing. Meanwhile, the language features used in explanation text are simple present tense. So, with the existence of two major concepts of language features where is passive voice and simple present tense, the focus of students becomes divided and caused in students not being able to work optimally.

Therefore, through the effect of the technique in the form of Think Pair Share which improves students' ability to write. The value possessed by MAN 2 Ponorogo is increasing because the students can master the four basic skills in English, especially in mastering writing skills. Moreover, Think Pair Share technique can make them share their thoughts so that they will produce good writing.

## **B. Identification of the Problems**

Students' writing ability is an important thing to master. Apart from being one of the four basic skills in English, writing skills are also needed in various aspects. For example, when we want to write an essay, story, even a curriculum vitae, writing skills are needed. Therefore, the ability to write is not easy to master. Problems regarding word selection, grammar, sentence structure to make it interesting are some of the problems that are often found in mastering writing skills. For that, it takes several times of practice or tips and tricks to be able to master it. So, through these several exercises, students' ability to write can develop properly.

There are several ways to overcome students' problems in writing. However, through the Think Pair Share learning technique or technique where the concept of the technique is doing something in groups can increase students' ability to write. In addition, by working in groups indirectly the ideas or ideas that will be made for a piece of writing develop. Sentences become varied which makes the reader interested in reading a text.

### **C. Limitation of the Study**

The focus of this research is on the effect of Think Pair Share in increasing students' writing skills especially in writing Explanation Text. In this case, the research was aimed at class XI MIPA as a population and the samples chosen by the researcher were two classes from the Bina Prestasi class program called XI MIPA 3 and XI MIPA 4 at MAN 2 Ponorogo academic year 2022/2023. Data collection carried out in a quasi-experimental group and using the pre-test and post-test as the instruments.

### **D. Statement of the Problems**

This research formulates the problem as follows, is there any significant difference in writing ability between students who are taught by using Think Pair Share technique and those who are not?

### **E. Objective of Study**

The researcher tried to find out the significant effect of using Think Pair Share technique on students' writing skills between those who are taught using Think Pair Share than those who are not taught.

### **F. Significances of the Study**

Through this research, researcher hope to provide information and benefits about improving students' writing skills. Researcher hopes that through research Think Pair Share technique in implementing the learning system can be useful for teachers and students.

#### **1. Theoretical significance**



- a. This study's findings are anticipated to encourage English language learning activities, particularly those that focus on writing ability, and to motivate teachers to come up with innovative techniques for teaching writing ability.
- b. This study's findings should be utilized as a guide for future research to supplement earlier studies on the think-pair-share technique for enhancing students' writing abilities.

## 2. Practical significance

### a. For teacher

This study's findings are expected to be beneficial for teachers in helping them create effective strategies as well as increasing academic competence and interaction between teachers and students.

### b. For students

This study's findings are expected to be beneficial for the grade XI students of MAN 2 Ponorogo in helping them to improve their abilities in writing skills by Think Pair Share technique.

### c. For the readers

This study's findings are expected to provide knowledge to the readers, especially for the students of IAIN Ponorogo.

### d. For the researcher

This study's findings are expected to be beneficial for the future researcher in helping to gain some information that might be needed for them to fulfill their research and might be answered their question.

## **G. Organization of the Thesis**

The researcher writes this thesis in five chapters, these related one to another. The organizations of thesis are:

Chapter I is introduction, it is a general description and takes a role as basic of mindset for thesis. The first chapter consists of background of the study, limitations and statement of the problem, objective and significance of the study, and organization of the thesis.

Chapter II is review of related literature about writing, definition of writing, the components or aspects of writing, assessment of writing, teaching technique of writing, the Think Pair Share technique definition, and the advantages of Think Pair Share technique. This chapter also contains previous research finding, theoretical framework, and hypothesis.

Chapter III is research method, it contains of research design, research setting, population and sample of research, operational definition of research variables, technique and instrument of data collection, validity, reliability, and data analysis.

Chapter IV is findings and discussion, it is cover the result of conducted research. This chapter includes statistic description, statistic inferential, and discussion of the results data.

Chapter V is Closing. It contains conclusion and suggestion. This makes it simpler for the readers to understand the main points of this study.

## CHAPTER II

### LITERATURE REVIEW

This chapter discusses the concept and the detail explanation variable of the study. It consists of theoretical background, previous research findings, theoretical framework, and hypothesis.

#### **A. Theoretical Background**

The theoretical background section discusses the foundations of some of the literature that the researcher has read. This is used as a reference for researcher in developing research data.

##### **1. Writing**

Writing is the basic thing that is mastered by someone. For students, writing is an important thing to master. So, this section discusses the meaning, aspects contained in writing, and the values seen in the concept of writing.

##### **a. Definition**

Writing is the main standard by which one's competence in school, at work, and in the community will be evaluated, together with learning and intelligence. You get the communicative and cognitive abilities necessary for productive participation via writing.<sup>21</sup>

According to Harmer said that writing can encourage students to focus on accurate language use. They may grow their language as they deal with the difficulties that the writing causes them to consider since they are writing while they are thinking. Students often have more time to consider when writing than they do during conversational activities. Students may review what they already know

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<sup>21</sup> Rasha Mohammed, Khalifa, "The Effectiveness Of Using Think- Pair - Share Strategy On Developing Eleventh Graders' Writing Skills In Rafah Governmental Schools" *Thesis Skripsi*, Al-Azhar University – Gaza, 3.

in their heads or even seek assistance from dictionaries, grammar guides, or other reference materials.<sup>22</sup> Writing and thinking are essentially the same way to learn, at least when it comes to mature individuals.<sup>23</sup>

According to the study, Zamel states that students' writing skills can advance quickly when their interests and concerns are taken into account, and when they are given numerous opportunities to write.<sup>24</sup> Moreover, writing is the act of thinking up new ideas, considering how to put them into effective writing, and clearly organizing ideas into statements and paragraphs, according to Nunan in his study.<sup>25</sup>

Caroline in her study said that students can express their feelings, describe things, talk about ideas, offer their points of view, and share personal experiences through writing. Thus, writing is the act of generating anything in written form so that others can read, perform, and utilize it.<sup>26</sup>

Writing in a different language is not always easy to learn. It's tough, but enjoyable as well. The children will be prepared to start writing if they are learning to read and speak a new language. When learners are in a familiar setting, like a classroom, they will feel that writing in English is simple.<sup>27</sup>

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<sup>22</sup> Jeremy, Harmer, *How To Teach*, (England : Pearson Education, 2004), 31.

<sup>23</sup> Ronald T, Kellog, "Training Writing Skills: A Cognitive Developmental Perspective", *Journal of Writing Research* 1, no. 1 (2008): 1-26. <https://doi.org/10.17239/jowr-2008.01.01.1>.

<sup>24</sup> Mundriyah and Aseptiana Parmawati, "Using Think-Pair-Share (Tps) To Improve Students' Writing Creativity (A Classroom Action Research In The Second Semester Students Of Stkip Siliwangi Bandung)", *Jurnal Ilmiah P2M STKIP Siliwangi* 3, no. 2 (2016): 84-91. <https://doi.org/10.22460/p2m.v3i2p84-91.630>.

<sup>25</sup> Rosnani, Sahardin, et. al, "Using Think-Pair-Share For Writing Descriptive Texts", *Studies in English Language and Education* 4, no. 1 (2017): 54-65, <https://doi.org/10.24815/siele.v4i1.7004>.

<sup>26</sup> Ningtyas Orilina, Argawati And Lilis, Suryani, "Teaching Writing Using Think-Pair-Share Viewed From Students' Level Of Risk-Taking", *English Review: Journal Of English Education* 6, No. 1 (2017): 109-116. <https://doi.org/10.25134/Erjee.V6i1.776>.

<sup>27</sup> Mundriyah And Aseptiana Parmawati, "Using Think-Pair-Share (Tps) To Improve Students' Writing Creativity (A Classroom Action Research In The Second Semester Students Of Stkip Siliwangi Bandung)", *Jurnal Ilmiah P2M STKIP Siliwangi* 3, No. 2 (2016): 84-91. <https://doi.org/10.22460/P2m.V3i2p84-91.630>.

## b. Aspects of Writing

In writing, pay attention to several aspects were important. Furthermore, the writing becomes better, complex and easy to understand. According to Brown, H Douglas in his book states that there are five components that can affect a piece of writing. These five things are:

### 1) Idea or contents

According to Tampubolon in his research said that ideas are the main focus of information and the elaboration of main ideas is information of supporting focus.<sup>28</sup> Rendy in his study argues that the subject is a form of idea that originates from the mind, then is transformed into a sentence or essay.<sup>29</sup> Based on the two opinions above, it can be concluded that ideas or content are sentences that contain the main keywords of an article or essay.

### 2) Organization

Organization is a sequence of parts contained in the text which are arranged logically and coherently to achieve the purpose of its social function.

### 3) Word choice Word choice

is an important aspect in compiling a text. To be a good writing, the writer needs to choose the right and appropriate words so that the text compiled will be easily understood by the reader.

### 4) Grammar

The study of grammar involves looking at words, how they are used in phrases, and how they vary depending on the context. A set of rules called grammar also enables us to organize sentences. It covers a variety of linguistic elements of

<sup>28</sup> Tampubolon, Kemampuan Membaca Teknik Membaca Efektif Dan Efisien, (Bandung: Angkasa, 2008)

<sup>29</sup> Rendy Triandy, Pembelajaran, Mengidentifikasi Ide Pokok Dalam Artikel Dengan Metode Inquiry Pada Siswa Kelas X Sma Pasundan Bandung, 145.

the English language, such as: parts of speech (verbs, adjectives, nouns, adverbs, prepositions, conjunctions, modifiers, etc.)

#### 5) Conventions

In writing, what should not be ignored is the structure of spelling or punctuation in a text. These two things are very important in writing because later it will make the reader understand the intentions conveyed by the author. So, through proper spelling or punctuation, the reader will easily accept the meaning conveyed by the author.

### c. Writing Assessment

In writing skills, assessment certainly must be considered. Because a good piece of writing is when all aspects of the assessment can be realized properly. Therefore, this section will discuss several aspects that must be considered when assessing a piece of writing.

#### 1) Assessment

One purpose of conducting classroom assessments is to assist the students in taking responsibility for their education and in identifying and formulating strategies to promote their own literacy development. Students become more engaged in the learning and teaching process when they consider and reflect on their learning.

#### 2) Types of assessment

##### a) Assessment component: Idea or content

Description: Idea, topic or theme, focus, facts, and illustration.

##### b) Assessment component: Organization

Description: physically structure or rhetorical structure, chronological order, coherence, conclusion, and writing layout.

c) Assessment Component: Vocabulary

Description: Variation or types of sentences, efficiency, and effectiveness of sentences.

d) Assessment Component: Grammar

Description: The entire system and structure of a language or of languages in general, typically assumed to include phonology, semantics, syntax, and morphology (including inflections).

e) Assessment Components: Conventions

Description: Spelling, punctuation, citations of references if any, conventions, cleanliness, and tidiness.<sup>30</sup>

## 2. Teaching Technique

The use of a teaching strategy at the level of classroom process is known as a teaching technique.<sup>31</sup> There are several teaching techniques in the world of learning. These teaching techniques may have some similarities, but it is certain that each type of teaching technique has differences. Moreover, between teaching techniques one with another may not be the same. Before using a teaching technique, it is necessary to observe the requirements of the students, the purpose of the lesson plan, and the classroom environment.<sup>32</sup> Addition, the application of teaching techniques that will be used by the teacher is right on target or right on the material and student needs. Addition, the use of appropriate teaching techniques will make it easier for students to accept learning.

