



## APPLICATION OF THINK PAIR SHARE LEARNING MODEL IN LEARNING GERMAN WRITING SKILLS

Piet Soumokil<sup>1\*</sup>, Anisa Sumarni<sup>2</sup>

Universitas Pattimura<sup>\*</sup>, Universitas Pendidikan Indonesia

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### Abstract

Writing is one of the language skills that must be mastered in learning German. There are several things that students often need to improve in writing, including their lack of vocabulary, grammar, articles, spelling and punctuation, and their ability to make sentences. This is due to students' limited access to discuss and express ideas and opinions with other students in German writing. Therefore, students' abilities and knowledge need to be trained by applying the Think Pair Share learning model. The purpose of this research is to find out: 1) Students' German writing skills before the application of the Think Pair Share learning model; 2) Students' German writing skills after the application of the Think Pair Share learning model; 3) the difference between students' German writing skills before and after the application of the Think Pair Share learning model; and 4) The effectiveness of the Think Pair Share learning model application in learning German writing skills. The method used in this research is a quasi-experiment with the Nonequivalent Control Group Design. The population in this research are all 12th graders of SMA Pasundan 1 Bandung with research samples, namely students of class XII IPS 3 as the experiment group and XII IPS 5 as the control group. The instruments in this research are the German writing test and the learning lesson plans. The results showed that: 1) Students' German writing skills before applying the Think Pair Share learning model were in the "Less than satisfactory" category. 2) Students' German writing skills after applying the Think Pair Share learning model were included in the "Excellent" category. 3) There is a significant difference between students' German writing skills before and after applying the Think Pair Share learning model. 4) The application of the Think Pair Share learning model is effective in learning German writing skills. Therefore, Think Pair Share can be an alternative learning model for German writing skills.

**Keywords:** Writing skill, Think Pair Share learning model, online learning.

<sup>1\*</sup>Corresponding author: piet.soumokil@lecturer.unpatti.ac.id

## 1. INTRODUCTION

In learning German, four language skills must be mastered, namely listening skills (*Hörverstehen*), speaking skills (*Sprechfertigkeit*), reading skills (*Leseverstehen*), and writing skills (*Schreibfertigkeit*). Writing skills are included in productive language skills because, in writing activities, an individual must produce language by expressing ideas and information in writing. Regarding writing activities, Lübbert (2002, p. 1) states "*Im Alltag begegnet uns Schreiben hauptsächlich in seiner kommunikativen Funktion*. It is used to convey information about time and space." The quote can be interpreted as 'in everyday life, we often encounter writing that functions as a tool for communication. It is used to exchange information across time and space. However, writing can be used for social interaction and as a tool for conveying information and knowledge in formal educational institutions, namely in schools.

In learning German writing skills, students often make several mistakes, such as grammar, vocabulary, and punctuation. Errors in terms of writing content are also often encountered. Students need help expressing their ideas in written language, especially with limited space for students to discuss and express ideas, thoughts, and opinions with other students in learning to write German. Discussion activities are needed when learning to write to minimize errors through cross-correction and to practice expressing opinions and accepting and respecting the opinions of others. To overcome these problems, an appropriate learning model is needed for students.

One of the learning models that can be used to improve German sentence writing skills is the Think Pair Share learning model. The Think Pair Share Learning Model is one type of cooperative learning that provides opportunities for students to think independently, work together in groups, and share opinions when solving a problem. This learning model was developed by Frank Lyman et al. from the University of Maryland in 1985. The origin of the word Think Pair Share means three stages of student action, emphasizing what students do in each stage. Ibrahim (2000, p. 3) argues that "Think Pair Share, abbreviated as TPS or Think Pair Share, is a cooperative learning model designed to influence students' interaction patterns. Think Pair Share requires students to help each other and work together in small groups and is more centered on cooperative awards, rather than individual awards." Based on Suyatno's explanation (2009, p. 54), "Think Pair Share has procedures that are explicitly defined by giving students more time to think deeply about what is explained or experienced (thinking, answering, and helping each other)."

