



The Effect of The Pair Check Cooperative Learning Model on Improving the Expository Writing Skills

Bela Liani^{1*}, Otang Kurniaman², Dede Permana³

¹²³Prodi Pendidikan Guru Sekolah Dasar, Universitas Riau, Riau, Indonesia

*E-mail: bela.liani4182@student.unri.ac.id

ABSTRACT

This research is motivated by the low exposition text writing skills of elementary school students, especially in developing ideas, constructing logical arguments, and understanding text structures that include thesis, argumentation, and reaffirmation. This study aims to determine the effect of the pair check type cooperative learning model on improving the exposition text writing skills of fifth grade elementary school students. This study uses a quantitative approach with a pre-experimental method and a One Group Pretest–Posttest design. The research sample consisted of 24 students selected using a saturated sampling technique. Data collection techniques were carried out through exposition text writing tests in the form of pretests and posttests. Data analysis used descriptive and inferential statistics, namely the Wilcoxon Signed Rank Test and the N-Gain test. The results of the study showed an increase in students' writing skills after the application of the pair check model. The average student score increased from 65.21 in the pretest to 83.13 in the posttest. The results of the Wilcoxon test showed a significance value of $0.000 < 0.05$, which means there was a significant effect. In addition, the N-Gain test result of 66% is in the moderate category, which indicates that the pair check model is quite effective in improving students' expository text writing skills. Thus, it can be concluded that the pair check type of cooperative learning model has a positive effect on improving the expository text writing skills of fifth grade elementary school students.

Keywords : pair check, writing skills, expository text

Pengaruh Model Pembelajaran Kooperatif Tipe *Pair Check* terhadap Peningkatan Keterampilan Menulis Teks Eksposisi

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya keterampilan menulis teks eksposisi siswa sekolah dasar, terutama dalam mengembangkan ide, menyusun argumentasi secara logis, serta memahami struktur teks yang meliputi tesis, argumentasi, dan penegasan ulang. Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran kooperatif tipe pair check terhadap peningkatan keterampilan menulis teks eksposisi siswa kelas V sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode pra-eksperimen dan desain One Group Pretest–Posttest. Sampel penelitian berjumlah 24 siswa yang dipilih menggunakan teknik sampling jenuh. Teknik pengumpulan data dilakukan melalui tes menulis teks eksposisi berupa pretest dan posttest. Analisis data menggunakan statistik deskriptif dan inferensial, yaitu uji Wilcoxon Signed Rank Test serta uji N-Gain. Hasil penelitian menunjukkan adanya peningkatan keterampilan menulis siswa setelah penerapan model pair check. Nilai rata-rata siswa meningkat dari 65,21 pada pretest menjadi 83,13 pada posttest. Hasil uji Wilcoxon menunjukkan nilai signifikansi sebesar $0,000 < 0,05$, yang berarti terdapat pengaruh yang signifikan. Selain itu, hasil uji N-Gain sebesar 66% berada pada kategori sedang, yang menunjukkan bahwa model pair check cukup efektif dalam meningkatkan keterampilan menulis teks eksposisi siswa. Dengan demikian, dapat disimpulkan bahwa model pembelajaran kooperatif tipe pair check berpengaruh positif terhadap peningkatan keterampilan menulis teks eksposisi siswa kelas V sekolah dasar.

Kata kunci : pair check, keterampilan menulis, teks eksposisi

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INTRODUCTION

According to Zulita et al. (2025), one type of text taught at the elementary school level is the exposition text, which aims to explain or describe thoughts, ideas, or beliefs supported by facts. Furthermore, such texts are written to inform readers and provide them with new information. Consequently, students are expected to develop exposition writing skills through study and practice, thereby becoming proficient in articulating their ideas and concepts.

Research on exposition texts by Umma et al. (2025) indicates that students often lack readiness when it comes to composing essays—specifically in gathering argumentative information from credible and relevant sources, analyzing that information, and structuring it into a systematic, logical piece of writing. As a result, students sometimes forget the ideas they intended to express in words or sentences. The ideas they do formulate often lack coherence, as the connection between successive words or sentences is frequently weak. This aligns with Purwitasari (2024), who identifies low interest and poor writing skills as significant obstacles in writing instruction at the elementary school level (SD/MI).

