

ABSTRACT

Siti Nurnasron Aziza. 2025. *The Effect of Using Think-Pair-Share on Students' Writing Ability*. Thesis. English Language Education Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Jember. Advisors: (1) Dr. Hanafi, M.Pd. (2) Fitrotul Murfaridah, M.Pd.

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This research entitled "*The Effect of Using Think-Pair-Share on Students' Writing Ability*" was conducted to investigate whether the Think-Pair-Share (TPS) strategy significantly improves students' writing performance. The background of this study lies in the fact that writing is considered one of the most complex and challenging ability in English language learning, especially for senior high school students who often struggle with expressing ideas clearly due to limited vocabulary, poor grammar, and lack of confidence. Therefore, innovative teaching strategies such as TPS are required to address these issues. The research problem formulated in this study is: "Is there any significant effect of using Think-Pair-Share on students' writing ability?" Based on this, the research aimed to determine the effectiveness of the TPS strategy and test the hypothesis that TPS positively impacts students' writing ability.

This research applied a quantitative approach with a quasi-experimental design, involving pre-tests and post-tests for both the experimental and control groups. The study was conducted at SMAN 1 Pakusari in the second semester of the 2024/2025 academic year. The total number of respondents was 70 eleventh-grade students, divided into two groups: the experimental group (class XI-7) taught using TPS, and the control group (class XI-8) taught using conventional methods. The data were collected using writing tests designed to assess students' ability in composing procedure texts. The writing assessment was based on five components: organization, content, grammar, mechanics, and style. The instrument used was validated and proven reliable with Cronbach's Alpha scores of 0.821 for the pre-test and 0.854 for the post-test.

The results of this study indicate that the Think-Pair-Share strategy is effective in enhancing students' writing ability. Based on these findings, it is recommended that English teachers integrate the TPS strategy into learning activities to help students write in a more structured and clear manner. Further research is suggested to examine the effect of Think-Pair-Share on different types of texts and across various levels of student proficiency to broaden its application in English language teaching.