According to Silmi, teaching techniques can help students and teachers simultaneously in the process of teaching speaking, especially in helping students to

<sup>30</sup> Ita Adriyani, Syam, "Model Penilaian Dalam Menulis (Writing)" *Thesis Skripsi*, Universitas Muhammadiyah Makassar, [https://www.academia.edu/32819184/MODEL\\_PENILAIAN\\_DALAM\\_MENULIS\\_WRITING](https://www.academia.edu/32819184/MODEL_PENILAIAN_DALAM_MENULIS_WRITING).

<sup>31</sup> Hartini, St., et al., "Teachers' Techniques in Teaching English to Young Learners at TK Bambini School of Makassar," *Indonesian Tesol Journal* 1, no. 1 (2019): 79, <https://ejournal.iainpalopo.ac.id/index.php/ITJ/index>.

<sup>32</sup> Hartini, St., et al, 80.

encourage students' ability to understand the material that has been given.<sup>33</sup> So, with appropriate teaching techniques, learning that occurs can be carried out smoothly because students can easily understand learning. Indriyani in her research said that Students can learn English using several teaching techniques. The use of effective teaching techniques can help English teachers achieve their instructional objectives.<sup>34</sup> Through teaching techniques that are good and correct or in accordance with the needs of the material to be taught, the objectives of the instructional material will be achieved properly.

According to Crookes and Chaudron, teaching techniques can be classified as controlled, semi-controlled, and free. Controlled technique, according to Crookes and Chaudron, is when a teacher has control over the teaching process. The fundamental teacher-centered controlled technique category describes how teachers direct the teaching and learning process. Semi-controlled is the way teachers and students combine in the learning activities. Thus, the role of learning process not only held by the teacher but a combination of both. Free category is when students become as the role of learning process. It means that this technique can called with student centered.<sup>35</sup>

According to Brown H, D in Shifa research said that the teacher must effectively manage the class, be innovative, utilize effective teaching strategies to show students how to do things, provide directions, supply language, and inspire knowledge or understanding.<sup>36</sup> Based on the Shifa research, teaching techniques are one of the factors

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<sup>33</sup> Muh. Rajib Silmi, "Types Of Media And Teaching Techniques In Teaching Speaking At Smp Brawijaya Smart School Malang," *Journal of Suar Betang* 12, no. 2 (2017): 2, <https://doi.org/10.26499/surbet.v12i2.33>

<sup>34</sup> Indriyani, "Method Of Teaching Speaking To The Seventh Grade Of SMP Muhammadiyah 2 Surakarta 2014/2015 Academic Year" *Online Thesis University of Muhammadiyah Surakarta* (2015), <http://eprints.ums.ac.id/39414/>

<sup>35</sup> G, Crookes and C, Chaudron, "Guidelines for Classroom Language Teaching. In M. Celce Murcia (Ed.)," *Teaching English as a Second or Foreign Language* (Rowley: Newbury House, 1991): 46–67, Retrieved from <http://sfs.hawaii.edu/Gblog/wpcontent/uploads/2011/08/CrookesChaudron-1991.pdf>

<sup>36</sup> Noor Aulia, Shifa, "Teaching Method Used By English Teacher At Eighth And Ninth Grade In Smpn 5 Simpang Empat During Pandemic," *SKETCH JOURNAL: Journal of English Teaching, Literature and Linguistics* 2, no. 1 (2022): 2, <https://jurnal.stairakha-amuntai.ac.id/index.php/SKETCH/article/view/171>



where students can grasp the objectives of the learning.<sup>37</sup> The learning objectives to be achieved will be easily executed or carried out through appropriate teaching techniques. Thus, with predetermined learning hours, learning objectives will be achieved in accordance with the instructions.

Based on Vin-Mbah in his research, Vin-Mbah stated that the goal of the learning process is to assist in modifying information, ideas, abilities, and attitudes.<sup>38</sup> According to Wardoyono, in order to achieve the learning objectives, the teacher must be aware of the models and teaching techniques that are appropriate for the students.<sup>39</sup> According to Fleta Guille'n, Pre-primary foreign language schools tended to emphasize meaning over form, with teachers more likely to assess students' language understanding than to modify their language production.<sup>40</sup> So, the use of appropriate teaching techniques will make students understand more and be able to modify various ideas, information, and even their language skills.

To accomplish the goals of the lesson, teachers must actively include their students in the process by utilizing a variety of teaching techniques, methods, and approaches. Teachers employ the best teaching techniques and approaches in accordance with the various cognitive, sensorial, and psychomotor characteristics of their students.<sup>41</sup> The use of good teaching techniques where students serve as centers or what we usually know as student-centered is a good choice. Because, with student-centered implementation, the approach students will have will vary. Thus, the learning process starts from the objectives, material content or learning situations will be carried out

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<sup>37</sup> Noor Aulia, Shifa, 3

<sup>38</sup> Vin-Mbah, F, "Learning and Teaching Methodology" *Journal of Educational and Social Research* 2, no. 4 (2012): 112, <https://www.richtmann.org/journal/index.php/jesr/article/view/11918>

<sup>39</sup> S, Wardoyono, *Pembelajaran Konrutivisme*. (Bandung: Alfabeta, 2013), 21

<sup>40</sup> Darlene, Keydeniers, et al., "Teacher-Child Interactions In Bilingual Daycares: Investigating The Use Of Discourse Strategies And Teaching Techniques," *Journal of Learning, Culture and Social Interaction* 37, (2022): 4, <https://doi.org/10.1016/j.lcsi.2022.100671>

<sup>41</sup> Tohit, Güneü, et al., "The Using Levels Of The Teaching Methods And Techniques By Teachers" *Procedia - Social and Behavioral Sciences* 15, (2011): 1092, <https://doi.org/10.1016/j.sbspro.2011.03.244>

properly and can increase students' interest in receiving the material. Students' attention, success, and attendance in class will rise when teachers use methods and strategies that are appropriate for the lesson's goals, topics, and context.<sup>42</sup>

Based on some of the understandings of teaching techniques above, it can be concluded that teaching techniques are methods chosen by the teacher with the aim that learning objectives and material content can be achieved properly. Addition, by choosing the right teaching technique students will be comfortable and interested in being able to take part in learning.

### **3. Think Pair Share Technique**

Think Pair Share technique is one of the many techniques in cooperative learning models. The researcher used the Think Pair Share technique as a solution to the problem raised by the researcher, namely students' writing skills.

#### **a. Definition**

Based on Dina Sugiarto and Puji Sumarsono said that by Think Pair Share technique can improve the ability of students in English skills. Furthermore, through pairing and sharing the most important steps in providing significant improvement to students.<sup>43</sup> Kagan in Sugiarto's research said that before being asked to present their thoughts in front of the class, students in pairs had the opportunity to discuss their ideas out loud with other students. By giving every student the chance to discuss their ideas with at least one other student, this method helps them feel more engaged in the lessons being taught in the classroom.<sup>44</sup>

Besides being able to improve student achievement in reading skills, through Think Pair Share which involves group discussion activities can improve

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<sup>42</sup> Tohit, Güneü, et al., 1093.

<sup>43</sup> Dino Sugiarto and Puji Sumarsono, "The Implementation of Think-Pair-Share Model to Improve Students' Ability in Reading Narrative Texts," *International Journal of English and Education* 3, 3 (2014): 214, [www.ijee.org](http://www.ijee.org)

<sup>44</sup> Dino Sugiarto and Puji Sumarsono, 213

their communication skills. This is in accordance with Suprijono's statement, there is a good chance that the students' communication abilities will advance throughout a group discussion.<sup>45</sup> As individuals interact with others in a group, expressing their ideas and exchanging perspectives, they inevitably become more eloquent speakers. Moreover, Bamiro stated that there was a significant amount of potential for inquiry - based learning and think-pair-share techniques to enhance chemistry and scientific learning in general.<sup>46</sup>

According to Kurniasih and Sani, the Think Pair Share (TPS) learning model or thinking in pairs and sharing is cooperative learning designed to influence student interaction patterns at school.<sup>47</sup> Thus, the model was designed with the aim of influencing the process of student interaction activities during learning activities. Moreover, Wicaksano et al., stated that the Think Pair Share (TPS) technique is a learning technique that provides opportunities for students to be more flexible in responding to the knowledge and questions given.<sup>48</sup> In this case, through the Think Pair Share technique, it can provide a stimulus to students to be more flexible and easy to receive information, knowledge and tests given. Addition, through Think Pair Share, according to Septi Fitri and friends, has an effect on improving students' critical thinking skills.<sup>49</sup> So, with students' critical thinking skills, their ideas or views on something can be said to be varied and sometimes anti-mainstream.

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<sup>45</sup> Dino Sugiarto and Puji Sumarsono, 213

<sup>46</sup> Sri Sumarni, "Think Pair Share Effect of Understanding the Concept and Achievement," *Proceeding the 2<sup>nd</sup> International Conference on Teacher Training and Education Sebelas Maret University* 2, 1 (2016): 784, <https://jurnal.uns.ac.id>

<sup>47</sup> Kurniasih, I and Sani, B, *Ragam Pengembangan Model Pembelajaran* (Jakarta: Kata Pena, 2015) <https://doi.org/10.1055/s-2008-1040325>

<sup>48</sup> Bintang Wicaksono, et al., "Model Pembelajaran Group Investigation (GI) Dan Think Pair Share (TPS) Terhadap Kemampuan Berpikir Kritis," *AKSIOMA : Jurnal Matematika dan Pendidikan Matematika* 8, no. 2 (2017): 7, <https://doi.org/10.26877/aks.v8i2.1876>

<sup>49</sup> Septi Fitri, Meilana, et al., "Pengaruh Model Pembelajaran Think Pair Share (TPS) terhadap Kemampuan Berpikir Kritis di Sekolah Dasar," *Jurnal Basicedu* 5, no. 1 (2021): 224, <https://doi.org/10.31004/basicedu.v5i1.644>

Anita Lie in Siti Rahayu's research claims that cooperative learning technique Think Pair Share is education that provides students with the chance to work both individually and collaboratively. The three key phases used in the learning process are the primary characteristics of the kind of cooperative learning technique Think Pair Share. That process involves thinking (independent thought), pairing with a seatmate, and sharing (share your ideas with another couple or the entire class).<sup>50</sup> Researcher Yusrina Santri Nasution and Edy Surya found in their study, "results of the class action," that students' learning outcomes increased when cooperative learning strategies like Think Pair Share were used. The Think Pair Share teaching technique may be designed as a way to improve student learning, according to the results.<sup>51</sup>

Kagan stated that with Think Pair Share technique the teaching-learning process will be more attractive and fun.<sup>52</sup> So, because the learning process environment is interesting and fun, it will make it easier for students to understand what the teacher has explained and the knowledge gained by students will increase more quickly. Addition, Kagan states that there are five steps in Think Pair Share technique, they are:

- 1) Organizing students into pairs

The Think-Pair-Share paradigm is introduced by randomly pairing the students.

To avoid the achievement gap between high and low students, choices are made at random. Additionally, they will have a better possibility of getting to know one another well, which will boost a student's regard for others.

