

Students' Collaborative Learning Strategy of Think-Pair-Share toward Writing Skill Improvement

(A Study at SMKN 3 Payakumbuh Vocational High School of Fashion Department)

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Abstract

This descriptive research aimed to identify the writing skills of students engaged in the Think-Pair-Share (TPS) collaborative learning during English classroom activities. The study focused on 32 students from the Fashion 4 Department at SMKN 3 Payakumbuh Vocational High School, selected through purposive sampling. Data were collected using a set of writing tests, where students collaboratively wrote personal letters being involved in the TPS, and a set of questionnaires to gather feedback from both students and the teacher regarding the implementation of the TPS. The results revealed that students demonstrated strong writing skills in various aspects of personal letter writing, including generic structures, vocabulary usage, grammar, and mechanics. According to the school's Criteria of Learning Mastery (KKM), the students' writing skills were classified as above average, with scores ranging from 75.5 to 94, indicating the effectiveness of the TPS collaborative activities in enhancing writing skills. Based on these findings, several recommendations are proposed for teachers, students, and future researchers. Teachers should continue to facilitate and oversee the use of TPS in writing instruction. Students are encouraged to practice letter-writing extensively, particularly focusing on improving their paragraph writing skills. Future researchers should explore the challenges students face in organizing paragraphs while writing various types of letters.

Keywords:

English Language Teaching and Learning
Writing Skill, Think-Pair-Share (TPS)
Collaborative Learning

Abstrak

Penelitian deskriptif ini bertujuan untuk mengidentifikasi keterampilan menulis siswa yang terlibat dalam pembelajaran kolaboratif Think-Pair-Share (TPS) pada kegiatan pembelajaran Bahasa Inggris. Penelitian ini berfokus pada 32 siswa dari Jurusan Tata Busana 4 di SMKN 3 Payakumbuh yang dipilih melalui teknik purposive sampling. Data dikumpulkan menggunakan tes menulis, di mana siswa secara kolaboratif menulis surat pribadi dengan menggunakan model TPS, serta angket untuk memperoleh umpan balik dari siswa dan guru mengenai penerapan TPS tersebut. Hasil penelitian menunjukkan bahwa siswa memiliki keterampilan menulis yang baik dalam berbagai aspek penulisan surat pribadi, termasuk struktur umum, penggunaan kosakata, tata bahasa, dan mekanika. Berdasarkan Kriteria Ketuntasan Minimal (KKM) sekolah, keterampilan menulis siswa diidentifikasi di atas rata-rata, dengan skor berkisar antara 75,5 hingga 94, yang menunjukkan efektivitas kegiatan kolaboratif TPS dalam meningkatkan keterampilan menulis. Berdasarkan temuan ini, beberapa rekomendasi diajukan untuk guru, siswa, dan peneliti selanjutnya. Guru disarankan untuk terus memfasilitasi dan mengawasi penggunaan TPS dalam pembelajaran menulis. Siswa didorong untuk secara aktif berlatih menulis surat, terutama dengan fokus pada peningkatan keterampilan menulis paragraf. Peneliti selanjutnya diharapkan untuk mengeksplorasi tantangan yang dihadapi siswa dalam mengorganisasi paragraf saat menulis berbagai jenis surat.

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INTRODUCTION

English is an international language used for communication in both daily life and academic activities. It is formally taught as a foreign language in schools from junior high school through university, where it is a compulsory subject and one of the subjects tested in the context of Indonesia national examination too. However, English is rarely practiced among students in everyday life because they are heavily influenced by their first language, making it difficult to teach and to learn it. Learning English involves mastering four key skills: listening, speaking, reading, and writing (Prayogo, 2022; Septy & Juliani, 2023).

