

**INTEGRATING THINK-PAIR-SHARE WITH DICTO-COMP
TO ENHANCE STUDENTS' ACHIEVEMENT IN
SUMMARIZING SHORT-STORIES**

(A Thesis)

By

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2223042017



**MASTER OF ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
BANDAR LAMPUNG
2024**

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A Thesis

Submitted in a Partial Fulfillment of
The Requirements for S-2 Degree

In

The Language and Arts Education Department
Faculty of Teacher Training and Education



**FACULTY OF TEACHER TRAINING AND EDUCATION
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BANDAR LAMPUNG
2024**

ABSTRACT

INTEGRATING THINK-PAIR-SHARE WITH DICTO-COMP TO ENHANCE STUDENTS' ACHIEVEMENT IN SUMMARIZING SHORT-STORIES

By
Dwi Yulianti

This research investigated the difference in students' achievement in summarizing short stories between students who are taught through integrated Think-Pair-Share with Dicto-comp and students who are taught through original Think-Pair-Share technique and is to discover which aspect of writing improves after they were taught using the integrated Think-Pair-Share technique with Dicto-comp. The subject of this research is students of tenth graders from SMKN 7 Bandar Lampung. The students are at high and low English proficiency levels. One pre-test and one post-test were administered and students' Achievements in summarizing short-story were transcribed, coded, and statistically analyzed. The Results showed that the integrated Think-pair-share with Dicto-comp could enhance students' summary achievement and the writer also found out that there was an improvement in all aspects of writing and content got the highest improvement with 3.93. It can be seen that the result of sig. (2-tailed) is 0.000 which is lower than 0.05 ($0.000 < 0.05$). It means that H_1 is statistically accepted. Besides, the t-value shows a higher number than the t-table since $6.506 > 2.0930$. Therefore, it can be proved that there is a significant difference in the students' writing achievement between the experimental and control groups. Besides, the mean of the gain in the experimental class is higher than the gain score in the control class, $14.82 > 10.694$. In the experimental class, content, organization, vocabulary, language use, and mechanics improved significantly. It can be seen that the t-value of each aspect is higher than the t-table. The five aspects also come with levels of significance at < 0.05 ($0.000 < 0.05$, $0.000 < 0.05$, $0.000 < 0.05$, $0.040 < 0.05$, $0.030 < 0.05$). The statistical analyses suggest that teachers should use this strategy to teach summary writing and pay attention more to classroom management in controlling students in every stage of learning. Further research should explore this technique with other skill and language components.

Keywords: *Dicto-comp, think pair share, short-stories, summary achievement*

Research Title

**: INTEGRATING THINK-PAIR-SHARE WITH
DICTO-COMP TO ENHANCE STUDENTS'
ACHIEVEMENT IN SUMMARIZING SHORT-
STORIES**

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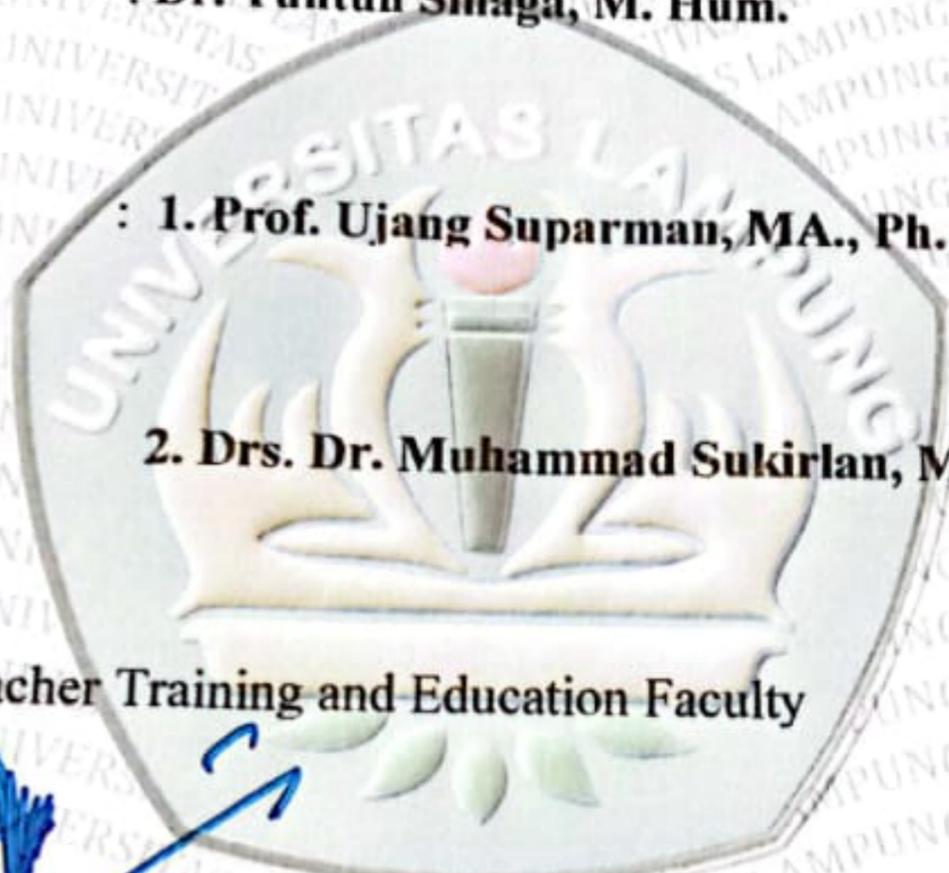
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CURRICULUM VITAE

Dwi Yulianti, the second daughter in her family, the sister of Eko Ardiansyah and Sri Melani Rama Yuanita who was born in Bangko on July 28, 1977, to Mr. Achmad Mansyur and Ms. Rismawati.

She started the journey of her learning at TK Bhayangkari IV Palembang, South Sumatera in 1983. Then, she continued her primary education at SD I Bhayangkari Palembang, South Sumatera until 1989. She studied at three different schools when she studied at secondary school. First, she was registered at SMPN 7 Palembang, South Sumatera Then, she transferred to SMPN 1 Kotabumi, North Lampung for 6 months later she was transferred to SMPN 1 Ogan Lima, West Abung, Lampura where she joined her parents to live there. Finally, she finished her secondary education at SMPN 1 Kotabumi, North of Lampung in 1992. She then continued her studies at SMAN 8 Teluk Betung, from which she graduated in 1995. In the same year, she was admitted to the English Education Study Program at the University of Lampung through the UMPTN program.

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Her passion for teaching formally started at university, where she spent almost fifteen years teaching before she decided to move to high school for her teaching activity. Then, in late 2011 she started her amazing experience of teaching when she joined voluntarily teaching at TBM and also as a volunteer of PENYALA the mobile library where concerned a lot about library activity for teaching primary learners.

Lately, she also involves a lot in literacy activities where she develops her writing activity by writing short stories, poems, *Senandika* or just involved in poetry musicalization online and offline

MOTTO

A woman whose mood improves with a book, a poem, a song, or a cup of coffee
is not defeated by anyone; even life loses with her.

Khalil Gibran

The deepest heartbreak is when the heart doesn't love itself.

Pelangjingga

DEDICATION

This thesis is dedicated to my wonderful lecturers and teachers whose knowledge has led me; to my parents, brother, and sisters whose everlasting love, support, and prayer have been my greatest strengths; to my loving son whom I lay down my tiring head and having the greatest charging energy and to myself, for wrapping me tightly with love, pray, strength, and consistency to stay good to life, to myself and others.

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Hopefully, this thesis will make a positive contribution to educational development and to those who want to carry out further research. The author realizes that this work is far from perfection. There may be weaknesses and mistakes. Hence, any comments and suggestions would be gratefully accepted.

Bandar Lampung, June 20, 2024

The Writer,

Dwi Yulianti

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I. INTRODUCTION

The first chapter of the research describes the background of the problem that initiates the researcher to choose this topic. She describes how the previous research deals with and relates to the topic and presents the description of the result of her observation during the pre-research she did to help her to formulate the problem that arose during the teaching-learning process when a teacher used the Think-Pair-Share technique. She also describes the objectives of the research, the uses of the research, the definition of terms, and the scope of her research.

1.1 Background of Problem

Today, the need to use English is not only in educational areas but also used in all ranges of fields. This current situation urges many people to master English as a whole packet of language for communication which means it must be mastered overall. In line with the idea above, Davies and Pearse (2000), signalized that real success in English teaching and learning is when the learners can communicate in English inside and outside the classroom both spoken and written. To reach the goal, it is believed and strongly advised that teachers need to create an interactive and active classroom situation during the teaching-learning process. It assumes that it will encourage students to be more confident in using English both spoken and written as a means of communication.

