

The Effectiveness of Think-Pair-Share (TPS) Method on Teaching Writing Descriptive Text at Second Grade of Mts Ihyaul Ulum Manyar Sekaran Lamongan

Salamun

Pendidikan Bahasa Inggris, UNKAFA

INFO ARTIKEL

Diterima :

3 Februari 2025

Disetujui :

1 Maret 2025

Dipublikasikan :

20 Maret 2025

Abstract:

This research was conducted on second-grade students of MTs Ihyaul Ulum Manyar Lamongan. The researcher applies the think-pair-share method to determine the effect of the method on understanding the descriptive text. The research design is experimental research. The researcher applies preexperimental one group pre-test and post-test. The subject of the study was students" VIII B of MTs Ihyaul Ulum Manyar Lamongan. The technique of data collection is pre-test, treatment, and post-test. Meanwhile, the method of data analysis the researcher used a t-test. The result of this study indicates that the average obtained from the posttest was higher than the pre-test. This indicated that the treatment was successful. It has paired T-test calculation researcher. T-test was calculated to determine the comparison of the two means between pre-test and post-test. The result shows that the value of sig (2-tailed) is 0.000 at the critical value for the 5% level. This means that the significance value is less than 5% or (6,173 > 2,131). So, the null hypothesis can be rejected. It can be concluded that the think-pair-share method is effective.

Abstrak:

Penelitian ini dilakukan pada siswa kelas dua MTs Ihyaul Ulum Manyar Lamongan. Peneliti menerapkan metode think-pair-share untuk mengetahui pengaruh metode tersebut terhadap pemahaman teks deskriptif. Desain penelitian ini adalah penelitian eksperimental. Peneliti menerapkan preexperimental satu kelompok pre-test dan post-test. Subjek penelitian ini adalah siswa kelas VIII B MTs Ihyaul Ulum Manyar Lamongan. Teknik pengumpulan data yang digunakan adalah pre-test, treatment, dan post-test. Sedangkan metode analisis data peneliti menggunakan uji-t. Hasil dari penelitian ini menunjukkan bahwa rata-rata yang diperoleh dari posttest lebih tinggi dari pre-test. Hal ini mengindikasikan bahwa perlakuan yang diberikan berhasil. Peneliti melakukan perhitungan uji-t berpasangan. Uji-t dihitung untuk mengetahui perbandingan dua rata-rata antara pre-test dan post-test. Hasilnya menunjukkan bahwa nilai sig (2-tailed) adalah 0,000 pada nilai kritis untuk tingkat 5%. Hal ini berarti nilai signifikansi lebih kecil dari 5% atau (6.173 > 2.131). Jadi, hipotesis nol dapat ditolak. Dapat disimpulkan bahwa metode think-pair-share efektif

Kata Kunci:

Writing Descriptive Text, Think-Pair-Share (TPS) Method

Alamat Korespondensi

Nama : Salamun

Instansi : Pendidikan Bahasa Inggris, Universitas Kiai Abdullah Faqih

Surel : salamjamal45@gmail.com

English is a widely taught foreign language in schools, being a mandatory subject from elementary to university levels. It is extensively utilized in various fields such as economics, politics, and science, both in print and digital media, including social platforms. The global spread of English has positioned it as the preferred language for instruction (Nurseha, 2023). Language, as defined by Holina & Salamun (2020), consists of a system of rules used by humans for communication.

In English language learning, students are expected to master four essential skills: listening, speaking, reading, and writing. According to Nunan, the objective of language instruction is to develop proficiency in these four skills (Muhid et al., 2020). Writing, alongside the other skills, is crucial. Blanchard and Root highlight that writing in a new language presents significant challenges, although it can also be an enjoyable endeavor (Zhang & Zou, 2022). Students who have acquired speaking and reading skills are generally more prepared to begin writing, and they often find it easier when they are in a comfortable environment, such as the classroom (Salamun, 2023).

From the perspective of students, writing can be perceived as a complex and even intimidating task. It involves expressing thoughts on paper while adhering to specific guidelines. Writing is important as it facilitates comprehension of written English, whether for academic purposes or leisure. It also helps students broaden their perspectives and knowledge, enabling them to express ideas, experiences, and creativity in written form, which can later evolve into stories. Writing, as described by Resmini et al., is an activity that involves placing thoughts into a spatial dimension. According to the Oxford Dictionary, writing refers to the act of creating text that is intended for reading, performance, or use. Poteet Mulyono further defines writing as the visual representation of thoughts, emotions, or ideas through symbols in a language system for communication or documentation.