Applying the Think Pair Share learning model can give students time to think alone and in groups, ask students to respond to problems faced in groups, and require students to be able to convey ideas or thoughts and share the results of their discussions. Huda (2013, p. 206) states the benefits of Think Pair Share as follows: (1) allows students to work alone and cooperate with others, (2) optimizes student participation, and (3) provides opportunities for students to show their participation to others. Think Pair Share has three components that are the main characteristics of this learning model. According to Sari (2017, p. 14), these components are in the form of three main steps carried out in the learning process, namely: (1) Think, (2) Pair, and (3) Share.

Research on the application of Think Pair Share in language learning was conducted by Madiya in 2014 with the title *Wirksamkeit von Think-Pair-Share Technik, um Lesefähigkeit zu Verbessern*. The results showed that applying the Think Pair Share learning model increased the percentage of student activeness in class. In addition, aspects such as students' enthusiasm and self-confidence also increased and improved at each meeting. The application of the Think Pair Share learning model is also proven to improve student learning outcomes in reading learning.

Another research on German writing skills was conducted by Yuliani in 2018 with the title *Effectiveness of Pair Check Learning Model in Students' German Sentence Writing Learning*. The results showed a significant difference between students' skills in writing German sentences before and after applying the Pair Check learning model, which is a cooperative learning model. This cooperative learning model has also been declared effective in learning German writing. This learning model is a cooperative learning model that requires students to think, discuss, and help each other. Students are faced with a problem related to a material. They are asked to discuss, exchange information, and express ideas with their partner or group. Regarding the cooperative learning model, Meyer & Heckt (2008, p. 7) stated: "*Kooperativen Lernformen wird dabei sehr oft festgestellt, dass sie es schaffen, die SchülerInnen in den Unterrichtsablauf einzubinden und soziale Kompetenzen zu vermitteln*". The quote explains that cooperative learning models have proven successful in involving students in learning and developing students' social skills. According to Bönsch (2002, pp. 80-83) Think Pair Share is a cooperative learning method that describes the learning approach and is divided into three different phases, namely "*In der ersten Phase der Think-Pair-Share Methode setzt sich jeder Einzelne mit einer Aufgabe auseinander (Think), darauf folgt in der zweiten Phase ein Austausch mit einem Partner (Pair) und schließlich findet in der dritten Phase der Austausch in der Gruppe statt (Share)*".

From the quote, it can be concluded that in the first phase of the Think Pair Share method, each works on tasks and solves their problems (think), followed by discussions in groups with their respective pairs (pair) in the second phase, and in the third phase information exchange takes place by presenting the results of group discussions (share). The implementation of the Think Pair Share learning model in this study was carried out online. This is due to the COVID-19 pandemic, which requires learning activities to be carried out remotely without face-to-face meetings. The application of the Think Pair Share learning model can utilize online media, such as video conferencing applications (telecommunications media that allow users to hold meetings online), messaging applications, and download and upload data services to the network. It is expected that with the application of this learning model, students can improve their German writing skills.

The problem formulation in this study can be identified as follows: (1) How are the students' German writing skills before applying the Think Pair Share learning model? (2) How are the students' German writing skills after applying the Think Pair Share learning model? (3) Is there a significant difference between students' German writing skills before and after applying the Think Pair Share learning model? and (4) Is applying the Think Pair Share learning model in learning German writing skills effective?

## 2. METHODOLOGY

The method used in this research is the Quasi Experiment (pseudo experiment). This experiment has two classes: the experimental and the comparison or control classes. The research design used is Nonequivalent Control Group Design. This means that the experimental class and control class are faced with a pretest (initial test) and posttest (final test) and then given treatment. The treatment in question applies the Think Pair Share learning model for the experimental class, while the control class uses conventional learning. The participants in this study were SMA Pasundan 1 Bandung students in XII IPS 3 and XII IPS 5. Each class consisted of 34 students. The population in this study were all XII-grade students of SMA Pasundan 1 Bandung. Determination of the population is based on: (1) Content: students of SMA Pasundan 1 Bandung, (2) Unit: students who study German, (3) Scope: grade XI of SMA Pasundan 1 Bandung, and (4) Time:

2021/2022. The samples in this study were students of class XII IPS 3 as the experimental group and XII IPS 5 as the control group. The instruments in this study were German written tests and lesson plans. The data obtained from the research is in the form of numbers or scores from the pretest and posttest results.

