Evaluating Effects of Think Pair Share Technique on the Descriptive Writing Skill of Secondary School Learners

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Abstract

Think Pair Share (TPS) is a cooperative teaching- learning method which helps learners in developing critical writing ability. An experimental study was designed to evaluate the efficacy of TPS on tenth-grade students to find out whether this technique could assist and enable learners to expedite descriptive writing skill. Objectives were to find out the effectiveness of TPS in developing descriptive writing skill of the learners. Design of the research was pre-experimental where one group pre-test post-test design was used. The population of this study comprised of the secondary school Male learners at the district of Bahawalpur. Sixty students equally divided in two groups were taken through cluster sampling on the basis of their results and class performance. A test was conducted to observe the progress gained before and after the implementation of TPS technique. It was observed that learners showed transformation in five aspects: content improved from 12 to 16, organization from 11 to 15, lexis from 9 to13, grammar from 8 to 10, and mechanics from 8 to 11 where the improvement for each aspect was 4, 4, 4, 2 and 3. The tool tried out after having validity, reliability, difficulty index, and discrimination index. The results calculated by independent sample showed tcount is -12.145 with degree of freedom (df) is (n-1) 39-1=38 and the score of sig. (2-tailed) = .000<0.05. The value of ttable for df 38 is -1.685, it means that the value of tcount is lower than the value of -ttable (24.958<-1.685). So, H0 is rejected and Ha is accepted, it means that there is positive difference score of test before and after treatment by using learner training. It can be concluded that Think-Pair-Share technique is an effective tool that can help the students' achievement in descriptive writing at the secondary level.

Keywords: Think Pair Share, Descriptive writing, Writing skill, Descriptive content

Introduction

The English language retains its status as a foreign language in lock stock and barrel of Pakistani educational scenario. Here language skill development is considered

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to be a complex process and especially while teaching writing skill English language teachers seemed to be more critical in devising and establishing sophisticated techniques. Cooperative learning is considered to be the best in teaching writing skill in this regard. Cooperative learning seemed to be general in its orientation as it deals with many techniques. With reference to teaching writing Think Pair Share (TPS) seemed to be reliable and facilitative in its use. TPS techniques offer learners to develop interaction among peers and to consolidate and recollect ideas.

Think Pair Share (TPS) Technique seemed quite effective in learning process of theoretical courses at elementary, secondary and higher levels of education. This technique is effective as it produces critical thinking process among learners which enhances communicative competence, makes them more expressive and elaborative in mediums of expressions such as speaking, reading and writing. Think Pair Share technique tends to develop an aptitude among learners which enables them to stray away from usual routine thinking. The researchers are interested in using TPS as a substitute approach. It was Frank Lyman who explored three steps of this approach. According to Lyman (2009: 213) the first step is Think; and at that step: the teacher invokes the learner's thinking with a rapid question or reflection. The second step is Pair; where the learner of target language involves a fellow learner or partner and compares their opinion or thought. When they have completed these two steps then at the third step they share their inference with the teacher and class fellows in round-robin fashion.

Researches like Syahputra and Ginting (2012), Aseptiana (2013) and Laini (2014) conducted studies regarding this issue and concluded that the respondents showed positive response during the TPS implementation in the classroom and even qualitative surveys showed that the learners agreed to the application of TPS in helping them to improve their writing in descriptive tests. So it can be concluded that TPS technique seemed more effective than the tradition method of teaching and learning in the improvement of descriptive writing skill. It is obvious from the results of previous researches that learners learning English as a Target language may improve their writing skill through using TPS technique therefore, the researchers of the present study applied this technique to the Secondary school learners in Bahawalpur (Pakistan). The application of this technique would bring out the reality whether in Pakistani scenario this technique gains the same results or not. So this study entitled, "Evaluating effects of think pair share technique on the descriptive writing skill of secondary school

learners. The Present research aimed at identifying whether descriptive writing of the learners can be improved by using Think-Pair-Share technique. Action research technique was used to implement TPS in two cycles. The results of the post-test in each round identified that there was substantial enhancement of the respondents in descriptive writing skill. This approach is likely to overcome the difficulty that occurs in the acquisition of writing skill. The investigation method of this research is quantitative which is designed as pre-experimental, that is one group pre-test post-test design.

