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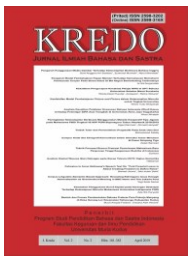

The Influence of The Think Pair Share and Mind Mapping Models on Exposition Writing Skills and Students' Learning Independence

(Pengaruh *Model Think Pair Share* dan *Mind Mapping* terhadap Keterampilan Menulis Eksposisi Ditinjau dari Kemandirian Belajar Siswa)

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Abstract

This research is 1) to explain the effect of think pair share and mind mapping models on learning to write exposition goals of student learning independence, 2) Knowing the difference in the effect of think pair share and mind mapping models in learning to write expository essays in terms of student learning independence. This research is an experimental research with a factorial design. Collecting data through tests, observations, interviews, and documentation. The results of the analysis of hypothesis testing are presented as follows: 1) The first hypothesis shows that the T- count value of students' exposition writing skills is 2.122 and a significance level of 0.039 (<0.05) and student learning independence is 2.068 and a significance level of 0.044 (<0.05) .; 2) The second hypothesis shows that the T-count value of exposition writing skills is 2.755 and a significance level of 0.036 (<0.05) and the t-count value of student learning independence is 2.256 and a significance level of 0.029 (<0.05).; 3) The third hypothesis shows a value of 2.122 with a significance level of 0.039 (<0.05) on exposition writing skills and student learning outcomes. So it can be concluded that there is an influence of think pair share and mind mapping models on exposition writing skills in terms of student learning independence.

Keywords :
exposition writing skills, student independence, think pair share

Abstrak

Tujuan penelitian ini adalah 1) menjelaskan pengaruh model think pair share dan mind mapping terhadap pembelajaran menulis eksposisi ditinjau dari kemandirian belajar siswa, 2) Mengetahui perbedaan pengaruh model think pair share dan mind mapping dalam pembelajaran menulis karangan eksposisi ditinjau dari kemandirian belajar siswa. Penelitian ini merupakan jenis penelitian eksperimen dengan desain faktorial. Pengumpulan data melalui tes, observasi, wawancara, dan dokumentasi. Hasil analisis uji hipotesis disajikan sebagai berikut: 1) Hipotesis pertama menunjukkan bahwa nilai T-hitung keterampilan menulis eksposisi siswa adalah 2,122 dan tingkat signifikansi 0,039 (<0,05) dan kemandirian belajar siswa adalah 2,068 dan Tingkat signifikansi 0,044 (<0,05).; 2) Hipotesis kedua menunjukkan nilai T-hitung keterampilan menulis eksposisi sebesar 2,755 dan taraf signifikansi 0,036 (<0,05) serta nilai t hitung kemandirian belajar siswa sebesar 2,256 dan taraf signifikansi 0,029 (<0,05) .; 3) Hipotesis ketiga menunjukkan nilai sebesar 2,122 dengan tingkat signifikansi 0,039 (<0,05) terhadap keterampilan menulis eksposisi dan hasil belajar siswa. Maka dapat disimpulkan bahwa adanya Pengaruh model think pair share dan mind mapping terhadap keterampilan menulis eksposisi ditinjau dari kemandirian belajar siswa.

Kata Kunci :
kemandirian siswa, keterampilan menulis eksposisi, think pair share

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INTRODUCTION

Writing is a skill in expressing thoughts and feelings conveyed through written language. Writing as an aspect of language skills is something that is very important to teach to students because writing skills have become an unavoidable necessity in meeting daily needs related to writing activities. By writing, students are expected to be able to express ideas clearly, logically, systematically, according to the context and communication needs. Students' writing ability can be measured by their ability to write essays. One form of essay taught in elementary schools is the expository essay. Exposition is an explanation that is often called a review or discussion, because it always reviews, discusses, explains, and even gives instructions about a problem.