### 3. RESULTS AND DISCUSSION

#### 3.1 Students' German Writing Skills Before Treatment

Before implementing the learning model, an initial test was conducted in both classes by giving German writing questions containing three points related to hobbies and leisure time (*Hobby & Freizeit*). Learners are asked to write simple sentences about when they have free time, hobbies that are done in their free time and what they are not fond of. Based on the scores obtained from the initial test results in the experimental class, the lowest score was 25, and the highest score was 70. They obtained an average (*mean*) of 47.79 from the calculation results. As for the control class, the lowest value obtained during the initial test was 30, with the highest value of 65. The average value obtained was 48.67. Based on Arikunto's explanation (2007, p. 245), both average values are included in the insufficient category.

Table 1. Experimental and Control Class Pretest Results

	Experiment Class	Control Class
Number of Students	34	34
Minimum Value	25,00	30,00
Maximum Value	70,00	65,00
Average (Mean)	47,7941	48,6765
Value Category	Less	Less

#### 3.2 Students' German Writing Skills After Treatment

After three treatments, a final test was conducted. The final test instrument is the same as the initial test: German writing questions with three points related to hobbies and leisure time. Based on the results of the final test in the experimental class, the lowest score was 75, and the highest score was 100. The mean or average for the experimental class is 86.02. According to Arikunto (2007, p. 245), these results are included in the very good category. The control class's final test results showed the lowest score of 60 and the highest score of 90. The average value obtained was 79.85. Based on Arikunto's explanation (2007, p. 245), these final test results are included in the good category.

Table 2. Posttest Results of Experimental Class and Control Class

	Experiment Class	Control Class
Number of Students	34	34

Minimum Value	75,00	60,00
Maximum Value	100,00	90,00
Average (Mean)	86,0294	79,8529
Value Category	Very good	Good

### 3.3 Students' German Writing Skills Before and After Treatment

To determine the difference in student learning outcomes before and after applying the Think Pair Share learning model in the experimental class and the conventional learning model in the control class, a t-test was conducted to test the significance of the data. Before the test, the analysis requirement test was carried out first as follows:

#### 3.3.1. Data Normality Test

The normality test was conducted to determine whether the data obtained from the experimental and control classes were usually distributed. The data can be called normal if the data has a probability  $> 0.05$ . The data normality test was carried out using the SPSS program. The normality test criteria are as follows:

$H_0$ : Normal population distribution if Probability  $> 0.05$

$H_1$ : Population distribution is abnormal if Probability  $\leq 0.05$

Based on the output of SPSS 23.0, the significance value obtained from the pretest data of both classes is 0.065. This means that the pretest data of the experimental and control classes are normally distributed, meaning that  $H_0$  is accepted. The posttest results, which show a significance value of 0.085, indicate that the posttest data of the experimental and control classes are also normally distributed.

Table 3. Results of Pretest and Posttest Data Normality Test using One-Sample Kolmogorov-Smirnov Test

	Significance Value	Distribution Description
Pretest	0,065 > 0,05	Normal
Posttest	0,085 > 0,05	Normal

#### 3.3.2. Variance Homogeneity Test of Pretest and Posttest Data

The homogeneity test was carried out to determine whether the samples from the population, namely the experimental and control classes, were homogeneous. The homogeneity test was carried out using the SPSS version 23.0 program. The homogeneity test criteria are:

$H_0$ : If the significance value in the Tests of Homogeneity of Variances is more than 0.05, then both classes will have the same data variance (homogeneous).

$H_1$ : If the significance value in the Tests of Homogeneity of Variances is less than 0.05, then the two classes do not have the same data variance (not homogeneous).

The results of the SPSS calculation show that the significance value of the initial test is 0.741, and the significance value of the final test is 0.420. Thus, both significance values are

greater than 0.05. The data variants of the two classes are homogeneous; in other words,  $H_0$  is accepted.

Table 4. Results of Homogeneity Test of Variance of Pretest and Posttest Data using Test of Homogeneity of Variances

	<b>Significance Value</b>	<b>Description Homogeneity</b>
Pretest	0,741 > 0,05	Homogeneous
Posttest	0,420 > 0,05	Homogeneous

### 3.3.3. Significance Test of Mean Difference between Pretest and Posttest Data

After knowing the average value of the pretest and posttest of both classes and knowing that the data is normally distributed and homogeneous, a t-test is carried out to determine whether there is a significant average difference between the pretest (initial test) and posttest (final test) values. The t-test was conducted using a significance level of  $\alpha = 0.05$ . The following is an explanation of the results of the t-test calculation using the Paired Sample t-Test.