The results showed that the TPS technique seemed highly effective for enhancing learners' mastery over writing skill. Due to these technique learners were able to improve five basic skills in descriptive writing that are i) organization, ii) lexis, iii) content, iv) mechanics and v) Vocabulary. It was obvious from the results that this technique easily improved organization, lexis and content but a few improvements were found in the improvement of mechanics and grammar among the learners of secondary school learners in Pakistan. It happened because it is easy for the learners to improve themselves in organization, vocabulary and content but it requires serious efforts on the part of learners and English language teachers to put their efforts for the longer span of time to get better results in grammar and mechanics. The research suggests that ELT's and others may use this technique to teach writing as it seemed to help students in the attainment of their descriptive writing skills which directly affects their abilities in writing English language.

The Phases of Think Pair Share (TPS)

(Sumarsih & Sanjaya, 2013) suggested some of the phases for TPS that are stated as under.

Step 1 Keep the students in groups or at least in pairs. **Step2**. Pronounce a conversation an issue or problem to solve. **Step3**. Give a break to the students of at least 10 seconds so that they may think critically. **Step4** Announce partners of pairs among a group who will pair each other. **Step5**. Now tell learners to pair up and discuss the announced issue or topic for the solution **Step 6**. In the end haphazardly call on a few students to SHARE their ideas with the class.

Objectives
1. To find out whether, use of think pair share (TPS) technique affects learner's descriptive writing technique.
2. To influence the students to be enhanced in descriptive writing.

Research Question
- To what extent do the learners succeed in writing descriptive Text significantly after implication of the Think Pair Share Technique?"

Hypothesis

Null Hypothesis

    There is no significant change on student's descriptive writing capability with and without think pair share technique H0

Alternative Hypothesis

    There is significant change on student's descriptive writing capability with and without think pair share technique Ha

Research Methodology

    The present research study is experimental in its design and uses one group pretest and post-test technique. Gay, Mills, and Airasian (2006) were of the view that the studies of this type can be successful if the scores attained from the pretest are compared with that of post-test assessments. So the researchers have also tried out the same methodology in this research paper. The researcher conducted this study in three secondary schools of Bahawalpur (Pakistan). The samples of this research were the tenth class learners (Male) learning at secondary school. The samples of the study were selected through cluster sampling technique.

Table 1
Sampling of Schools

No	Name of Schools	Learners		
1	Government Sadiq Dane High school Bahawalpur	Group 1 10	Group 2 10	Group 3 10
2	Government Technical High school Bahawalpur	Group 1 10	Group 2 10	Group 3 10
Total Group 1,2			30+30 = 60	

Technique of Data Analysis

The researchers administered a test and after the test the assessed tests were evaluated and scored. The data was fed and analyzed which proved the hypothesis. The writer used SPSS to calculate the means, standard deviation and t-test. On the basis of results the following results were educed which stated that the aim of hypothesis analysis is to determine whether or not it is accepted or rejected, which further leads to answer the research question. The formula for hypothesis acceptance or rejection is as proposed by Arikunto (2006) below:

- If t-score < t-table, Ho is accepted and Ha is rejected
- If t-score > t-table, Ho is rejected and Ha is accepted

