THE EFFECTIVENESS OF THINK-PAIR-SHARE STRATEGY ON GRAMMAR SKILL OF SIMPLE PAST IN EIGHT GRADER STUDENTS JUNIOR HIGH SCHOOL OF RAUDLATUL ULUM GONDANGLEGI.

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Abstract

Effective strategy is very important to conduct by teacher in order to improve performance and quality of teaching and learning process. The investigation of using Think pair share technique to teach simple present tense has been conducted by some researchers. However, This research investigates teaching Simple Past using Think Pair Share Technique in eight grade of Junior High School of Raudlatul Ulum Gondanglegi. The aim is to know whether Think pair Share effects to the students score or not. This research uses a Quantitative Research, especially applies one group Pre-Experimental design. This research consists of pre-test and post-test for one group only. The effectiveness of the instructional treatment is measured by comparing average score of the pretest and the post test. The result found that based on the SPSS computation, the value of t- test is -793. It can be said that the null hypothesis is rejected. Then the significant difference found is 0,435 which means over than 0,05. So, the null hypothesis is rejected. Therefore, there is nothing difference between the students ability on before and after taught using TPS. So, it can be concluded that TPS is not effective yet in eight grader Junior High School students of Raudlatul Ulum Gondanglegi in writing skill especially for teaching Simple Past.

Keyword: Strategy; Think-Pair-Share; grammar; simple past.

INTRODUCTION

English consists of four skills namely listening, speaking, reading and writing. One skill that often studies in junior high school is writing. Writing also is very important for study because all of the subject lessons in junior high school is writing. It is an activity that can usefully be prepared for by work in the other skills of listening, speaking and reading. This preparation can make it possible for words that have been used receptively to come into productive use. For example, in an English for academic purposes program, learners can be involved in keeping issue

logs which are a kind of project work[1]. Jeremy Hermer stated that "writing is used for a wide variety of purpose it is produce in many different form. The Shopping list below, for example, written over a couple of days shortages in the kitchen were noticed, is type of writing that many people (who might not think of themselves as 'writer) do, as a matter of course. A Number of features of the list are of interest to us when we consider how people write[2].

Teaching is one of activity to transfer knowledge to the student. In order that teaching can give good result, so the teacher must have some method and strategies in teaching learning. Strategies and method in teaching learning is lots, like cooperative learning, inquiry, visualization, differentiation, technology in classroom, professional development etc.

One of the method and strategy learning in teaching writing is Think Pair Share. Think Pair Share is include in Cooperative learning strategy. Think Pair Share is a group discussion which students will listen or they will be given a question of presentation. Then, they have time to think individually, talk with each other in pairs, and finally share responses with the larger group..[3]

According to McTighe & Lyman, Think Pair Share technique is a cooperative learning technique which is said as a multi-mode discussion cycle in which students listens to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group[4]. Further, Facion explains "Think Pair and Share (TPS) is one of the cooperative learning strategies that encourages student to participate in group discussion, think critically about issue given and capable to present.[5]" Then, according to Mohan Rathakrishnan dkk, in the journal with entitled *The Effectiveness Of Using Think-Pair-Share (Tps) Strategy In Developing Students' Critical Thinking Skills*, They Stated "The general idea of the Think Pair Share is having the students independently think or solve a problem quietly, then pair up and share their thoughts or solution with someone nearby. The TPS technique also enhances the student's oral communication skills as they have ample time to discuss their ideas with the one another and therefore, the responses received are often more intellectually concise since students have had a chance to reflect on their ideas. Therefore, it is pertinent to apply this technique in critical thinking subject[6]".

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[1] I.S.P Nation, Teaching ESL/EFL Reading and Writing(New York: Routledge Taylor & Francis Group, 2009), P.113 2

[2] Jeremy Harmer, How to Teach Writing (England: Longman, 1988), P.4

[3] Diah Nita Azhari Hasibuan, "Using Think Pair Share Tehnique in Improving student's reading skill at seven grade of Junior High school at SMPN 6 Panyambungan", Skripsi thesis (Sumatra utara: Universitas Islam Negeri Sumatera Utara, 2019)

[4] Hermant Lala Sharma Priyamvada, "Think Pair Share : An Effective Cooperative Learning Strategy for Unleashing Discussion in classroom interaction", International journal of Research in Social Sciences Vol.8 May 2008, page.94

[5] Mohan Rathakrishnan et.al , "THE EFFECTIVENESS OF USING THINK-PAIR-SHARE (TPS) STRATEGY IN DEVELOPING STUDENTS' CRITICAL THINKING SKILLS", Thesis, (Sintok: Universiti Utara Malaysia, 2009), page 1

[6] Mohan Rathakrishnan et.al , "THE EFFECTIVENESS OF USING THINK-PAIR-SHARE (TPS) STRATEGY IN DEVELOPING STUDENTS' CRITICAL THINKING SKILLS", Thesis, (Sintok: Universiti Utara Malaysia, 2009), page 6

Here, from the 3 theory above, the writer perceives related to the definition of Think Pair Share. Think Pair Share is one of the cooperative learning strategies that encourages student to participate in group discussion, think critically about issue given and capable to present.