In contrast to the expectation expressed above, English learning at school does not provide sufficient time for students to practice their speaking and writing skills well. Especially for writing skills, it is rarely practiced during class whereas high school students, especially vocational high school students badly need the ability to write their resumes, and application letters for applying for jobs, scholarships, or other affairs. One way to improve students' writing skills is by practicing making summary or summary writing.

Owing to the problems above, this research will guide the students to adapt to the language naturally, it is important to teach English in an integrated way. Tajzad and Namaghi (2014) state that although segregated skills teaching may help students develop their knowledge of the language, it does not enable them to use the knowledge in actual communication. Oxford (2001) also states her concern on this situation as she concluded that although it is possible to teach one or two skills in the absence of others in the classrooms, a discrete skill approach would fail to prepare the learners for academic, job-oriented, or, everyday communication. These worries encourage the researcher to integrate Think-pair-share with Dicto-comp in language classrooms.

Teaching English skills interactively will prompt both learners and teachers to have more variative learning activities, and assist the class in using the language actively, clearly, and naturally. It will also elevate students' ability to express their ideas and let themselves into greater risks in using the language which may affect better outcome of language performance. Then, Raimes (1983) strongly promoted that to

make language learning classes as close as possible to real-life communicative situations, activities that let students use all the language skills must be organized. Refers to all the ideas above, she tried to promote the Think Pair Share (TPS) which aims students to use the language communicatively.

Therefore, teachers should create or choose the appropriate technique to be applied in the classroom. Since students will use the language for their future in society in a greater range which will allow them to meet and communicate with many people, it will be more supportive if the teacher facilitates collaborative learning in groups, either small or class communication. Moreover, to some people, learning something new is agitating. It also happens when a learner learns a language. As Horwitz (2001) states many second language (L2) students experience a certain level of language anxiety that emerges from being involved with L2. Such feelings are challenging because they negatively affect learners' engagement and involvement in language learning. It is also supported by Yufrizal, (2001) says that motivation is related to anxiety in that (1) if a learner is not all anxious, she or he is unlikely to be motivated to make any effort and (2) high motivation with little subjective hope of achievement increase anxiety.

Referring to the previous ideas above, the writer tried to infer that anxiety will influence one's success or failure in learning a language. That is why, a teacher must create an enjoyable class atmosphere during the teaching-learning process to decrease students' anxiety and improve their motivation to have better outcomes and skills in adapting the language for communication. One of the ways is by

sharing with their classmate intensively. It will help the learner to acquire the language better because they learn it with their mates in the real context of communication, the classroom society. In addition, classroom situations will be livelier when they interact with others.

One of the collaborative and interactive classroom activities by using the Think-Pair-Share technique which is most commonly known as TPS. Based on the researcher's pre-research stage through observation and slight interviews with some students at SMK Farmasi Kesuma Bangsa showed that some of them had a hard struggle in acquiring the language, especially in applying the language knowledge and rule in speaking and writing. When the teacher said that some students have some difficulties practicing their language skills both written and spoken since vocational high school graduations are demanded to be able to use the language actively to prepare them plunged at work. Then, both teacher and students wanted the language classroom set creatively in delivering the material. Moreover, most student's backgrounds were taught indirectly through online learning during the pandemic era which had them to an uncomfortable way of learning.

Moreover, language learning is inherently a collective endeavor, and learning occurs most effectively when language classes come together as a unified group. It suggests that we regularly take steps to reinforce the sense that we are on a collaborative learning path, rather than learning in isolation from each other. Collaborative learning may serve as a promising strategy to make foreign language learning more effective and to instill learners with collaboration, sharing, and

socializing in using the language. Cooperative learning is a classroom learning situation in which learners of all ability levels work in structured groups toward a common goal. In collaborative learning, students work in pairs or groups and share information. The writer concludes that learners collaborate with other classmates during the learning process to share their understanding of the material being studied is important in the classroom.

According to Khalifa (2016), the application of the think-pair-share procedure in educating to compose is accepted which can help the learners accomplish superior results in composing execution in common and in composing section abilities in specific than what the conventional strategy does. The think-pair-share learning strategy is a collaborative learning strategy that belongs to a group of strategies called inquiry-based learning strategies. The name derives from her three stages of learner activity during strategy implementation, focusing on what is expected of the learner at each stage. The Think-Pair-Share step gives students time and structure to think about a particular topic, then pairs them up with a colleague to discuss their answers on that topic, and finally summarizes and shares their ideas in Step 3. Designed. group or class. This procedure cultivates learners' inspiration and interest amid the educating learning handle.

In think pair share students have the chance to share their ideas to their partners to check the information they got from the text they have. The researcher is interested in using not only the segmented skill, but the researcher used integrated skills to void students' boredom and to have more active and fun learning activities. Then,

she tried to activate students' listening and writing activities through Dicto-com as part of pairing and sharing. Wajnryb & Maley (1990) state that dicto-comp is a technique used in teaching the learning process which combines dictation and composition. Furthermore, the Dicto-comp technique not only requires the students to write but demands careful listening and retention of the material read out. It involves the student's ability to listen carefully, summarize, elaborate, and use English in a particular context, the vocabulary of phrases useful in that particular context, and to organize the material (Bashiruddin, 1992). So, she eagerly proposed to combine the use of dicto-com with TPS technique.

Another factor that may influence learning success is the interesting material to use in the class. Interesting and authentic material will motivate students to have more active classroom activities. The use of teaching material plays an important role. To make the teaching-learning process interesting and fun for the student, a teacher needs to share authentic and interesting material. While in most English classes at school discuss the old and formal language during the learning process. This causes students to pay less attention to written texts moreover mostly presented in long text. They found it boring and difficult to understand the text. Collie & Slater (1991) shares the idea theoretically that using literature in language teaching is very advantageous for it offers four benefits: authentic material, cultural enrichment, language advancement, and personal growth. From the ideas above, she tried to infer that literary work has a rich potential to provide an authentic model of language use for students to discuss during the learning process.

From the ideas above, it can be referenced that literary work has a rich potential to provide an authentic model of language use for students to discuss during the learning process. Furthermore, Erkaya (2005) notes four benefits of using short stories to teach ESL/EFL, i.e. motivational, literary, cultural, and higher-order thinking benefits.

But, to understand written work is not an easy matter for students, especially for beginners. Reading longer texts, finding the main idea, and meeting some unknown vocabulary both in writing and also spelling are problems for students in understanding the story. Moreover, one of the TPS techniques learning process is sharing, which allows students to deliver and convey their ideas or their comprehension of the story discussed communicatively using their own words or shorter than the original one. Which is known as *summarizing*. According to Wohl in Cho (2012) to summarize is to report information using a lot fewer words than were used in the original communication. To be able to do that students need to understand the essence of the story. When students are given the ability to summarize, they can express their ideas in simple words but still don't leave the main idea of the story.

A good summary requires the ability to recognize and pick out key information, such as the text's primary concepts. Hopefully, summarizing will help students deliver their ideas simply both written and spoken during the learning process.

Moreover understanding written language and being able to share it with others both in spoken and written are not easy matters. To be able to do it, students need to master vocabulary, be able to choose the appropriate diction, arrange the words in a good order of grammar and the ideas of the written stories need to be organized well. To achieve them, the teacher needs to apply interesting techniques to elevate students' motivation in learning foreign languages especially writing, which is considered as the most difficult skill to master.

As Seifert (1993) says a strategy is a mental experience done by the learner to achieve a purpose as remembering an event or a fact. For learning to take place, students must be active consumers of knowledge. Then, Seifert (1993) also mentions that:

First, students must pay attention to the information to be learned. Second, students must create an understanding of the material by creating or identifying relationships among to-be-learned ideas. Third, students need to relate new ideas to prior knowledge. Fourth, students need to understand that learning requires mental effort learners are strategic and poor learners are not, and that strategy use is how learning occurs.

Thus, learners are using strategies when they are working on a task that requires them to relate new information to what they already know. Dealing with the strategy is made up of summaries of brief stories. A summary is a condensed, exact text that

provides only the essential details of the original narrative, event, report, or conversation.

Based on all the background presented above, the researcher is interested in integrating the think-pair-share technique with Dicto-comp in facilitating students' comprehension to enhance their achievement in summarizing short stories in EFL classrooms. She intends to conduct the research and her topic on "*Integrating Think-Pair-Share (TPS) with Dicto-comp to Enhance Students' Achievement in Summarizing Short-stories*"

1.2 Identification of Problems

Based on the explanation above, the writer formulated the problems as follows:

1. Students may not be able to use English for communication, especially in written form.
2. Students' motivation may be low when dealing with the reading activity in class in the process of comprehending the short story.
3. Students may have low interest and motivation in writing activity
4. Students were less active using English spoken and written during the class.
5. In 2013 and independent curricula, listening is rarely practiced in class
6. Students were less interested in the technique used during the class.
7. Most practice in school was a passive activity by answering written questions. It caused students' boredom and low motivation during the teaching-learning process.

