

## **Application of Think Pair Share Learning Model and Video to Improve Students' Writing Skill**

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### **Abstract**

The aims of the current research are to describe (1) the improvement of students' writing persuasive paragraph skill; (2) the improvement of students' learning attitudes after taking persuasive paragraph writing lessons with the Think Pair Share model and educational videos; (3) the increase of students' learning motivation after taking persuasive paragraph writing lessons with the Think Pair Share model and educational videos. This is a quantitative and qualitative research, with the number of participants are 30 students from high school in Kairouan city. The instruments used to collect data were observation, questionnaires, interviews, and documentation. Based on the results of research that had been done, it was known that students' skill in writing persuasive paragraphs had increased. It was known from the results of writing persuasive paragraphs in each cycle. In the pre-cycle, the average score of the students was 43.5. In the 1<sup>st</sup> cycle, the average score of students increased to 61.17. In the 2<sup>nd</sup> cycle, students got an average score of 64.83. In the 3<sup>rd</sup> cycle, the average score of students were 78.00. This proves that the results of writing persuasive paragraphs of students have increased in cycle I, cycle II, and cycle III.

### **Keywords**

educational videos, persuasive paragraphs, Think Pair Share

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## INTRODUCTION

Writing is a creative process to express ideas in the form of written language, which aims to inform, convince, or entertain. According to Alhusban (2016) the result of this creative process is commonly referred to as an essay. Essay and writing are two writings refer to the same result although there are different opinions said the two terms have different meanings.

Writing activity is an integral part of the entire learning process experienced by students (Engeness & Mørch, 2016; Harrison et al., 2016). The purpose of learning to write is so that students are able to express their ideas, ideas, opinions, and knowledge in writing. Rao (2017) stated that by having writing skills, students will be able to develop their creativity and use language to channel their creativity in daily life.

As stated by Aghayani and Hajmohammadi (2019), writing is an activity that is not easy for students to do even though at every level of education, students are always taught about writing. In line with that, Shayakhmetova, Mukharlyamova, Zhussupova, and Beisembayeva (2020) found through their research that writing is a representation of the units of language expression. Writing is also an activity of lowering or painting graphic symbols that describe a language that is understood by someone, so that the graphic symbols can be read and understood. Writing is seen as one of the important aspects in the communication process.

Writing activity is an activity that are inseparable while students are studying at school. Writing is an activity which is not easy for students to do because these activities require time, thoroughness, and creativity to be able to produce a writing that can be understood by the reader. In addition, writing is an important aspect of learning (Alhujaylan, 2019; Ta'amneh, 2020).

Learning writing skills has various forms, one of which is essay writing skills. In learning to write, students are expected to not only can develop the ability to make essays but also requires accuracy to express ideas or ideas by making interesting essays for be read. As stated by Nashruddin and Alam (2021) among them students must be able to compose and connect sentences that one sentence to another so that it becomes a complete and easy-to-understand essay by readers.

The learning process is an activity implemented by educators or tutors and a group of learners at a certain time and place. The tutor's behavior is teaching, and students' behavior is learning (Ahmad, 2016; Lin & Chen, 2017). In every teaching and learning activity, the tutors or instructors are not only teaching the lesson materials, but also facilitating learners to be able to be active independently.

The teacher is a planner, implementer, and curriculum developer for the class. Therefore, everything the teacher applies in the classroom will have an effect on motivation student learning. Based on a research conducted by Zilka, Rahimi, and Cohen (2019), motivation is one of the factors that influence the success of learning and the learning process itself. Teachers are required to be able to create various ways in the learning process to motivate students. Many strategies or learning methods can be implemented to increase the quality of learning to be more meaningful.

Students' writing activities can be improved if the teacher using the media as an example in learning. There are many ways and media that teachers can use to improve students' writing skills. The use of learning media will greatly help the effectiveness of the learning process and the delivery of messages and content lesson.

