



APPLYING THINK PAIR SHARE TO IMPROVE PARAGRAPH WRITING ABILITY OF THE SECOND-SEMESTER STUDENTS

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ABSTRACT

The current study primarily aimed to assess the effectiveness of Think Pair Share in enhancing students' paragraph writing skills. Moreover, this study was proposed to determine their responses to the teaching technique that was applied teaching paragraph writing. In line with the aforementioned research objective, the research design that was employed was classroom action research, and it was carried out in three cycles. Based on the research objectives, the researchers administered tests and a structured questionnaire to collect the required data. Based on the research instrument analysis, the researcher figured out that the subjects' paragraph writing ability improved significantly after the researchers applied Think Pair Share as the teaching technique in teaching writing. In addition, the subjects also positively responded to the application of the teaching technique. They mentioned that it motivated them in writing practices, assisted them in generating and writing their ideas, taught them process writing, and provided helpful and meaningful feedback. The current research findings are expected to be useful for enriching English language teaching contexts, as the present research offers additional perspectives or experiences in paragraph writing class taught using Think Pair Share.

Keywords: *Think Pair Share, teaching, paragraph, writing ability.*

1. INTRODUCTION

Writing is one of the most important language skills for students studying English as a second language. It is considered a productive talent that requires students to produce their language proficiency in writing form (He et al., 2024). In writing, individuals must communicate their ideas using words, sentences, paragraphs, etc., and impress readers (Smith et al., 2024). It suggests that teaching writing abilities to kids should be done both theoretically and practically. As a result, kids may master the theoretical concepts of writing while also composing an effective paragraph.

As a vital language skill, writing should be carefully taught to students. (Lemay et al., 2021) notes that nowadays, lecturers prefer to use the process approach in teaching writing. Focusing on the process writing will finally create a satisfying product (Bakhmat et al., 2023). Process writing allows students to grow and explore their writing abilities, which will eventually enhance and improve their writing products. As a result, instructors should endeavor to accommodate students in practicing writing through a well-organized process writing, which will result in much superior writing products (Fitria, 2024). In writing instruction, lecturers should employ teaching techniques that are both stimulating and pertinent to their students' needs. This entails choosing

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techniques that both stimulate students' interest and promote active engagement. The technique should provide more opportunities for students to do process writing (Putri & Surifah, 2023). It is a powerful process that can optimize their writing through practices in each stage (Oktaviani & Marlina, 2021). Lecturers should possess a comprehensive understanding of their students' individual attributes, including preferred learning techniques, to augment students' learning motivation and writing ability (Na et al., 2024).

Teaching writing is sometimes very challenging for lecturers. They must recognize the writing elements that must be considered for the effective instruction of writing skills. Lecturers should implement a pedagogical teaching technique that promotes student engagement in mastering paragraph composition (Jaihow & Sinwongsuwat, 2024). Given that writing is an engaged skill, lecturers ought to proactively engage students in classroom activities (Budiarta, 2021). The research findings indicated that effective techniques for teaching writing should incorporate active writing exercises for students.

Based on initial observations of the second-semester students of the English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar, the lecturers usually applied teaching techniques that focused on writing products. Lecturers are encouraged to employ appropriate teaching techniques to foster an engaging and stimulating classroom environment (Pratiwi et al., 2021). On the other hand, lecturers usually instructed students to write their own paragraphs without further guidance. It might create a monotonous learning atmosphere that reduces students' motivation.

When given the task of writing projects on their own, students frequently struggled. The lack of specific instructions

and illustrative examples made it difficult for them to efficiently arrange their thoughts. Because of the lack of support, their writing lacked a clear and consistent framework (Soughati et al., 2025). As a result, their paragraphs sometimes lacked cohesiveness and were difficult to understand. Their written work was difficult to understand because of its lack of coherence. This obscured the reader's understanding of the major issues. It underlines the significance of providing students with adequate instruction in order to greatly improve their writing skills (Buerkle et al., 2023).

In the current study, the researchers used Think Pair Share as a teaching technique for writing instruction. Think Pair Share is a pair-work cooperative learning strategy with three stages: thinking, pairing, and sharing (Lim et al., 2023). In thinking, students are required to consider the posted topic and draft or outline their paragraph individually. In pairing, the students are instructed to work in pairs to develop one of the agreed outlines or drafts (Rosdiana et al., 2024). Finally, in sharing, they were asked to share the paragraph they had carefully written in pairs with the whole class.