Based on preliminary observations at SD Cendana Rumbai, the researcher interviewed a fifth-grade homeroom teacher. The interview revealed that students' writing skills—particularly regarding exposition texts—remain at a low level. Some students struggle to develop complete paragraphs, often writing isolated sentences without detailed elaboration. Moreover, the current approach to teaching exposition writing is conventional, relying on lectures and individual assignments with minimal student-to-student interaction or discussion. This results in limited active student engagement in the learning process and few opportunities for the exchange of ideas.

Given these issues, the researcher believes that innovation in teaching methods is necessary, specifically through the use of interactive learning models such as "Pair Check." Based on the

background outlined above, the research problem is formulated as follows: "Does the 'Pair Check' cooperative learning model influence the improvement of exposition text writing skills among fifth-grade elementary school students?" Accordingly, this study aims to analyze the impact of the 'Pair Check' cooperative learning model on enhancing the exposition text writing skills of fifth-grade elementary school students. The study is expected to yield both theoretical and practical benefits. Theoretically, it aims to contribute to the body of knowledge in education, specifically regarding the application of the 'Pair Check' cooperative learning model to improve elementary students' exposition text writing skills. Practically, the study is expected to benefit students, teachers, and future researchers. For students, it aims to help improve exposition text writing skills as well as the ability to collaborate and exchange ideas during the learning process. For teachers, it is intended to serve as a reference when selecting and implementing interactive, collaborative learning models to enhance students' writing skills. For future researchers, the study is expected to serve as a reference and a basis for consideration in developing further research related to the 'Pair Check' learning model and elementary students' writing skills.

According to Sudarti et al. (2024), the "pair check" learning model is an approach that engages students in learning in pairs. This model encourages partners to collaborate actively to complete tasks effectively. The advantages of the pair check model include fostering student cooperation and peer tutoring, enhancing the understanding of concepts and/or learning processes, and training students to communicate effectively with their partners (Yanti & Yusta, 2021). Through this process, students not only learn to express ideas independently but also gain opportunities to revise and refine their writing based on the feedback received. Furthermore, active interaction within pairs helps students develop critical thinking skills, boost self-confidence, and minimize writing errors.



These advantages are supported by findings from Lestari et al. (2023), which indicate that the pair check model enhances students' ability to express ideas, thoughts, experiences, and opinions in a more structured and precise manner. Similarly, Halik et al. (2022) found that implementing the pair check model yields better results compared to conventional instruction, particularly regarding paragraph writing skills. Thus, the pair check model holds significant potential for application in writing instruction, as it not only improves learning outcomes but also transforms the learning process into a more active and collaborative experience.

Previous studies have extensively examined the pair check model; for instance, Purwitasari (2024) investigated its impact on student writing skills, while Neneng & Lili (2022) studied its effect on descriptive text writing skills among elementary school students. Additionally, Siallagan et al. (2022) explored the use of the pair check model in the context of writing fantasy stories. However, despite the demonstrated effectiveness of the pair check model, research specifically addressing its impact on improving the expository text writing skills of fifth-grade elementary students remains limited. Therefore, this study aims to address this research gap while providing practical recommendations for teachers on integrating the pair check model into their instruction. This study aims to measure the extent of the influence of the Pair Check model on improving the exposition text writing skills of fifth-grade elementary school students.

METHOD

This study employs a quantitative approach using a pre-experimental design—specifically, the One-Group Pretest-Posttest Design—in which an initial test (pretest) is administered before the intervention and a final test (posttest) is administered afterward. Fraenkel et al. (2012), Abubakar (2021), Balaka (2012), and Razak (2017)

state that the quantitative approach is commonly employed in research within the fields of education and learning.

The research was conducted at SD Cendana Rumbai, located in the PHR Complex, Simpang Baru, Rumbai District, Pekanbaru City, during the even semester of the 2025/2026 academic year. The research subjects consisted of all 24 fifth-grade students (13 boys and 11 girls). A total sampling technique was used to select the subjects, as there was only one fifth-grade class at the school. The research procedure spanned six days. On the first day, a pretest was administered to assess the students' initial ability to write exposition texts. Subsequently, the researcher implemented the intervention—specifically the "Pair Check" cooperative learning model—over the course of four sessions. On the final day, a posttest was conducted to measure the improvement in students' exposition writing skills following the intervention.