And According to Ningtyas Orilina argawati and Lilis Suryani in the Journal entitled *Teaching Writing Using Think Pair Share Viewed From Students's Level Of Risk Taking* (2016) they stated " the result using strategy is 1) Think-Pair-Share is significantly different from direct instruction method to teach writing; (2) the students with high level of risk-taking have better writing than those with low level of risk-taking; and (3) there is an interaction between teaching methods and the students' level of risk-taking. Even though Think-Pair-Share is effective to teach writing, teachers must consider about the students' condition, in this case their level of risk-taking"[7]. Meanwhile the other journal entitled *Think Pair Share : A Technique To Enhance Student's Writing Skill* with author Oktha Ika Rahmawati, she stated that " The implementation of Think-Pair-Share technique can improve student's writing skill in narrative text"[8]. Then According to Muhammad Abied Fauzi in the Journal entitled "*The Effectiveness of Think Pair Share Series Pictures media to Improve the student's Speaking Abili*t ; *Case of the eleventh grade student of SMAN 14 Semarang*" the Researcher stated that The speaking ability of the eleventh grade students of SMA Negeri 14 Semarang after being taught using think pair share with series pictures is good. It can be known from the mean of the post– test score of the students is 76,1 and according to the table of achievement, It is at the level of good[9]

From some argument above, the writer give a conclution that using strategy Think Pair Share in teaching writing and Speaking better than using conventional strategy in teaching writing and speaking. Using Think Pair Share is effective to teach writing and speaking skill.

Think Pair Share according to Mahraodatul Abidah and Ambuy Sabur in the Journal entitled *The Effect Of Think Pair Share (Tps) Tehnique To Improve Students' Writing Skill On Descriptive Text*, They stated "writing a descriptive text by using Think Pair Share (TPS) Technique is better than writing descriptive texts without Think Pair Share (TPS) Technique"[10]. Meanwhile According to Tauricha Astiyandha in the thesis entitled *The Effectiveness of Think Pair Share Method to teach Reading comprehension viewed from student's motivation*. The Researcher stated "Think Pair Share (TPS) is an effective teaching method for teaching reading comprehension for the eleventh grade students of MAN 2 Metro.[11] In the other thesis entitled

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[7] Ilina argawati Nintyas, Lilis Suryani, "Teaching Writing Using Think-Pair-Share (TPS) Viewed from Student's level of risk- taking", *English Review : Journal of English education,* vol. 6. Desember 2017.page 115.

[8] Ika rahmawati, Think Pair Share : A Technique to enhance student's writing skill, *Jurnal Pendidikan Edutama*, vol.4. no 1 January 2017. Page 55-56

[9] Muhammad Abied Fauzie, "The Effectiveness of Think Pair Share Series Pictures media to Improve the student's Speaking Abilit, neliti.com, vol. 4, No. 2 August 2003, Page 202-203

[10] Mahraodatul Abidah, Ambuy Sabur, "The Effect of Think Pair Share (Tps) Tehnique To Improve Students' Writing Skill On Descriptive Text", *Foremost Journal*, Vol. 1 No. 1 2020, Page 41

[11] Tauricha Astiyandha, "The Effectiveness of Think Pair Share Method to teach Reading comprehension viewed from student's motivation", *Skripsi* (Surakarta : Universitas Sebelas Maret, 2013) Page. 101

The Effectiveness of Think Pair Share Strategy toward Student's Reading Comprehension at the second year of SMPN 1 Airtiris of Kampar Regency with Author is Mrs. Martina Susanti. The Researcher stated that " there is significant different between student's reading comprehension who are taught by using Think Pair Share (TPS) Strategy and those who are taught by using convetional strategy at second year of SMP N 1Airtiris of Kampar Regency.[12]

Based on reason above, some researchers stated that teaching reading comprehension by using Think Pair Share (TPS) Technique is better than teach reading comprehension without Think Pair Share (TPS) Technique". And the researcher think that use think pair share technique is effective in teaching English, especially in reading skill so that the researcher sure if the teachers teach students using think pair share will be increase reading skill students and give the good result in english achievement.Acoording Intaniya Fathanty Lukman, she stated that "learning writing descriptive text through Think-Pair-Share is effective to improve students' ability in writing descriptive text"[13]. According to Nofrilyan Fatimatuz Zahroin the thesis entitled *The Effectiveness Of Using Think-Pair-Share (Tps) Strategy To Improving Students In Writing Narrative Text At Class Xi Social 1 Grade Program Of SMAN 1 Durenan*, the writer stated "Students' ability in writing narrative text before taught by using Think Pair Share is there are 27 students who get enough criteria. It means that more 50% students of the total students have enough ability in writing narrative text. Students' ability in writing narrative text after taught by using TPS is there are 15 students have enough criteria, 11 students have good criteria, 5 students have very good criteria and 1 student has excellent criteria. It means that there is decreasing in the total students who have scores enough and there is increasing in the total students who have good, very good, and excellent criteria[14].

