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The Use of the Think-Pair-Share Strategy to Improve Writing Skills at the State Islamic Junior High School of Batu

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Abstract

The focus of learning has been primarily on memorization of mufrodat, leaving students with little opportunity for writing practice. The Think Pair Share strategy encourages all students to actively participate in writing activities, which not only strengthens memorization but also encourages students to actively use vocabulary in their writing. The purpose of this research is to measure the effectiveness of the Think Pair Share strategy in improving writing skills at Madrasah Tsanawiyah Negeri Batu. This research uses a quantitative method with a Quasi-Experimental design and a Nonequivalent Control Group Design. The research sample consisted of 64 eighth-grade students from MTsN Kota Batu, with 32 students in the experimental group and 32 students in the control group. Data collection was conducted using observation, interviews, and tests. Data analysis techniques used normality tests, homogeneity tests, followed by hypothesis testing using the Independent Sample T-Test. The research results showed that the use of the Think Pair Share strategy was effective in improving the writing skills of eighth-grade students at MTsN Kota Batu. Based on hypothesis testing using the independent t-test, a significance value of 0.000 was obtained, which is less than 0.05. Therefore, the null hypothesis (H0) was rejected, and the alternative hypothesis (Ha) was accepted. Including: increasing students' thinking ability, providing thinking time to improve the quality of students' responses, making students more active in thinking about concepts in the subject matter, students having a better understanding of the concepts of the lesson topics during discussions, students being able to learn from other students, and every student in the group having the opportunity to share or convey their ideas.

Keywords: Strategy, Think Pair Share, Writing Skills

Abstrak

Pembelajaran yang selama ini berfokus pada hafalan mufrodat, kurangnya latihan menulis yang diberikan kepada siswa. Penggunaan strategi Think Pair Share mendorong partisipasi aktif seluruh siswa dalam kegiatan menulis sehingga memperkuat hafalan juga mendorong siswa aktif menggunakan kosa kata dalam tulisan. Tujuan penelitian ini adalah untuk mengukur efektivitas strategi Think Pair Share dalam meningkatkan maharah kitabah di MTsN Kota Batu. Penelitian ini menggunakan metode kuantitatif dengan desain Quasi Eksperimen dan jenis desain Nonequivalent Control Group Design. Sampel penelitian 64 siswa kelas VIII MTsN Kota Batu dengan 32 siswa sebagai kelompok eksperimen dan 32 siswa sebagai kelompok kontrol. Pengumpulan data menggunakan observasi, wawancara dan test. Teknik analisis data menggunakan uji normalitas, uji homogenitas dilanjutkan dengan uji hipotesis menggunakan uji Indepedent Simpel T- Test. Hasil penelitian menunjukkan Penggunaan strategi Think Pair Share efektif untuk meningkatkan maharah kitabah pada siswa kelas VIII di MTsN Kota Batu. Berdasarkan pengujian hopotesis menggunakan uji independent simpel t-test diperoleh nilai signifikansi sebesar 0,000 kurang dari 0,05. Maka hipotesis nol (H0) ditolak dan hipotesis alternatif (Ha) diterima. Diantaranya meningkatkan daya pikir siswa, menyediakan waktu berpikir untuk meningkatkan kualitas respons siswa, siswa menjadi lebih aktif dalam berpikir mengenai konsep dalam mata pelajaran, siswa lebih memahami tentang konsep topik pelajaran selama diskusi, siswa dapat belajar dari siswa lain, dan setiap siswa dalam kelompoknya mempunyai kesempatan untuk berbagi atau menyampaikan idenya.

Kata Kunci: Strategi, Think Pair Share, Keterampilan Menulis

Introduction

Arabic language instruction is consistently linked to the four essential language skills: listening, speaking, reading, and writing. (Nurcholis et al., 2021) These skills are strongly interrelated, as each one cannot function independently without support from the others.(Munawarah & Zulkiflih, 2020) Writing is considered one of the productive language skills, or one of the expressive arts, sharing this characteristic with speaking.(Fatikah & Ahkas, 2022) In contrast, listening and reading are classified as receptive skills.(Rofiatul Azizah, 2022) Writing typically follows reading in the natural sequence of language acquisition, which is commonly ordered as follows: listening, speaking, reading, and writing. (Adawiyah & Jennah, 2023)