Literature Review

Teaching English language skills to the students of non-English speakers is a tough ask. Especially majority of learners in Pakistan seemed to face difficulty in writing skill. Nunan (2003) is of the view that writing is a process in which a learner creates ideas through thinking and then expresses his/her ideas into white paper through writing. It may be inferred that writing is a mental as well as; physical work. Writing initiates human faculty of thinking and arranges ideas in the form of proper lexicons, grammar and punctuation marks. Heaton (2010) classifies descriptive writing scheme into five basic elements that are content, organization, lexis, grammar and mechanics. In Pakistani scenario the learners at secondary level face five major difficulties in achieving proficiency in descriptive writing. i) identification of ideas to write ii) lexical problems iii) enable to organize ideas appropriately and find it difficult to compose a paragraph iv) selection of proper grammar rules for ejaculation of conceived idea v) spelling mistakes. These are the difficulties due to which majority of the learners fail to pass secondary central exams and leave their study for good. Present research acted as reformative for the teachers and learners who after implementation of TPS technique were able to improvise and enhance their descriptive writing ability. System of education in Pakistan is descriptive in its nature and the learners have to write essays, stories and explain poetic inferences. So it seemed demanding that the writing skill of these learners may be enhanced.

Majority of the researchers such as Lujan & Dicarlo, 2006); (Cortright et al., Goodwin, 2005), are of the view that think pair share strategy may have valuable impacts in the classroom. They found that TPS is helpful in increasing critical thinking, quality of learning, learner's response and creative writing. Oshima and Hogue (1999:3)

related that writing generally and academic writing particularly demand practice to achieve plausible capabilities. Writing is said to be a process not a product in itself as it demands revision, review and even them it is not complete. Writing is tool of communication and through this tool feelings, ideas and emotions can be conveyed to others. Sharples (1999: 8) describes writing as an opportunity which enables learners to express and explain ideas. It is evident from the above discussion that the descriptive writing is a field of English language to be mastered by students and supposedly, according to Evawina (2010:7) descriptive writing is a genre of writing which portrays a person, place, or thing clearly in such a way that the reader can visualize the topic and enter into the writer's experience. Additionally, the investigators like Ransdell and Laure Barbier (2002: 143) proposed a method that has to be applied in the learning process of writing descriptive paragraph. They are of opinion that a good writing strategy can be trained, and it can improve writing performance. Name of this method is Think Pair Share (TPS) in which learner poses a challenging or open-ended question by teacher and gives students a half to one minute to think about the question. Students then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the question for several minutes.

Results and Discussion

Table 2
Student's Test Question's No: 01

Sr. No	Before Applying TPS Why was Holy Quran sent in Arabic?	After Telling about TPS Where was the Holy Prophet ﷺ born?	After practical Application of TPS Why was Holy Quran sent in Arabic?	Total numbers 15	Mean
1.	2	3	5	10	3.33
2.	2	4	4	10	3.33
3.	1	3	5	09	3.00
4.	2	4	4	10	3.33
5.	1	3	5	09	3.00
6.	2	3	5	10	3.33
7.	2	3	5	10	3.33
8.	1	3	4	08	2.66
9.	2	3	4	09	3.00
10.	1	3	5	09	3.00
11.	1	3	4	08	2.66

12.	2	3	5	10	3.33
13.	1	3	5	09	3.00
14.	2	3	3	08	2.66
15.	1	3	4	08	2.66
16.	1	5	5	11	3.66
17.	2	2	5	09	3.00
18.	1	2	4	07	2.33
19.	1	3	5	09	3.00
20.	2	3	5	10	3.33
21.	2	3	4	09	3.00
22.	1	2	5	08	2.66
23.	2	3	4	09	3.00
24.	2	2	5	09	3.00
25.	3	3	5	11	3.66
26.	2	2	5	09	3.00
27.	1	3	4	08	2.66
28.	2	2	5	09	3.00
29.	1	2	5	08	2.66
30.	2	2	4	09	3.00
	1.60	3.16	4.53	9.06	

An achievement test was designed to observe writing descriptive ability of the learners at secondary level. The targeted group was given a test based on the lesson which they were learning at that time. The targeted group achieved less marks on the first observation as the data shown in the table identified that thirty under experiment learners were not able to get maximum marks. On the next week they were told about the TPS technique. They used it on their own and the results changed a bit. Next week researcher explained Think pair share technique and asked them to work in pair. After practical application of this technique they were given the test and their achievement result was found better than before. The mean score shows the improvement that is 9.06. It is quite clear from the mean that the learners have improved a lot in descriptive writing after application of Think Pair share technique.

