



INNOVATIVE: Journal Of Social Science Research

Volume 3 Nomor 5 Tahun 2023 Page 9770-9784

E-ISSN 2807-4238 and P-ISSN 2807-4246

Website: <https://j-innovative.org/index.php/Innovative>

The Effect Of Think Pair-Share Method In Writing Skill Of Students Grade Eleventh At Sma Negeri 4 Pematang Siantar On The Analytical Exposition Text

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Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh metode Think-Pair Share terhadap keterampilan menulis siswa kelas XI SMA Negeri 4 Pematang Siantar pada teks eksposisi analitis. Penelitian ini merupakan penelitian kuantitatif dengan desain penelitian kuasi eksperimen. Populasinya adalah siswa kelas XI SMA Negeri 4 Pematang Siantar yang berjumlah 394 siswa. Sampel dibedakan menjadi dua kelas yaitu kelas eksperimen (XI PIS 1) berjumlah 30 siswa yang menggunakan metode Think-Pair Share dan kelas kontrol (XI PMIA 7) berjumlah 30 siswa yang menggunakan metode konvensional. Instrumen pengumpulan data menggunakan tes menulis untuk pre-test dan post-test. Setelah dilakukan analisis dan penghitungan data, diperoleh nilai t-hitung sebesar 12,59. Hal ini lebih tinggi dari t-tabel pada 2-tailed yaitu 2,00 dengan derajat kebebasan (df) sebesar 58. Berdasarkan temuan ini, disimpulkan bahwa penggunaan Think-Pair Share berpengaruh signifikan terhadap keterampilan menulis siswa di SMA Negeri 4 Pematang Siantar pada teks Analytical Exposition.

Kata Kunci : *Menulis, Teks Eksposisi Analitik, Think-Pair Share*

Abstract

This research is aimed to find out the effect of Think-Pair Share method in the writing skill of students' grade eleventh at SMA Negeri 4 Pematang Siantar on the analytical exposition text. This research was a quantitative-research with quasi-experimental research design. The population were the 11th grade students of SMA Negeri 4 Pematang Siantar with a total of 394 students. The sample were distinguished into two classes namely experimental class (XI PIS 1) consisted of 30 students that used Think-Pair Share method and control class (XI PMIA 7) consisted of 30 students that used conventional method. The data collection instrument used a writing test for the pre-test and post-test. After analyzing and calculating the data, it was discovered that the t-test was 12,59. This was higher than the t-table in 2-tailed of 2,00 with degree of freedom (df) of 58. Based on this finding, it was concluded that the use of Think-Pair Share was significantly affects the students' writing skill at SMA Negeri 4 Pematang Siantar on the Analytical Exposition text.

Keywords: *Writing, Analytical Exposition Text, Think-Pair Share*

INTRODUCTION

English has become a necessary means of communication in today's interconnected world. It is used by people from different backgrounds to share ideas and engage in meaningful conversations. Being proficient in English is not only valuable, but often required for success in international settings. By mastering this versatile language, individuals can access knowledge, opportunities, and experiences. English is also widely used in education, both as a first, second, or foreign language. In Indonesia, English is taught as a foreign language in the education system, ensuring its presence across all levels of education.

Language skills must be possessed by students if they want to compete better for life in the future. Alwasihlah (2008) states that whatever field a person must be in, he must still have literacy skills (reading and writing) because language is a 'medium' to achieve the goals of various fields of human activity. Having strong English skills is crucial in education because it helps with communication, understanding, and critical thinking. English is the primary language used worldwide and being proficient in it provides students with many opportunities. Students who are skilled in English have an advantage as they can effectively communicate with teachers and classmates, comprehend complex texts, and express their thoughts clearly. On the other hand, students who struggle with English may find it difficult to understand lectures or participate in class discussions, leading to poor academic performance and limited career options. These skills are essential for students to master in their English language learning. Effective communication involves listening, speaking, reading, and writing.

Writing skills are more crucial than ever in today's continuously changing environment. Those who can successfully explain their thoughts and ideas can succeed in various parts of their lives, whether professionally or personally. Having excellent writing skills is beneficial not only for self-expression but also for standing out in a competitive environment. According to Hyland (2003), writing allows individuals to express their opinions in written form and develop personal meaning. It is an important skill that helps generate ideas and facilitates learning grammar and language features specific to written communication. Good writing abilities are essential for academic success, effective communication, critical thinking, and problem-solving. Developing these skills early on can lead to lifelong advantages and a wide range of future opportunities. In English language studies in Indonesia, Napitupulu (2014) identifies thirteen frequently explored text genres, including narrative, recount, news item, explanation, spoof, procedural, description, discussion, argumentation, report, analytical exposition, and hortatory exposition.

