

## **Improving English Writing Performance for High School Students through the Think-Pair-Share Technique**



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**ABSTRACT:** Writing is an important aspect of language instruction since it is a necessary tool for students to develop their understanding of linguistic elements in practice. Nonetheless, when the teacher asked students to compose an English paragraph, several students struggled to put their thoughts into words appropriately. Not only do they struggle with syntax and vocabulary, but they also have trouble identifying and developing ideas. One of the weaknesses of certain students' writing ability is that the execution of concepts is not clear and consistent, and they still rely significantly on sample essays. Accordingly, in this research work, the researcher's purpose is to use the Think-Pair-Share technique to improve high school students' English writing performance. The main objective is to build a procedure for creating and evaluating the Think-Pair-Share (TPS) Technique, to assess the impact of the TPS on students' writing performance, and to collect feedback from them on the benefits and drawbacks of the TPS technique, as well as possible solutions to promote the use of TPS technique. The experimental research design was utilized to begin the study, along with many questionnaires and expert approaches. A total of 40 students were chosen at random, half of them were assigned to the experimental group (TPS technique) and the remainder to the control group (no TPS technique). All of the students were required to complete a writing pre-and post-test, but only the experimental group were required to complete the post-questionnaire. The findings show that using the TPS technique in the classroom can result in considerable improvements in writing performance. In addition, all of the students gave excellent feedback. Furthermore, the study offers some recommendations for eliminating the drawbacks of applying TPS in order to enhance the technique's potential and make it significantly more fascinating and useful.

**KEYWORDS:** Think-Pair-Share technique; writing performance; writing; paragraph; teaching method; collaboration.

### **I. INTRODUCTION**

#### **1.1. Background and Context**

English is an international language that is being used to communicate and make contacts from all over the world. Students have to master four basic functions when studying English: listening, speaking, reading, and writing. To master all areas of English and learn English effectively, learning can include the skills of using English perfectly (Sy. Al Baqyatu Shalihah, 2019).

Writing is one of the most basic skills that students learn in school, and they retain the majority of what they learn in writing. Like many other skills, writing is also an essential part of being successful in school, especially in English. To write in a simple way is very easy, but to make the article easy to understand and coherent, it takes practice to reach a certain level. In addition to the efforts of teachers to improve student's writing ability, it also depends on quite a lot on the ability of learners.

Writing is an activity that explores thoughts and feelings on a chosen topic, clearly defining how to write so that the reader can understand it easily and clearly. Writing is a valuable skill considering, along with speaking, it's being used as a way of communication. People could effectively communicate their feelings, ideas, and thoughts via the presentation of language. Writing is considered the most difficult of the four skills because it requires the writer to have an idea and to express the content. In addition, the writer must carefully consider the grammar, sentences, vocabulary, and presentation of the text. Students are frequently challenged with writing and many components of the writing process, including the use of sentence-level concepts (Shawn M. Datchuk and Richard M. Kubina, 2012).

#### **1.2. Problem Statement**

According to Sridiana Elfia, students occasionally have an idea but they are unsure how to develop it into paragraphs; Some students even memorized only one sentence in a passage. Writing is a necessary process to create text that fits the structure from the formation of sentences, paragraphs to a complete article. As a result, teachers often have to support students to improve their

## **Improving English Writing Performance for High School Students through the Think-Pair-Share Technique**

writing skills and find the obstacles these students face. Certainly, students can create well-organized writing based on organizing ideas, choosing the right words, making sentences, and combining a sentence to form a coherent paragraph.

The research was conducted at Thai Nguyen University of Education (TNUE) during the first and second semesters of the academic year 2021-2022. The researchers found that English teachers are very interested in supporting and improving the writing skills of major students. Specifically, students mainly practice following sample texts to identify basic writing styles. When students were asked to develop an English paragraph, the researchers discovered that many of them failed to put their thoughts into words appropriately. They have difficulty not only in grammar and vocabulary but also in identifying and developing ideas. The weakness of the writing skills of a part of students is that the implementation of ideas is not clear and coherent, still depends heavily on sample essays. The failure of a student's writing is influenced by several things. The following are some of the issues that need to be addressed:

First, students' written tasks in class reveal that their English vocabulary is limited. This barrier causes serious problems for students when writing. They cannot concentrate while writing when they are busy looking for translations of certain words into English.

Second, students often have difficulty developing their ideas into paragraphs. Even when they have a concept, they have no idea how to turn it into appropriate paragraphs. Some of them can only write the main sentence without knowing how to interpret it.

Third, students cannot write well some texts according to a predetermined general structure. In fact, they do not know how to define what they should write in the first and subsequent paragraphs. Some students even present their writing based on what comes to mind.

Fourth, students have not yet mastered turning ideas into words and sentences. Students have difficulty choosing and combining vocabulary to create a meaningful sentence resulting in difficulty distinguishing types of text. Therefore, the problem of students is how to start writing when they have trouble finding ideas to write.

Many instructional strategies, such as the Think-Pair-Share strategy, have emerged in recent years to help students enhance their writing abilities. Students collaborate to solve an issue, topic, or task using the Think-Pair-Share method. Students must think about a topic alone before sharing their ideas with their classmates. Students will be more focused and involved in studying the content if they have a companion to discuss with.

Think-Pair-Share is a collaborative learning strategy that encourages and supports higher-level thinking, according to Jolliffe. Before matching up with a classmate, learners are encouraged to think about a certain topic. Finally, present your concept to the group and the class for discussion. The Think-Pair-Share method is seen to be an effective way to shift the discourse paradigm in the classroom. Students need more time to think and reply, thus discussions should be done in a multi-group setting. Processes should also be integrated to provide students more time to think and respond. Students get the opportunity to express their thoughts and assist a partner in answering the teacher's question in front of the class with another pair. As a result, the researcher advises that the Think-Pair-Share technique be used to increase motivation and interest in learning to write. Not only that, it can also help students enhance communication and help each other with friends in a group.

Think Pair Share would be considered since it offers several practical benefits for teaching kids to write. As a result, the researcher believes TPS is a successful teaching strategy for writing because it allows students to explore their writing ideas while sharing them with their peers, developing ideas, learning to criticize and accept criticism, and creating effective collaboration. Students will be assisted in generating writing concepts as well as exploring the intricacies of an article using the Think Pair Share technique. From there, students will write systematically based in an organized manner.

### **1.3. Research Aims**

Based on the description of the background above, the researcher of this study tries to improve the writing performance for high school students by implementing the research work entitled: " Improving English writing performance for high school students through the Think-Pair-Share technique."

### **1.4. Research Questions**

The study aims to improve English writing performance for high school students through the Think-Pair-Share technique. The thesis also points out the initial level of writing performance among 10th graders at Trung Gia High School. Specifically, the following research questions would be provided to show the study's purposes:

- i) What is the initial writing level of high school students?*
- ii) What are the impacts of the Think-Pair-Share Technique on students' Writing performance?*
- iii) What can be done to apply Think-Pair-Share technique effectively in teaching?*

### **1.5. Relevance and Importance of the Research**

The findings of this study will be extremely beneficial to high school students since it is a revolutionary strategy that has been proved to boost the development of writing abilities in general and paragraph writing in particular. Furthermore, this research will

## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique

give English instructors a useful tool to use in the teaching of the writing process. Furthermore, the findings of this study will assist future researchers in learning more about the Think-Pair-Share technique and its implementation.

The results of this study should be beneficial for English teachers when teaching writing by using the Think-Pair-Share technique; for students in developing their paragraph writing performance; and for researchers to conduct research to increase their understanding of writing paragraphs and to offer information to people who want to perform more writing research.

## II. LITERATURE REVIEW

### 2.1. Key Concepts

#### 2.1.1. Concepts of writing

##### 2.1.1.1. General Definition of Writing

Students must grasp writing as one of the four fundamental English abilities. Writing, according to Rimes, is a talent that involves the use of the eyes, brain, and hands to communicate thoughts arranged in words, phrases, and paragraphs. The mind gets an idea and conveys it in letters grouped in word form while writing. Each word is then grouped into a sentence so that the writer may use the written word to provide information or convey their thoughts to the reader.

Writing has always been a feature of the English curriculum, as well as the outcome of sophisticated preparation, drafting, review, and rewriting, as well as certain first and second language teaching approaches, as noted by Harmer. Learning how to produce ideas based on established writing methods and processes is the first step in crafting a cohesive essay.

Other scholars, such as Murcia and Olshtain, believe that writing is the process of putting words together to create a text, but that the text must be read and understood in order for communication to occur. People can communicate using written words rather than merely speaking.

One of the most basic tools for sustaining civilization is writing. The world as we know it could not exist without language. Writing, according to Bell and Burnaby of Nunan (1998: 36), is an extraordinarily complicated cognitive activity in which the writer must exhibit the ability to manipulate several factors at the same time. as well as characters Furthermore, control over content, format, sentence structure, vocabulary, punctuation, spelling, and letter creation is included in cognitive activity at the sentence level. Writers must also employ frameworks and combine information into paragraphs for the content to be cohesive and coherent.

Writing may be defined as the practice of communicating an idea, thinking via a well-organized written language, and expressing thoughts in written form, based on the description above. The reader can understand writing, and it may be used as an indirect communication method. Furthermore, the writing process is an activity that involves the creation of a specific language based on a set of phases or procedures that include planning, drafting, editing, and the final edition. The teacher's involvement in shaping learners' thoughts and writing is very crucial.