8. Students were not interested in and did not very well engage with the learning material or the reading selections given.
9. The teaching material mostly used has not been able to stimulate students' interest.

1. 3 Research Questions

Based on the problems described above, the writer formulated her research problems as follows:

1. Is there any significant difference in students' achievement in summarizing short stories between students who are taught through integrated Think-Pair-Share with Dicto-comp and students who are taught through the original Think-Pair-Share technique?
2. Which aspect of writing is enhanced after they are taught using the integrated Think-Pair-Share with Dicto-comp?

1. 4 Objectives of the Research

The research objectives are formulated to ensure whether the data of this research are relevant to the research question or not. The objectives of the research are:

1. To find out the difference in students' achievement in summarizing short stories between those who are taught through integrated Think-Pair-Share with Dicto-comp and those who are taught through the original Think-Pair-Share technique.
2. To find out the aspect of writing improved after they were taught using the integrated Think-Pair-Share technique with Dicto-comp.

1. 5 The Uses of the Research

The research findings of this research may be useful as a reference for further research both theoretically and practically:

Theoretically

1. The result of this research hopefully can be used as a contribution to widening teachers' or researchers' English studies perspective in the teaching-learning process.
2. Hopefully, this research can be used as one of the verifications for the related theories.

Practically

1. It is hoped that the findings of this research can make a positive contribution to English teachers as an optional variation for considerable teaching techniques.
2. As one of the references for English teachers and other researchers in enhancing students' achievement in writing.
3. As one of the references for English teachers and other researchers to use more interesting and authentic teaching material in class.

1. 6 Scope of the Research

The subject of this research was limited to the teaching-learning process of teaching modified TPS (think-pair-share) to enhance students' summarizing short stories through Dicto-comp in EFL classrooms. The writer focused on listening and speaking as part of the teaching and learning process and the focal point of teaching

results in writing achievement by giving students guided essay questions to help them summarize the short story.

In this case, the research is concerned with investigating students' writing abilities as it is hoped to have the positive effect of applying the modified think-pair-share technique. Based on the independent curricula of vocational high schools. The writer implied that there is a related impact on students' writing abilities. Following the material, the writer used the independent curriculum which is used in the target school and suitable for their level. The teaching material is composed based on the teaching aims (TP) from the independent English curriculum 2022/2023 academic year. Students were hoped to be able to read and comprehend the short story and write them in the form of paraphrasing. To assess students' achievement on writing tests were administered.

Thus, the research limitation in investigating modified think-pair-share by pairing the students to discuss the topic in small groups and class discussion to develop a conceptual understanding of the topic, develop the ability to filter information, and write the conclusion. Besides, the writer assessed students' summarizing abilities, such as content (important ideas of the story), summarizing, vocabulary, language use, and mechanics (structure of the text).

1. 7 Definition of Terms

To avoid misconception, some terms utilized in this research are defined as follows:

1. Listening and speaking are used as part of the teaching-learning phase to create a creative and active classroom atmosphere.
2. Students' writing abilities applied through modified Think Pair Share in enhancing students' summarizing short story ability.
3. Writing activity was the learning process to lead students on how to express their ideas, and thoughts on literary work in a written form by processing the model provided during the process. This activity is used to drill students' writing skills.
4. A reading activity was the learning process to lead students to understand the message delivered through the literary work during the process. This step is used for students to comprehend the story they read.
5. A short story is a brief fictional prose narrative that is shorter than a novel and usually deals with only a few characters. The short story provided the real language used in real communication by presenting the culture in the form of an interesting story, so this influenced students to study and read the short story.
6. Think-pair-share is a cooperative discussion strategy that gives chance and motivates students to think, answer, and help each other by sharing ideas in the classroom activity.
7. In dicto-comp, learners had to remember the ideas in a text that is more than a hundred words long and express them in the words of the original or their own words. So, it was believed that dicto-comp would enhance students' comprehension of the short story and they were able to write them well.

8. A summary is a brief account that contains the main points of the written text or ideas. This phase helped the student to enhance their writing ability in a short form.

II. LITERATURE REVIEW

In this part, the writer delineated some related theories that relate to her research, are the concept of Dicto-Comp, writing, summarizing, literary works, short stories, authentic material, cooperative learning, think-pair-share, the procedure of think-pair-share, some other theories related to the topic, the theoretical assumption and the hypothesis.

2. 1 Writing

People express their ideas in spoken and also written forms of communication. They can use words, letters, pictures, symbols, gestures, etc. Those ways are done to express and deliver messages to other person or people. As Flora, Raja, and Mahpul (2022) state in this modern era with the massive development of technology, the written form of communication has become more essential than ever. People use the language in written form for all aspects of life, daily use, offices, school, and business.

Of the four language skills, writing is considered the most productive and the most difficult skill to achieve because, in writing, one is not only able to master the grammar and has numerous vocabularies but one also needs to be able to organize his or her ideas well, develop them into some supporting details, arrange the ideas

in chronological order and make sure that the paragraphs have coherence. Broughton et al (2003) and Taylor (2009) believe that writing is extremely difficult for students. The difficulty of writing lies not only in generating and organizing ideas but also in developing these ideas into readable texts. Further, Suyanto (2015) states that writing is still considered the most difficult skill compared to the other three skills, speaking, listening, and reading.

The difficulty of writing lies not only in generating and organizing ideas but also in developing these ideas into readable texts. In writing activities, students need to use multiple abilities to result from good writing and comprehensible. As Bell and Burnaby in Nunan (1989) say writing is an extremely complex cognitive activity in which the writer is required to demonstrate control of some variables simultaneously. Moreover, Utami, Rais, and Setyaningsih (2012) write that at the sentence level, these include control of content, format, sentence structure, vocabulary, punctuation, spelling, and letter formation.

The next definition is given by Byrne (1997) who states that writing is producing a sequence of sentences arranged in a particular order and linked together in certain ways. A sequence of sentences whether it is short or long after being put in order and linked together will form a coherent whole.

Writing is used as one of the written communication techniques between the writer and the reader. It is also supported by Achmad, Suparman, and Sinaga (2019) who state that writing is used for communicating one's ideas in written form to readers.

To result from good writing and readability some steps need to pass through in the process of writing. Moreover, the capacity to produce quality writing requires a method as one of a productive skill.

As Harmer (2004) stated the writing process involves a series of steps to follow in producing a finished piece of writing. Four elements must be followed, such as:

1) Planning

Planning is the process of making arrangements to carry out a task. The planning phase is crucial since it contains the concepts underlying the writing process. Making thorough notes may be required for this.

2) Drafting

Drafting is the process of writing down all of your ideas and considerations on a sheet of paper, albeit in very rough shape. To modify the text, this stage is necessary. It is considered to be the first draft of a work of writing.

3) Editing

Editing is the process of going back and making the first draft better. Students are now verifying that their papers were written. Students will begin writing in the most appropriate style for their particular text type after they have been examined and modified. Richards and Willy (2002) in Yulanda (2018) claim that in editing, writers check grammar, spelling, punctuation, diction, sentence structure, and accuracy of supportive textual material such as quotations, examples, and the like.

4) Final draft

A final draft is the end product of a piece of writing. When the author has finished editing and making any required adjustments to produce the final manuscript.

Because many things may have been altered during the editing process, this may differ greatly from the initial concept and the first draft. To write English methodically, everyone who aspires to be a competent writer or who wants to master writing needs to be aware of the parts of the writing process. In addition, students can develop their writing talents by adhering to specific guidelines.

Then, in writing some aspects need to consider. Some aspects must be focused on by students in writing because by following certain aspects, they can master the skill. They are content, organization, vocabulary, grammar, and mechanics. Jacobs et al (1981) said that there are five aspects of writing:

1. Content refers to the substance of writing, the experience of the main idea (unity). It is identified by seeing the topic sentence. The topic sentence should express the main idea and reflect the entire paragraph.
2. Organization refers to the logical organization of the content (coherence). It is related to the ideas that stick together so that ideas run smoothly within the paragraph.
3. Grammar refers to the use of the correct grammatical forms and syntactical patterns. It is identified from the construction of well-formed sentences.
4. Vocabulary refers to the selection of words that are suitable to the content. It can be identified by seeing the word choice or diction to convey ideas to the reader.
5. Mechanic refers to the use of graphic conventions of the language. It is identified by observing the usage of spelling, punctuation, and capitalization within the paragraph.

Finally, it can be concluded that the aspects of writing are mostly linked to content, organization of ideas, mechanics, use of language, and judgmental skill or domain knowledge of the readers. Those components must be incorporated to produce a good, well-written, meaningful piece of writing.

Dealing with the ideas presented above, the writer concluded that writing is a complex productive skill that needs accurate and careful tasks to do. That's why the writer was concerned about how to improve students' writing achievement.