Regarding the importance of English in business and industries, particularly in the fashion industry, English serves as the international language of business, enabling designers, manufacturers, marketers, and retailers from different countries to communicate effectively. Most fashion magazines, journals, blogs, and trend reports are widely published in English, providing access to the latest trends and industry insights. Industry events, fashion weeks, and trade shows often use English as the primary language, facilitating networking and collaboration among global professionals. English is also widely used in advertising, social media, and branding campaigns, helping fashion brands reach a broader audience. Additionally, for online retail platforms and e-commerce, English is essential for attracting international customers and expanding market reach. In short, proficiency in English is crucial for success in the global fashion industry (Septy, 2017; 2018).

Focusing this current study, writing is a productive and expressive activity that generates new and engaging content, capturing the attention of readers. Of its importance, writing involves producing language to express ideas, requiring a structured process to write effectively (Cahyani, et.al., 2017). Writing allows for the free expression of ideas, where one can find, articulate, and organize thoughts into statements or paragraphs (Mariani, et.al., 2023). As well, writing is the act of expressing ideas, thoughts, experiences, and feelings clearly and systematically in graphic form or written symbols, ensuring that readers can comprehend the conveyed message (Barus, 2018; Sa'adah, 2020). The essence of writing lies in expressing emotions, providing information, and influencing readers, making the written work captivating.

Writing is often considered the most challenging language skill. Not everyone finds it easy to translate ideas into written form. One of the major difficulties students encounter in writing English is a limited vocabulary. Writing is a crucial aspect of language learning, supported by a strong vocabulary, proper spelling, and correct sentence patterns (Hidayat & Kurniawan, 2020)). Therefore, students should have practiced to develop a good command of English vocabulary to write effectively, as well as managed and practiced strategies in their writing skills.

Think-Pair-Share (TPS) activities, a well-regarded instructional strategy, were considered significant in promoting students' active learning and engagement. This method involved students working in pairs or small groups to think critically about a topic, share their thoughts and ideas, and then discuss their findings with the entire class. TPS had been widely recognized for its effectiveness in various educational settings, enhancing students' understanding and learning outcomes (Fauzi et al., 2021; Sajidan et al., 2023). However, in the context of this study, the effectiveness of TPS specifically for improving students' writing skills, particularly in personal letter writing, needed to be investigated. Despite its use, many students still struggled with this skill, often producing poorly structured and unconvincing letters.

Given the importance of identifying the problem, the study focused on how the Think-Pair-Share (TPS) method could improve students' ability to write English personal letters in the Fashion 4 Department at SMKN 3 Payakumbuh Vocational High School. The TPS model was implemented to observe how students exchanged ideas with peers, increased participation, enhanced retention of information, optimized engagement, and demonstrated their understanding. This study is crucial to reassess the effectiveness of TPS practices in improving students' writing skills. By observing student participation during the learning process, the study aimed to assess their personal letter writing skills, specifically evaluating structure, language features, grammar, vocabulary, and mechanics through student writing tests.

RESEARCH METHOD

This study utilized a descriptive research design to observe and articulate the current state of the research subjects. Descriptive research involves gathering data to test hypotheses or answer questions about the current status of the subjects, presenting the situation as it is (Refnita, 2018), and describing what is happening rather than exploring how or why it occurs (Arikunto, 2012). In this context, the study aimed to describe the English writing ability of eleventh-grade students in the Fashion Department, specifically the Busana 4 class, at SMKN 3 Payakumbuh, with a focus on their skills in writing personal letters within the TPS collaborative learning activities.

The population of this research comprised students with similar characteristics from a specific group, event, or subject of study at the Vocational High School. There were 131 students across four groups (Busana 1, 2, 3, and 4) in this department. This study employed a purposive random sampling technique to select a sample from the Eleventh Graders Fashion 4 (Busana 4) Department, numbering 32 students. The purposive random sampling involved selecting groups of subjects rather than individuals (Sugiyono, 2012; Refnita, 2018). The selected subjects followed the same syllabus, used the same books, covered the same material, and had identical lesson hours for learning English. Therefore, the sample, a group of individuals from the larger population, was believed to represent the entire population accordingly.