##### 2.1.1.2. Writing Purposes

Writing is an important aspect of language instruction since it is a necessary tool for pupils to develop their understanding of linguistic elements in practice (Xiao, 2007; Listyani, 2017; Haerazi & Irawan, 2020; Qader & Arslan, 2019). This is a skill that must be taught in great depth because it is also a method of storing and conveying information. Because it holds meaning about the shape of civilization as well as personal and societal purpose, the written word is also believed to reflect a culture and a society (Weigle, 2002; Haerazi et al., 2020). Writing has gotten more sophisticated and crucial as a result, and writing in English is a highly difficult task (Setyowati, Sukmawa, & Latief, 2019). Writing is not only a difficult talent that involves multiple different parts, but it also necessitates the use of language and rhetorical devices (Haerazi et al., 2018). As a result, we may describe writing as the ability to communicate thoughts through written symbols by structuring concepts according to linguistic principles. Then, to ensure that the reader understands the writer's point, express the meaning.

Writing is one of the most important talents in school, particularly in the classroom. Students must, without a doubt, utilize their language to convey their ideas and thoughts as well as to absorb written teaching. According to O'Malley and Pierce, a student's writing style may be classified into three categories. They are as follows:

- 1) Informative Writing: Assists authors with integrating new concepts and putting their previous knowledge to the test. As a result, the writer can impart knowledge and provide information, guidance, or ideas.
- 2) Expressive or Narrative Writing: Individual expression through imagination is referred to as expressive or narrative writing. Writers, for example, compose tales or essays for pleasure, amusement, exploration, poetry, or a short play.
- 3) Persuasive Writing: Writers strive to motivate and inspire people to take action or change. They could write reviews for a book, a movie, a consumer product, or a contentious subject, for example.

##### 2.1.1.3. Process of Writing

Writing is the ideal fusion of parts of the brain with thoughts on a certain subject. The author wants to create a piece of work or an article, therefore the writer will incorporate all of the pieces during the writing process. To put it another way, there is no writing

## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique

without a method. Writing, according to Boardman, is a systematic way of thinking. She recommends the eight essential writing steps listed below:

- 1) Assessing the assignment: The goal of the topic is the most significant piece of information that students must acquire.
- 2) Generating ideas: To find out what type of knowledge they need to seek for, students go through a cognitive process.
- 3) Organizing ideas: Students must outline the topic and determine the passage's major point. They must next consider incorporating additional arguments to back up the primary thesis.
- 4) Writing the First Draft: They begin writing the first draft after finalizing the concept and arranging it in a logical way.
- 5) Rewriting: This is a crucial step in the writing process, which also includes rewriting and editing.
- 6) Revising: As soon as they complete writing, students begin to repair the errors they notice.
- 7) Editing: Students should double-check their work for spelling, capitalization, punctuation, vocabulary, and grammatical errors.
- 8) Writing the final draft: Based on the findings of each preceding stage, students compose the right paragraph format.

The following are some writing steps based on Harmer:

- 1) Planning: Writers make plans for what they are going to write. For example, before they begin writing, they attempt to determine what they will write. This is significant since it may need taking extensive notes. The writer must think about and evaluate three primary factors while planning: purpose, audience, and content.
- 2) Drafting: The original draft of the essay may be considered a draft by the author. The writer can then construct many revisions until the writer is pleased with the final edition.
- 3) Editing (reflecting and revising): After completing a draft, authors generally go over the material to determine what needs to be changed or eliminated. After that, they make a new document.
- 4) Final version: When writers edit their drafts, they think about the adjustments that need to be made in order to generate the final edition. When writing, the writer must not only follow the method but also grasp each language's writing style and speaking structure. However, not all of them are utilized, and they must learn to be adaptable to communicate successfully in writing. To apply their writing talents effectively, they must be conversant with both the writing process and the many parts of writing.

Thus, according to Harris (1993: 10), writing is a long process, especially when thought periods are factored in, which might last up to a year before the book is written. While writing, the writer needs sufficient time to ensure that some internal processes are completed. Naturally, the amount of time differs amongst authors.

Byrne provides the following definition. He said that writing involves the creation of a series of sentences in 19 distinct sequences. Simultaneously, in a certain sequence, they are joined together to form a cohesive whole. The text refers to this cohesive whole, which may consist of one or more paragraphs by Byrne (1997: 1).

### *2.1.1.4. Definition of Writing performance*

According to Petty and Jensen, "writing" is defined as "the mental and physical process of producing letters and words" (1980, p. 362). There's a lot more to it than that, though. It requires, among other things, accurately spelling words, punctuating and capitalizing in conventional ways, and conforming to written standards." Writing, in other terms, is the act of expressing and molding one's ideas, feelings, and experiences. Writing, like speaking, is more than the generation of graphic symbols, according to Byrne (1993). Words are formed by arranging symbols according to a set of rules, and sentences are formed by arranging words according to a set of rules. Moreover, according to Gelb and Whiting (2006), writing is a method of recording language in visible form and ensuring its relative permanence. Furthermore, writing can be viewed as a method of expressing meaning through the written word. Rather than language practice, it is communication with a goal. It's also a complicated process that requires a wide range of skills and knowledge. Furthermore, writing necessitates far more than linguistic proficiency. It also entails gathering information and ideas, analyzing and organizing them, and presenting them to the reader in a way that effectively communicates those ideas (Williams, 2003).

The action or process of performing a task or function is defined as what the learner is expected to be able to do (Oxford dictionaries). Furthermore, according to the MacMilan dictionary, performance refers to the standard to which someone performs something, such as a job or an exam. When it comes to language, performance refers to a person's actual use of language in a given situation.

As a result, writing performance can be defined as a learner's use of language to express meaning, emotion, or thought, and, more specifically, to gather ideas and information, analyze, and organize the information using written language in accordance with certain conventions. A learner's presentation of a descriptive paragraph, a letter, or a new article, for example, can be considered writing performance. To be accurately assessed, the performance must be observable. The focus of the current study is on writing performance in terms of short paragraph performance.

## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique

### 2.1.2. Concepts of Think-Pair-Share Technique

#### 2.1.2.1. Definition of the Think-Pair-Share Technique

Think-Pair-Share, according to Frank Lyman, is a student-centered collaborative discussion instructional strategy. Students form pairs with a peer to express their perspectives after considering and establishing their own thoughts and ideas about a topic or issue. Finally, it takes its name from each of the three action stages, stressing what learners do in each. For the period of time allotted by the teacher, each student thinks about the subject or problem independently. Students then form partners with other students to converse and compare their responses. Following that, students agree on a group answer to the prompt. Finally, when the teacher asks them or volunteers to participate, pairs of students share their opinions with the rest of the class. Students are encouraged to engage and develop personal accountability to peers by using the Think-Pair-Share approach. Learners will always finish tasks, which will relieve the strain of having to solve difficulties in front of the class.

Think-Pair-Share is a collaborative learning strategy that promotes individual engagement and may be used at all levels of education and in all class sizes. TPS is a simple and effective approach created by Frank Lyman and his colleagues at the University of Maryland in 1981 as part of Collaborative Learning. As a result, many writers in the area of CL have trusted and used it since then. There are three basic phases to this approach. The person considers a question posed by the teacher in the first phase. Then, in the second stage, each individual brainstorms an answer before teaming with a partner to debate it. The Think-Pair-Share strategy is a basic yet efficient approach. Students learn from one another and consult their ideas when utilizing TPS. Students' attitudes changed, and everyone in the class participated rather than a select who frequently volunteered (Lyman, 1992). Furthermore, this strategy provides teachers with advantages such as more time on task in the classroom and higher-quality student participation in class discussions. In the end, both students and teachers will have a better understanding of the desire to stand out and engage in-class interactions.

Think-Pair-Share is an approach for giving students things to consider on a certain topic. Students then begin to generate their own thoughts and share them with their peers. Think-Pair-Share encourages students to be proactive and offers a high degree of response rather than utilizing traditional recitation methods such as the instructor asking a question and the student replies.

Think-Pair-Share is more than merely a collaborative learning technique; it may also encourage and support higher-level thinking among students. Students begin to think about the aspects of the topic at the teacher's request, pair up with another student to exchange their ideas, and then present their ideas with the class" (Lyman, 1981). Professor Frank Lyman of the University of Maryland created this model in 1981, and it has since been adopted by numerous writers in the field of applied cooperative learning. It emphasizes the freely participatory aspect of learning, as well as the concept of "wait or think" time. Furthermore, it is a significant role in enhancing answerability. This is a basic yet successful method that may be used at all phases of education, from elementary school through college and beyond. Finally, a simple framework has been altered and applied in a variety of ways. This is one of the most important foundations for the cooperative classroom's development.

