



The Benefits of the Think Pair Share Method for Teaching Senior High School Students to Write using Mind Mapping Media

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Received: 15 May 2024; Revised: 25 May 2024; Accepted: 28 May 2024

Abstract

The purpose of this study was to determine whether senior high school students taught using the Think Pair Share (TPS) Method with Mind Mapping Media achieved superior writing skill achievement than students taught using the Grammar Translation Method (GTM). This study used a quasi-experimental design, which is a type of quantitative research. Sixty-four students made up the research sample: thirty-two from class XI IPS 1 were the experimental group, and thirty-two from class XI IPS 2 were the control group. Students of SMAN Kademangan Blitar's Class XI were the study's subjects. The data was calculated by the researcher using ANCOVA. The study's conclusions demonstrated that students who were taught the Think Pair Share Method with Mind Mapping Media outperformed those who were taught Grammar Translation Method (GTM) in terms of writing achievement. According to the Estimated Marginal Means Table, students taught using the Think Pair Share (TPS) Method with Mind Mapping Media scored 77.529, while students taught using Grammar Translation Method (GTM) scored 77.034. In summary, the Think Pair Share (TPS) Method combined with Mind Mapping Resources was more effective in teaching writing.

Key words: benefits; descriptive text; mind mapping; TPS; writing

Introduction

An international language used for interaction and communication between nations is English. Learning it can help us access knowledge about global business, entertainment, and education. This indicates that for a large number of people, understanding English is crucial. It ought to be taught in Indonesian schools starting in elementary school and continuing through university. Students must become proficient in all four areas of English proficiency: speaking, listening, reading, and writing. These four skills are taught to all English learners. However, these skills won't be well-established if the students do not master the language components. One of the language components are vocabulary. Vocabulary is one of the language components that needs to be mastered when students are learning English (Yusri, 2020). Having a large vocabulary can help them become more fluent in English because genuine language usage requires a large number of words. Conversely, in the event that their vo-

cabulary is inadequate, children will struggle to communicate their ideas and understand what they read or hear. There are many ways to improve English vocabulary, such as, reading literature, doing conversation, listening, making notes pocket, using multimedia and guessing words. Teachers also have a very important role to teach and create conditions which encourage vocabulary expansion and well-chosen strategy can help students acquire English well.

Writing is regarded as a challenging skill. The challenge is not just in coming up with and organizing ideas, but also in turning them into legible text. Writing involves more than just turning spoken language into written language; it also involves knowing how to effectively communicate ideas on paper. (Richards & Renadya, 2002). Writing is derived from a verb. Writing allows you to generate language, something that comes effortlessly to speaking. You say something, consider what you've said, maybe make a correction, and then move on to the next thing. (Anggraini et al., 2020).

According to an interview conducted in the school year 2023/2024 with the English Language teacher in class XI of SMAN 1 Kademangan, some pupils' writing abilities are below average. The reason for this is that pupils struggle to express their ideas when given writing assignments by their teachers. In general, they struggle to identify the theme, find it difficult to phrase, and perform poorly on language norms. Due to these challenges, even the pupils who write reluctantly are unable to articulate ideas and thoughts well. It cannot be separated from the teacher's responsibility to provide instructional materials. Thus long, the teacher's approach to teaching writing skills has mostly focused on imparting theory and linguistic knowledge, with little attention paid to the writing skill development process. Students that study this way become overstimulated and disinterested.

In light of the aforementioned issues, the main cause of the issue is the ineffective teaching strategy that teachers employ when teaching students to write stories. Because of this, a teacher's attempt to adapt a cutting-edge teaching strategy for writing instruction might inspire students and save time. The researcher looks for efficient teaching techniques to assist students become better writers in order to address the issues. The Think Pair Share method is one of them. The purpose of the Think Pair Share technique is to help students think about a particular subject by giving them the freedom to generate original ideas and discuss them with a fellow student. Lyman created this instructional technique to promote student involvement in the classroom. One tool that may be utilized to assist students in writing is thought mapping, which can help them address their difficulty with producing descriptive passages in the literature (Buzan, 2008). Based on the aforementioned claims, the researcher set out to investigate if teaching senior high school students to write more effectively would include combining the Think Pair Share Technique with Mind Mapping Media.