In Indonesia, English is recognized as an essential language, taught at all levels of education from kindergarten through high school, due to its status as an international language. Students often encounter difficulties in writing, such as challenges in starting an essay, issues with grammar, and a lack of appropriate instructional methods. To address these challenges, it is crucial for educators to adopt engaging and effective teaching strategies. Several methods tailored to students' potential can enhance their learning experience, especially in writing descriptive texts. Teachers must select appropriate teaching designs or methods to ensure successful learning outcomes. This study employed the Think-Pair-Share (TPS) method to assess its effectiveness in teaching descriptive text writing.

In particular, second-grade students at MTs Ihyaul Ulum Manyar Sekaran Lamongan face challenges in writing, especially in crafting descriptive texts. The English teacher must first master the structure of descriptive texts and then clearly communicate this to students. During practice sessions, students benefit from group discussions, which encourage creative thinking and help them translate these ideas into written form.

The Think-Pair-Share (TPS) method fosters active learning by encouraging individual thinking, followed by peer discussions, and culminating in group presentations (McTighe & Lyman). According to Lyman, TPS was developed to increase student engagement in class activities, promoting higher participation and helping students stay focused. This method also fosters interdependence among group members, as they collaborate to achieve shared goals. Each student contributes in writing, reinforcing teamwork. Collaborative writing can also enhance students' social skills and character development. As Gerot and Wignell note, descriptive text is used to convey sensory details, such as appearance, smell, taste, sound, and feel.

Based on these insights, the researcher was motivated to investigate the effectiveness of the Think-Pair-Share (TPS) method in teaching descriptive text writing to second-grade students at MTs Ihyaul Ulum.

METHOD

This research was conducted in a pre-experimental design with the form one-group pretest-posttest design using a quantitative approach without a control variable. This research causes it not to randomly assign subjects to groups or other strategies to control extraneous variables. The writer takes one class and uses pre-test and post-test to see the result of the treatment using think-pair-share as a technique students' writing skill of MTs Ihyaul Ulum Manyar Sekaran Lamongan. The development of the treatment is found by comparing the pre-test and post-test scores. The pre-test and post-test one group design involved three steps: giving the initial test measuring the dependent variable, applying X experimental treatment to the subject, and giving the post-test, again measuring the dependent variable.

The pretest-posttest one-group design involved three steps: giving the initial test measuring the dependent variable, applying X experimental treatment to the subject and passing the post-test, again measuring the dependent variable)

The technique used by researchers to collect data is called data collection techniques, as wrote by Creswell, that collecting data means identifying and selecting individuals for a study, obtaining their permission to study them, and gathering information by asking people questions or observing their behaviours.

Three procedures were taken by the researcher, namely pre-test, treatment and post-test. Like this below:

1. Pre-test The researcher gives the pre-test to the students to determine the student's ability in writing descriptive text based on a topic.
2. The researcher provided treatment to the students, starting with an opening session that included greeting the students, checking attendance, and conducting a brainstorming activity. During the main activities, the researcher explained the material on descriptive texts on the blackboard, followed by an introduction to writing descriptive texts using the Think-Pair-Share (TPS) method. The implementation of this method began with the researcher describing the material on descriptive texts. Students were then asked to reflect on the material and work on the tasks provided, based on what the researcher had explained. Afterward, students were paired up to discuss their answers and explain them alternately to each other. Following this, students were asked to present their explanations one by one in front of the class. Finally, both the researcher and students collaboratively drew conclusions about descriptive texts.
3. Post-test After giving treatment, researchers provide a post-test to students with the same test to determine the effectiveness of the think-pair-share method regarding writing descriptive.

RESULT AND DISCUSSION

This chapter consists of description data based on the result of the data analysis. This section is concerned with answering the research problem and testing the hypothesis.

1. The Criteria Scoring

The researcher used essay writing tests from pre-test and post-test. Researchers use assessment rubrics to assess the quality of student writing. Some aspects of the assessment are content, organization, vocabulary, grammar, and mechanics. In addition, the assessment rubric used was adopted from Brown.

2. The Descriptive of Pre-Test and Post-Test

Data were collected before the researcher applied the Think-Pair-Share method, namely from pre-test and students' post-test score, conducted after the researcher implemented the Think-Pair-Share method.