#### 2.1.2.2. Think-Pair-Share Technique Variations.

There are various versions of Think-Pair-Share, and here are a few examples:

- *Think-Write-Pair-Share*: Students are urged to jot down their thoughts in notebooks before discussing them with a colleague.
- *Think-Pair-Square*: Students are asked to make squares in pairs. Students will share their finished Think-Pair-Share with another pair.
- *Think-Draw-Share*: After drawing personal thoughts, students form pairs to debate with their peers.
- *Formulate-Share-Listen-Create*: The students are expected to come up with their own replies. They take turns giving their responses while carefully listening to their partner's criticism in order to find parallels and contrasts on the topic. Students then collaborate with their partners to create fresh solutions to prompts that incorporate the best aspects of both ideas. Finally, at the teacher's request, they share their thoughts with the entire class.
- *Mix-Pair-Share*: Students are advised to remain silent and mingle with the rest of the class without speaking. When the instructor announces "Pair," the learners immediately form pairs with those who are closest to them. The teacher provides specific reminders as well as time to consider. The pupils next take turns with their companions to share their answers. Teachers can opt to play music as students roam around the classroom mixing and mingling, and then pause the music for students to form pairs, ponder, and discuss.
- *Think-Tweet-Share*: Students are advised to pursue the challenge and create a 140-character twitter answer or representation to share the experience.
- *Think-Text-Share*: Participants are required to consider the prompt and text their replies to their classmates (if the teacher allows them to use cell phones in class).
- *Think-Pair-Wordle-Share*: "What are all the terms you can think of to describe 'earth,'" the teacher asks at random (characteristics, properties, size, state, etc). Students are invited to think alone before forming a duo to exchange their thoughts and produce a coherent notion to present to the class.

## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique

- *Think-Blog-Respond*: Students are expected to come up with a range of blog post topics and then write one. The partner then reads the blog article and makes recommendations.
- *Timed-Pair-Share*: Each student takes 1 minute to share and contact their companion so they may share as well.

Think-Pair-Share provides “thinking time” for students to be more proactive as well as increases the quality of answers. Students have the chance to think about and process new ideas and information since techniques can be utilized at any moment during the class session; however, they must grasp those new concepts based on their prior knowledge. Students' mistakes and misconceptions about a topic or concept are typically disclosed and rectified more readily in discussions with peers. Students' learning and retention of knowledge are improved by using Think-Pair-Share and variants of the method at various times.

### 2.1.2.3 Advantages of the Think-Pair-Share Technique

After using the brainstorming strategy in pairs, there was a statistically significant improvement in students' reading comprehension. The brainstorming strategy in pairs, it may be argued, can increase learners' reading comprehension skills. In the application process students not only have time to think and develop their ideas during “thinking time”, but also give students the opportunity to discuss the text and need to solve problems together. In other words, the primary concept is the part of the text that has improved the most, since the three essential phases of the Think-Pair-Share approach assist students in grasping the article's core idea (Rima Varadina, Sudirman, Gede Eka Putrawan, 2017).

To make a difference in teaching, the Think-Pair-Share technique is designed by giving students the most time and structure to think about a topic. From there, allow them to form their own ideas and then share these ideas with colleagues. This teaching method not only stimulates classroom engagement but also encourages a high degree of student reaction. This strategy, in particular, allows all students to share their opinions with at least one other person, allowing them to focus more on their classroom learning. Think-Pair-Share is a useful strategy for teaching students to think reactively and to support one another while promoting individual involvement. It may be used in study groups or classrooms (Zulfida Sari Saragih, 2012).

Students are given three unique processes to think about questions:

- *Think*: Students are expected to think about the subject on their own and come up with their own answers.
- *Pairs*: Students are urged to talk about their ideas in groups or couples. Students express themselves and consider the opinions of others.
- *Share*: Students in pairs present their thoughts to a bigger group or the entire class. Students are more at ease in this phase when they express their thoughts in front of a group and are listened to and remarked on by their partners. Furthermore, via this three-step procedure, students' ideas have grown more polished and distinct.

So, from the beginning of the next stage of school to college and beyond, Think-Pair-Share is a simple yet successful strategy. This is a very flexible structure that has been adapted and used in many ways to fit the characteristics of each classroom activity.

Think-Pair-Share was chosen because it offers several advantages for teaching high school students to write. TPS, according to the researcher, is an excellent strategy for students to acquire their thoughts about what to write and share them with their peers. Develop ideas, learn to criticize and accept criticism, and encourage more effective cooperation than normal from there. Students will readily construct writing ideas and uncover crucial facts by using the Think-Pair-Share approach. As a consequence, they would write in a more orderly and methodical manner.

The benefits of this technique are:

- Improve your critical thinking skills. Students get the opportunity to debate and reflect on the topic after each lecture.
- Make it more comfortable and safe for learners to participate in a discussion with another classmate rather than a huge group.
- It is much easier to include into classes, so there is a lot less useless content.
- Encourage students to learn.

Later, Lyman (1987) added that the Think-Pair-Share strategy is effective because it allows students to follow a predetermined procedure to limit their thinking, off-task behavior, and develop accountability in their pairs. It draws hesitant students, especially in the thinking and partnering process, and makes it simple for them to converse with big groups. Furthermore, putting it into practice lengthens students' thinking and encourages them to express themselves clearly to others.

Finally, the Think-Pairs-Share technique may be deduced as a strategy that helps students to prepare themselves by organizing everything before proceeding to the final step. Students are given time to consider and are guided through the questions offered by the teacher in this method. Students have more time to explore their ideas in depth with partners after brainstorming. As a result, children can develop their simple thoughts into complex concepts during this partnering phase before sharing them with the rest of the class.

### 2.1.2.4. Implementation of the Think-Pair-Share Technique in the classroom

- Ask students to number themselves from 1 to 4 in groups, or have them utilize alternative ways to make pairs.
- The teacher gives the prompt, the selected topic or the problem to be solved.
- Ask students to think about the prompt for 30 - 60 seconds to form their answers.

## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique

- Note: Teachers need to consider the time appropriate to the student's ability to think about prompts and exchange of answers. In other words, they need enough time to think and form an answer.
- By stating the number of students who will be partners, the teacher allocates couples at random.
- Students are permitted to collaborate with their partners.
- The teacher asks each student in turn to share their answers with their partner while the other students listen.
- While their companion listens, the teacher instructs the students to go on to the other student with the greatest number of shares.
- Encourage students to talk about similar subjects to ensure that everyone understands the prompts and has some background knowledge.
- Circulate the room again as students discuss and listen to each other's mistakes or issues, as well as fascinating ideas or thoughts that might benefit the entire class.
- The teacher invites volunteers to discuss their ideas with the rest of the class in pairs.

The following are the stages to using the Think-Pair-Share technique:

- (1) Plan ahead of time how students will be paired together (random or assigned).
- (2) Set topic of discussion or ask questions (may allow students to ask questions).
- (3) Allow students at least 1 minute to think independently.
- (4) Ask students to share their thoughts during the discussion with one of their partners.
- (5) Request a few students to speak up in front of the class and discuss their thoughts.

### 2.1.2.5. Potential Think-Pair-Share problems

According to Lilis Pristiani, the downsides of Think Pair Share are:

- Think-Pair-Share requires specific skills and proficiency of teachers. Teachers not only have to know the techniques but also have to be flexible when practicing in class with the student's abilities
- Prepare teaching materials that require a level of difficulty that matches the student's thinking level. This factor depends on the learning ability of each class. For example, non-English majors will not require too much accuracy, which is the opposite of English-specialized classes.
- When learners are taught a method of thinking, it changes their study habits. Learning to solve issues in groups, rather than on one's own, takes its place.

According to the explanation, the Think-Pair-Share learning strategy primarily allowed all students to share their opinions with at least one other student; nevertheless, teachers must be adaptable in order to alter the students' learning levels.

## 2.2. Previous Research

In the academic year 2013/2014, Laini (2014) did a study on The Application of Think Pair Share in Improving Writing Skill of the Eighth Grade Students of SMPN 9 Denpasar. She has shown that TPS is an excellent strategy for improving these students' descriptive writing skills. The participants were encouraged to study new things and create descriptive paragraphs. The increase in the average score of the research subjects' descriptive writing in each test demonstrates this.

Improving Students' Achievement on Writing Descriptive Text through Think-Pair-Share was researched by Siburian (2013). With each assessment, she noted that the student's GPA increased. In other words, when TPS was used, pupils' descriptive writing performance improved by a factor of ten.

Improving Students' Achievement in Writing Procedure Text Through Think-Pair-Share (TPS) Technique was investigated by Elisabeth and Aisah (2012). Students exhibit favorable attitudes and responses in the teaching and learning process when the TPS approach is used, according to their observations. Students believe that using the TPS approach has aided them in writing process documentation, as evidenced by surveys and interview findings. The TPS approach has greatly enhanced student procedural writing achievement and inspired students to actively participate in learning and thinking in conversations.

Using the Think-Pair-Share Strategy to Improve Students' Speaking Ability was investigated by Usman (2015) at STAIN Ternate. He found that this method succeeded since there was a considerable improvement during his observations and based on the findings gathered. Students from Cycle 1 through Cycle 2 carry out the procedure. Indicators of success criteria show that students have improved significantly. The TPS strategy's efficacy is demonstrated by the students' evaluation of "good" scores after it was applied and tested using the speaking exam.

TPS as an Effective Technique to Enhance the Students' Achievement on Writing Descriptive Text was studied by Sumarsih and Dedi (2013). They show that the average score of pupils on each examination continues to improve across their 11 inspections. When students use the TPS approach, their ability to write descriptive paragraphs improves significantly. From the first to the third examination, the score steadily improved. The adoption of the TPS approach has resulted in students having positive attitudes and responses in the teaching and learning process, according to observational data. The students acknowledged that using TPS increased their ability to write descriptive prose, according to the questionnaire and interview report.

## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique

After having read these research works, the researcher believes that the Think-Pair-Share technique is an effective strategy to apply based on the prior research results. Although several of the researchers mentioned above employ Think-Pair-Share to teach descriptive writing, they all do it in various ways. There are various contrasts between the researcher's prior study and the research he or she will do. For instance, the study's topic and the topic provided. At the same time, this study's subject differs from the last one in that it will be done on 10th-grade students from a Hanoi high school.

### 2.3. The Effects of Think-Pair-Share on Students' writing performance and Students' Motivation

Think-Pair-Share is becoming one of the most popular approaches for improving students' writing abilities and motivating them. It has been proven by the findings of other researchers who participated in this study. According to the researcher, it is preferable to employ the Think-Pair-Share strategy to assist learners in writing by allowing them to share ideas in pairs or groups to create confidence. As a result, they will be more motivated to study English. TPS approach was found to have an effect on participants' writing skills in this study. There are three basic steps that may be used for these tasks. First and foremost, consider. The instructor initiates the Think-Pair-Share process by posing a question to the whole class: a solution for the entire class. Second, the teacher instructs learners to pair up with a partner for 10-15 minutes to compare or debate the most appropriate solution. Finally, spread the word. After the students have discussed in pairs, the teacher invites the pairs with the best responses to share and discuss their thoughts with the entire class. Individuals can present their solutions individually or in groups with the rest of the class. TPS is highly recommended, according to certain findings from past research, because students not only improve their writing skills but are also inspired to undertake writing activities in the classroom. This method allows students to create their own goals while also keeping them interested in the classroom.

## III. METHODOLOGY

### 3.1. Research design

The research utilized a quasi-experimental methodological approach to analyze the influence of using the Think-Pair-Share strategy on a group of high school students' writing performance. Two groups of English learners participated in the study, one as the control group and the other as the experimental group. A pre-test was conducted to assess the two groups' beginning ability, and a post-test was conducted to assess the final outcomes. Through the use of pre-questionnaire and post-questionnaire, learner feedback was collected to analyze data on the effectiveness of usage. The experiment took place in 10 weeks of the writing practice class of students in a high school. Finally, the researcher assessed and evaluated the effectiveness of the Think-Pair-Share technique in supporting high school students to improve their paragraph writing skills.

**Table 1. Procedure of the research**

Stage	Experimental group	Non-experimental group (control group)
1	Pre-questionnaire	Pre-questionnaire
2	Pre-test	Pre-test
3	10 weeks of practice with a rich integration of TPS technique	10 weeks of normal practice
4	Post-test	Post-test
5	Post-questionnaire	

### 3.2. Research Methods

#### 3.2.1 Participants

The current research was conducted at Trung Gia High School in Vietnam, and the participants were 40 10th students. Twenty were placed in the experimental group (using the TPS technique), while the remaining 20 were placed in the control group (without the TPS technique).

All 40 students were asked to fill out a survey regarding their writing abilities, including their perceptions, awareness, experience, attitudes, and levels. Then they were asked to complete a pre-test and post-test on paragraph writing, with only the experimental group completing a feedback questionnaire on the TPS technique's use in writing paragraphs.

Throughout their school years, these students have participated in English language practice programs focusing on language growth and abilities. They are currently learning English as a topic at school, which includes listening, speaking, reading, and writing activities. Hence, the volunteers were between the ages of 15 and 16.

#### 3.2.2. Data Collection and Analysis Instruments

##### (1) Pre-questionnaire

Prior to the experiment, the researcher constructed an online survey to gather information about the participants' knowledge, experience, attitude, writing skill, and comprehension of the Think-Pair-Share technique.



## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique

### (2) Pre-test

Before any treatment, the student was given a pre-test at the first appointment to determine his or her beginning level. The pre-test lasted 30 minutes, and students were required to write a brief paragraph about a certain topic without the need for instructor explanation.

### (3) Treatment

The experiment included 10 sessions, each enduring 45 minutes. A second researcher demonstrated how to apply TPS approaches to increase students' abilities to write a paragraph on a variety of themes. At the same time, after each session, the researcher examined the students' writing process and attitude.

### (4) Post-test

The post-test was administered at the last meeting, also for 30 minutes, to see how much the students' writing skills had improved as a result of using the TPS technique. The participants were once again required to write a brief paragraph on a specific topic for this test. The experiment's efficacy was then assessed using the test's final results.

### (5) Post-questionnaire

Following the completion of the post-test, another survey was created to collect comments from the participants on the approach utilized. Process, benefits, drawbacks, participant attitudes, and viable solutions to increase the success of applying TPS techniques in writing sessions were also covered.

### 3.2.3. Procedure of the experiment

During 10 weeks, the two groups were given similar and specific instruction on the topic and writing performance as well as brainstorming, vocabulary, and essential grammar points. However, the difference between the two groups was that the TPS technique was used during the writing phase for the experimental group while in the control group, there was no intervention of TPS techniques. After each practice session, the teacher gave a final assessment of the students' writing work each week.

10 weeks of experiments were conducted as planned with 10 different topics of writing paragraph. The researcher designed activities suitable for each writing topic and ask students to follow the process: "think independently - pair up to discuss - share ideas in front of the class", and finally, writing practice. The researcher based on the final results between pairs to give a specific assessment of the idea and presentation.

**Table 2: Detailed Procedure of the research**

Deadline	Topic	Objectives	Students' activities
<b>PRE-QUESTIONNAIRE</b> (for the experimental group and the control group)			
<b>PRE-TEST</b>			
<b>THE EXPERIMENT (10 weeks)</b>			
<b>Week 1:</b>	Writing about doing household chores	<ul style="list-style-type: none"> <li>- Improve your ability to write paragraphs and generate ideas.</li> <li>- Consolidate knowledge of grammar and vocabulary.</li> <li>- Improve critical thinking, work in pairs and groups.</li> </ul>	<p><b>1. Think:</b></p> <ul style="list-style-type: none"> <li>- Think individually about questions related to the topic.</li> <li>a. How many people are there in your family?</li> <li>b. Are they busy?</li> <li>c. How does your family split the housework?</li> <li>d. What household chores does each member of the family do?</li> <li>e. Do the family members enjoy the housework?</li> <li>f. What are the benefits of everyone in the family sharing the housework?</li> </ul> <ul style="list-style-type: none"> <li>- Complete the family chore chart by answering the given question</li> </ul> <p><b>2. Pair:</b></p> <ul style="list-style-type: none"> <li>- Work in pairs to give suggestions and comments to the partners.</li> <li>- Develop paragraphs based on the partner's ideas and comments.</li> </ul> <p><b>3. Share:</b></p> <ul style="list-style-type: none"> <li>- Share the paragraph with the class and edit the paragraph with appropriate ideas.</li> <li>- Finalize and complete the paragraph.</li> </ul>
<b>Week 2:</b>	Writing about what to eat and not to eat	<ul style="list-style-type: none"> <li>- Improve your ability to write paragraphs and generate ideas.</li> <li>- Consolidate knowledge of grammar and</li> </ul>	<p><b>1. Think:</b></p> <ul style="list-style-type: none"> <li>- Think individually about questions related to the topic.</li> <li>a. Which foods are beneficial and which are harmful?</li> <li>b. What do you usually have for lunch or dinner?</li> <li>c. Do you care about the nutritional value of the things you eat?</li> </ul>

## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique

		<p>vocabulary.</p> <ul style="list-style-type: none"> <li>- Improve critical thinking, work in pairs and groups.</li> </ul>	<p><i>d. In your opinion, does food depend on each person's diet?</i>  <i>e. Build a list of foods from your own experience that may give you.</i></p> <ul style="list-style-type: none"> <li>- Building supporting ideas based on the above question.</li> </ul> <p><b>2. Pair:</b></p> <ul style="list-style-type: none"> <li>- Work in pairs to give suggestions and comments to the partners.</li> <li>- Develop paragraphs based on the partner's ideas and comments.</li> </ul> <p><b>3. Share:</b></p> <ul style="list-style-type: none"> <li>- Share the paragraph with the class and edit the paragraph with appropriate ideas.</li> <li>- Finalize and complete the paragraph.</li> </ul>
<b>Week 3:</b>	writing a biography about the person you admire most	<ul style="list-style-type: none"> <li>- Improve your ability to write paragraphs and generate ideas.</li> <li>- Consolidate knowledge of grammar and vocabulary.</li> <li>- Improve critical thinking, work in pairs and groups.</li> </ul>	<p><b>1. Think:</b></p> <ul style="list-style-type: none"> <li>- Think individually about questions related to the topic.</li> <li><i>a. Who is she/he?</i></li> <li><i>b. When was she/he born?</i></li> <li><i>c. Where was she/he born?</i></li> <li><i>d. What influence does she/he have?</i></li> <li><i>e. How did you know she/he?</i></li> <li><i>f. Why do you admire she/he?</i></li> </ul> <ul style="list-style-type: none"> <li>- Building supporting ideas based on the above question.</li> </ul> <p><b>2. Pair:</b></p> <ul style="list-style-type: none"> <li>- Work in pairs to give suggestions and comments to the partners.</li> <li>- Develop paragraphs based on the partner's ideas and comments.</li> </ul> <p><b>3. Share:</b></p> <ul style="list-style-type: none"> <li>- Share the paragraph with the class and edit the paragraph with appropriate ideas.</li> <li>- Finalize and complete the paragraph.</li> </ul>
<b>Week 4:</b>	Writing an application letter for volunteer work	<ul style="list-style-type: none"> <li>- Improve your ability to write paragraphs and generate ideas.</li> <li>- Consolidate knowledge of grammar and vocabulary.</li> <li>- Improve critical thinking, work in pairs and groups.</li> </ul>	<p><b>1. Think:</b></p> <p>Your cover letter for a volunteer position should be detailed, professional, and simple to read. Your volunteer cover letter should include:</p> <ul style="list-style-type: none"> <li>- <i>Your name and address</i></li> <li>- <i>Greeting</i></li> <li>- <i>Introduction</i></li> <li>- <i>Body</i></li> <li>- <i>Conclusion</i></li> <li>- <i>Sign-off</i></li> </ul> <p>Building supporting ideas based on the above question.</p> <p><b>2. Pair:</b></p> <ul style="list-style-type: none"> <li>- Work in pairs to give suggestions and comments to the partners.</li> <li>- Develop paragraphs based on the partner's ideas and comments.</li> </ul> <p><b>3. Share:</b></p> <ul style="list-style-type: none"> <li>- Share the paragraph with the class and edit the paragraph with appropriate ideas.</li> <li>- Finalize and complete the paragraph.</li> </ul>
<b>Week 5:</b>	Writing about the benefits of an invention	<ul style="list-style-type: none"> <li>- Improve your ability to write paragraphs and generate ideas.</li> <li>- Consolidate knowledge of grammar and vocabulary.</li> <li>- Improve critical thinking, work in pairs and groups.</li> </ul>	<p><b>1. Think:</b></p> <ul style="list-style-type: none"> <li>- Think individually about questions related to the topic.</li> <li><i>a. What invention is that?</i></li> <li><i>b. when was it invented?</i></li> <li><i>c. What are its benefits?</i></li> <li><i>d. What effect does it have on human life?</i></li> <li><i>e. What do you think?</i></li> </ul> <ul style="list-style-type: none"> <li>- Building supporting ideas based on the above question.</li> </ul> <p><b>2. Pair:</b></p> <ul style="list-style-type: none"> <li>- Work in pairs to give suggestions and comments to the partners.</li> </ul>

## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique

			<p>- Develop paragraphs based on the partner's ideas and comments.</p> <p><b>3. Share:</b></p> <p>- Share the paragraph with the class and edit the paragraph with appropriate ideas.</p> <p>- Finalize and complete the paragraph.</p>
<b>Week 6:</b>	Writing about the disadvantages of working mothers	<p>- Improve your ability to write paragraphs and generate ideas.</p> <p>- Consolidate knowledge of grammar and vocabulary.</p> <p>- Improve critical thinking, work in pairs and groups.</p>	<p><b>1. Think:</b></p> <p>- Think individually about questions related to the topic.</p> <p><i>a. Are working mothers common in your country?</i></p> <p><i>b. What problems do they usually face?</i></p> <p><i>c. Do you agree with this?</i></p> <p><i>d. What do you think about this?</i></p> <p>- Building supporting ideas based on the above question.</p> <p><b>2. Pair:</b></p> <p>- Work in pairs to give suggestions and comments to the partners.</p> <p>- Develop paragraphs based on the partner's ideas and comments.</p> <p><b>3. Share:</b></p> <p>- Share the paragraph with the class and edit the paragraph with appropriate ideas.</p> <p>- Finalize and complete the paragraph.</p>
<b>Week 7:</b>	Writing about some typical characteristics of the Vietnamese people	<p>- Improve your ability to write paragraphs and generate ideas.</p> <p>- Consolidate knowledge of grammar and vocabulary.</p> <p>- Improve critical thinking, work in pairs and groups.</p>	<p><b>1. Think:</b></p> <p>- Think individually about questions related to the topic.</p> <p><i>a. What are the typical characteristics of Vietnamese people?</i></p> <p><i>b. In what ways are these characteristics expressed?</i></p> <p><i>c. Are these characteristics good or bad?</i></p> <p><i>d. What role does it play in Vietnamese life?</i></p> <p><i>e. What do you think of those typical characteristics?</i></p> <p>- Building supporting ideas based on the above question.</p> <p><b>2. Pair:</b></p> <p>- Work in pairs to give suggestions and comments to the partners.</p> <p>- Develop paragraphs based on the partner's ideas and comments.</p> <p><b>3. Share:</b></p> <p>- Share the paragraph with the class and edit the paragraph with appropriate ideas.</p> <p>- Finalize and complete the paragraph.</p>
<b>Week 8:</b>	Writing about the advantages of electronic devices as learning tools	<p>- Improve your ability to write paragraphs and generate ideas.</p> <p>- Consolidate knowledge of grammar and vocabulary.</p> <p>- Improve critical thinking, work in pairs and groups.</p>	<p><b>1. Think:</b></p> <p>- Think individually about questions related to the topic.</p> <p><i>a. Have you been using electronic devices as learning tools? What are those devices?</i></p> <p><i>b. How is it used for learning?</i></p> <p><i>c. How does it benefit your studies?</i></p> <p><i>d. Is it inconvenient or convenient?</i></p> <p><i>e. What do you think about those benefits?</i></p> <p>- Building supporting ideas based on the above question.</p> <p><b>2. Pair:</b></p> <p>- Work in pairs to give suggestions and comments to the partners.</p> <p>- Develop paragraphs based on the partner's ideas and comments.</p> <p><b>3. Share:</b></p> <p>- Share the paragraph with the class and edit the paragraph with appropriate ideas.</p> <p>- Finalize and complete the paragraph.</p>
<b>Week 9:</b>	Writing about environmental problem and giving some	<p>- Improve your ability to write paragraphs and generate ideas.</p> <p>- Consolidate knowledge</p>	<p><b>1. Think:</b></p> <p>- Think individually about questions related to the topic.</p> <p><i>a. What is one of the environmental issues that deserves attention in your country?</i></p>

## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique

	practical advice on how to preserve the environment	of grammar and vocabulary. - Improve critical thinking, work in pairs and groups.	<i>b, How bad it affects human life and health.</i> <i>c, How did humans overcome it? Is there any improvement?</i> <i>d, What suggestions do you have to improve this environmental issue?</i> - Building supporting ideas based on the above question. <b>2. Pair:</b> - Work in pairs to give suggestions and comments to the partners. - Develop paragraphs based on the partner's ideas and comments. <b>3. Share:</b> - Share the paragraph with the class and edit the paragraph with appropriate ideas. - Finalize and complete the paragraph.
<b>Week 10:</b>	Writing a travel brochure promoting an eco-tour	- Improve your ability to write paragraphs and generate ideas. - Consolidate knowledge of grammar and vocabulary. - Improve critical thinking, work in pairs and groups.	<b>1. Think:</b> - Think individually about questions related to the topic. <i>a, What is the ecotourism destination you would recommend?</i> <i>b, What is the schedule of this eco-tour? What services are included?</i> <i>c, What is special about it compared to other tours?</i> <i>d, Any notes when participating in this eco-tour?</i> <i>e, Should people be encouraged to use this tour? Why?</i> - Building supporting ideas based on the above question. <b>2. Pair:</b> - Work in pairs to give suggestions and comments to the partners. - Develop paragraphs based on the partner's ideas and comments. <b>3. Share:</b> - Share the paragraph with the class and edit the paragraph with appropriate ideas. - Finalize and complete the paragraph.
<b>POST-TEST</b> (for the experimental group and the control group)			
<b>POST-QUESTIONNAIRE</b> (only for the experimental group)			

### 3.4. Data Analysis

After participants have finished filling out the online questionnaires, the researcher could move on to the next step. In addition, both groups' outcomes after ten weeks of training were included. The data was carefully evaluated to see how effective the Think-Pair-Share method was. Finally, participants' particular judgments and objective replies were presented.

## IV. RESULTS AND DISCUSSION

### 4.1. Initial writing level of 10th graders at Trung Gia High School

To investigate the existence of writing problems among 10th graders, Trung Gia High School, researchers examined their scores on previous written exams. In particular, mostly on one-period written tests in class, and found that their scores in one skill were lower than their scores in another. The researcher then interviewed 40 10th graders at Trung Gia High School, who participated in this experiment, about their weaknesses in writing. They stated that, despite receiving adequate attention and support from their subject teachers, they had poor self-esteem in their writing abilities for a variety of reasons. They claim that the most evident cause of the problem is a lack of knowledge about writing procedures. Sure, they don't know where to start with a writing strategy. Another reason they revealed was that although they were provided with writing materials, they rarely followed it and relied only on sample papers.

However, after testing, researchers did see some significant improvements in learners' writing ability and performance. Although, there are still a very few that can't get used to and change. Following additional analysis, the researcher discovered that the majority of students in the experimental group learned other abilities and widened their range of thinking, which imparts certain benefits in the teaching process. Furthermore, despite their problems on the examinations, the pupils' scores in class improved considerably after only a few weeks of testing. Therefore, the researcher came to the conclusion that, with the help of teachers in the school, their thinking ability and writing skills were significantly improved by TPS technique.

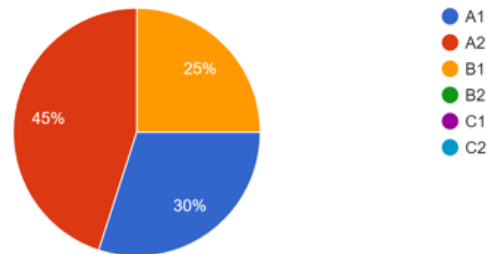
#### 4.1.1. Results from the pre-questionnaire

Prior to data collection, the researcher created a pre-questionnaire with a series of questions on high school students' writing abilities and the Think-Pair-Share technique. The majority of students were critical of their writing abilities and did not have much time to improve, according to the study. In addition, they also pointed out that despite regular classroom training and practice,

## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique

they still find it difficult to keep up with the progress due to some limitations in the learning process. In addition, about 75% of them believe that their current writing level is not yet at B1 level. Furthermore, they claim to have little or no knowledge of Think-Pair-Share techniques as they are not commonly applied in classroom writing, which posed several advantages to the researchers.

