

THINK-PAIR-SHARE MODIFIED INTO DISCUSS-PREDICT-SHARE STRATEGY ON EXTROVERT AND INTROVERT STUDENTS' WRITING ABILITY

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Abstract

Penelitian ini bertujuan i) untuk mengetahui perbedaan kemampuan menulis antara siswa yang diajar dengan strategi Think-Pair-Share (TPS) dan strategi Discuss-Predict-Share (DPS), ii) untuk mengetahui perbedaan dalam kemampuan menulis antara siswa ekstrovert dan introvert yang telah diajar dengan TPS dan DPS, dan iii) untuk mengetahui interaksi antara kedua strategi dan kepribadian siswa. Subjek penelitian ini adalah siswa kelas satu SMA Negeri 13 Bandar Lampung. Hasil penelitian menunjukkan bahwa i) ada perbedaan yang signifikan secara statistik dalam kemampuan menulis antara siswa yang diajar dengan strategi TPS dan strategi DPS, ii) tidak ada perbedaan yang signifikan secara statistik dalam kemampuan menulis antara siswa ekstrovert dan introvert yang telah diajar dengan TPS dan DPS, dan iii) tidak ada interaksi yang signifikan secara statistik antara kedua strategi dan kepribadian siswa. Ini menunjukkan bahwa strategi DPS lebih efektif untuk meningkatkan kemampuan menulis siswa dan siswa ekstrovert dan introvert sukses dalam meningkatkan kemampuan menulis setelah belajar melalui DPS dan TPS.

This study was aimed i) to find out whether there was a difference of students' writing ability between students taught by using Think-Pair-Share (TPS) and those taught by using Discuss-Predict-Share (DPS), ii) to find out whether there was a difference of students' writing ability between extrovert and introvert students after being taught through TPS and DPS, and iii) to find out the interaction between those two strategies and personality. The subjects of this research were the first grade students of SMAN 13 Bandar Lampung. The result showed that i) there was a statistically significant difference in students' writing ability between students taught by using TPS and those taught by using DPS, ii) there was no statistically significant difference in students' writing ability between extrovert and introvert students after being taught through TPS and DPS, and iii) there was no statistically significant interaction between those two strategies and personalities. It can be said that DPS strategy is more effective to increase the students' writing ability and both extrovert and introvert are successful in increasing their writing ability after learning with TPS and DPS.

Keywords: *Think-Pair-Share (TPS), Discuss-Predict-Share (DPS), personality traits, writing ability*

INTRODUCTION

Writing is a complex process involving the ability to construct a text in order to express one's ideas effectively. Students need to produce their ideas into words, sentences, paragraphs, and composition in written form. Therefore, writing skills are complex and sometimes difficult to teach, requiring mastery not only of grammatical and rhetorical devices but also of conceptual and judgemental elements (Heaton, 1991). These conditions may cause students stop writing and be anxious. While, Richards and Renandya (2002: 303) state that the difficulty of writing lies not only in generating and organizing ideas, but also in translating these ideas into readable text. They argue that the skills involved in writing are highly complex and L2 writers have to pay attention to higher level skills of planning and organizing as well as lower level skills of spelling, punctuation, word choice, and so on.

Moreover, writing is productive activities in which this skill does not come automatically and it needs an idea. To get the idea, it can be from written input that is read by the writer as the clue to construct the idea. In this way, prediction strategy can be used as one way to grasp the idea. Escibano (1999) states that reading puts the learner in touch with other minds so that he can experience the ways in which writers have organized information, selected words and structured arguments. Therefore, the students can use readings as a model for their writing, or they can write about reading. Moreover, Prediction strategy involves making inferences, using information in the text and prior knowledge to anticipate what will happen next (Roit, 2008).

In relation to prediction strategy, making predictions encourages students to use critical thinking and problem solving skills. It facilitates the students to actively think ahead and ask questions. In addition, to make students become active and sharpen their critical thinking, the teacher also should choose another appropriate strategy that can be integrated with this strategy in order to help students compose paragraph more easily by experiencing how the written language works. The students are able to acquire new knowledge which is beyond their current competence as a result of interaction. To provide the interaction, a promising alternative instruction is used, that is, Think-Pair-Share (TPS) strategy.

