



The Role of Think-Pair-Share in Enhancing Writing Skills in Recount Texts

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Abstract

This research investigates the effectiveness of the Think-Pair-Share (TPS) strategy in improving the writing skills of first-year students at a Polytechnic in Tegal, focusing on Recount Texts. As a quantitative study, the research evaluated the students' progress through three stages of testing: pre-test, Cycle 1 test, and Cycle 2 test (post-test). The study aimed to measure the impact of TPS on students' writing performance, particularly in content organization, grammar, and coherence. A total of 25 students participated in the study, with their performance assessed at each stage. The average scores consistently improved: 69.24 on the pre-test, 74.36 on the Cycle 1 test, and 86.08 on the Cycle 2 test. This progression highlights the effectiveness of TPS in guiding students through a structured process of brainstorming, collaboration, and drafting. The results indicated that the Think phase helped students generate and organize ideas, the Pair phase encouraged constructive peer feedback, and the Share phase facilitated the development of cohesive and polished narratives. The findings demonstrate the potential of TPS as an effective strategy for enhancing writing skills in collaborative learning environments. By providing measurable improvements in writing performance, this study offers valuable insights for educators seeking to implement structured, student-centered approaches to teaching writing. Future research could expand on these findings by exploring the application of TPS to other writing genres or different educational contexts.

Keywords: *Think Pair Share, Classroom, Recount Text*



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INTRODUCTION

Writing is a fundamental skill in learning English, especially for college students who are expected to communicate effectively in academic and professional settings. This skill is vital not only for achieving academic success but also for enhancing employability in a globalized world where English often serves as the lingua franca. However, despite its importance, many students face significant challenges in mastering writing skills. Common obstacles include

anxiety, lack of confidence, and limited opportunities to practice writing in an engaging and supportive environment. These issues are often rooted in a fear of making mistakes, self-consciousness, and insufficient motivation to actively participate in classroom discussions (Aziz, Hoerniasih and Rahmawati, 2021)

Classroom environments sometimes exacerbate these challenges. Traditional teaching methods, which often focus on teacher-led instruction and passive student participation, fail to provide the interactive and collaborative learning experiences that are crucial for developing writing skills. Research has shown that students learn best when they are actively engaged in the learning process, particularly in activities that encourage communication and collaboration. Therefore, innovative teaching strategies are needed to address these challenges and create a more inclusive and effective learning environment (Sabilla and Ahkas, 2023)

One promising approach is the use of collaborative learning strategies, such as *Think-Pair-Share* (TPS). TPS is a cooperative learning technique designed to enhance student participation and engagement through structured interaction. The method involves three stages: students first *Think* independently about a given topic, then *Pair* up to discuss their ideas, and finally *Share* their findings with the larger group. This progression allows students to build confidence and develop their ideas incrementally, reducing the pressure often associated with writing. By encouraging active participation at each stage, TPS not only improves writing skills but also fosters critical *Thinking*, collaboration, and accountability (Lee, Li and Shahrill, 2018)

TPS offers numerous advantages in supporting the learning process. Research shows that TPS not only enhances student engagement but also fosters critical *Thinking* skills, learning motivation, and academic achievement. During the learning process, students are encouraged to reflect on the material, collaborate with peers to solve problems, and validate their understanding through group discussions. Kaddoura (2007) study revealed that TPS significantly improves nursing students' critical *Thinking* skills, equipping them to make high-quality decisions in professional practice. Similarly, Sumarni (2016) reported that TPS enhances students' conceptual understanding and academic performance in technical subjects.

This method is applicable across various disciplines, including accounting, technical mechanics, and language studies. Hetika et al., (2018) demonstrated that TPS increases learning motivation and academic achievement in introductory accounting courses. With its straightforward structure, TPS provides flexibility for educators to adapt it to different learning contexts. The steps of individual *Thinking*, *Paired* discussion, and group sharing not only increase student engagement but also develop essential social, communication, and collaboration skills.