According to Marchelina et.al, in the journal entitled "*Improving Student's Writing Skill by Using Think-Pair-Share (TPS)",* they stated the result of the research showed that use of Think-Pair-Share (TPS) is able to improve the student's writing skill that covers writing to explore their ideas, to use word choice, to write paragraph by using correct grammar, and to use word order in writing sentences.[15]

For all the reason, some researcher have found out that use Think Pair Share is effective in teaching writing skill. And Also Think-Pair-Share (TPS) is able to improve the student's writing skill that covers writing to explore their ideas, to use word choice, to write paragraph by

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[12] Martina Susanti, "The Effectiveness of Think Pair Share Strategy toward Student's Reading Comprehension at the second year of SMPN 1 Airtiris of Kampar Regency", *Skripsi* (Pekanbaru : UIN Sultan Syarif Kasim Riau, 2011) Page

[13] Intaniya Fathanty Lukman, "The Effectiveness of Think-Pair-Share Tehnique toward Student Ability in Writing Descriptive Text at the Eight grade students of SMP N 3 Sinjai, *Skripsi* (Makasar, UIN Alauddin, 2016), page 45

[14] Nofrilyan Fatimatuz Zahro, "*The Effectiveness Of Using Think-Pair-Share (Tps) Strategy To Improving Students In Writing Narrative Text At Class Xi Social 1 Grade Program Of SMAN 1 Durenan", Skripsi (*Tulungagung : IAIN Tulungagung, 2011) . Page. 52

[15] Marchelina et.al, "Improving Student's writing skill by using Think Pair Share (TPS)", *English Education journal*, vol. 2 no. 1, 2013 Page. 23

using correct grammar, and to use word order in writing sentences. The Researcher think that some researchers have found out effectiveness of teaching English using Think Pair Share technique for teaching simple present, However no one of researchers which research or investigate teaching Simple Past using Think Pair Share Strategy, so based on explanation above the researcher interest to investigate and research teaching Simple Past using Think Pair Share Technique in eight grade of Junior High School of Raudlatul Ulum Gondanglegi.

Based on the explanation above, the purpose of this research is to know whether students who are taught simple past using Think-Pair-Share (TPS) achieve better score than before they are taught by using Think Pair Share.

Simple Past

Simple Past is one of tense that explain about event or activity in the past. According to Betty Azzar, he stated that " The Simple Past indicates that activity or situation began and ended at a particular time in the past[16]. While According to Bernando J. Sujibto[17], "This tense explains an event or action that done in the past in simple form and also known the time of the activity". Form explanation above it's obvious that Simple Past is an Event that occured in the past and done in the past in simple form and also known the time of the activity.

Formula of Simple Past :

Verbal Sentence

Positive   : Subyek + Verb 2 + Obyek

Negative   : Subyek + Did + Not + Verb 1 + Obyek

Introgative   : Did + Subyek + Verb 1 + Obyek ?

Nominal Sentence

Positive   : Subyek + Was/Were + Compliment

Negative   : Subyek + Was/Were + Not + Compliment

Introgative   : Was/Were + Subyek + Compliment ?

Example :

(+) My Mother ate a Rice yesterday

(-) My Mother did not eat Rice yesterday

(?) Did My Mother eat Rice yesterday ?

Simple Past usually uses a time signal to show that the sentence is Simple Past. Time Signal is Yesterday, Last time, Last Night, Last Years, Last day, Two years ago, Three days ago, Last Month, when i was kid. There are two kind used simple past namely reguler verb and irreguler verb. Irreguler verb more difficult than reguler verb because use reguler verb only add –ed in the last verb.

This Difference about Reguler Verb and Irreguler Verb.

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[16] Bernado J. Sujibto, Test Toefl, & Listening Comprehension, Cetakan Pertama (Yogyakarta : Diva Press, 2015) Page. 15

[17] Betty Azzar, Understanding And Using English Grammar, Third Edition (United States : 10 Bank Street, 1999) Page. 27

Reguler Verb

VERB	VERB 1/PRESENT	VERB 2/PAST	VERB 3/PAST PARTICIPLE
Walk	Walk	Walked	Walked
Visit	Visit	Visited	Visited
Accept	Accept	Accepted	Accepted
Call	Call	Called	Called
Decided	Decide	Decided	Decided
Help	Help	Helped	Helped
Listen	Listen	Listned	Lisstened
Play	Played	Played	Played
Invite	Invite	Invited	Invited
Ask	Ask	Asked	Asked

Irreguler Verb

VERB	VERB 1/PRESENT	VERB 2/PAST	VERB 3/PAST PARTICIPLE
Read	Read	Read	Read
Write	Write	Wrote	Written
Teach	Teach	Taught	Taught
Meet	Meet	Met	Met
Go	Go	Went	Gone
Take	Take	Took	Taken
Give	Give	Gave	Given
Say	Say	Said	Said
Put	Put	Put	Put
Cut	Cut	Cut	Cut

Think Pair Share

English is composed from four skills namely listening, speaking, reading and writing. In teaching writing need focus to give good result so teachers must teach a student use a learning strategies. One of learning startegies is Cooperative Learning. Cooperative Learning is variety of teaching methods in which students work in small groups to help each other learn academic contents. One of types Cooperative Learning is Think Pair Share. Facion explains "Think Pair and Share (TPS) is one of the cooperative learning strategies that encourages student to participate in group discussion, think critically about issue given and capable to present[18].