From your perspective, what level are you at in English?



### 4.1.2. Results from the pre-test

Following the completion of the pre-questionnaires, the researcher devised a writing exam to assess the students' writing performance. The learners think they are poor and have no technique, so I designed the test based on paragraph writing at level B1. The pre-test is tailored to the student's level and the results are surprisingly accurate. Based on the scoring criteria of the paragraph writing test, the researcher found that about 50% of the group scored below 7, ranging from around 4 to 6. To make the test more accurate, the researcher The study split the group into 2 smaller groups and designed multiple tests of similar difficulty. We also assign extra proctors around the class to avoid cheating. Therefore, the results are not too different from the previous time when it fluctuates around from 4 to 6. Thus, we can easily tailor the tests to suit the experiment for optimal performance. We utilized the B1 writing marking criteria to score their tests, which are shown below:

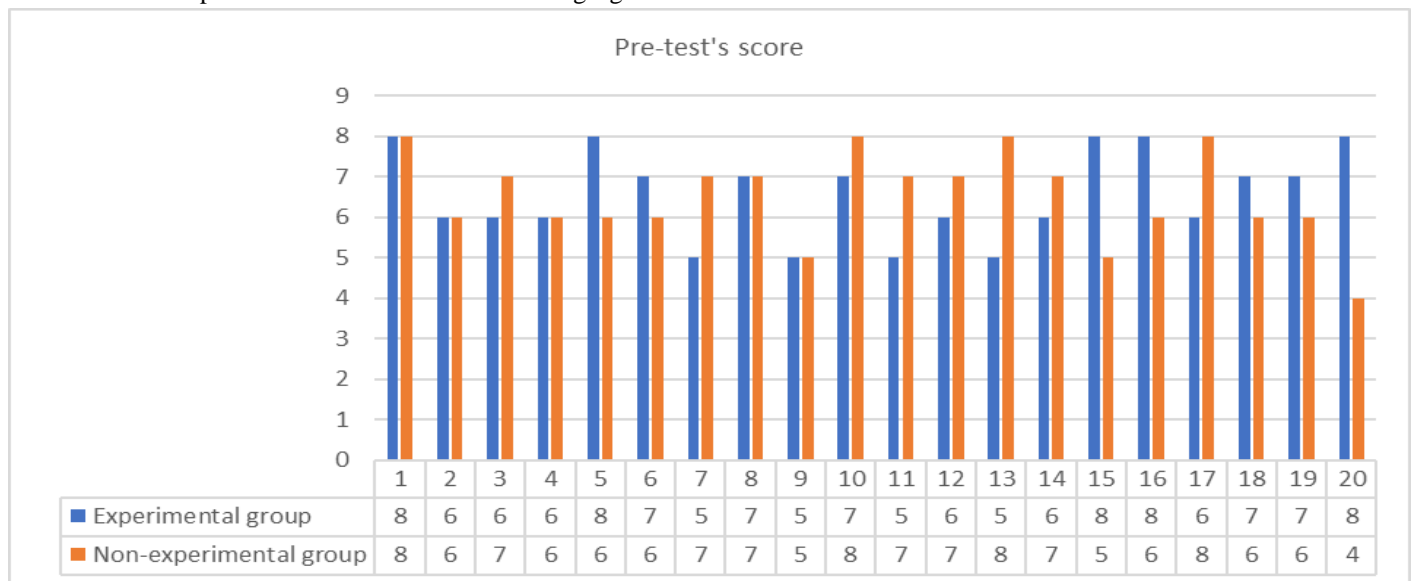
**Table 3.**

	1-2	3-4	5-6	7-8	9-10
<b>Grammar Use</b>	<ul style="list-style-type: none"> <li>- Use poor grammar, not suitable for the level.</li> <li>- Make many mistakes in sentence structure that cause misunderstandings.</li> </ul>	<ul style="list-style-type: none"> <li>- Use proper grammar but sometimes make mistakes that make it difficult for readers to follow.</li> <li>- There are several issues with sentence construction.</li> </ul>	<ul style="list-style-type: none"> <li>- When the proper grammar is combined with a few errors, certain portions might seem confused.</li> </ul>	<ul style="list-style-type: none"> <li>- Use good grammar, make a few mistakes.</li> <li>- Have some problems with sentence structure.</li> </ul>	<ul style="list-style-type: none"> <li>- Perfect grammar with nearly no or only a few errors.</li> <li>- Sentence construction that is appropriate for the level.</li> </ul>
<b>Vocabulary &amp; Spelling</b>	<ul style="list-style-type: none"> <li>- Use a little amount of appropriate language and overuse comparable terms.</li> <li>- Using words in the wrong context, wrong meaning or off topic.</li> <li>- Spelling errors cause serious confusion for readers.</li> </ul>	<ul style="list-style-type: none"> <li>- Limited vocabulary.</li> <li>- There are far too many instances of the identical phrases being repeated.</li> <li>- Problems with context or form that are confusing.</li> <li>- A lot of mistakes with the spelling.</li> </ul>	<ul style="list-style-type: none"> <li>- Despite certain faults in content or form, appropriate vocabulary usage.</li> <li>- The same vocabulary is used several times.</li> <li>- It might be tough to follow due to various spelling errors.</li> </ul>	<ul style="list-style-type: none"> <li>- A useful vocabulary, however it's occasionally applied incorrectly in terms of context, meaning, or form.</li> <li>- Made various grammatical errors and misread the message.</li> </ul>	<ul style="list-style-type: none"> <li>- Vocabulary rich.</li> <li>- With (almost) no mistakes, use new language in the proper context, meaning, and form.</li> <li>- There are no or very few spelling errors.</li> </ul>
<b>Organization &amp; Unity</b>	<ul style="list-style-type: none"> <li>- There is no arrangement of the paragraph's thoughts.</li> <li>- The subject sentence and supporting concepts</li> </ul>	<ul style="list-style-type: none"> <li>- Very poor organization of ideas and topic sentence makes it hard to follow the paragraph.</li> </ul>	<ul style="list-style-type: none"> <li>- It might be difficult to follow a paragraph when there is an unclear flow of ideas and irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>- Thoughtful organization, but difficult to follow.</li> <li>- It is linked to a good subject phrase and supporting</li> </ul>	<ul style="list-style-type: none"> <li>- The material is organized in a logical manner, making it easy to grasp.</li> <li>- The original</li> </ul>

## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique

	are unclear or absent. - Converting thoughts into connections is not a good idea.	- There are several difficulties with the way the supporting thoughts are organized.	information. - Incomplete topic sentence - Many issues with the flow of the supporting ideas.	ideas. - A few flaws and a dash of irrelevance are tolerable.	topic phrase and thoughts are really well-matched. - No irrelevant sentences throughout the paragraph.
<b>Task Achievement</b>	- Meet the requirements of the task effectively. - The topic sentence or some supporting ideas have the right focus.	- Completely satisfy the task's criteria. - The attention is on the subject sentence or some supporting concepts.	- Meet most of the requirements of the mission. - Topic sentences or some supporting ideas are rarely out of focus.	- A lot of parts of the quest are missing. - Missing topic sentences or some supporting ideas.	- Does not meet most of the requirements of the mission. - There are no topic sentences and supporting sentences.
<b>Capitalization &amp; Punctuation</b>	Use it fluently and have absolutely no problems with punctuation or capitalization.	Absolutely no problem with punctuation or capitalization.	- Almost no problem with punctuation or capitalization.	- Some capitalization or punctuation issues can make some sections difficult to follow.	- Lots of capitalization and punctuation problems that distort the meaning.

