



The Effectiveness of the Think Pair Share Strategy Based on Arabic Scrabble Media in Improving Writing Skills of Students

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Abstract:

Developing Arabic writing skills, particularly in imla' manzhur (dictated visual writing), requires effective strategies that engage students in both linguistic structure and practical application. This study investigates the implementation of the Think Pair Share (TPS) strategy supported by Arabic Scrabble media as an alternative approach to enhance students' writing proficiency. Utilizing a quantitative experimental method, the research integrates observation, interviews, tests, and documentation to explore how cooperative learning combined with interactive media can improve students' mastery of Arabic script, vocabulary, and sentence formation. The findings reveal that the TPS strategy, through its structured phases of individual thinking, peer discussion, and group sharing, provides an active and reflective learning environment. The addition of Arabic Scrabble as a visual and kinesthetic aid enriches students' engagement with Arabic orthography and supports collaborative vocabulary construction. The study concludes that this integrated strategy fosters improved accuracy in connected writing and motivates learners to participate more confidently in Arabic writing activities.

Keywords: *Writing Skills, Think Pair Share, Arabic Scrabble, Learning Strategy, Arabic Instruction*

Abstrak:

Mengembangkan keterampilan menulis bahasa Arab, khususnya dalam imla' manzhur (tulisan visual yang didiktekan), memerlukan strategi efektif yang melibatkan siswa dalam struktur linguistik dan aplikasi praktis. Studi ini menyelidiki penerapan strategi Think Pair Share (TPS) yang didukung oleh media Scrabble bahasa Arab sebagai pendekatan alternatif untuk meningkatkan kemahiran menulis siswa. Dengan menggunakan metode eksperimen kuantitatif, penelitian ini mengintegrasikan observasi, wawancara, tes, dan dokumentasi untuk mengeksplorasi bagaimana pembelajaran kooperatif yang dikombinasikan dengan media interaktif dapat meningkatkan penguasaan siswa terhadap aksara Arab, kosakata, dan pembentukan kalimat. Temuan penelitian mengungkapkan bahwa strategi TPS, melalui fase-fase terstruktur dari pemikiran individu, diskusi sejawat, dan berbagi kelompok, menyediakan lingkungan belajar yang aktif dan reflektif. Penambahan Scrabble bahasa Arab sebagai alat bantu visual dan kinestetik memperkaya keterlibatan siswa dengan ortografi bahasa Arab dan mendukung konstruksi kosakata kolaboratif. Studi ini menyimpulkan bahwa strategi terintegrasi ini mendorong peningkatan akurasi dalam penulisan yang terhubung dan memotivasi pelajar untuk berpartisipasi dengan lebih percaya diri dalam kegiatan menulis bahasa Arab.

Kata Kunci: *Keterampilan Menulis, Berpikir Berpasangan Berbagi, Scrabble Bahasa Arab, Strategi Pembelajaran, Pengajaran Bahasa Arab*

INTRODUCTION

Writing is a fundamental skill in foreign language acquisition, particularly in Arabic, where students are expected not only to compose grammatically correct sentences but also to express ideas by linguistic and cultural norms. In the context of Islamic junior high schools, the ability to write in Arabic contributes significantly to students' understanding of classical texts, such as the Qur'an and traditional Islamic literature (kutub al-turats) (Darland et al., 2024; Naim et al., 2020; Srivatanakul & Annansingh, 2022). However, Arabic writing instruction often encounters challenges, including low student motivation, limited vocabulary mastery, and monotonous classroom strategies that fail to stimulate active engagement.

To address these challenges, language educators have explored various collaborative and game-based approaches that align with students' cognitive and affective needs. One such approach is the Think Pair Share (TPS) strategy, a cooperative learning model designed to promote peer interaction, individual accountability, and deeper cognitive processing (Bhanja et al., 2023; Retherford et al., 2021). Combined with the use of Arabic Scrabble as a learning medium, TPS can offer a more dynamic, playful, and engaging method for enhancing writing skills (Flora et al., 2020; Kadam & Sawant, 2020; Zou et al., 2024). Scrabble-based learning supports vocabulary acquisition and sentence formation by encouraging learners to form Arabic words from random letters, which are then discussed and constructed collaboratively (Chida & Daescu, 2024).

