

**INTEGRATING THINK PAIR SHARE AND SILENT DEMONSTRATION
TO ENHANCE STUDENTS' PROCEDURAL WRITING**

A Thesis

By

SEFIRA SEFRIADI



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
2024**

ABSTRACT

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

Sefira Sefriadi

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

**INTEGRATING THINK PAIR SHARE AND SILENT DEMONSTRATION
TO ENHANCE STUDENTS' PROCEDURAL WRITING**

A Thesis

**SEFIRA SEFRIADI
2223042012**

Advisors:

**Prof. Ag. Bambang Setiyadi, M.A., Ph.D.
Dr. Feni Munifatullah, M.Hum.**

Examiners:

**Prof. Dr. Patuan Raja, M.Pd.
Dr. Muhammad Sukirlan, M.A.**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
TEACHER TRAINING AND EDUCATION FACULTY
UNIVERSITY OF LAMPUNG
2024**

Research Title : **INTEGRATING THINK PAIR SHARE AND SILENT DEMONSTRATION TO ENHANCE STUDENTS' PROCEDURAL WRITING**

Student's Name : **Sefira Sefriadi**

Student's Number : **2223042012**

Study Program : **Master in English Language Teaching**

Department : **Language and Arts Education**

Faculty : **Teacher Training and Education**



APPROVED BY
Advisory Committee

Advisor

Prof. Ag. Bambang Setiyadi, M.A., Ph.D.
NIP 19590528 198610 1 001

**The Chairperson of Department
of Language and Arts Education**

Dr. Sumarti, S.Pd., M.Hum.
NIP 19700318 199403 2 002

Co-Advisor

Dr. Feni Munifatullah, M.Hum.
NIP 19740607 200003 2 001

**The Chairperson of Master
in English Language Teaching**

Dr. Muhammad Sukirlan, M.A.
NIP 19641212 199003 1 003

ADMITTED BY

1. Examination Committee

Chairperson : **Prof. Ag. Bambang Setiyadi, M.A., Ph.D.**

Secretary : **Dr. Feni Munifatullah, M.Hum.**

Examiners : **1. Prof. Dr. Patuan Raja, M.Pd.**

2. Dr. Muhammad Sukirlan, M.A.

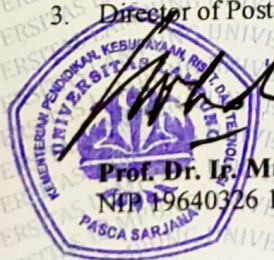
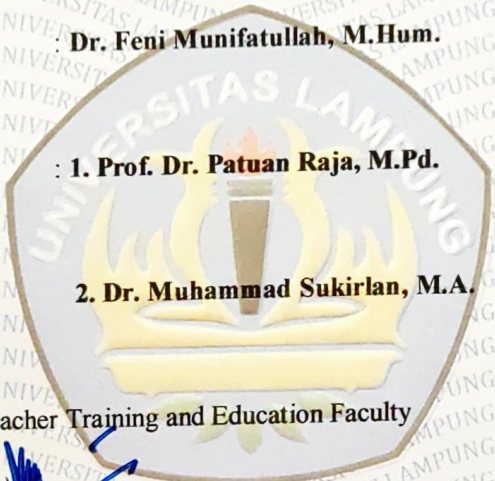
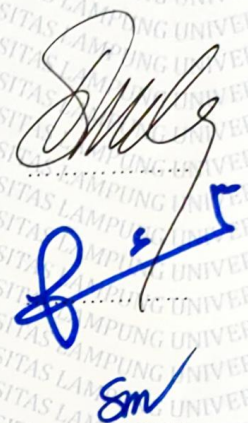
Dean of Teacher Training and Education Faculty

Prof. B. Sunyono, M.Si.
NIP 19651230 199111 1 001

3. Director of Postgraduate Program

Prof. Dr. Iq. Murhadi, M.Si.
NIP 19640326 198902 1 001

4. Graduated on: **June 11th, 2024**



LEMBAR PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Tesis yang berjudul "*Integrating Think Pair Share and Silent Demonstration to Enhance Students' Procedural Writing*" adalah benar hasil karya saya sendiri dan saya tidak melakukan peniruan dan pengutipan atas karya penulis lain dengan tidak sesuai etika ilmiah yang berlaku dalam masyarakat atau akademik yang disebut sebagai *plagiarism*.
2. Hak intelektual atas karya ilmiah ini diberikan sepenuhnya kepada Universitas Lampung.

Atas pernyataan yang dibuat ini apabila dikemudian hari adanya ketidakbenaran, saya bersedia menanggung akibat dan sanksi yang diberikan kepada saya. Saya bersedia dan sanggup dituntut sesuai dengan hukum yang berlaku.

Bandar Lampung, 11 Juni 2024
Yang membuat pernyataan,



Sefira Sefriadi
NPM 2223042012

CURRICULUM VITAE

Sefira Sefriadi was born in Bandar Lampung on March 18, 2000. She is the second of the three children of Drs. Hery Sefriadi AS, M.Pd., and Siti Sarah Ekawati. Her older sister is named Miendira Sefriadi S.T.P., and Aktiara Sefriadi is the youngest.

She started her education at Kindergarten Pratama 1 and continued to SDN 1 Rawa Laut until the 2012 academic year. At the next level, she attended SMPN 1 Bandar Lampung and graduated in 2015 then she took SMAN 1 Bandar Lampung until 2018. In the same year, she was accepted through SBMPTN to be able to continue her education at English Education Study Program at University of Lampung and got her bachelor degree in 2022. Still in the same year, she applied for the same study program to continue his higher education at master's level. Currently, she is teaching at an English course in Bandar Lampung while completing her master's degree.

MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا ۗ لَهَا مَا كَسَبَتْ وَعَلَيْهَا مَا أُكْتَسَبَتْ ۗ

Allah does not charge a soul except [with that within] its capacity.

(Al-Qur'an 2:286)

DEDICATION

The author dedicates and presents this thesis to:

1. Her inspiring educators to encourage enthusiasm for learning
2. Her parents — Hery Sefriadi and Siti Sarah Ekawati
3. Her sisters, brother-in-law, and nephew — Miendira Sefriadi, Aktiara Sefriadi, Deski Anjaya, Gaozhan Wafi Anjaya
4. Her special one — Achmad Bagas Pangestu
5. Her almamater — Master in English Education Study Program and University of Lampung
6. Her beloved friends

ACKNOWLEDGEMENTS

Due to the abundance of mercy and grace of Allah SWT, the author is able to complete this thesis as a means of fulfilling the requirements for pursuing a Master's degree. The thesis entitled Integrating Think Pair Share and Silent Demonstration to Enhance Students' Procedural Writing is proudly presented to the Language and Arts Education Department of Teacher Training and Education Faculty of Lampung University. Many people have coordinated to improve and provide meaningful suggestions in this work. First of all, the author would like to declare her gratitude respect to:

1. Prof. Ag. Bambang Setiyadi, M.A., Ph.D., as her first advisor, for his patience, kindness, encouragement to guide and give time to the author in completing his thesis on time. His insights, knowledge and inspiration are truly meaningful during the author's studies and the writing of her thesis.
2. Dr. Feni Munifatullah, M.Hum., as her second advisor, for her evaluation, guidance and valuable suggestions in the thesis composition process. Her insight and kindness give the author a perspective to be able to compile this thesis.
3. Prof. Dr. Patuan Raja, M.Pd., as her first examiner, for his guidance and constructive suggestions during the arrangement of this work. The in-depth knowledge he provides is very valuable during the author's studies.

4. Dr. Muhammad Sukirlan, M.A., as the second examiner and the chairperson of Master of English Education, for his time, feedback and invaluable suggestions in completing this thesis.
5. All of the lecturers in English Education Study Program and administrative staffs.
6. SMK-SMTI Bandar Lampung which kindly allowed the author to carry out research for almost a month. In particular, the author's deep gratitude goes to class XII APL 1 and KI 2 for taking the time and providing the opportunity to contribute well and regularly throughout the research process.
7. The great parents, Drs. Hery Sefriadi AS, M.Pd., and Siti Sarah Ekawati, for all the contribution to provide endless love, enthusiasm to assist the author in the process of achieving something, and give the sincere prayers.
8. The sisters, brother-in-law and nephew, Miendira Sefriadi STP., Aktiara Sefriadi, S.Pd., Deski Anjaya A.Md., Gaozhan Wafi Anjaya, for always comforting in all situations, giving the confidence to complete this thesis and praying with sincerity.
9. Her special one, Achmad Bagas Pangestu, for his tireless sense of always helping and being present for the author in all circumstances.
10. Her precious girls, Dian Pawitri Ayu, Faiza Istifa Pika, Shalsa Shafa Marwa, Mulia Zalmetri, Kiromil Baroroh, Ranti Pratiwi, Adelia Puspita, Bunga, Syifa, Nina Setiana, Reynita Adlina, Zalfa Rafifah, Afifah, Ervina Marlinasari, Sazkia Andhita, Celiacika Gustisiwi Putri, Raudhah Diara Putri, Arnita Annisa Belly and Zhavira Shofwan, for all the constructive assistance and encouragement to the author to complete this thesis.
11. MPBI 22 members, for all the help in navigating the lecture period which was

filled with laughter and warmth.

12. Me, myself and I, Sefira, for always struggling to navigate all the obstacles that occur on the journey, trying to grow and accepting the things that have become God's destiny.

