



USING THINK PAIR SHARE STRATEGY TO IMPROVE STUDENTS' WRITING COMPREHENSION ACHIEVEMENT

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Abstract : Writing is one of the language skills that must to be mastered by the students, but writing is considered as one of the difficult skills to master. Think Pair Share strategy is a cooperative discussion strategy developed by Frank Lyman that creates a more active process, helps to maintain attention and improve the students' motivation. In this research, the problem of the research could be formulated:

How can Think Pair Share strategy improve and motivate the tenth students' writing comprehension achievement at MA Al Misri Curahmalang 2023/2024 academic year?

The hypothesis of the research were formulated:

Think Pair Share (TPS) strategy can improve and motivate the tenth students' writing comprehension achievement at MA Al Misri Curahmalang 2023/2024 academic year.

The design of this research is classroom action research. This research method is done in collaborative with the English teacher with sequence steps, namely the planning of the action, implementation of the action, observation, and reflection The result of the score analysis, (M= 60. 27) in the first cycle to (M=70.06) in the second cycle, and the percentage of students (≥ 65 is 61.11%) in the first cycle to (≥ 65 is 87.04%) in the second cycle.

Keywords : Writing; Think Pair Share

Abstrak : Menulis merupakan salah satu keterampilan berbahasa yang wajib dikuasai oleh siswa, namun menulis dianggap sebagai salah satu keterampilan yang sulit dikuasai. Strategi Think Pair Share merupakan strategi diskusi kooperatif yang dikembangkan oleh Frank Lyman yang menciptakan proses yang lebih aktif, membantu mempertahankan perhatian dan meningkatkan motivasi siswa. Dalam penelitian ini dapat dirumuskan masalah penelitiannya: Bagaimana strategi Think Pair Share dapat meningkatkan dan memotivasi prestasi pemahaman menulis siswa kesepuluh di MA Al Misri Curahmalang tahun ajaran 2023/2024?. Hipotesis penelitian dirumuskan: Strategi Think Pair Share (TPS) dapat meningkatkan dan memotivasi prestasi pemahaman menulis siswa kesepuluh di MA Al Misri Curahmalang tahun ajaran 2023/2024. Desain penelitian ini adalah penelitian tindakan kelas. Metode penelitian ini dilakukan secara kolaboratif dengan guru bahasa Inggris dengan langkah-langkah berurutan yaitu perencanaan tindakan, pelaksanaan tindakan, observasi, dan refleksi. Hasil analisis skor, (M= 60,27) pada siklus I sampai (M=70,06) pada siklus II, dan persentase siswa (≥ 65 adalah 61,11%) pada siklus I menjadi (≥ 65 adalah 87,04%) pada siklus II.

Kata Kunci : Menulis; Strategi Think Pair Share

INTRODUCTION

In the English teaching, writing is one of the communication skills that need to be developed in the classroom. It needs to be developed because writing dominates all activities in English teaching, and other English subject such as reading is usually taught integrated with writing comprehension. In other words, writing must be involved during the time of the teaching and learning activities in the classroom. Britton (in Hughey et. al, 1983:8) states that, collaborative writing when the whole class, a small group, or even two people jointly write something and peer evaluation allow the students to experience reader expectations as well. By giving students' opportunities to talk, read, write, and evaluate together make the students active communication can occur and develop.

In the realm of teaching English as a foreign language, writing plays a pivotal role. According to Hirsch (cited in Hughey et al., 1983:6), writing serves as a potent instrument to support and consolidate various language abilities. It involves the utilization of reading, vocabulary, and grammar skills. As students actively participate in the writing process, they engage in reading materials, extract pertinent information, and incorporate it into their own compositions. Consequently, writing fosters reading proficiency. Moreover, it contributes to the development of vocabulary as students meticulously select appropriate words for their writing endeavors. Additionally, grammar proficiency is honed as students deliberate on sentence structures to effectively convey their ideas, thereby requiring application of their knowledge of grammatical patterns.