Analytical Exposition Text is a type of text that aims to persuade readers that something is true Anderson (in Nabila, 2021). Its main purpose is to provide reasoning and explanations for why something is the way it is (Napitupulu, 2020). This text analyzes a factual topic by presenting arguments and supporting ideas. It typically starts with an introduction and the writer's position, followed by the explanation of each argument. The text also includes a clear closing statement that summarizes the main idea. To strengthen the author's statement, connecting sentences are used to indicate a cause-and-effect relationship.

Students are expected to recognize and differentiate between the structure and language elements of analytical exposition literature in the curriculum. They should also be able to create their own analytical exposition text on a topic related to their school, community, or city. However, some students struggle to start writing because they don't understand the content of each structure. They also have difficulty writing their thesis, arguments, and reiteration stages. Additionally, they struggle with language features and using specific verbs and conjunctions in the text. As a result, they are unable to write analytical exposition text as expected by curriculum.

Based on observations during a teaching program, it was found that many students struggle with writing skills, which negatively affects their grades and academic performance. Factors such as not understanding the structure and language features of the material they need to write contribute to this difficulty. Specifically, when writing analytical exposition texts, students face problems in developing arguments within the proper framework and using appropriate language features. They often hesitate to discuss

their issues with peers. It is important for students to communicate about their difficulties in order to find solutions.

Teachers can use various approaches, strategies, methods, and techniques to improve students' writing skills and create an effective learning environment. One such approach is Think-Pair Share, which involves students discussing their difficulties and ideas with their classmates. This method is designed to encourage students to tackle and overcome challenges that may initially seem beyond their abilities. Think-Pair Share helps students to think independently, develop their ideas, and better understand the material by discussing it with their peers. It also allows students with lower abilities to receive assistance and feel more engaged in the learning process. According to Suyatno (in Atsari, 2018), Think-Pair-Share is a cooperative learning method that encourages critical thinking and collaboration among students.

According to Suyatno (2009), the reflect-Pair-Share method allows students to take more time to deeply reflect on what they have learned or experienced. The purpose of Think-Pair-Share is to encourage students to think critically and draw on their prior knowledge to understand the task at hand (Disran, et al, 2018). The Think-Pair-Share approach involves students collaborating with their peers to find the best solution to a problem they are facing. Puspitarini & Hanif (2019) explains that students first reflect individually before discussing their ideas with their classmates. This process helps improve the quality of their ideas. Through discussions, students can narrow down their thinking and expand on their ideas to form arguments. Incorporating Think-Pair-Share into the writing process can facilitate the development of ideas for analytical exposition texts.

In a previous research, Pirka & Habsary (2022) examined the effectiveness of the Think-Pair-Share method in improving students' writing skills, specifically in organization and language use. The research involved 15 seventh-grade students who struggled with expressing their ideas in writing. Using a quantitative research approach, the results indicated a significant improvement in the students' writing skills after implementing the Think-Pair-Share strategy. The research also identified factors that had the greatest impact on students' writing skills, including organization, language use, content, vocabulary, and mechanics. Another research by Nazilah, et al (2021) investigated effects of implementing the Think-Pair-Share approach on students' academic achievement and their perceptions of the technique. The results showed a 9-point increase in students' writing achievement after using the Think-Pair-Share method. The majority of students (80.22%) had a positive perception of the approach. Incorporating various research such as Huwaida's (2017) research on enhancing writing proficiency among EFL students using the think-pair-share

technique; Irwan, et al's (2018) research on enhancing analytical exposition writing skills among english department students at Universitas Negeri Padang; and Disran, et al's (2018) examination on augmenting writing proficiency among grade VIII-7 students at Smp Negeri 1 Padangsidimpuan through cooperative learning using think-pair-share technique, it becomes evident that the utilization of Think-Pair-Share Technique yields remarkable outcomes in terms of enhancing students' writing abilities.