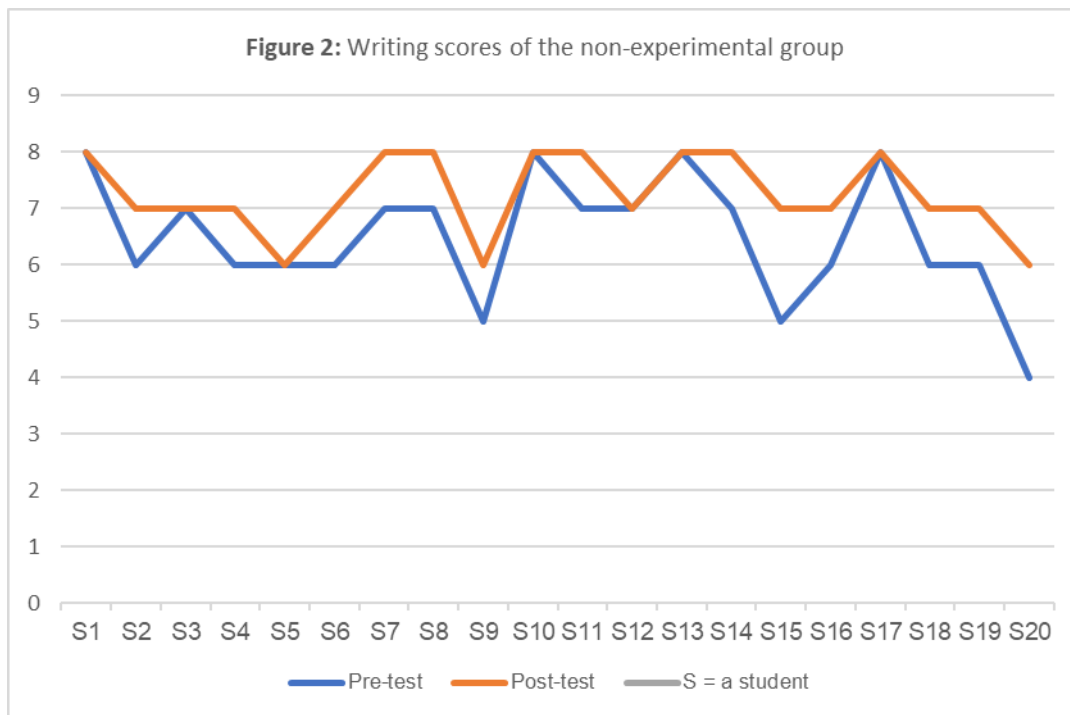
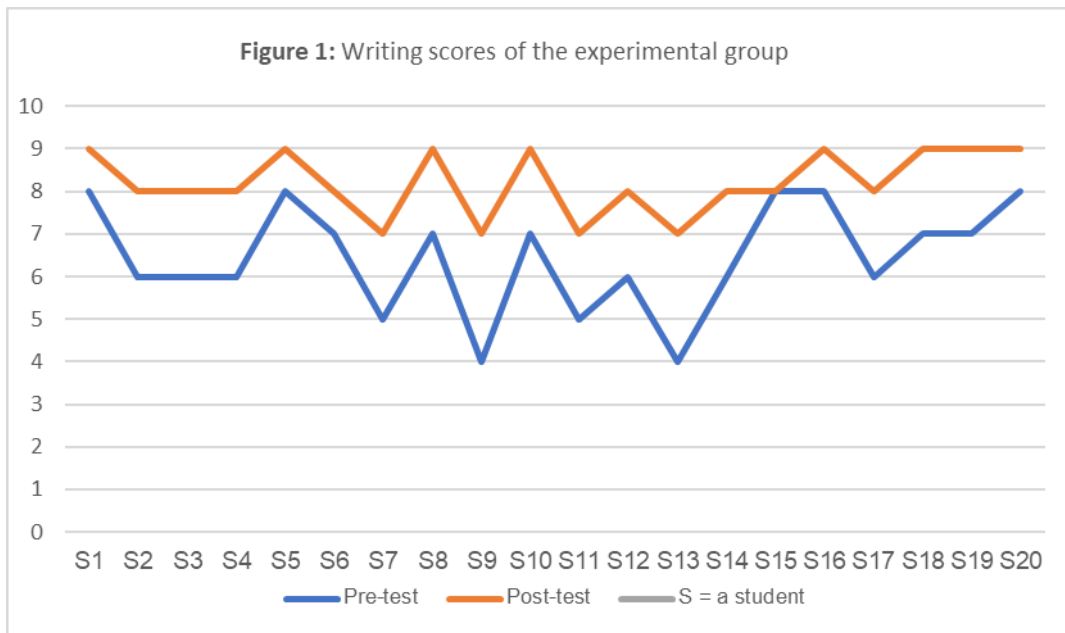
The results of the pre-test can be seen in the following figure:



### 4.2. The impacts of the Think-Pair-Share Technique on students' Writing performance

The researcher compared the experimental group (with the TPS technique) to the non-experimental group (without the TPS technique) in terms of their writing scores to better understand the effect of applying the Think-Pair-Share approach on students' writing performance. The following graph shows the results of the writing pre-test and post-tests completed by students in both groups at the conclusion of the practice.

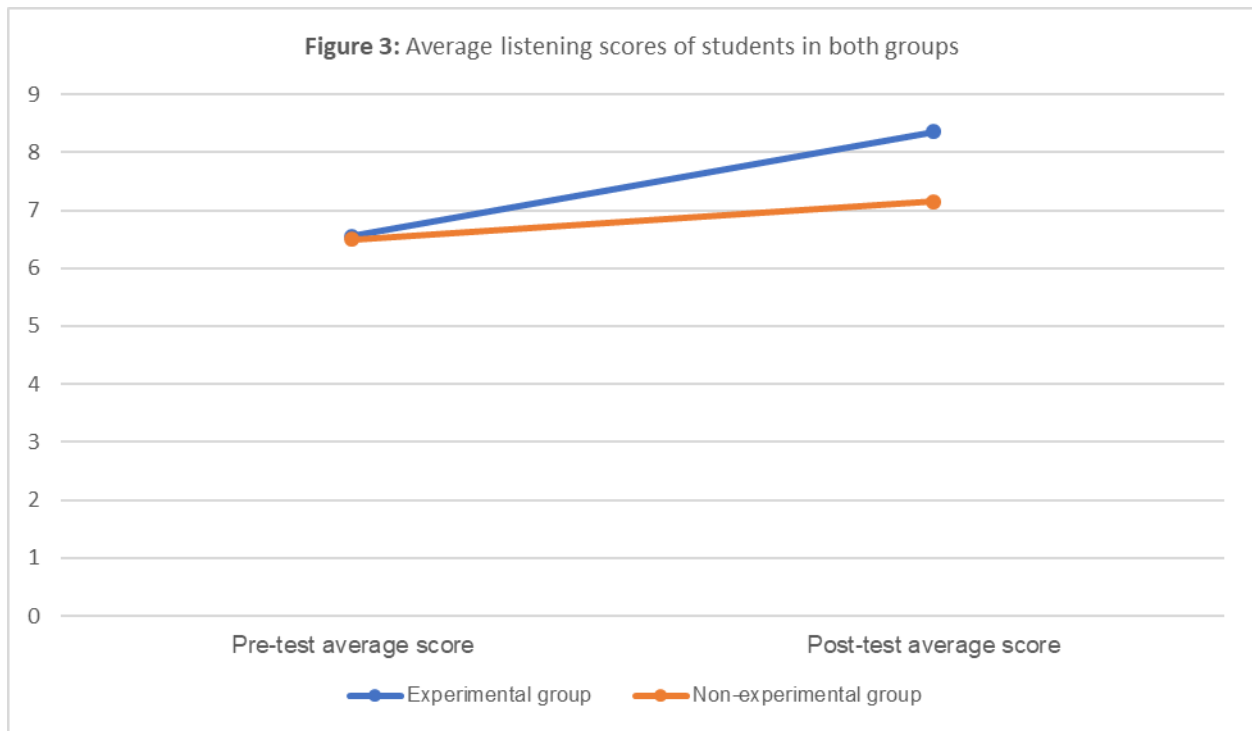
## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique



It can be seen that the experimental group's distance between both tests (using the TPS approach) is significantly better than the non-experimental group's (the TPS technique). To be more specific, the pre-test scores for both groups averaged 4 to 7. Nonetheless, after ten weeks of adopting the Think-Pair-Share strategy and completing various assessments devised by the researcher, their writing skills have greatly improved. It's worth noting that the experimental group's post-test has more clear superiorities than the control group, not only in terms of scores but also in terms of writing performance.

The average student scores are calculated and shown in the graph below for a more complete analysis:

## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique



According to the information, the participants' writing skills and strategies have greatly improved. The pre-test and post-test scores of the 20 individuals in the experimental group differed dramatically, whereas the results of the non-experimental group improved marginally. In the best group, the average writing scores for the experimental and non-experimental groups were 6.55 and 6.5, respectively. This indicates that both groups' writing abilities were comparable. Nonetheless, after a few weeks, the non-experimental group's average score in the post-test is much lower than the experimental group's (1.2 lower). As a result, it has been proved that adopting the Think-Pair-Share method to teach writing may result in good improvements in students.

### 4.3. Comparison of the experimental and non-experimental groups, as well as the pre-test and post-test

After analyzing the findings of both tests (pre-test and post-test), the researcher discovered that the total writing score, as well as writing performance in the non-experimental (no TPS technique), had unremarkable change. Although overall there was a slight increase in the scores of this group, the majority of participants did not improve or did not change at all. In addition, during the observation, the researcher discovered another surprising fact most of the students in the non-experiment group were not very motivated in their learning to write. In other words, they write emotionally and do not seem to follow a particular technique. As a result, their work is not polished and convincing. Meanwhile, the researchers in the experimental group (using the TPS technique) were surprised by the post-test findings, which were all higher than the pre-test. The researchers discovered that their willingness to cooperate grew more positive and proactive as time went on, particularly via observation. After reviewing all the responses, the researcher found that most of the students in the experimental group claimed to receive great help from the instructor on how to apply the TPS technique during writing. This technique is said to be extremely useful because learners can improve their writing skills, as well as their thinking ability and several other aspects. As a result, they had little or no difficulty applying the TPS technique in the following test. Ultimately, by comparing the outcomes of the two groups, it can be concluded that using the TPS approach may considerably aid the writing process for 10th graders.