Considering its merits, providing the students with a good writing ability is worthwhile for their learning experience. It implies that students must possess the requisite writing abilities essential for their future endeavors. They need to be proficient in English writing to emerge as adept writers. Further, a teacher who is well-informed about the learning objectives or essential competencies sees the learning process as a supportive endeavor, with these objectives clearly defined in the syllabus prior to implementation (Mahmawati, 2022).

Many people argue that writing is difficult subject. As elucidated by Hirsch (cited in Hughey et al., 1983:3), various psychological, linguistic, and cognitive factors contribute to the complexity of writing, rendering it a daunting task for many individuals, regardless of whether they are native or second language speakers. This aligns with Novitaningrum's assertion (2023) that achieving proficiency in writing proves to be a formidable undertaking for most students, given its distinct position in language acquisition, intricately intertwined with reading, listening, and speaking skills. Additionally, Murray (cited in Hughey et al., 1983:11) underscores that writing is a continuous process characterized by diverse combinations and fluctuating stages throughout composition. It entails exploring ideas and skillfully melding, developing, and refining them to generate fresh perspectives. Such complexity renders writing challenging to both teach and learn, necessitating mastery not only of grammatical and rhetorical conventions but also conceptual and evaluative elements. The acquisition of basic mechanical skills, such as writing in capital letters and

employing proper punctuation, does not guarantee effective writing, as students must also possess other competencies essential for becoming proficient writers, such as the ability to generate relevant ideas and thoughts pertinent to the given topic.

Indeed, proficiency in English writing holds significant importance and utility, serving as an immediate necessity for students who are expected to excel in all four language skills. Mastery of these language skills is aimed at bolstering communication capabilities in both verbal and written forms. It is imperative for students to not only excel in oral communication, encompassing speaking and listening skills, but also in written communication, which includes reading and writing abilities.

Mastering writing is essential among students, yet it is widely acknowledged as one of the more challenging language skills to acquire. According to Farbain and Whinch (1996:61), writing is arduous, with only a select few possessing the capacity to produce adequately polished written work in a single sitting. The process of writing demands both mental acuity and physical effort. Additionally, as noted by White and Valerie (1991:03), writing entails more than merely transcribing language into written symbols; it is an independent cognitive process, requiring thoughtful deliberation.

In addressing the intricacies of writing, various activities aimed at enhancing students' writing proficiency are tailored to accommodate their individual abilities. At the senior high school level, collaborative writing exercises are employed to encourage active, creative, and independent learning among students. Moreover, students are encouraged to construct sentences and expand their ideas into coherent paragraphs. An initial investigation conducted via interviews with English teachers at MA Al Misri Curahmalang revealed that many students encountered challenges in generating and developing ideas, particularly when composing descriptive texts. To address this issue, teachers utilize the free writing technique, wherein students are tasked with directly writing about a given topic, such as describing an object, person, or place.

Consequently, students struggle to enhance their ideas when crafting descriptive texts. It is imperative for students to effectively articulate their thoughts in order to create well-crafted descriptive narratives.

To address the aforementioned inadequacies, the researcher suggests employing a teaching strategy, particularly for descriptive writing, known as Think Pair Share (TPS). The Think Pair Share (TPS) strategy involves a systematic approach to teaching writing, fostering an active learning process that enhances attention and student motivation, as noted by Jones (cited in Kuliana, 2002:2). Essentially, the TPS strategy encourages collaborative problem-solving among students, facilitating peer assistance and mutual support.

Moreover, the Think Pair Share (TPS) strategy ensures active participation of all students in the teaching and learning process of writing. This structured approach proves

beneficial as it facilitates discussions, enabling students to independently formulate their ideas, share them with a partner, and eventually present them to the class, as noted by As'ari (2000:1). Lyman (1981) further contends that implementing the Think Pair Share (TPS) strategy in writing comprehension offers an opportunity for every student to express their thoughts, with minimal interference from others. In essence, this strategy enhances students' engagement in the teaching and learning process of writing.