In accordance with the elucidations provided, the researcher deduces that Think-Pair-Share is a captivating approach in writing process, capable of aiding learners in all stages of writing, particularly crucial pre-writing stage when embarking on paragraph composition. This method presents intriguing opportunity for learners to skillfully address their challenges, particularly in crafting analytical exposition texts. Given the aforementioned insights, researcher is genuinely inclined to undertake a comprehensive investigation entitled "*The Effect of Think-Pair Share Method in Writing Skill of Students Grade Eleventh at SMA Negeri 4 Pematang Siantar on the Analytical Exposition text*".

RESEARCH METHOD

The research method used in this research was quantitative research, which involves using numerical data to discover information about a particular topic (Thoifah, 2015). The research used a quasi-experimental design, where subjects were assigned to groups by the researcher, but not randomly (Creswell, 2012). The specific design used was the Non-Equivalent control group design, which is used when researchers cannot randomly sample and assign subjects. According to Creswell (2012), population is a group of individual who have the same characteristic. The population in this research were all students of grade eleven at SMA Negeri 4 Pematang Siantar (430 students). Creswell (2012) stated that sample is an element of the target population that a researcher intends to investigate in order to generalize about the group of interest. The researcher used purposive sampling. According to Arikunto (2010), purposive sampling is process of selecting sample based on the needs of research. The sample of this research were 11 PMIA 7 (36 students) and 11 PIS 1 (36 students), with total of 72 students.

In this research, there are two variables, dependent variable (writing skill of of grade 11 students of SMA N 4 Pematang Siantar) and independent variable (Think-Pair-Share method). The data collection instrument was intended to enhance the research's completion. The instruments were pre-test, treatment, and post-test. Preceding the collection of test results, the data were analysed with these steps : 1) scoring test, 2) finding average score of each group, 3) normality testing, 4) homogeneity testing, and 5) testing

hypothesis.

FINDINGS AND DISCUSSION

The findings of writing assessment of the students on analytical exposition text from both experimental group and control group were presented in this chapter. These assessments were done both before and after the treatment.

Descriptive Analysis

The application of Microsoft, which was Microsoft Excel 2019 was assisted this research to explained and describe research data, including its quantity, maximum value, minimum value, average and other characteristics.

Table 1. Descriptive Statistic.

	N	Minimum	Maximum	Mean
Pre-test experiment	30	25	88	51,10
Post-test experiment	30	46	96	84,76
Pre-test control	30	44	88	66,76
Post-test control	30	25	91	68,63

From the table above it could be seen :

- N is the number of students in the class, namely students per class.
- The minimum score of pre-test in experimental group was 25, the maximum value was 88, the average was 51,10 and the standard deviation was 17,6114, while the minimum score of post-test in experimental group was 46, the maximum score was 96, the average value was 84,76 and the standard deviation was 10, 9188.
- The minimum pre-test in control group as 44, the maximum value was 88, the average was 66,76, the standard deviation was 10,4574, while the minimum score in control group for post-test was 25, the maximum value was 91, the average was 68,63 and the standard deviation was 13, 8327.

Normality Test

When performing paired sample t-test and independent sample t-test in parametric statistical analysis, normal data was a need. The significance value was a metric in the normalcy test. Liliefors formula was used in this research to normalcy the data.

Experimental group Normality Test

Table 2. Normality Testing Table for Pre-test in Experimental Group.