Writing is considered the highest of the four language skills (Agustina, Harsita, et al., 2024) as it is closely connected to the processes of thinking and the ability to express ideas in written form. (Aisyah, 2023) It can be said that writing is a highly complex activity, as it requires the ability to organize and structure ideas coherently and

logically, as well as the competence to produce written language in various forms and adhere to different writing conventions.(Mardhiyatunnuha et al., 2023) It can thus be concluded that writing skill is an individual's ability to transform graphic symbols into words and then into effective sentences according to grammatical rules, to convey and communicate ideas, experiences, feelings, and emotions to others. (Kusnadi, 2019) Expressing thoughts through written symbols is not limited to forming words and sentences alone; rather, it is the result of expressing ideas completely and clearly that can be understood by others. (Ismi Khairani et al., 2023) Therefore, writing skills are one of the essential abilities that students learning the Arabic language must possess.

The State Islamic Junior High School of Batu is a formal educational institution under the supervision of the Ministry of Religious Affairs, where Arabic is designated as one of the core subjects. Based on the results of preliminary observations and interviews conducted by the researcher at the school, it was found that the Arabic teaching process in the eighth-grade classroom is still dominated by traditional instructional models. This approach is teacher-centered and one-directional, in which the teacher plays the central role while students tend to be passive, focusing mainly on memorizing vocabulary. Students engage more in memorization rather than practice. Consequently, a common issue in Arabic language instruction is that students are unable to master writing skills, including forming letters, arranging sentences, and expressing ideas in written form using correct grammar. This often leads to a lack of confidence in writing. Additionally, there is a noticeable lack of writing practice provided to students during the learning process.

According to the constructivist learning theories proposed by Piaget and Vygotsky (Hengki Wijaya, 2021), for students to achieve a deeper understanding of the material, master learning content more effectively, and foster their cognitive, imaginative, and creative abilities, they must be directly involved in the process of knowledge construction. (Yahwa Najmi Alifa, Sitri, Dhuta Sukmarani, 2022) This entails that learners should actively investigate, explore, and generate their ideas, rather than passively receiving information from the teacher. Through this active engagement, students are more likely to learn meaningfully and derive greater satisfaction from the learning experience. The instructional model that emerges from the constructivist learning theory is collaborative learning, which involves working together to achieve common goals.(Harianja & Dkk, 2022) In collaborative learning, the role of the

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teacher shifts to that of a facilitator, serving as a bridge to expand students' understanding through their thinking. (Moh. Mofid & Ning Riza, 2023) Teachers do not merely deliver knowledge to students; rather, they assist in constructing understanding within the learners' minds. Collaborative learning provides opportunities for students to directly implement their ideas and encourages them to explore and apply their thinking.(Andi Yunarni Yusri, 2018)

To ensure that the use of the collaborative learning model is more structured and focused, specific strategies are needed to simplify its implementation process. One such strategy is Think-Pair-Share. Think-Pair-Share is a component of collaborative learning developed by Frank Lyman and his colleagues at the University of Maryland in 1981.(Lyman et al., 2021) This strategy influences interaction patterns among students and provides them with greater opportunities for critical and creative thinking in response to questions. (Sujarwanto, 2022) Students are asked to collaborate in small groups to help each other understand the lesson, review, and correct one another's answers, which facilitates a quicker and deeper understanding of the material.(Yahwa Najmi Alifa, Sitri, Dhuta Sukmarani, 2022)

The Think-Pair-Share strategy involves a concept in which students take responsibility for their learning, while the teacher functions merely as a facilitator. (Butar-Butar & Appulembang, 2023) This strategy consists of three stages.(Lyman et al., 2021) The first is 'Think', where the teacher begins by posing a question or problem related to the lesson, and students are given time to reflect and formulate their responses.(Taufan et al., 2024) The second stage is 'Pair', in which students discuss their thoughts in pairs or small groups to arrive at the best possible answer through collaboration.(Agustina, Muassomah, et al., 2024) Finally, the 'Share' stage requires students to present the results of their discussions to the whole class.(Fatimah & Dkk, 2024)

The use of the Think-Pair-Share strategy can serve as a solution for improving writing skills in Arabic language instruction in the eighth-grade class at the State Islamic Junior High School of Batu, which currently places greater emphasis on vocabulary memorization. In the 'Think' stage, students are asked to write independently using the vocabulary they have memorized. Then, in the 'Pair' stage, they engage in discussion with their partners to provide feedback to one another and refine their writing. In the 'Share' stage, the results of their discussions are presented to the class to receive feedback from the

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teacher. This strategy not only strengthens vocabulary retention but also encourages students to use the vocabulary more effectively in their writing, thereby providing them with more practical writing experience.

