



**The Influence of Think Pair Share Strategy Towards
Students' Writing Ability of Recount Text**
(A *Quasi Experimental Research at the even semester of SMPN 1 Gudo
Jombang in the Academic Year 2021/2022*)

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Abstract

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This study aims to obtain empirical evidence about the influence of using Think Pair Share technique on students' writing of recount text at tenth grade of SMPN 1 Gudo in the Academic Year 2021/2022. This study uses quantitative methods and the research design used is a quasi-experimental design. The populations of this study were all students of class VIII. The sampling technique used was purposive sampling consisting of 64 students. The sample was divided into two groups, namely class VIII D as the experimental class and class VIII H as the control class. Each class consists of 32 students. The instrument used is a written test. This research procedure begins with conducting a preliminary study, identification of research problems, development of research instruments, validation of research instrument, data collection, data analysis and communication of results. The result obtained from data quantification using t test with a significance level (α) = 0.05. the results showed that the average post-test score in the experimental class was higher than in the control class (75.15 > 74.06). then, the statistical hypothesis test showed that the post-test value was $0.039 < sig. one = 0.05$. this means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_o) is rejected. In conclusion, the Think Pair Share technique affects the writing of recount text by students.

Keywords: *Think Pair Share, Students' Writing, Recount Text.*

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INTRODUCTION

Writing is one of the most complicated abilities in learning English. According to Olson and Sokolik (as cited in Pristiani, 2017), writing is a combination of progression and creation. The progression concerns to the accomplishment with the conceptions and running with them until they distribute the way which is skillful and reasonable to the readers. It intends that writing is the tool to practice persons in order they can communicate their ideas and feelings in authored. Additionally Leo (as cited in Rahmah, 2020) states that writing is a process of expressing ideas the activity to share thinking or opinions in the leisureliness. It means that writing can be a tool to make leisure time more useful.



It is not only for communicating someone's estimation or conveys their feelings in texts as well to spend the inactive time.

Factually on writing process students apparently not only feels awkward in grammatical but sometimes have involved in matter of the writing. This is due to the ideas necessary and lack of vocabulary. Subsequently it makes straining in extend student estimation. Mostly students are unexciting in express their written. Therefore it takes a lot of responses and conceptions in progressing student's thoughts and reconditions the grammar errors.

The result of the preliminary study which has been implemented in SMPN 1 Gudo on November 2021 shows that mainly the learners have difficulties in writing, especially in writing recount text. It can be evidenced from the result score of eight grade student at SMPN 1 Gudo in writing recount text that was very low. Their mean score was 50, 38. Based on the interviewed by the researcher with one of the English teachers at that school, the problematical aspects in teaching writing are organizations and grammar mastery. She also added that some students could not communicate their ideas thoroughly. Including complicated in writing recount text. This is apparent that most of learners still getting hard to write.

There are many varieties of methods and procedures that can be affected in writing to make learners fluently and appropriately in writing. TPS (Think Pair Share) is one of technique which can solve the problem of writing. It's one of effective methods for doing writing activities. There are many advantages of Think Pair Share in teaching writing as one of the selected method. The author acquire that this method is highly effective in teaching writing because it offers possibility to students in dig up their thinks to write, to cultivate ideas with another student, share one another's ideas, study to criticize and acknowledge effective estimate and encourage team work. Using this method make it easier for students to hone their thoughts and explain it circumstantially. Students will be able in writing completely and systematically.

From the explanation above, the researcher is interested in conducting research with the title "The Influence of Think Pair Share Technique Towards Students' Writing Ability Of Recount Text (A Quasi Experimental Research at the Even semester of SMPN 1 Gudo Jombang in the 2021/2022 Academic Year)". This research focuses on the students' writing ability in control class before and after treatment, the students' writing ability in experiment class before and after treatment, and the significant difference between students' writing abilities in experimental class and control class in the post-test.

METHOD

In conducting this research, the researcher applied a quantitative method in order to know the influence of Think Pair Share technique in students' ability of writing recount text. According to Wahidmurni (2017), quantitative research methods are methods used to answer research problems related to data in the form of numbers and statistical programs. By using quantitative method, the data using mathematical procedures called a statistical procedure that provided the information to answer the research questions or hypotheses. The author employed quasi-experimental strategy comprising of non-equivalent control group design. It

implicated of two groups specifically the experimental groups and control groups. The students of experimental group committed the pre-test, accepting the treatment namely Think Pair Share technique, and continue the post-test. While students in control group taught by using conventional strategy that was lecturing method. They did the pre-test and the post-test without the treatment in the lesson. The populations in this study are students of class VIII in SMPN 1 Gudo in the academic year 2021/2022. This research used purposive sampling to determine the sample. According to Arikunto (as cited in Lukman, 2016) because all the observable focus is the same, the researcher combine all focuses into one population. In other words, both of two classes are selected as sample based on the teacher because the students of two classes have the same characters and cleverness, and suitable with the specific objectives of this study. The sample of research contain of two groups in eight classes in the academic year 2021/2022. The number of samples are 64 students those are 32 students from each class of VIII D and VIII H.