## **LITERATURE REVIEW**

Writing lessons are described in two aspects, namely literary aspects and non-literary aspects. Examples of literary aspects are writing rhymes, writing poetry, writing short stories, writing drama manuscripts, and other examples. Examples for non-literary aspects are writing research proposals, writing scientific papers, writing footnotes, writing speeches, writing paragraphs, and many others (Mohammad, Ghazali, & Hashim, 2018).

In the research conducted by Qanwal and Ghani (2019), literary and non-literary aspects are including learning writing skills at the high school level. The non-literary aspects of learning to write are mainly emphasized on competency standards for:

1. expressing information through writing paragraphs and speech texts,
2. writing persuasive paragraphs containing ideas to convince or invite readers to do something.

A persuasive paragraph is a paragraph that aims to influence emotionality reader. This paragraph also needs concrete data and examples to influence the reader. Through learning these skills, students are expected to be able to write persuasive paragraphs and produce good written works (Bauler, 2019).

A persuasive writing will be able to invite the reader to follow the will of the author. Thus, students are required to have the ability to process information so that it becomes an interesting persuasive paragraph. So, a persuasive paragraph is a paragraph that aims to persuade the reader to do something. A persuasive paragraph must also be supported by concrete data in order to convince the reader and the reader to do something after reading the persuasive paragraph.

Based on the initial observation made by the researcher, it was found that during the learning process to write persuasive paragraphs, there were still many students who had difficulties. The main difficulty is in terms of determining ideas and stringing words. This happens because students do not know the purpose and benefits of learning to write persuasive paragraphs. In addition, students are less enthusiastic in learning to write because they feel that learning to write is a difficult and boring activity.

There are many ways that educators can use to improve students' writing skills at persuasion paragraphs. One of them is the existence of innovation in the process learning, for example, such as applying innovative learning models for students and using media that can attract students' attention. In this research, the researcher will innovate in the use of possible learning models and learning media has not been applied in the previous learning process. Learning model is a device as instructor's way of teaching or how to add material with interesting way. This is used to create a learning atmosphere effective and efficient teaching.

The application of learning model must be based on the learners pattern has been determined and which will used. Instructors and tutors need to be creative in several approaches on the learning process to motivate learners. These efforts cover the use of technology as a learning medium (Drigas & Papoutsis, 2018).

The learning model applied in this research is Think Pair Share. This learning model makes a learning process that requires student cooperation between fellow groups or students his partner. Therefore in this model, students are given the task of writing persuasive paragraphs by the teacher, and students are asked to think with their partners, then students write persuasive paragraphs. After finishing writing, each pair reads their writing to other friends. This learning model makes students have a social sense and creative thinking.

In addition to learning models, researchers also use learning media namely educational video media. This media is used as a theme in writing student persuasive paragraph. This media makes it easier for students to choose a theme and develop it into a collection of words and sentences.

Education is an effort to educate students so that they can make decisions wisely and practice it in everyday life (Stern, 2020; Zheng, Bhagat, Zhen, & Zhang, 2020). Therefore, education is a learning effort which leads to the development of student behavior as a whole which is based on a certain grades referred to by the school. In this study, students are expected to be able to apply character education such as honesty, mutual cooperation, responsibility, discipline, and so on.

## **RESEARCH METHOD**

This research was conducted through four cycles starting from the pre-cycle, the 1<sup>st</sup> cycle, the 2<sup>nd</sup> cycle, and the 3<sup>rd</sup> cycle. Each cycle consists of four stages, namely planning, action, observation, and reflection. Pre-cycle aims to determine students' abilities in writing persuasive paragraphs. Pre-cycle is used as a reflection to carry out the 1<sup>st</sup> cycle. The results of the 1<sup>st</sup> cycle action processes are used as a reflection to carry out the second cycle. Results from the 2<sup>nd</sup> cycle action is used to determine the improvement of persuasive paragraph writing skills in class based on the reflection of the 1<sup>st</sup> cycle. The 3<sup>rd</sup> cycle action aims to know the change or improvement of persuasive paragraph writing skills after there is a reflection from the 1<sup>st</sup> and 2<sup>nd</sup> cycles, and if there is no improvement in the 2<sup>nd</sup> cycle.