To evaluate how students' personal letter writing skills improved through the Think-Pair-Share (TPS) collaborative learning strategy, this research administered writing tests to collect data and used questionnaires to survey the process of teaching personal letters during classroom activities. Additionally, a smartphone was used to record observations of students' learning activities. The study primarily assessed students' personal letter writing skills, focusing on their ability in structure, language features, grammar, vocabulary, and mechanics through the writing tests.

Before data collection, the test instrument was evaluated for validity and reliability. Validity refers to the degree to which a test measures what it is intended to measure, allowing for proper interpretation of scores (Gay et al., 2012; Mills & Gay, 2018). To ensure content validity, the test was constructed based on the syllabus and teaching materials provided to the students. For reliability, the Pearson Product-Moment formula was used, with a minimum criterion of 0.70 for the correlation coefficient (Arikunto, 2012; 2015; Gay et al., 2012). Data collection involved instructing students to write personal letters within a 60-minute time frame and distributing questionnaires to teachers and students to gather additional information about the teaching-learning activities of the TPS collaborative learning strategy.

Data were also collected by observing teaching and learning processes, administering written tests to students, and distributing questionnaires. The data collection steps were as follows; (1) Observed teachers and students learning about personal letters with the TPS using video recordings and photos, (2) Documented the process through teacher assessment papers for three teaching sessions using the TPS, (3) Instructed the students to write a personal letter, (4) Allocated 60 minutes for students to complete the written test, (5) Collected all students' answers, (6) Made copies of the students' answers and provided them to the second scorer, (7) Assigned scores based on the scoring criteria in collaboration with the second scorer (table 1), and (8) Conducted a questionnaire survey of teachers and students at the end of the research.

To analyze the data, this study calculated the average scores that students obtained from two scorers and classified these scores based on the Learning Mastery Criteria (Kriteria Ketuntasan Materi/KKM) set by SMKN 3 Payakumbuh Vocational High School. Students who scored above 70 on the KKM were classified to have high ability, while those who scored below 70 were categorized as having low ability. The percentage of students in each category was then calculated. The steps involved were; (a) selecting students to write personal letters, (b) identifying the students who wrote the personal letters, (c) classifying their errors and mistakes based on the criteria, and (d) interpreting the results of data analysis.

Table 1
Scoring Criteria

No	Aspects	Criteria	Scores
1.	Generic structure	<ul style="list-style-type: none"> Generic structure personal letters (address, date, salutation, greetings, introduction, content, closure, closing, signature, postscript) and are clearly described. 	30
		<ul style="list-style-type: none"> Incomplete (some parts are not written) and not clearly described 	24
		<ul style="list-style-type: none"> Incomplete (many parts left unwritten) and not clearly described 	20

2.	Grammar	<ul style="list-style-type: none"> 81% - 100% sentences are grammatically correct. 	30
		<ul style="list-style-type: none"> 61% - 80% sentences are grammatically correct. 	25
		<ul style="list-style-type: none"> 41% - 60% sentences are grammatically correct. 	20
		<ul style="list-style-type: none"> 21% - 40% sentences are grammatically correct. 	15
		<ul style="list-style-type: none"> 0% - 20% sentences are grammatically correct. 	10
3.	Vocabulary	<ul style="list-style-type: none"> Students can write English vocabulary well 	25
		<ul style="list-style-type: none"> Students have not been able to write English vocabulary properly. 	20
4.	Mechanics a. Punctuation	<ul style="list-style-type: none"> The student always applies correct punctuation 	5
		<ul style="list-style-type: none"> The student sometimes applies correct punctuation 	3
		<ul style="list-style-type: none"> The student never applies correct punctuation 	0
	b. Capitalization	<ul style="list-style-type: none"> The student always applies correct capitalization 	5
		<ul style="list-style-type: none"> The student sometimes applies correct capitalization 	3
		<ul style="list-style-type: none"> The student never applies correct capitalization 	0
	c. Spelling	<ul style="list-style-type: none"> The student always applies correct spelling 	5
		<ul style="list-style-type: none"> The student sometimes applies correct spelling 	2.5
		<ul style="list-style-type: none"> The student never applies correct spelling 	0