The benefits of TPS are well-documented across various educational contexts. For instance, Catania et al. (2022) demonstrated that TPS significantly

increased student engagement and the quality of classroom discussions in a database course. The structured nature of TPS provided students with the time and framework necessary to articulate their ideas clearly, leading to improved learning outcomes and a deeper understanding of the material. Similarly, Anggraini et al., (2018) found that TPS helped students overcome their initial hesitation and organize their thoughts more effectively when writing descriptive texts. These findings highlight TPS's potential to enhance not only writing skills but also related competencies such as critical *Thinking*.

Beyond language learning, TPS has been widely applied in other disciplines with remarkable success. In mathematics, for example, Tarigan (2022) demonstrated that TPS improved students' mathematical communication skills by fostering collaborative problem-solving and active participation. The study found that students became more confident in articulating their reasoning and discussing solutions with peers after participating in TPS-based activities. Similarly, Murni, (2018) reported that TPS enhanced learning outcomes in Civics education, showcasing its versatility across different subjects and educational levels.

Overall, TPS is an effective learning strategy that fosters an active, collaborative, and student-centered learning environment. When implemented effectively, this method can help students achieve deeper understanding and improved learning outcomes.

Recount texts are a key component in English language learning, designed to help students narrate past events or experiences in a structured and coherent manner. According to Sari (2024), recount texts typically follow three main components: Orientation, which introduces the context and key details; Record of Events, which narrates the events in chronological order; and Reorientation, which provides a concluding summary. However, many students face challenges when writing recount texts, including issues with capitalization, punctuation, grammar, and organizing their ideas logically. These difficulties often stem from a lack of foundational writing skills, which can hinder their ability to create clear and engaging narratives.

Pardede & Herman, (2020) highlights that the use of interactive teaching strategies, such as the Numbered Heads Together (NHT) method, can significantly improve students' ability to write recount texts. This method fosters active participation and collaboration, encouraging students to *Think* critically and organize their writing more effectively. Through structured group discussions and collaborative problem-solving, students can develop greater coherence and grammatical accuracy in their writing. Despite these teaching advancements, students still struggle with unity, coherence, and the proper use of grammatical structures like past tense, which are essential for recount texts.

The *Think-Pair-Share* (TPS) method has shown promise in improving English writing skills, especially in activities like recounting narratives. By blending reflection, *Paired* discussions, and group sharing, TPS helps students organize

ideas, improve fluency, and build confidence in a supportive environment. While it fosters active participation and collaboration, challenges like adapting for visually impaired learners with tools like screen readers require extra attention. TPS is an inclusive and effective strategy for enhancing writing skills in diverse classrooms. (Jubhari, Rahmat and Pammu, 2021)

These insights underline the importance of combining structured guidance with interactive teaching methods to address the common challenges in writing recount texts. By providing students with clear frameworks and opportunities for active engagement, educators can help them build the skills needed to craft well-organized and meaningful narratives.

In addition, anxiety in learning language, particularly in English, remains a significant barrier for many learners. (Brilianti & Fauzi (2020) noted that students' anxiety is often exacerbated by a lack of practice and exposure to meaningful activities. They emphasized that providing structured and innovative methods, such as integrating technology or collaborative techniques, can help mitigate these issues while fostering fluency and confidence. Their findings also indicated that when students are given opportunities to work collaboratively or use supportive media, such as video blogs, they become more motivated and less apprehensive about English skill publicly.

Anxiety in speaking English is a common barrier for students learning English as a second language, as it directly affects their willingness to participate and overall performance in the classroom. According to Zhiping & Shamala (2013) anxiety often stems from three main factors: communication apprehension, fear of negative evaluation, and test anxiety. These factors not only inhibit students from engaging in writing activities but also create a "mental block" that prevents them from effectively using the language they have learned. The study further highlights that students who fear making mistakes or being judged by their peers tend to withdraw from classroom interactions, choosing silence over active participation. Addressing these affective filters is essential in fostering a supportive environment that encourages writing and reduces fear, making collaborative strategies such as *Think-Pair-Share* (TPS) particularly effective. By integrating TPS into classroom practice, educators can provide a structured yet low-pressure platform for students to develop their writing confidence incrementally.