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<sup>50</sup> Siti Rahayu and Ari Suningsih, "The Effects of Type Learning Model Numbered Head Together And Think Pair Share" *International Journal of Trends in Mathematics Education Research* 1, no. 1 (2018): 20, <https://doi.org/10.33122/ijtmer.v1i1.27>

<sup>51</sup> Yusrina Santri Nasution and Edy Surya, "Application of TPS Type Cooperative Learning in Improving Student's Mathematics Learning Outcomes". *International Journal of Sciences Basic and Applied Research (IJSBAR)* 34, No. 1 (2017): 116-125, <https://www.gssrr.org/index.php/JournalOfBasicAndApplied/article/view/7564>

<sup>52</sup> Dino Sugiarto and Puji Sumarsono, "The Implementation of Think-Pair-Share Model to Improve Students' Ability in Reading Narrative Texts," *International Journal of English and Education* 3, 3 (2014): 208, [www.ijee.org](http://www.ijee.org)

2) Posing the topic or question

The next stage is to ask the students a question or to discuss a subject. The response to this broad question about a topic might take many different forms. For instance, "why do floods happen?" The students are forced to think more deeply and express their ideas on a variety of topics.

3) Giving time to students to think

The teacher should allow the students a few minutes to consider their response to the prior question. They ought carefully consider the issue and provide a thoughtful response. Ideally, each student will have a unique response to offer to their classmates.

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

In this section, students will work in pairs to convey their own responses to their partners. To come up with the best solution, they will discuss it and share their ideas. By combining two pairs into one, students may up the difficulty of this assignment even further. This will result in some groups with four students in each one. In addition to helping the students develop their analytical and critical thinking skills, it implies that many ideas will need to be exchanged in order to discover the optimal solution. However, this practice aids pupils in enhancing not only their knowledge but also their confidence and conversational ability.

5) Calling on a few students to share their ideas with the rest of the class

The final phase in this technique is to choose a few students to present their ideas to the class as a whole. While other students can provide their opinions and some students will provide their response. But it also boosts the students' confidence in addition to their knowledge.<sup>53</sup>

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<sup>53</sup> Dino, Sugiarto and Puji, Sumarsono, 209.

Another, Frank Lyman and his associates in Maryland created the cooperative learning technique known as Think Pair Share (TPS) in 1981. The phrase Think, Pair, Share refers to the three steps or activities that make up the approach. Following is an explanation of Lyman's three steps.

1) Think

During this point, the teacher poses a question to the class to get them thinking, and they are given some time to reflect on it. This game can help kids develop their critical thinking skills so they can each come up with a solution to the issue the instructor has presented (problem solving activity).

2) Pair

In this phase, students discuss the answers to the provided issues in pairs with their desk mates, selected partners, or adjacent neighbors. Here, students can compare their notes—written or mental—and choose the responses they believe to be the most accurate, compelling, or original (working cooperatively).

3) Share

The teacher asks the couples to share their ideas with the rest of the class after the students have spoken in pairs for a short while. She can either take replies as they are shouted out or walk around calling each couple in a round-robin technique (or as hands are raised). These comments are frequently written on the board or projected above by the instructor or an authorized assistant.

According to Kothiyal and friends in their research stated that As part of the collaborative, active learning technique known as "Think-Pair-Share," students first work on a problem on their own, then in pairs or groups, and lastly as a class.<sup>54</sup> Based on this theory, it explains that think-pair-share is a technique for active

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<sup>54</sup> Kothiyal, Aditi., et al. "Effect of think-pair-share in a large CS1 class: 83% sustained engagement." *In Proceedings Of The Ninth Annual International ACM Conference On International Computing Education Research*, (San Diego San California USA: August 12-14, 2013): 138. <https://doi.org/10.1145/2493394.2493408>.

learning that is carried out in the classroom. The concept of the Think-Pair-Share technique is that students are given several problem topics. Then, from the several topics of the problem generate several ideas from the results they think for themselves. Moreover, these ideas are then discussed in pairs. This activity can be called a pair. Finally, after discussing it in groups, students will discuss it with all classmates.

According to Lyman debuted it in 1981, the educational method Think-Pair-Share has received a lot of support from educators at both the college and high school levels.<sup>55</sup> Teachers prefer, because it is seen as being quite simple to implement, think-pair-share. The Think-Pair-Share exercise can be employed at various phases of the instructional sequence, depending on the nature of the job. Moreover, the implementation of Think-Pair-Share can be used up to the college level. This is because the Think-Pair-Share concept requires individual thought, then collaborated with the thoughts of their group mates in pairs, and then explained in front of their classmates. Through this concept, students can generate varied and interesting thoughts or ideas. Addition, Think-Pair-Share is a simple technique to implement for students, especially at the high school level. Because, apart from generating interesting ideas, Think-Pair-Share also trains students' self-confidence through the concept of 'share' in this Think-Pair-Share technique.

According to Cooper and Robinson teachers also get benefit greatly from Think-Pair-Share since it can be utilized as an effective type of formative evaluation.<sup>56</sup> The Think Pair Share learning concept that focuses on the student center makes students more active in learning participation. This results in both teachers and students working well together and creating a good environment for

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<sup>55</sup> Kothiyal, Aditi, et al., 139

<sup>56</sup> Cooper, J. L. & Robinson, P. Getting started: Informal small-group strategies in large classes. *New Directions for Teaching & Learning*, no. 81, 2002: 17.



student development. Through Think Pair Share, teachers and students can collaborate and create beneficial relationships. Moreover, Think Pair Share can assist teachers in improving or providing feedback information on the learning process. Thus, the teacher can find out the mastery of students in a material that has been explained by the teacher.

Based on the Sampsel about Think Pair Share, she stated that Think Pair Share allows argument development and critique in both small and large group settings, as well as student engagement in discussions.<sup>57</sup> Through Think Pair Share can make students think critically. This is caused by the existence of a sharing section which makes students compete to be able to share their weighty thoughts. Moreover, Think Pair Share can form students to be strong in arguing. Through section pairing, students are more flexible in arguing with their partners. So, through the argument can develop students' abilities in the field of argument.

Furthermore, Sampsel also stated that to provide students the chance to actively analyze and create a meaningful grasp of course material, the Think Pair Share technique is one technique to bring collaborative learning into a classroom.<sup>58</sup> Through Think Pair Share can increase student activity in participating in learning. This is because the focus of this learning concept is the student center. This is what causes student participation to feel more dominant when the teacher applies the Think Pair Share technique in learning. In addition, with situations where students are the main focus, knowledge or material that has been taught by the teacher can be well absorbed by students. Thus, the development of students' understanding of an in-depth material is acquired more quickly.

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<sup>57</sup> Sampsel, Ariana, "Finding the Effects of Think-Pair-Share on Student Confidence and Participation", *Honors Projects* 28, 2013: 3.

<sup>58</sup> Ibid., "Finding the Effects of Think-Pair-Share on Student Confidence and Participation", 5



Steven stated that compared with any other teaching strategy he used, Think-Pair-Share improved class interactions.<sup>59</sup> Through Think Pair Share technique, one essential element of successful cooperative learning, especially in Think Pair Share technique is enhanced individual accountability as well as individual responsibility for learning and involvement in class as opposed to beginning in a group. Students felt free to argue with their friends before sharing what they think with their classmates. By arguing with their partners, students can increase their confidence in the arguments they have. So, through Think Pair Share can develop an in-depth understanding of a material.

**b. Advantages**

Lyman (1987) continues by stating that Think Pair Share is beneficial because it frames the conversation such that the students adhere to a set procedure that prevents them from engaging in off-task behavior and thinking as well as increases pair accountability (each must report to a partners and the partners must report to the class). Additionally, the think and pair step of the approach is extremely crucial since it engages people and facilitates dialogue in big courses. Plus, it tests students' ability to communicate their ideas to others and expand their thinking just by being used.

Consequently, it can be concluded that the Think Pair Share methodology is a technique that enables students to set up their workspace before having to construct the final result. In this technique, the teacher asks questions to prompt the students' actions while also giving them time to reflect. They have time to talk about their thoughts with their spouse after receiving ideas. As a result, they can develop

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<sup>59</sup> Steven, C Reinhart, "Never Say Anything A Kid Can Say", *Mathematics Teaching in the Middle School* 5, no. 8, 2000: 478.

their ideas into complicated ones in this duo phase before presenting them to the class as a whole.<sup>60</sup>

## B. Previous Research Findings

The first previous study was conducted by Oktha Ika Rahmawati with the title “Think-Pair-Share: A Technique to Enhance Students' Writing Skills” took SMAN 1 Bojonegoro as a research place. Researcher used collaborative action research which one as a teacher and another as observer. Researcher aim that the implementation of Think-Pair-Share technique can improve students' writing skills in narrative text of the tenth grade of SMAN 1 Bojonegoro. Researcher observed for writing descriptive abilities learners at secondary level. Then, the targeted group was given a test based on the lesson. Thus, the results can be shown from classroom action research that was used by researcher for the 1st cycle until the 3rd cycle showed an average increase of 23%. Each cycle of this technique consists of four stages, namely planning, acting, observing, and reflecting. Furthermore, the gap between this research and my research lies in the selection of the type of writing skill where in this study the writing skill used is narrative text and by using the classroom action research technique.

Muhammad Asif Nadeem and Tahir Nadeem aim that in their research with the title “Evaluating Effects of Think Pair Share Technique on the Descriptive Writing Skill of Secondary School Learners” show Think-Pair-Share technique is an effective tool that can help the students' achievement in descriptive writing at the secondary level. This research used pretest and post-test technique. Researcher used quantitative design and SPSS to calculate the means, standard deviation and t-test to analyze the data. Furthermore, it can be proof from the pre-experimental design that the results show calculated by independent sample showing t-count is -12.145 with degree of freedom (df) is  $(n-1) 39- 1=38$  and the

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<sup>60</sup> Rosnani, Sahardin, et. al, “Using Think-Pair-Share For Writing Descriptive Texts”, *Studies in English Language and Education* 4, no. 1 (2017): 54-65, <https://doi.org/10.24815/siele.v4i1.7004>.

score of sig. (2-tailed) = .000 < 0.05. The value of t-table for df 38 is -1.685, it means that the value of t-count is lower than the value of - t-table (24.958 < -1.685). So, H<sub>0</sub> is rejected and H<sub>1</sub> is accepted, it means that there is a positive difference in the score of the test before and after treatment using learner training. Furthermore, the gap between this research and my research lies in the selection of the type of writing skill where in this study the writing skill used is descriptive text.

Rasha Mohammed Khalifa in his research with the title “The Effectiveness of Using Think-Pair-Share Strategy on Developing Eleventh Graders' Writing Skills at Rafah Governmental Schools” published in 2017 aims that there were statistically significant differences between the mean scores attained by the experimental group and those by the control group in the post writing achievement test in favor of the experimental group. This study adopted the quasi-experimental design. For the better research, researcher experiment the class for eight weeks. Thus, the gap between this research and my research lies in the target researcher who was writing sub-skills such as the ability to write a topic sentence, supporting sentences, a concluding sentence and punctuation marks.