FINDINGS AND DISCUSSION

Assessing Students' Writing Skill of Personal Letters

Having collected and analyzed the data, this study examines the impact of the Think-Pair-Share (TPS) collaborative method on enhancing the English personal letter writing skills of students in the Fashion 4 Department at SMKN 3 Payakumbuh, a Vocational High School. The TPS method facilitated the exchange of ideas among the students, increased participation, enhanced retention of information, optimized engagement, and provided opportunities for the students to demonstrate their understanding in the classroom. By observing students' classroom collaboration during the learning process, this study assessed their writing skills of personal letters, specifically focusing on structure, language features, grammar, vocabulary, and mechanics through writing tests. This study highlights the importance of TPS collaborative practices in developing English language teaching practices, with a particular emphasis on their writing skills.

Based on the data analysis, students' writing scores ranged from 72.5 to 94 on the first day and from 75.5 to 94 on the second day of testing. The consistent results indicated that the writing test effectively maintained the reliability of the information gathered. Table 2 shows a comparison of students' personal letter writing skills between the first and second day of testing.

According to the school's Learning Mastery Criteria (Kriteria Ketuntasan Materi/KKM), the students' writing skills were classified into five categories: very high (81-100), high (61-80), enough (41-60), low (21-40), and very low (0-20). The data analysis of the writing ability of personal letters affected by the TPS collaborative model identified that most students (75%) were considered to demonstrate very high abilities, while less students (25%) were regarded as having high abilities on the first day. On the second day, as a comparison, 20 students (62.5%) were classified as demonstrating very high abilities, and 12 students (37.5%) were classified as having high abilities. Overall, this study identified the students' writing skills as above average (high level), indicating the effectiveness of practicing the TPS collaborative activities in the classroom that improved the students' writing ability.

Table 2: Day One dan Day Two about Students Writing Skill of Personal Letters by the KKM of SMKN 3 Payakumbuh

Learning Mastery Criteria (KKM)	Ability Categorized	Number of students		The percentage of students	
		Day One	Day Two	Day One	Day Two
81 – 100	Very high	24	20	0.75%	0.625%
61 – 80	High	8	12	0,25%	0.375%
41 – 60	Enough	-	-	-	-
21 - 40	Low	-	-	-	-
00 - 20	Very Low	-	-	-	-
	The total of students	32 students	32 students	0.0075%	0.62%

The study found that students' writing

skills were very satisfactory, particularly in their ability to implement various aspects of writing personal letters, such as generic structures, vocabulary usage, grammar application, and mechanics. In terms of the generic structure, the students' writing was excellent, with most demonstrating a high ability to write personal letters. Regarding vocabulary usage, all students showed high ability, with most students (87.5%) categorized as having very high ability and less students (12.5%) as having high ability. This proficiency underscores the importance of practicing TPS (Think-Pair-Share) collaborative learning activities in writing classes.

The evaluation of grammar application revealed similar results, showing that TPS practice had a significant impact on students' grammar skills. Most students (87.5%) demonstrated a very high level of ability, while a smaller proportion (12.5%) were categorized as having high ability. The majority of students exhibited a strong grasp of sentence structures, reflecting the emphasis on grammar in English Language Teaching in Indonesia, which often prioritizes grammar over communicative competence (Prayogo, 2022; Adnyani et al., 2023; Daud et al., 2024). These findings underscore the effectiveness of TPS collaborative learning activities (Fauzi et al., 2021), as they facilitate collaborative problem-solving and enhance sentence structure in writing classes.

Writing is a system of human communication that uses symbols to convey ideas and emotions. To write effectively, students must focus on generating ideas, organizing them coherently, revising for quality, using proper punctuation, and editing for grammatical accuracy. The significance and nature of writing have been explored in various studies (Celce & Olshstein, 2000; Hyland, 2004; Flynn & Stainthorp, 2006; Harmer, 2007).