Building on this evidence, this study aims to investigate the effectiveness of *Think-Pair-Share* in improving writing skills among first-year Polytechnic students, with a focus on learning Recount Texts. By addressing common challenges such as anxiety and limited participation, this research seeks to provide practical insights into the application of collaborative learning methods in English language teaching. Ultimately, the study aims to contribute to the development of more effective and inclusive teaching strategies that empower students to become confident and competent communicators

METHOD

This study uses Classroom Action Research (CAR), a practical approach to directly addressing teaching and learning challenges within the classroom. As explained by Kemmis and McTaggart (1988) on Aliyyah et al. (2020), CAR involves a continuous cycle of planning, acting, observing, and reflecting. This method is ideal for improving classroom practices because it allows teachers to test new strategies, gather feedback, and refine their approach in real time. In this research, CAR is used to explore the effectiveness of the *Think-Pair-Share* (TPS) strategy in helping students improve their writing skills, specifically in creating Recount Texts. Writing Recount Texts involves retelling past events in a structured, clear, and engaging way, which makes it a valuable skill for students to develop. The study is conducted over one month, with two cycles of intervention to ensure thoughtful implementation and refinement of the TPS approach.

The participants in this study are 25 students from a single class of first-year students at a Polytechnic in Tegal. These students were chosen because they are taking an English course that focuses on writing, including recount texts, making them highly relevant for this study. A class of 25 students become the purposive sample for this type of research because it's large enough to allow for dynamic *Pair* and group work but still manageable for close observation. . According to Hyun (2014), purposive sampling is a practical approach when researchers aim to gather meaningful insights from a specific group relevant to the study's goals. In this case, the participants represent a class size that is both realistic for classroom-based research and conducive to implementing collaborative learning techniques like TPS. By focusing on this group, the research can provide meaningful insights into how collaborative learning strategies like TPS influence writing performance in a practical classroom setting

The study takes place over four weeks. In the first week, students complete a pre-test to assess their initial writing abilities, and lesson plans for the first cycle of TPS are prepared. The second week focuses on implementing the first cycle, where students go through the *Think*, *Pair*, and *Share* phases of TPS while working on writing prompts related to Recount Texts. The third week is dedicated to reflecting on the results of the first cycle, adjusting the teaching strategy as needed, and preparing for the second cycle. In the final week, the refined approach is implemented in the second cycle, followed by a post-test and the collection of student feedback through questionnaires.

Each cycle follows a structured process. During the planning phase, the teacher develops activities that guide students through the stages of TPS for writing. Students start by brainstorming their ideas individually (*Think*), then discuss and refine their ideas with a partner (*Pair*), and finally write their full Recount Text (*Share*). The researcher observes student interactions and collaboration during the *Pair* phase and evaluates their writing after each session. During the acting phase, students actively participate in TPS activities while the teacher facilitates

and observes their progress. In the observing phase, detailed notes capture how students engage with the TPS process and how it affects their writing development. Finally, the reflecting phase involves analyzing these observations along with test results and student feedback to determine what worked well and what could be improved for the next cycle

RESULT AND DISCUSSION

This study was carried out over a month, designed to explore how the *Think-Pair-Share* (TPS) strategy could enhance the writing skills of first-year Polytechnic students. The focus was on Recount Texts, which require students to narrate past events clearly and cohesively. Implemented in two cycles, this research provided a structured approach to observe the students' progress while refining the teaching strategy. More than just measuring scores, the study revealed a dynamic process of growth, where students gradually developed their writing skills, confidence, and engagement with collaborative learning.

The journey began with a pre-test to assess the students' baseline abilities in writing Recount Texts. This initial assessment uncovered several common challenges. Many students struggled to organize their thoughts logically, resulting in narratives that lacked coherence. Sentences were often fragmented, ideas were disconnected, and the overall flow of the text was inconsistent. In addition to structural issues, grammatical errors were frequent, ranging from subject-verb agreement to incorrect verb tense usage—particularly problematic in Recount Texts, which rely heavily on past-tense verbs. These errors highlighted the students' difficulties in applying fundamental writing rules to communicate their ideas effectively.

