



Learning Evaluation of Writing Descriptive Text with Think Pair Share Model in Seventh Grade Students with Introvert Personality

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Abstract

Learning to write descriptive texts which is in accordance to the 2013 curriculum and the development of the 21st century has demanded students to be more productive, creative, innovative, and affective through integrated knowledge of attitudes, skills, and knowledge. Learning to write descriptive texts cannot be separated from the personality of students, namely introvert personality. Evaluation of learning by using a learning model that is appropriate to the introvert personality type is important. The purpose of this study was to evaluate the effectiveness of writing descriptive text learning with the think pair share model in VII grade students with introvert personality. This research used one-group pretest-posttest design. The results of the research based on the paired t-test with a significance value of 0.000 showed that there was a significant difference between the results of the initial test and the final test of writing descriptive text. Significant differences were experienced by introvert students, as there was an increase in the average score of the initial test from 68.07 and the average score of the final test of 80.38.

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INTRODUCTION

Learning Indonesian in the 2013 curriculum does not just teach students to speak and write. However, learning Indonesian is expected to make students more productive, creative, innovative, and affective through integrated knowledge of attitudes, skills, and knowledge. In addition, the development of an increasingly modern era and current technological developments led to the birth of a learning concept that must be in accordance with the needs of the 21st century (Ayuningsih and Zulaeha, 2019). Priyanti (2019: 502) explains that 21st century learning has characteristics that lead to interactive, holistic, integrative, scientific, contextual, thematic, affective, collaborative, and learner-centered learning, so that in its implementation it is necessary to apply a learning model. In addition, by applying the learning model according to Sujito, Wahyu, & Wahyu (2015) learning will be fun, so that it can help optimize the abilities of students. So, it's no longer just the teacher who lectures. Sutaryono, Aif, & Zulfatun (2019) also added that the low learning outcomes of students were caused by the method used by the teacher mostly in the form of lectures.

One of the lessons that must be mastered by students is learning writing skills. Writing skills are often considered the most difficult language skills. Javed, Wu, & Saima (2013) also explained that writing is one of the basic language skills that is considered the most difficult for students. Zulaeha (2017: 485) argues that writing is a series of activities to express ideas and opinions that are carried out by someone using written symbols and appropriate word choices to open insight and educate readers and develop their own potential.

The skill of writing descriptive text is one of the writing skills taught to VII grade students. Wati, Tiur, & Malan (2018) explain descriptive text is a text that describes an object through a series of meaningful words so that the reader seems to see, hear, feel, and enjoy the object. The description texts taught

in the 2013 curriculum are descriptive texts about tourist attractions, historical places, regional art performances, and the atmosphere of regional dance performances. The structure of descriptive text according to Tanjung, Syahnan, & Oky (2018), namely identification, clarification/description, and conclusion.

The learning model according to Zulaeha (2015: 27) is a conceptual framework that describes a systematic procedure in organizing learning experiences to achieve certain learning goals and serves as a guide for learning designers and teachers in planning and implementing learning activities. Meanwhile, according to Heniningsih, Rustono, & Subyantoro (2012) the learning model is a conceptual framework that is used as a guide in carrying out activities related to learning.

One of the learning models that can be used in learning descriptive text writing skills is the Think Pair Share model. According to Saragih, Yusnadi, & Alesyandi (2020) the Think Pair Share model which is one type of cooperative model that is appropriate to be applied to learning because it is more directed at activities that encourage students to actively find their own material concepts. Furthermore, according to Azlina (2010) the Think Pair Share model is a type of cooperative learning designed in the form of discussions that can improve students' thinking skills, communication skills, and encourage student participation in class. Then, the Think Pair Share Model according to (Bamiro, 2015) is cooperative learning that includes three components, namely thinking time, time to share opinions with a partner, then continued with a larger group. Sunita (2014) adds that the activities in the Think Pair Share model consist of think is the stage of thinking when the teacher asks students or when students are asked to think individually, pair is the stage of pairing, and share is the stage where students are asked to share solutions or results. work. Furthermore, Radhakrishna, Ewing, & Chikthimmah (2012) argue about the advantages of the Think Pair

Share model, namely saving teacher time in explaining, helping students to discuss and participate more and providing cumulative assessments of student progress..

Not only learning models, educators also need to pay attention to the personality types of students. Personality type refers to an important and relatively stable aspect of behavior (Prakash, Astha, & Santosh, 2016). According to (Shahila & Meenakshi, 2012) two personalities are extrovert and introvert. This study focuses on students with introverted personality types. Suliman (2015) explains that introverted people are people who are more concerned with their own emotions and feelings than problems outside of themselves. In other words, too shy and insecure to participate in social activities. Nezhad, Jahndar, & Khodabandehlou (2014) also argue that introverted people tend to be quiet except for their closest friends.