Table 3
Student's Test Question's No: 02

Sr. No	Before Applying TPS What did he want to eradicate?(مٹانا)	After Telling about TPS What type of people were the Arabs?	After practical Application of TPS What did the Arabs tell Abu Talib?	Total numbers 15	Mean
1.	2	4	4	10	3.33
2.	0	3	5	08	2.66
3.	2	2	4	08	2.66
4.	0	2	3	05	1.66
5.	2	4	5	11	3.66
6.	2	4	3	09	3.00
7.	0	3	4	07	2.33
8.	0	4	5	09	3.00
9.	0	4	5	09	3.00
10.	0	3	3	06	2.00
11.	0	4	4	08	2.66
12.	2	4	4	10	3.33
13.	2	3	5	10	3.33
14.	0	4	4	08	2.66
15.	0	2	4	06	2.00
16.	2	4	4	10	3.33
17.	1	3	4	08	2.66
18.	1	4	5	10	3.33
19.	0	4	4	08	2.66
20.	0	3	4	07	2.33
21.	0	4	4	08	2.66
22.	0	4	4	08	2.66
23.	0	4	3	07	2.33
24.	0	3	4	07	2.33
25.	2	2	3	07	2.33
26.	0	4	4	08	2.66
27.	1	3	3	07	2.33
28.	1	2	4	07	2.33
29.	2	2	4	08	2.66
30.	2	3	4	09	3.00
	0.80	3.30	4.00	8.10	

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Table 0
Student's Test Question's No: 03

Sr. No	Before Applying TPS Why and where was a fair held?	After Telling about TPS What did the Arabs tell Abu Talib?	After practical Application of TPS Where was the Holy Prophet صلى الله عليه وسلم born?	Total numbers 15	Mean
1.	1	3	4	08	2.66
2.	0	3	4	07	2.33
3.	0	3	4	07	2.33
4.	0	3	3	06	2.00
5.	2	4	4	10	3.33
6.	2	3	4	09	3.00
7.	0	3	4	07	2.33
8.	1	4	3	08	2.66
9.	1	4	4	09	3.00
10.	1	4	3	08	2.66
11.	2	3	3	08	2.66
12.	0	3	3	06	2.00
13.	0	4	4	08	2.66
14.	3	3	5	11	3.66
15.	2	4	4	10	3.33
16.	2	4	3	09	3.00
17.	2	4	4	10	3.33
18.	2	3	3	08	2.66
19.	0	3	3	06	2.00
20.	0	4	3	07	2.33

21.	0	4	4	08	2.66
22.	2	3	4	09	3.00
23.	0	3	3	06	2.00
24.	0	5	3	08	2.66
25.	0	3	4	07	2.33
26.	0	3	3	06	2.00
27.	2	2	4	08	2.66
28.	2	4	3	09	3.00
29.	2	3	4	09	3.00
30.	2	5	4	11	3.66
	1.03	3.46	3.60	8.10	

An achievement test was designed to observe writing descriptive ability of the learners at secondary level. The targeted group was given a test based on the lesson which they were learning at that time. The targeted group achieved less marks on the first observation as the data shown in the table identified that thirty under experiment learners were not able to get maximum marks. On the next week they were told about the TPS technique. They used it on their own and the results changed a bit. Next week researcher explained Think pair share technique and asked them to work in pair. After practical application of this technique they were given the test and their achievement result was found better than before. The mean score shows the improvement that is 8.10. It is quite clear from the mean that the learners have improved a lot in descriptive writing after application of Think Pair share technique.