Materials and Method

Writing is a language skill that pupils should be proficient in in order to reflect in their written English proficiency. Writing, as defined by the dictionary, is the process of creating letters and characters on paper, wood, stone, or any other medium in order to convey thoughts or communicate with others through visible sig-

nals.

Mastery of the four main language skills - listening speaking, reading, and writing, is emphasized in language instruction. Writing is without a doubt the hardest skill for second language learners to acquire when compared to the other three. Writing serves as a tool for communication as well as a way to study, organize information, and think. In addition to choosing what to write, writers also need to consider terminology, organization, and phrasing. Chan (2002) also mentions that students often do not know what to write or they can not decide what to write, Students sometimes do not have any experience with the topic nor have few feelings to share with others (Heng & Abdullah, 2004). As a result, they possibly write around few points repeatedly and this makes the written work boring.

Nature of Writing

In evaluating written work, the opinion of the teacher has always been crucial. Teachers usually set the parameters for the writing assignments, specify the subjects, and assign grades. Considering that many teachers have their roots in the transmission model of learning and instruction - in which teachers offer the fundamental knowledge that pupils are supposed to learn - this teacher-centered approach is not surprising.

The transmission model of teaching separates off curriculum areas and places an emphasis on mastering individual abilities in a sequential manner. As a consequence of this methodology, pupils have acquired the skill of writing independently from reading and other literacy-related tasks. Another unintended consequence of this has been that teachers have a tendency to place too much emphasis on grammar and mechanics (spelling, capitalization, and punctuation) in their assessments, to the detriment of writing's content and significance (Ikawati, 2018).

Assessing Students Writing Ability

Students writing skill can be assessed directly by asking the students to produce a written text and scoring the quality of the text or directly by giving them an objective text, computing the scores from their answer. The indirect assessment is aimed at measuring certain components which are believed to be prerequisite for the students to be able to write well. The people who use the indirect writing assessment believe that if the students have developed the pre-requisite skills/knowledge of writing, like the skill in choosing correct words, in applying the right use of gram-

mar, in ordering the ideas in the sentences and the paragraphs, in using the right cohesive devices, they can be predicted to have a good writing skill. They argue that it is not possible for anyone to be able to produce a good piece of writing until the knowledge and skills of the sub-components of writing be acquired it is possible, therefore, to assess their knowledge of skill in the writing components without necessarily asking the students to actually write a piece of writing see Table 1.

Process of Writing

A process is a set of steps or actions used to complete a task. Writers are expected to have a deep understanding of the process when writing. They then break it down into its phases or steps. Lastly, they must include a thorough explanation of each step so that readers may understand how it operates. The term "writing process" describes all the steps a writer takes from the time they begin considering what to write to the time they finish the final draft. This method places emphasis on the ideas to be recorded as well as the format in which the ideas are recorded; in other words, the writer must consider what to say, to whom, and how to say it. The steps are not sequential and must not be separated. However, they could take place simultaneously. While some people edit as they go through a draft, others only edit once the draft is finished. Others, however, edit while they draft.