Writing involves recording language through visible marks or graphic symbols, allowing learners to create and communicate their thoughts, feelings, ideas, and experiences. It serves functional purposes, such as conveying information, and is a natural means of producing language, similar to speaking. However, unlike speaking, which permits immediate correction and continuation, writing requires more time for thinking, revising, and tailoring the message to the audience, particularly in a second language.

Writing facilitates clear and comprehensible communication, helping to share personal meaning with others. It is a productive skill that involves using orthographic symbols and complex processes, necessitating correct grammar, suitable vocabulary, and attention to coherence and cohesion. Writing encompasses the inscription of signs and symbols and involves intricate actions and tasks (Hyland, 2004; Mayers, 2005; Flynn & Stainthorp, 2006). The process of writing involves several stages: planning, drafting, reviewing, editing, and producing the final version. Though often perceived as linear, writing is inherently recursive, with writers frequently revisiting and refining their work (Harmer, 2007). To enhance their writing skills, students must practice regularly to achieve proficiency.

Practicing writing personal letters is crucial because they serve both informal and formal purposes, such as job applications and requests to government or private agencies (Kustiawan, 2003). The need for clarity and careful sentence construction in personal letters is emphasized due to the indirect nature of communication, which requires well-organized language. Errors and ineffective sentences can hinder communication. Additionally, skill in writing personal letters is important as they can be sent to agencies, friends, or family, generally allowing for a relatively free format and language. However, when addressing an official or organization, such as in a job application letter, the format and language must be formal.

Personal letters include specific components, such as the generic structure, which allows the writer to express their personal viewpoint on a situation. Although the text structure does not always adhere to conventions, the key components of personal letters are outlined in Table 3 and Figure 1.

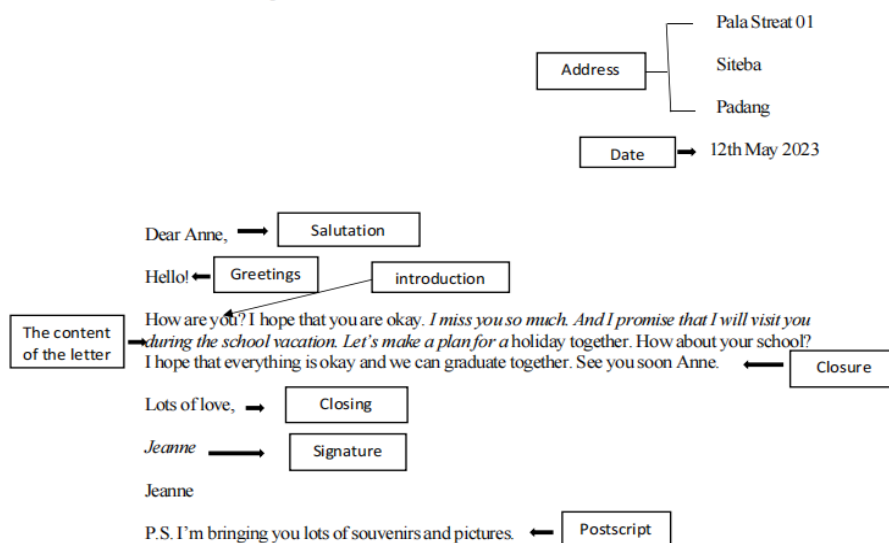
Table 3: Components of Generic Structures in Personal Letters

No	Generic Structure	In personal letter
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1	Address	The location from which the letter was written should have been accurate and complete. If the recipient was in another country, the country needed to be included in the address.
2	Date	The date of writing, placed in the top left corner, provided a reference for when the letter was composed, helping the reader better understand its context.
3	Salutation and Name	The greeting and the recipient's name. For informal letters to friends or peers, the writer used their first name with a casual greeting like "Dear Alex." For formal letters to elders or professional contacts, titles such as "Mr." or "Mrs." were used, e.g., "Dear Mrs. Alex."
4	Introduction	The opening of the letter clearly stated the purpose of writing. In informal letters, the tone was casual and comforting, unlike the formal tone of business letters.
5	Body	This was the main section of the letter, detailing the message the writer wanted to convey. The language and tone were adjusted based on the recipient; the writer was more casual with friends and more formal with others.
6	Closure	This section signaled the end of the letter. The writer offered a meaningful and affectionate farewell and invited the recipient to respond, indicating a desire to continue the conversation.
7	Complimentary Close	A brief phrase like "Love," "Sincerely yours," etc., was used to end the letter politely.
8	Signature	The writer's name or initials.
9	Postscript (P.S.)	An afterthought added at the end of the letter, preceded by "P.S." and followed by the writer's initials.