According to McTighe & Lyman Think Pair Share technique is a cooperative learning technique which is said as a multi-mode discussion cycle in which students listens to a question or presentation, have time to think individually, talk with each other in pairs, and finally share

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[18] Mohan Rathakrishnan et.al , "The Effectiveness 0f Using Think-Pair-Share (TPS) Strategy In Developing Students' Critical Thinking Skills",   Conference: ISER International Conference on Education and Social Science (ICESS-2019) at: OSAKA , JAPAN May 2009, page 1

responses with the larger group[19]. Three stages as proposed by Lyman are elaborated as follows. Meanwhile the others researcher stated that "Think Pair Share is include in Cooperative learning strategy. Think Pair Share is a group discussion which students will listen or they will be given a question of presentation. Then, they have time to think individually, talk 15 with each other in pairs, and finally share responses with the larger group.[20]

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[19] Hermant Lala Sharma Priyamvada, "Think Pair Share : An Effective Cooperative Learning Strategy for Unleashing Discussion in classroom interaction", *International journal of Research in Social Sciences* Vol.8 May 2008, page.94

[20] Diah Nita Azhari Hasibuan, "Using Think Pair Share Tehnique in Improving student's reading skill at seven grade of Junior High school at SMPN 6 Panyambungan", Skripsi thesis (Sumatra utara: Universitas Islam Negeri Sumatera Utara, 2019), page 10

[21] Mahraodatul Abidah, Ambuy Sabur, "The Effect of Think Pair Share (Tps) Tehnique To Improve Students' Writing Skill On Descriptive Text", *Foremost Journal*, Vol. 1 No. 1 2020, Page 41

[22] Tauricha Astiyandha, "The Effectiveness of Think Pair Share Method to teach Reading comprehension viewed from student's motivation", *Skripsi* (Surakarta : Universitas Sebelas Maret, 2013) Page. 101

[23] Martina Susanti, "The Effectiveness of Think Pair Share Strategy toward Student's Reading Comprehension at the second year of SMPN 1 Airtiris of Kampar Regency", *Skripsi* (Pekanbaru : UIN Sultan Syarif Kasim Riau, 2011) Page

teach students using think pair share will increase reading skill students and give good result in English achievement.

In this stage the Researcher explain how to imply Think Pair Share Strategy in teaching Simple past. Think Pair Share is a cooperative learning technique which is said as a multi-mode discussion cycle in which students listens to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group.

1. **Think**

In this phase, the teacher provokes the students' thinking with a question and they can take a few moments to think about the question. This activity can promote the students' critical thinking to find a solution individually to the problem posed by the teacher (problem solving activity).

2. **Pair**

This stage gets students to work in pairs with their nearby neighbors, designated partners, or a desk-mate to discuss answers for the question given. Here they can compare their mental or written notes and identify the answers they think are best, most convincing, or most unique (working cooperatively).

3. **Share**

After the students have talked in pairs for a few moments, then the teacher calls for the pairs to share their thoughts with the rest of the class. She can do this by going around in a round-robin fashion, calling on each pair; or she can take answers as they are called out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board or on an overhead projector.

In addition, Think-Pair-Share method is a good method to applying because the students will be more active in the class. Think Pair Share method can't make student a sleepy in the class.

METHOD

This research uses a Quantitative Research, one group Pre-Experimental design. This research consists of pre test and post test. According To Adnan Latif, "sometimes an experimental research is conducted without a control group. In this research, the group is given a pre-test before the experimental treatment. After the treatment was finished, the post-test is administered to see the achievement[24].

The effectiveness of the instructional treatment is measured by comparing average score of the pretest and the post test. When it turns out that the post test average score is significantly higher than the average score of the pretest, then it is concluded that the instructional treatment is effective". It is different with quasy – experimental that need an experiment class and control class.

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[24] Mohamad Adnan Latif, Research methods on Language learning an introduction, (Malang: Universitas Negri Malang 2017), Page. 97

This research will be held in Junior High School of Raudlatul Ulum Gondnaglegi. It's located at Street Sunan Ampel 02 B Putukrejo Gondanglegi Malang 65174. And this research will be implemented in eighth grade.

This research was conducted at eight grade students of Junior High School of Raudlatul Ulum Gondanglegi in the academic year of 2021/2022. This research was carry out on June up to September 2021.