Think Pair Share enhances the engagement and interactivity of writing. The teaching technique creates a more engaging learning environment (Saragih et al., 2021). In addition, it provides opportunities for students to actively participate in language practice. (Budiarta & Santosa, 2020). Allowing kids to think freely improves their capacity to organize and develop their own concepts. Peer collaboration allows students to express their opinions, receive timely criticism, and improve their writing skills. Think Pair Share encourages active engagement, intelligent reflection, and effective communication, increasing the productivity of writing practice (Lukita et al., 2023).

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Consistent with the previously established background, the current study focused on using Think Pair Share to improve students' paragraph writing abilities. Furthermore, this study was conducted to obtain scientific solutions to the research questions (Dhananjaya et al., 2024). Articulating the explicit and attainable goals of scientific inquiry is critical for guiding the research process and providing a systematic framework for its implementation. Furthermore, the specific objectives of this study were to determine the efficacy of Think Pair Share in enhancing students' paragraph writing abilities, as well as their reactions to the technique's adoption in teaching paragraph writing (Akbarani, 2024).

2. METHODS

The current study utilizes Classroom Action Research. This investigation was carried out using several rounds of cycle methods. The cycle processes began with a preliminary observation to determine the difficulties encountered by the participants in this study. Each iteration of the classroom action research included four interrelated activities. They were preparing, doing, observing, and reflecting (Ali et al., 2025). The researchers assessed the cycle's flaws after reflecting on the previous cycle, and then used the correction to improve the next cycle. The cyclical procedures continued until the current classroom action study's aim was met, which was for all subjects to earn the predetermined minimum passing grade of 70.

Based According to preliminary observations, the subjects of this classroom action research were second-semester students participating in the English Language Education Study Programme at the Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar (Nadhiroh & Ahmadi, 2024). The current study focused on the second semester of the C class, which had 21 students. The

participants were chosen for the current study because they had difficulty communicating thoughts in writing. At the start of their paragraph, they struggled to introduce their ideas. Furthermore, many students continued to struggle with writing strong, intriguing paragraphs employing appropriate generic structures for the specific patterns of organization, as well as paragraphs that were cohesive and coherent (Ferdaus & Novita, 2023).

This classroom action research included two research instruments: tests and a structured questionnaire. The examinations comprised of pre- and post-tests designed to determine their initial and progressing writing abilities, respectively. The tests were in the form of a paragraph building test, in which the subjects were asked to write a paragraph based on the themes presented. The subjects' paragraphs were thoroughly graded using an analytical scoring system that included five criteria: format, punctuation and mechanics, content, organization, and grammar and sentence structure. Furthermore, to assess their response to the technique's application, the researchers distributed a designed questionnaire with ten items. It was methodically designed and deployed, with five distinct response options: strongly agree, agree, neutral, disagree, and strongly disagree (Januar, 2023).

3. RESULTS AND DISCUSSION**a. Results**

In the current classroom action research, the researchers used two research instruments on the topics. The equipment included exams and a structured questionnaire. The examinations were primarily designed to assess the subjects' growth in paragraph writing skills following the deployment of Think Pair Share. Furthermore, the structured questionnaire was created particularly to assess their answers to the use of Think Pair Share in writing teaching

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(Ardena & Fatimah, 2021; Nurhidayat et al., 2024).

This study's data collection methods included pre- and post-tests. The pre-test was designed to examine the subjects' prior paragraph-writing ability. It was administered prior to the use of Think Pair Share in writing instruction. Furthermore, the post-tests administered at the end of each cycle were designed to determine their growth in paragraph writing abilities following the deployment of Think Pair Share (Wulandari, 2020).

The pre-test and post-tests, which were in the form of paragraphs, were scored using the scoring rubric from (Pujiastuti & Haryadi, 2023). In the present research, the researchers conducted three cycles of classroom action research to yield worth research findings (Crompton et al., 2024).

Based on the tabulation and calculation of the test scores, the results of the pre-test and post-test 1, 2, and 3 can be summarized in the following table.