Rosnani Sahardin, et al. in their research with the title “Using Think-Pair-Share for Writing Descriptive Texts”. The researcher used experimental quantitative research as a design of the research and MAN Kuta Baro in Banda Aceh as a place that the researcher chose for this research. Then, for the technique of data collection used pre-test, treatment, then post-test to know student's score. This study aims to use TPS (Think Pair Share) to improve students' writing skills. This was reflected in the improvement in the average scores for each aspect of writing: content (12 to 15 or 16), organization (11 to 15), vocabulary (9 to 13), grammar (8 to 10), and mechanics (8 to 11). To end with, the results showed that the TPS technique was effective for improving the students' mastery of organization, vocabulary and content, but less so for improving mechanics and grammar.

The gap between this research and my research lies in the target of the research where this research focuses on the descriptive text.

Cvide Demirci and Halil Duzenli in their research about “Formative Value of an Active Learning Strategy: Technology Based Think-Pair-Share in an EFL Writing Classroom” concluded that the technology-assisted application of the TPS, which is an active learning strategy, could the result in an activity high in formative value as long as the question or the problem to navigate the activity is prepared in line with the learning outcomes of the lesson and the process is administered in a time-efficient way in compliance with the suggestions. With open-ended questions that are used by researcher, researcher set of possible conclusions learning on to the study of this practice: 1) The duration of the activity should be parallel with the class hour of the program. An extra time period should be allocated to the "share" stage at the end of the activity. 2) Precautions securing hardware should be taken prior to the activity, assignments should be done, and standby equipment should be kept ready. 3) The teacher should assign the facilitators and types of the group, but the selection of the group members should be left to the natural flow of the classroom. 4) The teacher should intervene at the minimum level possible and take precautions in advance for those who fall behind or finish too early. 5) Precautions such as assignment of responsibility should be taken against passive or reluctant students. 6) There should certainly be a teacher-guided feedback session simultaneously with or following the "share" stage. Furthermore, the gap from this research with my research lies in the focus on researcher were this research focuses on how a teacher can employ the strategy to both promote active learning and conduct formative assessment in a time-efficient way using TPS activity.

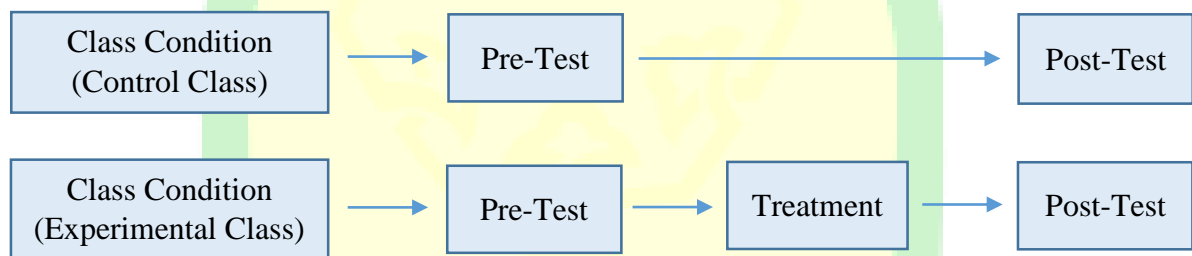
Therefore, the novelties of this research compared with the previous research above are this research focuses on quantitative research using quasi-experimental design as a way of research. The use of the text used for this research is explanation text where the majority

of the text used by other researchers are narrative text or descriptive text. In addition, the purpose of this research is to improve students' ability in writing skills as their future capital.

### C. Theoretical framework

This theoretical framework contains a theoretical explanation of the relationship between research variables. Thus, through a theoretical framework, researcher can identify important factors in research.

**Picture 2. 1 Chart of Theoretical Framework**



The graphic above is a research concept carried out by researcher. Two classes from the same program class (*Bina Prestasi Program Class*) given different treatment. One class as the control class was not given the Think Pair Share treatment as the main discussion of this study. Another class as an experimental class was given the Think Pair Share treatment. Thus, through these different treatments, researcher got significant results from the different treatments carried out by researcher. Before the treatment carried out to the classes (control and experimental class), they were given a pre-test to measure the extent to which they had mastered the material.

### D. Hypothesis

The hypothesis is a temporary answer to the research problem formulation, where the problem formulation is stated in the form of a question sentence. Based on the Think Pair Share technique used in this study using a quasi-experimental design, under these conditions the class that does not receive treatment not produce a significant effect. While

the class that gets the treatment produce a significant effect. In this case, there are two hypotheses that can be written. The hypothesis are:

*Null Hypothesis*

There is no significant effect of using Think Pair Share technique on students' writing skill.

*Alternative Hypothesis*

There is significant effect of using Think Pair Share technique on students' writing skill.



## CHAPTER III

### RESEARCH METHOD

This chapter discusses the research method. It emphasizes the research methodology and design, as well as the roles, settings, data sources, data collection techniques, data analysis, and data validity checking.

#### A. Research Design

This study refers to quantitative research. Quantitative techniques involve the processes of collecting, analyzing, interpreting, and writing the results of a study.<sup>61</sup> Quantitative research examines the relationship between variables to test objective theories. These variables can be measured, usually on instruments, so that numbered data can be analyzed statistically. According to Creswell, the final written report has a set structure consisting of introduction, literature and theory, techniques, results, and discussion.<sup>62</sup> Data analysis in quantitative research should accurately reflect statistical tests and avoid underreporting. There are four kinds of experimental research, they are pre-experimental, true experimental, quasi-experimental, and single-subject design.

This type of research is a quasi-experimental research with a nonequivalent (pre-test and post-test) control-group design. In this study, the control group and experimental group were first given a pre-test to determine the extent of the students' initial abilities before being given treatment using the Think Pair Share technique. After the pre-test, the experimental group was given treatment, namely learning writing skills about explanation text using the Think Pair Share technique. However, there was no treatment to the control group, only the experimental group received the treatment. After finishing learning with Think Pair Share technique, then the control group and the experimental group were given

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<sup>61</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, And Mixed Techniques Approaches*, Ed. Vicki Knight, 3rd Editio (London: SAGE Publications. Inc., 2009).

<sup>62</sup> Creswell., *Ibid*, P.28

a final test (post-test) to find out how far the use of Think Pair Share to improve students' Writing Skill.

In simple terms, the research design used can be described as follows:

Group A    O1----- X ----- O2

Group B    O1-----O2

Information:

O1    : pre test

O2    : post test

X     : Treatment

## B. Research Setting

### 1. Location

This research was conducted at one of the best senior high schools in Ponorogo, namely at MAN 2 Ponorogo which is on Soekarno Hatta street No. 381, Sablak, Keniten, Kec. Ponorogo, Ponorogo Regency, East Java, zip code 63412. The reason for choosing this school was that the researcher was interested in examining the writing skills of the students at that school considering that this school is one of the best schools in Ponorogo and, of course, has a considerable interest in developing their level of writing skill in English students.

### 2. Time

This research carried out in February 2023 for four weeks of research depending on the conditions in the research field.

**Table 3. 1 Time Table of Research**

Class / Meeting	1 <sup>st</sup> meeting	2 <sup>nd</sup> meeting	3 <sup>rd</sup> meeting	4 <sup>th</sup> meeting	5 <sup>th</sup> meeting
XI MIPA 3	Pre-Test				Post-Test
XI MIPA 4	Pre-Test	Treatment			Post-Test



Based on the table above, before the pre-test carried out in the control class and the experimental class, to test the validity the researcher used class XI MIPA 2. After the validity test was completed, the researcher would test the pre-test in class XI MIPA 3 as the control class and XI MIPA 4 as an experimental class at the first meeting.

The pre-test carried out with the aim of to measure students' initial abilities from before the treatment that the researcher will give. In the second till fifth meeting the researcher provided treatments in the experimental class, namely class XI MIPA 4, while in the control class, namely class XI MIPA 3, the researcher used the usual teaching method without giving treatment. In the last meeting or sixth meeting of the study, the researcher gave a post-test so that later the researcher got the results from the two classes.

### C. Population and Sample of Research

The population of this study were all students of XI Grade of MAN 2 Ponorogo for the 2022/2023 academic year. The researcher only took two classes due to limited time and research staff to conduct this research. The sample chosen by the researcher was 2 classes from the *Bina Prestasi* program class with a total of 60 students. Researcher chose these two classes by simple randomly sampling, because researcher wanted to reduce data bias in this study. Thus, the researcher chose class XI MIPA 3 and XI MIPA 4 as the sample class for this study. The number of students can be seen in the table as follows:

**Table 3. 2 Number of Students for Research**

No.	Class	Number of students	Male	Female
1.	XI MIPA 3	30	8	22
2.	XI MIPA 4	30	6	24

The control class used by the researcher is class XI MIPA 3 with total of students are 30 consists of 8 male and 22 female. Class uses as the experimental class is XI MIPA 4 with total number of students are 30 consists of 6 male and 24 female.

## D. Operational Definition of Research Variables

Operational definition is a definition that makes the variables being researched operational in relation to the process of measuring these variables. The operational definition allows an abstract concept to be made operational, making it easier for researcher to make measurements.<sup>63</sup> Variables must be operationally defined to make it easier to find the relationship between one variable and another and its measurement. Without the operationalization of variables, researcher had difficulty in determining the measurement of the relationship between variables which is still conceptual.<sup>64</sup> The operational definitions of the variables used in this research are:

### 1. Writing Skill

According to the cognitive school, writing academics start to examine the thought processes involved in the act of composition. Writing is seen as an expressive medium through which student writers utilize writing as a way to independently explore and create meaning.<sup>65</sup>

### 2. Think Pair Share

The Think-Pair-Share (TPS) paradigm is one of the cooperative learning models. It is introduced in the classroom by giving the students time to reflect, then they share their thoughts in pairs and small groups before presenting their views to the entire class. Since it allows students the opportunity to generate their own ideas for what to write, communicate ideas with peers, develop ideas, learn to evaluate and accept criticism, and foster successful teamwork, it is regarded as a useful technique for teaching writing.<sup>66</sup>

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<sup>63</sup> Jonathan Sarwono, *Metode Penelitian Kuantitatif Dan Kualitatif*, Ed. Jonathan Sarwono, Edisi Per (Yogyakarta: Graha Ilmu, 2006).

<sup>64</sup> Sarwono., *Ibid*, P.67

<sup>65</sup> Rasha Mohammed, Khalifa, "The Effectiveness Of Using Think- Pair - Share Strategy On Developing Eleventh Graders' Writing Skills In Rafah Governmental Schools" *Thesis Skripsi*, Al-Azhar University – Gaza, 41.

<sup>66</sup> Mundriyah And Aseptiana Parmawati, "Using Think-Pair-Share (Tps) To Improve Students' Writing Creativity (A Classroom Action Research In The Second Semester Students Of Stkip Siliwangi Bandung), *Jurnal Ilmiah P2M STKIP Siliwangi* 3, No. 2 (2016): 84-91. <https://doi.org/10.22460/P2m.V3i2p84-91.630>.

## E. Technique and Instrument of Data Collection

Arikunto states that the instrument is a tool used in research activities by using a technique.<sup>67</sup> In this study, researcher used the test as an instrument. Tests are tools used for measurement and assessment. Djemari states that the test is a tool used to indirectly interpret how much a person's ability is, usually using the form of questions and stimuli.<sup>68</sup>

In this study, the quasi-experimental used in this study has three steps that must be carried out. Thus, the instruments used for these three steps include test and treatment.

### 1. Test

There are two tests that were used in this study. The tests are pre-test and post-test.