Data collection involved written tests (pretest and posttest). The research instrument consisted of an essay-style exposition writing test, evaluated using a rubric based on several indicators: text structure, content and completeness, word and sentence choice, spelling and punctuation, and writing neatness. Instrument validity was established through content validity, involving an assessment by the academic supervisor regarding the instrument's alignment with the indicators of exposition writing skills. Data analysis utilized both descriptive and inferential statistics with the aid of SPSS software. Descriptive statistics were used to determine the mean, median, mode, maximum and minimum values, and standard deviation. Prior to hypothesis testing, the data were tested for normality using the Liliefors test (at a significance level of $\alpha = 0.05$) to determine whether the distribution was normal. Finally, hypothesis testing was performed using the Wilcoxon test, as the data fell into the non-parametric category. This test was conducted to determine the effect of the Pair Check learning model on the expository text

writing skills of students. Additionally, the study employed the N-Gain test to assess the extent of improvement in students' expository text writing skills following the intervention.

RESULTS

The research findings indicate that the Pair Check learning model influenced the expository text writing skills of fifth-grade students at SD Cendana Rumbai. This is evidenced by the improvement in students' writing skill outcomes after the implementation of the Pair Check learning model.

The value for Negative Ranks is 0, indicating that there was no decrease in scores from the pretest to the posttest among the fifth-grade students. The value for Positive Ranks is 24; this signifies that 24 fifth-grade students showed an increase in scores from the pretest to the posttest. The value for Ties is 0, indicating that there were no instances where pretest and posttest scores were identical for the fifth-grade students.

The Wilcoxon test yielded an Asymp. Sig. (2-tailed) value of 0.000 (< 0.05); thus, H_0 was rejected and H_a was accepted. This indicates a significant difference between the pretest and posttest scores of the fifth-grade students, demonstrating that the "pair check" learning model influences the improvement of students' writing skills.

Subsequently, an N-gain test was conducted to determine the extent to which the "pair check" model improved the expository text writing skills of fifth-grade elementary school students.

The N-Gain score analysis revealed an average value of 66.0702%, placing it in the "moderately effective" category. This figure indicates an improvement in students' exposition writing skills following the implementation of the "Pair Check" learning model. This percentage confirms that the enhancement of students' exposition writing abilities falls within the moderately effective range.

DISCUSSION

Instruction in this study was conducted face-to-face (offline) with 24 fifth-grade students at SD Cendana Rumbai. The study aimed to determine the impact of the "Pair Check" cooperative learning model on improving the exposition writing skills of elementary school students. The results indicate a significant improvement in students' writing skills following the implementation of the model.

Data analysis revealed a clear increase between pretest and posttest scores. The average pretest score of 65.21 rose to 83.13 in the posttest. Furthermore, the minimum score increased from 30 to 55, while the maximum score rose from 80 to 95. This improvement demonstrates that the majority of students made progress in their exposition writing skills regarding content, structure, and language usage. Thus, it can be concluded that the implementation of the "Pair Check" learning model had a positive impact on student learning outcomes.

To confirm the statistical significance of this improvement, a hypothesis test was conducted using the Wilcoxon test. The results showed a significance value (Sig. 2-tailed) of 0.000, which is less than 0.05. Based on decision-making criteria, this indicates that the alternative hypothesis (H_a) was accepted and the null hypothesis (H_0) was rejected. Consequently, it can be concluded that there was a significant difference in students' exposition writing skills before and after the implementation of the "Pair Check" learning model.

Upon closer examination, the improvement in students' writing skills observed in this study is evident not only quantitatively but also qualitatively. During the pretest, most students struggled to construct a complete exposition text structure. Many students initially struggled to clearly articulate a thesis, develop logical arguments, and craft an appropriate restatement of their position. Furthermore, there were deficiencies in spelling, punctuation, and word choice. These



issues indicated that the students' baseline proficiency in writing expository texts was quite low. However, a significant improvement was observed following the implementation of the "Pair Check" cooperative learning model. Students became capable of constructing expository texts with more complete and systematic structures. Their thesis statements became clearer, their arguments more coherent and relevant to the topic, and their restatements effectively reinforced the opinions presented. Language usage also improved, although some minor errors persisted among a few students.

Gradual improvements in students' writing skills were observed across each session during the implementation of the "pair check" learning model. In the first session, the average writing skill score was 67.71. Although the increase was not yet highly significant compared to the pretest score of 65.21, students began to demonstrate the ability to structure expository texts in a more focused manner. Subsequently, in the second session, the average writing skill score rose to 72.29. At this stage, students appeared more active in discussions and began to develop text content more coherently and in alignment with the assigned topic. A further increase occurred in the third session, reaching an average of 76.88. These results indicate that students became increasingly accustomed to the pair check model; consequently, their ability to structure texts, develop arguments, and use appropriate language improved with each session. This effect is further supported by the N-gain test results, which yielded an average N-gain percentage of 66.0702 between the pretest and posttest. This value falls within the "moderately effective" category (56–75). This improvement occurred because the pair check model provides students with opportunities for active and collaborative learning. In this model, students work in pairs, assuming the roles of "partner" and "coach." The partner is responsible for completing tasks or writing the text, while the coach checks the work, provides feedback, and assists in