No	Initial Name	x	zi	F(zi)	S(zi)	F(zi)-S(zi)
1	DS	25	-1.48199304	0.069171	0.2	0.130828927
2	MS	25	-1.48199304	0.069171	0.2	0.130828927
3	RS	25	-1.48199304	0.069171	0.2	0.130828927
4	CG	25	-1.48199304	0.069171	0.2	0.130828927
5	SVG	25	-1.48199304	0.069171	0.2	0.130828927
6	SE	25	-1.48199304	0.069171	0.2	0.130828927
7	ST	41	-0.57349156	0.283156	0.333333333	0.050177377
8	NAS	41	-0.57349156	0.283156	0.333333333	0.050177377
9	RP	41	-0.57349156	0.283156	0.333333333	0.050177377
10	YA	41	-0.57349156	0.283156	0.333333333	0.050177377
11	MST	49	-0.11924082	0.452542	0.366666667	0.085875617
12	OM	50	-0.06245948	0.475098	0.533333333	0.058234868
13	LP	50	-0.06245948	0.475098	0.533333333	0.058234868
14	SH	50	-0.06245948	0.475098	0.533333333	0.058234868
15	RSR	50	-0.06245948	0.475098	0.533333333	0.058234868
16	SS	50	-0.06245948	0.475098	0.533333333	0.058234868
17	SSN	59	0.448572607	0.67313	0.7	0.026869999
18	GP	59	0.448572607	0.67313	0.7	0.026869999
19	KS	59	0.448572607	0.67313	0.7	0.026869999
20	LS	59	0.448572607	0.67313	0.7	0.026869999
21	RPB	59	0.448572607	0.67313	0.7	0.026869999
22	A	61	0.562135292	0.712988	0.833333333	0.120345256
23	GM	61	0.562135292	0.712988	0.833333333	0.120345256
24	MNS	61	0.562135292	0.712988	0.833333333	0.120345256
25	SM	61	0.562135292	0.712988	0.833333333	0.120345256
26	SST	63	0.675697977	0.750384	0.9	0.14961621
27	MP	63	0.675697977	0.750384	0.9	0.14961621
28	MRS	79	1.584199459	0.943426	0.933333333	0.010092499
29	SSL	88	2.095231543	0.981925	1	0.018075207
30	VD	88	2.095231543	0.981925	1	0.018075207

From the table 2 above, significant value of Pre-test that was tested by using Liliefors was $L_{\text{test}} < L_{\text{table}}$. The result of the tested data was $0,149 < 0,161$. As the result, H_0 was accepted and H_a was rejected. As conclusion, the data was normally distributed.

Table 3. Normality Testing Table for Post-test in Experimental Group.

No	Initial Name	x	zi	F(zi)	S(zi)	F(zi) - S(zi)
1	DS	46	- 3.550460936	0.000192279	0.033333333	0.033141055
2	CG	61	- 2.176679834	0.014752232	0.1	0.085247768
3	LP	61	- 2.176679834	0.014752232	0.1	0.085247768
4	RS	79	- 0.528142512	0.298700213	0.233333333	0.06536688
5	SVG	79	- 0.528142512	0.298700213	0.233333333	0.06536688
6	SE	79	- 0.528142512	0.298700213	0.233333333	0.06536688
7	YA	79	- 0.528142512	0.298700213	0.233333333	0.06536688
8	A	87	0.204540742	0.581034521	0.5	0.081034521
9	GP	87	0.204540742	0.581034521	0.5	0.081034521
10	MS	87	0.204540742	0.581034521	0.5	0.081034521
11	NAS	87	0.204540742	0.581034521	0.5	0.081034521
12	RP	87	0.204540742	0.581034521	0.5	0.081034521
13	KS	87	0.204540742	0.581034521	0.5	0.081034521
14	LS	87	0.204540742	0.581034521	0.5	0.081034521
15	MRS	87	0.204540742	0.581034521	0.5	0.081034521
16	MNS	88	0.296126149	0.616433127	0.666666667	0.050233539
17	SM	88	0.296126149	0.616433127	0.666666667	0.050233539
18	ST	88	0.296126149	0.616433127	0.666666667	0.050233539
19	SH	88	0.296126149	0.616433127	0.666666667	0.050233539
20	GM	88	0.296126149	0.616433127	0.666666667	0.050233539
21	MST	91	0.570882369	0.715960308	0.866666667	0.150706358

22	OM	91	0.570882369	0.715960308	0.866666667	0.150706358
23	RSR	91	0.570882369	0.715960308	0.866666667	0.150706358
24	SS	91	0.570882369	0.715960308	0.866666667	0.150706358
25	SST	91	0.570882369	0.715960308	0.866666667	0.150706358
26	SSL	91	0.570882369	0.715960308	0.866666667	0.150706358
27	RPB	93	0.754053182	0.774591356	0.933333333	0.158741977
28	VD	93	0.754053182	0.774591356	0.933333333	0.158741977
29	SSN	95	0.937223996	0.825678326	0.966666667	0.140988341
30	MP	96	1.028809403	0.848215376	1	0.151784624

From the table 3 above, significant value of Post-test that was tested by using Liliefors was $L_{\text{test}} < L_{\text{table}}$. The result of the tested data was $0,158 < 0,161$. As the result, H_0 was accepted and H_a was rejected. As conclusion, the data was normally distributed.

