

ELT through Think Pair Share on Writing Skill at the Eighth Grade Students In Mts N 8 Banyuwangi in Academic Year 2022/2023

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This research was conducted in the eighth grade (H) of MTs N 8 Banyuwangi in the academic year 2022/2023 which consisted of 29 students. This research was conducted by looking at the various problems and difficulties of students, this research was conducted with various obstacles in learning English in writing skills, in this study examined the use of the TPS method in learning writing skills. The TPS strategy was developed from cooperative research and waiting time. This TPS method gives students time to think about answers to questions or problems that will be given by the teacher. Students help each other in solving the problem with their respective abilities. After that explained or elaborated in the classroom. Think pair share was originally developed by Lyman. The purpose of writing this thesis is to describe ELT through think pair share on writing skills at the eighth grade students in Mts N 8 Banyuwangi in the academic year 2022/2023.

The design of this research is to use descriptive qualitative research because in this research the observers collected the data, made an analysis, and made a conclusion. Descriptive Qualitative method is a qualitative approach where the researcher observes people's lives and invites one or more of them to share tales about their lives. The researcher will then frequently recount or restore this data into a narrative timeline (Creswell, 2009). Which to obtain data, researchers conducted observations, interviews and documentation. Therefore this research is intended to describe how teachers teach writing skills using the Think Pair Share method in eighth grade (H) MTs N 8 Banyuwangi.

And from the results of this study Think Pair Share is a very appropriate method for learning writing skills because by using this method The impact of used this method can change the mindset of students about the difficulty of learning English especially in writing skills, in this method can Improve students' thinking power, provide time to think to improve the quality of student responses, students become more active in thinking about the concepts in the subject, students understand more about the concept of the topic of the lesson during the discussion, students can learn from other students, each student in the group has the opportunity to share or convey their ideas.

Key Words: TPS, Writing skill, ELT

Introduction

The importance of language in modern human life cannot be overstated. It is utilized in every sphere of daily life. Language has meaning namely sound and word combinations that people of a certain country and humans use to communicate orally and in writing. People use language to express their inner thoughts, to learn to communicate with others, to satisfy their goals and needs, to set regulations and uphold their culture, among other things. The development of language is a complex, specialized skill that occurs naturally in children without conscious effort or formal instruction, is used without being aware of its underlying logic, is qualitatively the same in every person, and is distinct from more general cognitive processes or intelligent behavior (Brown, 2007). Because language is a tool for daily human communication (Crystal, 2003), it plays a significant part in human life. This means that people who speak English as a second language often utilize it to communicate with other people.

English is a crucial language for worldwide communication in the age of globalization. Consequently, a large number of people worldwide learn English. In Indonesia, students are required to study English beginning in elementary school. In order to study English, a people must be able in speaking, listening, writing, and reading. The benefit English for a variety of purposes, students can improve their ability to express themselves and communicate with others using a foreign language.

Learning is a complex process that happened to everyone in their life. According to Brown (2006:8) Learning is acquiring or getting of knowledge of subject or a skill by study, experience or instruction, its mean learning is getting information or skill use memorize to not forget and practice for a change behavior. Learning is essential to the definition of teaching. Teaching is directing and promoting learning, enabling the learner to learn, and creating the conditions for learning. Your educational philosophy, teaching style, and method will all depend on how well you comprehend how the student learns, methods, and classroom techniques. Learners a process of operant conditioning through a carefully paced program of reinforcement, you will teach accordingly. If you think of learning a second language as a deductive process rather than an inductive one, you all probably decide to give your students a ton of rules and paradigms rather than let them find such rules on their own.