Before doing the teaching and learning activities, the researcher performed a pre-test. It was tailed by 16 of eight grade students of MTs Ihyaul Ulum Manyar Sekaran Lamongan as a research sample. The researcher gave two Item from the writing test and worked 45 minutes, several words min 150 to 200 words.

After treatment, the researcher performed a pos-test as the final research. The result of data showed the descriptive statistic of the pre-test and post-test in table below:

Table 1 The Descriptive Statistic of Pre-Test and Post-Test Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretes	16	30	65	52.81	12.512
Postes	16	55	85	73.75	8.660
Valid N (listwise)	16				

Based on table 4.1 above, it is known that from 16 students in the pretest. The lowest score was 30, and the highest score was 65. The mean score of the pre-test was 52.81. It is known that from 16 students in the post-test. The lowest score was 55, and the highest score was 85. The mean score of the post-test was 73.75.

Analysis of Prerequisites Testing

Normality Test

The normality test aims to verify whether the regression model of dependent and independent variables have a normal distribution. Regression is a statistical technique used to study functional correlation from one more independent variable toward one dependent variable.

The researcher used the Shapiro Wilk and Kolmogorov Smirnov test for this Univariate data. The univariate data analysis was used to test the normality data of each variable from the research result. The univariate analysis function summarises the data set of those measurement results into useful information, and generally, the summation can be a statistical measure, table or graphic.³

The normality Shapiro Wilk Test to know the random data distribution of a small sample. It is recommended to use the Shapiro Wilk Test for data samples less than ($N < 50$). In testing, information is expected if the significance value is more than 0.05 ($\text{sig.} > 0.05$).

Researchers used Kolmogorov-Smirnov and Shapiro- Wilk to test for normality. SPSS 21 was used to analyze the data. The results can be seen as follows:

Table 2 Table of Normality Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretes	.217	16	.052	.842	16	.125
Postes	.182	16	.160	.929	16	.233

a. Lilliefors Significance Correction

The first variable (pre-test) had ($0.052 > 0.05$) significance value in Kolmogorov-Smirnov test column. Thus, based on the Kolmogorov-Smirnov normality test, the data were distributed normally. The significant value in the Shapiro-Wilk test was ($0.125 > 0.05$), then the data were distributed normally.

The second variable (post-test) had ($0.160 > 0.05$) significance value in Kolmogorov-Smirnov test column. Thus, based on the Kolmogorov-Smirnov normality test, the data were distributed normally. The significant value in the Shapiro-Wilk test was ($0.233 > 0.05$), then the data were distributed normally.

Hypothesis Testing

After collecting the data, the researcher input the data by using SPSS Program to know what pre-test and post-test scores were significant or no.

The researcher used Paired Sample T-test as the formula of calculation of the SPSS Program. The researcher set the value 5% level of significance. The result of Paired Sample T-test can be seen in the table below:

Table 3 Paired Samples Test

	Paired Differences					T	Df	Sig. (2tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pai pretes – r l postes	-20.937	13.566	3.391	-28.166	-13.708	-6.173	15	.000

The Paired Samples Test table was a virtual table from those outputs that indicated the test outcomes finished. It can be known from the significance (2-tailed) value on the table.

The value of paired sample t-test was -6.173, and the measuring of ttable 5% was 2.131. the t-test value was higher than the ttable that later would determine the hypothesis testing. It means the formula of Paired Sample TTest had obtained the value of sig (2-tailed) was lesser than the critical of the deal ($0.000 < 0.05$). It indicated that between pre-test and post-test to take on the value is significant. From the data analysis, it could be identified that:

When the value of that $>$ table with the significant level 0.05, the Alternative Hypothesis (Ha) was accepted, and the Null Hypothesis. (Ho) was rejected. It means that there was a substantial effect on students ability in writing descriptive text at MTs Ihyaul Ulum Manyar Sekaran Lamongan before and after using the Think-PairShare method.

When the value of $t_{cal} < t_{table}$ with the significant level 0.005, the Null Hypothesis (H_0) was accepted, and the Alternative Hypothesis (H_a) was rejected. It means that there was no significant effect on students ability in writing descriptive text at MTs Ihyaul Ulum Manyar Sekaran Lamongan before and after using the Think-Pair-Share method

CONCLUSSION

Based on the findings and discussion in the previous chapter, the researcher concludes that learning to write descriptive text through the Think-Pair-Share method effectively improves students' writing ability at the second grade of MTs Ihyaul Ulum Manyar Lamongan. It is proved from the result of the test showed that there was a significant difference between students' pretest and post-test. Also, the t-test value was higher than the t-table value. It seems that there was an improvement in students' writing after giving a treatment by using the think-pair-share method.