2. 2 Summarizing

Summarizing is presenting the key points of a text in your own words in a shorter way. As in Students' Learning Centre (SLC, 2011) states a summary is a shortened and precise text that outlines the main points of a longer text. It should provide a comprehensive version of the significant points made in the original text, thus saving much time for the reader. Summaries should be clear self-contained and faithful to both the original message and the order of information presented.

Furthermore, the Students' Learning Centre (SLC, 2011) states that a summary is a shortened and precise text which outlines the main points of a longer text.

Clee and Clee (1999) in Pardede (2020) clarify that the main objective of a summary is to "give an accurate, objective representation of what the work says." Refers to ideas above, the writer infers that summarizing can help students to comprehend more about the text discussed.

Then, Leo (2007) states that a summary is a short statement that gives only the main points of something, not the details. In conclusion, to summarize, we must compress the material into as few sentences as feasible. The summary will reflect the sequence in which these topics are presented and the emphasis placed upon them. It may incorporate some key examples from the passage. However, it will not include tiny details. Below is the example given by Kazantseva (2014) give the example of Short-story Summary

Figure 1. A fragment of a desired summary for *The Cost of Kindness* by Jerome K. Jerome.

The Cost of Kindness

Jerome K. Jerome (1859-1927)

Augustus Cracklethorpe would be quitting Wychwood-on-the-Heath the following Monday, never to set foot--so the Rev. Augustus Cracklethorpe himself and every single member of his congregation hoped sincerely--in the neighbourhood again. [...] The Rev. Augustus Cracklethorpe, M.A., might possibly have been of service to his Church in, say, some East-end parish of unsavoury reputation, some mission station far advanced amid the hordes of heathendom. There his inborn instinct of antagonism to everybody and everything surrounding him, his unconquerable disregard for other people's views and feelings, his inspired conviction that everybody but himself was bound to be always wrong about everything, combined with determination to act and speak fearlessly in such belief, might have found their uses. In picturesque little Wychwood-on-the-Heath [...] these qualities made only for scandal and disunion.

Reviewing or evaluating students' comprehension of what they have read can be done in spoken and written. In writing, students gain more confidence in expressing their ideas since in the process of writing there is no interaction between the writer and readers. It helps students a lot in pouring their thoughts, feelings, and ideas into written form. In summary, the class lets students experience how to identify the most important ideas in a text, how to ignore irrelevant information, and how to integrate the central ideas in a meaningful way. Teaching students to summarize can improve their memory of what is read. Summarization strategies can be used in almost every content area. (Reading Rocket.org). Interestingly, the idea supports teachers to use summarizing techniques to help students comprehend the text.

Furthermore, Pardede (2020) in his blog states that in summarizing a summary is usually written in a solid paragraph of about up to 10 sentences. The first sentence includes the short story title, author, and subject matter. The next sentences include the main supporting events or actions. Thus, they answer the question words: who, what, when, where, why, and how. These supporting events begin with the introduction scene (exposition) written in 1 to 2 sentences. The exposition is followed by one or two main rising actions written in 2 or 3 sentences. The next sentence describes the climax (the event that indicates the outcome). After that, in 2 to 3 sentences, the falling action (action leading to the end) and the resolution (the story ending) are presented. The summary is ended with a sentence repeating the subject matter. Referring to the ideas above, the writers conclude that summarizing can be used to help teachers enhance students' achievement in summarizing short stories.

Then, Pardede (2020) also arranges six steps to follow to write a good summary of a short story, they are:

1. Read the story to get a general impression.
2. Go to the story again, and read it carefully. Make sure you fully understand the story. Check your dictionary to get the meaning of unfamiliar words, if any.

While reading, underline or jot down the key events.

3. Organize the key events into a storyline employed in the short story. Make sure you put the correct events functioning as the exposition, rising events, climax, falling actions, and resolution.

4. Using your own words, write these materials in a united and coherent paragraph. Don't forget you should use present tenses in the summary.
5. Compare your summary with the original story to ascertain that your summary just condenses the story without changing the meaning.
6. Revise and edit the summary to avoid any grammatical or typing errors.

Different from the ideas presented above, Bailey (2003) describes that a summary may be just one or two sentences, to explain the main idea of the article, and perhaps compare it with another summarized text, or it might be necessary to include much more detail. In other words, a summary can range from 1–2% of the original to more than 50%: summarizing is a flexible tool. At first students need to follow a series of steps to summarize successfully. With practice, the number of steps may be reduced, as the process becomes more automatic. He describes the stages in writing a summary. First, read the text carefully and check key vocabulary. Then, underline or highlight the ideas. After that make notes of the important ideas. Next, write the summary using the notes and re-organizing. Finally, Check the summary to make sure no important has been omitted or distorted.

To be able to help students comprehend the short stories well and are also able to summarize them, teachers need to use the appropriate strategy. A summary is a brief and precise text that relates the main points of the original story, event, report, or discussion without giving any detail.

According to Mouri (2020) This writing strategy, summarizing, is useful to both teachers and learners. It should be used in foreign language classrooms as it fits learners' needs and teaches them how to distinguish the essential ideas of a text. The summary helps learners read a text many times and memorize what they read. To write a summary, pupils must read more carefully. Students learn and retain more information than they would from a single read since they have to read a text more than once to get a sense of the ideas given.

Writing summary suggests a cognitive process that teaches students how to weed out unimportant concepts and retain the ones that are essential to understanding the text's main topic. Students take notes and look for key details as they read the material more attentively to compile a summary. Finally, to summarize learners need to constantly read, write, and improve their prior knowledge of writing rules and strengthen their grammar skills, too.

2. 3 Short Story

One of the receptive skills in learning English is reading but reading provides students not only the knowledge of English but also the wide range of vocabulary and cultural views presented in the story. The short story also offers students with interesting topic to read. The short story is one of the works of literature, the written art.

Literary texts can express human values and culture. The word literature is used to describe any form of writing marked by its art form, creativity, imagination, and

purpose. It can be in the form of poems, plays, novels, and short stories. As Eagleton, (1996) defines that literature is an imaginative writing in the sense of fiction – writing which is not literally true. Since literature is imaginative writing, it is believed that it can interact with students' interest to read more for learning sources. So, literary work can be used as material for English language teaching lessons as it demonstrates a wide range of language use in authentic contexts. Furthermore, Slater and Collie (1995) state that one of the main reasons might be that literature offers a bountiful and extremely varied body of written material which is 'important' in the sense that it says something about fundamental human issues. So, the story written relates a lot with the reader. The literary works encourage learners to be more active in discussion due to the related feeling with the story presented and written in the text.

Many kinds of literary works can be used as teaching material in EFL classes, namely: poems, prose, novels, drama, song, verse, quotes, and short stories. According to Hansen (2022), the **short story** is a brief fictional prose narrative that is shorter than a novel and that usually deals with only a few characters. Then, Poe (2009) in his Essay states that "The Philosophy of Composition," said that a short story should be read in one sitting, anywhere from a half hour to two hours. In contemporary fiction, a short story can range from 1,000 to 20,000 words. Furthermore, Nurchaerani's explanation claims that a short story is a fictional work of prose that is shorter in length than a novel. Because of the shorter length, a short story usually focuses on one plot, one main character (with a few additional minor characters), and one central theme. Short stories also lend themselves more to

experimentation — that is, using uncommon prose styles or literary devices to tell the story. Such uncommon styles or devices might get tedious, and downright annoying, in a novel, but they may work well in a short story.

According to Husnunnisa (2023), there are three kinds of short stories based on the number of words in the story. The first is the little short story commonly mentioned as a *flash*, which consists of 750 – 1000 words, in Indonesia it is well-known as *fikmin*. The second type is the ideal short story which consists of 3000 – 4000 words. Then, the last kind of short story is the longer short story which can reach 10.000 words. Referring to the statements above, the writer concludes that short stories have less than 10.000 words and the reader can finish the reading in one time.

The short story is usually concerned with a single effect conveyed in only one or a few significant episodes or scenes. The use of short stories in the EFL classroom provides learners with unique opportunities for educational, intellectual, cultural, and linguistic development. The short story is considered one of the literary genres that can be used in the EFL classroom to improve language skills, motivate students, and raise cultural awareness and tolerance. As Lazar in Zahra dan Farrah (2015) argues the ideas who agrees that believes that exposing learners to literature provides them with memorable syntactical or lexical items. Moreover, it also encourages learners to make predictions, inferences, and conclude actions, behaviors of characters, and ends of literary works. (Lazar:1993)

Then, some studies believe that short literary works story have Benefits. Some writers who recommend the use of short stories to teach ESL or EFL list some advantages of short stories. They are motivational, literary, cultural, and higher-order thinking benefits. Nevertheless, before a teacher tries to look at these merits in more detail, they should realize that the most important merit that all teachers should consider is skills reinforcement.