The Schedule of the research

No	Activity	Month				
		June	July	August	September	October
1	Prepartion of Thesis Proposal	V	V	V	V	
2	Pre test treatment and Post test					V
3	The Collecting Data					V
4	The Analyzing Data					V

The population of this research is the eight grade students Junior High School of Raudlatul Ulum Gondanglegi in 2021 – 2022 years academic. The total of population is 87 students that consist from VIII A : 29 Students, VIII B : 25 Students and VIII C : 26 Students.

According Arikunto, Sampling is the way of drawing a sample in the research. Sampling tehnique is the technique in taking samples in population. This research uses a Quasi – Pre Experimental Research Design one group sample. The research can not carry out simple random sampling because it is not permitted by Regulation of head master. The Head Master only give a Sample in VIII A, because Students of VIII A has enough of the study and matery , easy to condition and very enthusiastic in teaching and learning.

Reserach always starts with variables. Independent variable is a variable that influenced another variable to achieve what is expected by researcher, while Dependent variable is the result that expected through implement of the Independent variable. This research could identify that the independent variable is Think Pair Share and Dependent Variable is Score of Students.

The instrument that use in this research was one kind of instrument namely written test. The test was done in two sections. The pre-test was given before the treatment to get the data on the students' prior knowledge in writing especially in Simple Past. The post-test was given to know the improving students' writing ability after the treatment. The test take 50 minutes to students' do their writing and the test consist of one part, it was Simple Past

Data Collection Procedure should be carried out with three steps namely Pre – Test, treatment and Post Test. Pre – Test is the First Step that must do because Pre – Test used to measure the student's ability in Simple Past. Pre- test is giving to the students before the students

are teaching by using Think-Pair-Share. 32 students were in the class joining the test. The test consisted of one item about Simple Past Question, and The Question in Multiple Choice. The researcher is going to distribute the test sheet to the students and asked them to work it individually. The Time Students do the test is 40 Minutes.

After giving Pre – Test, the students get a treatment with the researcher by using Think Pair Share Technique. This process will be held eight meeting, and each meeting use duration 40 minutes because adjust to the number of hours determined by the school. Treatment carries out in class VIII B, with number of students are 42 and all of the students are girl.

After giving a treatment, the post test will be conducted to value of treatment, whether or not the result of the post test is better than the result of pre – test. In post test, the Researcher give a test which the same as the test in pre – test.

Analysis the quantitative data on the students' ability before and after taught by using TPS (students' pre and post test scores) becomes the main concern. In this stage, the researcher analysis data through some steps namely Validity testing, Reliability testing, Normality Testing, linearity testing and Hypothesis testing.

FINDING

Before giving a test to students, researcher conduct consultations with several expert to determine the validity of a question substantially, some of the experts are waka curriculum, eighth grade teachers who teach English and supervising lecturers. Various inputs and suggestions from experts are used as a reference for revising the question text. after the experts agree with the revised question text. After the expert agreed with the question that has revised, researcher give test use it, and the result is analysed through reliability test.

The Researcher has taken Data Tabulation that used to analyse data through SPSS and the result :

a) **PRE-TES**

Reliability Statistics

Cronbach's Alpha	N of Items
.566	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X101	8.8571	10.349	-.111	.585
X102	8.6429	9.868	.038	.575
X103	9.0000	10.222	.000	.567
X104	8.2857	9.323	.245	.544

X105	8.8214	10.078	-.003	.575
X106	8.2500	9.380	.240	.545
X107	8.5714	8.772	.401	.518
X108	8.0714	9.995	.096	.563
X109	8.6071	9.284	.228	.546
X110	8.7500	10.269	-.085	.588
X111	8.5714	9.439	.171	.555
X112	8.9286	10.069	.051	.566
X113	8.9286	10.439	-.169	.583
X114	8.9286	9.772	.232	.552
X115	8.7143	9.397	.218	.548
X116	8.5357	8.851	.369	.523
X117	8.5357	8.925	.343	.527
X118	8.3214	8.522	.531	.499
X119	8.5357	8.851	.369	.523
X120	8.6429	10.164	-.058	.588
X121	8.7857	8.915	.454	.517
X122	8.6429	10.534	-.174	.604
X123	8.7143	9.249	.272	.540
X124	8.6429	10.312	-.105	.595
X125	8.7143	8.804	.442	.515

According to Abdurrohman Said in the book entitled *Statistik Pendidikan Menggunakan SPSS* it is elaborated that to state validity of every question, use empiric criteria 0,2 and compare with the column Corrected Item-Total Correlation.