The procedure of this research begins with the preliminary studies. The preliminary study is a study conducted to sharpen the direction of the main study because the reason for making it cannot be separated from the feasibility of the meaning of research related to research procedures and other things that are still unclear. After doing the preliminary studies the researcher is identifying the research problem. Research problem identification refers to a sense of awareness of a common social problem, social phenomenon or concept that is worth studying - because it needs to be investigated in order to understand it.

The researcher continues with the research instrument. It is a tool which is used by researchers in collecting data. The instrument will be used by the researcher is a test. In this study, a written test is used to measure students' writing ability. Furthermore, validating research instruments. Validation involves the collection and analysis of data to assess the accuracy of the instrument. Afterwards followed by collecting the data. Data collection can be interpreted as an activity carried out by researchers to collect information or field data needed by researchers as the purpose of doing research. The results of the data acquisition will be used by researchers as a hypothesis test. Then proceed with analysis data. Data analysis is the process of collecting, modeling, and analyzing data to extract insights that support decision making. After the researcher finds the results of the research that has been done, the next step is to test the hypothesis. The final stage is reporting research results. A research report is a written research result document that is made systematically. The purpose of making a research report is to solve the problem of the hypothesis made by the researcher.

There are some techniques of data collection of this research, the first step is pre-test. The pre- test used to determine students' writing ability before applying the Think-Pair-Share technique in writing recount text. All students are in the class doing the test that is containing of one point concerning writing recount text with the theme "Holiday Experience With My Family" The examiner delivered the written exam to the participant and invite them to do it independently. It took 80 minutes. The second step is Treatment. Students in experimental class accepted the treatment by using Think-Pair-Share technique after they do the pre-test. The procedure did in two times of meetings; in both

meeting delivered contradictory topic and text of recount text. Every section was taken in 80 minutes. Then the last step is post-test. In the post-test students distributed a test which is the same as the pre-test after get treatment. The reason is to know the estimation treatment of post test result had better than the pre-test. After the pretest and the posttest data have been collected, and continue to calculate by using descriptive statistics which include the mean, median, mode, and etc. Afterward, the researcher calculates the normality and homogeneity of the data in the pretest and posttest. Then the data analyzed using independent sample test. The data analyzed using t-test using SPSS version 25.

RESULTS & DISCUSSION

Results

The Student's Writing Ability of Control Class

The control class in this study was class VIII H in SMP Negeri 1 Gudo, which consisted of 32 students. They did a pre-test before receiving treatment and post-test after applying the treatment. In the pre-test, students were taught about recount text before doing the test because they haven't been taught about recount text. After did the test students continued the treatment. It applied two times for students, in this section they were taught to write recount text by using lecturing method. After did the treatment the last section is post-test.

The Student's Writing Ability of Experimental Class

The experimental class in this research was class VIII D of SMP Negeri 1 Gudo with a total of 32 students. They did the pre-test before getting the treatment and did the post-test after being given treatment. The treatment used in the experimental class was the Think Pair Share technique. In the pre-test students taught about recount text before doing the test because they haven't been taught about recount text. After did the test students continued the treatment. It applied two times for students, in this section they were taught to write recount text by using lecturing method. After did the treatment the last section is post-test.

The significant difference between students' writing ability before and after got the treatment

Because of the result of normality and homogeneity test showed that the data was normally and homogeneity distributed than the next test is independent sample t test to find out the significance difference between pre-test and post-test.

Table 1.1 the Independent Samples 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	90% Confidence Interval of the Difference	
									Lower	Upper
Belaja	Equal variances assumed	.215	.645	.635	62	.039	.1094	.1723	-.784	3.971

	Eq			6	1	1	1	3.
	ual		635	1.932	039	.094	.723	.784
	variances							971
	not							
	assumed							

From the data description above, the researcher obtained 0.039 score in Sig (2-tailed). It showed that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted in light of the p-value (0.039) was lower than sig $\alpha=0.05$. because the Sig (2-tailed) score is lower than 90% the confidence interval which is 0.05, then the data can be said as significant. Therefore, there was significance influence of Using Think Pair Share technique on students' Writing of Recount Text.

DISCUSSION

The Student's Writing Ability of Control Class before and after the Treatment

Firstly, the writer explained each meeting on teaching learning process. The first meeting the researcher asked some knowledge that they knew and what are problems in learning English especially in writing section. They mention some difficulties their ideas with easily on their writing. After that, the researcher explained about recount text and continued giving the test (Pre-test) with test item that created Recount text with the theme "Holiday With My Family". In the pre-test students of control class gave deficient response, they were less enthusiastic in participating of learning and doing test, because many of them were still confused in conveying their ideas.

Then, after did the pre-test students of control class did treatment. The treatment was given two times, the students taught recount text by applying lecturing method. The first treatment, students re-explained about recount text and they made the example of recount text with the free theme and the second treatment, students discussed about recount text and they created recount text of their holiday picture that had they prepared.

Afterwards students of control class were given the post-test by applying the test as the same with the pre-test. In the post-test section, they was more enthusiastic in doing the test. They could understand and make recount text well than before.

