

The Effect of Using Think-Pair-Share on Students' Writing Ability

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Abstract

This study aims to investigate the effect of the Think-Pair-Share (TPS) strategy on the writing ability of eleventh-grade students at SMAN 1 Pakusari. Writing is a crucial language skill that is often considered the most difficult to master. Students frequently struggle with organizing ideas, using proper grammar, and expressing their thoughts coherently due to limited vocabulary and low self-confidence. The TPS strategy, a cooperative learning method consisting of three stages—Think, Pair, and Share—offers an interactive alternative that promotes active participation. This study used a quasi-experimental design with pre-test and post-test administered to two groups: an experimental group taught using TPS and a control group taught conventionally. The writing tasks focused on procedure texts and were assessed based on five components: content, organization, grammar, mechanics, and style. The results of the Mann-Whitney U test showed a significant difference in the writing scores between the two groups, with a significance value of 0.019 ($p < 0.05$). These findings indicate that TPS positively and significantly improves students' writing skills. Therefore, TPS can be recommended as an effective strategy to enhance writing performance in English language classrooms at the senior high school level.

Introduction

Writing is one of the essential language skills required for effective communication and academic success. It enables students to organize ideas, develop arguments, and express thoughts in a logical structure. According to Lestari (2019), the aim of teaching writing is not only to help students produce texts based on genres but also to make them understand the social function, schematic structure, and grammatical patterns of these texts. However, in the real context of Indonesian schools, teaching writing still faces significant challenges.

Many students struggle with expressing their thoughts due to limited vocabulary, poor grammar, and a lack of confidence. Writing is often perceived as the most difficult skill among the four language skills (listening, speaking, reading, and writing). Fauziah, Roza, Reflinda, and Syahrul (2023) state that writing is particularly challenging because it requires mastery in developing and organizing ideas as well as mechanics such as syntax, punctuation, and word choice. These challenges are more pronounced among EFL learners, who must write accurately and fluently in a language that is not their mother tongue.

Moreover, traditional writing instruction in many schools tends to be monotonous and teacher-centered, making students passive and disengaged. This situation underscores the need for more interactive and engaging teaching strategies to enhance students' writing abilities.

One promising strategy is the Think-Pair-Share (TPS) method, a cooperative learning model that requires students to think individually, discuss ideas with a partner, and then share their thoughts with the whole class. Oktaviani (2022) highlights that TPS allows more thinking time and encourages cooperation, which significantly supports the development of writing skills. Additionally, Elihami, Suparman, and Busa (2019) emphasize that TPS helps students achieve higher-order thinking by maximizing their cognitive potential through peer interaction.

Siburian (2013) outlines the three stages of TPS: thinking independently, pairing up for discussion, and sharing the results with the class. This process helps students refine their ideas and boosts their confidence in expressing them. Furthermore, Pratiwi (2018) mentions that TPS improves the quality of students' responses, enhances their oral communication, and motivates them to participate actively in class.

To support the investigation of teaching methods, Ary, Jacobs, Sorensen, and Walker (2014) argue that experimental research involves the manipulation of one variable to observe its effect on another. This methodology is essential in education for determining the effectiveness of instructional strategies. By applying this approach, researchers can systematically assess how teaching methods such as TPS impact measurable student outcomes.

Although several studies (e.g., Lestari, 2019; Farizi & Fauzyah, 2019) have reported the effectiveness of TPS in enhancing students' writing skills, most of them focused on junior high school students or on different text genres such as descriptive or recount texts.

This study, therefore, seeks to fill that gap by investigating the effect of TPS on senior high school students' writing ability, specifically in writing procedure texts.

This research aims to answer the following question: *Is there any significant effect of using Think-Pair-Share on students' writing ability?* The objective is to determine whether TPS significantly improves students' writing skills compared to traditional methods. The study is expected to contribute both theoretically and practically. Theoretically, it supports social constructivist views that emphasize peer interaction in language learning. Practically, it offers teachers a structured and engaging strategy that can improve student confidence, motivation, and writing performance.

Method

This research employed a quasi-experimental quantitative design involving two groups: an experimental group and a control group. The experimental group was taught using the Think-Pair-Share (TPS) strategy, while the control group received traditional instruction without any cooperative learning technique. The goal was to determine whether there was a significant difference in students' writing performance before and after the implementation of TPS. The participants in this study were eleventh-grade students at SMAN 1 Pakusari, totaling 70 students, with 36 in the experimental group (class XI-7) and 34 in the control group (class XI-8). These classes were chosen using purposive sampling, ensuring that both had comparable academic characteristics.

To collect data, a writing test was administered both before (pre-test) and after (post-test) the treatment. The test required students to compose a procedure text, which was assessed based on five key aspects: content, organization, grammar, mechanics, and style. Each component was scored from 1 to 20, with a total maximum score of 100. The rubric used was adapted from Brown's (2018) standardized writing assessment. The data were analyzed using SPSS version 27. A normality test (Shapiro-Wilk) was conducted first. Since the data were not normally distributed, the Mann-Whitney U test was used to compare the post-test scores of the two groups and determine whether there was a statistically significant difference resulting from the treatment.