One common issue that arises when students write expository essays is their incapacity to utilize Indonesian language accurately and appropriately. This can be demonstrated by spelling mistakes as well as improper word choices, ineffective sentences, trouble expressing ideas due to word choice or sentence construction challenges, and even a lack of capacity to develop ideas in an organized and methodical way.

First, students' writing should be based on personally meaningful topics. Second, writing activities begin with communication activities. Third, writing is not an easy activity so the development of writing skills must be realized in a pleasant situation. Fourth, correcting writing errors at the beginning or before students can write fluently should be avoided. Fifth, teaching writing must always try to connect writing activities with other language activities.

These five guidelines can be used to help students learn how to write expository essays by implementing a learning model that is focused on creating an environment where students can collaborate and exchange knowledge with one another. Cooperative learning is therefore one strategy to help students improve their ability to work together.

Apart from that, teachers are also expected to be able to apply appropriate learning models according to students' needs. Developing appropriate learning models can improve the quality of learning (Rihayati, et. al., 2021).

Think Pair Share is one kind of the cooperative learning model. The first step in putting this strategy into practice is to consider how to solve a problem for yourself. Pupils are instructed to work in pairs and share the outcomes of their ideas with their partners. Pairs are requested to share their insights with the other spouse when the session is over by implementing the TPS type cooperative learning model. Think Pair Share is a cooperative learning approach where students are given time to reflect, react, and support one another. Thinking time is a significant component to improving the students' ability to respond to questions (Sumarni, 2016).

A study by Ramadan et al. (2018) showed that t-test > t-table (6.24 > 1.70), it can be concluded that using this technique significantly improves exposure writing skills. These results indicate that the use of mind mapping has a significant impact on improving learning. Learning to write expositions is also suitable for use with mind mapping learning strategies.

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While each has advantages and disadvantages, the goal of both learning methods is to enhance students' participation in class activities.

Student activities are expressed in group activities that demonstrate cooperation among students, resulting in beneficial interactions, such as exchanging information and transferring knowledge, as well as being able to motivate one another in one group.

Based on the results of previous research as well as the results of preliminary research that has been carried out, the researcher interested in conducting research on the effect of the Think Pair Share and mind mapping models on expository writing skills in terms of student learning independence.

In the Think Pair Share learning model, the plenary session follows a discussion in pairs. In this learning model, students are trained to express opinions, and students also learn to respect other people's opinions while relating to the material and learning objectives (Husnaya, et. al., 2018).

The TPS model has the advantage of encouraging children to think critically and collaborate with their peers. Students do not rely on responding to peer groups in the TPS model because there are just two persons in a group. As a result, both students have equal rights to finish the teacher's assignments (Susilaningsih, 2017).

According to research by Hamdan, (2017) adding the approach (Think-Pair-Share) in the teaching learning used by students during instruction and including teachers in training courses on the strategy (Think-Pair-Share) are both recommended. According to Fathurohman (2015, 2019, 2020), learning consists of numerous crucial parts in the process, such as preparing media, models, and assessments that are appropriate for present learning.

The objectives of this research are 1) to explain the influence of the Think Pair Share and Mind Mapping models on learning to write expository essays in terms of student learning independence, 2) to determine the differences in the influence of the Think Pair Share and Mind Mapping models in learning to write expository essays in terms of student learning independence.

THEORITICAL REVIEW

The TPS Model's Characteristics

Think Pair Share (TPS) is a co-learning that is intended to affect student interaction patterns. TPS's collaborative learning model facilitates student interaction with their peers compared with the direct learning model used by the teacher. (Afoan, et. al., 2016) states that the TPS learning model includes think syntax. This means that the teacher asks questions or problems about the lesson and asks students for time to think individually about the solution or problem as a group. Students need to be explained that speaking and acting are not part of thinking. The final stage is the sharing stage, where the teacher asks representatives from each group to share with the whole class what they have discussed.

What the Think Pair Share model offers is providing opportunities for students to work with others. This model is a paired group, that is, it increases appropriate participation for tasks. Each

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member has more opportunities to get involved. Interaction in groups is also simplified, and learning is enhanced.