Previous studies have explored the use of cooperative learning models and educational games in language instruction (de los Rios Carvajal et al., 2021; Papastamatelou et al., 2021; Paulo et al., 2022). For example, Tian et al. (2023) demonstrated that the Think Pair Share strategy enhances student collaboration and understanding in writing tasks, while research by Ahmed et al. (2023) showed that game-based media like word puzzles increase motivation and vocabulary mastery. However, these studies were conducted separately, focusing either on strategy or media without integrating both elements in Arabic writing instruction. Moreover, little attention has been given to Islamic junior high school contexts where linguistic competence must align with religious values. This research addresses that gap by combining the TPS strategy with Arabic Scrabble media, offering a more holistic and engaging approach tailored to students' cognitive, affective, and spiritual development in learning Arabic writing skills.

This study aims to investigate the effectiveness of the Think Pair Share (TPS) strategy supported by Arabic Scrabble media in improving students' Arabic writing skills at MTs QITA.

By focusing on both the strategic and interactive dimensions of learning, the research seeks to offer an alternative pedagogical model that not only strengthens students' linguistic capabilities but also aligns with the cultural and educational values of Islamic schooling. The innovation lies in merging cooperative learning with game-based media to foster an inclusive, engaging, and effective Arabic writing classroom.

This research is grounded in the argument that effective Arabic writing instruction requires not only appropriate pedagogical strategies but also interactive media that stimulate student engagement and align with their learning context. The integration of the Think Pair Share strategy with Arabic Scrabble media represents an original contribution, as it merges cooperative learning with vocabulary-based games in a way that has not been widely applied in Arabic language classrooms. This dual approach fosters active participation, peer collaboration, and contextual vocabulary use, key elements in improving writing competence. The study offers a culturally responsive and pedagogically innovative model, particularly suitable for Islamic junior high schools, where language learning must support both academic goals and Islamic educational values.

RESEARCH METHOD

This study employed a quantitative experimental research method to measure the effectiveness of the Think Pair Share (TPS) strategy based on Arabic Scrabble media in enhancing students' Arabic writing skills. The research design adopted was the One Group Pretest-Posttest Design, a type of pre-experimental design where a single group is observed before and after the implementation of a treatment (Ruiz-Bañuls et al., 2021). This model was chosen due to practical constraints, including the limited number of available participants and the absence of a comparable control class.

The research was conducted at MTs QITA Malang, with the participants being all ninth-grade students in the Arabic language class, totaling 20 students. These students were selected as the experimental group and received the learning intervention using the TPS strategy integrated with Arabic Scrabble media. The intervention aimed to enhance students' ability to compose Arabic sentences through active engagement, peer discussion, and vocabulary-based challenges.

Data collection techniques included a pretest and posttest to evaluate students' writing performance before and after the treatment, along with direct classroom observations to assess student engagement and behavioral responses throughout the learning sessions (Asad et al., 2022; Hemida et al., 2021). The test instruments consisted of structured writing tasks aligned with curriculum objectives and assessed using predetermined rubrics. Data analysis was conducted through several statistical procedures: the normality and homogeneity tests to determine data distribution and variance consistency, followed by a paired sample t-test to examine whether there was a significant difference between pretest and posttest scores. The effectiveness of the intervention was also assessed by calculating the gain score to measure individual learning improvements. This methodological approach allowed the researcher to determine not

only whether the TPS-based Arabic Scrabble intervention improved writing skills but also to what extent the improvement occurred quantitatively.

FINDINGS AND DISCUSSION

Findings

Implementation of the Think Pair Share Strategy using Arabic Scrabble

In this study, researchers implemented the Think Pair Share (TPS) strategy by integrating it with Arabic Scrabble media to create a more engaging and participatory learning environment. The use of this method aimed to enhance students' motivation and involvement, particularly in Arabic writing activities. Based on the model developed by Frank Lyman, the TPS strategy consists of three structured steps. First, in the Thinking phase, the teacher poses a question related to the lesson topic, allowing each student time to individually reflect and formulate their response. Second, in the Pairing stage, students are instructed to form pairs and exchange thoughts, encouraging peer interaction and clarification of ideas. Finally, in the Sharing phase, each pair shares their discussion results with the entire class, fostering collaborative learning and collective understanding. This sequence was enriched with Arabic Scrabble as an interactive medium, enabling students to reinforce vocabulary and structure while practicing writing skills, enjoyably and cooperatively.

In the first stage of implementing the Think Pair Share strategy, researchers began with the Think phase by engaging students individually with a short Arabic text about "natural beauty" (imla manzhur) displayed on the board. Each student was asked to read the passage carefully and identify vocabulary items or Arabic letters they found challenging to understand or write. This activity encouraged individual reflection and sharpened students' attention to linguistic details, particularly the variations in letter forms based on their position in words, initial, medial, or final. Students took notes and analyzed how each letter transforms depending on its placement, helping them strengthen their recognition of Arabic script patterns. This stage served as a foundation for deeper understanding before moving into collaboration, as it primed the students to be aware of the text content and spelling intricacies they would later discuss in pairs or small groups.