correcting errors. This process fosters intense interaction among students, enabling them to exchange ideas and knowledge. The mutual checking activity inherent in the pair check model is a key factor driving the improvement in students' writing skills. Through this activity, students do not merely focus on their own writing but also learn to evaluate and improve the writing of others. This indirectly cultivates critical thinking skills, as students must identify errors and propose appropriate solutions. Furthermore, students become more meticulous in their writing, knowing that their work will be reviewed by their partners. In addition to enhancing writing skills, the pair check model also positively influences students' attitudes and engagement during the learning process. Based on observations made during the study, students appeared more enthusiastic and actively engaged in learning activities. They did not merely listen to the teacher's explanations but also participated in discussions, collaborated with partners, and confidently expressed their opinions. This indicates that the learning process was more engaging and less monotonous than conventional instruction. These findings align with research by Salamony et al. (2021), which suggests that the "pair check" model enables students to be more active in exchanging ideas and socializing.

The success of the pair check model in this study was also supported by the use of a clear and structured assessment rubric. The rubric helped students understand the criteria for writing exposition texts—such as text structure, content, language usage, and spelling and punctuation. With this rubric, students were able to evaluate both their own writing and that of their partners more objectively. This undoubtedly played a significant role in improving the quality of the students' writing.

The results of this study align with cooperative learning theory, which posits that instruction involving student collaboration enhances understanding and fosters social skills—specifically, the ability to cooperate and share

group responsibility to achieve common goals (Ali, 2021). In cooperative learning, students learn not only from the teacher but also from their peers. Social interactions within small groups enable students to assist one another and reinforce their comprehension of the subject matter. These results are supported by prior research indicating that the "pair check" learning model is effective in improving students' writing skills. Consistent with the study conducted by Purwitasari (2024), the pair check model has proven capable of enhancing the writing skills of elementary school students—not only in terms of learning outcomes but also regarding student engagement and interest in the learning process. These findings align with the current study, where improvements in students' ability to write exposition texts were evident not just in grades, but also in a more active and meaningful learning process. Thus, the pair check model can be considered a relevant and effective approach for Indonesian language instruction, particularly for teaching exposition text writing. However, the implementation of this study faced certain challenges. One issue identified was the disparity in ability levels between students within a pair; in some instances, higher-achieving students tended to dominate, while lower-achieving students became less active. Additionally, time constraints posed a challenge, as the pair check model requires considerable time to execute each stage—ranging from task completion and checking to discussion. Nevertheless, these obstacles did not diminish the effectiveness of the implemented learning model. With appropriate guidance from the teacher, every student was able to participate actively in the lesson. The teacher played a crucial role as a facilitator, guiding the learning process to ensure it remained aligned with the established objectives.

Overall, the results of this study demonstrate that the pair check cooperative learning model has a significant impact on improving the exposition text writing skills of fifth-grade elementary school

students. This model not only improves student learning outcomes but also fosters active participation, collaboration, and critical thinking skills. Learning becomes more meaningful as students are directly involved in the learning process. Consequently, the "pair check" learning model serves as an effective alternative strategy for teachers to enhance students' writing skills. The implementation of this model also aligns with educational goals—namely, the holistic development of students across cognitive, affective, and social domains. Therefore, it is hoped that this learning model will continue to be developed and applied in Indonesian language instruction at the elementary school level.

CONCLUSION

Based on the research conducted regarding the impact of the "Pair Check" cooperative learning model on improving the expository text writing skills of fifth-grade elementary school students, it can be concluded that this model has a positive and significant effect on such skills. Improvements in students' writing abilities were observed gradually throughout the learning process; the average pre-test score of 65.21 rose across successive practice sessions, ultimately reaching a post-test average of 83.13. Furthermore, the Wilcoxon test yielded a significance value of 0.000 ($p < 0.05$), indicating a significant effect. The N-Gain test result of 66% also demonstrates that the Pair Check model is effective in enhancing students' expository text writing skills. Thus, the Pair Check model proves effective in helping students develop their ability to write expository texts, as it engages them in paired activities involving mutual checking, feedback, and revision, resulting in texts that are more coherent, logical, and aligned with the structure of expository writing.



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