Beyond technical aspects, the pre-test also revealed deeper affective challenges. Observations during this phase showed that many students lacked confidence in their writing. When tasked with writing independently, several hesitated to start, spent excessive time second-guessing their ideas, or produced incomplete narratives. Feedback from informal discussions confirmed that some students viewed writing as a daunting task, often fearing judgment or struggling with perfectionism. These challenges emphasized the need for a strategy like TPS, which not only offers structure but also fosters a supportive environment where students can refine their ideas collaboratively.

The pre-test served as a crucial starting point, setting the stage for the first cycle of intervention. The results underscored the gaps in students' skills and confidence, highlighting areas where TPS could make the most impact. With this understanding, the first cycle was carefully designed to introduce TPS as a scaffold to guide students through the process of brainstorming, discussing, and crafting their narratives. Each stage of TPS was intended to address specific challenges identified during the pre-test: the *Think* phase to encourage individual reflection, the *Pair* phase to promote peer feedback and idea refinement, and the *Share* phase to build confidence in producing complete and cohesive texts.

This early phase of the research demonstrated the importance of understanding where students start in their learning journey. The insights gained from the pre-test not only informed the implementation of TPS but also provided a benchmark against which subsequent progress could be measured. As the study progressed, the initial struggles documented during the pre-test would gradually give way to improvements, both in the quality of students' writing and their attitudes toward the writing process itself.

The first cycle of the study marked the introduction of the *Think-Pair-Share* (TPS) strategy into the students' writing activities. Building on the challenges identified during the pre-test, this cycle was designed to help students address their difficulties in generating ideas, organizing content, and improving the overall structure of their Recount Texts. While the pre-test revealed a general hesitancy toward writing, the structured and collaborative nature of TPS encouraged a shift in the classroom dynamic, gradually transforming the way students approached their tasks.

The cycle began with students engaging in the *Think* phase, where they were asked to brainstorm ideas individually based on prompts related to personal experiences. This phase aimed to give them the space to reflect and organize their thoughts without external pressure. Observations during this phase, however, showed that many students still struggled to start. Some hesitated for several minutes, unsure of how to frame their stories, while others jotted down ideas in a disorganized manner. Despite these challenges, providing guided questions and prompts helped most students generate basic outlines by the end of the session.

The *Pair* phase brought a significant change in student behavior. During this phase, students were *Paired* with peers to *Share* their outlines and discuss ways to improve their narratives. The collaborative aspect of this stage provided a much-needed confidence boost for students who were uncertain about their ideas. Many students expressed relief when their partners validated their thoughts or suggested small but impactful changes, such as reordering events or adding details to enhance the narrative. However, it was noted that not all *Pairs* were equally effective. Some students struggled to give constructive feedback, often agreeing with their partner without providing deeper insights. This highlighted the need for more explicit instructions and examples of meaningful peer feedback in the following cycle.

The final *Share* phase required students to develop their Recount Texts based on the feedback they received during the *Pair* phase. The quality of the writing produced in this phase varied widely. While some students were able to create more cohesive and detailed narratives, others still struggled with sentence structure and grammar, particularly when transitioning between ideas. Despite these ongoing challenges, many students reported feeling more comfortable with the writing process by the end of the first cycle. This comfort was reflected in their willingness to *Share* their drafts during class discussions, a stark contrast to the hesitancy observed during the pre-test.

Quantitatively, the results from the Cycle 1 test showed modest improvements compared to the pre-test. While the average scores increased, suggesting better overall performance, the gains were not evenly distributed. Students who were more active during the *Pair* phase tended to show greater progress, reinforcing the importance of peer interaction in the learning process. Qualitatively, classroom observations and informal feedback revealed a growing sense of engagement and collaboration among the students. Several remarked that they enjoyed working with their peers, as it helped them see their writing from a different perspective.