This quantitative and qualitative research was conducted in a senior high school in Kairouan city, involving 30 students of that school as the participants. The object of the current research was the application of the Think Pair Share model and educational video media in teaching persuasive paragraph writing skills.

For collecting research data, the instruments used were observation, questionnaires, interviews, and documentation. The data analysis technique used in this research was descriptive quantitative and qualitative technique. Data analysis technique is the method used by researchers in processing data that have been obtained based on the research that has been done.

## FINDINGS AND DISCUSSION

Based on the test results of writing persuasive paragraphs with the think pair share model and educational video media, data obtained that the average score of students has increased from 61.17 in the 1<sup>st</sup> cycle to 64.83 in the 2<sup>nd</sup> cycle, and increased again to 78 in the 3<sup>rd</sup> cycle. Thus, learning outcomes increased by 3.66 from the 1st cycle to the 2nd cycle and 13.17 from the 2<sup>nd</sup> to the 3<sup>rd</sup> cycle.

The discussion of the results of this study is based on the results of the pre-cycle, the results of the first cycle, the results of the second cycle, and the results of the third cycle. The discussion of the results of this study includes test results and non-test results pre-cycle, cycle I, cycle II, and cycle III. The test results are guided by the scores achieved by students in the persuasive paragraph writing test. The assessment aspects consist of 5 aspects, namely:

1. aspects of the conformity of the contents with theme
2. word choice
3. spelling and punctuation
4. sentence effectiveness
5. the accuracy of paragraph types

From the results of those aspects, they are accumulated into one to get the results of the persuasive paragraph writing test in the pre-cycle, cycle I, cycle II, and cycle III. In the following table 1, a comparison of students' persuasive paragraph writing test results will be presented from the pre-cycle, cycle I, cycle II, and cycle III.

**Table 1. Comparison of the Results of Writing Persuasive Paragraphs**

Aspects	Average			
	pre	C I	C II	C III
The conformity of the contents with theme	7.83	14.83	15.00	19.50
Word choice	6.50	7.50	8.33	10.33
Spelling and punctuation	6.83	7.83	8.33	8.20
Sentence effectiveness	10.50	12.33	13.67	17.67
The accuracy of paragraph types	11.50	18.67	19.50	22.33
<b>Final Score</b>	<b>43.50</b>	<b>61.17</b>	<b>64.83</b>	<b>78.00</b>

Based on table 1, the increase in the results of the persuasive paragraph writing skill test from the pre-cycle, cycle I, cycle II, and cycle III can be explained that in every aspect of the assessment there is an increase. The results of the persuasive paragraph writing test in the pre-cycle, students got an average score of 43.50 with a less category in the range of values 0-59. It is obtained from those 5 assessment aspects.

The results of the persuasive paragraph writing test in the first cycle, students obtained an average score of 61.17 with a fairly good category in the range of 60 to 74. The score was obtained from the five aspects of the assessment. Thus, it can be seen that the increase in the results of the persuasive paragraph writing test from pre-cycle to cycle I reached 17.67%.

The results of the persuasive paragraph writing test increased in cycle II. Students get an average score of 64.83 with a fairly good category in the range of values of 60-74. Thus, it can be seen that the increase in persuasive paragraph writing test results from cycle I to cycle II reached 3.66%.

The results of the third cycle of writing persuasive paragraph tests experienced a significant increase. Students get an average score of 78 with a good category in the range of values of 75-84. Thus, it can be seen that the increase in persuasive paragraph writing test results from cycle II to cycle III reached 13.17%.

The increase at the average score for each aspect in the pre-cycle, cycle I, cycle II, and cycle III, proves that the application of the think pair share model and educational video media can improve students' skills in writing persuasive paragraphs at the high school level. Thus, the think pair share learning model and educational video media in learning activities can make students interested in learning and motivate students in writing, especially persuasive paragraph writing skills.

The improvement does not only occur in writing test results persuasive paragraphs, but also an increase in student learning attitudes after learning is carried out using the think pair share model and educational video media. This can be seen from the comparison of the results of the pre-cycle non-test instruments, cycle I, cycle II, and cycle III, which includes observations, questionnaires, interviews, and documentation.