REFERENCES

- Holina, & Salamun. (2020). A supplementary English speaking materials development through describing picture method for Junior High Students. *Journal of English Education and Technology*, 1(3), 217–234. <http://jeet.fkdp.or.id/index.php/jeet/issue/current>
- Muhid, A., Dewi, Y. A. S., Aziz, I. N., Al Halim, M. L., & Wajdi, M. B. N. (2020). Improving Islamic elementary students' reading comprehension skill through survey, question, read, recite, review (SQ3R) strategy. *International Journal of Psychosocial Rehabilitation*, 24(7), 9589–9598.
- Nurseha, I. (2023). Challenges Faced In Teaching English To Young Learners: A Case Study of Gresik Islamic School. *JEET, Journal of English Education and Technology*, 4(02), 135–147.
- Salamun, S. (2023). THE EFFECTIVENESS OF GOOGLE CLASSROOM ON WRITING DESCRIPTIVE TEXT AT MTS. MA'ARIF SIDOMUKTI KEBOMAS. *JEET, Journal of English Education and Technology*, 4(03), 301–320.
- Zhang, R., & Zou, D. (2022). Types, features, and effectiveness of technologies in collaborative writing for second language learning. *Computer Assisted Language Learning*, 35(9), 2391–2422. <https://doi.org/10.1080/09588221.2021.188044>
- Sofyan, S., Widyanoro, A., & Adoma, P. O. (2023). Analysis of Students' Difficulties in Learning English Skills at Boarding Islamic Schools. *International Journal of Contemporary Studies in Education (IJ-CSE)*, 2(3), 223–241
- Adeshola, I., & Adepoju, A. P. (2024). The opportunities and challenges of ChatGPT in education. *Interactive Learning Environments*, 32(10), 6159–6172.
- Arribas. (2000). David H. Jonassen Susan M. Land. In Jonassen David H. & Land Susan M (Eds.), *Pennsylvania State University* (1st ed.). LA WREN CE ERLBAUM ASSOCIATE. file:///Users/alex.neumann/Documents/Mendeley Desktop/Edited by Edited by/World/[Darren Swanson]_Creating_Adaptive_Policies_A_Gui(BookSee.org).pdf
- Bonacina-Pugh, F., da Costa Cabral, I., & Huang, J. (2021). Translanguaging in education. *Language Teaching*, 54(4), 439–471.
- Cenoz, J., & Gorter, D. (2022). Pedagogical translanguaging and its application to language classes. *RELC Journal*, 53(2), 342–354.
- Ediyanto, E., Sunandar, A., Ramadhani, R. S., & Aqilah, T. S. (2022). Sustainable instrument development in educational research. *Discourse and Communication for Sustainable Education*, 13(1), 37–47.
- Fadilla, A. R., & Wulandari, P. A. (2023). Literature review analisis data kualitatif: tahap pengumpulan data. *Mitita Jurnal Penelitian*, 1(3), 34–46.
- Faiz, M., Nisak, H., & Saleha, L. (2024). Applied Strategies for Implementing Bilingual Programs in Madrasahs to Building Public Confidence. *Business and Applied Management Journal*,