Steps in Implementing the TPS Model

This method helps students learn higher-order thinking skills than their peers. TPS really helps students to understand the concept of the learning process. There are 3 steps in implementing TPS model (Rifa'i & Lestari, 2018): 1) Think. In this step, the teacher asks students to think about a question or observation. Students must find answers to their questions in a matter of minutes. 2) Pairs. Students have to discuss and answer in pairs. Compare responses to find the best, most interesting, or most unique answers. 3) Splitting. After finding the answer, the teacher calls the pairs to share their findings. These properties made TPS applicable for learning process.

The Think Pair Share teaching strategy is used to get pupils used to communicating with ideas. The Think Pair Share strategy can guide students to their previous background knowledge and make students active in participating in class discussions (Putra, 2013).

Think Pair Share Strategy (TPSS) just as the name appears, is a technique that involves involving an individual into thinking activity and discussing ideas gotten from such thoughts (Ugwuanyi, et. al., 2020).

RESEARCH METHODS

This research design was a quantitative approach with data presented in the form of scores. Meanwhile, the type of research used in this research was experimental research with a factorial design. Data collection through tests, observations, interviews and documentation. Before testing the hypothesis, validity and reliability tests were first carried out. If the student skills data is valid and homogeneous, then a hypothesis test is carried out using the independent sample t-test.

This research took a population of fifth grade elementary school students in Gugus Teuku Umar, Wonosalam District, Demak Regency with a sample of 26 students at Plus Latansa Elementary School, 27 students at SD Kendaldoyong 1, and 21 students at SD Kendaldoyong 2. The independent variables were the Think Pair Share and Mind Mapping Learning Model, while the dependent variables were expository writing skills and student learning independence.

The data collection in this research used tests, observation, interviews and documentation. The instruments used in this research include test instruments to determine students' mastery of expository writing skills and non-test instruments in the form of observation sheets to determine students' learning independence as well as interview and documentation instruments as support.

The data analysis method in this research consisted of Normality Test using SPSS Version 20.0 for Window with the Shapiro-Wilk Test, Homogeneity Test using SPSS Software version 21.0 for Windows, and Statistical Hypothesis Testing using Independent Sample T-test Analysis in the SPSS program, to made a decision. This is done by comparing the tcount value with the t-table with the following conditions:

a) If ± tcount < ± ttable, then H0 is accepted and Ha is rejected.

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b) If ± tcount > ± ttable, then H0 is rejected and Ha is accepted. Apart from that, decision making can also be seen from the significance level p (Sig(2-tailed)). If p>0.05 then H0 is accepted and if p<0.05 then H0 is rejected.

The hypothesis in this research as follows:

1. The influence of the Think Pair Share learning model on expository writing skills compared to conventional learning in terms of students' learning independence.

Ho: The Think Pair Share learning model does not have a significant effect on expository essay writing skills compared to conventional learning in terms of students' learning independence.
Ha: The Think Pair Share learning model has a significant effect on exposition writing skills compared to conventional learning in terms of students' learning independence.

2. The influence of the Mind Mapping learning model on expository writing skills compared to conventional learning in terms of students' learning independence.

Ho: The Mind Mapping learning model does not have a significant effect on expository writing skills compared to conventional learning in terms of students' learning independence.
Ha: The Mind Mapping learning model has a significant effect on expository writing skills compared to conventional learning in terms of students' learning independence.

3. The comparison of the influence of the Think Pair Share and Mind Mapping learning models on expository writing skills in terms of students' learning independence.

Ho: There is no significant difference between the Think Pair Share and Mind Mapping learning models expository writing skills in terms of students' learning independence.
Ha: There is a significant difference between the Think Pair Share and Mind Mapping learning models in expository writing skills in terms of students' learning independence.

RESULTS AND DISCUSSION

Data on the results of students' expository writing skills carried out at SD Plus Latansa using the Think Pair Share model, at SD Kendaldoyong 1 using the Mind Mapping model and at SD Kendaldoyong 2 using the conventional model can be seen in the following table.