Reinforcing skills is a way for the teacher to strengthen the activity during the class which can stimulate learners to be more active in using their skills. The ideas above are in line with Murdoch (2002) who indicates that “short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency.” Besides offering the benefits mentioned above, the short story also offers Imaginative skills which can motivate students to be more creative in writing and paraphrasing short stories. As Thiagarajan (2014) states “Reading short stories motivates the students not only to develop their reading skill, but also their imaginative thinking skill.”

In conclusion, having a short story in an EFL or ESL classroom motivates students to be more creative in writing and also trains integrated skills to students.

2.4 Think Pair Share

The success of teaching a foreign language goal is when the learners can use the language in the real context of communication. To achieve the aim the teacher needs to create a communicative classroom situation that provides the class with the

experience of the real context of communication in the community then certainly will perhaps enhance students' language performance in using the language.

There have been various collaborative learning techniques developed and promoted by some experts. Some collaborative learning techniques use pairs of students, while others use small groups of four or five students. The idea that is closely related to it is the think-pair share which allows students to work individually, then share it with their partner and bring their ideas or opinion to a certain topic selected by the teacher to a group or classroom discussion. This technique first proposed by Lyman from the University of Maryland (1987) is the cooperative learning discussion.

Think pair share technique lets students learn the target language in groups or pairs and then share their ideas with others. This technique provides students with the opportunity to practice the language both in written and spoken at the same time and also trains other skills that are involved in the process, they are: listening and reading.

Owing to the Think-Pair-Share gives the chance to students to learn cooperatively with their partner or classmate, it will help students to use the language in real society or community and also will develop. Cooperative Learning allows students to learn in groups, either in small group discussions or classroom discussions. The activity will let students use the language with their partner in class directly and let them also learn to socialize with their learning mates. As Debi, Raja, and Suparman (2018), *students' learning participation is very important to create creative, active,*

and pleasurable situations in the teaching and its process to meaningful terms. Students' participation means being active in the English teaching and learning process, students are active in answering and responding teacher's questions and instruction. Then, cooperative learning, one of the active learning methods, maybe a suitable and successful tactic for boosting learning effectiveness and empowering students with social, cooperative, sharing, and collaborative abilities. Any classroom learning scenario in which students of various ability levels collaborate in structural groups to achieve a shared objective is considered Cooperative Learning.

According to Brown (1994), cooperative learning involves students working together in pairs or groups, and they share information. They are a team whose players must work together to achieve goals successfully. Then, Dyson et al., (2010) clarify that cooperative learning is a dynamic instructional model that can teach diverse content to students at different grade levels. Students may work together in small, structured, heterogeneous groups to master subject matter content. Furthermore, Macpherson (2007) said that cooperative learning is one of the learning methods that is based on the small-group work activity implemented to reach or achieve a purpose. In conclusion, owing to cooperative learning enables students to work in small groups and support one another in accomplishing academic tasks, then it's called a socially centered learning strategy. Cooperative learning encourages students to collaborate as a team, exchange ideas with one another, and provide feedback during the classroom learning process.

Cooperative learning offers numerous advantages. As Kagan (1994) cited in Sanjani (2015) quotes that CL shares 8 merits to EFL classroom, they are:

- 1) Students who are taught with cooperative learning have a more enjoyable learning experience and are more motivated to continue learning beyond school, especially from each other.
- 2) Many of our students will have the responsibility for caring for elders. Students who are taught with cooperative learning become more helpful, caring, and better prepared to serve our aging population.
- 3) Promote a higher self-esteem.
- 4) Students who were taught with cooperative learning construct the meaning and make learning more relevant.
- 5) Students who were taught with cooperative learning are more prepared for the workplace.
- 6) Many of our students struggle with discipline problems. Students who were taught with cooperative learning are less disruptive and spend more time on the task given by the teacher.
- 7) Students taught with cooperative learning are far more active; their classroom is far more stimulating than a teacher-centered classroom.
- 8) Teachers using cooperative learning find teaching less stressful and find renewed desire and energy to teach and increase student retention.

Referring to the ideas above, the writer concludes that Cooperative learning supports EFL classrooms to be more effective and livelier since the students are active in sharing dan discussing the ideas they get during the process, reading,

sharing, discussing, and practicing. All the activities are believed can increase students' communicative ability.

Think-Pair-Share (Frank Lyman, et al, 1981) is a collaborative discussion strategy designed to provide students with time to think and formulate their individual thoughts and ideas about a given topic or concept before forming a pair with a peer to share their thinking. It gets its name from the three stages of student action which emphasizes what the students are DOING at each of those stages.

Further, Kagan (1994) thinks pair share technique can promote and support the students' thinking ability to a higher level. In line with that, Kusrini (2012) mentioned that the think pair share technique gives some opportunities for students to be active in the learning process through thinking, pairing, and sharing with another student. From those ideas above, the writer assumed that think-pair-share will benefit both teachers and learners to have an active classroom situation.

Arends (2009) states that the think pair share has some steps that should be followed by the teacher such as follows:

- Step 1: Thinking, the teacher poses a question or an issue associated with the lesson and asks students to spend a minute time thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.
- Step 2: Pairing, next, the teacher asks students to pair with their friends. Then, discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific

issue was identified. Usually, the teacher allows no more than four or five minutes for pairing.

- Step 3: Sharing, in the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair and continue until about a fourth or half of the pairs have had a chance to report.

The Think Pair Share technique is especially effective in learning English to improve students' reading comprehension. In this technique, students think individually, collaborate in pairs/groups, and share with their classmates. It makes students study in teamwork. The Think Pair Share technique can inspire student participation in the reading teaching and learning process. Encourage students to actively participate in class activities. Create a learning environment full of encouragement and positive relationships, even within the group. Furthermore, Harwiyati, Sutarsyah, and Sinaga, (2019) state that TPS is a cooperative strategy denoting —a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group. That's why, TPS leads students to have the confidence to communicate both in written and spoken English.

Kagan & Kagan (2009) mention some benefits of the Think-Pair-Share technique. When students have appropriate thinking time, the quality of their responses is improved. Students are actively engaged in thinking and thinking becomes more focused when it is discussed with a partner. It means it is very beneficial for learners to have partners in learning the language to practice, either in pairs or groups.

Based on the article published online in Reading Rocket states that Thin-Pair-Share (TPS) is a collaborative learning strategy where students work together to solve a problem or answer a question about an assigned reading. This strategy requires students to (1) think individually about a topic or answer a question; and (2) share ideas with classmates. Discussing with a partner maximizes participation, focuses attention, and engages students in comprehending the reading material.

In language art classroom using think-pair-share to deepen discussions about specific characters in books the class is reading together. For example, if the class is reading *Charles* by Shirley Jackson, try think-pair-share to respond to questions such as, "Who do you think Charles is? What is the relationship between Charles and the boy Laurie? What do you think about Charles? What do you think about Laurie?"

There are some reasons for teachers to use think-pair-share, they are: (1) Think-pair-share is hoped to help students think individually about a topic or answer to a question., (2) Then, think-pair-share is also hoped to let students learn by sharing their ideas with classmates and builds oral communication skills among them during the lesson., and the last (3) think-pair-share is hoped to help students to focus their attention and engage students in comprehending the reading material especially the narrative text.

Further, the writer also learns from the article published online in Reading Rocket How to use think-pair-share.

- Decide upon the text to be read and develop the set of questions or prompts that target key content concepts.
- Describe the purpose of the strategy and provide guidelines for discussions.
- Model the procedure to ensure that students understand how to use the strategy.
- Monitor and support students as they work through the following:

T: (Think) Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.

P: (Pair) Each student should be paired with another student or a small group.

S: (Share) Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

The things that need to be considered in applying this technique are that teacher needs to use differentiated instruction, especially for the second language learners' classroom, where the learners may have various reading skills, students with learning disabilities, and younger learners.

The teacher also needs to be very careful and sensitive to learners' needs (reading skills, attentional skills, language skills) when creating pairs. Then, the teacher should allow students to choose who shares with the whole group to have a comfortable discussion atmosphere, where students are more encouraged if they learn with the ones they know.

2. 5 Think Pair Share for Teaching Writing in an EFL Classroom

The aim of learning a language is to be able to communicate both spoken and written well and fluently. Another purpose that also plays an important role in learning a foreign language is that students can express their ideas, thoughts, opinions, and points of view. So, they can share what they read, learn, see, or read. Nowadays, the learning objective of most formal schools is that students must be able to understand the written language, in other words, most learning objectives focus on the text.

Reading the formal text sometimes makes students get bored. To lessen the boredom, the teacher can choose attractive and interesting learning material, such as; poems, prose, myth, legend, fable, or the short story. The use of those kinds of text to attract students' motivation to learn the language. Besides the material, the teacher also needs to extant the material communicatively and interestingly of teaching during the class. Therefore, in this part the writer extents some related previous studies dealing with the use of short stories in the teaching-learning process to enhance students writing ability through paraphrasing. Then the writer integrated the TPS with dicto-comp in an attempt to create a lively, communicative, and interactive learning process.