Research conducted by Ledlow (2001) focused on the implementation of the Think Pair Share (TPS) strategy to enhance student participation in college classrooms through classroom action research. Ledlow discovered that the utilization of the Think Pair Share (TPS) strategy effectively improved both the quality and quantity of student responses among Arizona State University students in 2001. Furthermore, the research demonstrated that the TPS strategy fostered active engagement among students during classroom activities.

Recognizing the advantages of the Think Pair Share (TPS) strategy, the researcher initiated a classroom action research endeavor aimed at enhancing the writing comprehension achievement of tenth-grade students during the 2023/2024 academic year at MA Al Misri Curahmalang through the implementation of the Think Pair Share (TPS) strategy.

METHOD

Kind of Research

In this study, the researcher employs Classroom Action Research methodology. The focus of this study is to investigate the effectiveness of the Think Pair Share strategy in enhancing writing comprehension achievement. Regarding the concept of action research, Elliot (1991:69) defines it as the examination of a social context with the objective of enhancing the quality of actions taken. Classroom Action Research specifically aims to improve the teaching-learning environment by collaborating with the English teacher within the classroom setting.

Research Design

The research design utilized in this study is collaborative Classroom Action Research (CAR), which targets specific students within a particular classroom. This collaborative effort involved working closely with the English teacher to implement strategies aimed at enhancing students' writing achievement, with a focus on employing the Think Pair Share strategy.

According to Carr and Kemmis as cited in Wardhani (2007:1.4), action research entails a process of self-reflective inquiry undertaken by participants, such as teachers, students, or principals, within social contexts, including educational settings. The primary objective is to enhance the rationality and fairness of (1) their own social or educational practices, (2) their comprehension of these practices, and (3) the circumstances (and

institutions) in which these practices occur. Furthermore, Elliot (1991:69) corroborates that classroom action research involves examining social conditions from a specific perspective or paradigm with the aim of enhancing or refining certain phenomena. Consequently, this classroom action research was devised to address students' writing challenges and to enhance the overall equality of students' writing comprehension achievement.

As stated by McMillan (1992:44), classroom action research serves as a form of applied research aimed at addressing specific classroom issues or making decisions within a localized context. This type of research operates in cycles. According to Azizah (2007:31), Classroom Action Research follows a cyclical model comprising four key activities: (1) planning the action, (2) implementing the action, (3) observing the outcomes, and (4) reflecting on the action taken. The design of Classroom Action Research can be visually represented in the diagram provided below:

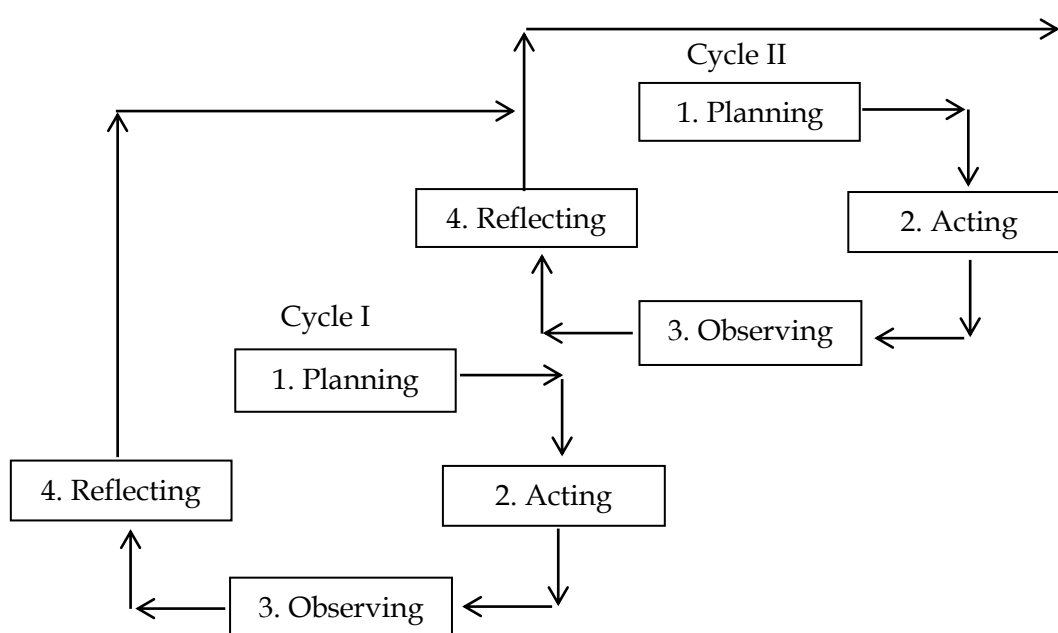


Figure 3. 1: Praktik Penelitian Tindakan kelas: (Adapted from Mulyasa, 2009:73)