Based on this background, the researcher is interested in investigating the effectiveness of using the Think-Pair-Share strategy to improve writing skills at the State Islamic Junior High School of Batu. The objective of this research is to measure the effectiveness of the Think-Pair-Share strategy in enhancing students' writing skills at the State Islamic Junior High School of Batu.

Method

In this study, the researcher employed a quantitative approach. The research method used is experimental, specifically a quasi-experimental design, utilizing the Nonequivalent Control Group Design. Two groups were involved in this study: the experimental group and the control group. The experimental group was taught using the Think-Pair-Share (TPS) strategy to improve writing skills, whereas the control group was taught without the use of the Think-Pair-Share strategy. The results from both groups were then compared. The population of this study consisted of all eighth-grade students at the State Islamic Junior High School of Batu during the 2023–2024 academic year, totaling 300 students. The sample of the study included two classes: Class VIII-C, consisting of 32 students as the experimental group, and Class VIII-E, also consisting of 32 students, as the control group. The data collection techniques used in this study included observation, interviews, and tests. The data were analyzed using several statistical techniques: a normality test, a homogeneity test, and a hypothesis test using the independent sample t-test.

Result dan Discussion

The Effectiveness of Using the Think-Pair-Share Strategy to Improve Writing Skills at the State Islamic Junior High School of Batu

The Think-Pair-Share instructional strategy is a part of cooperative learning developed by Frank Lyman and his colleagues at the University of Maryland in 1981 as one of the structures of cooperative learning activities.(Lyman et al., 2021) Think-Pair-Share is considered one of the simplest cooperative learning strategies in terms of its stages (Rz. Ricky Satria Wiranata, 2018). This strategy is capable of enhancing students' ability to recall information and discuss it before presenting it to others. (Sujarwanto, 2022) Moreover, the Think-Pair-Share strategy can also increase students' self-confidence, as it provides equal opportunities for all students

to actively participate in the classroom.(Puji Lestari, 2023)

In this study, the researcher used two groups: Class "C" as the experimental group, consisting of 32 students, and Class "E" as the control group, also consisting of 32 students. The experimental group received instruction using the Think-Pair-Share strategy in writing skills, while the control group was taught without the use of this strategy. Both groups were given a pre-test and a post-test. The pre-test data were collected to determine the students' initial writing abilities before instruction, while the post-test data were used to assess the improvement in writing skills after the instructional period in both groups—experimental and control. The Minimum Mastery Criteria (KKM) set by the State Islamic Junior High School of Batu are as follows:

Table 1. Student Success Criteria in the Test

Score Interval	Criteria
92-100	Very Good'
85-91	Good
78-84	Acceptable
<78	Poor

Based on the table above, if a student scores between 92 and 100, they are categorized as 'Very Good'. A score between 85 and 91 falls under the 'Good' category, while a score from 78 to 84 is considered 'Acceptable'. Any score below 78 is classified as 'Poor.

Table 2. Results of Descriptive Statistics.

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
pre-test eksperimen	32	40	78	56.88	9.915
post-test eksperimen	32	70	100	89.00	6.958
pre-test kontrol	32	30	85	57.66	11.435
post-test kontrol	32	60	93	76.84	8.061
Valid N (listwise)	32				

Based on the results of calculations using SPSS 25, the pre-test scores of the experimental group, consisting of 32 students, ranged from a minimum of 40 to a maximum of 78, with a mean score of 56.88 and a standard deviation of 9.915. Meanwhile, the post-test scores ranged from 70 to 100, with a mean of 89.00 and a standard deviation of 6.958. In the control group, also consisting of 32 students, the pre-test scores ranged from a minimum of 30 to a maximum of 85, with a mean of 57.66 and a standard deviation of 11.435. The post-test scores in this group ranged from 60 to 93, with a mean of 76.84 and a standard deviation of 8.061. Based on the data obtained, the analysis showed that the experimental group achieved a greater improvement in writing skills compared to the control group.