There are four of English skill that are speaking, writing, reading, and listening. In this research, the writer will focus on writing. As one of basic skill in English, writing is important skill to be mastered by the students. Writing help students to focus on accurate in using language, because student think as they write. Writing, which was once considered the domain of the elite and well educate, has become an essential tool for people of all walks of life in today global community. whether can use in report

analysis of current events for newspaper or web pages, composing academic essays, business reports, letters or email messages, the ability to write effectively allows individuals from different cultures and backgrounds to communicate. According to Grabowski (1996) writing is, as compared to speaking, can be seen as a more standardized system which must be acquired through special instruction. Mastery of this standard system is an important prerequisite of culture and educational participation and the maintenance of one's rights and duties, the fact that writing is more standard than speaking allows for a higher degree of sanctions when people deviate from that standard (Weigle, 2002)

Writing skill is one of the critical skills that students need to learn because, as we all know, language exists not only in spoken but also in written form. This skill not only focuses on grammar, phrase, sentence, word, but also in the idea of each paragraph. According to Jeremy Harmer (2004) human activity writing is a fairly recent development in the evaluation of men and women. Besides, writing has a meaning from different regions. Writing is now widely acknowledged as important not only for delivering information but for changing knowledge into new knowledge (Weigle, 2002). Writing is the nature of the composing process of writing. Written products are often the result of thinking, drafting and revising procedures that require specialized skills, skills not only spoken (Brown, 2003). Based on the explanation above, it can be concluded that the definition of writing is the process of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs which the purpose is used to communicate something with other people indirectly, students get the effort to express their mind through language in writing.

This research was carried out because the results of observations showed that students' writing skills were still low. This is due to a lack of motivation and activities that spur students to practice writing directly, especially in writing recount text. This writing activity needs to be emphasized to students who are still in the lower classes, to get students used to writing. Therefore it is necessary to apply a learning model that motivates students to perform writing skills. Many difficulties are found in teaching English especially in teaching writing. In teaching writing give knowing the students how to write and help them learn to write effectively. Because the students are confused on how to write well with correct grammar, punctuation, spelling and vocabulary in sentences. Madrasah Tsanawiyah Negeri 8 Banyuwangi.

The research focused on eighth grade (H), because from the microteaching practice in eighth grade (H), eighth grade (H) is one of the classes in eighth grade of MTs N 8 Banyuwangi, this class is a regular class, would consist of 29 students, from this class found a problem about English learning, that almost all students come from underdeveloped education and they don't interested in English. Most of students still lack about the

spelling in sentence, vocabulary, confuse how to make paragraph, how to translation in English and other aspect in writing skill. The student can write but do not know how to write correct way. In this school, teacher only use conventional method, explain the material in front of the class, instruct students to write in their book, and after that give students exercise. The disadvantage use that method for students is almost of students not interested in teaching leaning process, some of students lazy to attention with the material, joke with their friend even sleep in teaching learning, because also the time of learning English at 11.00 Pm until 12.30 pm at 5-6 time and the consequence of that condition at class are teaching learning is not run well and not conducive almost all students not understand about the material. To solution of this class, the teacher give motivation to students and give new method of teaching writing.

There are many method of teaching writing become interesting and effective. The researcher would choose think pair share in this research. It is believed that the Think Pair Share model can draw students' attention when they are engaging in activities, particularly when they are viewing an object, enabling them to reflect and relate their observations in writing. Think pair share method is strategy to give opportunity for student to do by herself while working with friends, so the student can know the solution for solve the problem by give from the teacher, and student can development their idea.

Think pair share has grown out of cooperative learning developed by Lyman (1985) and his colleagues at the university of Myland. It is a model of a cooperative learning method that gives students the opportunity to think and respond to a problem that is presented either independently or in collaboration with others. This strategy consists of three stages, namely thinking, pairing and sharing. Think pair share (TPS) is a type of cooperative learning designed to influence student interaction patterns. This TPS strategy developed from cooperative research and waiting time. This TPS method gives students time to think about answers to questions or problems that will be given by the teacher. Students help each other in solving the problem with their respective abilities. After that explained or elaborated in the classroom. Think pair share was originally developed by Lyman. According to Trianto in Nurpadhilah Indonesian language education and literature (2020) states that the think pair share learning model is an effective way of diversifying discussions in class. Procedures carried out by giving lots of time to think about responding, as well as helping each other to find solution. Even though there has been a lot of research utilizing this approach, it is rarely used in writing skills tasks, particularly recount texts.