Control Group Normality Test

Table 4. Normality Testing Table for Pre-test in Control Group.

No	Initial Name	x	z	F(zi)	S(zi)	F(zi) - S(zi)
1	CSR	44	-2.17708417	0.01473714	0.066667	0.051929523
2	RK	44	-2.17708417	0.01473714	0.066667	0.051929523
3	CS	58	-0.83832084	0.20092527	0.2	0.000925266
4	DMS	58	-0.83832084	0.20092527	0.2	0.000925266
5	ETS	58	-0.83832084	0.20092527	0.2	0.000925266
6	JNS	58	-0.83832084	0.20092527	0.2	0.000925266
7	LM	59	-0.74269489	0.22883321	0.266667	0.037833455
8	MS	59	-0.74269489	0.22883321	0.266667	0.037833455
9	JTS	60	-0.64706894	0.25879366	0.333333	0.07453967
10	SMS	60	-0.64706894	0.25879366	0.333333	0.07453967
11	AS	63	-0.36019108	0.35935212	0.466667	0.107314546
12	FDS	63	-0.36019108	0.35935212	0.466667	0.107314546
13	GSY	63	-0.36019108	0.35935212	0.466667	0.107314546
14	RRS	63	-0.36019108	0.35935212	0.466667	0.107314546
15	GM	68	0.117938674	0.54694188	0.533333	0.013608542
16	MPS	68	0.117938674	0.54694188	0.533333	0.013608542
17	ADS	70	0.309190577	0.62141172	0.7	0.078588281

18	ASR	70	0.309190577	0.62141172	0.7	0.078588281
19	BUS	70	0.309190577	0.62141172	0.7	0.078588281
20	NS	70	0.309190577	0.62141172	0.7	0.078588281
21	RS	70	0.309190577	0.62141172	0.7	0.078588281
22	BT	73	0.596068432	0.72443524	0.766667	0.042231423
23	DS	73	0.596068432	0.72443524	0.766667	0.042231423
24	DST	75	0.787320336	0.78445282	0.866667	0.082213851
25	GDM	75	0.787320336	0.78445282	0.866667	0.082213851
26	SLB	75	0.787320336	0.78445282	0.866667	0.082213851
27	DML	80	1.265450094	0.89714499	0.9	0.002855014
28	NA	83	1.552327949	0.93970811	0.933333	0.00637478
29	IPH	85	1.743579853	0.95938381	0.966667	0.007282856
30	RHS	88	2.030457708	0.97884498	1	0.021155018

From the table 4 above, significant value of Post-test that was tested by using Liliefors was $L_{\text{test}} < L_{\text{table}}$. The result of the tested data was $0,160 < 0,161$. As the result, H_0 was accepted and H_a was rejected. As conclusion, the data was normally distributed.

Table 5. Normality Testing Table for Post-test in Control Group.

No	Initial Name	x	z	f(z)	s(z)	f(z) - s(z)	
1	IPH	41	-1.99768136	0.022876	0.1	0.077124392	
2	CS	41	-1.99768136	0.022876	0.1	0.077124392	
3	CSR	41	-1.99768136	0.022876	0.1	0.077124392	
4	ETS	63	-	0.40724747	0.341913	0.266667	0.075246455
5	FDS	63	-	0.40724747	0.341913	0.266667	0.075246455
6	AS	63	-	0.40724747	0.341913	0.266667	0.075246455
7	ADS	63	-	0.40724747	0.341913	0.266667	0.075246455
8	JNS	63	-	0.40724747	0.341913	0.266667	0.075246455
9	JTS	68	-	0.04578522	0.481741	0.466667	0.015074054
10	LM	68	-	0.04578522	0.481741	0.466667	0.015074054

