

# Application of the Think-Pair-Share (TPS) Method to Improve the Writing Skills of Students at MTs Negeri 1 Kota Magelang in Writing Observation Reports

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## ABSTRACT

### Keywords:

Collaborative Learning,  
Observation Report  
Text,  
Think Pair Share  
Writing Skills

This study aims to determine the effectiveness of the Think-Pair-Share (TPS) method in improving students' observation report writing skills at MTs Negeri 1 Kota Magelang. This study used a quantitative pre-experimental design with a one-group pretest-posttest model, involving 22 eighth-grade students. Data were collected through pretest and posttest scores, then analyzed using normality tests, paired t-tests, and N-Gain analysis with the help of SPSS. The results showed a significant improvement in students' writing skills, with the average score increasing from 52.05 (pretest) to 85.82 (posttest) and an N-Gain value of 0.70, which is classified as high. The t-test results ( $t = -171.752$ ;  $p = 0.000$ ) showed a significant difference between the pretest and posttest scores, proving that the TPS method is effective in improving writing skills. The novelty of this study lies in the application of the TPS method in teaching Indonesian writing, particularly observation report texts, which are often considered difficult due to their structural and linguistic requirements. These findings indicate that collaborative and interactive learning approaches such as TPS can create a more engaging and effective learning environment for developing students' academic writing skills.

## INTRODUCTION

Education is a key pillar in achieving sustainable development that can uplift human dignity and create a more just and prosperous society (Gaddoti, 2008). Sustainable Development Goal 4 (SDG 4) launched by the United Nations explicitly emphasizes the importance of ensuring inclusive, equitable and quality education for all, as well as promoting lifelong learning opportunities (Elfret, 2019). In the context of achieving this noble goal, language plays a central role as the main medium in the learning process and knowledge transfer (Welch & Welch, 2008). In Indonesia, the Indonesian language not only functions as a subject studied in school, but also as a fundamental tool for thinking, communicating, and expressing oneself for the cognitive and social development of students (Meylani, 2024). Literacy skills, particularly writing skills, are a core component that determines the quality of a person's education (MacArthur et al., 2010). However, various studies show that writing skills are often the most challenging and difficult aspect for students to master, requiring special attention and appropriate learning strategies to optimize the achievement of quality literacy in line with the spirit of SDG 4.

Although the importance of writing skills has been widely recognized, the reality in the field shows various significant problems in writing learning at school, particularly in writing Observation Report (OR) texts (Pratiwi et al., 2023). Students often find it difficult to express their ideas systematically, lack understanding of the structure of LHO texts, which include general statements and descriptions of parts, and tend to produce writing that is incoherent and lacks substance (Wahyudin, 2018). Initial observations at MTs Negeri 1 Kota Magelang show that student learning outcomes in the competency of writing LHO texts are still relatively low, characterized by a lack of active student participation in the learning process and a tendency towards a passive attitude of simply waiting for explanations from the teacher. This condition is exacerbated by a conventional learning approach, where teachers are more dominant in the knowledge

transfer process without providing sufficient space for students to explore and construct their own understanding (Van Doorn & Van Doorn, 2014). In fact, 21st-century learning requires a pedagogical transformation that places students as active subjects in the learning process, not merely objects that passively receive information (Luna Scott, 2015). The cooperative learning model has emerged as an innovative alternative that has been proven to increase learning motivation, active student involvement, and develop critical thinking and collaboration skills that are essential for facing future challenges (Yang, 2023).

One cooperative learning model that is considered effective in overcoming these problems is the Think-Pair-Share (TPS) method developed by Frank Lyman in 1981 (Lasnami, 2015). The TPS method implements three structured learning stages: in the first stage, students think individually to formulate their own ideas and understanding of a problem; the second stage involves students pairing up to discuss their thoughts with peers in a more intimate and non-threatening atmosphere; and the third stage involves students sharing the results of their discussions with a larger group or the entire class to gain a broader perspective (Radhakrisna et al., 2015). The advantage of the TPS method lies in its ability to increase the active participation of all students, develop cooperation and communication skills, and provide opportunities for students to construct knowledge gradually from the individual to the collective level (Ganatra et al., 2021).