Building upon the aforementioned research design, the research procedures will be conducted in collaboration between the researcher and the English teacher. These procedures can be outlined as follows:

1. The planning of the action
Planning the action by arrange the lesson plan for first cycle.
2. The implementation of the action
Implementing the first action by teaching the students with the material that was prepared used Think Pair Share strategy.

3. Class Observation/Monitoring
Monitoring the classroom while implementing the action for each meeting in first cycle. Conducting writing comprehension achievement by using Think Pair Share strategy.
4. Reflection
Evaluation the result of writing test in the first cycle quantitatively.
5. Doing of another cycle if the target has not been achieved.
6. Make a conclusion to answer the research problems.

Research Subject

According to McMillan (1992:217), research subjects are individuals who provide responses or answers to the researcher's inquiries, either verbally or in written form. In this study, the target population comprised all first-year students enrolled in MA Al Misri Curahmalang for the academic year 2023/2024, totaling 54 students. The selection of subjects in this research follows a purposive method, wherein the researcher chooses a sample believed to provide the necessary data based on prior knowledge (Fraenkel and Wallen, 1996:106). In this situation, individuals were chosen because it was noted that their writing abilities required enhancement, as evidenced by their prior English grades less than 70, as evaluated by their English teacher. The choice to include these particular students was guided by the English teacher's responses of interview that the mean score of this class was low.

Research Area

The selection of the research area was based on the purposive method. Arikunto (1998:127) defines the purposive method as one employed to select an area based on specific purposes or reasons. This research is to be carried out at MA Al Misri Curahmalang. Several considerations led to the choice of this school as the research area. These considerations include:

1. Based on an informal interview with the English teacher of MA Al Misri Curahmalang it was known that the tenth students still have some problems in writing descriptive paragraph.
2. The English teacher is agreed with the researcher to collaborate a classroom action research in her class.
3. The headmaster of MA Al Misri Curahmalang gave permission to the researcher to conduct the classroom action research.

Research Procedures

According to the research design, the research activities unfold in four distinct stages, as elucidated by Mulyasa (2009:73). These stages encompass planning the action,

executing the action, observing and evaluating classroom activities, and reflecting on the actions taken.

The Preliminary Study

The research procedure commenced with an initial investigation conducted on Wednesday, November 8th, 2023, involving classroom observation and interviewing the English teacher to assess the students' writing difficulties. The findings revealed that the students encountered challenges in expressing their ideas to construct paragraphs. Consequently, the researcher opted for the Think Pair Share strategy as a solution to address this issue.

At MA Al Misri Curahmalang, there were two classes consisting of tenth-grade students. According to the English teacher, the students were facing challenges in learning writing, particularly in descriptive writing. The introduction of the Think Pair Share strategy was suggested as a means to foster greater student engagement, creativity, and independence. The English teacher's instructional approach primarily involved theoretical explanations of the material and required students to memorize vocabulary without creating an interactive classroom environment. Additionally, the teacher rarely utilized instructional media, leading to student disengagement and boredom.

The Planning of the Action

In this study, the planning phase encompasses all preparatory activities related to the research process. These preparations include:

1. Choosing the theme and sub theme of writing that is taught in the 2023/2024 in the even semester.
2. Constructing the lesson plans collaboratively with the English teacher for the first cycle consisting three lesson plans.
3. Selecting the English texts taken from the students' text book. They are chosen on the themes and sub themes chosen from the curriculum used.
4. Deviding the student into groups two or four collaboratively with the English teacher.
5. Preparing the guide of observation in the form of checklist containing the indicators to be observed.
6. Preparing the way to score the students' writing test.