In addition, the blue print of the test is as follows:

#### BLUE PRINT OF WRITING TEST

School	: MAN 2 PONOROGO
Subjects	: English Language (W)
Material	: Explain This! (Explanation Text)
Class	: XI
Question Form	: Writing Test

### 1. Instrument

The researcher gave a writing test for students to write explanation text based on the topic.

No	Variable	Theory	Material	Indicator	Question	Item Number
1.	Think-Pair-Share Technique to Improve Students'	<i>Brown, H Douglas. Language Assesment "Principles</i>	Explanation text (nature, social, and culture).	Write an explanation text based on the topic given.	We have learned about how to write explanation text. Now,	1

<sup>67</sup> Asri Tiara Farhati, "The Effectiveness of English Songs As Media to Enhance Student's Ability to Pronounce English Voiced Plosive Consonants [b, d, G]." (Universitas Negeri Semarang, 2011), <http://lib.unnes.ac.id/4016/1/8089.pdf>.

<sup>68</sup> Nurhasanah Auliani and Sumarsih, "Developing Instrument Evaluation in Teaching Reading Using Kahoot Application for Senior High School," *English Language Teaching and Learning* 10, no. 4 (2021).

No	Variable	Theory	Material	Indicator	Question	Item Number
	Writing Skill.	<i>and Classroom Practices.” (United Kingdom: Longman, 2007)</i>			it’s your turn to write explanation text. Make an explanation text with the topic of nature!	

## 2. Rubric of Assessments

Based on Brown, H Douglas in his study about language assessment in writing, there are five aspects of the test assessed as follows:

Aspect	Point	Criteria
<b>Content</b> 30%	24-30	The topic is complete and clear and the details are related to the topic
	16-23	The topic is complete and clear but the details are almost related to the topic
	8-15	The topic is complete and clear but the details are not related to the topic
	0-7	The topic is unclear and the details are not related to the topic
	<b>Organization</b> 20%	16-20
11-15		Identification is almost complete and descriptions are arranged with almost exact conjunctions
6-10		Incomplete identifiers and descriptions are prepared with a slight misuse of conjunctions
0-5		Incomplete identification and description prepared with the abuse of a conjunctions
<b>Grammar</b> 20%	16-20	Very few grammatical inaccuracies
	11-15	Slight grammatical inaccuracy but doesn't affect the meaning
	6-10	Lots of inaccurate grammar
	0-5	There are frequent grammatical inaccuracies
<b>Vocabulary</b> 15%	13-15	Effective choice and form of words
	9-12	Few choices and ineffective tenses
	5-8	Limited choice of words and forms
	0-4	Little knowledge of choice and tenses and could not be understood
<b>Mechanic</b>	13-15	Use correct spelling, punctuation and capitalization

Aspect	Point	Criteria
15%	9-12	There are several incorrect use of spelling, punctuation and capitalization
	5-8	Incorrect spelling, punctuation and capitalization are common
	0-4	There is a dominant use of incorrect spelling, punctuation and capitalization

The table above is a table of aspects that are assessed in writing explanation text used by the researcher. Through the above aspects it can facilitate researcher in scoring students work.

#### a. Pre-test

The pre-test is the beginning test carried out by the researcher before the researcher applies the treatment stage in the experimental class. The purpose of this pre-test is to find out how far the material or materials to be taught can be mastered by students. The material for this pre-test must be related to the material being taught. The concept or stages of this pre-test are in accordance with the lesson plan that has been made by the researcher and validated by the lecturer.

The implementation of this pre-test carried out after the validity test in other classes is carried out. This pre-test concept required students to make an explanation text from a theme that has been determined by the researcher. Where the theme is about nature, social and culture. Then, there are several aspects for the assessment to be carried out by researcher on student work. These aspects include idea or content, organization, grammar, vocabulary, and conventions. Addition, the instrument for this pre-test is in the form of sheets of paper that the researcher has arranged according to the structure of the explanation text. Moreover, the researcher also added a picture of the theme that students would make into an explanation text.

#### b. Post-test

The post-test is the final test carried out by the researcher after the researcher applied the treatment stage in the experimental class. The purpose of this

post-test was to found how far students understand the material or materials that have been taught, so that through this post-test researcher found whether the teaching program considered successful or not. Then, the material for the post-test questions must relate to the material being taught and the concepts or stages of the pre-test according to the lesson plan that was made by the researcher and validated by the lecturer.<sup>69</sup>

At this post-test stage, the concept of the post-test carried out was not much different from the pre-test. Where students created an explanation text from the images provided by the researcher. Moreover, there was no difference from the assessment stage carried out in the pre-test. However, the explanation text that made by students must be a little more complex and detailed, both for the control class and the experimental class. So, through this post-test the researcher found that there are differences from the class that has been given treatment in the form of think-pair-share and the class who are not.

## 2. Treatment

Experimental class received the treatment stages. This treatment is carried out after the pre-test stage has been carried out. The treatment stage used the application of the Think Pair Share technique. Through the treatment of the Think Pair Share technique applied by researcher to the experimental class made a difference between the control class and the experimental class, where the control class did not get Think Pair Share treatment. This treatment was carried out for four meetings so that researcher got maximum result.<sup>70</sup>

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<sup>69</sup> Ina, Magdalena, et al., "Analisis Penggunaan Teknik Pre-Test Dan Post-Test Pada Mata Pelajaran Matematika Dalam Keberhasilan Evaluasi Pembelajaran Di Sdn Bojong 04," *Nusantara : Jurnal Pendidikan dan Ilmu Sosial* 3, no. 2 (2021): 154, <https://ejournal.stitpn.ac.id/index.php/nusantara>.

<sup>70</sup> Muhammad, Hikmawandani and Nia, Kurniawati, "The Use Of Numbered Heads Together Technique In Teaching Simple Past Tense (A Quasi-Experimental Study at the Tenth Grade Students of SMA Negeri 1 Cibeber)" *Jurnal JOEPALLT (Journal of English Pedagogy, Linguistics, Literature, and Teaching)* 5, no. 1 (2017): 7, <https://doi.org/10.35194/jj.v5i1.182>.

## F. Validity and Reliability

Validity is an important key to effective research. If a study is not valid then it is useless. Thus, validity is a requirement for quantitative and qualitative research. In quantitative research, reliability is basically a synonym for dependability, consistency, and replication across time, instruments, and respondent groups. It's all about precision and accuracy; some aspects, like height, can be accurately measured, while others, like musical skill, can't. To be considered reliable, research must demonstrate that identical results will be discovered if conducted on similar groups of respondents in the same setting.<sup>71</sup>

The validity of the substance and the validity of the build were considered as validity criteria in this research. Before the instrument was tested on students, the master (expert judgment) was consulted to determine if it was suitable for measuring research variables.

By using pre-test and post-test, researcher can collect quantitative data. In this case, the researcher measured aspects based on the theory of writing skills. The instrument that the researcher compiled had been validated by the supervisors. The writing skills validity test utilized substance validity. The test made with reference to the Competency Standards and Essential Competencies of students in grade XI of MAN 2 Ponorogo.

Then, to test the validity of this research, the researcher chose class XI MIPA 2 as the validity test class. Class of XI MIPA 2 was chosen by researcher with various considerations, one of which was because class XI MIPA 2 was also included in the class of the *Bina Prestasi* program at MAN 2 Ponorogo. Thus, it is expected that the positions between the classes for the validity test, the control class, and the experimental class have the same class position level.

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<sup>71</sup> Manion. Lawrence Louis. Cohen and Keith. Morrison, *Research Techniques in Education, The American Biology Teacher*, vol. 63, 2001.

Reliability testing in this study was using Cronbach Alpha, if the alpha is between 0.70 – 0.90 then the reliability is high, if the alpha is 0.50 – 0.70 then the reliability is moderate, and if alpha <0.50 then the reliability is low. The calculations were carried out using the SPSS Statistics 19 computer program.

Researcher have been tested the question indicators to the validation class. Class XI MIPA 2 is the class chosen by the researcher as the validation class. The results of this validation class will determine the pre-test questions that have been tested are feasible to be re-tested to the control and experimental classes. The following are the results of the pre-test held in the validation class or class XI MIPA 2:

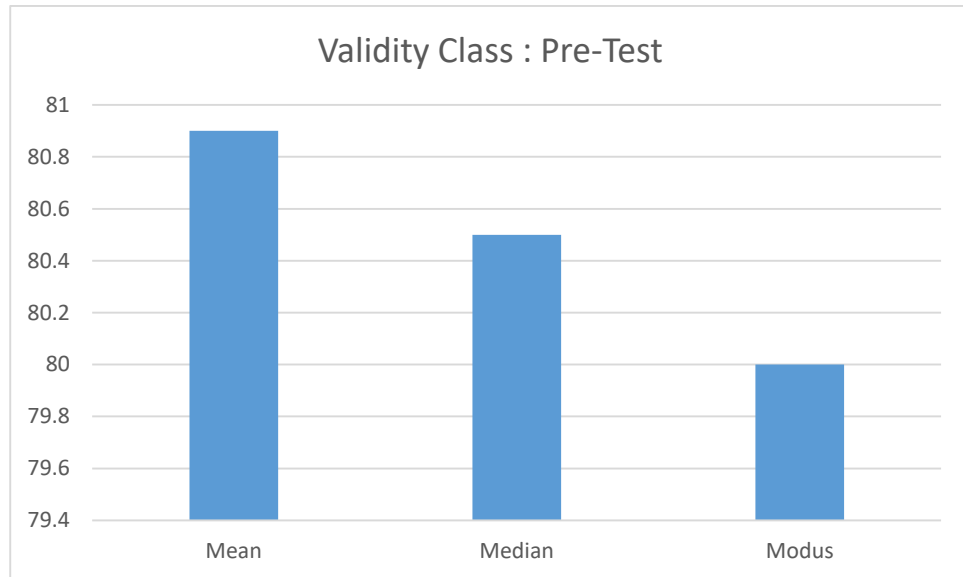
**Table 3. 3 Pre-Test of Validity Class**

No.	Name	Pre-Test	Total Score
1	AMH	80	80
2	AKA	78	78
3	CNF	83	83
4	FDF	80	80
5	HAGR	81	81
6	JAF	80	80
7	LKD	80	80
8	MNS	82	82
9	MAAR	81	81
10	MZFR	81	81
11	NAH	79	79
12	NRE	80	80
13	OZT	84	84
14	PAR	85	85
15	PRH	80	80



No.	Name	Pre-Test	Total Score
16	RAM	81	81
17	SAZ	78	78
18	SA	77	77
19	SNA	80	80
20	VDP	83	83
21	TRF	83	83
22	UH	84	84
23	UR	80	80
24	VL	79	79
25	VPS	78	78
26	YBN	83	83
27	YSP	82	82
28	ZMAH	81	81
29	ZHBS	80	80
30	ZN	84	84
<b>Total</b>		<b>2427</b>	<b>2427</b>
<b>Mean</b>		<b>80.90</b>	<b>80.90</b>

The data above is the result of the pre-test that was carried out by the researcher before the researcher tested the pre-test in the control and experimental classes. From the data above it shows that the pre-test value that has been carried out by the dominant validation class is filled with a value of 80. In addition, the average possessed by this validity class is 80.9, this shows that the average ability possessed by the validity class is at value range 80.9. The chart bellows are the results of the average, median and mode values of the validity class.

