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The Effectiveness of the Think-Pair-Share Cooperative Model Using Flashcards for Teaching Narrative Text Writing Skills

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ABSTRACT
This study aims to describe the effectiveness of the "Think-Pair-Share" cooperative learning model, supported by flashcards, in teaching narrative text writing skills. The study employs a quantitative descriptive method using a non-equivalent control group design and was conducted during the 2025/2026 academic year at SD Negeri Selahuni. The population consisted of 62 fifth-grade students who participated in a pre-test, narrative text writing instruction, and a post-test. The students were divided into two equal groups: class 5A (control group) and class 5B (experimental group). A sample of 60 students was selected via simple random sampling (without replacement) from the population. Data on narrative text writing skills were collected using an essay test, designed objectively and systematically. The data were analyzed using non-parametric inferential statistics—specifically the Mann-Whitney U test—as an alternative to the paired-sample t-test (a parametric statistical method). This choice was made because the data failed to meet the necessary assumptions, as some data groups exhibited non-homogeneous variance. The results indicate that the "Think-Pair-Share" cooperative learning model, when integrated with flashcards, is effective for teaching narrative text writing skills to fifth-grade students at SD Negeri Selahuni. This conclusion is drawn from the results of the Mann-Whitney U test, which yielded a significance (sig.) value of 0.00 (< 0.05). In other words, the post-test mean for the control group (73.31) differs significantly from the post-test mean for the treatment group (80.20).

Keywords: think pare share, media flash card, narative text, writing skills

Keefektifan Model Kooperatif *Think Pair Share* Menggunakan Media Flash Card dalam Pembelajaran Keterampilan Menulis Teks Narasi

ABSTRAK
Penelitian ini bertujuan untuk mendeskripsikan keefektifan model kooperatif Think Pare Share berbasis media flash card dalam pembelajaran keterampilan menulis teks narasi. Penelitian ini menggunakan metode deskriptif kuantitatif melalui desain Non-equivalent control group. Penelitian berlangsung pada tahun ajaran 2025/2026 di SD Negeri Selahuni. Populasi penelitian ini adalah para siswa kelas 5 yang mengikuti prates, kegiatan pembelajaran keterampilan menulis teks narasi, dan kegiatan postes. Anggota populasi berjumlah 62 siswa yang terbagi dari kelas 5A sebagai kelompok kontrol dan kelas 5 B sebagai kelompok perlakuan dengan jumlah yang sama. Sampel ditetapkan 60 siswa berdasarkan formula statistik yang ditarik secara random sederhana tanpa pengembalian dari kelompok populasi. Data keterampilan menulis teks narasi dikumpulkan menggunakan instrumen tes esai yang disusun secara objektif dan sistematis. Data keterampilan menulis teks narasi dianalisis menggunakan statistik inferensial nonparametrik yakni uji U-Mann Whitney sebagai ganti dari uji t sampel berpasangan dari kelompok statistik inferensial parametrik. Penggunaan statistik inferensial nonparametrik disebabkan uji persyaratan tidak terpenuhi yakni sebagian kelompok data menyebar tidak homogen. Hasil penelitian model kooperatif Think Pare Share berbasis media flash card efektif digunakan dalam pembelajaran keterampilan menulis teks narasi di kelas 5 SD Negeri Selahuni. Simpulan ini diambil hasil uji U-Mann Whitney memiliki nilai sig. 0,00 < 0,05. Dengan kata lain, nilai mean postes keleompok kontrol sebesar 73.31 bener-benar berbeda secara secara signifikan dengan mean postes kelompok perlakuan sebesar 80,20.

Kata kunci : think pare share, media flash card, keterampilan menulis, teks narasi

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INTRODUCTION

The Importance of Learning Motivation in Improving Student Learning Outcomes. Instruction in writing narrative texts is a component of text-based writing education at the elementary school level (Mahsun, 2020; Koswara, 2014). Through this instruction, students are trained to organize their ideas according to the structure of a narrative text. Since the teaching of narrative writing is grounded in specific knowledge, instruction on the structure of narrative texts is necessarily introduced at an early stage. In other words, to enable students to develop narrative writing skills, they are provided with knowledge regarding narrative structure—such as the coda (conclusion)—to reinforce their linguistic understanding, including the arrangement of coherent paragraphs.