Bandar Lampung, June 11th 2024

The Writer

Sefira Sefriadi

CONTENTS

ABSTRACT	i
COVER	ii
APPROVAL	iii
ADMISSION	iv
LEMBAR PERNYATAAN	v
CURRICULUM VITAE	vi
MOTTO	vii
DEDICATION	viii
ACKNOWLEDGEMENTS	ix
CONTENTS	xii
TABLES	xiv
APPENDICES	xv
I. INTRODUCTION	1
1.1 Background	1
1.2 Formulation of The Problems	4
1.3 Research Objectives	5
1.4 Research Uses	5
1.5 Scope of The Research	6
1.6 Definition of Terms Writing	6
II. LITERATURE REVIEW	8
2.1 Concept of Writing	8
2.2 Aspects in Writing	9
2.3 Process in Writing	10
2.4 Teaching Writing.....	13
2.5 A framework of Procedure Text Writing.....	15
2.6 Concept of Think Pair Share Technique.....	17
2.7 The Advantages and Disadvantages of Think Pair Share Technique	18
2.8 The Purpose of Think Pair Share Technique in Teaching Procedure Text	19
2.9 Concept of Silent Demonstration Technique	20
2.10 The Purpose of Silent Demonstration Technique in Teaching Procedure Text	21
2.11 The Advantages and Disadvantages of Silent Demonstration Technique.....	21

2.12 The Integration of Think Pair Share and Silent Demonstration Techniques	22
2.13 The Procedure of Teaching Procedural Text through the Integration of Think Pair Share and Silent Demonstration Techniques.....	25
2.14 Relevant Study	27
2.15 Theoretical Assumptions	29
2.16 Hypotheses.....	30
III. METHODS	31
3.1 Design.....	31
3.2 Research Variable	32
3.3 Population and Sample	32
3.4 Sampling Technique.....	33
3.5 Data Collecting Technique	33
3.6 Instrument	34
3.7 Validity and Reliability of The Instrument.....	35
3.8 Research Procedure	38
3.9 Rubric Scoring System	40
3.10 Data Analysis	42
3.11 Data treatment Test of Homogeneity	43
3.12 Hypothesis Testing	44
IV. RESULTS AND DISCUSSIONS.....	47
4.1 Significant Difference in Students' Writing Achievement in Both Techniques	54
4.1.1 Result of the Pretest in Experimental and Control Group	55
4.1.2 Result of the Posttest in Experimental and Control Group	56
4.2 The Result of the First Research Question	58
4.2.1 The Result of the Second Research Question	60
4.3 Discussion.....	63
4.3.1 Significant Difference in Students' Writing in Both Techniques.....	63
4.3.2 The Aspects of Writing	67
V. CONCLUSIONS AND SUGGESTIONS	71
5.1. Conclusions.....	71
5.1. 1 First Research Question	71
5.2. 2 Second Research Question	71
5.2. Suggestions	72
5.2.1 English Teachers	72
5.2.2 Further Researchers.....	73
REFERENCES	75
APPENDICES.....	80

TABLES

Table 2.1. The Procedure in Original and Integration Techniques	26
Table 3.2. Table of Writing Aspects Criteria.....	41
Table 3.3. Homogeneity Test in Pretest	43
Table 3.4. Homogeneity Test in Posttest.....	44
Table 3.5. Normality Test of Both Classes.....	45
Table 4.1. Pretest in Experimental and Control Class	55
Table 4.2. Distribution of Pretest in Experimental and Control Class	55
Table 4.3. Posttest in Experimental and Control Class.....	56
Table 4.4. Distribution of Pretest in Experimental and Control Class	57
Table 4.5. Gain of Pretest and Posttest Scores of the Two Classes.....	58
Table 4.6. Independent Group Test	59
Table 4.7. One Way Anova Test	60
Table 4.8. Paired Samples T-test in Control Class	61
Table 4.9. Paired Samples T-test in Experimental Class	62

APPENDICES

Appendix 1. Jacob's Scoring System (1981:90).....	81
Appendix 2. Scoring Rubric	83
Appendix 3. Student's Pre Test	84
Appendix 4. Lesson Plan (Experimental Class)	85
Appendix 5. Lesson Plan (Control Class)	96
Appendix 6. Student's Post Test.....	107
Appendix 7. Result of Students' Pretest in Control Class	108
Appendix 8. Result of Students' Pretest in Experimental Class	109
Appendix 9. Result of Students' Posttest in Control Class	110
Appendix 10. Result of Students' Posttest in Experimental Class	111
Appendix 11. Result of Normality and Homogeneity Test.....	112
Appendix 12. Result of Reliability Test.....	113
Appendix 13. Independent Sample T-test.....	115
Appendix 14. One Way Anova Analysis	116
Appendix 15. Students' Work	118
Appendix 16. Surat Izin Penelitian	120
Appendix 17. Surat Balasan Penelitian	121

I. INTRODUCTION

This chapter contains essential points for a brief explanation of the research. The points include background of the research, formulation of the problems, objectives and the uses of the research, scope of the research and definition of terms.

1.1 Background

Teaching and learning writing can be said to be given from the early phase in the language education stage (Fareed and Bilal, 2007). According to Peter and Singaravelu (2021), writing is the most intricate expression form, because it has to go through several steps to reach the final product: thinking, drafting, and revising (Brown, 2001). Those several steps are needed so that the writing can be clear by the readers. All components in writing must be considered as well. Further, for that reason students must have special abilities to be able to develop an idea into a coherent result. With a variety of those reasons, it makes writing become a difficult skill, especially for students (Klimova, 2011). This is because in its application it requires extensive knowledge, understanding, and skills (Ahmed and Mani, 2021).

The factors cause it is that students are less confident in writing subject, they are worried about making mistakes. In addition, students are not able to write a text accurately, because there are many rules that they should evaluate to make good

writing. Some of the students are less motivated in learning writing English. Thus, students do not know what things they should improve in writing.

These difficulties are the same as writing a procedure text. As stated by Alviana (2019) in her preliminary research, she found that students had difficulty in determining ideas on a given topic and also in arranging them into an appropriate step-by-step form. In addition, Hidayah (2021) declares that the problem experienced by students in writing procedure text is that they lack mastery of the language features, especially vocabulary and grammar. It is also stated by Siska, Murninati and Andriani (2021), who describe the students' difficulty was the students do not know how to choose words and use the structure of procedure text correctly. From those problems, they need to be resolved with a development in students' understanding of writing. The existence of an appropriate way to maximize students' writing skill is very necessary.

One of the learning techniques that is considered effective to be used in improving writing text ability is Think Pair Share (TPS) technique. It is a part of collaborative learning (Tint and Nyunt, 2015). TPS itself is a technique that requires students to think and discuss the questions given by the teacher in pairs (Wuryandari and Herwin, 2021). Moreover, Kagan (2009) argues that it is a strategy that starts with giving each student time to think about formulating ideas for a topic then discussing it with their partners and sharing these thoughts to others. In line with this, TPS is a suitable technique in promoting students' writing achievement.

There are several previous studies that support these theories. Demirci and Duzenli (2017) argue that TPS as the active learning approach, it can be said that this technique will further improve student academic achievement compared to using traditional teaching strategies. Furthermore, Sahardin et al., (2017) proved the same result that TPS can be implemented to teach writing, it is a helpful technique to improve their writing in terms of knowledge of writing aspects. Besides, other researchers have also found a positive impact, Santika et al., (2022) declare that in teaching and learning process, the students showed good response. They became active participants in discussion that can influence their achievement in writing procedure text.

However, from all the advantages that have been described, there are obstacles in implementing TPS. Students sometimes are still confused what they will discuss later with their partner, because they still have a lack of ideas (Yulanda, 2018). Moreover, the students have not got a clear picture of the answers to be discussed, especially in writing procedure text. In line with, according to Anita Lie (2004), the weakness in applying the Think Pair Share technique is that there are only few ideas raised by the students if only given the topic. Moreover, there are several things that must be fulfilled in making procedure text such as generic structure and language features.

To overcome the problems, there is a need for combining other techniques that can make the previous technique to support related theories. In this study, the researcher chooses to use Silent Demonstration as an appropriate technique to support Think Pair Share. The use of the silent demonstration strategy is intended

so that students can see how something will be done in a sequence. Petty (2009) explains that the students will pay attention carefully to the demonstration. Direct and detailed stages can provide big pictures for students in writing down the steps for their procedure text. Learning that is not only through material explanation is certainly an interesting thing for students, so that they can achieve their learning objectives well. Based on Silberman (1995), it is a beneficial way of doing any kind of procedural activity. The demonstration shown will provide a way of how a step is carried out in a coherent manner as well as that which is explained in a procedure text.

To sum up, combining Think Pair Share and Silent Demonstration is chosen as a technique in teaching writing procedure text because the students can be mentally alert after the learning process. These techniques are recommended for a teacher to teach procedure text because they cover all the necessary steps in effective learning order. The demonstration steps give students the opportunity to see the details to do or make something, then they write into a procedure text. After that, Think Pair Share will help them to get a better understanding of their thoughts. Therefore, the researcher needs to explore the effect of The Integration between Think Pair Share and Silent Demonstration Techniques and The Original Think Pair Share Technique.

1.2 Formulation of The Problems

Based on what is displayed in the background, the researcher formulated the research problems as follow:

1. Is there any significant difference in students' writing achievement between students who are taught through the integration of Think Pair Share and Silent Demonstration Techniques and students who are taught through original Think Pair Share?
2. Which aspect of writing do the students writing achievement improve the most between students who are taught through the integration of Think Pair Share - Silent Demonstration Techniques and the students who are taught through original Think-Pair-Share?

1.3 Research Objectives

In line with the problems showed in the background and the formulation of the research, the aims of this study are:

1. To investigate whether there is significant difference in students' procedural writing achievement through the integration of Think Pair Share - Silent Demonstration and the students who are taught through the original Think Pair Share.
2. To discover which aspect of students' writing improves the most after the students have been taught using the integration of Think Pair Share - Silent Demonstration and the original Think Pair Share.

1.4 Research Uses

This research is supposed to have both theoretically and practically advantages as follows:

1. Theoretically, this research will help to create a new technique regarding the incorporation of think pair share and silent demonstration in teaching writing which can be used as a new reference.
2. Practically, it can stimulate English teachers in implementing a new technique for students to teach writing especially in procedure text.