Table 5
Student's Test Question's No: 04

Sr. No	Before Applying TPS What type of memory did the Arabs possess?	After Telling about TPS What type of land is Arabia?	After practical Application of TPS What type of land is Arabia?	Total numbers 15	Mean
1.	2	4	5	11	3.66
2.	2	4	4	10	3.33
3.	1	4	5	10	3.33
4.	2	4	5	11	3.66
5.	2	3	4	09	3.00
6.	1	4	5	10	3.33
7.	2	4	4	10	3.33
8.	1	2	4	07	2.33
9.	1	3	3	07	2.33
10.	2	3	5	10	3.33
11.	2	4	4	10	3.33
12.	2	4	4	11	3.66
13.	2	2	4	08	2.66
14.	2	4	5	11	3.66
15.	2	3	4	09	3.00
16.	1	4	5	10	3.33
17.	1	4	5	10	3.33
18.	1	4	5	10	3.33
19.	1	4	5	10	3.33
20.	2	4	3	09	3.00
21.	2	3	5	10	3.33
22.	3	3	3	09	3.00
23.	2	4	5	11	3.66
24.	1	5	4	10	3.33
25.	2	4	4	10	3.33
26.	0	4	4	08	2.66
27.	2	4	4	10	3.33
28.	2	4	4	10	3.33
29.	2	4	4	10	3.33
30.	2	5	3	10	3.33
	1.66	3.73	4.26	9.70	

An achievement test was designed to observe writing descriptive ability of the learners at secondary level. The targeted group was given a test based on the lesson which they were learning at that time. The targeted group achieved less marks on the first observation as the data shown in the table identified that thirty under experiment learners were not able to get maximum marks. On the next week they were told about the TPS technique. They used it on their own and the results changed a bit. Next week researcher explained Think pair share technique and asked them to work in pair. After practical application of this technique they were given the test and their achievement result was found better than before. The mean score shows the improvement that is 9.70. It is quite clear from the mean that the learners have improved a lot in descriptive writing after application of Think Pair share technique.

Table 6

Student's Test Question's No: 05

Sr. No	Before Applying TPS How did Holy Prophet (P.B.U.H) spend his time in the cave of HIRA?	After Telling about TPS What type of life Hazrat Muhammad (P.B.U.H) has spent?	After practical Application of TPS How did Holy Prophet (P.B.U.H) spend his time in the cave of HIRA?	Total numbers 15	Mean
1.	3	3	4	10	3.33
2.	2	4	5	11	3.66
3.	2	4	3	09	3.00
4.	2	3	5	10	3.33
5.	1	3	4	08	2.66
6.	2	4	4	10	3.33
7.	1	3	4	08	2.66
8.	2	4	5	11	3.66
9.	2	4	4	10	3.33
10.	2	4	4	10	3.33
11.	2	4	5	11	3.66
12.	3	3	4	10	3.33
13.	3	3	4	10	3.33
14.	2	4	4	10	3.33
15.	2	2	4	08	2.66
16.	2	5	4	11	3.66
17.	3	3	4	10	3.33
18.	3	3	4	10	3.33

19.	2	4	4	10	3.33
20.	2	4	5	11	3.66
21.	2	4	4	10	3.33
22.	2	5	4	11	3.66
23.	3	4	4	11	3.66
24.	1	4	4	09	3.00
25.	2	4	4	10	3.33
26.	3	3	4	10	3.33
27.	2	3	4	09	3.00
28.	2	5	4	11	3.66
29.	2	5	4	11	3.66
30.	2	4	4	10	3.33
	2.13	3.73	4.20	10.0	

An achievement test was designed to observe writing descriptive ability of the learners at secondary level. The targeted group was given a test based on the lesson which they were learning at that time. The targeted group achieved less marks on the first observation as the data shown in the table identified that thirty under experiment learners were not able to get maximum marks. On the next week they were told about the TPS technique. They used it on their own and the results changed a bit. Next week researcher explained Think pair share technique and asked them to work in pair. After practical application of this technique they were given the test and their achievement result was found better than before. The mean score shows the improvement that is 10.0. It is quite clear from the mean that the learners have improved a lot in descriptive writing after application of Think Pair share technique.