Observations on student learning attitudes are used by researchers to assess the improvement of student learning attitudes during the learning process from pre-cycle to cycle III. Comparison of the results of observations can be seen in the following table 2.

**Table 2. Comparison of the Observation Result of Students' Learning Attitude**

Value Range	Pre-cycle		C I		C II		C III	
	F	%	F	%	F	%	F	%
85-100	0	0	5	16.67	13	43.33	21	70
75-84	0	0	3	10	7	23.33	6	20
60-74	2	6.67	21	70	10	33.33	3	10
0-59	28	93.33	1	3.33	0	0	0	0
<b>Total Number</b>	30	100	30	100	30	100	30	100
<b>Average</b>	<b>46.83</b>		<b>68.50</b>		<b>78.67</b>		<b>85.83</b>	

Based on the data in table 2, it can be seen that students' learning attitudes based on the results of observations from pre-cycle to the 3<sup>rd</sup> have increased. In the pre-cycle, the average value of student learning attitudes is 46.83. In the range of values 0-59 it is categorized as less. In the 1<sup>st</sup> cycle, the average value of students' learning attitudes is 68.50. In the range of values 60-74 is categorized quite well. In the 2<sup>nd</sup>, the average value of students' learning attitudes is 78.67 which in the range of values of 75-84 is categorized as good. In the 3<sup>rd</sup> cycle, it is found that the average value of student learning attitudes is 85.83 which in the range of values from 85 to 100 is in the very good category.

Based on the table, it can be known that the increase in student learning attitudes based on the results of Pre-cycle observations until cycle III have increased in the very good category. This proves that the use of the Think Pair Share learning model and educational video media can improve students' learning attitudes.

The student learning attitude questionnaire was used by researchers to assess the improvement in student learning attitudes during the learning process from pre-cycle to cycle III. Comparison of the results of the questionnaire after learning from pre-cycle to cycle III can be seen in table 3 below.

**Table 3. Comparison of the Results of Student Learning Attitude Questionnaire**

Value Range	Pre-cycle		C I		C II		C III	
	F	%	F	%	F	%	F	%
85-100	0	0	0	0	0	0	0	0
75-84	0	0	4	13.33	11	36.67	16	53.33
60-74	8	26.67	11	36.67	18	60	14	46.67
0-59	22	73.33	15	50	1	3.33	0	0
<b>Total Number</b>	30	100	30	100	30	100	30	100
<b>Average</b>	<b>55.13</b>		<b>61.67</b>		<b>70.87</b>		<b>75.40</b>	

Based on table 3, it can be seen that the increase in student learning attitudes from pre-cycle to cycle III has increased. From the results of the questionnaire, the average student learning attitude in the pre-cycle was 55.13 which in the range of values 0-59 was categorized as less. In the first cycle, the average value of student learning attitudes was 61.67 which in the range of values 60-74 was categorized as quite good. In the second cycle, the average value of student learning attitudes was 70.87 which in the range of 60-74 was categorized as quite good. Furthermore, in the third cycle the student learning attitude questionnaire showed an average value of 75.40 which in the range of values of 75-84 was categorized as good. Based on the table, students' learning attitudes based on pre-cycle questionnaires up to cycle III have increased in the good category.

From the results of interviews with students about their learning attitudes in learning in pre-cycle, cycle I, cycle II, and cycle III, it can be seen that there is a change in students' attitudes towards a more positive direction in the process of learning to write persuasive paragraphs. The interview data is taken from all the students studied. It aims to find out more about students' attitudes towards learning to write persuasive paragraphs by think pair share model and educational video media.

The interview of students' learning attitudes in pre-cycle learning consists of 5 aspects of questions namely:

1. Do you read the prayer before the lesson starts?
2. Are you on time when you go to class?
3. Do you pay attention to the teacher explaining the subject matter?
4. Do you take the lessons in class seriously?