Findings and Discussion

The results of the study showed a clear difference between the performance of students in the experimental group and those in the control group. During the pre-test, both groups exhibited similar levels of writing ability, with common issues such as poor grammar,

unstructured organization, and incomplete steps in their procedure texts. This suggests that both groups started with relatively equal baseline proficiency.

However, the post-test results indicated a substantial improvement in the experimental group that had been taught using the TPS strategy. These students demonstrated better organization of ideas, improved grammar usage, more coherent text structure, and more accurate application of writing mechanics such as punctuation and spelling. Furthermore, they showed increased confidence and creativity in expressing their ideas.

The statistical analysis supported these findings. The Mann-Whitney U test results were as follows: $U = 413.000$ and Asymptotic Significance (2-tailed) = 0.019. Since the significance value was less than 0.05, it can be concluded that the improvement in the experimental group's writing scores was statistically significant, confirming that the use of TPS had a meaningful effect on their writing performance.

The findings of this study strongly support the effectiveness of the Think-Pair-Share (TPS) strategy in enhancing students' writing ability. Students who participated in TPS activities outperformed those who received traditional instruction in nearly every aspect of writing assessed. The results validate the belief that collaborative and structured learning methods can contribute to better academic outcomes, particularly in language learning.

One of the key reasons for TPS's effectiveness lies in its structured phases. In the "Think" stage, students are encouraged to independently brainstorm and process their ideas. This promotes critical thinking and gives students the time to develop their thoughts without immediate external pressure. This stage is especially helpful for students who may struggle to speak up in conventional classroom settings.

In the "Pair" stage, students collaborate with peers to exchange ideas, clarify misunderstandings, and refine their initial thoughts. This phase enhances communication skills, encourages peer correction, and exposes students to different perspectives, all of which contribute to deeper understanding and better text quality.

The final "Share" stage gives students the opportunity to present their ideas to the whole class. This not only boosts confidence and accountability but also enables feedback from the teacher and peers. This stage reinforces learning through repetition and reflection, two powerful mechanisms in cognitive development.

Moreover, the improvement in students' writing ability reflects the core principles of Vygotsky's social constructivist theory, which emphasizes the role of social interaction in

cognitive development. TPS exemplifies this theory by positioning students as active participants in their own learning through meaningful peer engagement.

These findings also indicate that TPS is not only effective in speaking activities—as commonly believed—but is also highly applicable in improving writing skills. It enables students to engage in the writing process step-by-step, rather than being overwhelmed by the task as a whole. This makes TPS particularly suitable for teaching complex texts like procedure writing, where clarity, sequence, and accuracy are essential.

Tabel 1. The Data of Normality Test

Tests of Normality

	kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
skor	kelompok 1	.143	36	.060	.893	36	.002
	kelompok 2	.201	34	.001	.821	34	.000

Tael 2. Ranks Data of Mann-Whitney

Ranks

	kelompok	N	Mean Rank	Sum of Ranks
Skor	kelompok 1	36	41.03	1477.00
	kelompok 2	34	29.65	1008.00
	Total	70		

Table 3. The test Statistic Data of Mann-Whitney

Test Statistics^a

	skor
Mann-Whitney U	413.000
Wilcoxon W	1008.000
Z	-2.342
Asymp. Sig. (2-tailed)	.019

Conclusions

Based on the results of the study, it can be concluded that the Think-Pair-Share (TPS) strategy has a significant and positive effect on the writing ability of senior high school students. The students who were taught using TPS showed notable improvement in several components of writing, including content development, idea organization, grammar accuracy, mechanical correctness, and stylistic clarity. The structured interaction enabled by

TPS helped students generate, organize, and express their ideas more effectively, which was not observed to the same extent in the control group that received conventional instruction.

The findings of this study offer strong justification for integrating TPS into classroom practices. Therefore, it is recommended that English teachers adopt TPS as a routine instructional strategy, especially in teaching writing genres that require logical sequencing and precision. The collaborative and reflective nature of TPS makes it suitable for learners at various proficiency levels, as it fosters confidence and reduces the fear of making mistakes.

Additionally, schools and educational stakeholders should provide support and training for teachers in the effective implementation of cooperative learning strategies like TPS. Teacher readiness and instructional planning are crucial for maximizing the benefits of this method. For future researchers, it is suggested to expand the scope of investigation to include different types of texts (such as narrative, expository, or argumentative texts) and to conduct longitudinal studies that explore the long-term effects of TPS on students' writing proficiency. Moreover, researchers can examine the use of TPS in blended or online learning environments to determine its adaptability in diverse educational contexts.

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