The Implementation of the Action

The implementation of this research was scheduled to take place within regular school hours. The intended actions involved teaching writing using the Think Pair Share strategy, which was administered to the research subjects during each session of every cycle.

During Cycle 1, the action implementation followed Lesson Plans 1, 2, and 3, with the fourth session designated for assessment. Should Cycle 1 not yield the desired results, the action implementation would progress to Cycle 2, which entailed revising Lesson Plans 5, 6, and 7, with the eighth session designated for assessment. Each session was allotted 90 minutes.

Observation

The observation process involved both the researcher and the English teacher, aiming to monitor the implementation and effectiveness of the action. In this study, a checklist was utilized by both parties to document the students' engagement during the teaching-learning process utilizing the Think Pair Share strategy in each cycle. The observation primarily focused on assessing indicators related to the students' participation in the writing teaching-learning process. Specifically, attention was given to identifying whether students were actively or passively involved in the writing instruction.

Reflection of the Action

During this phase, the researcher conducted an evaluation of the outcomes of the action to determine its success. If the research objectives were met, the cycle would conclude. However, if the objectives were not achieved, the researcher would need to revise the teaching techniques employed in the initial cycle to attain the desired target.

To measure the percentage of students' writing test, the researcher uses this formula in Ali, (1993:186)

$$E = \frac{n}{N} 100\%$$

Where :

E : The percentage of the student writing ability.

n : The total of the student who achieved the minimum standard scores.

N : The total of the student.

Criteria of Success

The criterion for success is employed to determine whether the implementation of the action was effective. According to Mulyasa (2009:183), the actions are deemed successful if more than 75% of students attain the target language score set by the teacher, which is 60. Therefore, for this research, the researcher set a standard mean score requirement of 65. If this requirement is not met during Cycle 1, the action will be continued in the subsequent cycle.

Research Instrument

Writing Test

In this study, a subjective test is employed. As defined by Arikunto (2006:150), a test comprises a set of questions, exercises, or other instruments utilized to assess the skills,

knowledge, or intelligence possessed by individuals or groups. In this research, an achievement test is utilized to gauge the writing achievement of first-year students using the Think Pair Share strategy. As Arikunto (2006:151) notes, an achievement test is designed to measure an individual's performance following a period of learning.

Observation

Observation can be classified into two types: non-systematic observation and systematic observation, as outlined by Arikunto (2006:157). Non-systematic observation involves data collection without the use of specific observation instruments. Conversely, systematic observation employs guidelines or instruments to collect data. In this study, a checklist was utilized as an observational tool. The checklist served as a systematic observation guide to document students' engagement in the writing teaching and learning process. The checklist included indicators such as asking questions, answering questions, and attentiveness to the lesson.

Validity of the Test

Validity refers to the assessment of whether a measure is suitable for the particular inference or decision based on the scores it generates, as explained by McMillan (1992:100). It is crucial to note that validity pertains to the inference itself, rather than the measure, as the same instrument may be valid for one purpose but not for another. In this research, content validity is utilized. According to Purwanto (1985:136), a test possesses content validity if it aligns with the curriculum.

Reliability of the Test

According to Arikunto (2006:178), reliability is established through the meticulousness of the evaluation instrument, with consistency being a key factor in determining how much trust can be placed in the test or instrument. To assess the reliability of the test, the researcher employs the alpha formula. Arikunto (2006:196) explains that the alpha formula is utilized to determine the reliability of the instrument, producing scores between 0 and 1. The formula is as follows:

$$r_{11} = \frac{K (1 - \sum \sigma b^2)}{K - 1 \sigma^2 \tau}$$

Where :

r_{11} : Reliability of the instrument.

K : Number of Question item.

$\sum \sigma b^2$: Variant item.

$\sigma^2 \tau$: Total variant.