In many contexts, student learning outcomes in narrative writing—within the framework of regular, conventional instruction—remain relatively low. Put differently, a significant number of students fail to reach the minimum mastery threshold for narrative writing skills. Among 20 fifth-grade students at SD Negeri Ketiwijayan who were learning the skill of writing narrative texts, 13 students failed to achieve mastery under conventional instruction (Sukmadewi & Fauziah, 2025). This figure is relatively high, representing 65.00% (13/20 x 100).

Sugiharti and Wulandari (2017) noted that the core issue in their study was that most students lacked proficiency in writing narrative compositions. Their research aimed to examine improvements in narrative writing skills among fifth-grade (Class V A) students at SDIT Ad-Damawiyah Cibitung through the use of a "serial image" (picture sequence) medium. The study was conducted over three cycles, with each cycle consisting of planning, implementation, assessment, and reflection phases. Data analysis was performed using both descriptive and quantitative methods to process the scores obtained from the students' writing. The results showed an average score of 67.7 in the first cycle, with a classical mastery rate of 53.8%. In the second cycle, the average score rose to 77.4, with a classical mastery rate of 76.9%. By the third cycle, the average score increased to 86.3, with a classical mastery rate of 92.3%. This abstract focuses on the dependent variable of narrative text writing skills.

Ningsih (2024) begins her abstract by stating that the research aimed to improve narrative text writing skills among fifth-grade students at SDN Bareng 1. The study was conducted to assess improvements in these skills through the use of a storytelling-based video medium featuring a sequence of images. The findings indicate that the narrative text writing skills of the fifth-grade students at SDN Bareng 1 improved through the use of this storytelling-based, serial-image video medium.

A similar situation exists at SD Negeri Selahuni, where student performance in narrative text writing has been consistently low during conventional classroom instruction.

It is believed that the conditions described above because the learning models employed were not aligned with the learning objectives. Furthermore, the instruction did not utilize media suited to the learning objectives and the characteristics of the students.

The Think-Pair-Share (TPS) cooperative model is believed to be effective in enhancing narrative text writing skills among elementary school students. TPS is a learning strategy consisting of three primary stages: thinking individually ("think"), discussing with a partner ("pair"), and sharing the results of the discussion with the class ("share"). This structure is designed to provide students with time to think before expressing their opinions publicly, resulting in more reflective and focused responses (Slavin, 2021; Masduki, 2020).

TPS emphasizes the active participation of all students in the classroom. In conventional instruction, teacher-posed questions are often answered only by a few dominant students, while others tend to remain passive. TPS addresses this issue by requiring every student to think and engage in discussion with a partner before sharing with the class. Research (Purpura, 2024;

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Herminingtyas, 2023; Aziz, 2023; Yulani et al., 2020) indicates that the clear interaction structure inherent in cooperative learning models like TPS can boost student engagement and improve the quality of class discussions.

Flashcards are considered a valuable tool for reinforcing the use of the TPS cooperative model when teaching narrative text writing. Flashcards are a form of visual learning aid—small cards containing images, words, symbols, or brief information—designed to help students understand and recall specific concepts. Typically, these cards are double-sided: one side displays an image or a question, while the other provides the corresponding answer or explanation. Widely used in language instruction, vocabulary acquisition, and early reading, flashcards are effective for memory retention because they rely on the association between images and text (Akbar, 2022; Wahyu, 2024; Wahyuningsih & Giwangsa, 2025; Azhar, 2022). Furthermore, flashcards enable teachers to facilitate the review of material in a quick and systematic manner. Research indicates that the use of flashcards in instruction can significantly improve student learning outcomes (Wahyuni, 2020; Riswari et al., 2024; Sa'adah, 2023). This suggests that flashcards are considered an effective tool for use across various learning contexts.