Tidak	SD Plus		SD Kendaldoyong		SD Kendaldoyong	
	Nama	Skor	Nama siswa	Skor	Nama siswa	Skor
1	AZM	70	MZA	65	KN	63
2	AHNP	89	HA	66	JAWABAN	53
3	ABK	76	ASM	78	SH	63
4	ABAP	72	ANR	76	AFTN	63
5	ARH	79	SEBUAH	86	DS	83
6	DSB	94	AZ	69	KK	83
7	HSS	91	DK	74	LS	68
8	AKU	76	HP	72	MH	91
9	KAS	95	HS	74	MNH	68
10	KAEL	83	ADALAH	67	NYONYA	63
11	LZS	76	ibu	68	MM	83
12	LFS	76	LKM	69	NR	63
13	MNA	82	MH	68	tidak	83
14	MLR	64	NRF	74	NDS	58
15	MNH	82	catatan	76	NRA	73
16	MRWP	65	NH	77	PM	63
17	MRAL	88	SNN	80	RNM	68
18	MRA	70	SM	81	SP	63
19	NIF	70	VNK	72	WRA	63
20	NIN	76	WS	83	ZH	68
21	RIW	70	YA	78	FA	89
22	TSM	76	YRAS	68		
23	TSR	64	YS	76		
24	TABP	86	ZS	79		
25	VA	77	FR	70		
26	ZRM	93	PRIA	83		
27						
Kuantitas		2000		1932		1472
Rata-rata		77		72		70
Nilai tertinggi		95		84		91
Nilai terendah		64		64		53

Table 1

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Data on students' learning independence based on three types of learning models: Think Pair Share, Mind Mapping and Conventional.

Tidak	SD Plus Latansa		SD Kendaldoyong 1		SD Kendaldoyong 2	
	Nama siswa	Skor	Nama siswa	Skor	Nama siswa	Skor
1	AZM	10	MZA	11	KN	14
2	AHNP	23	HA	12	JAWABAN	7
3	ABK	14	ASM	20	SH	12
4	ABAP	8	ANR	21	AFTN	10
5	ARH	20	SEBUAH	25	DS	13
6	DSB	23	AZ	18	KK	22
7	HSS	20	DK	19	LS	17
8	AKU TA	21	HP	17	MH	25
9	KAS	25	HS	20	MNH	18
10	KAEL	16	ADALAH	7	NYONYA	15
11	LZS	15	ibu	14	MM	21
12	LFS	10	LKM	7	NR	16
13	MNA	20	MH	8	tidak	21
14	MLR	16	NRF	19	NDS	10
15	MNH	18	catatan	21	NRA	20
16	MRWP	11	NH	18	PM	17
17	MRAL	22	SNN	23	RNM	17
18	MRA	15	SM	22	SP	16
19	NIF	14	VNK	15	WRA	17
20	NIN	19	WS	22	ZH	18
21	RIW	12	YA	18	FA	24
22	TSM	19	YRAS	9		
23	TSR	12	YS	15		
24	TABP	22	ZS	21		
25	VA	17	FR	16		
26	ZRM	23	PRIA	16		
27			MHN	16		
jumlah		530	490		350	
Rata-rata		20	18		17	
Nilai Tertinggi		24	22		25	
Nilai Terendah		14	10		7	

Table 2

The Effectiveness Analysis Results

Prior to conducting an effectiveness study, a preparatory test, known as the normality test, was carry out. The normality test is performed to determine whether or not the data was regularly distributed.

The results of the normality test of students' exposition writing skills are as follows:

Groups	Kolmogorov-Smirnovase			Kolmogorov-Smirnovase		
student skill results	statistic	ddf	Sig.	statistic	df	Sig.
TPS	143	26	183	947	26	195
Mind Mapping	136	27	200	956	27	293
Konvensional	182	21	069	942	21	241

Table 3

Based on the table above, it can be concluded that the data is normally distributed. Furthermore, testing was also carried out on students' learning independence.