Based on the explanation above, the researcher would research about teaching English of writing skill in MTs N 8 Banyuwangi at eight grade (H) use Think Pair Share method in recount text.

METHOD

In conducting this research, the researcher use qualitative method as design research. Qualitative research is means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. Likes the advice of Strauss and Corbin in Creswell (1998), who emphasized that qualitative methods can be utilized to gain the fine details concerning phenomena such as feelings, mind, process, and emotions that are difficult to extract or learn about using more traditional method. Qualitative research is a method of investigating and comprehending the meanings that different groups assign to a social or human phenomenon. The research process entails the development of new questions and techniques, the collection of data in a participant's context, data analysis inductively developing from specifics to broad themes, and the researcher's interpretation of the findings. The final written report's structure is adaptable.

The research employed descriptive qualitative research because in this research the observer collected the data, made an analysis, and made a conclusion. Descriptive Qualitative method is a qualitative approach where the researcher observes people's lives and invites one or more of them to share tales about their lives. The researcher will then frequently recount or restage this data into a narrative.

The subject in this study is an English teacher who teaches at eight grade (H) MTs N 8 Banyuwangi, namely Miss Dwi Nur Santi and Students of eight grade (H).

There are two kind data in this research. Those are primary data and secondary data. Primary data will get from observation English teaching in eight grade (H) the second data from interview the English teacher in eight grade (H) and the third data is documentation.

Data analysis technique is the process of collecting data systematically to facilitate researchers in obtaining conclusion. Conclusion will be easily obtained when the data analysis technique is correct.

According to Miles & Huberman (1994) there are four activities to analysis data that is collecting data, data reduction, data display and conclusion drawing / verifications. They are several step of analysis data:

1. Collecting data

There are three step to collecting the data there were observation, interview and documentation.

2. Data Reduction

According to Miles & Huberman (1994) Data reduction refer to process selecting, focusing, simplifying, abstracting, and transforming the data appear in written up field notes or transcriptions. A process of data reduction occur writing summaries, coding, teasing out themes, making cluster,

making partitions and writing memos. Data reduction is part of analysis. With data reduction the researchers can get rid of unnecessary parts and organize data to get the final conclusion that can be drawn and verified.

The data reduction procedure consists of multiple stages, the first of which is editing, grouping, and summarizing the data. The second stage involves gathering codes and notes on numerous topics pertaining to the data being examined so that researchers can identify themes, groups, and data trends. The concepts and justifications provided for the data are being written as we approach the data reduction stage.

3. Data Display

A display is an organized, compressed assembly of information that permits conclusion drawing and action. (Miles & Huberman, 1994). They believe that better data display are the primary means for valid qualitative analysis, which consist of: various types of matrices, graphics, networks and charts. All of it is designed to combine information that is arranged in a coherent and easily accessible form. Thus an analyst can see what is happening, and determine whether to draw the correct conclusions or continue to carry out the analysis according to the suggestions told by the presentation as something that might be useful.

4. Conclusion drawing/ verifications

The last step of analysis data is conclusion drawing/ verifications. The conclusion data analysis can answer the problem statement or even it cannot as the problem statement is temporary and might change after conducting research in the field. Conclusion are also verified as the analysis process. In the other words, it can be said that conclusion is analyzed continuously and verified the validity to get the perfect conclusion about ELT through think pair share on writing skill at eight (H) grade MTs N 8 Banyuwangi.

FINDING DAN DISCUSSION

This research was conducted to find out How is the applied of ELT through think pair share on writing skill at the eighth grade students in Mts N 8 Banyuwangi in academic year 2022/2023?, The researcher that had been done by the researcher indicated to describe the implementation of ELT through think pair share on writing skill at the eighth grade students in Mts N 8 Banyuwangi in academic year 2022/2023.