**Picture 3. 1 Statistic of Validity Class**

The chart above shows that 80.9 is the mean value of the validity class, the median of the class is 80.5, and 80 is the mode of the pre-test values that have been carried out by this validity class. Based on these results it was shown that the results of the pre-test conducted by the validity class were 80 to 80.9.

With the above data, the results of the reliability and validity that have been tested in the validity class are as follows:

**Table 3. 4 Validity and Reliability Test**

Correlations		VAR00002	TOTAL
Validity Class	Pearson Correlation	1	1.000**
	Sig. (2-tailed)		.000
	N	30	30
TOTAL	Pearson Correlation	1.000**	1
	Sig. (2-tailed)	.000	
	N	30	30

\*\* . Correlation is significant at the 0.01 level (2-tailed).

Based on the table above, the results show sig. (2-tailed) < 0.05 with a value of 0.00 < 0.05, and the Pearson correlation value is 1.00  $\geq$  1.00, so it can be said that the pre-test questions to be tested are said to be valid and reliable.

## G. Data Analysis

Data analysis is the process of reducing quantitative data to make it more understandable. The data analysis results are usually presented as data in frequency tables and cross tables, whether or not statistical computations are included. In this study, researcher used two kinds of data analysis. The data analysis used is descriptive analysis and inferential analysis. Descriptive analysis is to provide an overview of the data in the form of tables, graphs, histograms of the average value in order to easily obtain an overview of the characteristics of objects from the data. Meanwhile, inferential analysis is for hypothesis testing.

The design of the learning assessment using Think Pair Share to improve students' writing skills can be seen from the data from the pre-test and post-test results, before testing the hypothesis, the normality test and homogeneity test were carried out first, as follows:

### **1. Normality Test**

The purpose of the normality test is to test whether in a regression model, the dependent variable and the independent variable or both are normally distributed or not. The data on sig Kolmogorov-Smirnov is examined to determine normality. The SPSS Statistics 19 computer program was used to carry out the normality test. The 0.05 significance level was used.

### **2. Homogeneity Test**

Homogeneity test was conducted to determine whether the scores in the research conducted had homogeneous variations or not. The SPSS Statistics 19 computer program was used to carry out the homogeneity test. If the significance level is  $> 5\%$  then the data is homogeneous, if the significance level is  $< 5\%$  then the data is not homogeneous and if  $F \text{ count} < F \text{ table}$  then the two samples are homogeneous.

### **3. Hypothesis Test**

The t-test results were compared to the t-table. If the t-test value is bigger than t-table, it indicate that the hypothesis is accepted, and if the t-test value is less than t-table, it indicate that the hypothesis is rejected.



## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter discusses the findings that have been made by researcher in conducting research. Also, this chapter discussed about the results of the findings that have been owned by the writer and have been processed into several stages, namely, statistical descriptions that describe the findings, inferential statistics that explain the research hypothesis testing, and the last is discussion related to the results of data analysis that has been carried out in inferential statistics.

#### A. Statistic Description

In this research, the researcher focused on eleventh grade students at MAN 2 Ponorogo in the academic year 2022/2023. There were 4 classes for *Bina Prestasi* program in MAN 2 Ponorogo, they were XI MIPA 1, XI MIPA 2, XI MIPA 3, and XI MIPA 4. The researcher chose XI MIPA 3 and XI MIPA 4 as the research sample. Class XI MIPA 3 with 30 students as a control classes and XI MIPA 4 with 30 students as experimental classes.

Based on the results of research conducted by researcher, researcher found that there were problems that occurred in the development of students' writing skills. They found it difficult to develop the ideas they have. This is because the teacher always makes them think critically without any support that makes them confident to do it. Thus, the delivery of ideas and student creativity is not well expressed. Resulting in students having difficulties when they want to develop their writing skills due to limited ideas and creativity. Therefore, treatment is needed to help students solve problems and improve their writing skills. Therefore, the researcher assumes that using a pair technique can improve their writing skills.

The teaching and learning process begins with a new material about explanation text and the same conditions in that two classes. After that, the researcher gave treatment to the

experimental class. In the control class, students were not taught to use the Think Pair Share technique. Meanwhile, in the experimental class, the students were taught using the Think Pair Share technique.

## **1. Data Description of Control Class**

This section presents the teaching and learning procedure and the pre-test and post-test scores of students in the control class.

### **a. The Research Procedures in Control Class**

In the control class, there were 30 students. The students did not receive the treatment like students in experimental class. Students had been taught with the same technique as usual, which is only limited to students learning centers using a scientific approach. In the first meeting, students were given a pre-test by the researcher. This pre-test serves to check the ability of students in mastering the material.

In the second meeting, students were taught explanation text material. The focus of the material is on basic information related to explanations. Through a text that had been provided by the researcher, students can identify elements of an explanation text such as definitions, text structures, social functions, and language features. In addition, in the second meeting students are required to find passive voice sentences in the text that had been given.

At the third meeting, the researcher briefly reviewed the material in the previous meeting with the students. Then, the researcher continued the discussion of the material where the focus of the material being taught at this third meeting was passive voice material. Students are required to find passive voice sentences in a text that has been given by the researcher. Furthermore, the students' passive voice sentences are changed to active voice sentences. So, students can understand the concept of explanation text well.

At the fourth meeting, the researcher focused on learning the concept of writing skills. In addition, students are given several topics such as nature, social and culture, then students make an explanation text with pictures in each paragraph. So, the concept of explanation text is an explanation of a coherent picture. So, with a learning concept like this students will not be confused to make a main idea in each paragraph.

At the fifth meeting, the researcher had prepared form paper like during the pre-test. Because, the agenda at the fifth meeting was post-test testing. The concept of this post-test will be the same system when the pre-test was carried out. This is intended to reduce the invalidity of a study. So, through the results of the pre-test and post-test it will be seen whether there is a significant difference or not.

**b. The Score of Students' Writing in Control Class**

The table below reports the pre-test and post-test scores of students in the control class.

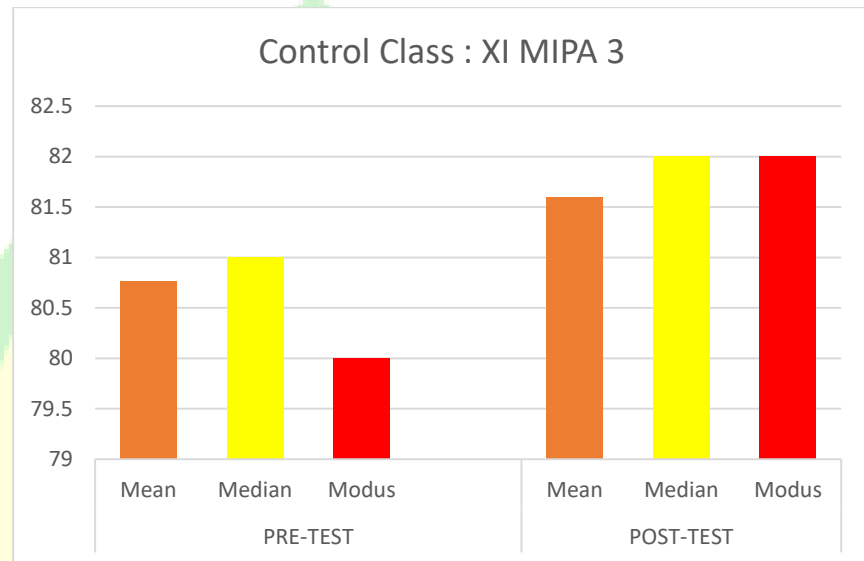
**Table 4. 1 Pre-Test and Post-Test Score of Control Class**

No	Nama	Score	
		Pre-Test	Post-Test
1	AATN	78	79
2	AZH	80	81
3	AMA	81	82
4	AR	80	82
5	AHA	81	81
6	ANPA	80	82
7	AGAM	80	80
8	CDAM	81	83
9	DFM	82	83
10	DAF	81	81
11	DNRN	82	82

No	Nama	Score	
		Pre-Test	Post-Test
12	DNH	80	80
13	FZA	81	82
14	FNS	82	82
15	HAD	81	82
16	HMR	80	80
17	HAM	80	81
18	HZA	82	83
19	HRFA	82	82
20	IL	80	82
21	HNF	80	81
22	MIA	80	80
23	M	80	80
24	NWR	81	81
25	NAR	81	81
26	NAAF	82	82
27	SJY	81	83
28	SA	80	81
29	SNR	83	85
30	ZSP	81	84
<b>TOTAL</b>		<b>2423</b>	<b>2448</b>
<b>MEAN</b>		<b>80.76666667</b>	<b>81.6</b>

Based on the table above, it can be concluded that the lowest pre-test score is 78 and the highest pre-test score is 83 with a total number of 2423 and the mean is 80.77. Meanwhile, the lowest post-test score is 79 and the highest post-test score is 85 with a total number of 2448 and the mean is 81.60.



**Picture 4. 1 Chart of Mean, Median and Modus Score of Control Class**

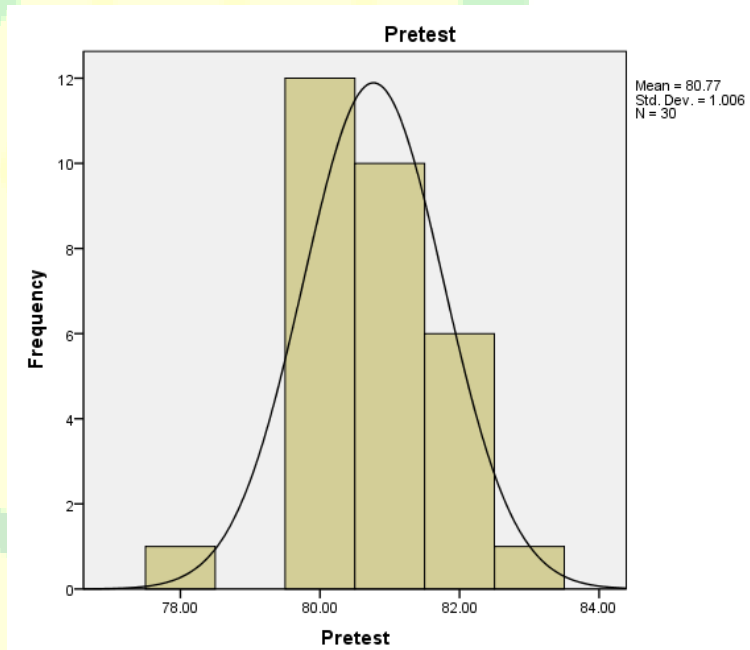
Based on the chart above, it can be concluded that the pre-test in the control class, the mean is 80.76, the median is 81, and the modus is 80. Meanwhile, in the post-test, the mean is 81.6, the median is 82, and the modus is 82 also. It can be seen that there is a difference between the mean, median, and mode in the pre-test and post-test in the control class. So, there is no significant increase in the results of the test.