Furthermore, Kagan (2009) states that Frank Lyman created a powerful frame for sequencing three structures, called Think-Pair-Share. Since there are many ways to think, to pair up, and to share with the class, TPS is a structure sequence generator. TPS benefits students in the area of peer acceptance, peer support, academic achievement and self-esteem. According to Sharma (2018), TPS strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning and critical thinking. TPS can also be used as an information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

In accordance to Think-Pair-Share strategy, there are several previous studies. Sumarsih (2013) found that students' achievement is improved when they are taught by TPS. This

study also suggested that there should be the exploration of knowledge and the understanding about how to improve students' achievement in writing. Ariansyah (2014) revealed that TPS strategy increased students' activity and motivation in writing. He suggested that it would be better if the further researchers can fill attractive media or technique for teaching writing and then the teacher need to know and recognize what the students need and interesting for learning English. Raba (2017) states that TPS strategy plays a positive role in improving students' oral communicative skills, creating a cooperative learning environment and enhancing students' motivation to learn better. He suggested that curriculum designers need to increase the activities that use the TPS strategy since it helps to develop the critical thinking skills.

In relation to prediction strategy, there are also some previous researches. Perangin-angin (2013) found that students were active, enthusiastic, and interested in reading. She suggested that the further researchers should explore the knowledge to enlarge their understanding about how to improve descriptive text and search another references. Dhillon and Hutaaruk (2016) found that teaching listening by using Prediction Strategy makes the students become active listeners and give them a better chance of general comprehension.

Based on the result of studies, it can be seen that all researches prove that Think-Pair-Share and prediction strategy are good to be implemented for students' linguistics development. However, viewed from previous studies, the process of how students improve their critical thinking during the learning process has not been well explored. Most of the implementation

of TPS especially in writing does not give more attention on students comprehensible input. Then, in the process of feedback given, the students are not given detail instructions or guidelines in checking their friends' work.

In order to improve their comprehensible input, the process of reading can be applied in learning process in which the students can use reading as a model for their writing. It can be done through the implementation of prediction strategy in which the researcher provides unfinished written input and asks the students to predict the continuation of it and this idea will bring them to reconstruct and produce other versions of that writing product. Then, the learners can enhance both their cognitive process as well as their productive skill through interaction. She also adds the feedback sheet as the guideline in revising step. Thus, in this present study, the researcher modified Think-Pair-Share strategy. The procedure of teaching writing is arranged based on two strategies; those are Think-Pair-Share and prediction strategy. Moreover, the researcher named the strategy Discuss-Predict-Share.

Among the factors which have much influence in language learning are cognitive and affective factors. It is not surprising that student who poses high quality of cognitive factor, such as intelligence, will do well in language learning. However, if we take only this single factor into consideration, the most fundamental side of human behavior will be omitted (Herdawan, 2012). Therefore, related to writing text, there also should be partnerships between language teachers and

psychologists of education to figure out the 'what' and 'how' of critical thinking practices that ELT classes can provide (Azizollah et. al, 2013). Dealing with psychological factor, it is within a person that contributes in some way to one's success in language learning. Personality can be classified into two types, they are extroversion and introversion. Jung in Samand (2019) states that extrovert is type of people whose attention is directed outside himself. Whereas introvert type belongs to people whose attention are focused on themselves that is toward his ego.

Additionally, Boroujeni (2015) found that introverts outperformed their extrovert counterparts in most of writing subsets, such as content, language, mechanics, and vocabulary. Recognizing extroverts' difficulty in generating ideas in isolation, writing teachers should attempt to provide opportunities for them to discuss the topic before beginning to write. Ahour and Haradasht (2014) revealed that extroverts outweigh introverts in amount of speech but they do not necessarily gain more than introverts when it comes to reading comprehension.

Furthermore, to know whether introversion students really enjoy the writing process of Discuss-Predict-Share and Think-Pair-Share through interaction in pair, and whether extroversion students are able to produce writing product as well as the introvert, in this case aspect of personality is also importance to analyze whether it affects students' writing process and product or not.

Based on the statements above, the researcher proposed DPS as a modified strategy in experimental class. She also

would implement TPS as the original strategy to the control class. Therefore, the researcher was interested to investigate students' writing ability taught by using DPS and TPS strategy. The researcher would also investigate extrovert and introvert students' writing ability in writing class. Then, the interaction between the strategies and personality traits would be investigated.

METHOD

This research used quantitative approach. The design of this research was 2x2 factorial design since this research had two variables and each variable had two categories. The independent variables were the strategies i.e. Think-Pair-Share and Discuss-Predict-Share and personality had two categories i.e introvert and extrovert personalities. The population of this research was the first grade students of SMAN 13 Bandarlampung. The research took two classes in the school as the sample. They were X MIPA 5 and X MIPA 6. For the data collection instrument, personality traits questionnaire and writing test were administered. The students' scores were analyzed by using t-test of SPSS 16 program. The gained data were analyzed by independent group t-test and Two Way ANOVA.