It can be concluded that the characteristics of introverted personality types are shy, not confident to participate in social activities, and quiet. Whereas the personality type of students affects the learning outcomes of writing descriptive texts. Introverted students need study partners or collaborations that can help them have broader insights and better self-confidence to succeed in writing descriptions. Altun (2015) also states that pairing or cooperation is a very important ability because it can develop communication skills, appreciate differences, care, and achieve group goals.

Based on the background that has been explained, this study aims to evaluate the effectiveness of learning descriptive text writing skills with the Think Pair Share model in class VII students with introverted personalities. Learning descriptive text writing skills using the Think Pair Share model for class VII students with introverted personalities is effective and successful in its implementation because of the collaboration with other students.

Research related to the application of the Think Pair Share model was carried out by Astuti (2017) with the title Think Pair Share

(TPS) Learning Model to Improve Learning Achievement in Social Studies Subjects Class 1. The overall research results have increased learning achievement in Social Sciences with love materials after applying Think Pair Share (TPS) learning model for grade 1 students in semester 1 of the 2015/2016 academic year at SDN 1 Pogalan, Pogalan District, Trenggalek Regency. Furthermore, research related to personality types was carried out by Hidayati and Ida (2018) with the title The Effectiveness of Poetry Reading Learning using Draladater Model on Extrovert and Introvert Senior High School Students. The results of this study indicate that the average score of learning to read poetry using the Draladater model for extroverted students is greater than that of introvert students.

METHOD

This study used a *one group pretest-posttest* design. The population in this study was the skill of writing descriptive text in Junior High Schools in Semarang City especially in VII grade students. From several junior high schools in Semarang city, this study took a sample of the writing skills of students at SMP Negeri 29 Semarang. The sample used was purposive sampling technique. The independent variable in this study was the *Think Pair Share* model. The dependent variable in this study was the descriptive text writing skills of the seventh-grade students. The control variable in this study was students with introverted personality.

Data collection techniques used in this study were test and non-test techniques. The instruments used in this study were test and non-test instruments. Data analysis techniques used in this study were normality test, homogeneity test, validity test, independent T test, and Anova.

RESULTS AND DISCUSSIONS

The learning of descriptive text writing skills using the Think Pair Share model was

carried out by class VII A students of State Junior High School 29 Semarang with a total

of 32 students. Students carried out the initial test and the final test write a descriptive text.

Table 1. Initial Results of Think Pair Share Model Class

No	Category	Range	Frequency	Total Score	Percentage	Average
1	Excellent	93-100	0	0	0	70.31
2	Good	84-92	1	85	1	
3	Fair	75-83	13	955	40.62	
4	Poor	0-74	18	121	56.25	
Total			32	2250	100	Poor

Based on Table 1, the average initial test result is 70.31 with a poor score category. After knowing the results of the initial test, students carried out learning with the *Think*

Pair Share model for four meetings. Furthermore, students were given a final test to determine the students' descriptive text writing skills after being given treatment.

Table 2. Final Results of Think Pair Share Model Class

No	Category	Range	Frequency	Total Score	Percentage	Average
1	Excellent	93-100	0	0	0	83.125
2	Good	84-92	21	1805	65.625	
3	Fair	75-83	11	855	34.375	
4	Poor	0-74	0	0	0	
Total			32	2660	100	Fair

Based on Table 2, the final test results were 83.125 with fair category. By looking at the average, it can be concluded that the final test conducted by students in the Think Pair Share model class has reached the sufficient category and all students have reached the minimum completeness criteria (KKM).

normally distributed. While the homogeneity test shows that the experimental class of the Think Pair Share model between each personality type is the same. This can be seen in the homogeneity test, the initial test got a significance value of $0.673 > 0.05$ and the final test got a significant value of $0.153 > 0.05$. The two homogeneity tests performed showed H_0 was accepted and H_1 was rejected. So it can be concluded that the data is declared homogeneous or there is no difference in data variance.