The results of the normality test of students' learning independence data as follows:

Groups	Kolmogorov-Smirnovase			Kolmogorov-Smirnovase		
student skill results	statistic	ddf	Sig.	statistic	df	Sig.
TPS	115	26	200	960	26	393
Mind Mapping	124	27	200	943	27	142
Konvensional	105	21	200	974	21	817

Table 4

Based on the table above using One Sample Kolmogorov-Smirnov Test obtained probability numbers or Asymp. Sig (2-tailed). This value is compared with 0.05 (because it used a significance level of 5%). So it can be concluded that the data is normally distributed.

Next, a homogeneity test is carried out to find out whether the data has the same variance values or is homogeneous or not.

Homogeneity results can be seen in the following table:

Levene Statistic	Df1	Df1	Sig.
3.046	2	71	054

Table 5

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The homogeneity results above showed that the data have the same or homogeneous variance values. The results of the homogeneity test regarding student learning independence as follows:

Levene Statistic	Df1	Df1	Sig.
641	2	71	530

Table 6

Based on the data above, it can be concluded that the data has the same variance value (homogeneous). After the prerequisite tests have been fulfilled, the data analysis was then carried out using the Independent Sample T-test.

T test results can be seen in the following table.

		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	Lower	Upper
student skill results	Equal variances assumed	.032	.859	3.018	45	.004	8.60440	2.86226	2.862	14.34653
	Equal variances not assumed	.032	.859	2.986	40.949	.005	8.60440	8.60440	8.604	8.60440

Table 7

T-count 3.018 with a significance level of 0.004 (<0.05) showed the effectiveness of the Think Pair Share learning model on students' learning independence.

Because it has a big influence on the Mind Mapping learning model compared to conventional learning students' writing skills was related to students' learning independence, therefore, the second hypothesis was accepted. Judging from the independent tcount results of student learning, the conventional model of Mind Mapping, this can also be seen from the results of T-count writing skills. Students exhibit the Think Pair Share model which was more effective than the conventional model. This showed an independent learning.

		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% Confi Interval o Lower U
student skill results	Equal variances assumed	4.920	.032	2.755	46	.036	4.10582	2.34009	.60454 - 8
	Equal variances not assumed			2.643	29.877	.111	4.10582	2.49840	.99748 - 9

Table 8

The t-count value obtained was 2.755 and the significance level was 0.036 (<0.05), which means that there was effectiveness of the Mind Mapping Learning Model on students' exposition writing skills compared to conventional learning, so the second hypothesis was accepted.

This research was in line with research conducted by Fitria (2017) "The Effect of the Mind Mapping Model on Poetry Writing Skills for Class V of SD Gugus 2, Pau District, Padang City". The results of the research showed that there was an influence of something related to the mind mapping model for writing poetry at SD Negeri 09 Koto class 5, outside the city of Padang, was occupied. The t-test at the 5% significance level (0.05) showed that t count (2.985) > t table (2.002). The value of t count > t table was the writing of poetry by the two groups was very different the

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high function of poetry writing was accepted by the experimental group students.

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Student independence results	Equal variances assumed	1.294	.261	2.256	46	.029	2.62963	1.16564	.28331	4.975
	Equal variances not assumed			2.172	35.588	.037	2.62963	1.21059	.17345	5.085

Table 9

T-count obtained was 2.256 and a significance level of 0.029 (<0.05) indicated that there was a significant difference in student learning independence.

The influence of the Think Pair Share Learning Model on skills writing student expositions compared to conventional learning in terms of student learning independence. The calculated T-value for students' expository writing skills was 2.122 and a significance level of 0.039 (<0.05) and student learning independence obtained a T-count of 2.068 and a significance level of 0.044 (<0.05), which means there was an influence from the Think Pair Share on students' expository writing skills compared to conventional learning in terms of student learning independence, so the first hypothesis was accepted. Students' expository writing skills and students' learning independence in learning using the think Pair Share model showed significant differences compared to the conventional model.