The use of the TPS technique describe in detail that the teacher use in the classroom, it start from seated the students in teams, each team consist two students. For the “think” step teacher asked the students think independently about the title that will write, forming ideas of their own. In the pair step, the students are grouped in pair to discuss their

thoughts, and allows the students to articulate their ideas and to consider those of others, and the last step is “share”, each student’s pair’s share their ideas with a larger group, students are more comfortable presenting ideas to a group with the support of a partner.

Teacher’s Activities

To beginning of teaching and learning activities after all the students was join in this class, the teacher started the class by greeting the students and give the students motivation on that day(1). Then, after give motivation to the students, the teacher checked the attendance list one by one and start to ask the students about the previous material (2).

(1) T : Assalamu’alaikum Wr. Wb. Good morning class, how are you today?

S : Wa’alaikumsalam Wr.Wb, Miss. fine, thank you, how about you, miss?

T : I’am good. Thank you. okay good,

S : Yes miss

(2) T : Okey before I start the lesson, who is absent today?

S : nobody miss.

Moreover, the teacher stimulated the students prior knowledge by provide the video (3). The purpose of the teacher shown the videos to build the students background knowledge as a part of brainstorming before the students get the about recount text.

(2) T : Alright, now I want to ask about the material last week. Do you still remember about the last week we discussed about?

S : About greeting card, miss.

T : Good. I think you still remember about our last materials, so today we are going to discuss recount text. Before I explain it, let me show you a video.

S : okay sir.

As started before, the video is a media for the teacher to stimulate the students’ prior knowledge as a part of brainstorming before starting the class.

The Implementation of ELT through think pair share on writing skill at the Eight grade students in MTs N 8 Banyuwangi in academic year 2022/2023

In this session explained about how the teacher applied TPS in teaching writing especially teaching recount text. Applied TPS method will answer the research question of this research. Hence, there were four parts: the teacher implemented generating stage, the teacher implemented interaction stage and the teacher implemented increasing knowledge stage and the applied of Think Pair Share in Writing skill especially recount text.

The Extent of Generating stage help students in Comprehending Recount text

The result of researcher observation, the researcher found that the teacher was applying generating stage in order to give students stimulate to know the several of text especially in recount text. The teacher used videos as the teaching tools to show the story about last holiday. The material was about the story of holiday.

Firstly, the teacher began this stage by opening her laptop and share the videos about the story of holiday (4). Therefore, the teacher asked them to observe the videos carefully before the teacher asked them several question related to the video and the teacher explained the material to made understanding the students.

(4) T : Ok...now please explain about the videos that already you see, and I gave time for you think about this video.

S : yes miss.

T : Ok I ask you what do you think about that video?

S : *Video tersebut menjelaskan tentang cerita liburan seseorang ketika liburan sekolah tiba, mereka liburan di pantai yang sangat bagus akan keindahan alam dan laut.*

T: that's good. *and menurut kataristik* video tersebut dapat saya simpulkan materi hari ini yaitu recount text, jadi recount text adalah is a text which retells events or experiences or activities of the past. Its purpose is either to inform or to entertain the audience. The detail in a recount text can include what happened, who involved in, where it took place, when it happened and why it occurred. b). the language feature of recount text is they can be used as proper nouns or pronouns to refer to persons, animals, or objects, the text are then written in the past tense to recount earlier occurrences and different action verb and adjectives can be used by writers to convey their feelings.

In the conversation, it shown that the teacher tried to handle the class to be active. When the teacher implemented this stage, Questions or issues pertaining to the lesson are presented by the teacher for discussion. After that, students are given time to watch and reflect on the video before the teacher invites them to independently think about her questions.