1.5 Scope of The Research

In obtaining data, this study used quantitative research to see the significant effect on students' writing aspects development after being given teaching that was different from conventional methods. This writing achievement was more focused on procedural texts that were in accordance with the basic competencies that exist at the end of the vocational high school level which were implemented at SMK-SMTI Bandar Lampung. A combination of both Think Pair Share and Silent Demonstration techniques as a new way was applied in assisting students in producing their text procedure writing. In the first stage, students were given a Silent Demonstration technique as a way in constructing ideas that showed in a video and the researcher utilized Think Pair Share as a further supporting technique to develop these ideas through discussion. To conclude, the students were asked to do a writing session with three stages namely; pretest, treatments and posttest.

1.6 Definition of Terms Writing

Writing

A skill used to convey an idea and communicate it to the reader through written work. (Hao and Rozali, 2022)

Writing Ability

It is an ability that produces a coherent text that can be understood by the reader.

(Ekarista, 2018)

Procedure Text

A text that explains how something is done through several stages. (Derewianka, 2004)

Think Pair Share

A technique used in learning that focuses students on active participation by offering processing time to make students think more deeply. (Parker and Asare, 2021)

Silent Demonstration

A technique of carrying out a demonstration silently and without explanation. It will keep students paying close attention (Petty, 2009).

This chapter I describes briefly the background of the research. There are several sub-chapters: background, the formulations of problems, research objectives, research uses, scope of the research and definition of terms. Further explanation will be elaborated in the next chapter about the terms used in this study.

II. LITERATURE REVIEW

The second session provides an extension of the theories that have relevance to the framework in the previous chapter which will be discussed further, specifically: concept of writing, aspects in writing, process in writing, teaching writing, procedure of teaching procedural text through the integration of think pair share and silent demonstration techniques, advantages and disadvantages, relevant study, theoretical assumptions, and hypotheses.

2.1 Concept of Writing

In accordance with Wilson and Glazier (2013), writing is a series of a structured system. It starts with words which are connected to each other in the form of phrases, clauses and sentences. These all stem from design ideas that are developed through the capture of representations of knowledge and experience in the subject matter (József, 2001). The arrangement is the result of the author's thoughts and concepts which are formulated in a coherent text form that can make the reader understand the reading.

According to Golkova and Hubackova (2014), writing is a productive skill in which grammatical structure, selection of the right diction and a certain degree of accuracy must be given more attention in its application. It is very important to be reviewed before the results of the paper are released. Basically, writing is a thinking process that requires the development of language that comes from

feelings and thoughts. This skill is also a communication process to express feelings, ideas and thoughts that are embodied in written form.

Writing is one of the skills that is formed as part of the teaching syllabus in English. In its implementation, effective mastery of writing ability is seen as an important key for learners (Harmer, 2001). When writing, students are given more time to help them express ideas or information that has been collected in their minds. Writing is significantly different from speaking skill. This requires accuracy in writing which makes it different from the ability to discuss orally. In the process, students go through such a mental process by starting to form single-sentence into single- paragraph and even text extensions. Not only that, it also encourages students to focus on developing things that will be realized into a complete form that can be found in various references. Therefore, writing requires more consideration to develop it into a complete sequence.

2.2 Aspects in Writing

In producing a good piece of writing, the writer must pay attention to several principles of supporting aspects in it. As in Jacobs et al. (1981), the following are the five aspects that can be used as a guide in constructing an appropriate writing.

a. Content

This refers to the ideas of the authors that have relevance between the topics to be made. The ideas are developed into productive communicative information that can be explained implicitly and explicitly. The purpose of the author is explained in each paragraph which contains the main ideas and supporting details.

b. Organization

The ideas that have been expressed are strung together into coherent, clear and logical paragraphs. These will make it easier for the reader to understand the content.

c. Vocabulary

The selection of appropriate words is the goal of this which can be seen from the delivery of the diction.

d. Language Use

Good sentence construction is based on the use of suitable grammatical and syntactical patterns.

e. Mechanics

All aspects of the mechanism include spelling, punctuation, and capitalization in paragraphs.

The aspects put forward by Jacobs et al. (1981) can be used as a standard in correct and precise writing. Those will be used as a reference for assessing student writing outcomes. Before students write, the teacher first explains these aspects. Therefore, students are asked to consider applying the aspects in their writing.

2.3 Process in Writing

It must be realized that there are several stages in the writing process that must be passed by every writer, especially for students. Conveying ideas and applying them in written form requires a process. They need help to write a paper that will be conveyed satisfactorily and clearly. For that, here are some activities that can be done for students to get them involved and connected with the appropriate writing process conveyed by Carty (2005):

a. Thinking and Generating Ideas

This is the first stage in determining the idea to be written from a given topic. In addition, it is a way of looking for related information. It can involve necessary content that will be delivered in written form later. Those information and thought will be used as supporting material in the next process.

b. Gathering Information

The second stage is gathering information and ideas that can be obtained from various sources. It can come from talking to other people, experience, self-knowledge even from reading related to the topic. The results of the collection can be used as a reference for developing further ideas.

c. Note Making

This is the stage to continue from the previous process where students are asked to make a short note as a concrete result of their ideas before being developed more broadly. Records are also useful as an accurate and clear proof of information that has been thought up. The language used in writing the notes is in the form of the students' own words, so that it will be more appropriate. From what has been written, it is a raw form before being expressed into a complete writing.

d. Organizing

Establishing the arrangement of the writing is essential to think about. Determining the structure can include several related things such as: main idea, an overview, ideas related to the topic and also the sequence of

information. All of these are ways that can lead to the achievement of the purpose of writing.

e. Drafting

After all the materials in the form of ideas and information have been collected, the next step is to write them down on a piece of paper. This is an early stage in the development of the material. From what has been collected, the idea can turn into additions or maybe there will be eliminations along with its application.

f. Revising and Reviewing

Keeping, changing and eliminating are possibilities that will be included in the process at this stage. It is necessary for writers to look back at what they have written in their work. Moreover, this section incorporates decisions on matters relating to the determination of the final writing.

g. Editing

Before the final stage for writing production is completed, this stage will minimize things that are not needed and are not in accordance with the objectives of the writing to be achieved. Some of the following are the things involved in proofreading: spelling, punctuation, use of capital letters, grammar, paragraphing and structures. Not only that, the choice of words must also be considered.

h. Presenting

Of all these processes, this stage is the end of the production of a piece of writing. This is an opportunity to share the work with others, in other words

we allow them to read the writing. Furthermore, students can give it to the teacher for their work and can also present it in front of the class.

Those processes are the stages involved in the formation of a written work. A process that is useful for compiling appropriate writing so that students are not confused when the teacher is asked to write about a topic.

2.4 Teaching Writing

An essential key to teaching can be done by understanding the complexity of writing (Cheung, 2016). As mentioned in Hyland (2003), learning to write mainly includes knowledge in linguistics, vocabulary selection, syntactic patterning and some cohesive devices. He further emphasized that this skill is a product that is constructed to form well-organized sentences. Therefore, students are asked to build their views on the topic given. It is the reasons mentioned above that make writing referred to as a skill that is sufficiently considered further.

In a study conducted by Alisha et al. (2019), students often experience significant problems in writing. The main obstacle is the lack of mastery of vocabulary and the language used. The assumptions that arise are related to the limited knowledge of vocabulary and the lack of ability to construct sentences grammatically which have an impact on students' confusion in producing writing. Still, they are also afraid of errors in spelling. Consequently, developing ideas and information into a complete paragraph is quite difficult.

Accordingly, Caswell (2004) asserts that in practice, making good written communication skills, students need the teacher as a facilitator to help them provide opportunities in such a way. The teachers can act as active writers as

models for their students in class. Surely, building a strong emotional closeness between teachers and students is also very necessary. Along with this can be a reason for students to be open to express their feelings and ideas. All the more, the teachers should pay more attention to attract and build students' awareness of the writing process, from generating ideas to producing works that are appropriate to the aspects involved in writing – content, organization, vocabulary, use of language, and mechanics.

The following are the four principles of teaching writing that can be adapted to any learning situation described by Nunan et al. (2003):

1. Comprehending students' reason for writing

Before carrying out writing activities, it is important for students to know the learning objectives to be achieved. It is because there are often misunderstandings between writing instructions and teachers that are not in accordance with students and also sometimes what the teacher means does not meet the goals of the school or institution.

2. Encouraging the opportunity to students in writing

Considering that writing is a skill that requires students to be productive, the teacher's role is to make students accustomed to writing activities. This will develop a significant ability to share ideas embodied in text form. Providing this opportunity will make them familiar with variations in types of writing by exploring the texts given by the teacher.

3. Creating a meaningful feedback

The teachers do not only play a role at the beginning of writing, but they also have to control their students until the end of the process. The way is to

provide feedback to them. It will be their reference in developing good writing skills in the future. The teachers can provide some concise comments that students use as a guide in improving the problems that occur in their writing and also students are asked to correct them individually so that they can encourage them in independent research.

4. Explaining the students' writing assessment to them

The teachers can clarify the important points that will be used by them in assessing the results of student writing. They also need to describe the aspects being evaluated. This is intended so that students can find out the possibility of errors that exist in their work writing, so that it can be taken into consideration for students to produce more appropriate written-work.

It is hoped that the theories described above can be used as a benchmark for teachers and students in teaching writing in the classroom. Both of them must work together in order to produce the intended agreement.

2.5 A framework of Procedure Text Writing

Definition of Procedure Text

There are many variations of text that can be learned, one of which is procedural text that can bring us connected to the world of reality. This is a text that contains a series of sentences that can change the object into a certain state (Maeta et al., 2015). It focuses on a description of the steps to carry out tasks that have a specific purpose in writing. Therefore, it is considered identical as an instructional text. Aouladomar and Saint-Dizier (2005) state that in achieving the expected goals, the user must follow the instructions in the form of steps that must be passed. Such examples that are included in the text can be in the form of

a recipe, manual for using a product and instruction for something (Zhang et al., 2012).