In the context of learning to write Observation Report texts, the TPS method is highly relevant because the structure of LHO texts requires the ability to observe objects in detail, organize information based on logical classification, and write systematically in accordance with standard text structures (Ramadhan, 2023). Through the TPS stages, students can be more active in processing their observations: in the think stage, students independently identify and record their observations; in the pair stage, students discuss and refine their notes with input from their partners; and in the share stage, students present and receive constructive feedback before writing a coherent and comprehensive final report (Simmarmata & Djulia, 2019).

Based on these considerations, this study was conducted at MTs Negeri 1 Kota Magelang, which was selected purposively because this school still faces significant challenges in writing, particularly in the competency of composing Observation Report texts, which is one of the compulsory subjects in the Indonesian Language curriculum at the junior high school/MTs level. The urgency of this study arises from the urgent need to provide alternative learning methods that are not only effective in improving learning outcomes but also capable of creating an engaging, interactive, and meaningful learning environment for students so that they can optimally develop their literacy skills (Prykhodkina, 2025). Therefore, this study aims to apply and analyze the effectiveness of the Think-Pair-Share (TPS) method in improving the writing skills of Grade VIII students at MTs Negeri 1 Kota Magelang in writing Observation Report texts.

Through this research, it is hoped that practical and applicable solutions can be found that contribute to improving the quality of Indonesian language learning in schools, while also making a real contribution to efforts to realize inclusive and equitable quality education as mandated in Sustainable Development Goal 4, so that every student has the same opportunity to develop their literacy potential to the maximum and become competent and competitive lifelong learners.

## RESEARCH METHOD

This study used a quantitative approach with a pre-experimental design, namely the One Group Pretest-Posttest Design, which is a study conducted in one class without a control group where students were given a pretest to determine their initial ability to write Observation Report texts, then the Think-Pair-Share (TPS) method was applied as a treatment, and subsequently a posttest was given to measure the improvement in writing ability after the treatment was given (Saranya et al., 2021). The research subjects were 22 students in class VIII B of MTs Negeri 1 Kota Magelang, with the research conducted in February-March 2025. The research variables consisted of an independent variable, namely the application of the Think-Pair-Share (TPS) method, and a dependent variable, namely the students' ability to write observation report texts.

The data collection techniques used in this study included three main instruments (Kairuz et al., 2007): first, a written test consisting of a pretest to measure students' initial abilities and a posttest to measure students' abilities after the implementation of the TPS method; second, observations conducted to observe students' learning activities and engagement during the learning process using the TPS method; and third, documentation used to obtain supporting data such as student lists, previous learning scores, and photos of learning activities as evidence of the research implementation.

The data analysis techniques applied included calculating the mean and the difference between pretest and posttest scores, testing for normality test, testing for improvement using a paired sample t-test because the data were paired from the same class, and calculating N-Gain to measure the effectiveness of the improvement in students' writing skills (Afifah & Mudzakir, 2022).

The research procedure was carried out through three systematic stages (Saldana, 2014): the preparation stage, which included the preparation of a lesson plan based on the TPS method, the preparation of research instruments, and the validation of instruments; the implementation stage, which consisted of administering the pretest, applying the Think-Pair-Share method in teaching how to write observation reports, and administering the posttest; and the analysis and reporting stage, which included data processing, drawing conclusions based on statistical analysis results, and compiling a comprehensive research report.

## RESULTS AND DISCUSSION

### RESULT

**Table 1.** Pretest Statistic

Average Score	Minimum Score	Maximum Score	Standard Deviation
52,05	42	62	4.50

**Table 2.** Posttest Statistic

Average Score	Minimum Score	Maximum Score	Standard Deviation
85,82	78	94	3.69

Based on the results of data analysis, it is known that students' initial ability to write observation report texts before the Think-Pair-Share (TPS) method was applied was still relatively low. This is indicated by a pretest average score of 52.05, with the lowest score being 42 and the highest score being 62, and a standard deviation of 4.50, which indicates variation in ability among students before the treatment.