Cycle 1 was an important learning experience for both the students and the researcher. It highlighted the strengths of TPS in fostering collaboration and encouraging participation while also revealing areas for improvement. Specifically, the need to provide clearer instructions for the *Pair* phase and additional scaffolding for grammar and sentence structure became evident. These insights formed the foundation for the

adjustments made in Cycle 2, where the aim was to build on the progress made in this cycle while addressing the remaining gaps in students' writing abilities.

The second cycle of the study represented a turning point in the students' journey toward improving their writing skills. Building on the lessons learned from Cycle 1, this phase introduced targeted refinements to the *Think-Pair-Share* (TPS) strategy. The adjustments aimed to address the challenges observed earlier, particularly in the areas of idea generation, constructive peer feedback, and sentence structure. By the end of this cycle, students demonstrated not only stronger writing abilities but also increased confidence and engagement with the writing process.

The *Think* phase in Cycle 2 was enhanced with clearer and more specific prompts to help students structure their ideas. For instance, instead of a broad question like "Describe an interesting experience," students were given guided cues such as "Who was involved?", "What happened first?", and "What emotions did you feel during the event?" This scaffolding proved highly effective, as students were able to brainstorm more detailed and focused outlines. Observations showed that previously hesitant students now approached the task with greater clarity and decisiveness. Many completed their brainstorming within the allotted time and even began thinking about how to link their ideas into coherent narratives.

The *Pair* phase was significantly more dynamic in this cycle. To address the lack of constructive feedback observed in Cycle 1, students were provided with examples of effective peer comments and a checklist of points to discuss, such as the clarity of ideas, grammar, and transitions. These tools empowered students to engage in more meaningful discussions. *Pairs* were seen actively pointing out strengths and offering specific suggestions for improvement, such as reordering events to improve flow or using more descriptive language. Feedback became a two-way process, with both partners contributing equally. Students expressed that this phase helped them see their writing from new perspectives, enabling them to refine their drafts with greater confidence.

By the time students reached the *Share* phase, the improvements in their writing were evident. Narratives were more cohesive and detailed, with smoother transitions and fewer grammatical errors compared to Cycle 1. Students displayed greater awareness of structure, ensuring that

their Recount Texts included clear beginnings, middles, and endings. For instance, many students incorporated vivid descriptions and reflective conclusions, which added depth to their stories. This phase also highlighted the growing confidence among students. Unlike in Cycle 1, where some hesitated to *Share* their work, students in Cycle 2 were eager to present their narratives, demonstrating a sense of pride in their progress.

Quantitative data from the Cycle 2 test (post-test) revealed significant improvements compared to both the pre-test and Cycle 1 test. The average scores increased substantially, with a higher percentage of students achieving scores in the upper range. The progression was particularly noticeable in areas such as content development and organization, where the structured nature of TPS had the most impact. Qualitative observations further reinforced these findings. Classroom interactions were more collaborative, and students were noticeably more engaged and proactive during the *Pair* discussions. Feedback from post-activity questionnaires also reflected a positive shift in students' attitudes toward writing. Many commented that they felt more equipped to tackle writing tasks and appreciated the structured support provided by TPS.

The second cycle not only consolidated the progress made earlier but also demonstrated the potential of TPS as a sustainable strategy for enhancing writing skills. The modifications introduced in this cycle such as guided prompts and peer feedback tools addressed key challenges and allowed students to maximize the benefits of each phase of TPS. By the end of the study, students had not only improved their writing performance but also developed a greater sense of confidence and collaboration, laying a strong foundation for future learning.

By the end of the second cycle, the transformation in students' writing was evident. Their narratives were more cohesive, their grammar showed improvement, and they displayed a stronger command of storytelling techniques. Observations during the sessions also revealed a shift in classroom dynamics: students who had been hesitant at the start became more vocal and collaborative, while those who already excelled embraced their roles as peer mentors. The post-test scores reflected this growth, showing substantial improvement compared to the pre-test and Cycle 1 results.