In writing students must know how to organize words and give theoretical aim, rhetorical implies the organization both content meet particular rhetorical aim, such as persuading a friend to take a certain action (Practices & Environment, 1999). Writing, particularly academic writing is not easy. To practice this, develop skill the writing process can be great must be mastery writing good paragraph. Paragraph writing consists of necessary elements. A paragraph consists of the following elements: the topic sentence, also known as the opening statement, is a statement that typically introduces the topic. Remember that the readers will mostly depend on what is written in order to determine whether or not the paragraph is worthwhile reading. If not, the topic sentence will have provided them with hints that will enable them to choose carefully what they read. Meaning that each paragraph's main sentence serves as a shortcut to save readers time and effort when they are scanning for a specific piece of information or getting the substance of the text. Be-

Table 1. Scoring Rubric of Descriptive Text

Aspect	Score	Performance Descriptive
Content (C) 30%	4	The topic is complete and clear and the details are relating to the topic
	3	The topic is complete and clear but the details are almost relating to the topic
	2	The topic is complete and clear, but the details are not relating to the topic
	1	The topic is not clear, and the details are not relating to the topic
Organization (O) 20%	4	Identification is complete and descriptions are arranged with proper connectives.
	3	Identification is almost complete, and descriptions are arranged with almost proper connectives
	2	Identification is not complete, and descriptions are arranged with few misuses of connective
	1	Identification is not complete, and descriptions are arranged with misuse of connectives
Grammar (G) 20%	4	Very few grammatical or agreement inaccuracies
	3	Few Grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement Inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15%	4	Effective choice of words and words forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15% Spelling Punctuation Capitalization	4	It uses correct spelling, punctuation and capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling punctuation and capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

cause of this, the topic sentence ought to act as a kind of clincher—that is, an alluring declaration that grabs the reader's interest and compels them to read the rest of the paragraph. Details that provide context come second. These sentences provide information that supports the major notion expressed in the topic sentence, hence supporting the topic sentence. Therefore, there should be at least some supporting information because only a few undermine the paragraph's credibility and aren't worth the time and effort to construct.

The third principle of unity is that there is only one thought per paragraph, which is expressed in the topic and supporting sentences. Fourth, coherence denotes how simple it is to read and comprehend a paragraph. It indicates that there are suitable transitions within a paragraph. The final sentence in your paragraph is the conclusion, which should summarize the points you made and, in some way, rephrase the main sentence.

Descriptive Text

Any text that describes a person or object is called a descriptive text. Explaining and illuminating a specific person, location, or object is its goal.

In a broad sense, description, as explained by Kane (P Fanny Widasari, 2010), a description is generally characterized as something like this: A description focuses on the senses—how something feels, sounds, and appears. Although description mostly concerns with visual experience, it also touches on other types of perception.

However, the descriptive text is particularly, “..... is a text which says what a person or a thing is like. Its purpose is to describe and reveal a particular person, place, or thing.”

Thus, this descriptive language might be defined as an explanation of what an object or person is like, including its form, attributes, quantity, and other characteristics. It is evident that the descriptive text's goal is to characterize, depict, or make visible an abstract or physical person or thing.

Generic Structure of Descriptive Text

Students are required to pay attention to the generic structure when producing descriptive texts. The general format of the descriptive text that students need to be familiar with is as follows: The first step in describing a phenomenon is identification. b). Describes the compo-

nent, attributes, and traits

To sum up, a descriptive paragraph informs the readers of what they have heard, felt, and experienced. In addition to concentrating on particular individuals, a descriptive paragraph uses the simple present tense. It starts with an identification that shows which phenomenon is going to be discussed. The description, which is the final section, follows and lists the components, attributes, and traits see Table 2 (P Fanny Widasari, 2010).

Purpose of Descriptive text

1. To characterize an object, person, or location in detail
2. To characterize a specific individual, object, or location.

Language Feature of Descriptive Text.

1. item, is uncommon, and is one of a kind. for instance, uncle Jim, my home, the Borobudur Temple, and Bandengan Beach
2. Using an adjective (an adjective) to define the noun, as in a stunning beach, a dashing man, a well-known location in Jharkhand, etc.