If corrected Item-Total Correlation over 0,2 (>0,2), the value is valid but if the corrected Item-Total Correlation under 0,2 (<0,2), the value is invalid. From the table above, there are several question is invalid. They are X1, X3, X5, X10, X13, X20, X22, and X24. From the result above there are seven invalid questions. So, researcher must repaire the data. It means that seven questions should be deleted to analyse in SPSS again. And the result is as follow:

Reliability Statistics

Cronbach's Alpha	N of Items
.702	17

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted
X102	6.9286	9.624	.066	.715
X104	6.5714	9.069	.283	.690
X106	6.5357	9.221	.242	.694
X107	6.8571	8.497	.447	.670
X108	6.3571	9.868	.077	.705
X109	6.8929	9.358	.150	.706
X111	6.8571	9.238	.187	.702
X112	7.2143	9.952	.026	.708
X114	7.2143	9.656	.208	.697
X115	7.0000	9.185	.239	.695
X116	6.8214	8.597	.406	.675
X117	6.8214	8.745	.353	.682
X118	6.6071	8.470	.494	.665
X119	6.8214	8.597	.406	.675
X121	7.0714	8.661	.499	.668
X123	7.0000	9.037	.295	.689
X125	7.0000	8.593	.467	.669

From the questions above, all of corrected Item-Total Correlation result are over 0,2. So, it can be concluded that questions X102, X104, X106, X107, X108, X109, X111, X112, X114, X115, X116, X117, X118, X119, X121, X123, X125 are Valid.

b) POST-TEST

Reliability Statistics

Cronbach's Alpha	N of Items
.728	25

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted

X101	10.6071	17.803	.365	.712
X102	10.5357	18.110	.291	.718
X103	10.4286	18.624	.181	.725
X104	10.5357	19.443	-.017	.740
X105	10.6429	19.942	-.127	.747
X106	10.6071	18.840	.119	.730
X107	10.5000	17.741	.384	.710
X108	10.7857	17.508	.495	.704
X109	10.5357	17.517	.435	.706
X110	10.8571	19.312	.037	.733
X111	10.6071	18.099	.293	.717
X112	10.4286	18.402	.235	.722
X113	10.6429	17.868	.353	.713
X114	10.4643	18.628	.174	.726
X115	10.9286	18.735	.247	.721
X116	10.5357	18.332	.238	.721
X117	10.7143	19.175	.050	.735
X118	10.7500	17.898	.373	.712
X119	10.9286	17.995	.497	.708
X120	10.6429	18.534	.193	.725
X121	10.5000	17.370	.476	.703
X122	10.5714	17.884	.344	.713
X123	10.6786	17.634	.417	.708
X124	10.6071	18.396	.223	.723
X125	10.6786	17.485	.455	.705

From the table above, several questions are invalid namely X104, and X105. From the result above, two questions are invalid. So the data must be repaired. Two questions are deleted then be analysed in SPSS again. And the result is follow:

Reliability Statistics

Cronbach's Alpha	N of Items
.772	22

Item-Total Statistics

	Scale Mean if Item Deleted	Scale Variance if Item Deleted	Corrected Item-Total Correlation	Cronbach's Alpha if Item Deleted

X101	9.2857	17.767	.368	.760
X102	9.2143	17.730	.377	.759
X103	9.1071	18.544	.195	.771
X106	9.2857	18.878	.106	.777
X107	9.1786	17.485	.442	.755
X108	9.4643	17.591	.466	.754
X109	9.2143	17.508	.432	.756
X110	9.5357	19.295	.036	.778
X111	9.2857	17.915	.332	.762
X112	9.1071	18.618	.177	.772
X113	9.3214	17.930	.332	.762
X114	9.1429	18.275	.254	.767
X115	9.6071	18.840	.205	.769
X116	9.2143	18.323	.235	.769
X118	9.4286	17.958	.352	.761
X119	9.6071	17.951	.505	.755
X120	9.3214	18.300	.243	.768
X121	9.1786	17.115	.535	.749
X122	9.2500	18.269	.247	.768
X123	9.3571	17.349	.484	.752
X124	9.2857	18.063	.297	.765
X125	9.3571	17.497	.446	.755

From question above, all of corrected Item-Total Correlation result are over 0,2. So, it can be concluded that question X101, X102, X103, X106, X107, X108, X109, X110, X111, X112, X113, X114, X115, X116, X118, X119, X120, X121, X122, X123, X124 and X125 or Twenty Two questions are Valid.

T-Test/Hypothesis Testing

Step to determine hypothesis testing according to Abdurrohman Said in the book entitled *Statistik Pendidikan menggunakan SPSS* state that Analysis Inferential have function to do estimation, hypothesis testing (tentative conclusions) and then obtain decision on sample data, so that it can be generalized to the populations. Technique of Analyse Inferential Parametric consists of Independent sample test, Dependent Sample test and Correlation test.

Researcher has done testing and result data namely Pre-Test and Post -Test, so that researcher do analyse score through Sample dependent include Normality test and Comparing Test, and the result :

One-Sample Kolmogorov-Smirnov Test

		PRE-TEST	POST-TEST
N		28	28
Normal Parameters[a,b]	Mean	40.79	44.25
	Std. Deviation	19.095	20.051
Most Extreme Differences	Absolute	.158	.124
	Positive	.158	.124
	Negative	-.112	-.088
Test Statistic		.158	.124
Asymp. Sig. (2-tailed)		.071[c]	.200[c,d]

a. Test distribution is Normal.

b. Calculated from data.

c. Lilliefors Significance Correction.

d. This is a lower bound of the true significance.