Table 1. The Results of the Tests

Cycle	Descriptive Statistic		
	Min.	Max.	Mean
Pre-Cycle (Pre-Test)	35.00	65.00	51.48
Cycle I (Post-Test 1)	63.00	88.00	80.43
Cycle II (Post-Test 2)	72.00	90.00	83.38
Cycle III (Post-Test 3)	78.00	91.00	86.81

Table 1 shows that the mean scores for paragraph writing ability increased significantly from pre-cycle to cycle III. They were, respectively, 51.48, 80.43, 83.38, and 86.81. The minimum scores also increased from 35 to 78, and the maximum scores increased from 65 to 91. The test results clearly showed that the mean scores were progressing from pre-cycle to cycle III. These research findings proved that Think Pair Share could improve their paragraph writing ability.

The pre-test results indicated a mean score of 51.48. Furthermore, none of the topics met the minimum passing grade of 70. These findings suggested that their writing need more support and practice. The bulk of the participants were unable to construct a paragraph with whole sentences (Thornbury, 2023). Furthermore, they were unable to write a paragraph that exemplified the key characteristics of a well-structured paragraph: unity and consistency. They were also baffled by the employment of language features across different organizational structures. The results showed that their ability to write paragraphs needed to be improved (Duru & Obasi, 2023). As a result, the researchers launched cycle I and created Think Pair Share.

In cycle I, Think Pair Share was carefully applied to assist the subjects in improving their paragraph writing ability. Based on the calculation, the mean score of post-test 1 was 80.43, and it increased significantly. Besides, there were 17 subjects who had already achieved the minimum passing grade. They could organize their paragraphs well, even though some subjects still struggled in composing supporting details for the paragraphs. They should also focus on writing unified and coherent sentences in the next cycle and pay careful attention to grammar and sentence structure (Wulandari, 2020).

The significant increase also occurred in cycle II. In this cycle, the mean score of post-test 2 was a figure of 83.38, and all subjects have achieved the minimum passing grade. Almost all subjects could write a complete structure of the paragraphs. Their paragraphs have met the criteria of a good paragraph in terms of organization. However, a few subjects still faced difficulties in composing coherent paragraphs as they used monotonous transition signals. Their grammatical features usage was getting better, whereas their

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sentence structure should be varied to create interesting paragraphs (Nadiyah et al., 2023).

In the final cycle, cycle III, the mean post-test 3 score increased consistently by 86.81 points. The data also showed that all topics had received the minimum passing grade. These data have indicated that Think Pair Share can help subjects enhance their paragraph writing skills. During this cycle, the subjects might compose a paragraph that met the criteria in the grading rubric. Almost all of the subjects were able to compose cohesive and coherent paragraphs with complete order. Though some respondents still struggled to write grammatically accurate sentences, they have previously experimented with different sentence forms. To summary, their paragraphs were well-developed after using Think Pair Share (Duru & Obasi, 2023).

In the current study, the researchers additionally distributed a structured questionnaire comprising ten items. The structured questionnaire was primarily designed to assess the subjects' responses to the implementation of Think Pair Share in teaching writing. They were instructed to choose one of the five options (i.e. strongly agree, agree, neutral, disagree, and strongly disagree) that closely described their experiences. The structured questionnaire was administered at the end of the last cycle. The questionnaire results were analyzed based on the Likert Rating Scale, ranging from 5 to 1.

The tabulation and computation of the structured questionnaire results could be presented in the following table.

Table 2. The Results of the Questionnaire

Questionnaire Responses	Percentage
Strongly Agree	67.05%
Agree	30.77%
Neutral	2.18%
Disagree	0.00%
Strongly Disagree	0.00%

Table 2 obviously presents the percentage of each questionnaire responses. There were 67.05% responses that showed strongly agree; 30.77%, agree; 2.18%, neutral, and none of the responses on disagree and strongly disagree. These research findings demonstrated consistency between the pre-test and post-test results, with the subjects endorsing the use of Think Pair Share in paragraph writing. In other words, the implementation of Think Pair Share in teaching writing received a favorable response from the research subjects.