Generic Structure of Procedure Text

The following is the general structure and language features in the procedure text proposed by Barwick (1999):

1. The aim of procedure text

This is the head or what is usually referred to as the title which has the aim of introducing an activity to be achieved.

2. Materials or equipment

In this section, describes a list of materials or ingredients used in supporting a procedure.

3. Direction of the Procedure

This is a series of actions that must be followed to complete the activity.

Language Features of Procedure Text

According to Hanafi (2019), several language features that must be included in the arrangement of procedural text are: the audience only focuses in general which usually uses you or is not even mentioned in it at all, because it prioritizes materials and tools in its mention. Temporal conjunctions and numbering are the most crucial in this text such as: then, before, after, first, finally, etc. The simple present tense is written to give the impression of generalization. Action and imperative verb forms exist in each step of the procedure.

Types of Procedure Text

Walter (2015) states that procedural text can be divided into three depending on its purpose:

1. Manual operation refers to how something works, for example: how to use a smartphone, rice-cooker, etc.
2. A particular activity holds to daily activity, for example: a recipe for making something, the rules of a game, etc.
3. Human behavior indicates how humans act in dealing with life, for example: how to live a healthy life, achieve success, etc.

In summary, procedure text is a text that contains instructions for activities to do something that has a specific purpose by going through a series of stages that must be fulfilled. It can be how to do or make something based on its purposes. The goal is to make the reader understand what steps to follow depending on the aim. There are several things that must be considered in creating this text, namely the generic structure and language features in it.

2.6 Concept of Think Pair Share Technique

As argued by Arends (2007), cooperative learning is the basis of this technique. It refers to a learning that depends on group coordination to complete a particular task. Members of these groups are required to discuss and cooperate in order to achieve the desired goals. Cooperative learning has at least three essential instructional objectives, they are: academic achievement, diversity tolerance and also the development of social interaction. Furthermore, this learning can be characterized as follows: students belong to groups consisting of different academic abilities to master learning objectives and a scoring system refers to group or individual orientation.

Think Pair Share is included in one type of cooperative learning. This is an active class-based learning in which students are posed by an instructor or a teacher on a topic question. Furthermore, Think Pair Share is a variation of the structure in cooperative learning. Kagan (1990) describes that this is a development concept consisting of three stages, namely: students think for themselves about the topics provided by the teacher; students discuss their own ideas with their partners; they share the results of the information that has been agreed upon with the whole class. In addition, Kothiyal et al. (2013) explained that Think Pair Share allows students to express their reasons first, reflect on their thought,...s in pairs and get direct feedback about their understanding.

In academic and social settings, this technique plays a role in generating and revising hypotheses raised about a given topic. The results will be reasonable. Besides, students are able to exchange opinions in producing consensus on the answer. Certainly, this activity will spur students to engage and participate in the learning process (Kagan, 1990).

2.7 The Advantages and Disadvantages of Think Pair Share Technique

The following are the advantages and disadvantages of Think Pair Share Technique:

Advantages

1. Engage the students to be active in classroom discussion.
2. Give an opportunity for students to think first.
3. Facilitate the students to discuss the topic.

Disadvantages

1. Lack of ideas for the students. It is because the students are only given the topic.
2. The different ideas between students in pairs. This is because writing a procedural text requires a unity of ideas that will be written down in all the steps.

These are things that include the advantages and disadvantages contained in Think Pair Share.

2.8 The Purpose of Think Pair Share Technique in Teaching Procedure Text

The use of techniques is needed in teaching writing. Appropriate techniques also need to be considered so that students can obtain learning objectives. In this case, Think Pair Share can be used as an effective technique in teaching writing, especially in procedure text (Siahaan, 2014). This technique provides time for students to think about a given topic in advance. It can be referred to as the waiting time conveyed by Rowe (1987). She states that this can have good effects for students including: increasing the possibility of response elaboration, reducing errors in delivering assumptions, and giving self-confidence. In addition, Sharma and Priyamvada (2018) assert Think Pair Share has a purpose as a measure in conceptual understanding, filtering information, drawing conclusions and engaging peer-to-peer learning.

To sum up, Think Pair Share is a technique that can be said to be effectively used in the teaching and learning process of writing. This is a way to provide opportunities for students to think about the ideas that will be proclaimed in their

writing. Information collection is not only done individually but also in pairs with partners. The topic expansion is strengthened by a combination of both sources. Finally, the topic is shared to the whole class.

2.9 Concept of Silent Demonstration Technique

According to Silberman (1995), silent demonstration can be used in any type of procedural training. It can demonstrate something is achieved rather than verbally (Silberman, 2011). Participants can be encouraged to be mentally alert by demonstrating a procedure as silently as possible. They are required to pay attention to a stage until the end in order to understand how something is achieved. In this situation, the instructor or demonstrator acts to carry out the procedure without explanation so that the audience just watches the process.

Demonstration provides concrete examples of good practice. It is also presented as a 'doing-detail' that complies with the procedure. Petty (2009) reveals that silent demonstration makes students give full concentration and at the end the instructor will be asked to explain what was done and why to the students. Hence, during the demonstration, students are asked to focus, especially if the instructor shows something unexpected and puzzling.

A silent demonstration can be said to be an event to tell through a show how something is going. This is done step by step sequentially from start to finish. Its use is carried out in silence to allow participants to be serious in paying attention to the series of demonstrations. Instead of telling participants what is being done, we can ask them to observe it carefully and double-check their understanding.

The sequential steps that can be carried out in applying Silent Demonstration are as follows:

1. Decide on the topic of the procedure to be demonstrated.
2. Ask all participants to watch all stages of the procedure. During the application, there are no explanations or comments whatsoever. Let the participants guess what will happen next.
3. Outline of the procedure. It is possible for the participants to note the steps they have watched. This will help them in better understanding of the sequence steps in the procedure.

In short, a silent demonstration is a technique that allows the intended performance to be applied with little or no explanation. Demonstration is useful in conducting procedural training. This is because participants can see directly the picture of something achieved. In addition, this technique is useful for creating intense focus on participants.

2.10 The Purpose of Silent Demonstration Technique in Teaching Procedure Text

According to the purposes expressed by Silberman (1995) and Petty (2009), silent demonstration is a suitable technique in students' ability to write procedure text. The text includes several stages that students need to pay attention to from the beginning to the end of implementation. This makes the technique considered capable of providing greater understanding for students. In practice, a silent demonstration will provide a big picture of what is being shown.

2.11 The Advantages and Disadvantages of Silent Demonstration Technique

These are the advantages and disadvantages of Silent Demonstration Technique:

Advantages:

1. Make the students focus to concentrate on learning activities.
2. Provide a good practice experience to build good memory and skill.
3. Serve a big picture on how something is done.

Disadvantages:

1. The occurrence of misinterpretation of the performance of a procedure.
2. Defocus at each stage can make students confused to understand the whole procedure.

As previously mentioned, the following are the advantages and disadvantages of the silent demonstration technique. In its application, this technique aims to be used in teaching and learning activities in the process of writing procedural text.

2.12 The Integration of Think Pair Share and Silent Demonstration Techniques

These two techniques are formed together to complement each other in the student's writing process. Both techniques are agreed to be combined considering the weaknesses that exist in the implementation of each technique. They are believed to be able to assist students in bridging the writing process. In relation, writing includes several stages that must be completed to produce the final result. The students often have difficulty presenting ideas and gathering information before they finally produce written work. Hence, Think Pair Share will be integrated with Silent Demonstration to overcome the emergence of problems.

According to Holcomb (2001) Think Pair Share in practice is created to provide opportunities in the process. Specifically, this technique aims to provide opinions

openly for students to achieve goals in writing. In addition, he also states that it can help students to communicate with each other. It aims to clarify the reinforcement of their opinion. After that, they will be asked to express these ideas publicly in front of the class (Kaddoura, 2013).

As the name implies, the stages in the application of Think Pair Share go through three processes. Based on Lestari (2023), these steps include Think (think individually), Pair (unite opinions and ideas in groups), and Share (sharing the final results to the class). Thereto, Mundelsee and Jurkowski (2021) proposed the stages: the first process is that students are given the opportunity to think about information personally. This stage is often referred to as the "think time". The students are asked to think about it as silently as possible without any interaction. After their individual responses to the topics given, students take notes to use as their reference when starting the next process in Think Pair Share. At the pair stage, students are grouped into groups that will usually be combined with their peers. This provides an opportunity for students to discuss each of the ideas and information obtained. Not only that, this process emphasizes considering the final results that they will convey in the share section. The last stage is share which is used as a student facility to validate the thoughts of their respective groups on a topic.

Of all the advantages and ways to practice Think Pair Share that have been mentioned, there are factors that still become obstacles for students in this technique. As mentioned in Lie (2004), students are only able to build a few ideas from the topics given and Yulanda (2018) argues that students also experience the

same problem. They are sometimes confused in discussing the topics given by the teacher. Thus, drawing from this problem, a solution is needed to overcome it. A way that can be considered effective is to combine it with the Silent Demonstration technique.

As expressed by Silberman (1995), silent demonstration can be useful in carrying out any type of procedural activity. This technique provides a means for students to see a process taking place. This is done in silence, so that students can guess what the next activity will be. It can be used as material for discussion after they finish watching the procedure.

Integrating these two techniques serves to help students achieve success in writing appropriate procedural text. First, a silent demonstration in the form of a video will be shown. Students are asked to watch the procedure in a video that is shown. Besides, they are also able to write an outline regarding the big picture of each stage. Furthermore, students are given the opportunity to confirm and think about what they have noted. The ideas and information that have been collected will then be discussed further with their partner. Before completing the last stage in Think Pair Share, students are asked to write complete procedural text individually from the material they have obtained. In the last stage, students will come forward to read their procedure text in front of the class. The results of the writing will be corrected by the teacher to give feedback.