Table 1. Test scoring result

Test Type	Number of Students	Lowest Score	Highest Score	Average Score
Pre-Test	25	60	80	69.24
Cycle 1 Test	25	64	84	74.36
Cycle 2 Test (Post-Test)	25	78	94	86.08

The table provides a detailed summary of the students' performance across the three test phases: Pre-Test, Cycle 1 Test, and Cycle 2 Test (Post-Test). It highlights the steady progression of scores as students engaged with the Think-Pair-Share (TPS) strategy during the research.

In the Pre-Test, which measured the students' baseline writing skills, the average score was 69.24, with the lowest score recorded at 60 and the highest at 80. These results reflected the initial challenges students faced, including difficulties in structuring their ideas and managing grammar errors. Despite these struggles, the baseline results provided a foundation for the implementation of TPS in the subsequent cycles.

During the Cycle 1 Test, after introducing TPS, students showed noticeable improvement. The average score rose to 74.36, with scores ranging from 64 to 84. The increase in scores indicates that many students benefited from the structured guidance and collaborative feedback introduced in Cycle 1. However, the results also revealed room for further refinement, particularly in encouraging deeper engagement during the peer feedback stage of TPS.

The most significant improvement was observed in the Cycle 2 Test (Post-Test), where the average score climbed to 86.08, with a range of 78 to 94. This marked improvement reflects the effectiveness of the adjustments made in Cycle 2, such as more specific prompts and clearer guidelines for giving constructive feedback. Students demonstrated stronger narrative coherence, better grammar, and greater confidence in their writing, as evidenced by the higher overall scores and the narrowing gap between the lowest and highest scores.

Overall, the data illustrates a clear upward trend in student performance, confirming the positive impact of TPS on their writing abilities. These findings underscore the value of iterative refinement and collaborative learning in helping students develop key writing skills

CONCLUSION AND RECOMMENDATION

The findings demonstrate that TPS is an effective instructional strategy for enhancing students' writing performance. Quantitative results showed consistent improvements in test scores across the three stages, with average scores increasing from 69.24 in the pre-test to 74.36 in the Cycle 1 test and 86.08 in the Cycle 2 test. These results highlight how the structured and collaborative phases of TPS—Think, Pair, and Share—significantly contributed to the students' ability to generate ideas, refine their writing through peer feedback, and produce cohesive narratives.

The Think phase enabled students to organize their thoughts more systematically, while the Pair phase encouraged constructive collaboration, allowing them to learn from their peers and improve their drafts. The Share phase further reinforced their writing skills by providing an opportunity to present polished and coherent narratives. The improvements observed in Cycle 2 underscore the importance of iterative refinement and guided instruction in maximizing the benefits of collaborative learning strategies. Overall, TPS addressed common challenges in writing, such as disorganization, grammatical errors, and low confidence, helping students to make significant progress.

Educators can benefit from incorporating TPS in writing classes as a means of fostering both skill development and collaborative learning. The structured phases of TPS provide students with a clear framework for approaching writing tasks, reducing the anxiety often associated with the process. Guided prompts and feedback tools during the Think and Pair phases can further enhance students' ability to engage meaningfully and improve their drafts. Additionally, TPS could be applied to other genres of writing, such as descriptive or argumentative texts, to explore its broader potential in improving students' overall writing proficiency.

For future researchers, there is scope to expand this study by incorporating qualitative methods, such as interviews or focus groups, to better understand students' perceptions of TPS and its impact on their learning experience. Investigating the long-term effects of TPS on writing proficiency could also provide valuable insights into whether the skills developed through this strategy are retained over time. Furthermore, exploring the application of TPS in different educational contexts, such as vocational training programs or high school classrooms, could assess its adaptability and effectiveness in diverse learning environments.

This study confirms the value of TPS as an innovative and practical approach to improving students' writing skills. By providing both measurable improvements and a positive learning experience, TPS has the potential to play a crucial role in modern writing instruction and contribute to more engaging and effective teaching strategies.

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