Table 2. Example of Descriptive Text

Generic Structure	Text
	Elephant
Identification	An elephant is the largest and strongest of all animals. It is a strange looking animal which it has thick legs, huge sides and backs, large hanging ears, a small tail, little eyes, long whitetusk and above all, elephant has a long nose, the trunk. An elephant is commonly seen in a zoo, it has hard found in its natural habitat.
Description	The trunk is the elephant's peculiar feature. This trunk has various usages. The elephant draws up water by its trunk and can squirt the water all over its body like a shower bath. The elephant's trunk also lift leaves and puts them into its mouth. Infact, the trunk serves the elephant as long arm and hand. An elephant looks very clumsy and heavy and yet an elephant can move very quickly.
Conclusion	The elephant is a very intelligent animal. Its intelligence combined with its great strength makes an elephant a very useful servant to man. Elephant can be trained to serve in various ways such as carry heavy loads, hunt for tigers and even fight. An elephant is really a smart animal.

3. The usage of the simple present tense: This sentence structure conveys the fact about the item being described.
4. Action verbs are those that depict an action, such as run, sleep, walk, cut, etc.

Think Pair Share

The goal of TPS is to differentiate learning by providing students with the time, space, and structure to think critically about a given subject, allowing them to generate original ideas and share them with a peer. This method involves posing a problem, giving students some time to consider it on their own, and having them collaborate in pairs to find solutions before sharing them with the class. TPS is a simple method to employ in a pre-planned lecture as well as in impromptu talks. This method can be used for a variety of routine classroom tasks, such as topic development, brainstorming, partner reading, quiz reviews, discussion topics, and concept reviews.

A key component of TPS is getting students more involved in the teaching-learning process through peer conversations. Additionally, there will be increased enjoyment and engagement in the teaching-learning process (Dunlap, 2008). Therefore, it will have a favorable impact on how well students understand the teacher's subject.

The Advantages of Think Pair Share

According to (Fauziyati & Istianah, 2013), there are a few benefits to using the Think-Pair-Share strategy as one of the cooperative language learning models. These are listed below: 1) The Think-Pair-Share method requires little preparation time and is rapid. 2) The Think-Pair-Share method allows students to discuss ideas in class more productively since they have had time to consider them before presenting them to the class as a whole. 3) When presenting ideas to the class as a whole, students have the chance to develop self-confidence and acquire higher order thinking skills from their peers. 4) The pair step makes sure that every student participates in the conversation. 5) All students get a chance to speak, and they can practice their answers both vocally and intellectually. 6) There are more opportunities for both the teacher and the students to reflect and participate in group discussions. 7) Think-Pair-Share works with students in all grade levels and in all class sizes.

The Disadvantages of Think Pair Share

Despite its benefits, there are a few drawbacks to the Think-Pair-Share method. These include the following: 1). Since they can discuss anything outside of the assigned topic and questions with their partner, some students choose not to concentrate on the provided topic and questions. 2. It's possible that the pupils who don't grasp the questions or the subject matter well gave the other partners a cheat. One way to foresee the drawbacks is to assign a time restriction to the students for completing the researcher's activities, which will prevent them from deviating from the subject matter. The second is that a pretest must be administered initially so the researcher can determine the students' reading proficiency. Thus, the number of students in high and low achiever. The high and low can then be split up into separate groups by the researcher.

The Concept of Mind Mapping

Tony Buzan Press created the mind map, which is a copyrighted method of visually displaying information by showcasing the connections between important concepts and ideas (Buzan, 2008). It is commonly accepted that mind mapping facilitates effective communication among individuals worldwide. Mind maps, according to Tony Buzan, make use of the entire left and right hemisphere of the brain. Tony Buzan contends that mind maps make use of the entire left and right hemisphere of the brain. In general, the right side of the brain predominates in the domains of rhythm, color, dimension, gestalt (wholeness), imagination, and daydreaming. Meanwhile the left side is dominant in words, logic, numbers, sequence, linearity, analysis, and list. Mind mapping takes all these elements in to account (Buzan, 2008). When constructing a mind map, it is demonstrated by the application of curve lines, symbols, words, images, and colors. In contrast to the conventional "linear" method of taking notes, mind mapping offers many advantages. This is because linear note-taking consumes significantly less than half of the human brain's potential (Buzan, 2008).