2.13 The Procedure of Teaching Procedural Text through the Integration of Think Pair Share and Silent Demonstration Techniques

These are the complete procedure of teaching and learning through the integration

Think Pair Share and Silent Demonstration techniques:

1. At the first meeting, students are given a pre-test to measure their initial ability to write procedure text. At this time, students are asked to choose one of the three topics posed by the teacher, then they write down the procedure according to the topic they have taken.
2. The next meeting in this study is to apply the integration of Think Pair Share and Silent Demonstration techniques in students' writing procedure text. Firstly, the teacher explains how to implement these two techniques. The material regarding procedure text will also be briefly explained by the teacher.
3. After the students understand the process that they will carry out in this research, the teacher will provide a video about the procedure for doing something. Certainly, the video is without any explanation and sound. The students are asked to pay close attention and they can write a big picture or outline of the information they get from the video.
4. The next step that students will do after watching the procedure video, they are given a time to reconsider what they have written in the outline. This is a "think" stage that students will use independently of what they have seen in the procedure in the form of the video.
5. After the students finish in the previous stage, they will then discuss what they have got regarding the big picture to reconfirm clearly about the agreement on the results at each stage of the procedure contained in the video. The discussion is with their partner. It is called the "pair" stage.

6. The results of the joint discussion will produce a stage of the procedure from the video they have watched in outline. They will individually create a complete procedure text that comes from the development of an outline that has been written together with their partner.
7. After the students have finished it, the teacher asks the students to present their work to the class to share their ideas that have been obtained from the video.
8. As the final stage, one by one the students will share their writing results in front of the class. Henceforth, the writing is given to the teacher to provide feedback, so that the students know the possible mistakes in their writing.

Here is a table containing the differences between The Integration of Think Pair Share and Silent Demonstration Technique in Writing and The Original Think Pair Share Technique:

Table 2.1 The Procedure in Original and Integration Techniques

No.	Steps in Writing	Original Think Pair Share Technique in Writing	Integration of Think Pair Share and Silent Demonstration Technique in Writing
1.	Thinking and Generating Ideas	The students are given a topic. They start to think it first about the topic by themselves.	The students are given a topic and then watch a procedure being carried out (This is an application in silent demonstration). From the procedure, they start to generate their ideas individually.
2.	Gathering Information	Based on their own ideas, the next stage is to develop these thoughts together with their partner to discuss the topic further.	Based on the “big picture” in the procedure text, they develop the information together with their partner to discuss the topic further. (This is an application in Think Pair Share)
3.	Note Making	The ideas obtained are written down in the form of snippets of information that will be used as material in generating their ideas.	The ideas obtained are written down in the form of snippets of information that will be used as material in generating their ideas.

4.	Organizing	Students can form a framework that they will apply before they write complete writing. At this stage, they return to do it individually.	Students can form a framework that they will apply before they write complete writing. At this stage, they return to do it individually.
5.	Drafting	This is the stage where students begin to build the ideas they have got in outline form into a complete paragraph.	This is the stage where students begin to build the ideas they have got in outline form into a complete paragraph.
6.	Revising and Reviewing	Students give their work to the teacher to check whether the writing still contains mistake or not.	Students give their work to the teacher to check whether the writing still contains mistake or not.
7.	Editing	The teacher's feedback is returned to the student to be immediately corrected into the correct form.	The teacher's feedback is returned to the student to be immediately corrected into the correct form.
8.	Presenting	This is an opportunity to share the work with others.	This is an opportunity to share the work with others. (This is an application in Think Pair Share)

The procedure in 2.1 contains the stages in implementing the integration of Think Pair Share and Silent Demonstration techniques in procedural text writing for students.

2.14 Relevant Study

This study is based on two techniques that will be integrated, namely Think Pair Share and Silent Demonstration. The discussion will also include the two techniques taken from previous researchers. The first technique to be presented is about Think Pair Share.

1. In a research conducted by Rosadi (2016), the results explained that students' writing abilities increased if seen on average in each cycle. Students are

motivated by using this technique since their writing skills improve significantly.

2. Think Pair Share in students leads them to build writing. The three stages in it provide equal opportunities for students, both introverts and extroverts, to filter information, draw conclusions and allow them to develop writing activities. The students become confident in exploring ideas further with their partners (Sutrisno et al., 2018)
3. In Santika et al., (2022) the students' learning process showed good response through Think Pair Share They became active participants in discussion that can influence their achievement in writing procedure text.

The second technique to be presented is about Silent Demonstration.

1. Sari (2018) in her research on the topic of silent demonstration technique in student procedure text revealed that students were divided into two class groups: experimental and control class. At the initial test, they have almost the same ability in writing. After being given treatment in the form of this technique, students in the experimental class experienced a significant increase based on their scores. Silent demonstration is considered as a means to facilitate students to provide ideas. This is because in this research it has been found that content is the most dominating aspect in students' procedural text writing.
2. In line with the previous one, Hasliana (2020) explored silent demonstration techniques in writing procedural texts for students. The results showed a similarity in which this technique affects students' ability to write procedural text. This is evidenced by the class given the silent demonstration technique

which has an effect on improving students' writing tests. This technique also shows the sequence of doing something.

3. In Guk (2023) showed that demonstration is a technique that can help students engage in learning activities. The students can achieve positive motivation during its application. Therefore, students' results increase in the post-test when compared with their initial abilities in the pre-test.

Both Think Pair Share and Silent Demonstration provide the same benefits in writing for students. Although in different ways, they are widely used as a construct for appropriate student writing. To conclude, these two techniques will be used as a means to facilitate students in writing procedure text.

2.15 Theoretical Assumptions

As explained by some of the theories above, it is necessary to integrate these two techniques because they are believed to be able to solve students' problems in writing procedure texts. Both Think Pair Share and Silent Demonstration need to be combined considering the problems that occur in each technique. Think pair Share is considered not able to guide students in finding the ideas given. Thus, Silent Demonstration has a role as a big picture so that the topics given by the teacher are right on target.

Writing goes through several stages to reach the final result. This is likely to make students confused in assembling the steps in a procedure. They also sometimes have not been able to arrange it into a coherent and appropriate outcome. This is where the roles of the two Think Pair Share and Silent Demonstration techniques

are executed. Both of them support the processing from the beginning to the end of the process in writing.

Another supporting factor that can make both of them suitable for pairs: students can be more active in engaging with other students, because this is an opportunity where they can communicate to discuss ideas and information collected individually. It can train students not to be passive in class and understand the opinions of others to reach agreement on the final results of their work. In closing, Think Pair Share and Silent Demonstration are assumed to be able to solve existing problems in writing, especially for writing procedure text.

2.16 Hypotheses

Hypothesis is made to justify the problem described in the background section. This is based on the formulation of the questions previously mentioned, the hypotheses found were:

1. H1: There is a significant difference in students' writing achievement after being taught through the integration of Think Pair Share and Silent Demonstration techniques.
2. H1: There is improvement in writing aspect in students' writing achievement after being taught through the integration of Think Pair Share and Silent Demonstration techniques.

In short, this chapter contains concepts of writing, aspects in writing, process in writing, teaching writing, procedure of teaching procedural text through the integration of think pair share and silent demonstration techniques, advantages and disadvantages, relevant study, theoretical assumptions and hypotheses.

III. METHODS

In this section, several sub-chapters are presented to support obtaining the data, they are: design, population and sample, data collecting technique, instrument, validity and reliability of the instrument, research procedure, rubric scoring system, data analysis, data treatment and hypotheses.

3.1 Design

A quantitative approach was applied in which the researcher wanted to know whether there was a significant increase in students' writing test results after they were taught using the integration of Think Pair Share and Silent Demonstration and the students who were taught using Think Pair Share only. In addition, the writing aspects were also considered to find out which one increased the most after being given a combination of the two treatments. In order to analyze the first research question, the *Independent Group T-test* was used as an analytical tool. A One-Way Anova and Paired Sample T-test also applied to measure the second research question. Indeed, this study used a static-group comparison research design model. As explained by Setiyadi (2018), this research refers to the existence of two classes that will be carried out. The first class acted as an experimental class in which students received treatment interventions in the form of integration of Think Pair Share and Silent Demonstration.

Meanwhile, the second group implemented as a control class which they also given a treatment using only the Think Pair Share technique. In this research, each class group was held for five meetings with the first meeting as the pre-test and the last meeting as the post-test. The research illustration can be described as follows:

G ₁	=	T ₁	X	T ₂
G ₂	=	T ₁	O	T ₂

G₁= Experimental Group
 G₂= Control Group
 X= Experimental Treatment
 O = Control Treatment
 T₁= Pretest
 T₂= Posttest

3.2 Research Variable

Variable is a variation of nouns that represent class of object (Setiyadi, 2018). These types of variables were divided into two, namely independent (X) and dependent variable (Y). In this study, those variables were further explained as follows:

1. The investigation of the use of Think Pair Share and Silent Demonstration techniques took a role as independent variables.
2. The measurement of students' writing achievement was used as the dependent variable.

3.3 Population and Sample

The population was the twelfth grade students at SMK-SMTI Bandar Lampung. However, it was narrowed down by only taking two classes that participated in this study. These two subjects were selected based on the class that had the lowest

English scores out of all the existing population. For the experimental group, XII KI 1 class applied and XII APL 2 as the control class.

3.4 Sampling Technique

Purposive sampling was used as a support for the selection of subjects. As claimed by Setiyadi (2018), this is an approach which can represent research cases which are according to the problems and objectives of the research. From here, the problem behind it was the students' writing achievement. Based on that, the two classes that have the lowest English scores were proposed as a research sample.

3.5 Data Collecting Technique

Since this topic was about writing, tests and assignments were also based on students' writing skills which were more focused on procedure text. The researcher distributed the writing tests before and after the students given the three treatments. This aimed to determine the acquisition of student achievement which can be observed through their scores. The two results were compared to serve as a reference for whether there was a significant increase in the students' writing. The assessment was scored by the aspects of writing raised by Jacobs et al. (1981), including: content, vocabulary, grammar, language use, and mechanics.