Based on the calculations (refer to appendix 3), the reliability of the test is 0.64 (refer to appendix 5). According to Arikunto, with an N of 46 and a significance level of 95%, the r-table value is 0.291. Therefore, it can be concluded that the test is reliable.

RESULT AND DISCUSSION

As previously mentioned, the primary aim of the research is to enhance students' writing comprehension achievement through the implementation of the Think-Pair-Share strategy. The subsequent explanation elaborates on the outcomes of the writing test conducted using the Think-Pair-Share strategy.

1. Result

The Description of Implementation in Cycle 1

Planning of the Action

In this phase, the researcher and the English teacher work together to develop the lesson plan and select the teaching materials for the learning process. The first cycle involves conducting the activities over four sessions, with the technique implemented during the third session, and one session allocated for student assessment. Each session has a duration of 90 minutes.

Implementation of the Action

As it was explained before that the first cycle was done in fourth meeting. For three meeting are used in implementing the technique and for one meeting given the students tests, each meeting did in 90 minutes.

Observation

While the researcher conducted writing lessons using the Think-Pair-Share method, the English teacher observed from the back of the classroom, seated among the students. This observation was conducted simultaneously with the teaching and learning process and utilized a checklist focused on assessing student engagement with the Think-Pair-Share approach in writing lessons. The checklist included four indicators: asking questions, answering questions, paying attention, and completing tasks. Students were deemed active if they met at least three of these indicators during the lesson.

The classroom observation was conducted during each session of the cycle. The purpose was to carry out process evaluation and gather primary data.

Reflection

This section delves into evaluating the execution of the action plan during the study. It encompasses the outcomes derived from classroom observations and test results. In this analysis, the researcher worked alongside the English teacher to assess the efficacy of the action plan, drawing insights from both classroom observations and test data.

The Description of Implementation in Cycle 2

Planning of the Action

Based on the reflecting in the first cycle, it is needs such kind of activities to revise the lesson plan and the action that was done. The steps and activities in the second cycle has different step with the first cycle. The different step of second cycles is in the purpose is revises the action in the first cycle.

Implementation of the Action

In the second cycle was done in fourth meeting, third meeting is used in implementing the technique and one meeting given the students tests, each meeting did in 90 minutes.

Observation

The classroom observation activities during cycle 2 were conducted similarly to those in cycle 1. While the researcher facilitated the writing lessons using the Think-Pair-Share method, the English teacher observed from the rear of the classroom, seated among the students. This observation was carried out concurrently with the teaching and learning process, utilizing a checklist focused on assessing student engagement with the Think-Pair-Share approach in writing lessons. The observation checklist included four indicators: asking questions, answering questions, paying attention, and completing tasks. Students were deemed active if they met at least three of these indicators during the lesson.

Reflection

This section examines the evaluation of the action's implementation throughout the research. It encompasses the findings from classroom observations and test results. The researcher collaborated with the English teacher to analyze the effectiveness of the action's implementation, drawing upon observations from the classroom and test outcomes.

Research Result

The Result of the Observation Checklist Cycle 1

The observation guide of cycle 1 in the form of checklist was used to evaluate the process. The indicator observed covered the following:

1. Asking Question
2. Answering question
3. Paying attention
4. Performing the task

As mentioned previously, the researcher and collaborator conducted classroom observations during the teaching-learning process. Students were deemed active if they met

at least three of the indicators, while those meeting one or two indicators were classified as passive.

Based on the observation checklist presented in (Appendix24), during the first meeting of cycle 1, 55.56% or 30 students were actively engaged, while 44.44% or 24 students participated passively in the teaching-learning activity. In the second meeting, 50.00% or 27 students were actively engaged, and an equal percentage, 50.00% or 27 students, participated passively. In the third meeting, 74.07% or 40 students were actively engaged, and 25.93% or 14 students participated passively. The researcher concluded that the average result of the observation checklist in cycle 1 showed 59.88% of students were actively engaged and 40.12% were passively engaged in the teaching-learning activity. The observation in cycle 1 indicated a failure as less than 75% of students were actively involved in the teaching-learning process.