Buzan listed the following benefits of mind mapping: time saved by reading only pertinent passages; time saved reviewing mind map notes by avoiding the need to search for important words among superfluous verbiage; improved focus on important issues; clear and appropriate made between important words; and the brain finding it easier to accept and remember visually stimulating, multi-dimensional mind maps rather

than monotonous, boring linear notes. Additionally, mind mapping facilitates an uninterrupted and possibly limitless stream of thinking and aligns with the brain's innate need to complete wholes; hence, by continuously employing all of its cortical abilities, the brain becomes more attentive and responsive (Buzan, 2008).

Grammar Translation Method

When discussing grammar instruction, the term "traditional" frequently alludes to the early 1800s. Grammar is meant to be taught in a "traditional" manner, which is uncomplicated, straightforward, and systematic. According to Rogers and Richards, "Grammar translation approaches the language first through detailed analysis of its grammar rules, followed by application of this knowledge to the task of translating sentences and texts into and out of the target language (Education, 2010)."

In order to comprehend and work with the morphology and syntax of the foreign language, it therefore sees language acquisition as little more than memorization of facts and rules (1986). According to Diane Larsen-Freeman and Marti Anderson (n.d.), the grammar translation method is a technique for teaching foreign languages that is drawn from the classical (also known as traditional) approach of teaching Greek and Latin. Despite not making any distinctions from the Classical approach, Marzana Rahman journals in a recent paper gives us a succinct overview of the Grammar-Translation approach (G-T): Larsen-Freeman (2000:32) asserts that the Grammar-Translation Method is not a novel concept. Although it goes under several names, language instructors have long utilized it. Since it was initially applied to the teaching of the classical languages, Latin and Greek, it was formerly known as the "Classical Method." This approach was employed earlier this century to assist pupils in reading and appreciating literature written in foreign languages. Additionally, it was intended that by studying the grammar of the target language, students would have a greater familiarity with the grammar of their home tongue, which would improve their ability to write and speak it (Diane Larsen-Freeman and Marti Anderson, n.d.). Eventually, it was believed that studying a foreign language would aid children in developing intellectually, even if it was acknowledged that they would probably never use the target language. Nevertheless, the mental challenge of acquiring the language would be helpful.

Advantages of Grammar Translation Method

The first language is kept as the reference system while studying the second language using the Grammar-Translation Method. In the Grammar-Translation Method, translation from one language to another has a role in language acquisition. By comparing two languages, students can gain a deeper comprehension of technical vocabulary and complex phrases. Students' ability to read comprehension and construct grammatically sound sentences is greatly enhanced by the methodical study of grammatical rules. It is especially crucial for students enrolled in teacher education programs, as they require a strong grasp of the target language's grammar.

Students' ability to comprehend and work with syntax and morphology will improve their capacity to analyze and solve difficulties. The emphasis on comprehending literary works creates the environment necessary for well-trained reading and writing skills. Teachers are not required to do anything with the Grammar-Translation, even though students frequently become frustrated with it.

Disadvantages of Grammar Translation Method

The grammar translation approach has a number of drawbacks when it comes to teaching current languages. Marks (2008) offers many objections: 1. For learners of modern languages, speaking and comprehension are more crucial than reading and writing. But written language is preferred over spoken language when using the grammar translation approach, 2). This approach employs a graded grammar syllabus, and students are required to progressively acquire a precise understanding of every topic covered. For students who wish to use the language right away, this could be a major drawback; 3. Nowadays, learning by application, exposure, and experience is preferred. However, the grammar translation approach makes use of deliberate memorization of vocabulary or grammatical rules; 4). The teacher takes center stage in the grammar translation technique, and students engage with the teacher rather than one another. 5. These days, it is advised that students make their own independent discoveries. Additionally, they must to be able to collaborate; 6). Translation, a fundamental Grammar Transla-

tion Method methodology, is currently thought to be a poor method of language learning. Instead, it is preferable to think in that language. 7. The Grammar Translation Method places a premium on precision. Fluency is currently thought to be more significant, though (Education, 2010).