1. Pretest

This stage was held at the first meeting where the students were asked to choose one of the three topics that were presented by the researcher for them to write on this writing test. Before carrying it out, the researcher gave a brief explanation of the writing direction. This pretest aimed to assess students' prior knowledge of writing procedure texts. In addition, this utilized as an initial benchmark to compare the students' writing results with the posttest.

2. Treatment

Treatment was carried out after students did the pretest. The students were asked to attend three meetings for this section. Since the two classes applied as experiments, the techniques implemented to these two classes were also different. However, it was not much different from the first class which was held as an integration of the Think Pair Share and Silent Demonstration techniques while the other class only was given the Think Pair Share technique. Although the two classes were quite different in providing techniques, both of them will be given writing tasks according to the topics given by the researcher as well as other exercises related to the topics to support this treatment.

3. Posttest

This was the final session in this research where the students were asked to write procedure text based on the material they have learnt in the treatment section. The same as the pretest, students were asked to choose just one topic that they will write about as the final result of this test. Furthermore, the assessment was also based on aspects of the previous pretest. Certainly, this compared with the students' writing results before they were given a number of treatments to find out whether there is a significant result in their writing acquisition.

3.6 Instrument

In accordance with the purpose of this study which was looking for whether there is an enhancement in students' writing achievement after being given treatment, then tests in written form were distributed. The tests were divided into two phases,

namely pre-test and post-test. The first was in the form of a pre-test, the students were given a written test first before being given treatment using the offered techniques then they will be given a written test again after getting the treatment. Both classes, experimental and control group, were applied to the pre and post writing test to measure their achievement.

3.7 Validity and Reliability of The Instrument

According to Benz and Newman (1998), two things that must be considered by researchers in measuring data are validity and reliability. It is a benchmark in which the test can be considered according to the criteria and can be used as a measuring tool. This study referred to the writing test as a source instrument. To sum up, this measurement aimed to obtain valid and reliable data.

Validity

Validity relates to the justification of an instrument. As Arikunto (2014) has stated, variable data that is carefully examined will reveal valid instruments. Furthermore, Setiyadi (2018) explains that this measuring instrument is used to provide measurements of something that must be measured. The degree of validity depends on the suitability of the collected data. This study used two different types of validity that act as evidence of logical and appropriate test instruments, they were:

a. Content validity

According to Yaghmale (2003), content validity is related to trust and certainty regarding the instrument. It measures the extent to which the proposed instrument includes the content to be measured. Hence, the syllabus is used as a parameter in making judgments that measure the extent to which

the test items match the test objectives specified in the procedure text. In addition, the tests given to students were based on the indicators in the syllabus. Therefore, the researcher created tests based on a syllabus that corresponds to the English language subject at the final high school level. In accordance with this, the researcher gave procedural texts to students that were adjusted to the level of the twelfth grade. Furthermore, the content was based on generic structure and language features following the requirements of procedural texts.

b. Construct validity

According to Nurweni (2018), this validity relates to the accumulation of evidence which must be in line with tasks based on the theory being tested. Furthermore, Setiyadi (2018) emphasizes that the measuring instrument used to find this validity is based on several indicators that are compatible with what is being tested. In this study the test was in the form of a writing test in which the assessment indicators come from aspects that had been proposed by Jacobs et.al (1981) which had been proven capable of testing writing assignments. These five aspects include content, organization, vocabulary, language use and mechanics.

Reliability

Inter-rater reliability will be used to see test consistency. This reliability refers to measurements with different assessors independently considering that the instrument is a written test. In this study, the two raters collaborated, the researcher and English teacher. Naturally, students' writing was assessed based on aspects of writing proposed by Jacobs et.al (1981). The results of the two raters were compared to determine reliability. In addition, *Spearman's Rank Order*

Correlation was applied to determine the correlation between the two raters. The computed formula is:

$$\rho = 1 - \frac{6\sum d^2}{n(n^2 - 1)}$$

d= difference between ranks

d²= difference squared

n= number of data

Here are the results of the test:

Reliability Test Result in Pretest

$$\rho = 1 - \frac{6\sum d^2}{n(n^2-1)} \longrightarrow \rho = 1 - \frac{6 \times 115}{30(30^2-1)}$$

$$\rho = 1 - \frac{690}{26.970} \longrightarrow 0.974$$

Reliability Test Result in Posttest

$$\rho = 1 - \frac{6\sum d^2}{n(n^2-1)} \longrightarrow \rho = 1 - \frac{6 \times 137}{30(30^2-1)}$$

$$\rho = 1 - \frac{822}{26.970} \longrightarrow 0.969$$

The reliability coefficient between the two raters was analyzed with the reliability standard proposed by Arikunto (2014):

- A very low reliability (range from 0.00 to 0.19)
- A low reliability (range from 0.20 to 0.39)
- An average reliability (range from 0.40 to 0.59)
- A high reliability (range from 0.60 to 0.79)
- A very high reliability (range from 0.80 to 0.100)

The reliability test results for both tests are shown in the table below. The table verifies that both groups' results have been categorized as having a very high level

of reliability, with the pretest points reaching 0.974 and the control group's gain being 0.969.

Validity and reliability are crucial in measuring research data. Both serve as the basis of the measuring instrument for the suitability of the criteria. The instrument used as a reference is a written test. The validities that will be used in this research are content and construct validity, while the inter-rater reliability was contributed by pairing the researcher and English teacher. Based on the table, the reliability results of the tests are in very high range.

3.8 Research Procedure

1. Establishing the Problem

The researcher had looked at the data from the English teacher at the school that was used as the research site. The groups that were utilized as samples were two classes that have a low average English score.

2. Selecting Sample

Two classes were applied as research samples. The selection of the classes was based on the lowest average grades in English among the twelfth grade students at the school. The first class provided two techniques: Think Pair Share and Silent Demonstration, while the second class was managed with the Think Pair Share technique.

3. Determining Material

The material on procedure text was further deepened and focused according to what will be examined in this study. Surely, the procedural text was based on the syllabus of the twelfth high school class. The students were asked to write

a procedural text according to the topic that the teacher will give. Aspects contained in writing explained to students. In its application, it was provided with a video in the form of a procedure for doing something.

4. Administering Pretest

In this first writing test, the students were required to develop a procedural topic in the form of steps to create a final goal. The instructions and topics were given by the teacher. This was used as a benchmark to determine students' initial abilities in writing before they were given the treatment.

5. Conducting The Treatment

This next step will be carried out after students get the pretest. Two classes will be the sample of this study. Therefore, for the first class there will be an integration of the Think Pair Share and Silent Demonstration techniques and the other class will only be given the Think Pair Share technique. For the class that uses an integration of the Think Pair Share and Silent Demonstration techniques, they will be provided with a video in the form of a procedure first and move to the group discussion, whereas the other class directly do the group discussion. The meeting will be held three times in which each meeting there will be exercises given related to the text of the procedure. From the results of these exercises, the researcher will assess and compare them to find out which class will have an effect on student achievement. The assessment refers to the development of aspects in writing which all aspects will be considered.

6. Distributing Posttest

The last stage that will be carried out by students is to do a posttest. This will be given after they have finished receiving the treatment three times. The same as before, they will write the procedure text according to the topic of their choice given by the teacher. This is intended as a final assessment of students to determine their writing abilities.

7. Analyzing the Result

All aspects of writing stated by Jacobs (1981) will be used as a reference for evaluating the results of students' written procedure text. The assessment was compared with the initial assessment test when students were given a pretest and also a posttest. This was done by two raters, of which the first was the researcher itself and the second was one of the English teachers. It aimed to discover if there is a significant difference in students' writing results from both the class that is given an integration of the Think Pair Share and Silent Demonstration techniques and also the class that only used Think Pair Share technique.

3.9 Rubric Scoring System

This writing test was assessed by two raters: a researcher and also an English teacher at SMK-SMTI Bandar Lampung. By applying three types of procedure text: manual operation, a particular daily activity, and human behavior, the teacher and researcher assessed the students' work. In each pretest, treatment activity and posttest, students were asked to write procedure text based on existing topics that already covered the three types mentioned. However, in the pretest and posttest, students were required to choose only one topic that they were interested in. For

the pretest, the students were required to choose the one topic: How to Drive a Car, How to Operate Microsoft Excel, How to Avoid Laziness and How to Keep Your Skin Healthy. Further, in the posttest, the students should decide one of these: How to Make a PPT on Canva, How to Make a Video on Capcut, Healthy Lifestyle Tips and Avoid Negative Impact on Social Media. The treatment activities in the control and experimental classes, the topics taken were the same, they were: How to Achieve Our Goal, How to Use GoPro and How to Order Go-send in Gojek.

The assessment instructions based on clearly written product criteria for students whose components were each assessed separately. In this research, the criterion was based on the composition explained by Jacobs et al. (1981) assessment based on the five aspects of writing as follows: content, organization, vocabulary, language use and mechanics. The students will get a perfect score if their work in accordance with the writing guideline by Jacobs et al.

Table 3.1. Table of Writing Aspects Criteria

Aspect	Criteria
Content	The development of knowledgeable ideas, complete structure and relevant to the topic.
Organization	Logical sequence, well-organized, fluent expression, concise and contextual.
Vocabulary	Effective word order and choice, appropriate placement and word form mastery.
Language Use	Effective, complex construction of tense, number, word order or function, articles, pronouns and prepositions.
Mechanics	Capitalized, appropriate punctuation, clear hand-writing and spelling mastery.

The explanations shown are important things that are used as considerations in the assessment. This was the test that was used and the perfect criteria in writing.