RESULTS AND DISCUSSION

Independent group t-test on SPSS version 16 was used to analyze the difference in students' writing ability between students who are taught with DPS as the modified strategy and TPS as the original strategy.

Table 1. Students' Writing Recount Text Writing Ability

Independent Samples Test									
	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
NGain Equal variances assumed	.352	.555	4.489	60	.000	.18377	.04094	.10188	.26567
Equal variances not assumed			4.489	59.355	.000	.18377	.04094	.10188	.26569

The table above shows that t-value is 4.489 while the t-table is 2.045. Then, the alpha level is 0.05 and significant level of this result is 0.00. Therefore, it can be concluded that the research hypothesis (H_a) was accepted; since there was significant difference in writing ability learning outcomes between TPS and DPS strategy. Furthermore, the mean score NGain using DPS strategy 0.5467 was higher compared to the mean score NGain of TPS strategy was 0.3629.

Moreover, TPS strategy provides some steps that could be followed easily by the students. Yet, there were still some weaknesses. So, the students who were taught by TPS performed less than the students in experimental class. It was because the implementation of Think-Pair-Share did not facilitate many inputs for the students during the writing learning process. That finding confirmed Ariansyah (2014) who suggest that it would be better if TPS strategy can be filled with attractive media, other technique or strategy for teaching writing to know and recognize what the students need and interesting for learning English to make the learning process to be better and easier and the teacher needs to more concern to keep the good atmosphere in classroom for make a students feel comfortable and enjoyable in studying English.

While, along the treatment in experimental class, the researcher noticed that the students' writing ability after being taught through DPS was increased slightly. Toward DPS strategy, the students were given the chance to explore the knowledge toward the meaningful inputs they got before developing paragraph. It was in line with Promnont and Saowalak (2015) who state that through input, the students not only know how to read the text, but also are able to understand schematics structures as well as linguistic features in both spoken and written language. These semantics structures and linguistic features really benefitted students that they got model of how to compose a text. This might be related to the statement from Giesen (2001) who states that the activities in reading give students exposure to vocabulary, sentence structure, and rhetorical structures of English writing, writing activities give students practice in using them.

The students' work during the treatment were various and written creatively. Prediction plays role as one of parts in reading process. The students also found that it was a fun way where they could collect the ideas, elaborated their understanding, and made ideas concrete. This finding supported Aziz (2016) whos states that by encouraging the students to make a prediction and revision of their guesses, it also will increase their curiosity and will challenge the students to read the text more and more. Thus, the students are motivated to undertake a writing assignment because it allows them for more creative response to learning the material.

In addition, within the non-threatening and supportive environment of a pair, the students gained confidence to contribute and experiment with the language. The students no longer passively accepted the input, but they also questioned what they received and sought to produce written work. Besides, having discussion encouraged the students to develop conceptual understanding of topic, develop ability to filter information, and write conclusion. Thus, comprehensible input could be provided in the process of writing. Then, the learners can enhance both their cognitive process as well as their productive skill through interaction. Also, students' improvement might be caused by the process of feedback given and sharing. In revising step, the students were given the feedback sheet as the guideline, so it would help the students easier to recognize some of their linguistic problems.

In conclusion, Discuss-Predict-Share as the modified strategy has more advantages on students' writing ability than Think-air-Share strategy.

Table 2. Extrovert and Introvert Students' Writing Ability

Group Statistics					
Personality		N	Mean	Std. Deviation	Std. Error Mean
Students' Writing Ability	Introvert	47	79.17	7.097	1.035
	Extrovert	15	78.20	6.361	1.642

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Students' Writing Ability	.555	.459	.472	60	.639	.970	2.056	-3.142	5.082
Equal variances assumed									
Equal variances not assumed			.500	26.081	.621	.970	1.941	-3.020	4.960

The table above shows that the t-critical is 0.639 while the significance level is 0.05. It indicates that zero hypothesis (Ho) was accepted. It means that there is no different increase of recount text writing ability between extrovert and introvert students after being taught by using those strategies. In this study, the difference of the score increase between the two groups was relatively not far. However, the increase percentage of introvert students was higher than of the extrovert ones.

This finding is congruent with the previous studies of Ahour and Haradasht (2014) explaining that there was no different increase between the two personality groups in the cooperative situation as seen in the cooperative learning in TPS and DPS. Moreover, Zafar (2017) stated that writing skill did not correlate strongly with either of the personality traits of extrovert and introvert. Writing proficiency scores among them showed very little variation. Thus, this research conducted for English as a Foreign Language (EFL) resulted the same finding with Zafar's.