Discussion

The major objective of the study was to reconnoiter the role of think-pair-share as a teaching technique in descriptive writing skill and the role of the teacher in its effective implementation. A teacher may use different activities for learning the language. These activities may be new and effective. Writing is the key element in learning the expressive language. It was asked from the respondents whether the teacher used activity based learning or not. Activities are designed to make the learners active. Activity-based learning is an essential part for teaching learning at secondary level. The results indicated that think-pair-share not only used but has significantly improved descriptive writing skills. It was also concluded that think-pair-share as a language class activity makes learners quick, responsive and achievement-oriented. The same conclusions were drawn in the study of Alina (2010) as she found out that collaborative

learning and shared understanding of descriptive writing can be enhanced through this technique. Sampsel (2013) described the link between the think-pair-share technique and collaborative writing skills in his research study.

The second objective of the study was designated to uncover the role of the teacher in the effective use of think-pair-share as an effective technique of teaching writing. Talking about the think-pair-share is a technique that makes contact between the text and mind, it seemed quite essential for the teachers to engage learners in such interactive learning processes at the secondary level. Findings of the current study were validated by the study of Saphua, Bugis and Jupiter (2013), which focused on the significant improvements in the descriptive writing and reading through think-pair-share technique. According to the results teachers used polling station method through which learners learn in group work. The same conclusions were drawn in a study by Raba (2017). She found think-pair-share more effective and interesting while use in group work. In this method, learners divide themselves into groups and they choose their own groups by polling. It makes learner active and efficient in the performance of descriptive script writing. The positive attitude of the teacher is found workable for removing the sense of laziness form the students. It was confirmed from the learners that the TPS method work, even more, when teachers encourage and motivate learners. Raba (2017) also indicates the role of TPS in eliminating shyness and enhancing courage among the students.

Conclusion

The study identified Students' achievement in writing descriptive text. It was evaluated that in the beginning it was very low, in this study Think Pair Share (TPS) techniques was applied to solve the problem. It was found that there was a significant improvement on the students' achievement in writing descriptive text by applying the application of Think Pair Share method. It can be seen from the improvement of mean of students' score, namely: the mean of first evaluation sharply increased to the mean of second and the third evaluation, which have and respectively. The score continuously improved from the first evaluation to the third evaluation. Observation result shows that the students give their good attitudes and responses during teaching and learning process by applying the application of TPS (Think Pair Share) method. Questionnaire and interview report showed that students agreed that the application of TPS (Think Pair Share) method had helped them in writing descriptive text. It can be concluded that the application of TPS method significantly improves students' achievement in writing descriptive text.

Learners at secondary level are given ample opportunity to write descriptively. They have sound vocabulary. In order to judge this it was asked from the respondents to give their opinion about the paragraph writing as it is one of the major aspects of expressing their ideas descriptively. Learners were asked to judge fluency in language learning. Students were asked to give their observation about the teacher's attitude towards teaching. Whether their teacher follows TPS technique or not. For this respondents were asked to tell if their teacher was dividing the students into groups.

Recommendations

Teacher may use different activities for learning language. These activities may be new and effective. Writing is the key element in learning expressive language. It was asked from the respondents whether teacher used activity based learning or Not. Activities are designed to make the learners active. Activity based learning is essential part for teaching learning at secondary level. In a language class activities make learners quick, responsive and achievement oriented. In a class where there are activities is worth watching.

Talking about the lesson is a technique that makes contact between the text and mind. It seemed quite essential for the teaching learning at secondary level. Polling station method is a method through which learners learn through group work. In this method learners divide themselves into groups and they choose their own groups by polling. It makes learner active. This question was asked to judge whether teacher adopted that method or Not. Learning activities are workable for removing sense of laziness form the students. It was asked from the learners about the effectiveness of the TPS method. They were asked to tell if the TPS method improved their learning or not.

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