Based on the subjects' answers to the questionnaire, it has been demonstrated that the adoption of Think Pair Share has enhanced their proficiency in paragraph composition. The findings of the questionnaire unequivocally demonstrated that the subjects' responses were promising regarding the integration of Think Pair Share in the instruction of paragraph composition. It was evident that over 97% of the responses indicated their agreement with the implementation of Think Pair Share as a means to enhance their paragraph writing skills. They mentioned that the teaching technique motivated them in their writing practices, assisted them in generating and writing their ideas, taught them process writing, and provided helpful, meaningful feedback.

b. Discussion

1. *The Progressing Improvements of Paragraph Writing Ability*

Based on the research findings that have been previously elaborated, it is obvious that Think Pair Share can improve the subjects' paragraph writing ability. Their ability to write paragraphs that fulfilled the criteria of a good paragraph based on the scoring rubric adapted from (Merta et al., 2023) improved significantly. They are capable of composing paragraphs that adhere to the required criteria, encompassing format, punctuation and mechanics, content, organization, and grammar and sentence structure. This observation was further

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substantiated by their progressing mean scores from the pre-cycle phase through Cycle III (Van Maanen, 2025).

This classroom action research was conducted in three cycles, each beginning with a preliminary observation before implementing the cyclical processes. The subjects for this study were second-semester C class students, a total of 21. To address the previously stated study problems, particularly the efficacy of Think Pair Share, data were collected from the individuals via assessments administered during the pre-cycle phase, cycle I, cycle II, and cycle III. The exams included a paragraph construction test (Anik et al., 2021).

The research findings revealed that the subjects could maintain their format, punctuation, and mechanics in writing. They have already considered using an acceptable format in writing paragraphs. Besides, they also paid attention to punctuation and mechanics, even though in some parts, a few subjects were still missed. Both format, punctuation and mechanics are important in writing to make the delivery of the written ideas clear (Posicelskaya, 2023). Graphological skills, such as spelling and punctuation, are important basic writing skills that should be mastered by the subjects (Febriyanti, 2022). The second-semester students have mastered these basic writing skills.

A good paragraph should be developed on the basis of unified and coherent ideas. In the present study, the subjects write their paragraphs to fulfil the unity criteria in which all sentences in one paragraph are about one main idea (Rosdiana et al., 2024). Besides, they also tried to put transition signals that made the sentences in the paragraph stick together (Waruwu, 2022). Sherine (2020) found that unity and coherence should be taken into account in writing a good paragraph. When the paragraphs are unified and coherent, the readers will find it easier to understand the ideas that are written in the paragraphs. The

implementation of Think Pair Share assisted them in developing this ability.

In the present research, the subjects were taught writing using different patterns of organization. They were logical division of ideas, comparison/contrast, and definition. A good writing can be seen in how the writers organize their paragraphs (Wahyuni et al., 2021). In writing a good paragraph, the writers should provide a clear topic sentence, supporting sentences, and a concluding sentence (Telaumbanua, 2020). These components should be included in writing a paragraph so that the ideas can be clearly elaborated and delivered to the readers. To sum up, a good paragraph depends on a well-organized paragraph that has at least a topic sentence and supporting sentences (Carter, 2023).

The subjects of the present research also developed their ideas using various sentence structures and with good accuracy. Suryana (2020) mentions that sentence skills are important skills that should be mastered by good writers. Grammar and sentence structure are also one of the criteria that are used in scoring a good paragraph (Khasinah et al., 2024). The creation of an interesting paragraph could be accomplished by the use of paragraphs that have a high degree of correctness and variations in sentence form. In other words, when the writers want to compose a good paragraph, they should pay attention to the grammatical features and various sentence structures (Hermida, 2024).

The usage of Think Pair Share in the current study encouraged the participants to engage in the writing process. They were expected to draft their ideas independently before composing them into a complete paragraph. Finally, they were instructed to share their paragraphs with the entire class so that they could receive feedback for future modifications. The deployment of Think Pair Share was beneficial in increasing students' language skills (Budiarta & Santosa, 2020). When it is applied, they have more opportunities to practice their writing ability. The current teaching technique is worth

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implementing to improve their paragraph writing ability.

2. The Responses towards the Application of Think Pair Share

In this classroom action research, the researcher used a structured questionnaire as the primary evaluation tool to collect data on students' reactions to the use of the Think Pair Share in writing instruction (Noviani et al., 2023). The questionnaire was rigorously created to evaluate their responses and experiences with the usefulness of Think Pair Share (Nurhidayat et al., 2024). The researcher carefully examined their Think Pair Share preferences by reviewing the completed questionnaire. The data collecting results showed that the students had a positive attitude about the procedure, implying that they thought the technique helped and improved their writing skills. This favorable response shows that it increased classroom involvement and collaboration, so enhancing the whole writing lesson (Astri & Fian, 2020).