**Table 4. 2 Frequency Distribution of Pre-Test in Control Class**

		Pretest			
Score	Frequency	Percent	Valid Percent	Cumulative Percent	
Valid 78.00	1	3.3	3.3	3.3	
80.00	12	40.0	40.0	43.3	
81.00	10	33.3	33.3	76.7	
82.00	6	20.0	20.0	96.7	
83.00	1	3.3	3.3	100.0	
Total	30	100.0	100.0		

From the table above, it can be seen that the scores that students achieved in pre-test were varied. There were 3.3% or 1 student got 78, 40% or 12 students got 80, 33.3% or 10 students got 81, 20% or 6 students got 82, and 3.3% or 1 students got 83. It was clearly explained in the following histogram:

**Picture 4. 2 Histogram of Pre-Test in Control Class**



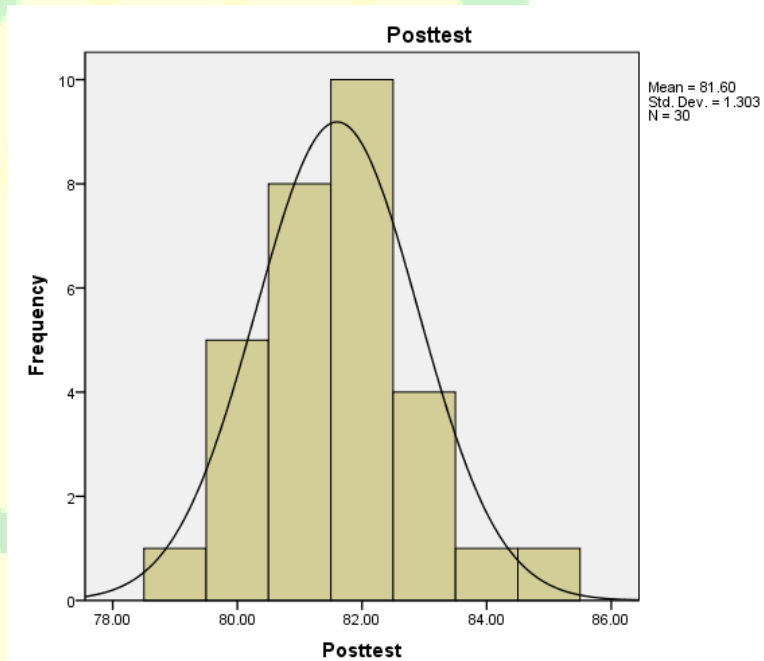
From histogram above, it stated that the Mean is 80.77 and the Standard Deviation is 1.006.

**Table 4. 3 Frequency Distribution of Pre-Test in Control Class**

		Posttest			
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	79.00	1	3.3	3.3	3.3
	80.00	5	16.7	16.7	20.0
	81.00	8	26.7	26.7	46.7
	82.00	10	33.3	33.3	80.0
	83.00	4	13.3	13.3	93.3
	84.00	1	3.3	3.3	96.7
	85.00	1	3.3	3.3	100.0
Total		30	100.0	100.0	

From the table above, it can be seen that the scores that students achieved in post-test were varied. There were 3.3% or 1 student got 79, 16.7% or 5 students got 80, 26.7% or 8 students got 81, 33.3% or 10 students got 82, 13.3% or 4 students got 83, 3.3% or 1 student got 84 and 85. It was clearly explained in the following histogram:

**Picture 4. 3 Histogram of Post-Test in Control Class**



From histogram above, it stated that the Mean is 81.60 and the Standard Deviation is 1.303.

## 2. Data Description of Experimental Class

This section presents the teaching and learning procedure and the pre-test and post-test scores of students in the control class.

### a. The Research Procedures in Experimental Class

In the experimental class, there were 30 students. The students received the treatment in learning explanation text. Students had been taught with the same technique as usual, but collaborate with think-pair-share technique. In the first meeting, students were given a pre-test by the

researcher. This pre-test served to check the ability of students in mastering the material. In addition, before the experimental class receives a different treatment, the pre-test also aims to balance students' skills between the control class and the experimental class.

In the second meeting, students were taught explanation text material. The focus of the material is on basic information related to explanations. Through a text that has been provided by the researcher, students in pairs can identify elements of an explanation text such as definitions, text structures, social functions, and language features. In addition, in the second meeting also students in pairs are required to find passive voice sentences in the text that has been given. Furthermore, the Think Pair Share technique was used in this second meeting.

At the third meeting, the researcher briefly reviewed the material in the previous meeting with the students. Then, the researcher continued the discussion of the material where the focus of the material being taught at this third meeting was passive voice material. Students in pairs are required to find passive voice sentences in a text that has been given by the researcher. Furthermore, the students' passive voice sentences are changed to active voice sentences. So, students can understand the concept of explanation text well. Furthermore, in this meeting the Think Pair Share technique was also still applied.

At the fourth meeting, the researcher focused on learning the concept of writing skills. In addition, students are given several topics such as nature, social and culture, then students in pairs make an explanation text with pictures in each paragraph. So, the concept of explanation text is an explanation of a coherent picture. So, with a learning concept like this

students will not be confused to make a main idea in each paragraph. Moreover, the Think Pair Share technique also applied until in this meeting.

At the fifth meeting, the researcher had prepared form paper like during the pre-test. Because, the agenda at the fifth meeting was post-test testing. The concept of this post-test will be the same system when the pre-test was carried out. Students made explanation text in individually not in pairs. This is intended to reduce the invalidity of a study. So, through the results of the pre-test and post-test it will be seen whether there is a significant difference or not.

**b. The Score of Students' Writing in Experimental Class**

The table below reports the pre-test and post-test scores of students in the control class.

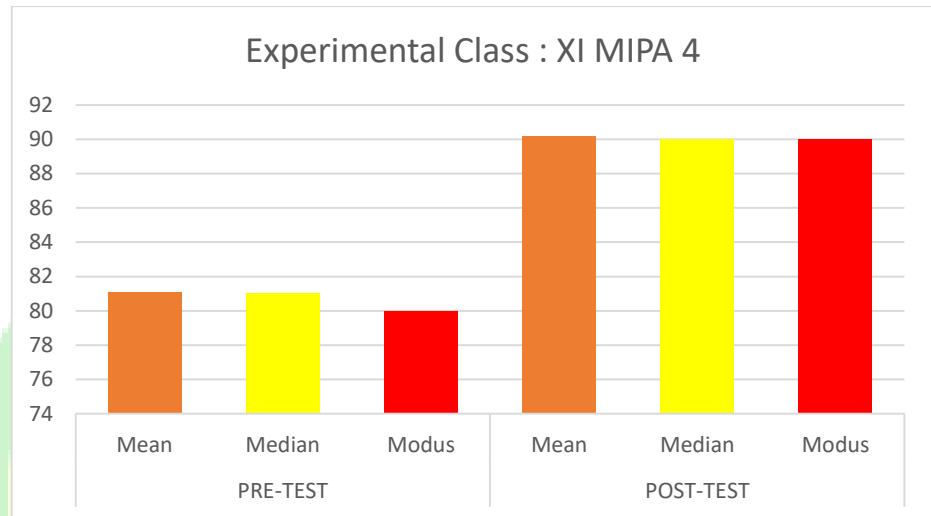
**Table 4. 4 Pre-Test and Post-Test Score of Experimental Class**

No	Nama	Score	
		Pre-Test	Post Test
1	AKW	80	89
2	ADZE	80	90
3	ANAM	83	90
4	AAN	82	90
5	BN	82	89
6	CAF	81	89
7	EAI	80	89
8	FZVA	81	92
9	FAS	81	92
10	FIZ	80	91
11	HAR	82	91
12	IKA	83	89
13	IAPS	82	92
14	LIA	81	90

No	Nama	Score	
		Pre-Test	Post Test
15	MAE	80	92
16	MNA	81	89
17	MPF	80	88
18	MDL	80	90
19	MAC	81	90
20	MAIAKA	82	91
21	NNFI	80	88
22	NFL	81	89
23	RANZ	82	92
24	RIP	80	90
25	REWG	82	89
26	SFR	82	90
27	SAA	81	92
28	VAM	81	91
29	ZYF	82	90
30	ZAI	80	91
<b>Total</b>		<b>2433</b>	<b>2705</b>
<b>Mean</b>		<b>81.1</b>	<b>90.16666667</b>

Based on the table above, it can be concluded that the lowest pre-test score is 80 and the highest pre-test score is 83 with a total number of 2433 and the mean is 81.1. Meanwhile, the lowest post-test score is 88 and the highest post-test score is 92 with a total number of 2705 and the mean is 90.17.

**Picture 4. 4 Chart of Mean, Median and Modus Score of Experimental Class**



Based on the chart above, it can be concluded that the pre-test in the experimental class, the mean is 81.10, the median is 81, and the modus is 80. Meanwhile, in the post-test, the mean is 90.17, the median is 90, and the modus is 90 also. It can be seen that there is a significance difference between the mean, median, and mode in the pre-test and post-test in the experimental class. So, there is a significant increase in the results of the test after applying Think Pair Share technique.

*Table 4.5*

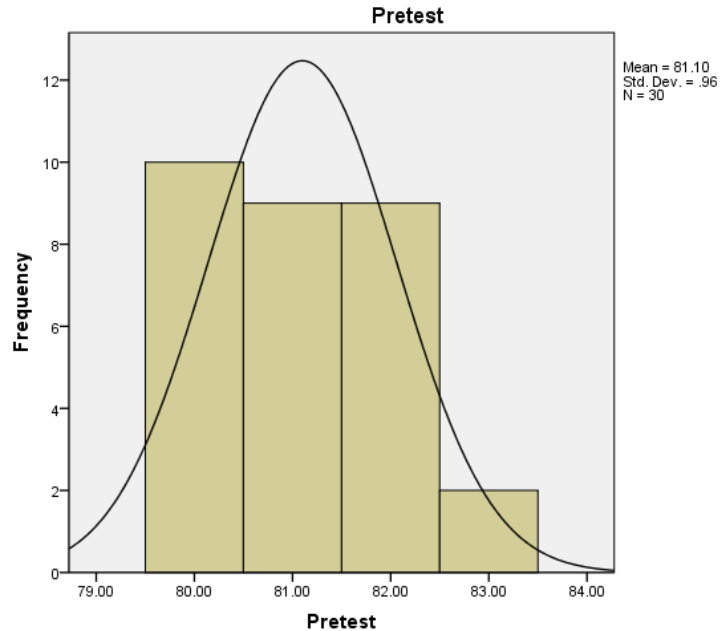
**Table 4. 5 Frequency Distribution of Pre-Test in Experimental Class**

Pretest					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	80.00	10	33.3	33.3	33.3
	81.00	9	30.0	30.0	63.3
	82.00	9	30.0	30.0	93.3
	83.00	2	6.7	6.7	100.0
	Total	30	100.0	100.0	

From the table above, it can be seen that the scores that students achieved in pre-test were varied. There were 33.3% or 10 student got 80,

30% or 9 students got 81, 30% or 9 students got 82, 6.7% or 2 students got 83. It was clearly explained in the following histogram:

**Picture 4. 5 Histogram of Pre-Test in Experimental Class**



From histogram above, it stated that the Mean is 81.10 and the Standard Deviation is 0.96.

