

## THINK-PAIR-SHARE: CAN IT IMPROVE STUDENTS' WRITING SKILLS?

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### ABSTRACT

Proficiency in writing involves not only understanding linguistic elements but also being able to process language and information in real-time. Preliminary research showed that most VIII G students at SMPN 4 Sukawati needed help with writing, particularly paragraph organization. To accomplish the goal, the researchers carried out two cycles of classroom action research. Tests, questionnaires, and research tools were used to gather the necessary data. Comparing the pre-test and post-test findings allowed for data analysis and revealed that the subjects' mean scores had significantly improved from the pre-test to the post-test. The questionnaire findings, also given out after the last cycle, provided evidence that the use of think pair share was well received. It may be inferred from the study instruments' results that think-pair-share can help SMPN 4 Mengwi seventh-grade students' writing abilities.

**Keywords:** improving, writing skill, and think pair share

### INTRODUCTION

In Indonesia, English is an important subject for students to master, as it plays an essential role in global communication. Learning English involves the development of four critical language skills: listening, speaking, reading, and writing. Writing is one of the productive abilities that requires authors' creativity to convey ideas. Writing can be a valuable component of a broader activity focusing on other things, such as speaking, reading, and language development. Among these, writing is often viewed as one of the most essential skills to improve, given its practical applications in various real-life contexts, such as composing

emails, creating social media posts, or drafting formal letters (Cahyadi et al., 2019; Johnson, 2008; Larsen & Jensen, 2020; Murtini et al., 2018; Nunan, 2003). According to (Melekhina & Levitan, 2015; Spahr, 2018; Yunus & Salehi, 2012), for students to become proficient writers, they must learn about the qualities of good writing and the many forms and purposes of writing. The act by which authors compile their thoughts and create the text before presenting it to the reader is referred to as the process.

According to (Harmer, 2010; Nair et al., 2012; Wahyuni et al., 2021), writing serves as a tool for subject matter learning and a way for students to expand and develop

their knowledge. This relates to how we see our ideas in writing and use them to convey messages, memories, and other activities in our daily lives. In free writing, students write whatever comes to mind regarding the subject without pausing. Writing must be constructed more carefully, concisely, and coherently to ensure the meaning is clear. Students should so become proficient in the fundamentals of writing. Students should be able to construct grammatically sound phrases since they should understand grammar.

According to interviews conducted at SMPN 4 Sukawati, most eighth-grade students struggle with writing. Since they need to comprehend the original intent of writing, they are less engaged in writing-related activities. They need help to come up with many ideas to write, making it hard for them to write paragraphs, even simple ones. Furthermore, some eighth graders need help to connect the right words in their paragraphs because of their restricted vocabulary. Additionally, many students need help to form a logical and well-organized plot or argument, which results in disorganized writing. Students also need help to link words within their paragraphs effectively. Students thus need help to generate and arrange ideas into coherent paragraphs, a sign of their

inability to write persuasive descriptive paragraphs.

The application of instructional strategies is crucial to the learning process. Ideally, teachers should use techniques to make the classroom lively and entertaining. However, given the problem, the researchers conclude that the teacher's method of instruction could be more effective for teaching writing. Think Pair Share (TPS) technique is one of many interactive strategies that can be utilized to improve students' writing abilities. The researchers used Think Pair Share to solve the problem in this study. According to (Bermillo & Merto, 2022 Kagan & Kagan, 2009; Nengah et al., 2023; and Wulandari et al., 2020), when students collaborate on academic assignments, cooperative learning can help both high and low achievers.

Furthermore, a suitable and innovative technique can create an engaging environment, encouraging students to become more motivated to learn. Students can learn how to write by using TPS. This technique has a lot to offer in the teaching and learning process. TPS has the potential to inspire and drive students to write, and it will provide them with easy access to insightful interpretation. Additionally, it can help

students retain information longer and manage it more easily.

Based on the abovementioned problem, the researchers decided to use TPS to improve the students' writing skills. The researchers attempt to use TPS in writing instruction, as explained above. TPS is the best instructional method for enhancing students' descriptive paragraph writing abilities. This technique has been exceptionally helpful in helping students improve their writing abilities, particularly when it comes to creating descriptive paragraphs (Gillies, 2016; Lee et al., 2013). TPS can help break up the monotony of classroom learning and make it more exciting and interactive. Students gain confidence in communicating their ideas by being encouraged to discuss them with a companion. Additionally, it might excite them and aid in the students' improved comprehension. Students can write better when they already comprehend the subject matter.