Elfia (2020) clarifies that students' writing skills improved after the researcher applied the think-pair share for teaching narrative text for writing activity. The improvement involves some aspects of writing, namely grammar, vocabulary, mechanics, content, and organization. She also deduces that thinking pair share can

help teachers create varied and dynamic classrooms for writing activities. Owing to the teacher's explanation, group discussion then led students to have individual writing activity, and pair discussion to revise their works. Most of the students felt comfort and enjoyment during the process.

Thereafter, Iman and Anggraini clarify that after the teacher applied the dicto-comp for teaching writing the exposure to dictate in exercises activity provides learners with the aspects of writing such as vocabulary, spelling, grammar, mechanics, and sentence construction. Then, in collaborative writing activities where students were allowed to discuss and exchange information with their peers during the class, but they were required to rewrite the ideas with their minds. This activity allowed the EFL learners to reconstruct the ideas and organize them into good writing. Iman & Anggraini, (2022) conclude that both TPS and Dicto-comp can help teachers to create a good classroom activity and atmosphere and this situation would affect much on students' final achievement of the learning material.

Language is used to communicate with others both in spoken and written. The written language dominates the formal situation both for studying and also for working. Moreover, in this modern era, people share stories and information on many platforms and media. Unlike speaking, in writing both introverts and extroverts people can easily share their ideas because they don't need to communicate directly with the audience which can create anxiety in expressing ideas, thoughts, and feelings. Writing allows someone to convey their feelings or ideas in a written form of communication. Writing is also a communicative tool for

pupils to communicate knowledge, experiences, and ideas. But writing is one of the most difficult English skills that is essential for learning the language, for the students need to master some aspects of writing that can help students to write well.

In writing, students need to be able to organize their ideas in chronological order, have good coherence and unity among the paragraphs, master the grammar of the language, selecting the appropriate diction so that the writing is understandable and readable. According to Yulanda (2018), students still have weaknesses in writing skills, such as difficulty in gaining ideas and less vocabulary. In addition to the idea above, Sugiarto and Sumarsono (2014) also state that students' constraints for writing using TPS are that students have problems delivering their ideas and opinions during the pairing and the pairing step. It may be caused by students' anxiety during the teaching-learning process of learning a foreign language, it is quite threatening, of course. To lessen this situation, the teacher initiates letting students have more chances to work with their partners in pairs, in group discussions, and in class discussions. As Lyman (1981) in Raja (2020) state the situation above is similar to the concept of Think-Pair-Share (TPS) offered by Lyman (1981) TPS is a collaborative discussion strategy designed to provide time for students to think and formulate them. Individual thoughts and ideas about a given topic or concept before forming a pair with a peer to share their thinking (Lyman, 1981).

In conclusion, TPS helps students to express their ideas and write them in a good writing form since their partner reduces their anxiety because they learn and share with their friends.

Moreover, most writing classes in formal schools are quite boring. Teachers are at the center of the class, asking students to write certain topics and a good arrangement. The teacher just explains how to arrange their ideas in order. Meanwhile, when writing students not only have to master how to arrange and develop ideas but they also have to be able to write the sentences in good grammar and also choose the appropriate diction related to the topics. All of the difficulties that students have when learning to write should be addressed with the appropriate technique because writing is a productive talent that students must develop using their knowledge to communicate ideas through written communication. Furthermore, the teacher's teaching approach influences the pupils' writing skills. Some cooperative learning can be used by teachers to teach English, particularly writing skills. TPS is one of the teaching techniques used to teach English writing skills. Moreover, TPS is a cooperative learning strategy that can be used to assist pupils in learning more thoroughly, providing several opportunities for students to practice presenting their ideas or views with their partner or even their teacher. Owing to the idea in Think-pair-share technique, the teacher allows students to share their ideas, work, and discuss with their partner to get the overall idea of what to write.

As Kagan (1997) clarifies there are five steps in the TPS technique. Those are steps as follows:

1. Organizing students into pairs

Think Pair Share technique is begun by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students (Sugiarto and Sumarsono, 2014: 209). In addition, learners are going to have a bigger opportunity to get to know each other well, where respecting others will grow well among learners during the teaching-learning process.

2. Posing the topic or a question

The next stage is to ask the pupils a question or to discuss a subject. The query should be broad and open to several types of responses. As an illustration, consider the questions "What do you know about recount text?" and "How about generic structure in recount text?" The pupils will be forced to think more deeply and to express their ideas on various topics.

3. Giving time to students to think

The teacher should ask the pupils the same question more than once to allow them time to consider their responses. They should consider the query and provide an answer based on their critical thinking. Each student should have a unique response to share with their companion. The teacher should encourage the kids in this step and even provide some excitement to get their minds going.

4. Ask students to discuss with their partner and share their thoughts.

In this part, in pairs, each student will present their response to their partner. To come up with the best solution, they will discuss it and share their ideas. After that, they should each put their ideas down on a piece of paper before finishing off their discussions and writing the conclusions to their ideas in their books.

However, by combining two pairs into one, there will be some groups with four students in each group. This activity can be advanced to a higher level. To identify the optimal solution, many ideas will need to be exchanged, and this helps the students develop their analytical and critical thinking skills. However, this activity helps the students develop not only their knowledge but also their communicative skills and confidence (Sugiarto and Sumarsono, 2014: 209).

5. Calling on a few students to share their ideas with the rest of the class

This method's final phase involves calling on a few students to present their thoughts to the class as a whole. Some pupils respond while others are free to respond with their opinion or another response. Students who respond to the topic discussion with an answer or a comment should receive praise from the teacher. The teacher should give assignments using the same method after calling on all of the students or pairs. Students or partners, for instance, should consider one topic. Things, and then they must talk with their partner on that subject. Should record their discussion in writing (narrative, descriptive, text form, and so forth). So, it can also be an evaluation.

2. 6 Strengths and Weaknesses of Think Pair Share for Teaching Writing in an EFL Classroom

The model of "Think-Pair-Share" has several advantages. By talking with their peers, the kids can use this type of model to assist them develop their communication skills. Additionally, they can learn from each other, which helps their affective side develop quickly. Kagan (2009) clarifies that some benefits of the Think-Pair-Share model, they are:

- 1) When students have appropriate “think time,” the quality of their responses improves.
- 2) Students are actively engaged in thinking.
- 3) Thinking becomes more focused when it is discussed with a partner.
- 4) More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.
- 5) Many students find it easier or safer to discuss with another classmate, rather than with a large group.
- 6) No specific materials are needed for this strategy, so it can be easily incorporated into lessons.
- 7) Building on the ideas of others is an important skill for students to learn.

Besides the advantages, the Think-pair-share technique also had some demerits when this technique was applied in EFL classrooms. According to Zinveliu (2021), since TPS involves all students at once, it will be quite challenging for teachers during the process, especially in the monitoring phase. Teachers won't be able to assess every student's contribution, which is detrimental to the learning process. They can't receive timely, accurate, and personalized feedback. It's also a problem for teachers because they lack an objective perspective on each student's involvement.

Further, she claims that some pains come during the teaching-learning process, they are:

- 1) Anxiety triggering

For some students, speaking to other peers can be nerve-wracking even if they have time to *think* or *share* ideas in advance with a partner. Just the thought of expressing their opinions can trigger anxiety attacks which will negatively impact their learning.

2) Inequities

Although you may change the pairs from time to time, you cannot control who shares the information with the class. There will always be students who prefer to let others take center stage. In this case, TPS doesn't favor the shy or anxious and creates inequities among students.

3) Needs unmet

Since you can't monitor every student or control who will share ideas with the entire group, you'll have students whose needs remain unmet. They are the ones too anxious to speak up and too afraid of rejection to fully participate in the activity, which doesn't allow them to evolve and reach the expected learning milestones.

4) Small talk

When students *pair* with a partner, they will inevitably waste time on small talk, irrelevant to the activity itself. In this case, you to observe them and help them refocus constantly.

Then, according to Yulanda (2018), students still have weaknesses in writing skills such as difficulty in gaining ideas and less vocabulary. As a result, pupils need to practice writing in English a lot to develop. Further, Sugiarto and Sumarsono (2014:) state that students' constraint in TPS was they had difficulties in delivering

their ideas and opinions during the pairing and sharing steps. In the typical application of TPS, the students are only expected to write and discuss without any guidelines before they construct the whole paragraph. The teacher could also utilize outlining as a technique when teaching writing to aid pupils in their writing. Because the concepts were organized, it was also easier for us to write the paragraph fast. It means that by using an outline, the pupils' writing improved and they arranged and made it simple to understand each paragraph.

