

## **ABSTRACT**

### **Integrating Think Pair Share and Silent Demonstration to Enhance Students' Procedural Writing**

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The goal of the study is to determine the Think Pair Share and Silent Demonstration techniques affected students' achievement in writing procedural text. In addition, this research aims to identify which aspects of writing improve the most after the implementation of these techniques. Two classes of thirty students each were used to perform the implementation of these techniques; the experimental class integrated the Think Pair Share and Silent Demonstration, while the control group simply involved the Think Pair Share. In this study, a static-comparison group model and a qualitative approach were selected. The data was collected by giving a series of tests before and after the treatments. The scoring system was based on the five aspects of writing assessed by two raters. The data were examined using an Independent Repeated Measures t-test to discover which class had a significant improvement and One-Way Anova and Repeated Measures t-test to observe which aspects had increased the most in both experimental and control groups. The results revealed a statistically significant rise in student scores in the experimental class compared to the control class. This was illustrated by comparing the procedural text writing averages of the experimental and control groups, which proved that  $17.8 > 11.6$  on both the pretest and posttest. Additionally, the aspect that increased the most in the experimental group was content, which identified a gain of 7 points, whereas the aspect that enhanced the highest in the control class was organization, which got a gain of 4 points. The difference in student achievement in the experimental class which includes the integration of Think Pair Share and Silent Demonstration techniques, because they can receive an overview of how a procedure works and then discuss it with their partners to reach an agreement on the steps they will write down in their procedure text writing, while in the control group, the students were not shown the procedure; they immediately discussed the topic that the teacher gave them as material for the writing. As a result, content was the aspect with the highest gain due to the assistance of Silent Demonstration to gain insight into the steps involved in the operation of an activity.

**Keywords:** Think Pair Share, Silent Demonstration, procedure text, writing achievement