The influence of the Mind Mapping Learning Model on students' expository writing skills compared to conventional learning in terms of student learning independence. The t-count value obtained was 2.755 and the significance level was 0.036 (<0.05), which means that there was an effectiveness of the Mind Mapping Learning Model on students' expository writing skills compared to conventional learning. Meanwhile, from table 4.7 it can be seen that the T value was 2.256 and the significance level was 0.029 (<0.05) indicating that there was a significant difference in student learning independence in the Mind Mapping learning model compared to conventional model.

Comparison of the influence of the Think Pair Share and Mind Mapping learning models on students' expository writing skills in terms of student learning independence. The t-count value was 2.122 with a significance level of 0.039 (<0.05) and the results of the student learning independence test using the Think Pair Share model and Mind Mapping model obtained a T-count value of 2.127 with a significance level of 0.038 (<0.05) indicating that there were significant differences on students' expository writing skills and student learning independence with the Think Pair Share learning model compared to Mind Mapping learning.

The Think Pair Share teaching strategy takes some time to getting used to. Practice public speaking skills. Consider the Pair Share Strategy and Writing Skills. Student exposure and education autonomy in learning. The researcher believes that the Pair Share approach makes a significant difference. In comparison to the usual model. High qualifications are influenced by a high level of student independence. Student Expository Writing aside from the results of writing skills, observation of student independence in learning, and results of interviews with class teachers, SD

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Plus Latansa considers a model. Students in pairs and sharing debate the results more actively and bravely.

Mind mapping and general learning models have different learning stages. Experimental classes with a mind mapping model better prepare students to start by writing the main idea in the middle of the page and from there he can spread it in all directions to create a kind of diagram including key words or main ideas.

The following is a picture of the learning activity:

Improving writing skills by implementing The Think Pair Share model was also found by Amelia (2018). The research showed that the Think Pair Share model had an effect on students' writing skills. The writing ability found was the ability to write short stories.

This research was supported by research results Yani, et. al., (2018) that the application of the think pair share model has been proven to be effective in influencing the ability to write expository essays and can improve students' critical thinking abilities. Based on many studies on the advantages of the think pair share model, one of which was a research conducted by Indriani (2014) Learning Outcomes of State Elementary School Class V 03 Learning support for social studies material on the Proclamation of Indonesian Independence. The pair share model is more expensive. Than the conventional model. By using TPS as a collaborative learning approach, the teacher provides activities that develop student interaction and require accountability (Kaddoura, et. al, 2013). Think Pair Share (TPS) learning model and Problem-solving approaches teachers can encourage students to reflect on their work and clarify their ideas (Samsuriadi & Imron, 2019). When students do their work while communicating math problems, they are asked to brainstorm ideas, talk and listen to other students while exchanging ideas. strategies and solutions.

Considering the think-pair strategy is one way to incorporate cooperative learning into the classroom with the aim of providing opportunities for students to actively process and develop a meaningful understanding of the class material (Ambarwati, 2018).

The effectiveness of implementing the Think Pair Share model requires collaboration with the teacher as the spearhead of learning. Therefore, the role of the teacher here is very important.

Besides using appropriate learning models. Teachers also need to develop teaching materials that are appropriate to student development. Interesting teaching materials will help the implementation of the model to be more effective in learning.

Furthermore, teachers need to develop models, teaching materials and learning media that can accommodate students' high-level thinking abilities (Wulandari, et. al., 2020).

CONCLUSION

Based on the results of the research and discussions that have been carried out in this research, The conclusion of this research is the Think Pair Share learning model has a significant effect on expository writing skills in terms of students' learning independence, the Mind Mapping learning model has a significant effect on expository writing skills in terms of students' learning independence, and the Think Pair Share learning model has a more significant influence than Mind Mapping on expository writing skills in terms of students' learning independence.

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