Paired sample t-Test or paired sample t-test determines the average difference between experimental and control classes' pretest and posttest data. The paired sample t-test was conducted with the SPSS version 23.0 program. The formulation of the paired sample t-Test hypothesis is as follows:

$H_0$ : There is no significant average difference in the pretest and posttest results between the experimental and control classes.

$H_0$  is accepted if  $t_{\text{count}} < t_{\text{table}}$ .

$H_1$ : There is a significant average difference in the pretest and posttest results between the experimental and control classes.

$H_1$  is accepted if  $t_{\text{count}} > t_{\text{table}}$ .

Table 5. T-test Results of Pretest and Posttest of Experimental Class using Paired Sample t-Test

<b>Experiment Class Pretest &amp; Posttest</b>	
Standard Deviation	7,87038
df (degree of freedom)	33
T	28,327479

Based on the table above, the result of the experimental class t-test calculation is 28.32. The table distribution list has a two-tailed-test significance level of 0.05, and df 33 has a value of 1.69. This means that  $t_{\text{count}} > t_{\text{table}}$ , namely  $28.32 > 1.69$ . This shows that  $H_1$  is accepted, and there is a significant average difference between the pretest and posttest results of the experimental class.

Table 6. T-test Results of Pretest and Posttest of Control Class using Paired Sample t-Test

Control Class Pretest & Posttest	
Standard Deviation	9,133590
df (degree of freedom)	33
T	19,903292

The control class t-test results above show that  $19.90 > 1.69$ . This means that  $t_{count} > t_{table}$ . Like the experimental class, the table distribution list for the two-tailed test significance level of 0.05 and df 33 in the control class is 1.69. This indicates a significant average difference between the pretest and posttest results of the control class, which means  $H_1$  is accepted. With this, it can be concluded that there is a significant difference between students' writing skills in the experimental and control classes before and after applying the Think Pair Share learning model.

### 3.4 Effectiveness of Think Pair Share Learning Model in Learning German Writing Skills

The next step after data analysis is to carry out hypothesis testing. This aims to determine whether the Think Pair Share learning model is effectively applied in learning German writing skills. The following is the average value of pretest and posttest in learning German writing in experimental and control classes.

Table 7. Mean Values of Pretest and Posttest of Experimental and Control Classes

Mean Pretest Score of Experimental Class	47,79 (Less Category)
Average Posttest Score of Experimental Class	86,02 (Very good category)
Control Class Pretest Mean Score	48,67 (Less Category)
Control Class Posttest Mean Score	79,85 (Good Category)

In the table above, it can be seen that there is a significant increase in posttest results compared to pretest results in both classes, especially in the experimental class. Based on the results of the t-test calculation previously presented, the t-test results in the experimental class stated  $28.32 > 1.69$ . This shows that  $t_{count} > t_{table}$  means  $H_0$  is rejected and  $H_1$  is accepted. This means that the proposed hypothesis can be accepted. Thus, it can be concluded that the Think Pair Share learning model is effectively applied in learning German writing skills.

#### 3.4.1. Description of Research Implementation

This research was conducted at SMA Pasundan 1 Bandung with the implementation of a pretest, three treatments and a posttest. The initial test was held simultaneously with the first treatment on August 9, 2021. The second treatment was held on August 16, 2021. The third treatment and final test (posttest) were held on August 19, 2021. Activities are carried out for 60 minutes or two lesson hours per meeting.