The Result of the Observation Checklist Cycle 2

Based on the observation checklist presented in (Appendix 28), during the fifth meeting of cycle 2, 81.48% or 44 students actively participated, while 18.52% or 10 students participated passively in the teaching-learning activity. In the sixth meeting, 74.07% or 40 students were actively engaged, and 25.93% or 14 students participated passively. In the seventh meeting, 94.44% or 51 students were actively engaged, and 5.55% or 3 students participated passively. The researcher concluded that the average result of the observation checklist in cycle 2 showed 83.33% of students were actively engaged and 16.67% were passively engaged in the teaching-learning activity. It can be inferred that the observation in cycle 2 was successful because more than 75% of students were actively participating in class.

The Result of the Writing Test in Cycle 1

The purpose of the writing test conducted in cycle 1 was to assess the extent of improvement in students' writing comprehension achievement following the implementation of the think pair share strategy. The minimum score required for students to reach, based on the target score, was set at 65. The results of the writing test conducted in cycle 1 are provided in (appendix 32).

According to the data presented in (appendix 33), out of 54 students, 38.89% or 21 students attained a score of ≤ 65 , while 61.11% or 33 students achieved a score of ≥ 65 .

Based on these findings, it is evident that the target percentage of the research, which aimed for 75% of students to achieve a score of ≥ 65 , has been met. However, since the percentage falls short of the desired threshold, it is deemed necessary to continue the action into cycle 2 to further address the discrepancy and ensure a higher proportion of students meet the target score.

The Result of the Writing Test in Cycle 2

The writing test results for cycle II are provided in (appendix 34).

There were 12.96% or 7 students scored ≤ 65 , while 87.04% or 47 students scored ≥ 65 . By analyzing the writing test results for cycle II, it is evident that the research target of having 75% of students scoring ≥ 65 has been met. Consequently, there is no need to continue the intervention into the next cycle as the target score has been achieved by more than 75% of the students.

The Result of the reflecting in Cycle 1

The result of the first writing test indicates that, on average, the students' writing comprehension achievement stood at 61.11%. This implies that the standard mean score requirement for writing comprehension achievement set forth in this research has not been attained. Drawing from the results of the initial cycle, it can be concluded that the utilization of the think pair share strategy for teaching writing yielded a negative response. Several students displayed a lack of engagement with the materials, choosing to remain preoccupied with their own activities. Moreover, the students exhibited low motivation for learning, viewing English as unimportant and consequently, demonstrating reluctance to study. Some students expressed a dislike for English studies. Additionally, students seated at the back of the class frequently appeared disinterested, often yawning or even sleeping during lessons.

The students struggled with confusion and difficulty in responding, asking questions, and completing tasks, thereby showing a lack of enthusiasm for participating in the teaching and learning process.

The Result of the reflecting in Cycle 2

In the second cycle, the evaluation results demonstrated significant improvement. According to the findings of the second writing test, the average writing comprehension achievement among students was 87.04%, indicating that the standard mean score requirement for writing comprehension achievement in this research was met. This suggests that the implementation of the think pair share strategy for teaching writing in cycle 2 received a positive response. Additionally, the researcher fostered a conducive atmosphere in the classroom by introducing multimedia materials relevant to the topic, encouraging students to actively engage in the writing process. Incorporating elements of humor through jokes during the thinking, pairing, and sharing activities made the classroom environment more lively, preventing boredom among students. Furthermore, the researcher actively monitored student discussions during pair activities to gauge their progress in writing.

In other words, the actions taken in cycle two successfully enhanced students' writing comprehension achievement, thus concluding the intervention.

2. Discussion

The students' participation in the classroom activities includes the students' participation during the teaching and learning process as well as the students' performance in the writing activity. The average data observation checklist in cycle I showed the students' activities in joining classroom activity were 59.88% students actively and 40.12% students passively because of their lack in vocabulary, the students still felt confused and difficult in giving response, difficult to arrange the sentences, and lack practice in the teaching learning activity. But in cycle II there were 83.33% students actively and 16.67% students' passively in teaching learning activity.