Mean = 44.25
Std. Dev. = 20.051
N = 28
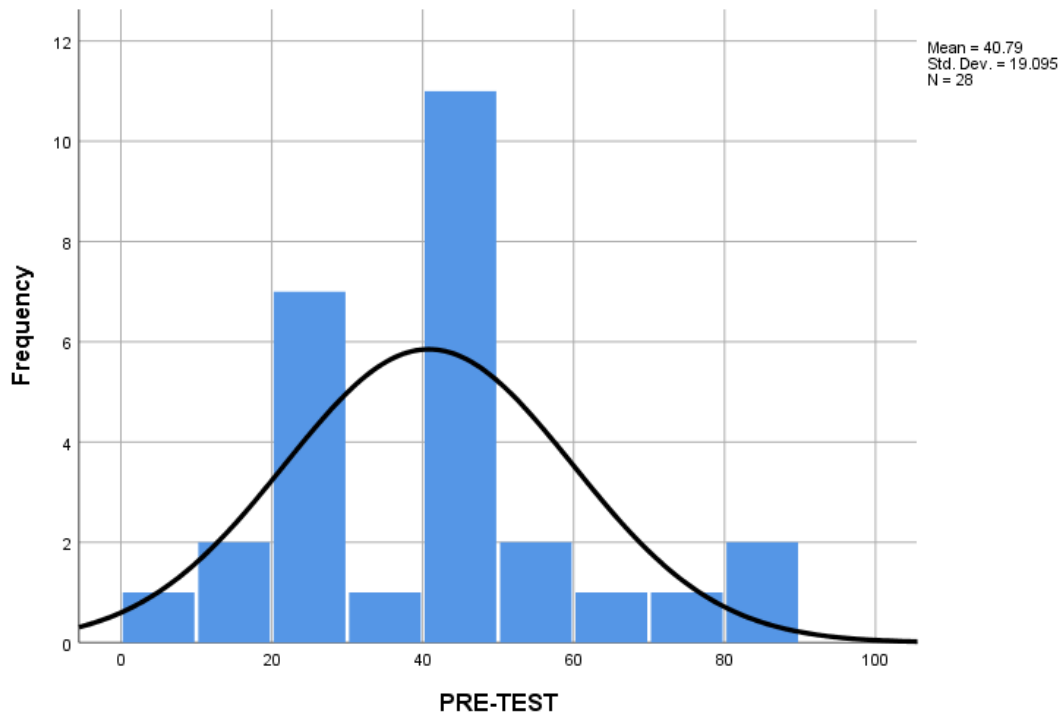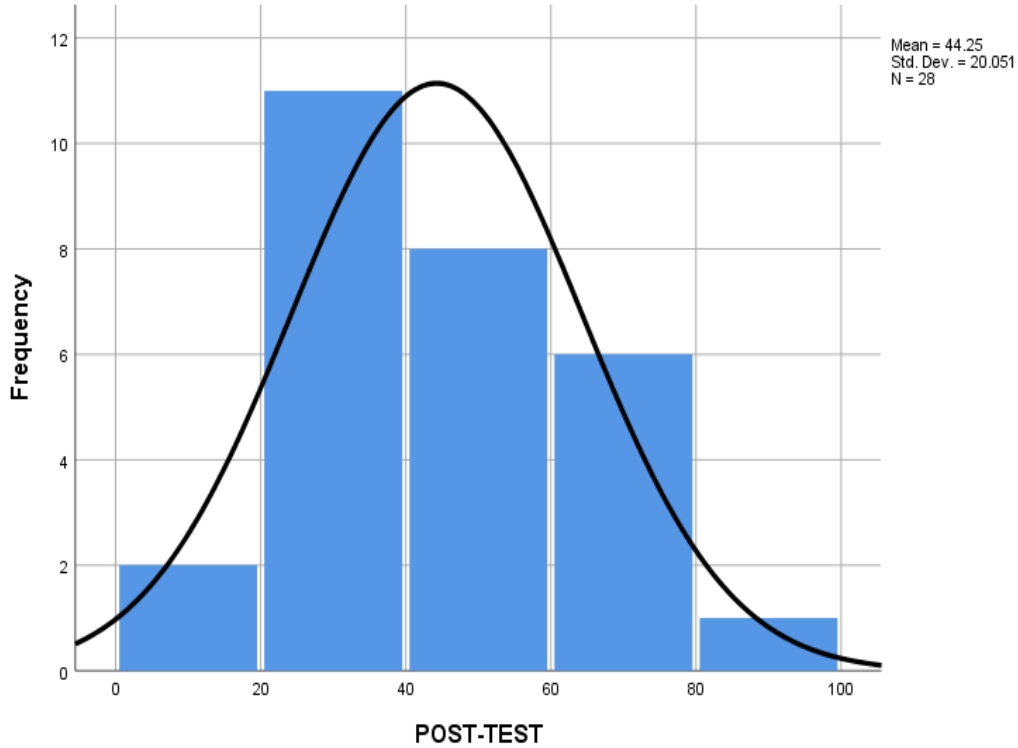
POST-TEST