## **RESEARCH METHODS**

This study used a Classroom Action Research (CAR) design to assess the effectiveness of the Think Pair Share (TPS) technique in improving the descriptive writing skills of eighth-grade students at SMPN 4 Sukawati during the 2023–2024 academic year.

The research focuses on Class VIII G, consisting of 32 students (15 males and 17 females), selected based on preliminary observations and interviews with their teacher, revealing that they struggled with writing, particularly in producing detailed and accurate descriptions. CAR, which aims to identify and address issues in the classroom, follows a cyclical process of planning, action, observation, and reflection. In this study, the researchers developed activities to address the identified challenges in the planning stage. The action phase involved implementing these activities, while the observation phase collected data to evaluate their impact. The reflection phase analyzed the results to determine areas for improvement. Data were gathered through pre-tests to assess students' writing skills, post-tests to measure progress, and questionnaires to capture students' perceptions of the TPS.

## **FINDINGS AND DISCUSSION**

Classroom action research was used in the 2023–2024 academic year study at SMPN 4 Sukawati to assess how well the TPS approach improved the writing abilities of eighth-grade students. The study's primary goal is to enhance students' capacity to write vividly detailed descriptive paragraphs about people. The study was separated into pre-cycle, cycle I, and cycle II and was organized into four stages: preparation, activity, observation, and reflection. Thirty-three

students in class VII G were chosen based on preliminary observations and teacher interviews that revealed their difficulties with writing, especially when it came to creating cohesive and well-structured paragraphs. Pre-tests, post-tests, and a questionnaire were used to gather data. Pre-tests were used to evaluate students' initial writing abilities, while post-tests assessed the students' progress following the implementation of TPS. Students' opinions of the technique were obtained using a questionnaire given at Cycle II's conclusion. A structured questionnaire was used to gather more information after Cycle II to assess the students' reactions to the TPS technique. Ten statements with five possible answers—strongly agree (SA), agree (A), undecided (U), disagree (D), and strongly disagree (SD)—were included in the questionnaire. A scale from 5 to 1 was used to examine the replies written in Bahasa Indonesia for clarity. The results demonstrated that the TPS approach successfully enhanced the students' writing abilities by notably improving their capacity to compose descriptive paragraphs. The following are the detailed results of each cycle:

#### **Pre-cycle**

The study started with a pre-cycle to evaluate students' writing abilities and

pinpoint their difficulties. The researchers watched the offline teaching process and interviewed the eighth-grade English teacher at SMPN 4 Sukawati. Their ability to write descriptive paragraphs was assessed using a pre-test, which showed that the current teaching strategies based on the Merdeka curriculum needed to be revised. Students struggled particularly with articulating their ideas and expressing their opinions clearly in writing. These difficulties were further confirmed through observations, highlighting the need for a more effective teaching method. In response, the TPS technique was chosen as a potential solution. The pre-test results, with a mean score of 48.91 and a total score of 1565 from 32 students, indicated that the students' writing skills required considerable improvement. The mean score of 48.91, derived from the pre-test data, demonstrated the 32 students' poor writing skills, especially when creating descriptive paragraphs. There is a clear need for improvement, as only one student achieved the required minimum passing score of 76. Considering these findings, the researchers used the TPS technique in the study's first cycle to improve writing abilities.

#### **Cycle I**

In Cycle I, the researchers implemented the TPS (Think-Pair-Share) technique to

improve students' writing abilities. The pre-test, with an average score of 48.91, initially revealed that the student's writing skills were below the required passing standard. To address this, the researchers developed a training module aligned with the Merdeka curriculum aimed at helping the students enhance their writing skills. The module included a post-test and a lesson on writing descriptive paragraphs.

The action phase was carried out over two sessions. The researchers guided the students through the TPS procedure in the first session, providing examples and introducing the lesson content. Afterward, the students worked in pairs to discuss and write descriptive paragraphs, then shared and revised their work based on feedback. The learning objectives were reinforced in the second session, and students were assigned to revise their paragraphs as homework. They were then asked to present their updated paragraphs to the class.

While most students were interested and involved, some were disruptive and had trouble understanding the subject matter, according to observations. Students' descriptive paragraphs on subjects like "My Best Friend" and "My Favorite Teacher," which were part of a post-test after Cycle I, yielded a total score of 2598. This was

computed to evaluate progress over the pre-test.