Therefore, based on students' result of the pre-test and post-test there was an influence of using lecturing method in teaching writing especially in writing recount text. According to Safari et al., (2018) the use of student-centered methods, such as peer teaching, is suggested as a complementary method of teaching theoretical courses along with lecture methods to increase students' motivation. It concluded that the use of lecturing method is an effective method to help students understanding in teaching and learning process.

The Student's Writing Ability of Experimental Class before and after the Treatment

The first meeting, asked some knowledge that they knew and what are problems in learning English especially in writing process. They mention some

difficulties in learning English. After that, the researcher explained about recount text and continued giving the test (Pre-test) with test item that created Recount text with the theme "Holiday With My Family". In the pre-test students of experimental class gave deficient response, they were less enthusiastic in participating of learning and doing test, because many of them were still confused and lack of vocabulary. They tell their story in Indonesian but have difficulty translating in English.

Afterwards they did the treatment after doing the pre-test. The treatment was given in two times, the students taught recount text by applying Think Pair Share strategy. The first treatment, students re-explained about recount text and they made the example of recount text with the free theme and the second treatment, students discussed about recount text and they created recount text of their holiday picture that had they prepared.

Thereafter, students of experimental class did post-test by applying the test as the same with the pre-test. In the post-test, they was more enthusiastic in doing the test. They could understand and make recount text well than before and the vocabulary they used was more varied. Based on the explanation above Think Pair Share strategy was influence to the students writing ability, especially in writing recount text. In relation with the reseach statement Lukman, (2016) stated that learning writing descriptive text through Think-Pair-Share is effective to improve students' ability in writing descriptive text, It was proved from the result of the test showed that there was a significant difference between students' pre-test and post-test.

The significant difference between students' writing ability in control class and experimental class in the post-test.

The pre-test score result is procured from experimental class before getting the treatment. From the Table 4.1, the pre-test mean result in class of experimental is 66.56. Moreover, the class of experimental is given Think Pair Share as a treatment by the researcher that is utilized as a technique to teach writing Recount text. After that, there is an increasing score for mean score in post-test which is obtained by experimental class is 75.16. So, there is an increased point 8.06 point from pretest to posttest. Based on the data, it describes that the class of experimental acts well in the post-test.

Furthermore, it can be seen from the pre-test mean score in the class of control is 65.47. On the other hand, the post-test mean score in the class of control is 74.06. It describes that the two classes have an increasing point in the post-test score. it can be concluded that there is an increasing significantly in the post-test result of the class of experimental and control class.

In addition, the independent sample test that is utilized by the calculation of t-test resulted p-value or sig (2-tailed) = 0.039. From the result, because of the p-value (0.039) was lower than sig $\alpha = 0.05$, it shows that the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. So, it had significance effect of using Think Pair Share technique on students' writing of recount text.

Besides that, in this research students experienced a lot of new vocabulary. Based on the result of their post-test, there was a lot of improvement in new

vocabulary, in the pre-test result they were monotonous in using vocabulary but in the post test they used more variation of vocabulary and changed it in verb 2.

In writing activities, vocabulary is very important. According to Kartikasari (2021), Vocabulary is the main capital for learning sentence structure and other skill in language. It means that by mastering a lot of vocabulary will make it easier for someone to express their idea in writing. The important of learning vocabulary is still often forgotten in learning English. Laziness and assumption that learning vocabulary is a difficult thing make someone reluctant to learn vocabulary. However, it is not an obstacle. There are many ways to learn vocabulary in an easy and fun way.

Based on this research, students could have improvement in variation of vocabulary especially in the post test section because they often read and interpret recount text, they could get new vocabulary from their own story and from their friends story. They took note of every vocabulary and it relates with their story. Therefore they could develop new vocabulary and did not use monotonous words in their story.

From the results of the data analysis, it can be concluded that using Think Pair Share strategy can help students to learn and improve writing skill and other skill in English. Use Think Pair Share technique in teaching writing is more interesting and enjoying for students, they have time to think and discuss each other with their friends and share their result of study. Because of that the students will not be bored with the monotonous learning process, and the learning process can run effectively.

CONCLUSION

Based on the research result obtained, it can be concluded that the students writing ability of control class after got treatment (post-test) was better than before they did the treatment (pre-test) with the post-test result of control class was higher than the pre-test. The mean score was 65.47 and the mean score of post-test was 74.96. Afterwards, the students writing ability of experimental class after got treatment (post-test) was better than before they did the treatment (pre-test) with the post-test result of control class was higher than the pre-test. The mean score was 66.56 and the mean score of post-test was 75.16. Thereafter, based on the results of statistical calculations, the results show that there is a significant difference between experimental class score and control class scores, 0.039 score in Sig (2-tailed). It showed that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted in light of the p-value (0.039) was lower than sig $\alpha=0.05$. because the Sig (2-tailed) score is lower than 90% the confidence interval which is 0.05. So there is a significant difference in experimental class score and control class score of SMPN 1 Gudo.

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