In particular, during the observation process, the researcher discovered that the students were more and more active and had a positive attitude. It is clear that they have improved their thinking and execution. In addition, learners' understanding of comprehension, vocabulary, and even grammar while using TPS techniques has increased significantly over time. In terms of vocabulary, students show the breadth of their vocabulary through the process of sharing thoughts and contributing ideas. It has been proven that students can easily share and absorb the ideas of their partners, then with group size. This not only helps them feel more confident, but it also helps them avoid unnecessary mistakes when writing. From all of the above analysis, it can be seen that when students apply TPS in the process of learning to write, there are many changes to ideas development, modification, and understanding. As a result, writing skills and strategies improve dramatically.



## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique

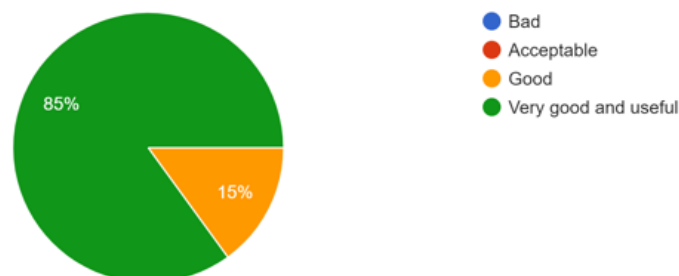
**Table 3: Students' progress in their writing performance**

	Before the experiment	After the experiment
a. The enhancement of students' writing performance	<ol style="list-style-type: none"> <li>1) Students frequently made errors while presenting the primary point of their essay.</li> <li>2) The students' vocabulary was restricted, and they lacked consistency and coherence.</li> <li>3) Many errors in structure and word order were committed.</li> </ol>	<ol style="list-style-type: none"> <li>1) Students were given the opportunity to develop their thoughts on a variety of topics.</li> <li>2) Students were able to utilize appropriate vocabulary and organization.</li> <li>3) Students were able to construct phrases and terminology that were grammatically correct.</li> <li>4) Students were able to apply word order, cohesion, and coherence.</li> </ol>
b. The test score of the students' performance	The average grade for the students was 6.55.	In the post-test, the students' average score increased to 8.35. It was greater than their pre-test score.
c. Class situation improvement	<ol style="list-style-type: none"> <li>1) Students are uninterested in learning and pay no instructor.</li> <li>2) Instead of focusing on writing methods, students wrote in a non-academic style.</li> <li>3) When the teacher posed a question, the students were unable to respond, and they rarely asked the teacher questions.</li> <li>4) When it comes to presenting their work in front of the class, students lack confidence.</li> <li>5) Students spend a lot of time online looking at samples of writing.</li> </ol>	<ol style="list-style-type: none"> <li>1) The students are engaged and attentive to the teacher.</li> <li>2) Students focused on writing strategies and wrote in an academic way.</li> <li>3) Students actively exchanged questions with partners and teachers.</li> <li>4) When presenting their work in front of the class, students get more confidence.</li> <li>5) Students practiced writing for a long period.</li> </ol>

### 4.4. Feedback of participants after the experiment

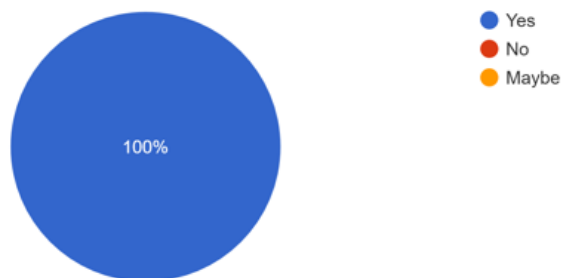
The findings of the post-questionnaire for students show that the majority of participants are interested in learning to write using the TPS approach and improving their writing performance once the experiment is completed. The majority of them think that research works for them because TPS not only helps them improve their writing but also promotes logical thinking. Furthermore, 20 students who completed the tests and questionnaires said that the TPS technique is one of the effective and highly applicable strategies in the teaching process.

How did you feel about the research?

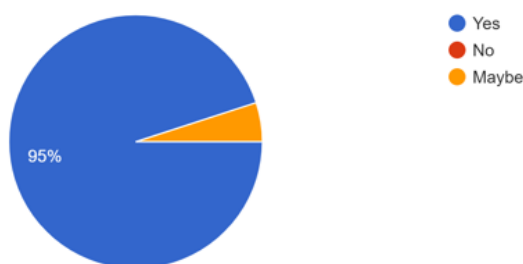


## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique

Do you think the TPS technique is beneficial?



Do you think your writing skills are improved after the research?



The pie charts demonstrate that the majority of the participants have a favorable impression of the experiment, with 85% of the evaluations being "very good and useful" and 15% being "good". Especially, 100% of the opinions obtained said that the TPS technique is effective. They also revealed that, when teachers apply this technique, they will feel more interested and motivated. Obviously, they found that their writing skills were much improved compared to before starting the experiment.

### 4.5. Measures to improve the effectiveness of the Think-Pair-Share technique in teaching writing.

The researcher utilized TPS to teach writing in this study. TPS was utilized in the classroom by the researcher in the following ways:

#### *Using Think-Pair-Share technique to Improve Gaining Ideas to Write*

**a. Think:** Each student thinks about the writing topic in each experimental session. Then, they brainstormed questions related to the topic. Always taking time to think before making them familiar and easy to implement the idea in the next steps.

**b. Pair:** Each pair discusses if their writing idea has come up before. They may add or reduce some ideas accordingly. They then organize the idea into a draft before presenting it to the large group.

**c. Share:** Each pairing presented the results of their pair discussion to the class and responds to any questions or remarks. In this scenario, the dialogue that takes place throughout the idea-sharing phase is what makes TPS helpful for generating ideas. Undoubtedly, students may assist one another in generating more flawless writing ideas.

#### *Using Think-Pair-Share technique to Improve Vocabulary*

After each experimental session, the researchers compared the participants' exercises with the previous exercises. The surprising result is that the vocabulary after each session becomes more abundant and improved.

**a. Think:** After brainstorming, participants were asked to contribute some vocabulary related to the topic before entering the discussion.

**b. Pair:** Each pair discusses the questions and creates a draft, but they do not forget to focus on the other's vocabulary.

**c. Share:** Each pairing presents the findings of their pair discussion to the class and responds to any questions or remarks. People with a broad vocabulary can share and assist others with a limited vocabulary in this circumstance.

#### *Using Think-Pair-Share technique to Improve Grammar*

The researchers compared the participants' movements to the prior exercises after each experimental session. The surprising conclusion is that after each session, the grammar is excellent and there are fewer errors.

**a. Think:** Students were requested to provide some language relating to the topic after brainstorming before beginning the discussion.

**b. Pair:** Each couple discusses the questions and drafts a response, but they make sure to pay attention to the grammatical structure of the other.

## Improving English Writing Performance for High School Students through the Think-Pair-Share Technique

**C. Sharing:** Each couple presents the results of their pair conversation to the class and responds to any questions or remarks. Those with excellent grammatical skills can correct others' errors, while those with inadequate grammar skills can review their knowledge.

### *Using Think-Pair-Share technique to Improve Conjunction Use*

During the experimental session, students practiced employing suitable conjunctions to combine or connect their sentences using the TPS approach.

**a. Think:** Before going on to the next phase, each student considers a conjunction to join or connect the sentences they have created with their companions.

**b. Pair:** Each duo discusses whether or not their approach to writing each statement was proper. As a result, they may work together to edit their sentences before sharing them with the rest of the class.

**c. Share:** Each pairs presents the outcomes of their pair conversation to the class and responds to any questions or remarks. Certainly, the conversation is in the stage of idea-sharing, when individuals are better able to assist those who are unable to combine conjunctions.

## V. CONCLUSION

The current study found that using the Think-Pair-Share strategy resulted in numerous substantial improvements in the experimental group's writing performance. In fact, the TPS technique used in the study has shown to be incredibly beneficial, resulting in a great setting for students to think, create, and exchange assignment content. Learners can also improve their writing skills by working in groups or pairs. The engaging criteria of the TPS, such as brainstorming, sharing, thinking, and other vital characteristics of writing, may have contributed to the experimental group's improvement in writing performance. Furthermore, both students and instructors may easily access and apply the TPS technique, which makes acquiring, teaching, learning, and growing writing in the classrooms much easier. On the other hand, most writing approaches related to TPS have not been successfully implemented in the classroom. Using the TPS as a tool, the experimental group was able to develop thinking as well as provide ideas while writing in the current study. Constant writing to the writing strategy has been shown to help pupils improve their writing skills. In addition, the TPS applied in this research was critical in enhancing teaching and learning in writing classrooms.

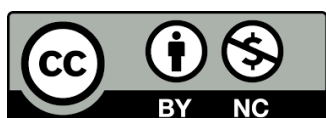
Additionally, both students and instructors may easily access and apply the TPS technique, which makes acquiring, teaching, learning, and growing writing in the classrooms much easier. On the other hand, most writing approaches related to TPS have not been successfully implemented in the classroom. Using the TPS as a tool, the experimental group was able to develop thinking as well as provide ideas while writing in the current study. Constant writing to the writing strategy has been shown to help pupils improve their writing skills. In addition, the TPS applied in this research was critical in enhancing teaching and learning in writing classrooms. The TPS approach was praised by the great majority of the group for helping them improve their writing skills. The researcher also stated that they discovered that using the TPS technique simultaneously improved their thoughts, vocabulary, grammar, and conjunction. They also stated that TPS encouraged them to share and receive more creative ideas and that they were interested in utilizing TPS as a learning approach in the future, as well as using it to complete writing projects in class. They stated that the TPS approach inspired them to enjoy working in groups and partnerships, as well as to improve their writing skills.

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