According to the data, after using the TPS method, the students' writing abilities significantly improved. In post-test 1, 29 out of 32 students achieved the minimal passing mark, and the mean score rose to 81.19. Some students showed they could write descriptive paragraphs with proper mechanics, punctuation, and structure. Notwithstanding the progress, the study proceeded to Cycle II to further improve students' writing abilities because the success indicator had yet to be entirely attained.

## **Cycle II**

Based on the analysis of Cycle I, the researchers' goal for Cycle II was to further improve the student's ability to write descriptively. The same processes—planning, action, observation, and reflection—were followed. During the planning stage, the researchers developed new materials, including a descriptive example titled "Maudy Ayunda," revised the teaching module, and divided the lessons into two 80-minute sessions.

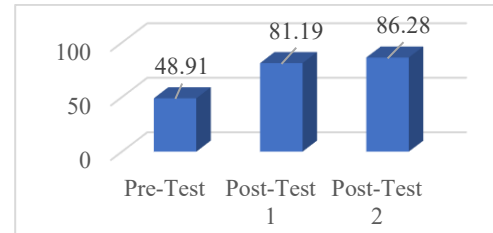
Similar exercises to cycle I was carried out throughout the action stage, including assisting students in using the TPS technique and motivating them to edit and present their work. According to observations, students

were more involved, asking questions and actively commenting on their classmates' paragraphs, which demonstrated greater focus and excitement. Students were required to compose a descriptive paragraph about "My Father" using six to twelve sentences as part of a post-test at the cycle's conclusion. The overall score from post-test II, as determined by the researchers, was 2761.

At SMPN 4 Sukawati, all 26 subjects passed the minimum passing mark for writing a descriptive paragraph, with the mean score for post-test II being 86.28. This suggested that the TPS greatly enhanced the students' writing abilities. The study ended with 31 students passing the grade because the success conditions of having at least 26 students pass the minimal passing grade were satisfied.

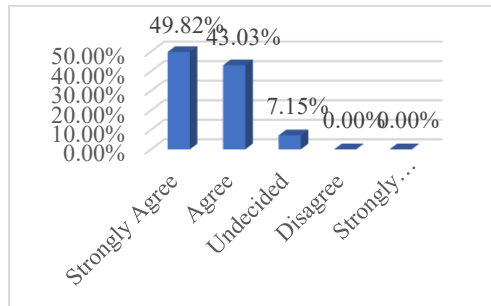
The study came to a successful conclusion because the success indicator was met, and the subjects' mean scores on the pre-test, post-test 1, and post-test two all showed a noticeable improvement, as shown in the following graph:

Graph 1  
Depicting the Subjects' Progressing Achievement in Writing skill



Additionally, a questionnaire was administered to the participants to get their opinions on the use of TPS in the teaching-learning process to enhance the participants' writing abilities as shown in the following graph. The questionnaire was developed in Bahasa Indonesia to guarantee comprehension. Positive responses were found on the Likert scale questionnaire. The questionnaire findings showed how well the TPS technique works to help students write better in English, especially in descriptive paragraphs. With no negative answers, 49.82% of the 26 participants strongly agreed, 43.03% agreed, and 7.15% were unsure. These findings showed improved writing abilities, especially in descriptive paragraphs. Students' positive responses to the structured questionnaire on the TPS technique further corroborated the results. At the conclusion of the study, the comparison percentages demonstrated the method's efficacy in enhancing writing abilities.

Graph 2  
Depicting the Subjects' Responses toward the  
Implementing of TPS



The data showed that over 92% of the respondents believed that the TPS technique should be used to help students become better writers. In other words, most participants felt that TPS could improve their writing skills. Feedback from the students indicated that TPS helped them organize their thoughts into well-structured, vividly detailed descriptive paragraphs. Furthermore, as the teaching and learning process progressed, students' engagement and curiosity increased, boosting their motivation and self-confidence throughout the lessons.

## CONCLUSION

In conclusion, implementing the TPS technique significantly improved the descriptive writing skills of the eighth-grade students at SMPN 4 Sukawati during the 2023–2024 academic year. Through a Classroom Action Research (CAR)

approach, the study demonstrated that students' writing abilities improved across two cycles. The pre-test results, which measured students' baseline writing skills, were compared with the post-test results after each cycle. The mean scores increased from 81.19 in Cycle I to 86.28 in Cycle II, indicating a notable improvement in students' writing performance. Additionally, the number of students meeting the minimum passing grade increased from post-test I to post-test II. The positive feedback from the questionnaire further confirmed that students found the TPS technique engaging and effective. Based on these findings, it can be concluded that the TPS is an effective method for enhancing the descriptive writing skills of eighth-grade students at SMPN 4 Sukawati.

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