			0.04578522			
11	MS	68	- 0.04578522	0.481741	0.466667	0.015074054
12	RK	68	- 0.04578522	0.481741	0.466667	0.015074054
13	RRS	68	- 0.04578522	0.481741	0.466667	0.015074054
14	BUS	68	- 0.04578522	0.481741	0.466667	0.015074054
15	BT	70	0.098799681	0.539351	0.7	0.160648661
16	DMS	70	0.098799681	0.539351	0.7	0.160648661
17	GM	70	0.098799681	0.539351	0.7	0.160648661
18	GSY	70	0.098799681	0.539351	0.7	0.160648661
19	NA	70	0.098799681	0.539351	0.7	0.160648661
20	SMS	70	0.098799681	0.539351	0.7	0.160648661
21	ASR	70	0.098799681	0.539351	0.7	0.160648661
22	GDM	75	0.460261929	0.677336	0.8	0.122664112
23	NS	75	0.460261929	0.677336	0.8	0.122664112
24	SLB	75	0.460261929	0.677336	0.8	0.122664112
25	DST	80	0.821724177	0.794383	0.833333	0.038950281
26	DML	83	1.038601526	0.850505	0.866667	0.016161715
27	MPS	84	1.110893976	0.866693	0.9	0.033306994
28	RS	88	1.400063774	0.919253	0.966667	0.047413778
29	RHS	88	1.400063774	0.919253	0.966667	0.047413778
30	DS	91	1.616941123	0.947055	1	0.052945495

From the table 5 above, significant value of Post-test that was tested by using Liliefors was $L_{\text{test}} < L_{\text{table}}$. The result of the tested data was $0,160 < 0,161$. As the result, H_0 was accepted and H_a was rejected. As conclusion, the data was normally distributed.

Homogeneity Test

Variable Variance of each Variant as follows :

$$S_1^2 = \frac{\text{Variable Variance } X}{n(n-1)} = \frac{n \sum x^2 - (\sum x)^2}{n(n-1)}$$

$$S_1^2 = \frac{\text{Variable variance } Y}{n(n-1)} = \frac{n \sum y^2 - (\sum y)^2}{n(n-1)}$$

$$S_1^2 = \frac{30.222524 - (2564)^2}{30(30 - 1)}$$

$$S_1^2 = \frac{6675720 - (6574096)}{30.29}$$

$$S_1^2 = \frac{101624}{870}$$

$$S_1^2 = 116,809$$

$$S_1^2 = \frac{30.146865 - (2059)^2}{30(30 - 1)}$$

$$S_1^2 = \frac{4405950 - (4239481)}{30.29}$$

$$S_1^2 = \frac{166469}{870}$$

$$]S_1^2 = 191,344$$

The result of variable variance X and Y was calculated as follows:

$$f_{test} = \frac{\text{highest variance}}{\text{lowest variance}}$$

$$f_{test} = \frac{191,344}{116,809}$$

$$f_{test} = 1,638$$

The calculation of the homogeneity test was done by comparing score of F_{test} with F_{table} in significance of 0,05 and with dk1 is k-1 is 2 - 1 = 1 and dk2 is n-k is 30 - 2 = 28, it can be concluded that $F_{table} = 4,20$. Fisher test decision was $F_{test} \leq F_{table}$ then the two groups of data had the same variant or homogeneous. The result of homogeneity was $F_{test} (1,638) \leq F_{table} (4,20)$. As the result, H_0 was accepted that the data was homogeneous.

After finding the result of normality and homogeneity of the data, researcher calculated the data by using the formula below:

$$t_{test} = \frac{\bar{X}_i - \bar{X}_j}{\sqrt{\frac{S_i^2 + S_j^2}{n} - 2r \left(\frac{S_1}{\sqrt{n_1}} + \frac{S_2}{\sqrt{n_2}} \right)}}$$

$$t_{test} = \frac{84,76 - 51,10}{\sqrt{\frac{310,16 + 119,22}{30} - 2(0,56) \left(\left(\frac{17,61}{\sqrt{30}} \right) \left(\frac{10,92}{\sqrt{30}} \right) \right)}}$$

$$t_{test} = \frac{33,66}{\sqrt{10,33 + 3,97 - 1,12(3,22)(1,99)}}$$

$$t_{test} = \frac{33,69}{\sqrt{14,31 - 7,16}}$$

$$t_{test} = \frac{33,69}{2,67}$$

$$t_{test} = 12,59$$

Finding out degree of freedom (df) : $(N_x - 1) + (N_y - 1) = (30 - 1) + (20 - 1) = 29 + 29 = 58$. According to the data and calculations provided by using Microsoft Excel 2019, these findings unequivocally demonstrated a significant distinction between the groups who were instructed using Think-Pair-Share approach and those that were not. The t-test calculation gave 12,59 with a degree of freedom (df) of $(30 + 30) - 2 = 58$. Significant level of 5% (see table of product moment) $\alpha = 0,05$ and $n = 2,00$. When the t-test value got higher than the t-table value ($12,59 > 2,00$), it indicated that the alternative hypothesis (H_a) was accepted.