Table 3. Normality Test Results

Tests of Normality

	kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	Df	Sig.	Statistic	df	Sig.
maharah kitabah	pre-test eksperimen	.106	32	.200*	.968	32	.452
	post-test eksperimen	.142	32	.101	.953	32	.178
	pre-test kontrol	.127	32	.200*	.970	32	.486
	post-test kontrol	.158	32	.062	.959	32	.279

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

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Based on the results of the normality test above, it was found that the significance value of the pre-test data in the experimental group using the Shapiro-Wilk test was 0.452, which is greater than 0.05. This indicates that the data are normally distributed. Furthermore, the significance value of the post-test data in the experimental group was 0.178, which is also greater than 0.05, indicating a normal distribution. As for the pre-test data in the control group, the significance value was 0.486, which is again greater than 0.05, meaning the data are normally distributed. Finally, the significance value of the post-test data in the control group was 0.279, which is greater than 0.05, confirming that the data are also normally distributed.

Table 4. Homogeneity Test Results

Test of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
maharah kitabah	Based on Mean	1.151	1	62	.288
	Based on Median	.768	1	62	.384
	Based on Median and with adjusted df	.768	1	61.479	.384
	Based on trimmed mean	1.182	1	62	.281

Based on Table 4, it can be observed that the significance value obtained is 0.288, which is greater than 0.05. It can be concluded that the variances of the two groups are homogeneous. After conducting the homogeneity test and confirming that the variances of the two groups are homogeneous, the next step is to perform a t-test. In this study, the researcher used the Independent Sample t-test. This test is used to compare the means between the control group and the experimental group in order to determine whether there is a statistically significant difference after the treatment is applied.(Sugiyono, 2023) The t-test helps the researcher examine the research hypothesis, which is whether the Think-Pair-Share strategy is effective in improving students' writing skills in the experimental group compared to the control group that did not use the strategy. (Sholichah et al., 2022)

Table 5. Independent Samples t-Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
asil	Equal variances assumed	1.151	.288	6.292	62	.000	11.844	1.882	8.081	15.607
	Equal variances not assumed			6.292	60.705	.000	11.844	1.882	8.079	15.608

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Based on the results of the independent samples t-test, a significance value of 0.000 was obtained, which is less than 0.05. Therefore, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This indicates that there is a significant difference in the average writing skill scores between the experimental group, which used the Think-Pair-Share strategy, and the control group, which did not use this strategy. Thus, it can

be concluded that the use of the Think-Pair-Share strategy is effective in improving writing skills in the eighth grade at MTsN Batu. The rejection of the null hypothesis (H0) means that the experimental group, which used the Think-Pair-Share strategy, achieved better average results compared to the control group that did not use the strategy. Therefore, it can be concluded that the use of the Think-Pair-Share strategy is effective in improving writing skills in the eighth grade at MTsN Batu.

After the research results indicated that the Think-Pair-Share (TPS) strategy is effective in improving writing skills (Maharah Al-Kitabah), a recommended follow-up action is to implement TPS consistently in writing instruction. This can be achieved by regularly integrating the TPS strategy into each learning session, starting from vocabulary introduction to text composition. In addition, periodic evaluations should be conducted to ensure the continued effectiveness of the strategy. Through this approach, TPS can be sustainably utilized to enhance students' writing proficiency in a comprehensive and long-term manner.

Conclusion

The use of the Think-Pair-Share (TPS) strategy proved to be effective in enhancing the writing skills of eighth-grade students at the State Islamic Junior High School in Batu. Based on the hypothesis testing using the independent samples t-test, a significance value of 0.000 was obtained, which is less than 0.05. Therefore, the null hypothesis (H0) is rejected and the alternative hypothesis (Ha) is accepted. This was evidenced by the students' improved ability to think critically, the provision of sufficient time to reflect—leading to better-quality responses—increased engagement with learning concepts, deeper understanding during discussions, opportunities to learn from peers, and equal chances for all students in the group to share their ideas.

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