In conclusion to those idea above, the writer concludes that teachers to modify the phase where students need to improve their ability to grasp the idea of the short story and pour it into their writing.

2. 7 Dicto Comp

Indonesian learners study English from the beginner in elementary to higher education where the learners are hoped to master the four English skills integrated. Writing skill is considered as one of the most complicated and productive skills to learn and earn both in academic and non-academic contexts. It needs much practice and exposure to the writing skill activities during the process. The imperative of writing skills is imperative, especially for those learning English in the Indonesian higher education context, because it can be a way of communicating with others not only from Indonesia but also from abroad. Furthermore, writing, as one of the productive skills to possess, is considered the most complex and troublesome movement, especially for students in EFL or ESL environments.

The primary objective of English language teachers is to identify the specific and effective instructional approach to foster the English writing proficiency of EFL learners in EFL contexts. Dicto-comp is a type of dictation that is a combination of two forms, namely dictation and composition (Oller, 1979). The teacher reads the entire passage three times before allowing the pupils to write their work. With this procedure, Dicto-comp provides students more time and enough chance to comprehend the story before they write it down.

The use of dicto-comp to teach English writing classes is one of the teaching methods available to English language teachers. This method is worth using because it requires students who are learning English to listen to the teachers and read the material aloud several times, then they must memorize it and take the ideas down as precisely as they can. Composing directed or guided writing through dictation used in the teaching of English writing is called dictation composition (by then, mention dicto-comp). It is a basic strategy that requires the EFL learners to pay attention to a text dictated by the instructor that can be rehashed more and more (Nation and Newton, 2009).

Dicto-comp is one of the controlled writing activities promoted by many experts. Since in controlled writing teacher gives students more assistance to comprehend the text more. Adel and Hashemian (2015) state that controlled writing could be a good approach to improving students writing skills of second language learners. Hence, Raimes (1983) states that “unlike free writing, controlled writing takes place when learners are supplied with a great deal of the content and form, for example,

an outline to complete, a paragraph to manipulate, a model to follow, or a passage to continue”. Referring to the ideas above, the writer believes that Dicto-comp can help students elevate their writing achievement, especially in writing summaries of short stories.

Another controlled writing activity that is quite similar to Dicto-comp is Dicto-gloss. According to Wajnryb (1990), Dicto-gloss is a classroom dictation activity where learners listen to a passage; write down keywords, and then work together to create a reconstructed version of the text. Different from dicto-comp, this technique digs more into students’ grammar. In conclusion, the integration of dictation and composition facilitates students to comprehend more the story and then guide students to write what they have read or heard.

The EFL learners are not allowed to write the text before the teachers finish dictating and reading the text. In the application of dicto-comp, the EFL learners need to memorize the words read out and rewrite with their version of writing. (Nation & Newton, 2009). Additionally, dicto-comp is also defined as a teaching approach that blends dictation activity and composition (Wajnryb & Maley, 1990). Two activities can be drilled through dicto-comp drilling while enriching students’ vocabulary and practicing the basic activity of students’ writing skills.

Moreover, *dicto-comp* is also defined as a type of dictation that English teachers may use to assist students in writing. This is a basic strategy that requires pupils to listen to a material read aloud by the teacher repeatedly (Nation & Newton, 2009).

The learners are not permitted to write out the text until the teacher has completed reading it. In dicto-comp, students must "keep the concepts in mind in a book longer than a hundred words and state them in the original or their versions" (Nation & Newton, 2009). This suggests that the teacher may employ this method to help students develop their writing abilities by sharpening their analytical and thinking faculties.

Then, dicto-comp is also stated as a writing assignment that combines four English abilities (MacKenzie, 2012). Students must listen to what their teachers read or other auditory materials during the text reconstruction phase of dicto-comp, as well as speak to their peers in person. The co-constructed text is then written out, and their version is evaluated after reading the original text (reading). Therefore, it is clear that dicto-comp is a worthwhile instructional strategy that can aid EFL students in improving their writing in EFL writing classes.

Nevertheless, despite the paucity of studies conducted in EFL settings, numerous researchers have made some important discoveries regarding the value of using dicto-comp. According to Muttakiah (2016), students who took writing classes that used the *dicto-comp* approach performed better on writing assignments than those who did not. According to Rofiqoh (2013), *dicto-comp* also produced a statistically significant mean difference between those who learned writing skills through *dicto-comp* and those who did not. Furthermore, according to Ni'mah (2012), students who were taught utilizing *dicto-comp* had higher achievement levels than students who weren't. As a result, it could be said that employing *dicto-comp* in an EFL

writing environment allowed students to improve their writing abilities and writing-related skills.

2. 8 Integrating TPS with Dicto-comp to enhance student's ability to summarize short stories

Think-pair-share is included in one of the cooperative learning. A cooperative learning strategy in which the teacher introduces a topic, issue, or problem; students have time for private thinking; students then pair off and discuss their ideas; and finally, they have the opportunity to share their ideas with the entire class.

After the process of sharing, most students understand the idea of the story being discussed generally but when they come to the process of writing they don't know how to write and organize their ideas in good order, some of the students lack the vocabulary to write their ideas. Dicto-comp helps students to understand fully the story and also helps them to remember well the vocabulary since the teacher reads the story a few times from the slowest speed to the fastest speed of reading.

Even though, writing is considered one of the most difficult skills to achieve still students have to master the skill. Harmer (2004) claims that writing motivates learners to focus more on correct language use. It is because when students engage in their writing process, they evaluate how a language is employed. This practice promotes language development because students tackle challenges that writing brings to mind.

As a result, writing is a cognitive process that requires significant practice to express ideas, thoughts, and opinions, and this talent is necessary for students to communicate their minds after graduation, particularly in the working environment. Unfortunately, recognize the fact that English language learners in Indonesia still gain some English writing complexity, particularly in grammar, vocabulary, mechanics, spelling, and content.

The primary concern of English language lecturers is to find the specific and appropriate instructional strategy to build EFL learners' English writing skills in EFL settings. Dicto-comp is an instructional tool that English language lecturers can use to teach English writing classes. This strategy is worthwhile to use since it requires English language learners to listen to lecturers read the text numerous times before memorizing it and noting down the ideas as accurately as possible with the reading text.

Then, as stated dictation composition (mention dicto-comp by then) is a variety of dictation that educators can employ in English writing instruction. It is a basic strategy that requires the EFL learners to pay attention to a text dictated by the instructor that can be rehashed more and more (Nation and Newton, 2009). Moreover, dicto-comp is also defined as a type of dictation that English teachers may use to assist students in writing. This is a basic strategy that requires pupils to listen to a material read aloud by the teacher repeatedly (Nation & Newton, 2009).

Referring to the ideas above, the writer concludes that integrating TPS and Dicto-comp will help students to grasp the idea of the story discussed and the writer assumes that students will also be able to express the idea of the story in written form well. Since the stories had been discussed a few times in different ways before the teacher asked the students to write.

Then, comparing the original Think-Pair-Share with the modified TPS is presented in the table below:

Table 2. 1 The Difference of Teaching Procedures between the Original TPS and The Modified TPS

Original Think-Pair-Share	Modified Think-Pair-Share
<ol style="list-style-type: none"> 1. The students think by themselves individually at a specific time given for the problem or question posed by the teacher at the beginning of the activity. 2. Students work in pairs with their nearby, deputed, or desk-mate partners to discuss answers to the question given (working cooperatively) 3. After students discuss the problem posed at the early stage of the activity, then the teacher invites some pairs to share their thoughts with the class. The teacher can do this activity while going through the class, calling on each pair, or the teacher can select one of the answers willingly or point by 	<ol style="list-style-type: none"> 1. The students think by themselves individually at a specific time given for the problem or question posed by the teacher at the beginning of the activity. 2. Each student will be asked to write their response or answer to the question posed based on the title or the picture given. <div data-bbox="1038 1458 1275 1659" style="text-align: center;"> <p>CHARLES BY SHIRLEY JACKSON</p>  </div> 3. The teacher invites students to share their written answers with the class. Students can compare their answers and identify and take note of the best answers cooperatively.

<p>the teacher. Often the writer will record students' responses on the board or the projector.</p>	<ol style="list-style-type: none"> 4. Students work in pairs with the nearby, deputed, or desk-mate partners to complete the incomplete short stories given by listening to the teacher who will dictate the story. At this stage, students can compare their notes and try to discuss to find the answer they think is the best and most convincing. 5. The teacher selects some pairs to share their answer and discuss with the class. 6. After all the stories' parts are completed, the teacher will ask some students or pairs to share what they think about the stories and also discuss the main point of the stories. 7. The teacher will give the time for students to rewrite or paraphrase the short stories in their own words. 8. Finally, students will invite some students to read what they have written to the class.
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In this current study, the integration of Think-Pair-Share by inserting the dicto-comp technique as the writing activity after the thinking process. The significant difference between these two teaching techniques lies in the greatest part of the writing activity toward Dicto-comp as the main students' activity during the teaching-learning process.