(Adopted from Fry, 2012; Al Khoyyath, et.al., 2022)

Figure 1: The Format of Personal Letter



Regarding writing purposes, personal letters can include several types (Marcela, 2003), such as: (1) Work Placement Letters, used to introduce or establish a person's placement at a specific job, (2) Letters of

Appointment, issued to promote an individual to a higher position or rank, and (3) Orders, issued by a company or agency instructing another person or entity to perform or refrain from performing specific tasks related to their duties or responsibilities. Gie (2002) divided personal letters into two categories: (1) Official personal letters, sent from individuals to official organizations, such as job application letters, permits, and requests, and (2) Unofficial personal letters, informal and addressed to family or friends, such as letters to friends, parents, or relatives. Based on these classifications, personal letters can be generally categorized into official private letters, created by organizations or agencies, and unofficial personal letters, written by individuals without any organizational affiliation. These different types of personal letters can be practiced by students in their writing classes. In this context, TPS collaborative activities could be considered to help students develop their writing skills, although this would require deeper research in the future.

Students' Collaborative Practices of Think-Pair-Share in Writing

Addressing this issue, the implementation of Think-Pair-Share (TPS) was considered important as it provided a potential solution for students to engage in collaborative learning; discussions, critically analyze different perspectives, and receive peer feedback (Fauzi et al., 2021; Sajidan et al., 2023). These interactions were anticipated to enhance their writing skill, enabling them to produce more coherent, organized, and persuasive personal letters. Investigating the implementation of TPS was crucial to address existing challenges and promote effective teaching and learning practices.

In the writing class, students were central to the learning experience, taking into account their needs, expectations, goals, learning styles, skills, and knowledge. Students should be encouraged to leverage their abilities by utilizing support and cooperation. This method allowed them the freedom to express their thoughts and feelings in writing, providing ample time and opportunities for reconsideration and revision. Throughout their writing process, students engaged in three main activities: planning, drafting, and revising. Some sequences included four steps: thinking, planning, writing, and editing, while others used five steps: prewriting, drafting, revising, editing, and evaluating (Kirsten & Kintsch, 2001). Each writer had a preferred approach to the writing process, ranging from simpler to more complex, depending on the learner's level and the writing's purpose.

Reviewing Teachers' Teaching Methods of Writing

To review, the effectiveness of the Think-Pair-Share (TPS) collaborative learning model largely depended on how teacher managed their classrooms, organized student activities, and provided feedback. In this study, the teacher's methods appeared satisfactory, with adequate preparation reflected in the material preparation and attention to personal letter questions. However, during the opening activities, the teacher struggled to motivate students but successfully conveyed the learning objectives and strategies. In the core activities, the teacher faced challenges in guiding students toward the lesson's goals and maintaining student engagement. During the closing activities, the teacher struggled to effectively summarize key ideas, and some parts failed to acknowledge outstanding students. The teacher managed time well but had difficulties maintaining students' focus and enthusiasm in the classroom. Overall, the teacher's methods for managing the writing class instruction were still developing, as this was their initial experience with this approach. The teacher's effectiveness in managing the writing class with TPS activities was reflected in the students' writing skills in personal letters, and further assessment in subsequent meetings and future research was needed.

Cooperative learning has considered a range of strategies designed to promote collaboration among students during the learning process emphasizing its effectiveness in enhancing students' understanding. A primary goal of cooperative learning is to actively engage students in their education. By working together, students could support each other in understanding the material and completing tasks, thereby enriching their overall learning experience (Moore, 2008; Slavin, 2011).