The teacher explains the recall written content to the class. To help students comprehend the material, the teacher also shows a video designed to encourage learning and get them excited about studying. Due to its excellent ability to explain a process, overcome time limits, and ability to be repeated, video can be a medium that delivers messages or information that students can understand more equally (Dina Indriana, 2001).

According to Gegne (1970) states that media are various types of components in the student's environment that can stimulate them to learn

The Interaction Stage Help Students In Comprehending Recount Text.

In the result of observation, the researcher found that the teacher was applying interaction stage with pair group in order to comprehend the students by using recount text as a material. The purpose of this stage is to recognize of students understanding about the topic and pair group make good interactions with classmates to arouse enthusiasm for learning and the existence of this pair so that fellow students can work well together to complete assignments. Firstly, the activity of this stage is the teacher divides his students into several groups, each group consisting of their seat mates and asks their students to discuss with their seat mates about the topic that has been given to students (5).

T : Okay, now let's divide became group, and your couple is your chair mate, I give time 10 minute to you discuss with your chair mate and discuss about the title that will you write and the theme of recount text is the sory of your holiday!

S : Okay miss.

T : and you can stay in around of school

S : yes miss

T : Okay you can begin start now! if any question you can ask to me!

S : yes miss

T : and now please getting in the class and sit in your chair.

S : Yes miss

In this stage, the teacher got good respond from the students might because the teacher use pair group in this session, so the students feel curious and enjoy because use discuss session made student more understand about the material and topic. Therefore, from this observation it can be said the level of students understanding about the material and topic is more good because can looked from the interaction when discuss and the critical thinking. In other hand, by Implementing this stage, the students could also develop their critical thinking ability since the student during discuss with the chair mate.

To sum up during interaction stage the students learned how to build their critical thinking by observing the paragraph and encourage a good connection between students in order to foster positive teamwork.

The Increasing Knowledge Stage Help Students In Comprehending Recount Text.

In the result of observation, the researcher found that the teacher was applying share in order to increasing knowledge from another students and help student to have idea. At this point, each couple or group presents their questions, opinions, and responses to the class. (5).

T : Okay students before you do this recount text, I ask you to share your mind and knowledge that you get from discussion with your friend!

S : Yes miss

T : please salsa come forward!

S : *jadi menurut diskusi saya bersama teman saya recount text adalah teks yang menceritakan tentang kejadian yang telah dilakukan seperti kejadian ketika kita liburan sekolah, kejadian sebelum berangkat sekolah, dan lain-lainnya.*

T : That's good

Based on the observation, it can be seen that during this share their knowledge and their main can made understood another students, this step is an improvement over the previous steps in that it supports all groups in coming to the same conclusion, which is the best solution. Couples or groups are required to comprehend the problem solving supplied based on the explanations of other groups who have the chance to share their opinions. This is especially true if their thinking is still shaky or they haven't yet solved their problems. At the end of the lesson, the teacher was able to confirm the answers by straightening and correcting the work once more.

The Applied of Think Pair Share method in teaching Recount Text

In this session explained about how the teacher applied Think Pair Share as for the steps in learning to write recount text using the Think Pair Share model as follows:

1. First, the teacher explains the meaning and characteristics of recount text. After that, the teacher explained the Think Pair Share model. The following is the meaning and language features of recount text which are explained to students: a). Recount Text is a text which recounts events or experiences or activities of the past. Its purpose is either to inform or to entertain the audience. The details in a recount text can include what happened, who was involved, where it took place, when it happened and why it happened. b). the language feature of recount text is they can be used as proper nouns or pronouns to refer to persons, animals, or objects, the text are then written in the past tense to recount earlier occurrences and different action verbs and adjectives can be used by writers to convey their feelings.
2. After students understand recount text, the teacher proposes a theme about memories during school holidays and asks students to observe and make titles.