The second phase, Pair, involved dividing students into small groups consisting of two to three members. Each group was provided with an Arabic Scrabble board and a set of letter tiles, which served as the main media for collaborative learning. Students were tasked with reconstructing vocabulary from the previously analyzed text using the Arabic Scrabble letters. This required not only spelling accuracy but also attention to letter positioning based on Arabic orthographic rules. Within their groups, students discussed how each word should be formed, double-checking the arrangement of letters and correcting mistakes collaboratively. Afterward, they rewrote the correctly formed words in connected script on their worksheets, reinforcing their understanding of how Arabic letters link in context. During this stage, the teacher actively monitored the group activities, offering guidance, prompting discussions, and ensuring all members were engaged and

contributing to the collaborative writing task.

In the final stage, Share, each group was invited to present the results of their collaborative work in front of the class. Students displayed their constructed vocabulary words, explained their process, and shared how they addressed specific challenges in spelling and connecting Arabic letters. This public presentation fostered a supportive learning environment, where both the teacher and peers could offer constructive feedback and corrections to the displayed words. The teacher facilitated this session by guiding the discussion, clarifying misconceptions, and encouraging active participation from the audience. Groups that demonstrated accuracy and teamwork were given verbal praise and positive reinforcement to build confidence and motivation. This stage not only served as an opportunity to showcase learning outcomes but also reinforced communal learning values, critical reflection, and collective problem-solving in developing Arabic writing skills.

Effectiveness of Think Pair Share Strategy using Arabic Scrabble in improving writing skills (Imla' Manzhar) for ninth-grade students at MTs QITA Malang.

Students' Writing Skill Level at Pretest

In this study, the experimental class is assumed to be a class that has improved kitabah skills so that the skill indicators can be measured using oral tests. After being given treatment by applying learning steps using Think Pair Share according to Frank Lyman, researchers conducted research in madrasas for approximately 5 weeks. Researchers conducted pretests and posttests to see whether there was an increase in writing skills in students or not. The results of the student pretest are as follows :

Table 5.1: category table of students' writing ability level during pretest

Value	Category	Total	Presentase
N>70	High	14	70%
70 ≤ N ≤ 50	Medium	6	30%
N <50	Low	0	0%
Total			100%

Based on statistical data processing from 20 student respondents, the following data were obtained: 14 students (70%) have high kitabah skills and 6 students (30%) have medium kitabah skills, and 0% no students have low kitabah skills. From the data exposure, it shows that the level of maharah kitabah in students is in the high category, namely 70%. According to Bebi Khairani, Imla is one of the maharah kitabah learning models that focuses on repeating the writing that students hear and learning about how to combine letters into perfect words.

Based on the results of interviews with several students, students can write Arabic, but there are difficulties in writing Arabic conjunctions. Learning the maharatul kitabah has systematic stages that must be learned consistently, starting from the basis of learning the

rules of writing good and correct hijaiyah letters, followed by the technique of connecting one by one hijaiyah letters into a complete sentence, which will be continued into a free essay by adapting good and correct writing. Based on the results of interviews with several students, students can actually write Arabic, but there are difficulties in writing connected Arabic. Based on the results of interviews with several students, students can write Arabic, but there are difficulties in writing connected Arabic.

Students' Writing Skill Level at Posttest

Table 5.2: Category table of students' writing ability level during the protest

Value	Category	Total	Presentase
N > 70	High	18	90%
70 ≤ N ≤ 50	Medium	2	10%
N < 50	Low	0	0%
Total			100%

Based on statistically analyzing the data from the posttest results of the 20 student respondents, the following data were obtained: 18 students (90%) are categorized as having high writing skills and 2 students (10%) have medium kitabah skills and 0% there are no students who have low kitabah skills. From the data exposure, it shows that the level of maharah kitabah in students is in the high category, namely 90%. Based on the data above, it can be concluded that the maharah kitabah skills of students after the post-test are in the high category, with a percentage of 90%. This percentage is higher when compared to the value during the pretest, which is at a percentage of 70%. Based on this data, student scores have a high category at the maharah kitabah level. Students can learn the rules for writing good and correct hijaiyah letters, followed by the technique of connecting one hijaiyah letter into a complete sentence.