3.10 Data Analysis

It has been mentioned in the background section that there were several crucial problem formulations to be explored which is the aims of this research. In the data analysis section includes several steps in achieving these goals. As summarized in the following stages as follows:

First Research Question Data Analysis

The researcher uses *Independent Sample T-Test* in SPSS to find out the significant difference in students' writing achievement. Here are the steps to answer the first research question:

1. Assessing all tests using inter-rater
2. Processing data from the results of both pre-test and post-test
3. Generating the mean of those two tests using the following formula:

$$\mathbf{Md = \frac{\Sigma d}{N}}$$

Md: mean score
 Σd : total students' score
 N: number of students
 (Hatch and Farhady, 1982)

4. Obtaining the difference in the results of the students' pretest and posttest to find out whether there is a significant increase in those results. The analysis was in the form of:

$$\mathbf{I = M2 - M1}$$

I: the improvement of students' writing achievement
 M1: the average score of pretest
 M2: the average score of posttest

5. Analyzing the results using *Independent Sample T-Test* in SPSS

6. Compiling a discussion of the results
7. Answering the first research question based on test results and discussion

Second Research Question Data Analysis

In this study, the researcher took One-Way Anova and Paired Samples t-test. According to Setiyadi (2018), the basic assumption in measuring this analysis is that there are only one independent variable and a dependent variable. In this case, the one independent variables applied are the integration of Think Pair Share and Silent Demonstration technique. Moreover, the dependent variable is the students' writing achievement on procedure text.

3.11 Data treatment Test of Homogeneity

The goal of the homogeneity test is to find out whether the sample of the population has the same variance or does not differ significantly from one another. By examining the value of Sig. (2-tailed), the homogeneity test findings can be determined. The following interpretation can be drawn: If the significance is more than 0.05 (Sig. (2-tailed) 0.05), the variants are significantly similar (homogeneous). The homogeneity was checked using SPSS with the Levene's Test for Equality of Variances formula. This measurement was intended to find out whether the data was homogeneous or not. The table for the two class groups can be described as follow:

Table 3.2. Homogeneity Test in Pretest

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	3.388	1	58	.071
	Based on Median	3.225	1	58	.078
	Based on Median and with adjusted df	3.225	1	57.867	.078
	Based on trimmed mean	3.416	1	58	.070

The same as normality test, this also applies or can be said to be homogeneous or similar data if the sig. value > 0.05 . Based on this data, the sig. has a value of 0.071 which is quite more than the value of 0.05.

Table 3.3. Homogeneity Test in Posttest

Test of Homogeneity of Variances					
		Levene Statistic	df1	df2	Sig.
Result	Based on Mean	.008	1	58	.928
	Based on Median	.023	1	58	.881
	Based on Median and with adjusted df	.023	1	54.473	.881
	Based on trimmed mean	.025	1	58	.874

As it can be shown in table 4.5, the sig. value is clearly indicated that it has a value of 0.928 which is greater than 0.05.

This section is used to state the homogeneity of the data, whether they are similar or not. The condition for having homogeneous data is to see sig. value > 0.05 . After being analyzed using statistical measurement tools, both classes had homogeneous data variations. Thus, the four data analyzed have a value of more than 0.05.

3.12 Hypothesis Testing

In testing the hypothesis, SPSS can be used as a tool to measure it (Setiyadi, 2018). The basic requirements that must be met in using it are:

1. The data are in interval state.
2. The data comes from a random sample in the population (relative).
3. The data are distributed normally.

The *Shapiro-Wilk Formula* will be applied in order to find out whether the data is normally distributed or not as follows:

H0: normal data distribution

H1: data distribution is not normal

Generally, the level of significance used is 0.05. Therefore, H0 will be accepted if the result of the normality test is more than 0.05 (sign > 0.05).

This formula is used by the researcher for testing the hypotheses of the research:

$$H_1 = \text{Sig} > 0.05$$

Statistical tool, SPSS 21, was used to measure normality in data that has been taken in the pretest and posttest of both sample classes. The *Shapiro-Wilk Formula* has been applied to determine this distribution. The data will be considered normal if the Sig. (2-tailed) is > 0.05.

Table 3.4. Normality Test of Both Classes

Group	Test	Shapiro-Wilk		
		Statistic	Df	Sig.
Control	Pretest	.989	30	.984
	Posttest	.963	30	.365
Experimental	Pretest	.945	30	.123
	Posttest	.951	30	.180

The data distribution can be seen in table 4.2. Each class has a total of 30 students. The data was divided into two groups in which each class implemented a test at the beginning and end of the research. In the pretest, both the control class (0.984) and the experimental class (0.365) had a Sig. of more than 0.05. Hereinafter, for the experimental also had a Sig. (2-tailed) is > 0.05, which experimental group got

0.123 and control class gained 0.180. To be concluded, the data is normally distributed.

To conclude, some of the sub-chapters that have been described above are supporting factors for the continuation of the research that have been mentioned in the background section.

V. CONCLUSIONS AND SUGGESTIONS

5.1. Conclusions

This final section discusses a conclusion drawn from the analysis data and suggestions for further research.

5.1.1 First Research Question

Writing is a crucial skill to learn. In the process there are several stages before reaching the final goal. Still, finding a solution to overcome this is the role of educators so that students can produce output that is in accordance with writing rules. The integration of techniques, Think Pair Share and Silent Demonstration can be a consideration. In both techniques, students can collaborate to link ideas to each other until they reach a mutual agreement. The role of Silent Demonstration is to create a foundation to help students understand the stages involved in making, achieving or doing something. Apart from that, students can get a big picture which can encourage them to be able to discuss it at the Think Pair Share stage.

5.2.2 Second Research Question

Firstly, a video is an application of the Silent Demonstration technique to give students the whole process. This is because students can clearly see the stages in achieving something. Once they understand the stages well, this can be used as an

aid to develop the content of the topic. This Silent Demonstration technique is also combined with the Think Pair Share technique. Hence, after the students get an idea of the topic, they discuss with their seatmates about the stages they have seen in general. This stage provokes students to unite their ideas together. Thus, the students can produce ideas to incorporate into their work, integrating these two strategies is a consideration that can be needed as a solution while creating procedural texts.

Secondly, the use of Think Pair Share in the control class resulted in the organizational aspect as the highest increase. Definitely, this is an influence in the arrangement of ideas supported by their partners. The three stages in the Think Pair Share application process can bring students to discuss. For this reason, students can come up with an agreement on all the stages in a procedure.

5.2. Suggestions

Realizing the experience of the research, the researcher offers several suggestions for teachers and future researchers:

5.2.1 English Teachers

The implementation of the integration of Think Pair Share and Silent Demonstration techniques is recommended for English teachers in learning writing, especially procedure text. Both techniques are considered to support student success in their writing classes. Silent Demonstration can provide a view of the progress in doing or operating something. Reciprocally, it can serve ideas or information to promote the development of writing content. In Think Pair Share, the students are given the opportunity to communicate with their partners to agree

on ideas that can be applied in their written work. This can help them to be active in learning in class. However, considering this, teachers must be able to oversee the process of implementing these two techniques. It is intended that students can follow learning procedures well and precisely. Teachers must also confirm that each student pays close attention to all video displays in class that apply the Silent Demonstration technique. In addition, at the discussion stage, the teacher plays a role in ensuring that students communicate appropriately according to the topic being discussed. Not only that, teachers must act as facilitators who can help students create and improve their achievements in writing. Besides, creating a classroom atmosphere that encourages students to be interested in learning is the teacher's duty. Think Pair Share can be combined with other techniques that can stimulate students to get ideas for writing.

5.2.2 Further Researchers

The integration of these two techniques can be considered as teaching materials that are not only in writing. This can be used for classes that require a process of generating information and ideas, such as speaking. Thus, the researchers who want to apply the integration between the Think Pair Share and Silent Demonstration techniques are expected to be able to implement it to other texts, especially to texts that require the development of ideas in them. Further, this study was carried out in classes that had low English achievement. Hence, its use will provide an interesting experience for students with middle or even higher levels of achievement. This is because they can further improve their writing achievements and abilities and can provide new experiences by trying to create

written works with the help of the Think Pair Share and Silent Demonstration techniques.

This chapter displays the conclusion and suggestions from the research that has been carried out. This conclusion can be used as a benchmark for this research. The combination of the Think Pair Share and Silent Demonstration techniques can be applied to learning to write texts in English. Moreover, teachers and future researchers can use the suggestions section as a guide in conducting research with the integration of the same techniques.

REFERENCES

- Ahmed, S. B., and Mani, K. R. S. (2021). Most Common Problems of ESL Learners in Writing: An Analysis. *Global Journal of Scientific and Research Publications (GJSRP)*, 1(4), 15-19
- Aimah, S., Wijayatiningsih, T. D., and Fitriani, S. A. (2023). Think Pair Share VS Team Pair Solo on Students' Writing Procedure. *English Language and Literature International Conference (ELLic)*, 247-250
- Alisha, F., Safitri, N., Santoso, I., and Siliwangi, I. (2019). Students' difficulties in writing EFL. *Professional Journal of English Education*, 2(1), 20-25.
- Alviana, V. (2019) The Effect of Recipe Demonstration Technique on Students' Writing Competence in Procedural Text. *Journal of Languages and Language Teaching (JOLLT)*, 7(2)
- Arends, R.I. (2009). *Learning to Teach 9th Edition*. New York: The McGraw Hill Companies, Inc.
- Argawati, N.O., and Suryani, L. (2017) Teaching writing using think-pair-share viewed from students' level of risk-taking. *English Review: Journal of English Education*, 6(1), 109. doi:10.25134/erjee.v6i1.776.
- Arikunto, S. (2014). *Prosedur Penelitian Suatu Pendekatan Praktek (15th ed.)*. PT. Rineka Cipta.
- Aouladomar, F., and Saint-Dizier, P. (2005). An exploration of the diversity of natural argumentation in instructional Texts. In *5th International Workshop on Computational Models of Natural Argument, IJCAI, Edinburgh*.
- Barwick, J. (1999). *Targeting Text*. Australia: Blake Education.
- Benz, C. R., and Newman, I. (1998). *Qualitative-quantitative research methodology: exploring the interactive continuum*. United States: Southern Illinois University Press.
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language*. San Fransisco: Longman.
- Carty, M. (2005). *Exploring Writing in the Content Areas: Teaching and Supporting Learners in Any Subject*. United States: Pembroke Publishers.
- Caswell, R. (2004). *Strategies for Teaching Writing*. United States: Association for Supervision and Curriculum Development.