Moreover, related to the increase of both extrovert and introvert students' scores in writing recount text, the mean of introvert students' writing ability (79.17) was higher than extrovert's (78.20). In the writing process of those strategies, introvert students in control class were focus in making a free writing individually before they discussed their ideas with their pair and developed their paragraph. While, introvert students in experimental class were trained to deal with reading process which let them to answer the comprehensible question, predict the continuation of the story, and had meaningful discussion. These cases could

make the students became more comfortable to have discussion.

This finding is congruent with Pourqardash and Soori (2017) that state introvert students were better on recalling of learned knowledge. They would do better at developing cognitive academic language proficiency. Moreover, introvert students liked the activity which not involved many people, such as listening, reading, and writing. They can enjoy the situation and focus on their activity (Muharrami, 2013).

Extrovert students' writing ability also increased. Besides having a task to be done individually during the writing procedures, there was also a phase that gave a better chance to have more discussion cooperatively. Therefore, it helps them to solve the difficulty in generating ideas in isolation. All these things were supported by Hirsh and Kise in Novitasari (2018) who state that the extrovert students usually have a graet tendency to be engaged in group activities, sociability, and interaction. Moreover, eventhough extroverts seemed protest towards writing task; it had been found that they easily communicate in English classes, so they would succeed (Suliman, 2015).

In conclusion, based on the explanation above, both extrovert and introvert students are put together in the context that they are potential to learn with their own characteristics. Thus, through TPS and DPS strategies, both personalities are successful in writing recount text writing proven by their increase of all writing aspects after passing the writing stages.

Table 3. Interaction between the Strategies and Personality Traits

Dependent Variable: SCORE

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	778.709 ^a	3	259.570	7.118	.000
Intercept	271708.912	1	271708.912	7.451E3	.000
STRATEGY	456.373	1	456.373	12.515	.001
PERSONALITY	33.503	1	33.503	.919	.342
STRATEGY * PERSONALITY	13.428	1	13.428	.368	.546
Error	2115.033	58	36.466		
Total	389204.000	62			
Corrected Total	2893.742	61			

a. R Squared = .269 (Adjusted R Squared = .231)

The table shows that the Sig-value of writing strategy and personality traits is 0.546. It is higher than $\alpha=0.05$. It means that H_0 is accepted. Meanwhile from the critical value approach the data shows that F statistic is 0.368. It is lower than $F_{\alpha} = 3.34$. It means that H_0 is accepted. The interpretation is that there is no significant interaction between writing strategy and personality traits in their writing ability. The interaction between teaching strategies and motivation can be presented in the following figure.

The insignificant result of the interaction between the strategies and students' personality traits might be caused by postive responses of the findings. The philosophical basis of the original strategy is not changed although the technical practice is successfully modified. The core point of TPS, cooperative learning, is still exists in DPS. Furthermore, the modified strategy suits the daily and actual needs. It also facilitated the acivities that fit both personalities. For instance, cooperative learning that suits the extrovert and introverts who put more attention on cognitive process. Both personalities got a chance to think more, have more discussion, and help each

other. Thus, extrovert and introvert are appropriate to both writing strategy.

CONCLUSIONS

DPS strategy has more advantages than TPS strategy in affecting students' writing ability. Providing the students with the opportunity to get input by reading, produce output by writing, and have interaction by interacting with other students made them increase the quality of critical thinking. So, the students were able to result a better production of English writing. This was because by providing the students with input, they could identify a correct model of how to compose a text. Then, Both extrovert and introvert could pass the process of writing through the modified strategy (DPS) and the original one (TPS). Although introvert students have higher increase, the difference is relatively not far. Thus, there is no different increase of recount text writing ability after being taught by using those strategies. The strategies let the students to increase their cognitive process as well as productive skill by elaborating ideas individually, having discussion, and reconstructing a text. In this case, introvert can enjoy the situation and focus on their activity which not involved many people, such as reading and writing. Meanwhile, because of a greater tendency to be engaged in group activities, extroverts seemed to enjoy the interaction happened more during the process of the strategies. The extrovert students got the chance to dig much information from the interaction. As the result, they also could improve their recount text writing ability. The last finding showed that there was no interaction between teaching strategies and personality

learning styles. Thus, the significant achievement gained by the students in each group was attributed to by the teaching original and modified strategies by maintaining the philosophical basis of the original strategy and suiting the actual needs of the students.

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