Level of Maharah Kitabah results

The strategies that have been applied by researchers can make learning more interesting and varied, and can increase students' enthusiasm for learning. With a comfortable learning atmosphere, it can make it easier for students to capture the material that has been delivered by the teacher. As well as the learning objectives of maharah kitabah, especially imla' manzhur, can be achieved properly, namely, students can learn the rules of writing good and correct hijaiyah letters, followed by the technique of connecting one by one hijaiyah letters into a complete sentence.

Table 5.3 Level of Maharah Kitabah results

Class	Category		Mean	Std. Deviasi
	passed	Did not pass		

Pre-test	14	6	75	8,3
Pos- test	18	2	88	9,4

Based on the results of the above calculations that the level of kitabah skills in students is in the high category, it can be seen from the standard deviation that the value obtained during the pretest is 8.3 and during the posttest after treatment with the Think Pair Share strategy is 9.4, so it can be concluded that maharah kitabah in students has increased. The researcher teaches by connecting and linking the material correctly so that many students can learn well. Researchers not only provide theory to students, but also practice it in learning. Because learning accompanied by practice will be easier to remember. By Edgar Dale's statement that "someone will remember something more easily if they experience or practice it directly than just reading or listening".

Hypothesis testing is carried out to determine whether or not there is an influence relationship between the three variables, namely the use of the Think Pair Share strategy using Arabic Scrabble media in writing skills "Imla Manzhur" in class IX students at MTs QITA Malang. Reviewed from the average value during the pretest and posttest. Therefore, the t-test was conducted using SPSS 26 for Windows on the three variables. Homogeneity results from pretest and posttest results are With the knowledge of the results of homogeneity, it can be continued with the calculation of the N-gain score to see the effectiveness of the use of the Think Pair Share strategy using Arabic Scrabble in improving students' maharah kitabah skills. The results of the Ngai categorization based on the pretest-posttest scores are as follows :

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	20	-.56	.88	.5138	.37327
Ngain_Persen	20	-56.25	87.88	51.3770	37.32652
Valid N (listwise)	20				

Based on the results of the Ngai Score test, the average value for pretest and posttest data is 0.51 or 51.37%. This means that the effectiveness of using the Think Pair Share strategy using Arabic Scrabble in improving students' maharah kitabah is in the medium category or the less effective interpretation category. To support the results of the analysis of the Ngain Score test, and with the fulfillment of the prerequisite analysis test, a t-test was conducted to analyze whether there was a significant difference between the pretest and posttest averages.

Based on the results of SPSS calculations, it shows the Think Pair Share strategy learning using Arabic Scrabble is effective for improving writing skills in class IX MTs QITA Malang. This can be proven by the results of the SPSS calculation using the Mann-Whitney test below.

Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pretest	75.40	20	8.319	1.860
	Posttest	88.05	20	9.462	2.116

which was previously reported as a common difficulty during interviews.

Despite these positive outcomes, the N-Gain Score analysis revealed an effectiveness level of 0.51, categorized as "moderate" (Hu et al., 2023; Teixeira da Silva et al., 2024). This indicates that while the strategy significantly influenced learning outcomes, there is still room for optimization, especially in terms of maximizing vocabulary acquisition and extending writing complexity beyond word-level tasks (Lee et al., 2022; Rolfe et al., 2021; Sain, 2025). However, the hypothesis testing using the Mann-Whitney U test validated the significance of the intervention, with $\text{asympt.sig (2-tailed)} = 0.000 < 0.05$ and $t\text{-count} > t\text{-table} (5.997 > 2.333)$, confirming a statistically significant difference between the pretest and posttest results. This suggests that TPS with Arabic Scrabble, though not maximally effective in all dimensions, is pedagogically valid and practically beneficial for improving maharah kitabah. Its effectiveness lies in transforming writing instruction from a teacher-centered activity into a cooperative, student-driven learning process grounded in meaningful, contextual language practice.

CONCLUSION

The application of the Think Pair Share (TPS) strategy using Arabic Scrabble media is: (1) the teacher gives a short text “مناظر القرية”, then students write difficult vocabulary, (2) students analyze the shape of the letters based on their position (beginning, middle, end), (3) students are divided into 4 groups, then given a board and scrabble letters, (4) students discuss arranging Arabic Scrabble letters into correct vocabulary according to the text that has been distributed previously, (5) students discuss writing vocabulary that has been formed into continued writing (6) each group presents the results of their discussions and work in front of the class, (7) other students provide input or corrections to the work displayed. Based on the test results show that the Think Pair Share strategy using Arabic Scrabble is effective with a moderate increase in learning outcomes.

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