5. Do you do the assignments from the teacher and submit them on time?

From the results of these interviews, there were 7 students (23.33%) answered "Yes" for the five aspects because students were interested in the learning being carried out. There were 5 students (16.67%) who answered "No" on the five aspects because students were not interested in the learning that had been done. There were 18 students (60%) who answered "Yes" and there were those who answered "No" on these five aspects, because students were not yet interested in learning.

The interview of students' learning attitudes in the 1<sup>st</sup> cycle learning consists of 5 aspects of questions namely:

1. Do you read the prayer before the lesson starts?
2. Do you seriously pay attention to the teacher explaining the subject matter?
3. Do you seriously pay attention to the teacher displaying a video?
4. Can you work together with your friends during group discussions?
5. Do you do the assignments from the teacher and submit them on time?

From 30, 50% of students answered "Yes" to the five aspects, because students were interested in and happy with the learning that had been done. There were 4 students (13.33%) answered "No" on the five aspects, because students were not interested in the learning being carried out. Finally, out of 11 students (36.67%) there were those who answered "Yes" and there were those who answered "No" to these five aspects, because students are slightly interested in the learning being carried out. In the second cycle of learning, the questions are the same as the interview questions in the first cycle, consisting of 5 aspects of the question. In this second cycle, the results are more improved than usual. Out of 30, there were 18 students (60%) who answered "Yes" to these five aspects, because students were happy and interested in learning that has been done. There are 2 students (6.67%) who answered "No" to the five aspects, because the students were not interested in the learning being carried out. There are 10 students (33.33%) who answered "Yes" and some answered "No" on the five aspects. This is because students are starting to be interested in the learning that has been done.

Interview questions to see students' learning attitudes in cycle II learning were the same with ones in the first cycle. The result of the second cycle showed an increase. From 30 students, there were 18 students (60%) who answered "Yes" to those 5 aspects, because they were happy and interested in the learning that had been done. There were 2 students (6.67%) who answered "No" to the 5 aspects because they were not interested in the learning being carried out. Furthermore, out of 10 students (33.33%), some answered "Yes" and some answered "No" on the 5 aspects because they were starting to be interested in the learning that had been done.

The interview results regarding student learning attitudes in learning in cycle III were even more improved than the previous cycles. Based on interviews that researchers conducted with all students, it was found that most of the students were happy and interested in learning to write persuasive paragraphs using the think pair share model and educational video media.



After the research was carried out, the improvement did not only occur in the writing test results persuasive paragraphs, but also an increase in students' learning motivation after learning is carried out using the think pair share model and the media video preaching is loaded character building. This can be seen from the comparison of the results of non-test instruments pre-cycle, cycle I, cycle II, and cycle III, which includes observations, questionnaires, interviews and documentation.

Observations on student learning motivation were used by researchers to assess the increase of students' motivation during the learning process, starting from pre-cycle activities, cycle I, cycle II, and cycle III. From the results of the researchers' observations, it was found that by using the Think Pair Share learning model and educational video media, students' learning motivation from pre-cycle to cycle III increased. If measured by a scale, student learning motivation is in the good category.

## **CONCLUSION**

Based on the research results and discussion in this classroom action research, it can be concluded as follows.

- Students' skills in writing persuasive paragraphs, after participating in writing lessons using the Think Pair Share model and educationally charged media, have increased. This can be seen from the increase in class average scores achieved by students in the pre-cycle (43.50), the first cycle (61.17), the second cycle (64.83), and the third cycle (78.00). It also shows that the results of writing persuasive paragraphs by students are in the good category.
- Analysis of data from observations, questionnaires, interviews, and documentation also showed that with the think pair share model and educational video media, there was an increase in student learning attitudes during learning starting from pre-cycle, cycle I, cycle II, and cycle III. This is indicated by the results of the data that has been collected.
- It is found that there was an increase in students' learning motivation during learning activities of writing persuasive paragraphs with the application of the think pair share model and educational video media. This is obtained from the results of the data that has been collected through observation, questionnaires, interviews, and documentation, from the pre-cycle, cycle I, cycle II, and cycle III.

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