- Cheung, Y. L. (2016). Teaching Writing. In W. A. Renandya, and H. P. Widodo (Eds.), *English Language Teaching Today: Building a Closer Link Between Theory and Practice*. New York, NY: Springer International. DOI:10.1007/978-3-319-38834-2_13
- Demirci, C., and Düzenli, H. (2017). Formative Value of an Active Learning Strategy: Technology Based Think-Pair-Share in an EFL Writing Classroom. *World Journal of Education*, 7(6), 63-74.
- Derewianka, B. (2004). *Exploring How Texts Work*. Australia: Primary English Teaching Association
- Ekarista, F., (2018). Improving Students' Writing Ability in Recount Text Using Picture Series. *KnE Social Sciences*, 3(4), pp. 343
- Fareed, M., Ashraf, A., and Bilal, M. (2016). ESL Learners' Writing Skills: Problems, Factors and Suggestions. *Journal of Education and Social Sciences*, 4, 81-92. <https://doi.org/10.20547/jess0421604201>
- Febriyantika, R., and Parmawati, A. (2021). Improving students' writing descriptive text through think-pair-share technique. *Professional Journal of English Education*, 4(2), 261-266.
- Flora, Raja. P., and Mahpul (2022). Discovery Learning Strategy: Integrating Think-Pair-Share and Teacher's Corrective Feedback to Enhance Students' Writing Language Accuracy. *International Journal of Education and Practice*. 8(4), 733-745. DOI: 10.18488/journal.61.2020.84.733.745
- Golkova, D., and Hubackova, S. (2014). Productive Skills in Second Language Learning. *Procedia Social and Behavioral Sciences*, 143. <https://doi.org/10.1016/j.sbspro.2014.07.520>
- Guk, M., Asrul, N., and Amaniarsih, D. (2023). Improving Students' Ability in Writing Procedure Text By Using Demonstration Method at SMK 1 TELKOM Medan. *Journal on Education*, 5(3). 10176-10181.
- Hao, H., and Razali, A. B. (2022). The Impact of Peer Feedback on Chinese EFL Junior High School Students' Writing Performance. *Canadian Center of Science and Education*. 15(9)
- Hanafi (2019). *English Text: Developing English Material*. (n.p.): Pustaka Abadi.
- Harmer, J. (2004). *How to Teach Writing*. England: Pearson Education.
- Hasliana, R. (2020). The Effect of Using Silent Demonstration on the Students' Ability in Writing Procedure Text at SMP Negeri 1 Kampa, *Doctoral dissertation*. Universitas Islam Negeri Sultan Syarif Kasim Riau.
- Hatch, E., and Farhady, H. (1982). *Research Design and Statistics for Applied Linguistics*. Rowley, Mass.: Newbury House.
- Hidayah, H., Subroto, G., and Candra, M. (2021). Students' Writing Difficulties in Procedure Text: An Analysis Study. *Journal of Language, Literature,*

and English Teaching (JULIET), 2(1), 16–22

- Holcomb, E. L. (2001). *Asking the Right Questions: Techniques for Collaboration and School Change*. United Kingdom: SAGE Publications.
- Hyland, K. (2003). *Second Language Writing*. Germany: Cambridge University Press.
- Jacobs, H. ., Zingraf, S. ., Wormuth, D. ., Hartfiel, V. ., and Hughey, J. (1981). *Testing ESL Composition: a practical approach*. Rowley, Massachusetts: Newbury House.
- Joseph, P., and Asare, I. (2021). Teacher Trainees Perceptions of Think- Pair-Share Technique in Teaching Classification of Living Organisms in Colleges of Education—Ghana. *Science Education International*, 32(4), 368- 373 <https://doi.org/10.33828/sei.v32.i4.12>
- József, H. (2001). *Advanced Writing in English as a Foreign Language*. Hungary: Lingua Franca Csoport.
- Kaddoura, M. (2013). Think pair share: A teaching learning strategy to enhance students' critical thinking. *Educational Research Quarterly*, 36(4), 3-24.
- Kagan, S. (1990). The Structural Approach to Cooperative Learning. *Educational Leadership*, 47, 12-15.
- Klimova, B. F. (2011). Evaluating writing in English as a second language. *Procedia - Social and Behavioral Sciences*, 28, 390-394. <https://doi.org/10.1016/j.sbspro.2011.11.074>
- Kothiyal, A., Majumdar, R., Murthy, S., and Iyer, S. (2013). Effect of Think Pair Share in a large CS1 class: 83% sustained engagement. *In ICER' 13*, 137–144. San Diego, California, USA.
- Lestari, P. E. (2023). *Model Pembelajaran Think Pair Share Solusi Menumbuhkan Keberanian Berpendapat*. Penerbit P4I.
- Lie, Anita. (2004). *Cooperatif Learning Mempraktikkan Cooperative Learning di Ruang-Ruang Kelas*. Jakarta: PT Gramedia Widiasarana Indonesia.
- Maeta, H., Sasada, T., and Mori, S. (2015). A framework for procedural text understanding. *In Proceedings of the 14th International Conference on Parsing Technologies*, 50-60
- Mundelsee, L., and Jurkowski, S. (2021). Think and pair before share: Effects of collaboration on students' in-class participation. *Learning and Individual Differences*. Vol.88 <https://doi.org/10.1016/j.lindif.2021.102015>
- Nunan, D., Terrell, T. D., and Brown, H. D. (2003). *Practical English Language Teaching*. In *Language* 57, Issue 3). The McGraw-Hill Companies, Inc.
- Peter, J., and Singaravelu, G. (2021). Problems in Writing in English among High School Learners. *AEGAEUM JOURNAL*, 8(9), 1502-1515
- Petty, G. (2009). *Teaching today a Practical guide* (4th Ed.). London. Nelson

Thornes Ltd. page 25

- Rosadi, K. (2016). Improving Students' Skills in Writing through Think-Pair-Share (TPS) Technique at Grade VIII B of MTs YAPI Pakem in the Academic Year of 2016/2017. *English Language Teaching Journal*, 5(8).
- Rowe, M.B. (1987). Wait time: Slowing down may be a way of speeding up. *American Educator: The Professional Journal of the American Federation of Teachers*, 11(1), 38- 43.
- Sahardin, R., C. S. Hanum and S. A. Gani, Using Think-Pair-Share for Writing Descriptive Texts. 2017. *Studies in English Language and Education*, 4(1), 54-65
- Santika, L.M., Kasim, U., and Burhansyah (2022). Teaching Writing Skill by Using Think Pair Share Technique. *Research in English and Education (READ)*, 7 (4), 135-145
- Sari, F. (2018). Using Silent Demonstration Acmethod to Improve Students' Ability on Writing Procedure Text at the Seventh Grade of MTS DDI Pacongang Pinrang. *Eduvelop Journal of English Education and Development*2(1):1-12. DOI:10.31605/eduvelop.v2i1.22
- Sefriadi, S., Raja, P., and Shafwati, D. (2022). Using silent demonstration to increase students' writing in procedure text at the second grade students of SMK-SMTI Bandar Lampung. *U-JET*, 11(2), 121-129.
- Setiyadi, Ag. B. (2018). Metode Penelitian untuk Pengajaran Bahasa Asing (2nd ed.). Yogyakarta: Graha Ilmu.
- Sharma, H. L., and Saarsar, P. (2018). TPS (think-pair-share): An effective cooperative learning strategy for unleashing discussion in classroom interaction. *International Journal of Research in Social Sciences*, 8(5), 91-100.
- Siahaan, N. E., and Ginting, S. A. (2014). Improving Students' Achievement in Writing Procedure Text Through Think-pair-share (Tps) Technique. *Transform Journal of English Language Teaching and Learning*, 3(1), 221973.
- Silberman, M. (1995). 101 Ways to Make Training Active. San Francisco: Preiffer.
- Silberman, M. L. (2011). 101 Ways to Make Training Active. Germany: Wiley.
- Siska, F., Murnianti, and Andriani, D. (2021). An analysis of Students' Writing Procedure Text At The Third Grade Students of SMPN 2 Sarolangun. *Selecting: English Education Program Journal*, 4(4).
- Sutrisno, B., Rasyid, Y., and Rahmat, A. (2019). Beyond the use of Think Pair Share towards the personality type students in essay writing. In *Eleventh Conference on Applied Linguistics (CONAPLIN 2018)*. 120-126. Atlantis Press.
- Tint, S., and Nyunt, E. (2015). Collaborative Learning with Think Pair Share

- Technique. *Computer Application an International Journal (CAIJ)*, 2(1).
- Tiwari, H. P. (2023). Use of Jacobs ESL Composition Profile to Evaluate University Students' Writing. *ELT Worldwide Journal of English Language Teaching* 10(2), 288. DOI:10.26858/eltww.v10i2.51632
- Walter, C. (2015). *Procedural Writing - Grade Three*. New York: The Medium.
- Wilson, P., Glazier, T. F. (2013). *The Least You Should Know About English: Writing Skills, Form C*. United States: Cengage Learning.
- Wuryandani, W., and Herwin. (2021). The effect of the think pair share model on learning outcomes of Civics in elementary school students. *Cypriot Journal of Educational Science*. 16(2), 627-640. <https://doi.org/10.18844/cjes.v16i2.5640>
- Yaghmale, F. J. A. M. (2003). Content validity and its estimation. *Journal of medical education*, 3(1).
- Yulanda, E. S. (2018). Improving students' english writing through Think-Pair-Share (An experimental study at English Department of UIN Ar-Raniry) (Thesis). An-Raniry Islamic State University, Indonesia
- Zhang, Z., Webster, P., Uren, V. S., Varga, A., and Ciravegna, F. (2012). Automatically Extracting Procedural Knowledge from Instructional Texts using Natural Language Processing. *In LREC*, 520-527