Based on the analysis of the structured questionnaire, it was found that the subjects had a positive response to the implementation of Think Pair Share in the instruction of writing (Rabani et al., 2023). The research findings showed that more than 97% of the responses indicated that they concurred with the statement to some extents. The facts that they made this discovery demonstrated that the implementation of the teaching technique had the potential to motivate individuals to participate in writing activities, to make it simpler for them to articulate and compose their ideas, to teach them on the process of writing, and to provide feedback that was both significantly constructive and significant. It can be further elaborated as follows (Li & Rohayati, 2024).

The implementation of Think Pair Share in teaching writing motivated the subjects in writing practices. Allowing time for independent reflection initially aided them in organizing their thoughts and enhanced their confidence in their ideas. When they collaborated in pairs, they could

exchange and enhance their ideas, fostering a sense of support and reducing anxiety over writing. This interaction enhanced their engagement by fostering a sense of connection and responsibility towards their peers (Budiarta, 2012). Ultimately, sharing their ideas with the entire students in the class instilled a sense of accomplishment in students and enabled them to perceive concepts from other perspectives, so enhancing the quality of their writing. This technique rendered writing more social, participatory, and enjoyable, hence enhancing students' overall engagement (Al-Bahadli et al., 2023).

In addition, the use of Think Pair Share also assisted them in generating and writing their ideas. When Think Pair Share was applied, the subjects were required to generate their ideas individually. They were then instructed to compose a paragraph in pair. This exchange of ideas prompted deeper contemplation and fostered enhanced creative and critical thinking among them. Ultimately, receiving feedback from others enhanced their ability to articulate their views more effectively in writing. In teaching writing, lecturers should allow the subjects to follow the outline or draft that they have outlined (Susanta et al., 2023). Therefore, this teaching technique enhanced the quality and quantity of their thoughts, resulting in more cohesive and well-developed paragraphs.

Writing is a productive skill that should be carefully taught for better results. In Think Pair Share, the subjects were instructed to draft, write, and revise their paragraphs. These stages are the forms of process writing that provide more opportunities for language learners to practice writing (Smith et al., 2024). The process writing helps them to have a more comprehensive understanding and practical writing skills that can develop their writing ability. The application of Think Pair Share enabled them to do writing practices that could improve their paragraph writing ability. In other words, this teaching technique could

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enrich their ability to write a good paragraph that fulfils the necessary characteristics.

The use of Think Pair Share also gave useful and meaningful feedback when teaching writing. In this teaching style, the students were forced to work in pairs, and during this stage, they could provide and receive helpful and meaningful comments from their partners while composing their paragraph. In addition, they were instructed to share their paragraph with the entire class. This was also another opportunity for them to provide and receive valuable input from the other topics in the classroom. Giving and receiving helpful and meaningful feedback during writing exercises can promote independent writers (Wulandari, 2020), and it is essential for them to improve their paragraph writing ability.

4. CONCLUSION

This study used classroom action research. The process was carried out in three rounds. This study sought to determine whether Think Pair Share might improve the subjects' paragraph writing skills and to assess their attitudes to the use of this instructional teaching strategy. The comparison of pre- and post-test results demonstrated significant increases in the respondents' mean scores from pre-cycle to cycle III. When comparing pre-test and post-test results, the computed mean scores showed a clear trend of continual improvement. The results unequivocally shown that the use of Think Pair Share considerably improved the participants' paragraph writing skills (Gopal et al., 2021).

Furthermore, the findings of the structured questionnaire showed that using Think Pair Share improved their paragraph writing ability. The questionnaire results clearly showed that the subjects' comments favored the use of Think Pair Share in teaching paragraph writing. It was clear that more than 97% of the respondents agreed to apply Think Pair Share to improve their

paragraph writing skills. They stated that the teaching technique inspired them in their writing activities, assisted them in conceiving and composing ideas, educated them about process writing, and provided constructive and important feedback that ultimately enhanced their writing (Duru & Obasi, 2023).

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