### 3.4.2. Initial Test and First Treatment

The pretest and initial treatment activities were held online through the WhatsApp application, Google Form page and Google Meet. The initial test and treatment activities were conducted at 07.00-08.00 WIB with 34 students in the control class, then continued with 34 experimental class students at 09.30-10.30 WIB. The pretest question contains three points students must answer by writing German sentences and arranging them into a text related to hobbies and leisure time. Furthermore, the initial treatment for the control class was done by applying a conventional learning model. In contrast, the experimental class was carried out by applying the Think Pair Share learning model. During the first treatment in the experimental class, students needed help understanding the learning model applied, namely Think Pair Share. Students often ask which worksheets are done independently and which are in groups, so the researcher explains the steps in detail and explains that each worksheet is done independently. Then, the work is continued in groups. After understanding this, students then carried it out. The obstacles faced during the first treatment were also related to technical errors when viewing learning videos on Google Meet. However, this could be overcome by sending the video to the WhatsApp group. Therefore, using more than one media in online learning is essential.

### 3.4.3. Second treatment

The second treatment was held at 07.00-08.00 WIB in the control class using the conventional learning model and applying the Think Pair Share learning model in the experimental class on the same day from 09.30-10.30 WIB. Thirty-four students in each class attended the second treatment. The obstacles that occurred during the first treatment did not occur again during the second treatment; students already understood the steps of the Think Pair Share learning model well. The viewing of learning videos was also carried out on both media in order to anticipate if technical errors occurred.

### 3.4.4. Third Treatment and Final Test

The final treatment was carried out with the posttest on Thursday, August 19, 2021, in both classes, namely in the control class from 09.00-10.00 WIB and in the experimental class from 10.10-11.10 WIB. Thirty-four students in each class attended this treatment. The posttest questions were the same as the pretest questions. The final treatment in the control class continued using the conventional learning model, while the Think Pair Share learning model was applied in the experimental class. Similar to the second treatment, in this third treatment, the obstacles experienced by students during the first treatment were not repeated. Students are already familiar with the steps taken when applying the Think Pair Share learning model. The researcher always ensures that there are things that students need help understanding by inviting students to ask. The following is a description of the learning process in the online classroom by applying the Think Pair Share learning model:

**Initial Activity:** The teacher greets the students with an opening greeting through the WhatsApp group and shares the Google Meet link. Once in the room, the teacher and students pray together and continue discussing previously learned material. The teacher then explained the Think Pair Share learning model and its steps. After that, during the first treatment, the teacher asked students about what hobbies they do during their free time in German. The teacher showed a German music video about *Hobby & Freizeit* in the second treatment to motivate the students. In



the third treatment, the teacher asked students questions about activities they like to do during their free time and activities they do not like.

**Core Activity:** In each meeting, the teacher asks the students to complete exercises by recording and matching *Redemittel*, filling in the missing song lyrics, and composing sentences using modal verb *mögen* independently. Then, the teacher paired students to do the task in groups. After discussing via WhatsApp, group representatives shared their answers and returned to the Google Meet room. The questions were then discussed together. The answer collection is uploaded on the Google Form page. On the page, there is also an assessment of the attitude of self and friends.

**Final Activity:** The teacher allows students to ask questions related to the theme of *Hobby & Freizeit*. Furthermore, the teacher and students summarize the material that has been learned. The teacher ends the learning activity by saying a closing greeting.

#### 4. CONCLUSION

Based on the results of the research and data analysis regarding the application of the Think Pair Share learning model in learning German writing skills, several things can be concluded, as follows: (1) The writing skills of experimental and control class students before treatment fall into the "less" category, namely with an average value of 47.79 in the experimental class and the lowest value of 25 and the highest value of 70. In the control class, the average value obtained is 48.67, with the lowest value of 30 and the highest value of 65; (2) The writing skills of experimental class students after treatment fall into the "very good" category, namely with an average value of 86.02, the lowest value of 75 and the highest value of 100. The mean score of the control class was 79.85, with the lowest score of 60 and the highest score of 90; (3) There was a significant difference between the results of the initial test and the final test after treatment, especially in the experimental class, with a significant increase of the posttest score compared to the pretest. The increase in the average value of the experimental class was higher than that of the control class. The t-test results in the experimental class were  $28.32 > 1.69$ . This shows that  $t_{count} > t_{table}$  means that the hypothesis is accepted; (4) Based on the results of the normality test, which shows that the data is usually distributed, and the homogeneity test, which states that the data variants are homogeneous, as well as the results of the t-test that  $t_{count} > t_{table}$ , it can be interpreted that  $H_0$  is rejected and  $H_1$  is accepted. Thus, the Think Pair Share learning model is effectively applied to learning German writing skills.

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