Based on the observation checklist, there was a noticeable increase in the students' active participation during the second cycle compared to the first cycle when employing the think pair share strategy in the teaching and learning process of writing. The students demonstrated positive responses throughout the process. Fisher (2001:41) highlighted the efficacy of the TPS strategy in facilitating student communication, encouraging them to think, articulate their thoughts in writing, and subsequently share and discuss their ideas with peers. This collaborative approach allows students to assess each other's written work, aiding in their understanding of both strengths and weaknesses in written communication. Analysis of the writing tests revealed a marked improvement in scores from cycle I to cycle II when utilizing the think pair share strategy. The mean score increased from 60.26 in cycle I to 70.06 in cycle II. However, in cycle I, the mean score did not meet the standard requirement ($M= 60.26$), indicating that there were still challenges in teaching writing effectively using the think pair share strategy. It's noted that only 61.11% of the students achieved the desired score, whereas the research considered success to be achieved if at least 75% of the students scored ≥ 65 , with a mean score of 60.26 in writing comprehension achievement through the use of the think pair share strategy for crafting descriptive paragraphs.

Based on the outcomes of the writing comprehension achievement tests conducted in cycle I and II, there was a noticeable improvement in the students' writing comprehension achievement overall. In cycle I, the mean score was 60.26, with only 61.11% of students achieving a score of ≥ 65 . However, in cycle II, these figures improved significantly, with a mean score of 70.06 and 87.04% of students achieving a score of ≥ 65 . This indicates that employing the think pair share strategy in teaching writing effectively enhanced students' writing comprehension achievement. Throughout the teaching and learning process, particularly in writing lessons using the think pair share strategy, students exhibited high levels of motivation and engagement. They actively participated in activities, paid close attention to the researcher's explanations, followed instructions promptly, and posed relevant questions when necessary. Whenever they faced difficulties, they were proactive in seeking clarification. This proactive approach not only contributed to improved writing outcomes but also fostered greater engagement in the writing lessons, particularly evident in cycle II. The implementation of this approach not only led to enhanced writing outcomes

but also nurtured students' autonomy, creativity, and active participation. By the end of the two cycles, students were well-equipped to independently apply the think pair share strategy in their writing endeavors.

Furthermore, Britton (in Hughey et. al, 1983:8) stated cooperative strategy be used to help support and develop students' writing. This activity helps the students creative in thinking about their writing.

The data analysis reveals that in the first cycle, the percentage of students achieving the target score in the writing test was 61.11%, falling short of the research objective. However, in the second cycle, the average writing comprehension achievement among students was 87.04%, meeting the standard mean score requirement set for this research. This suggests that the implementation of the "think pair share" strategy during the second cycle yielded a positive response. Consequently, the researcher succeeded as more than 75% of the students attained the minimum standard score requirement.

In summary, through analyzing the teaching and learning process along with the students' written work, the researcher discovered that the implementation of the "think pair share" technique effectively assisted students in generating ideas for writing descriptive paragraphs. Furthermore, according to the findings, this technique has the potential to enhance students' comprehension and achievement in writing descriptive paragraphs. It is deemed appropriate to aid tenth-grade students at MA Al Misri Curahmalang in improving their descriptive writing skills in terms of content, organization, grammar, punctuation, and style.

CONCLUSION

Based on the outcomes of the writing comprehension achievement tests conducted in Cycle I and Cycle II, it can be concluded that the use of the Think Pair Share strategy resulted in improved writing comprehension achievement. The enhancement in students' writing comprehension achievement is evident from the increase in the mean score, rising from 60.26 in the first cycle to 70.06. Furthermore, the percentage of students who attained a score of ≥ 65 also demonstrated improvement, rising from 61.11% in Cycle I to 87.04% in Cycle II. This improvement reflects not only in the students' active participation during the teaching and learning process but also in their performance in writing activities.

Based on the aforementioned findings, the researcher deduces that employing the Think Pair Share strategy serves as a viable approach to address students' writing difficulties by enhancing their attention and motivation levels. This strategy contributes to increased student engagement in the teaching-learning process.

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The Researcher

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