From result above, the conclusion is that the value of pre-test and post-test are distributed Normal proven with both of value of Assumption Sig. (2-tailed) 0,71 and 0,200. It means over from 0,5.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	PRE-TEST	40.79	28	19.095	3.609
	POST-TEST	44.25	28	20.051	3.789

Paired Samples Correlations

		N	Correlation	Sig.
Pair 1	PRE-TEST & POST-TEST	28	.304	.116

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST - POST-TEST	-3.464	23.112	4.368	-12.426	5.498	-.793	27	.435

From result above, Average of Pre-Test Value is 40 and Average of Post-Test Value is 44. It Means, different average pre-test value and post test value is four, namely space between average of Pre-Test Value (36) and Post-Test Value (42). And result of dependent sample test through Dig. (2-tailed) is 435.

Based on the above computation, it is found that the value of t- test is -793. It can be said that the null hypothesis is rejected. Then the significant difference found is 0,435. It means over than 0,05. So, the null hypothesis is rejected. Therefore, the difference between ability before and after taught using TPS is not significant. So, it can be concluded that TPS is not effective yet in students of Eight grade of Junior High School of Raudlatul Ulum Gondanglegi in writing skill especially Simple Past.

DISCUSSION

Think Pair Share technique is a cooperative learning technique which is said as a multi-mode discussion cycle in which students listens to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group.
The result of this research is in contrast with some previous researches.

According to Muhammad Abied Fauzi in the Journal entitled "*The Effectiveness of Think Pair Share Series Pictures media to Improve the student's Speaking Abili*ty ; *Case of the eleventh grade student of SMAN 14 Semarang*" the Researcher stated that The speaking ability of the eleventh grade students of SMA Negeri 14 Semarang after being taught using think pair share with series pictures is good. It can be known from the mean of the post– test score of the students is 76,1 and according to the table of achievement, It is at the level of good. On the other hand According to Tauricha Astiyandha in the thesis entitled *The Effectiveness of Think Pair Share Method to teach Reading comprehension viewed from student's motivation*. The Researcher stated "Think Pair Share (TPS) is an effective teaching method for teaching reading comprehension for the eleventh grade students of MAN 2 Metro.

In the other thesis entitled *The Effectiveness of Think Pair Share Strategy toward Student's Reading Comprehension at the second year of SMPN 1 Airtiris of Kampar Regency* with Author is Mrs. Martina Susanti. The Researcher stated that " there is significant different between student's reading comprehension who are taught by using Think Pair Share (TPS)

Strategy and those who are taught by using conventional strategy at second year of SMP N 1Airtiris of Kampar Regency.

The three theory above show that think pair share strategy give a effectiveness for a learning in some skill English, think pair share strategy give good result toward achievement students in the class and make student more active when them study in the school. However, it is on the contrary with this research that this research shows there is no significant effect for learning writing skill especially past tense topic in eight grade of Junior High School of Raudlatul Ulum Gondanglegi.

From the reason above in contrary with the treatment who done by researcher that for student in eight grade of junior high school of Raudlatul ulum Gondanglegi with a writing skill especially in past tense topic then through analyse paired sample t-test with result 0.435 < 0.005, think pair and share strategy does not effective for students writing ability.

CONCLUSION AND SUGGESTION

Think Pair Share technique is a cooperative learning technique which is said as a multi-mode discussion cycle in which students listens to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group. It is used to know whether using think pair and share strategy can give effect in learning English subject especially past tense.

Some advantages of using TPS are:
1. Think pair and share strategy is used for students who already know basic English vocabulary.
2. Think Pair and share strategy is given for students who more active and spirit.
3. Think Pair and strategy is used for students who can speak fluently because one of strategies is share where students must share to the others student.

This research is aimed to know whether using think pair and share strategy can give effect in learning English subject especially simple past tense. Researcher uses experiment design especially pre-experimental. The sample used is students in eight grade of Junior High School of Raudlatul ulum Gondanglegi.

The result indicates the value of t- test is -793. It can be said that the null hypothesis is rejected. Then the significant difference found is 0,435. It means over than 0,05. So, the null hypothesis is rejected. Therefore, the difference between ability before and after taught using TPS is not significant. So, it can be concluded that TPS is not effective yet in students Eight grade of Junior High School of Raudlatul Ulum Gondanglegi in writing skill especially Simple Past.

It is recommended for the teacher to use Think Pair share in teaching writing for students who already know basic English vocabulary. Further, It is recommended for the teacher to use Think Pair share in teaching reading because think pair and share usually use for think critically

For Future Researcher, It is recommended to develop this research for think pair and share strategy so that give effect for a learning and good result. In addition, strategy for the others topic in English Skills is necessary to investigate.

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