- 2(1), 1–11.
- Fitriani, M. (2024). *PENGEMBANGAN MODUL PRAKTIKUM ELEKTRONIK PADA MATERI ASAM BASA BERBASIS STRATEGI REACT TERINTEGRASI STEM*.
- George, A. S. (2024). Technology Tension in Schools: Addressing the Complex Impacts of Digital Advances on Teaching, Learning, and Wellbeing. *Partners Universal Multidisciplinary Research Journal*, 1(3), 49–65.
- Haleem, A., Javaid, M., Qadri, M. A., & Suman, R. (2022). Understanding the role of digital technologies in education: A review. *Sustainable Operations and Computers*, 3, 275–285.
- Haoning Mah, G., Hu, X., & Yang, W. (2021). Digital technology use and early reading abilities among bilingual children in Singapore. *Policy Futures in Education*, 19(2), 242–258.
- Hillcrest, D. (2021). Academic benefits of translanguaging. *MinneTESOL Journal*, 37(2), 1–7.
- Imran, A. (2023). Why addressing digital inequality should be a priority. *The Electronic Journal of Information Systems in Developing Countries*, 89(3), e12255.
- Jessner, U., Allgäuer-Hackl, E., & Rooy, S. C. (2025). Rethinking Code-Switching and Translanguaging as Language Management Strategies in the Dynamic Model of Multilingualism. In *The Handbook of Plurilingual and Intercultural Language Learning* (pp. 123–137). Wiley. <https://doi.org/10.1002/9781394165957.ch9>
- Jiang, L., Li, Z., & Leung, J. S. C. (2024). Digital multimodal composing as translanguaging assessment in CLIL classrooms. *Learning and Instruction*, 92, 101900. <https://doi.org/10.1016/j.learninstruc.2024.101900>
- Marshall, S., Blackley, S., & Green, W. (2022). 40 years of research and development in higher education: responding to complexity and ambiguity. *Higher Education Research & Development*, 41(1), 1–6.
- Moslimany, R., Otaibi, A., & Shaikh, F. (2024). Designing a holistic curriculum: Challenges and opportunities in islamic education. *Journal on Islamic Studies*, 1(1), 52–73.
- Nasution, T., & Afrianti, D. (2022). Critical discourse analysis in the classroom: A critical language awareness on early children's critical thinking. *Jurnal Obsesi: Jurnal Pendidikan Anak Usia Dini*, 6(5), 4992–5002.
- Nykyporets, S. S., Melnyk, O. D., Ibrahimova, L. V., Boiko, Y. V., & Kukharchuk, H. V. (2023). Fostering critical thinking in technical university students in foreign language classes: Strategies and approaches for cultivating analytical proficiency. *Bulletin of Science and Education. № 8: 344-360*.
- Ossa Parra, M., & Proctor, C. P. (2021). Translanguaging to understand language. *Tesol Quarterly*, 55(3), 766–794.
- Purwaningsih, I., Hardiyati, R., Zulhamdani, M., Laksani, C. S., & Rianto, Y. (2021). Current status of functional foods research and development in Indonesia: opportunities and challenges. *Jurnal Teknologi Dan Industri Pangan*, 32(1), 83–91.
- Rusticus, S. A., Pashootan, T., & Mah, A. (2023). What are the key elements of a positive learning environment? Perspectives from students and faculty. *Learning Environments Research*, 26(1), 161–175.
- Saleem, A., Kausar, H., & Deebea, F. (2021). Social constructivism: A new paradigm in teaching and learning environment. *Perennial Journal of History*, 2(2), 403–421.
- Sari, D. M. M., & Prasetyo, Y. (2021). Project-based-learning on critical reading course to enhance critical thinking skills. *Studies in English Language and Education*, 8(2), 442–456.
- Sofyan, S., Widyanoro, A., & Adoma, P. O. (2023). Analysis of Students' Difficulties in Learning English Skills at Boarding Islamic Schools. *International Journal of Contemporary Studies in Education (IJ-CSE)*, 2(3), 223–241.
- Song, J., Howard, D., & Olazabal-Arias, W. (2022). Translanguaging as a strategy for supporting multilingual learners' social emotional learning. *Education Sciences*, 12(7), 475.
- Song, K., & Cho, B.-Y. (2021). Exploring bilingual adolescents' translanguaging strategies during online reading. *International Journal of Bilingual Education and Bilingualism*, 24(4), 577–594.
- Teng, M. F., & Fang, F. (2024). Translanguaging pedagogies in developing morphological awareness: The case of Japanese students learning Chinese in China. *Applied Linguistics*

Review, 15(4), 1477–1506.

Topping, K. J. (2023). Digital peer assessment in school teacher education and development: A systematic review. *Research Papers in Education*, 38(3), 472–498.

Tuxtayevich, K. I., Ahmatovna, P. S., Turgunbayevna, M. N., Rasulovna, R. M., Qizi, T. F. R., & Qizi, Y. N. A. (2024). Different Approaches to Enhance Critical Thinking in Digital Education. *SPAST Reports*, 1(7).

Wawire, B. A., & Barnes-Story, A. (2023). Translanguaging for multiliteracy development: pedagogical approaches for classroom practitioners. *International Journal of Bilingual Education and Bilingualism*, 26(2), 173–188.
<https://doi.org/10.1080/13670050.2022.2094702>