Method

For this study, the researcher employed an experimental research design. Among the many types of experimental research is the quasi-experimental research approach used in this study. This kind of experiment uses pre- and post-test designs with non-randomized Control Groups. A nonrandomized control group pre-test post-test design was used by the researcher in a quasi-experimental experimental study design. Two groups with roughly equal accomplishments were chosen to carry it out. In this quasi-experiment, the researcher employed a pre-test, treatment, and post-test. The quasi-experimental design using the non-randomized control group pre-test post-test design, as recommended by (Martarini & Sastaparamitha, 2020) is shown in the Table 3.

Considering that the pretest-posttest design of the nonrandomized control group was used in this study. In this study, data were analyzed using statistical techniques in order to create a quasi-experimental design as recommended by (Pallant, 2016), the researcher used the ANCOVA formula to support the hypothesis. He claims that when two groups are involved in a pretest and posttest design (comparing the effects of two different therapies, recording group measurements before and after), ANCOVA can be used. The pretest scores were treated as a covariate, he added, in order to account for any prior variations between the groups. ANCOVA also helps when you have to employ pre-existing groupings (student classes) instead of dividing up your subject into random groups. While these groups may differ on a variety of different criteria, ANCOVA can be used to reduce some of

the discrepancies between them.

Results and Discussion

The researcher examined the linearity of the link between the pretest as the dependent variable and the posttest as the covariate, as well as the homogeneity of regression slopes, before doing an ANCOVA.

Examining Linearity

By using a scatterplot, the researcher can confirm that the dependent variable and the covariate have a linear relationship," according to (Pallant, 2016). the scatterplot serves as a broad indicator of the degree of correlation between two variables. Visual analysis of the correlation between the variables can be achieved by generating a scatterplot. Plotting each pair of scores that the participants in the sample submitted is shown here.

The X (horizontal) axis is used to plot the scores for the first variable, and the Y (vertical) axis is used to plot the corresponding scores for the second variable. Additionally, the scatterplot will show whether the variables are positively or negatively related. The line rises to the right for positive correlations. The line for negative correlations moves from a high point on the left to a low point on the right.

Based on the scatter plot for each group in Figure 1, the relationship is linear (straight line) and for each group it has a value (TPS: R^2 Linear = 0.101 and GTM: R^2 Linear = 0.143). So, we can say that the linearity assumption is not violated.

Based on table 4 Evaluating the interaction between the covariate and the factor (independent variable) in the dependent variable's prediction is known as testing the homogeneity of regression slopes. If the interaction is substantial, then ANCOVA should not be performed because the results are meaningless. (Pallant, 2016) states the assumption is broken if the interaction's interaction level is less than or equal to 0.05, which indicates that the interaction is statistically significant. Furthermore, the significant value for the data from the technique pretest above is 0.216, which is significantly higher than 0.05. It has been demonstrated that the regression slope's homogeneity assumption is upheld. This finding permits the use of ANCOVA.

Table 3. Example of Descriptive Text

Group	Pre-Test	Treat- ment	Post-Test
Experi- mental Group	Y1	X	Y2
Control Group	Y1		Y2

Description:

Y1: Observation in Post-test (test is given after treatment)

Y2: Observation in Pre-test (test is given before treatment)