3. When all students have understood the title to be written, the teacher gives time for students to understand what will be written.
4. All students are given the opportunity to think and write down the details of what will be written in the text.
5. After all students have observed and thought, the teacher instructs students to pair up with their next-door friends and exchange what they get from the results of the story during their vacation. The teacher gives about five minutes to pair up and brainstorm.
6. Each pair is given the opportunity to convey or share the results of the discussion with the teacher and all students in front of the class.
7. After all pairs have presented the results of the discussion, all students are given individual assignments to make a recount text inspired by school holiday stories.

In Interview, the teacher explain about the applied of TPS in writing skill especially in writing skill at eight grade H, she said *“The first I give video to make students stimulate and ask to students to answer the question, so I give topic for write recount text and give time 5 minute for think their title, after that I divide become group every group is their chair mate, so they discuss with their group and the last is I ask every group to share their finding in discussion.*

Developed by Frank Lyman of the University of Maryland in 1985, Think Pair Share (TPS) is a cooperative teaching exercise. It can be used to support students' discussions and collaboration in small groups as they share and develop their own ideas (Milis:1990) In this exercise, students are given a minute to consider their response to a question (Think) posed by the teacher or instructor, frequently one "demanding analysis, evaluation, or synthesis," before turning to partners for discussion (Pair), and then sharing with a learning team, with a larger group, or with the entire class during follow-up discussion. In the third step, the instructor may ask selected pairs to share their position and stances and how or why they disagree, or request a joint answer from a pair based on each other's ideas (Barkley, Cross, & Major, 2014).

Based on the finding of observation and interview, the teacher when she was teaching writing skill especially Think Pair Share, The teacher taught based on lesson plan. The teacher used three step it consist of Think, Pair and Share. In Think step the teacher greeted the students then checked the activities she used some brainstorming with video to made the students to get their connected. So asked to student about the meaning of video. After that the teacher explained the material about recount text and gave example of recount text after understand about the material the teacher gives time for students to think what will be written for about 5 minutes. In Share Step After all students have observed and thought, the teacher instructs students to pair up with their chair mate and exchange what they get from the results of the story during their

vacation. The teacher gives about five minutes to pair up and brainstorm. And next is Share step is each pair is given the opportunity to convey or share the results of the discussion with the teacher and all students in front of the class, the teacher called one by one the students to share their discussion and next is students are given individual assignments to make a recount text inspired by school holiday stories.

Based on the findings in this study using the think pair share method in learning to write is very suitable to be applied to improve student learning outcomes. According to Isjoni (2011), the TPS model as part of cooperative learning is designed to influence student interaction patterns. the think pair share method is a learning method that makes students more active and involved in group learning, namely by the teacher giving questions to students, then students think in pairs and share opinions with other pairs (Komala, 2005:64). Based on the advantages of this model, the TPS model was applied which was applied by Miss Dwi Nur Santi in eighth grade (H) with Recount text learning material. The achievement of increasing student learning outcomes is also consistent with increasing teacher and student activity in the classroom. The learning process does not seem to be one way anymore, but there are two directions between students and teachers. This can be observed when researchers make observations in the classroom to see directly the learning.

From the explanation above, the researcher conclude that the strategies that used by the teacher is Think pair Share (TPS). And from the results of this study Think Pair Share is a very appropriate method for learning writing skills because by using this method The impact of used this method can change the mindset of students about the difficulty of learning English especially in writing skills, in this method can Improve students' thinking power, provide time to think to improve the quality of student responses, students become more active in thinking about the concepts in the subject, students understand more about the concept of the topic of the lesson during the discussion, students can learn from other students, each student in the group has the opportunity to share or convey their ideas.

Conclusion

Based on the results of the study, the researcher found the good method for teaching TPS in Writing skill especially in recount text at Eight grade (H). The strategy used by the teacher are as follows: the first *Think* is for make students more interested with the lesson, because the teacher give video to stimulate students understanding lesson. Secondly, *Pair* is for make students good interaction with another students. Third, *Share* is for students increasing knowledge, the teacher give opportunity to students to share their discussion with their group in their friend.

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