Based on the points above, it is necessary to conduct research on narrative text writing skills using the TPS cooperative learning model, supported by flashcards, in the fifth grade at SD Negeri Selahuni. Therefore, this study is titled "The Effectiveness of the Think-Pair-Share Cooperative Learning Model Using Flashcards in Teaching Narrative Text Writing Skills."

How effective is the Think-Pair-Share (TPS) cooperative learning model, supported by flashcard media, in teaching narrative text writing skills to fifth-grade students at SD Negeri Selahuni? This serves as the sole research question for this study. In alignment with this research question, the study also has a single objective: to describe the effectiveness of the Think-Pair-Share (TPS) cooperative learning model—integrated with flashcard media—in teaching narrative text writing skills to fifth-grade students at SD Negeri Selahuni. This article offers various benefits from several perspectives: academic, supervisory, and practical. These benefits are outlined below.

First, from an academic perspective, this article serves as a potential reference for students writing scholarly papers on narrative texts at the elementary school level. At the very least, it can serve as one of many relevant sources. For educators in the field of education, it may also serve as material for discussions regarding learning models designed to develop narrative text writing skills.

Second, from a supervisory perspective, this article can be utilized by supervisors—such as school principals or school inspectors—as material for their supervisory duties. Specifically, it can assist supervisors in guiding teachers on aspects such as learning models, instructional media, and the objectives of teaching narrative text writing skills.

Third, from a practical perspective, this article is beneficial for teachers of upper-elementary grades, particularly regarding instructional content for narrative text writing. Furthermore, it provides insights into the use of instructional media that align with both the learning objectives for narrative writing and the characteristics of the students.

Relevant articles were identified in online journals. One such article is presented below:

et al. (2023), titled "The Influence of the Writing Process and Cognition on Students' Narrative Text Writing Ability." [The Influence of the Writing Process and Cognitive Factors on Students' Narrative Text Writing Ability]. The results of this study, first, the aspects of spontaneous revision and vocabulary revision affect the quality of writing. In addition, it was also found that students with better reading ability tended to do more intensive online revision. Second, the process aspects that affect the quality of students' narrative writing are spelling ability and the number of revisions. In addition, students'

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cognitive abilities also have a significant influence on their writing ability. The aspects of cognitive ability that influence are oral language ability, reading, vocabulary selection, capitalization, and spelling. The process aspects that play an important role in improving narrative writing skills are spelling and reading cognitive abilities. The processes that contributed significantly to improving writing quality were oral language ability, attention, and working memory.

Second, Hamdiyah & Puspitasari (2023) entitled Media Pembelajaran Animasi dalam Meningkatkan Keterampilan Menulis Narasi Siswa Sekolah Dasar [Animated Learning Media for Improving Narrative Writing Skills in Elementary School Students]. The research results show that students' narrative writing skills in classes that use animated learning media are better than those in classes that do not use such media. Thus, animated learning media plays a role in developing students' narrative writing skills.

Third, Sulaiman et al. (2022) entitled Pengaruh Penggunaan Media Film Animasi Terhadap Kemampuan Menulis Teks Narasi Siswa Kelas VII SMP Negeri 2 Galesong Selatan Kabupaten Takalar [The Influence of Using Animated Film Media on the Narrative Text Writing Ability of Seventh-Grade Students at SMP Negeri 2 Galesong Selatan, Takalar Regency]. The results of the Wilcoxon and Mann-Whitney statistical analyses on the post-test scores of both the experimental and control groups yielded an Asymp. Sig. (2-tailed) value of <0.001. Since this significance value (<0.001) is less than 0.05, it can be concluded that the use of animated film media has an effect on the narrative text writing skills of seventh-grade students at SMP Negeri 2 Galesong Selatan, Takalar Regency.

METHOD

This study employs a quantitative descriptive method. Pre-test and post-test data regarding narrative text writing skills for the sample participants are described using statistical calculations. According to Fraenkel et al. (2012), Sugiyono (2022), and Razak (2017), the quantitative descriptive method is appropriate for describing research findings based on learning outcomes.