Several models of cooperative learning are relevant to the writing class, each with its unique approach, as illustrated in Table 4. This study reviewed various models and approaches, including Think-Pair-Share (TPS), to compare how they foster collaboration and support among students in understanding and mastering the material, particularly in personal letter writing. TPS can be effectively combined with other models, provided it aids students in enhancing their English proficiency, especially in writing skills.

Table 4 : Other Models of Cooperative Learning to Compare with the TPS

No.	Compared Models of Collaborative Learning	Description
1	Student Achievement	Developed by Robert Slavin, this model involves

	Divisions	assigning weekly tasks to students. The process includes dividing students into small groups of 4-5 members with varying abilities. Each student is expected to learn the material with the help of their peers and evaluate each other's understanding. The teacher assesses each student based on their grasp of the material and their contributions to the group.
2	The Jigsaw	This model shares similarities with the Student Achievement Divisions but focuses on dividing tasks among groups. The teacher forms small groups of 4-5 students, each responsible for analyzing different sections of the material. Afterward, these groups merge to discuss their findings and complete the analysis. The teacher then evaluates the overall discussion results.
3	Group Investigation	In this model, students play an active role in identifying and planning the problem or topic to be studied. They collaborate to explore the issue and develop their findings.
4	Picture and Picture	This model uses visual aids to engage students more effectively, particularly in science subjects. By incorporating pictures, the model aims to make the material more accessible and interesting to students.
5	Think-Pair-Share (TPS)	In this model, the teacher presents questions to students, who then discuss their thoughts with a partner. Finally, each pair shares their insights with the class, and the teacher assesses the collective responses.

In relation to this study, several key challenges were identified in implementing the Think-Pair-Share (TPS) model to improve students' writing skills. These challenges are detailed in Table 5. By addressing these factors, the implementation of TPS collaborative activities is expected to enhance students' abilities in writing personal letters at the vocational high school.

Table 5: Challenging Factors in implementing the TPS in Writing

No .	Challenging Factor of TPS Implementation	Description
1	Insufficient Engagement	The current methods for teaching personal letter writing do not fully engage eleventh-grade students, which limits their ability to develop effective writing skills.
2	Limited Student Participation	Existing approaches at SMKN 3 Payakumbuh fail to provide adequate opportunities for students to actively participate in the writing process. Consequently, students may struggle to express their thoughts and ideas effectively in personal letters.
3	Ineffective Peer Collaboration	Current classroom practices lack an emphasis on peer collaboration, which is crucial for improving writing skills. The absence of structured activities such as peer reviews and discussions restricts students' opportunities to receive feedback and learn from each other.
4	Inadequate Instructional Strategies	The instructional strategies currently used by teachers may not be optimal for enhancing students' writing skills. There is a need to explore more effective teaching approaches tailored specifically to the demands of writing personal letters.
5	Limited Self-Reflection Opportunities	Students may have insufficient opportunities for self-reflection and self-assessment in their writing process. This lack of self-reflection prevents them from identifying areas for improvement and developing a sense of ownership over their

	writing
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In the context of teaching writing, several key strategies can help manage and enhance students' writing skill, as presented in table 6.

Table 6: Key Strategies To Enhance Students' Writing Skill

No.	Components	Strategies to Do to Develop Writing Skill
1	Language Structure	By providing modeling and explicit instructions, students learn to construct various sentence structures—simple, compound, complex, and compound-complex—using visual sentence component forms. This practice helps students communicate more clearly in both speaking and writing and prepares them for reading more advanced texts.
2	Grammar	Teachers introduce new language and grammar skills through multiple learning channels. These skills are reinforced throughout the week in everyday speaking, writing, sentence construction, and revision. Grammar instruction follows a defined scope and sequence appropriate for each grade level.
3	Process	Instruction begins with sentence construction, helping students understand the components and significance of sentence structure in reading and writing. Students then progress to building paragraphs, compositions, stories, and essays.
4	Genres	Teachers model how to analyze various genres, both fiction and nonfiction. Students use brainstormers and planners to organize their thoughts for narrative, informative, explanatory, opinion, analytical, and argumentative writing. Weekly mentor texts from sources like Writing Alive offer examples in these genres, helping students apply their writing skills across the curriculum.
5	Traits	The Daily Sentence activity provides students with opportunities to practice revision strategies that enhance organization, ideas, content, word choice, voice, fluency, style, and conventions. Explicit instruction and modeling help students refine these traits in their writing.
6	Assessment	Growth is intentional and guided by clear goals. Students review models of basic, proficient, and advanced writing, set goals using diagnostic rubrics before drafting, and assess their progress post-drafting to guide revisions. Success is celebrated through score graphs, promoting student ownership of their writing development.