**Table 4. 6 Frequency Distribution of Post-Test in Experimental Class**

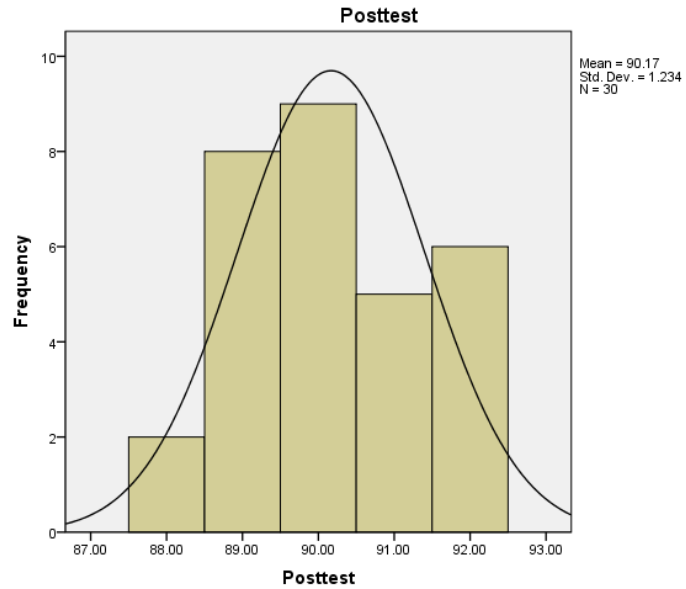
Posttest					
	Score	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	88.00	2	6.7	6.7	6.7
	89.00	8	26.7	26.7	33.3
	90.00	9	30.0	30.0	63.3
	91.00	5	16.7	16.7	80.0
	92.00	6	20.0	20.0	100.0
	Total	30	100.0	100.0	

From the table above, it can be seen that the scores that students achieved in post-test were varied. There were 6.7% or 2 student got 88, 26.7% or 8 students got 89, 30% or 9 students got 90, 16.7% or 5 students



got 91, and 20% or 6 students got 92. It was clearly explained in the following histogram:

**Picture 4. 6 Histogram of Post-Test in Experimental Class**



From histogram above, it stated that the Mean is 90.17 and the Standard Deviation is 1.234.

## B. Statistic Inferential

In this statistics inferential section contains an explanation of the results of hypothesis testing that has been carried out by researcher. Researcher used the IBM SPSS Statistics 19 computer program to be able to describe statistical calculations more accurately.

### 1. Assumption Test

In the assumption test used by the researcher, there are two stages. This is intended so that the data used by researcher is normal and homogeneous. The two stages are the normality test and homogeneity test.

#### a. Normality Test

The normality test aims to see whether the residual value is normally distributed or not. A good regression model is to have a normally distributed

residual value<sup>72</sup>. The data on significance Kolmogorov-Smirnov was examined to determine normality for N = 30 (control class) and N = 30 (experimental class). So, the normality test in this research is used IBM SPSS Statistics 19 and used the 0.05 significance level.

**Table 4.7 Normality Test of Experimental Class and Control Class**

<b>One-Sample Kolmogorov-Smirnov Test</b>			
		<b>Post-Test Control Class</b>	<b>Post-Test Experiment al Class</b>
N		30	30
Normal Parameters <sup>a,b</sup>	Mean	81.60	90.17
	Std. Deviation	1.303	1.234
Most Extreme Differences	Absolute	.179	.187
	Positive	.179	.187
	Negative	-.154	-.131
Kolmogorov-Smirnov Z		.983	1.025
Asymp. Sig. (2-tailed)		.289	.245

a. Test distribution is Normal.

b. Calculated from data.

Based on calculated of IBM SPSS Statistics 19 above, it can be concluded that the test used one-sample Kolmogorov-Smirnov test. The table above showed that the p-value in control class was higher than  $\alpha$  ( $0.289 > 0.05$ ), it means that the data of control class was normal. Then, table above also showed that the p-value in experimental class was higher than  $\alpha$  ( $0.245 > 0.05$ ), it means that the data of experimental class was normal.

#### **b. Homogeneity Test**

Homogeneity is the similarity of variance between groups to be compared, so that the researcher will deal with groups in the same condition from the beginning. Homogeneity test was conducted to determine whether the scores in the

<sup>72</sup> Nikolaus Duli, *Metodologi Penelitian Kuantitatif : Beberapa Konsep Dasar untuk Penulisan Skripsi & Analisis Data dengan SPSS*. (Yogyakarta: CV. Budi Utama, 2019), 66.

research conducted had homogeneous variations or not. In this research, the IBM SPSS Statistics 19 used to carry out the homogeneity test. The Levene's test is examined to determine homogeneity.

**Table 4. 8 Test of homogeneity**

**Test of Homogeneity of Variances**  
Post-Test Score

Levene Statistic	df1	df2	Sig.
.007	1	58	.935

Based on calculated of IBM SPSS Statistics 19 above, it can be concluded that the scores of both experimental class and control class were based on mean. The results showed that the Sig. was 0.935, so the significance level was higher than  $\alpha$  ( $0.935 > 0.05$ ), it means that the data was homogeneous.

## 2. Hypothesis Test and Interpretation

After assuming the data has been tested normal and homogeneous, the next step was hypothesis testing. In this research, the researcher used the T-test to analyze the data by comparing the score between control class and experimental class in pre-test and post-test. The results of the data analysis will show the answer of the research hypothesis. The t-test results were compared to the t-table.

**Table 4. 9 Group Statistics**

**Group Statistics**

Class	N	Mean	Std. Deviation	Std. Error Mean
Post-Test Control	30	81.60	1.303	.238
Experimental	30	90.17	1.234	.225

**Table 4. 10 Independent Sample T-Test**

		Independent Samples Test								
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Post-Test	Equal variances assumed	.007	.935	-26.150	58	.000	-8.567	.328	-9.222	-7.911
	Equal variances not assumed			-26.150	57.832	.000	-8.567	.328	-9.222	-7.911

To interpret the t-test, it must be determine:

- b. Significance value  $\alpha$
- c. Confidence intervals =  $1 - \alpha$
- d. Determine (df) = 58 (df – 2; 60 – 2 = 58)
- e. Compare the Sig. (2-tailed), with the basic of decision as bellow:
  1. If sig. (2-tailed) < 0.05, then there is a significant difference between the post-test results in the control and experimental classes.
  2. if sig. (2-tailed) > 0.05, then there is no significant difference between the results of the post-test in the control and experimental classes.

The researcher formulated a hypothesis as below:

*Null Hypothesis*

There is no significant effect of using Think Pair Share technique on writing skill students

*Alternative Hypothesis*

There is significant effect of using Think Pair Share technique on writing skill students.

In the table above, the result showed that the *Sig. (2-tailed)*  $< 0.05$ , it means that  $0.00 < 0.05$ . Moreover,  $t_{test} > t_{table}$ , it means that  $26.150 > 2.001$ . Therefore,  $H_0$  rejected and  $H_1$  accepted. It can be concluded that there was significant difference in the students' writing skill between those who were taught using Think Pair Share technique and those who were not taught using Think Pair Share technique.

### C. Discussion

The researcher conducted this research to determine the effectiveness of the Think Pair Share technique in improving students' writing skills. The discussion in this study discusses the use of Think Pair Share on the writing skill abilities of class XI students at MAN 2 Ponorogo.

Based on the calculated through IBM SPSS Statistics 19 computer program, for findings to determine whether the data was significant or not, table 4.10 shows that the  $t_{test}$  the data is 26.150. The researcher can conclude that the data is more than the  $t_{table}$  in 5% significance ( $26.150 > 2.001$ ). Thus, the researcher can concluded that the data showed significant difference in the students' writing skill between those who were taught using the Think Pair Share technique and those who were not taught using the Think Pair Share technique.

Moreover, the sig. (2-tailed) shown that the test was  $0.00 < 0.05$ . From the data results, the researcher can conclude that the data was a significant difference between the post-test results in the control and experimental program based on the general fundamental decision.

According to Kagan, learning will be more exciting and fun with the Think Pair Share technique. The situation of the learning environment dramatically impacts on student learning outcomes. Therefore, students can be more creative and create creative ideas. Thus, the ability of students' writing skills can increase.

Lyman stated that the Think Pair Share technique changed the class atmosphere or the learning pattern in the class. Through the Think Pair Share technique applied in classroom learning, students' involvement in the learning atmosphere was more active. In addition, it allowed students to add to their insights into a topic issue raised, and students' self-confidence increased through their sharing idea section in the Think Pair Share technique.

Astheri et al. explained that the Think Pair Share technique could improve students' writing skills. This technique is evidenced by the increase in the average from cycle 1 to cycle 2 of his research. Moreover, through Think Pair Share, Astheri also revealed that it could improve and change the learning atmosphere in the classroom to be more effective.

Furthermore, based on the research conducted by the researcher, the researcher found that the theory forward by Kagan and Lyman about the Think Pair Share technique was that the Think Pair Share technique could improve their learning achievements. Based on the theory in research conducted by Astheri et al., using Think Pair Share in learning and teaching in the classroom improved students' writing skills. Moreover, the situation in the classroom became more conducive through teaching using the Think Pair Share technique.

Furthermore, from the data above, the researcher can conclude that the alternative hypothesis was accepted and the null hypothesis was rejected. In other words, using the Think Pair Share technique made a significant difference. It shows from the data results in the control and experimental classes. Thus, using the Think Pair Share technique can improve the writing skill of class XI students at MAN 2 Ponorogo.

## CHAPTER V

### CLOSING

In this chapter, the researcher presents the conclusions from the results of the research conducted over a while and suggestions for students, teachers, and future researcher.

#### A. Conclusion

After the researcher conducted the research and analyzed the data according to the steps for the research title “The Effectiveness of Think-Pair-Share Technique to Improve Students' Writing Skill at MAN 2 Ponorogo”, it can be concluded that after the calculation process, the researcher found that there is a significant difference in students' achievement between students who were taught using the Think Pair Share technique and those who were not. The students who were taught using the Think Pair Share technique got better scores than those who were not taught using the Think Pair Share technique.

The researcher analyzed the data and calculated using the IBM SPSS Statistics 19 computer program showed that the mean of the post-test in the experimental class is higher (90.17) than the mean of the post-test in the control class (81.60). In addition, the researcher found that the statistical test for the normality test showed 0.289 for the control test and 0.245 for the experimental test was higher than 0.05 ( $0.289 > 0.05$  and  $0.245 > 0.05$ ). Based on that calculation, it means the data for the test was a normal distribution. The researcher calculated with IBM SPSS Statistics 19 and found that the significance for testing the homogeneity was  $0.935 > 0.05$ , it means that the data of test was homogeny.

Moreover, the researcher also calculated  $t_{test}$  by using IBM SPSS Statistics 19, shown that  $t_{test}$  in table 4.10 is 26.15 and the  $t_{table}$  2.001. It means that  $t_{test}$  upper or more than the  $t_{table}$  with the degree freedom (df) 58. Based on the basic of decision for significance score, the level sig. (2-tailed) 0.00, which is smaller than 0.05 ( $0.00 < 0.05$ ) means that there is a significance difference between the post-test results in the control and experimental class.

Furthermore, based on the results through calculated from the IBM SPSS Statistics 19 statistics program, it could be concluded that the Think Pair Share is effective to improve student writing skill at MAN 2 Ponorogo. Thus, it means that the null hypothesis was rejected and the alternative hypothesis was accepted.

## **B. Recommendations**

Based on the conclusion above, some suggestions that might be useful for students, teachers, and future researcher are presented below:

### 1. For Students

Researcher expects that students have to great motivation to learn English. They need to consider that they have to improve their language skills, especially in writing skill.

### 2. For Teachers

Teachers must be creative and selective in choosing the right learning techniques for students so that students are interested in participating in lessons, especially in writing skill learning.

### 3. For Future Researcher

This research can be a reference for future researcher to start research that is still related. They can study related topics and consider to conduct further research about improving writing skill through Think Pair Share.



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