This quantitative descriptive approach utilizes a non-equivalent control group design. In this design, the study involves two groups based on two existing parallel classes at the school. Class 5A was designated as the treatment group, while Class 5B served as the control group. A pre-test was administered to both groups. Subsequently, instruction on narrative text writing skills was provided to the treatment group using the Think-Pair-Share (TPS) cooperative learning model supported by flashcards, whereas the control group received instruction on the same topic using conventional methods.

The study was conducted at SD Negeri Selahuni. This school is located in Kp. Wargaluyu, Cianjur District, Cianjur Regency, West Java Province, Indonesia.

The research activities took place during the 2025/2026 academic year and comprised three main stages: planning, implementation, and reporting. The planning phase involved preparing research instruments—such as a narrative writing skills test—defining the population and sample, and developing flashcard learning media. The implementation phase consisted of field data collection through instructional sessions conducted in both a control group and an experimental (treatment) group. The reporting phase involved data analysis and the preparation of a report in the form of a scientific article for an online journal.

The research population consisted of 5th-grade students at SD Negeri Selahuni who participated in a pre-test on narrative writing skills, the instructional sessions, and a post-test on narrative writing skills. The total population was 62 students, divided into 31 students in class 5A (the control group) and 31 students in class 5B (the experimental/treatment group).

A sample of 60 students was determined using Slavin's formula (Santoso, 2023; Amin et al.,

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2023; Setiawan, 2007). Each member of the sample was selected through simple random sampling from the entire population.

Data on narrative writing skills were collected using a test instrument. According to Azwa (2017), Daulay et al. (2026), Razak et al. (2020), Sibarani (2024), Wardah (2019), and Arikunto (2020), a test instrument is considered to possess content validity if it is developed through objective and systematic procedures, rather than relying solely on statistical analysis.

To ensure the test possessed content validity, several development procedures were followed, as outlined below.

First, the number of test items was determined. This study utilized a single test item for narrative writing skills.

Second, the theme for the narrative text was established. This study provided the following theme option for the narrative text: waking up early. engaging in physical exercise, eating healthy and nutritious food, having a passion for learning, participating in the community, getting to bed early, and practicing one's faith.

Third, determining the testing system. This article employs a "take-home examination" system. Students complete a writing skills test at home and submit it to their classroom teacher on the following school day.

Fourth, determining the length of the narrative text to be written. This article uses a relatively short length, specifically between 150 and 250 words.

Fifth, compiling test specifications into a table. These specifications serve as the foundation for developing the test items.

Data on narrative writing skills are derived from the scoring process. Scoring is conducted using a rubric based on text structure (orientation, complication, resolution, and coda) as well as linguistic structure—specifically, paragraph coherence within each section of the narrative and sentence structure within those paragraphs. This rubric utilizes a score range of 5–100.

The data on narrative text writing skills, derived from the scoring process, were analyzed using a parametric inferential statistical procedure: the independent samples t-test. This procedure is applied provided that the necessary testing assumptions (normality and homogeneity) are met. If these assumptions are not satisfied, the data analysis procedure shifts to a non-parametric inferential statistical method, specifically the Mann-Whitney U test (Mubarak, 2022; Lovia et al., 2023; Iriyani et al., 2025).

All statistical calculations were performed using software; SPSS version 25 was selected for its high reliability.

RESULT

1. Pretest Results per Research Group

The mean pre-test scores for narrative text writing skills among 5th-grade students at SD Negeri Selahuni for control group were 64,67 and 63,00 for treatment group. The standard deviation was 7.471 for the control group and 3.63 for the treatment group. The minimum score were 50 for control group and 65 for treatment group. The maximum score for both of these research groups is 70. The mean categories for both for both gropus were <75.00 (Table 1).

Table 1
Pretest Results for Narrative Text Writing Skills per Sample Group

No.	Descriptive Statistic	Control Group	Treatment Group
1	n	30	30
2	Mean	64,67	63,00
3	Std. Deviation	7,471	3,63
4	Minimum Score	50	65
5	Maximum Score	77	77
6	Category	<75,00	<75,00

2. Post-test Results per Research Group

The mean post-test scores for narrative text writing skills among 5th-grade students at SD

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Negeri Selahuni for control group were 73.31 and 80.20 for treatment group. The standard deviation was 6.990 for the control group and 3.1.63for the treatment group. The minimum score were 60 for control group and 77 for treatment group. The maximum score were 83 for control group and 84 for treatment group. The control group data fall into the <75.00 category, while the treatment group data fall into the =75.00 category. (Table 2).