The current teaching methods for the writing class at the school faced several challenges, including low student engagement, limited participation, ineffective peer collaboration, inadequate instructional strategies, and insufficient opportunities for self-reflection. To address these issues, implementing Think-Pair-Share (TPS) collaborative activities emerged as a promising solution. TPS activities could enhance student engagement, promote active participation, improve peer collaboration, refine instructional methods, and provide ample opportunities for self-reflection, thereby significantly boosting students' writing skills.

CONCLUSION

To conclude, addressing the challenges faced in the current writing instruction at the school—such as low student engagement, limited participation, ineffective peer collaboration, inadequate instructional

strategies, and insufficient self-reflection—requires innovative approaches. The Think-Pair-Share (TPS) collaborative activities have demonstrated potential as an effective solution. By fostering greater student involvement, encouraging meaningful interaction, and enhancing instructional methods, TPS activities offer a comprehensive strategy to improve students' writing skills. Implementing these activities could lead to more engaging and effective writing instruction, ultimately better preparing students for successful communication in various contexts.

This study investigated the effectiveness of the Think-Pair-Share (TPS) collaborative learning in improving the writing skill of students at SMKN 3 Payakumbuh Vocational High School, specifically focusing on personal letter writing. It examined how the TPS approach influenced student engagement, participation, peer collaboration, and overall writing proficiency. The study also explored the challenges and potential benefits of implementing TPS activities in the writing class, aiming to enhance students' ability to produce well-structured and effective personal letters. This study found that implementing the Think-Pair-Share (TPS) collaborative learning model significantly improved the writing skills of eleventh-grade students at the school, particularly in the area of personal letter writing. Key findings included:

1. Enhanced Engagement and Participation: TPS activities led to increased student engagement and active participation in the writing process.
2. Improved Peer Collaboration: Students benefited from collaborating with peers, which helped in brainstorming ideas, providing feedback, and refining their writing.
3. Refined Writing Skills: The use of TPS activities contributed to better organization, coherence, and overall quality in students' personal letters.
4. Challenges Addressed: While the TPS model addressed several challenges such as low engagement and ineffective peer collaboration, the study also identified areas for further improvement in instructional strategies and self-reflection opportunities.

Overall, the study concluded that TPS activities were effective in enhancing students' writing abilities, suggesting that continued use and refinement of this approach could lead to further improvements in writing instruction.

This study suggests several directions for future research and practice as follows:

1. Further Evaluation of TPS Effectiveness: Conduct additional studies to further evaluate the long-term impact of TPS on students' writing skills and overall academic performance.
2. Refinement of Instructional Strategies: Explore and refine instructional strategies within the TPS framework to address identified challenges and enhance effectiveness.
3. Increased Focus on Self-Reflection: Implement more structured opportunities for self-reflection and peer feedback to further develop students' writing skills.
4. Broader Application: Investigate the application of TPS and similar collaborative models in other areas of the curriculum to assess their impact on different subjects and student outcomes.
5. Professional Development: Provide targeted professional development for teachers to improve their implementation of TPS and other collaborative learning models.
6. Student Support Mechanisms: Develop additional support mechanisms to assist students who struggle with collaborative learning activities and writing tasks.

By addressing these areas, future research and practice can build on the findings of this study to further enhance the effectiveness of collaborative learning strategies in writing instruction.

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