X: Treatment on TPS Strategy using Mind Mapping

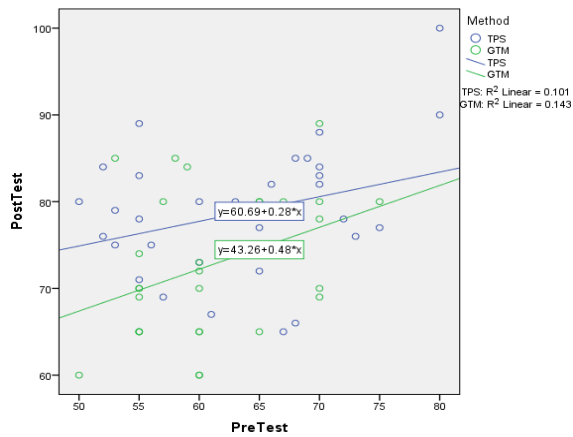


Figure 1. Linearity

Table 4. Testing the homogeneity of Regression Slopes

Dependent Variable: PreTest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1037.545 ^a	3	345.848	7.541	.000
Intercept	1943.712	1	1943.712	42.379	.000
Method * PostTest	71.645	1	71.645	1.562	.216
Method	125.594	1	125.594	2.738	.103
PostTest	9.649	1	9.649	.210	.648
Error	2751.893	60	45.865		
Total	218390.000	64			
Corrected Total	3789.438	63			

a. R Squared = .274 (Adjusted R Squared = .237)

Table 5. Lavene's Test of Equality Error Variances

Dependent Variable: PreTest

F	df1	df2	Sig.
.998	1	62	.322

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + Method * PostTest + Method + PostTest

Table 6. One-way Analysis of Covariance

Dependent Variable: PreTest

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	965.900 ^a	2	482.950	10.434	.000
Intercept	1872.416	1	1872.416	40.452	.000
PostTest	2.506	1	2.506	.054	.817
Method	925.850	1	925.850	20.002	.000
Error	2823.537	61	46.287		
Total	218390.000	64			
Corrected Total	3789.438	63			

a. R Squared = .255 (Adjusted R Squared = .230)

Table 7. Estimated Marginal Means

Method		Std. Error	95% Confidence Interval	
			Lower Bound	Upper Bound
Think Pair Share	77.529 ^a	1.279	74.971	80.086
GTM	74.034 ^a	1.431	71.172	76.896

a. Covariates appearing in the model are evaluated at the following values: PreTest = 57.91.

The Equality of Error Variances Test by Levene

To ascertain whether the premise of variance equality is broken, utilize Levene's Error Equality Test Variances. The variances are homogenous if the significant value is greater than 0.05; non-homogeneous variances occur when the value is less than 0.05. Stated otherwise, the assumption of variance equality is broken and the variances are different.

(Pallant, 2016) Based on table 5 Levene's Test for Equality of Error To determine if the equality of variance assumption is being broken, variances are employed. The variances are homogeneous if the significant value is more than 0.05; if the value is smaller than 0.05, the assumption of equality of variances is broken and the variances are not homogenous. Given that the significant value is 0.332, which is much larger than 0.05, the statistics above indicate that the variances are homogenous or that the premise of equality of variances is not broken.

According to Table 6 (Pallant, 2016) If the sig. value is less than 0.05, the groups differ considerably. The significance value, which is less than 0.05, is 0.000 based on the results shown above. Given that there was a significant difference between the two approaches, the null hypothesis should be rejected.

On table 7 alternative hypothesis, which is supported by the Estimated Marginal Means, states that students taught using Think Pair Share with Mind Mapping Media outperform students taught using the GTM method because the mean score for Think Pair Share with Mind Mapping Media is 77.529, which is 74.034 higher than for the GTM method.

Research Results

Based on the above-mentioned One Way Analysis Covariance, the analysis result showed that $F = 20.002$, $\text{Sig. } 0.000 < 0.05$, indicates a significant difference in achievement between the experimental and control groups. Which approach is more effective for teaching writing can be ascertained using the estimated marginal means shown in Table 7 above. It shows that the adjusted mean for students who used Think Pair Share to teach was 77.529, higher than the adjusted mean of 74.034 for students who used the traditional technique. Put differently,

pupils who were taught writing using the traditional approach did not see the same level of improvement as those who were taught using the Think Pair Share technique.