After implementing the Think-Pair-Share method, there was a significant increase in students' writing skills. The post-test results showed an average score of 85.82, with the lowest score being 78 and the highest being 94, and a standard deviation of 3.69, indicating that the improvement in writing skills occurred relatively evenly among all students. A comparison between the pretest and posttest scores indicates that the use of the Think-Pair-Share (TPS) method can effectively improve the writing skills of Grade VIII students at MTs Negeri 1 Kota Magelang in writing observation reports.

**Table 3.** Test of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	.108	22	.200*	.980	22	.923
Posttest	.100	22	.200*	.988	22	.993

The results of normality tests using the Kolmogorov-Smirnov and Shapiro-Wilk methods indicate that the data for the pretest and posttest values are normally distributed. This is indicated by the significance values (Sig.) of 0.200 and 0.923 for the pretest and 0.200 and 0.993 for the posttest, all of which are greater than 0.05. Thus, it can be concluded that the data on student learning outcomes before and after the application of the Think-Pair-Share (TPS) method meets the assumption of normality. This condition allows parametric statistical tests to be carried out at the next stage of analysis to determine the effectiveness of the TPS method on the ability to write observation report texts by Grade VIII students at MTs Negeri 1 Kota Magelang.

**Table 4.** Paired Samples Test

		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pretest - Posttest	-33.772	.92231	.19664	34.1816	33.36	-171.752	21	.000
		73			6	380	52		

The results of the Paired Sample t-Test show a significant difference between the pretest and posttest scores after the application of the Think-Pair-Share (TPS) method. The average difference between the two tests was -33.77 with a t-value of -171.752 and a significance (Sig. 2-tailed) of 0.000, which is less than 0.05. This indicates that there was a significant improvement in learning outcomes after students participated in learning using the TPS method. Thus, it can be concluded that the application of the Think-Pair-

Share method has a significant effect on improving the ability to write observation report texts in Grade VIII students at MTs Negeri 1 Kota Magelang.

**Table 5.** N-Gain Test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Ngain	22	.62	.84	.7090	.05261
Valid N (listwise)	22				

Based on the results of the N-Gain test analysis, an average score of 0.7090 was obtained, with a minimum score of 0.62 and a maximum score of 0.84, and a standard deviation of 0.05261 from a total of 22 students. This average score falls into the high category, which means that the improvement in students' ability to write observation reports after implementing the Think-Pair-Share (TPS) method is considered effective. The narrow range of scores and relatively small standard deviation indicate that the improvement in writing skills occurred consistently and evenly among most students. Thus, the Think-Pair-Share method has been proven to have a positive impact on improving students' writing skills at MTs Negeri 1 Kota Magelang.

## DISCUSSION

The results of the study indicate a significant improvement in the ability to write observation report texts after applying the Think-Pair-Share (TPS) method. The average pretest score of 52.05 increased to 85.82 on the posttest, with the paired sample t-test results showing Sig. (2-tailed)  $0.000 < 0.05$  and an average N-Gain value of 0.709 (high category). This proves that the TPS method is effective in helping students improve their writing skills because it provides opportunities for individual thinking (think), pair discussion (pair), and sharing of thoughts (share), so that students better understand the structure and content of observation report texts.

Improvements in writing skills can be seen in several important aspects (Kellogg & Raulerson, 2007). First, students demonstrated a better understanding of text structure, including general statements and section descriptions. Second, there was a significant improvement in the use of linguistic rules such as defining clauses, noun phrases, and relational verbs. Third, the content of the text has become more objective, factual, and systematic because students are accustomed to discussing and giving each other feedback during the pair stage before presenting it during the share stage. Thus, the TPS method has been proven to be effective in developing students' cognitive and collaborative skills in learning to write observation report texts.