Table 2
Post-test Results for Narrative Text Writing Skills per Sample Group

No.	Descriptive Statistic	Control Group	Treatment Group
1	n	30	30
2	Mean	73,31	80,20
3	Std. Deviation	6,99	1,63
4	Minimum Score	60	77
5	Maximum Score	83	84
6	Category	<75,00	=>75,00

3. Test for Homogeneity of Population Variances

The homogeneity of variance test for the pretest data yielded an F-value of 11.03 with a significance (sig.) value of 0.002. Since 0.002 < 0.05, it is interpreted that the pretest data for narrative text writing skills are not homogeneous. For the posttest data, the F-value was 0.01 with a significance value of 0.935. Since 0.935 > 0.05, it is interpreted that the posttest data for narrative text writing skills are homogeneous.

Test of Homogeneity of Variances

	Levene Statistic	df1	df2	Sig.
Pretest	11,03	1	58	.002
Post-test	0,01	1	58	.098

Figure 1
Results of the Homogeneity Test by SPSS

4. Normality Test

Based on the Shapiro-Wilk test, the normality test results indicate that none of the data groups for narrative text writing skills follow a normal distribution. The test results show a significance value of 0.000 for all data sets (Figure 1).

Tests of Normality

	Statistic	df	Sig.
Pretest	0,817	29	0,000
Post-test	0,865	29	0,000
Pretest-Posttest	0,611	27	0,000

Figure 2
SPSS Screenshot of the Normality Test for Narrative Writing Skills Data

4. Mann-Whitney U Test

The independent-sample t-test—a parametric inferential statistical procedure—was replaced by a non-parametric alternative, the Mann-Whitney U test. This substitution was necessary because the assumptions for homogeneity and normality were not met.

The Mann-Whitney U test result is 5.000 with a significance value of 0.000 (Figure 3). Consequently, the null hypothesis (Ho) is rejected. This implies that the use of the Think-Pair-Share (TPS) cooperative learning model, supplemented with flash card media, is effective for teaching narrative text writing skills to fifth-grade students at SD Negeri Selahuni.

Test Statistics[a]

	Value
Mann-Whitney U	5,000
Wilcoxon W	470,000
Z	-6,628
Asymp. Sig. (2-tailed)	0,000
a. Grouping Variable: group	

Figure 3
SPSS Screenshot of the Mann-Whitney U Test Results

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DISCUSSION

The implementation of the Think-Pair-Share (TPS) cooperative learning model, integrated with flash card media, has proven effective for teaching narrative text writing skills to fifth-grade students at SD Negeri Selahuni. This outcome was anticipated, as the TPS model—when combined with flash cards—offers several distinct advantages (Hamzah & Faisal, 2021; Sukadana, 2020; Azizah & Mashar, 2021). Specifically, it allows students to work both independently and collaboratively, fosters optimal student participation, and provides ample opportunities for students to demonstrate their engagement to others.

The effectiveness of the TPS cooperative model in teaching narrative text writing is further enhanced by the use of flash cards. In this context, the flash cards serve as an effective medium for facilitating the delivery of content related to narrative text writing skills to the students.

The positive impact of flash card media on learning outcomes is well-documented in various scholarly articles found in online journals. For instance, Arsyaf et al. (2022) reported a significant improvement in science learning outcomes at the elementary school level.

Among the key benefits of using the TPS cooperative model with flash card media is an increase in learning motivation. In other words, this approach creates a "domino effect" within the learning process. Several scholarly articles from online journals that discuss the role of learning motivation are described below.

Firtst, Teng & Zhang (2023) entitled Effects of Motivational Regulation Strategies on Writing Performance: A Mediation Model of Self-Regulated Learning of Writing in English as a Second/ Foreign Language. The findings suggest that cumulative knowledge of motivational regulation is an antecedent of the reported use of other SRL strategies in affecting EFL writing performance. The inclusion of SRL strategies in the mediation model also contributes to a clear understanding of L2 writing processes within the SRL mechanism for improving writing outcomes.