Discussion

The goal of the current investigation is to identify the solution to the previously stated issue. The issue is "Does Think Pair Share Technique with Mind Mapping Media give better achievement on writing skill?" The operational hypothesis, which states that students who are taught descriptive text using Mind Mapping Media outperform those who are taught using GTM in terms of writing achievement, was developed after a review of some theories pertaining to the study's issues. It was changed to the null hypothesis (H_0) in order to test the study's research hypothesis. The null hypothesis stated that "the students taught descriptive text with Think Pair Share with Mind Mapping Media achieve better in writing descriptive text than those taught using GTM."

Two perspectives—the statistical perspective and the practical perspective—are used to interpret the research. From a statistical perspective, the study's results demonstrated that students who were taught descriptive texts using mind mapping media achieved significantly more than those who were taught using the lecture method. The significant value, $P 0.000 < 0.05$, which is less than 0.05, demonstrates this. The disparities between the adjusted means for the two groups—which are presented in the Estimated Marginal means table as 74.034 for the students taught using GTM and 77.529 for the students taught using Think Pair Share with Mind Mapping Media—also demonstrate this. The research rejected the null hypothesis, which states that both techniques (Think Pair Share Technique with Mind Mapping Media and GTM) are equivalent, because there was a significant difference between the experimental and control groups. This indicates that empirical data backs up the theoretical hypothesis.

From a practical standpoint, the research findings showed that using mind mapping media in conjunction with the Think Pair Share Technique can help students write better, particularly when it comes to descriptive texts. This was most likely caused by Think Pair Share's clear instructions, which motivate pupils to write with ease. Additionally, Think Pair Share assists students in generating ideas for written assignments. It is clear that in order to help students generate ideas and turn those ideas into

writing, think-pair-share should be taught, practiced, and applied in writing classes.

Conclusion

The probability (P) showed the value of $F = 20.002$ and 0.000, according to the writing instruction using the Think Pair Share Technique using Mind Mapping Media. The experimental class scored 77.529 utilizing the Think Pair Share Technique with Mind Mapping Media, compared to 74.034 for the control class using the traditional method. This suggests that, with a 95% confidence level, the Think Pair Share Technique using Mind Mapping Media delivered superior results. In summary, teaching writing was more effective when the Think Pair Share Technique was combined with Mind Mapping Media.

Suggestion

Based on the aforementioned conclusions, the researcher provides English instructors, students, and aspiring researchers with some recommendations for implementing the Think Pair Share Technique with Mind Mapping Media in the teaching and learning of writing. In this section, the researcher would like to make some recommendations in light of the analysis and study findings.

Above all, a teacher of English should be able to use engaging media and instructional strategies to spark students' interest in the language, especially when it comes to writing. Teachers need to keep developing their creative and innovative skills in order to implement instructional techniques that are centered on the delivery of the material. In order to help students produce, organize, and transform their ideas into writing that is both acceptable and understandable, the researcher investigates the application of the Think Pair Share Technique with Mind Mapping Media in writing instruction, much as she did in this study. Clear instructions are provided by the Think Pair Share Technique with Mind Mapping Media. It makes writing easier for the kids. Additionally, Think Pair Share assists students in generating ideas for written assignments. In order to help students identify ideas and turn those ideas into better writing, English teachers should introduce, practice, and utilize the strategy in their writing lessons. Secondly, this work should be consulted by future researchers, particularly those who are

interested in performing research and are facing the same issue. Researchers can help students write better by using the Think Pair Share Technique with Mind Mapping Media. Given that student levels vary throughout schools, it is advised that other researchers wishing to do comparable studies employ the same methodology but with various student levels. The results can be improved by employing additional study samples or comparisons with other samples while maintaining a control group. Since this study is still far from ideal, the author recommends that future researchers with similar interests look into the effects of the Think Pair Share Technique on students' writing abilities when using mind mapping media.

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