Testing Hypothesis

t-test > t-table df 58

12,59 > 2,00

According to analysis of testing hypothesis, researcher concludes that value of t-test is higher than t-table ($12,59 > 2,00$). Thus, H_a (alternative hypothesis) was accepted, meanwhile H_0 (null hypothesis) was rejected.

Findings

1. The researcher found finding to answer research problem, "Is there any significant effect of Think-Pair Share Method in Writing Skill of Students Grade Eleventh at SMA Negeri 4 Pematang Siantar on the Analytical Exposition text?" In the data analysis, it was found that the t-test exceeded t-table value ($2,00 < 12,59$). It means that Think-Pair Share Method significantly affects the students' writing skill at SMA Negeri 4 Pematang Siantar on the analytical exposition text.
2. The researcher found the finding that there were several affects that occurred in the samples that used and didn't use Think-Pair Share method in writing skill on the analytical exposition text. In experimental group, mean score of pre-test was 51,10 and post-test was 84,76. In control group, mean score of pre-test was 66,76 and post-test was 68,63.

Discussion

This research aimed to determine the impact of the Think-Pair-Share method on the writing skills of Grade XI students at SMA Negeri 4 Pematang Siantar. The researcher conducted a pre-test and post-test to assess the effectiveness of the Think-Pair-Share approach in the experimental class. The findings showed that the Think-Pair-Share method greatly improved the students' ability to write analytical exposition texts. Before using this method, the students lacked interest in writing, but afterwards, they became more passionate and motivated to express their ideas and take tests. This indicates that the Think-Pair-Share method is effective in enhancing writing skills. Writing is an important aspect of language learning and teachers need to use effective methods to teach it.

Based on the data obtained, the t-test result was 12,59, which was better than the t-table result (2,00). The alternative hypothesis was accepted in hypothesis testing ($12,59 > 2,00$). It means that the Think-Pair-Share approach has a significant effect on the analytical exposition text writing skill of Students Grade Eleven at SMA Negeri 4 Pematang siantar. Data were proven that the score of the experimental class was better than the score of the control class. In accordance with the explanation aforementioned, the researcher discovered that Think-Pair Share method is a fascinating method for teachers and students to use in the classroom. The effect of the Think-Pair-Share approach was more powerful

than the effect of the traditional method on the writing skill of grade Eleventh students at SMA Negeri 4 Pematang Siantar in Analytical Exposition Text. The t-test value was 12,59 and the t-table value was 2,00 at the level 0,05 and $df = 58 (N1 + N2) - 2 = 30 + 30 - 2 = 58$. The t-test value was superior than the t-table value ($t\text{-test} > t\text{-table}$). As a consequence, the null hypothesis (H_0) was rejected and the alternate hypothesis (H_a) was accepted. The effect of conventional method not interesting and cannot increase the students' writing skill of students grade eleventh of SMA Negeri 4 Pematang siantar in writing Analytical exposition text. It is obvious from the students' post-test scores in the control class. The students received a bad grade because they were unable to comprehend the organization and content of the analytical exposition text.

CONCLUSION

Upon test and thorough analysis of the collected data, the researcher has arrived at the following conclusion.

1. Think-Pair-Share method had significant effect on learners' writing abilities. The t-test analysis yielded a result of 12,59 with degree of freedom of 58, indicating that the t-table result of 2,00 was surpassed. Therefore, at a significance level of 0.05. Acceptance of alternative hypothesis (H_a) and disapproval of null hypothesis (H_0). In the previous data analysis further supports this assertion. Thus, it can be confidently stated that Think-Pair-Share method demonstrated substantial effect on students' ability to write analytical exposition text, as proven by outcomes found in students treated applying this method.
2. The Think-Pair Share method has been shown to greatly improve the writing skills of students at SMA Negeri 4 Pematang Siantar. The experimental group's post-test scores significantly improved as a result of using this method. This approach effectively helps students develop a thorough understanding of the different aspects of writing, including content, organization, grammar, vocabulary, and mechanics.
3. The use of the Think-Pair Share method in education has been shown to improve student learning and engagement compared to traditional teaching methods. This research compared two groups, one using the Think-Pair Share method and one using traditional teaching, and found that the Think-Pair Share method was more effective.

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