Second, Nizigama et al. (2026) entitled The L2 Motivational Self System and International Posture among Simultaneous Multiple Language Learners: A Study of Gender Differences in the Burundi Context. The overall results for the whole sample indicated no statistically significant gender differences in L2 motivation across all three target languages. However, the examination of the interaction effect revealed significant gender x school grade interactions on four of the five measured constructs (Ideal L2 Self, Ought-to L2 Self, Intended Learning Efforts, and International Posture), with all significant interactions relating only to English, but not for French or Kiswahili. Further analysis demonstrated that the statistically significant effect was confined only to Grade 7, where female learners consistently exhibited higher mean scores than their male peers, a difference that disappeared in grades 8 and 9. These results underscore the importance of including gender as a key variable in future L2 motivation research in Burundi, particularly with younger participants, such as primary school learners.

Third, Fernando et al. (2024) entitled Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar Siswa [The Importance of Learning Motivation in Improving Student Learning Outcomes]. Learning motivation is one of the factors that determine the learning outcomes of students, a person will get the desired results in learning if there is a desire to learn in him. Motivation acts as a driver for the achievement of good results. A person will be encouraged to do an activity because there is motivation in him. The existence of high motivation in learning will achieve optimal results. The purpose of the research to be achieved is to determine the relationship between learning motivation and student learning outcomes. Based on the results of research that the learning motivation possessed by students in every learning activity plays a role in improving student learning outcomes, students who have high motivation in learning will likely obtain high learning outcomes as well.

Fourth, Muhammad (2016) entitled Pengaruh Motivasi dalam Pembelajaran [The Influence of Motivation in Learning]. That the learning outcomes is an overview of the progress or development of students from the first to follow the educational program until the time they ended the educational program which he passes. So the study results can be seen after learners gain experience learning and behavioral changes. So with a change in the student after a learning experience and that's called learning outcomes. Someone students who have high motivation to learn, have the drive or desire to learn a subject, students who have the desire and drive to learn a subject guided by their needs. One needs are close to success in learning a subject is need for achievement. That students who have high motivation to learn, will be marked with a bold desire to compete and receive feedback and encouragement to always be responsible and goal attainment. That students who have the drive to take responsibility and achievement of learning objectives, makes the learners to always be disciplined and focused in learning a subject. Therefore, students who have high motivation to learn, will get better learning outcomes compared to students with low learning motivation. Thus, if in improving learning outcomes of a subject, the need for efforts to increase student motivation. Motivation is realized in the form of action, is one factor that can be used to predict the progress of learning.

Fourth, Marwati et al. (2024) entitled The Influence of Learning Interest, Emotional Intelligence and Achievement Motivation on Critical Thinking Skills in Physics of Grade XI Students. This research is an experimental research with the type of Ex Post Facto research, which aims to analyze the effect of learning interest on achievement motivation, learning interest on critical thinking skills, emotional intelligence on achievement motivation, emotional intelligence on critical thinking skills. Using a casual survey method with Path Analysis techniques. Based on the results of expert assessments, it is declared valid and suitable for use. Furthermore, the instrument that was declared valid by the expert was then tested on class XII students, after the instrument was tested and a valid instrument was obtained, then the valid instrument was tested on class XI students. Based on the results of this study, it was obtained that the critical thinking skills of students in Physics were in the moderate category, while Learning Interest, Emotional Intelligence, and Achievement Motivation were in the high category. From the results of the Path Analysis test between variables, it was obtained that there was an insignificant influence of interest in learning Physics on achievement motivation, there was an insignificant influence between interest in learning on critical thinking skills, there was a significant influence between emotional intelligence on achievement motivation, there was an insignificant influence between emotional intelligence on critical thinking skills, there was an insignificant influence between achievement motivation on critical thinking skills.

CONCLUSION

The TPS cooperative model, incorporating flash cards, is effective for teaching narrative text writing skills to fifth-grade students at SD Negeri Seluhati. This is the sole conclusion of this article.

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