The application of the TPS method makes students more active in the learning process. In the think stage, students are trained to observe and write down their observations independently, thereby building independence in thinking and initial analytical skills. The pair stage allows them to exchange ideas and improve their writing through discussion with friends, where scaffolding or assistance from peers who understand the material better takes place. The share stage provides a space to present their work to the class, thereby fostering a sense of responsibility and confidence in communicating ideas.

This collaborative process improves students' writing skills as well as their critical and social thinking skills, in line with Vygotsky's social constructivism theory, which emphasises the importance of social interaction in cognitive development (Mugabekazi, 2025).

The advantage of the TPS method also lies in its ability to create a conducive and non-monotonous learning environment (Astuti, 2024). Students who were initially passive and lacked confidence become more courageous in expressing their opinions because they first discuss in small groups before presenting in front of the class. In addition, this method facilitates differentiated learning because students with different abilities can complement each other in paired discussions. Teachers also find it easier to monitor student progress and provide guidance according to their needs at each stage of learning, so that no student is left behind in understanding the material in the observation report text.

Several previous studies have proven the effectiveness of various learning methods in improving the ability to write observation report texts. Panjaitan et al. (2022) showed that the group discussion method was effective in improving writing skills, with an increase in the average score from 55.59 to 76.93 ( $t\text{-count} = 5.14 > t_{\text{table}} = 1.69$ ). Rohmah et al. (2021) found a significant effect of the inquiry method, which encourages students to think critically and actively in the writing learning process. Meanwhile, Juliawati et al. (2015) and Yulia (2017) emphasized that local wisdom-based learning and field trip methods can improve writing skills through direct and contextual experiences. Although the four studies used different approaches, the results of this study showed a more significant improvement with an average score increasing from 52.05 to 85.82 and an N-Gain of 0.709 (high category). This indicates that the TPS method provides a more systematic and organized learning structure through three clear stages, combining independent thinking, collaboration, and presentation in a coherent learning process.

The results of this study have important implications for Indonesian language learning practices, particularly in teaching writing skills. The Think-Pair-Share method can be used as an alternative learning strategy that emphasizes active and collaborative student participation (Ismail et al., 2023). Teachers can apply it to various types of texts, not only observation report texts, but also descriptive, expository, argumentative, and narrative texts (Andira, 2025). The application of this method is also in line with the spirit of the Merdeka Curriculum, which emphasizes student-centered, collaborative, and contextual learning (Nurtiati, 2025). In addition, the TPS method can be integrated with digital learning media and learning resources based on local wisdom to enrich students' learning experiences. In terms of teacher professional development, this study provides empirical evidence that structured innovative learning methods can significantly improve the quality of learning, thereby encouraging teachers to be more creative in designing learning strategies that suit the characteristics and needs of students.

## CONCLUSION

Based on the results of the study and discussion, it can be concluded that the Think-Pair-Share method has a significant effect on students' ability to write observation report texts. This is evidenced by an increase in the average score from 52.05 on the pretest to 85.82 on the posttest. The results of the paired sample t-test show a Sig. (2-tailed) value of  $0.000 < 0.05$  and an average N-Gain value of 0.709 (high category). The improvement in writing skills can be seen from a better understanding of text structure, increased mastery of

linguistic rules, and more objective and systematic text content. The TPS method is effective because it provides opportunities for students to think independently, discuss in pairs, and share their thoughts, thereby creating an active, collaborative, and meaningful learning process.

Based on the research conclusions, it is recommended that Indonesian language teachers apply the Think-Pair-Share method as an alternative strategy for teaching various types of writing. Schools are expected to facilitate the development of teacher competencies through training in innovative teaching methods. Future researchers can develop similar studies by integrating the TPS method with digital media or applying it to different levels of education.

### ACKNOWLEDGEMENTS

The author would like to express his deepest gratitude to the Principal and Indonesian Language teachers of MTs Negeri 1 Kota Magelang for granting permission, providing facilities, and offering guidance during the research. Thanks, are also extended to the eighth-grade students who actively participated in this research, as well as friends who always provided moral support and encouragement. Hopefully, the assistance and cooperation of all parties will contribute positively to the completion of this research.

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