The normality test in the initial test of the Think Pair Share model class showed a significant value of $0.805 > 0.05$ and the final test showed a significant value of $0.535 > 0.05$. Therefore, based on this significant value, it can be concluded that the sample is

Table 3. Paired T-Test Think Pair Share Model Class

Paired Samples Test		Paired Differences							
		Mean	Std. Deviation	Std. Error	95% Confidence Interval of the Difference	T	Df	Sig. (2-tailed)	
					Lower	Upper			
Pair 1	Initial test – final test	-5.00000	4.91869	.86951	-6.77338	-3.22662	-5.750	31	.000

Table 3 of the paired t-test showed that the value of sig (-2 tailed) in pair 1, namely the value of the initial test and final test of the *Think Pair Share* model class = 0.000 <0.05, then H0 is rejected and H1 is accepted. Hence, the results of the analysis showed that there was a significant difference between the results of the initial and final tests on the writing

skills of the *Think Pair Share* model class description text. Therefore, it can be concluded that the application of the *Think Pair Share* model was effectively used in learning descriptive text writing skills in class VII students with extroverted and introverted personalities.

Table 4. Anova Test of Think Pair Share Model Class

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	164.423	1	164.423	10.427	.003
Within Groups	473.077	30	15.769		
Total	637.500	31			

Based on the results of the one-way ANOVA test, the significance column shows a value of 0.003 where the value is <0.05, which means that H0 is rejected and H1 is accepted. Therefore, it can be concluded that there was a significant difference in the average value of

learning outcomes in the experimental class between extroverted and introverted students.

Furthermore, the results of using the *Think Pair Share* model in learning descriptive text writing skills based on introverted personality types are seen through the results of written scores and observation scores.

Table 5. Introverted Students' Writing Test Results in the Think Pair Share Model Class

Test	Initial Test	Final Test
Highest Score	50	75
Lowest Score	80	85
Average	68.07	80.38

Based on table 5, it can be seen that the initial test for introverted students had the highest score of 80, the lowest score of 50, and the average score obtained was 68.07. Thus, it can be seen that there were some students who still scored below the KKM and the average class had not reached the KKM score yet. While the final test results of students

with introverted personalities in the class who have implemented the *Think Pair Share* model had the highest score of 85, while the lowest score was 75, and the average score obtained was 80.38. Thus, it can be seen that all students scored above the KKM and the class average had reached the KKM score.

Table 6. Introverted Students' Observation Results in Think Pair Share Model Class

Interval	Category	Frequency	Percentage (%)
93-100	Excellent	10	76.92
84-92	Good	3	23.07
75-83	Fair	0	0
0-74	Poor	0	0
Total		13	

Based on table 5, it can be seen that from 13 students with introverted personalities, there are 10 students who get an

observation score of 93-100 in the very good category and 3 students who get a score of 84-92 in the good category. There are 76.92%

with very good observation scores, 23.07% with good results, and there are no students who get observation scores of 75-83 and 0-74.

Learning descriptive text writing skills with the Think Pair Share model is effectively applied to students with introverted personalities. The effectiveness is proven because there is a significant difference between the initial test scores and the final test scores, the class average scores increase, and the class average scores on the introverted personality type increase. Then, in relation to students based on personality types, the results of the one-way ANOVA test show a significance value of $0.003 > 0.05$, which means H_0 is rejected and H_1 is accepted.

Hence, learning descriptive text writing skills with the Think Pair Share model is effective for introverted students because students are helped by the syntactic Think Pair Share model which asks students to think individually first, then discuss in pairs, then inform the results of the discussion. Students with introverted personality who have the characteristics of being shy, insecure, and quiet, feel helped by their peers to get information, broaden their horizons, have the courage to tell their partner's friends, and feel confident. Students with introverted personalities can learn more from their partners to be more confident in their abilities. Like the research conducted by Sugiarto & Puji (2014) with the results of the *Think Pair Share* model research making students more active in the teaching and learning process by discussing with their classmates. Li, C.H., Lin W.L., & Wu M.H. (2017) also conducted research whose results revealed that paired activities increase students' confidence, make connections with life experiences, and incorporate new thoughts. Furthermore, Yusuf, Jusoh, & Yusuf (2019) proved in their research that students got better results in the post-test compared to the pretest in writing narrative texts after applying the cooperative learning model in the classroom.

CONCLUSION

Based on the results of research and discussion, it can be concluded that learning to write descriptive text with the *Think Pair Share* model is effectively applied to introverted students. The effectiveness is proven as there is a significant difference between the initial test scores and the final test scores for writing descriptive text skills on students, the class average score obtained after the application of the Think Pair Share model increases, and the class average score on the introverted personality after applying the *Think Pair Share* model has been improved.

The *Think Pair Share* model is proven to be effective in teaching descriptive text writing skills for VII students with introverted personalities since the syntax of the *Think Pair Share* model can help and encourage them to be more courageous, confident, and willing to express their opinion. Therefore, the results of the descriptive text writing skill test are improved.

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