The ideas above are supported by Khalifa (2016) that clarifies writing can help students to learn and express creatively. The result of students' work of summarizing will be considered as their writing activity result which comes from

their thoughts and words. The story is summarized not longer than the original stories so it may be a lack of the plot of the story and not all parts of the story are written by the students. The writer believes that this activity may enhance students' achievement in writing ability, especially in summarizing short stories and students are also hoped to be able to use the synonymous vocabulary discussed based on the story given.

2. 9 The Procedures of Using Integrated TPS with Dicto-comp to enhance students' achievement in summarizing short-stories

Think-Pair-Share is one of the methods used in teaching writing. Lyman (1981) stated that Think-Pair-Share (TPS) is a "multi-mode" strategy developed to encourage student's participation in classroom activities. TPS helps students develop a conceptual understanding of a topic, and develop the ability to consider other points of view as well. It means that TPS is applicable for teaching writing. In this research, TPS will be used for teaching writing summaries.

The following are procedures for using TPS in a writing class to improve each writing indicator (Astheri, 2011).

1. Think-Pair-Share to Improve Gaining Ideas to Write

- a) Think: each student thinks about the story they want to rewrite in their writing. Then they write their sentences into the corresponding columns. That would be fine to use the first language.
- b) Pair: each pair discusses if their ideas have been enough or not to describe the object. They can add or reduce some ideas if necessary. Then they

arrange the idea into a good outline, which is to be written first and which is to be later. In the pairing stage, the teacher will share the incomplete story of the picture shared in the first step. Then, the teacher will read the story a few times and ask them to complete the story they have heard from the teacher.

- c) Share: each pair shares the result of the pair discussion with the class, receiving any comments from the class. In this case, what makes TPS helpful to gain ideas is the discussion happening in the stage of Pair and Share, students can help each other to gain ideas to write.

2. Think-Pair-Share to Improve Vocabulary

- a) Think: each student thinks of an English vocabulary to explain or describe each point to write about the object.
- b) Pair: each pair discusses if their English words to describe one's physical appearance are correct or not. They can revise, add, or remove some words before deciding on the words they would like to share with the class.
- c) Share: each pair shares their result of the pair discussion in the class, receiving any comment from the class.

Indeed, what makes TPS helpful to improve vocabulary is also the discussion happening in the stage of pair and share, in which those whose vocabulary mastery is good can share and help those whose vocabulary mastery is poor.

3. Think-Pair-Share to Improve Grammar

- a. Think: each student thinks of an Indonesian sentence using simple present tense. They then think of its equivalent in English. Then they write their sentences into the corresponding columns.

- b. Pair: each pair discusses if their way of writing the English sentences has been correct or not. They can revise their sentence together before deciding on the sentences they would like to share with the class.
- c. Share: each pair shares the results of the pair discussion with the class, receiving any comments from the class. The teacher then explains which sentence is grammatically correct. In short, what makes TPS helpful to improve grammar is the discussion happening in the stage of Pair and Share, in which those whose grammar mastery is good can share and help those whose grammar mastery is poor.

2. 10 The advantages and Disadvantages

Generally, TPS offers both students and teachers some advantages, as Lyman, F. (1981) states that the benefits of using TPS in EFL classrooms, namely:

- Instructors find they can have a format change during lectures that only takes a small amount of class time. Preparation is generally easy and takes a short amount of time.
- The personal interaction motivates students who might not generally be interested in the discipline.
- You can ask different kinds and levels of questions.
- It engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.
- You can assess student understanding by listening in on several groups during the activity, and by collecting responses at the end.

- The fluid nature of group formation makes this technique very effective and popular for use by instructors of large classes.
- Full class discussion is generally more fruitful after a think-pair-share and throughout the semester as the frequent use of such activities generally improves student comfort levels and willingness to participate throughout a class period.

Besides offering advantages, TPS also *has some disadvantages*. As Tuanany (2019) clarifies some disadvantages of applying TPS, they are: TPS can improve attendance and also reduce dropout rates. On the other hand, the use of TPS is time-consuming. It also can be very noisy because the students work in groups.

Further Tuanany (2019) states that The technique not always perfect, there is an advantages and also disadvantages. Think-pair-share techniques always give the learners a chance to think about what their thinking in the question given by the teacher. Based on Budd-Rowe (in Kessler, 1992) states advantage to TPS is that students have increased wait time, and the opportunity to think about answers before thinking about who they share with.

Further Ibrahim et al. (2006) explain some advantages and disadvantages as follows:

1. Advantages

The use of TPS requires students to use the time to do the tasks or problems given by the teacher at the beginning of the meeting so that the students are expected to understand the material well before the teacher passes at the next

meeting. TPS can improve students' attendance. The task given by the teacher at each meeting in addition to actively engaging students in the learning process is also intended for students to always try to be present at each meeting. For the students who did not attend and did not do the work will affect their learning outcomes. It also can reduce dropout rates. TPS technique is expected to motivate students in learning so that students' learning can be better than conventional technique.

2. Disadvantages

The use of TPS is time-consuming. Time-consuming means when the teacher does not prepare the lesson plans accurately or the students feel confident to work individually better than in a group. Besides that, the teachers hard to assist all the trainers with the discussion since they have so many groups. Because there are many groups in class, some of the teachers hard to assist the learners' work in groups. It also can be very noisy because of the students.

Different from the idea of Ibrahim et al, Rankin (2015) in Structural Learning (2022) students confidently state that think-pair-share" should be encouraged because as well as providing insights into student thinking, any activity that involves individual students articulating their ideas verbally enables children to rehearse what they are going to write. This Oracy technique can reduce any student's anxiety about speaking publicly.

She clearly states that TPS offers an active-learning strategy that provides a wealth of benefits to individual students, they are:

- a. Encourages students to think independently and answer questions.
- b. Encourages responsive classroom discussion
- c. Prompts students to share their understanding with classmates
- d. Improves their language skills
- e. Centralizes attention to key content concepts and helps students comprehend the reading material.
- f. There is a mainstreaming digest of the text to be read and prompts to target key content concepts.
- g. Defines the purpose of the reading strategy.
- h. Provides guidelines for discussions.
- i. Simplifies the process to ensure that students understand how to effectively use the strategy.
- j. Builds student self-assurance and student collaboration;
- k. Provides a much-needed pen break,
- l. Helps flip students from passive to active learners.

Inferring from the statement above, the writer believes that TPS would elevate students' responsive responses during the teaching-learning process, and would also help students to get a better understanding of the short stories being discussed and surely, they have the idea of what to write in the stage of paraphrasing short-stories.

2. 11 Theoretical Assumption

As has been explained above writing is considered the most complicated and productive skill to master, students need to consider the five aspects of writing, they are content, grammar, organization, vocabulary, and mechanics. Moreover, it gives students some problems in drafting their ideas systematically. As a result, the teacher should have the ability to choose the appropriate way and implement it in teaching teaching-learning process to achieve the learning aims.

The objective of teaching writing is for students to be able to produce the written story correctly based on the aspects of writing. The writer believes that these techniques can enhance the aspect of writing in terms of content, organization, vocabulary, language use, and mechanics.

The learning aim of the writing activity is that learners can produce the written form of their ideas and thoughts correctly based on the aspect of writing (Bastian, 2021). Then, this idea is supported by Hedges (2005) writing is about guiding students to produce whole pieces of communication, to link and develop information, ideas, or arguments for a particular reader or group of readers. Dealing with grasping the idea of the short stories, the writer proposed dicto-comp to help students get a better understanding of the idea of the short stories because in Dicto-comp teacher will let students to listen the short stories over and over and have them discuss it either in groups or in pairs.

Next, the writer assumes that integrating think-pair-share with Dicto-comp can enhance students' achievement in summarizing short stories. The technique shares the opportunity for all the learners to grasp the idea of the short story discussed and write it in the form of story-written literary works. Hopefully, the integration can elevate all of the writing aspects.

The writer also hopes that teaching writing using this application creates a good influence in the classroom, then students have no bored situations during the process. It is hoped that it helps students overcome their problems to write correctly and accurately, especially in summarizing the short story.

2. 12 The Hypothesis

The following hypotheses are proposed to answer the stated research questions:

- 1) The first hypothesis of this research is that there is a statically significant difference in students' summarizing short-stories achievement between students who are taught through integrated think pair share with Dicto-comp and students who are taught through the original Think-Pair-share
- 2) The second hypothesis of the research is that content is a crucial aspect that can be improved through the integrated TPS. Where the integration of TPS and Dicto-comp can assist and focus on students in the process of comprehending the idea of the short stories.

Therefore, the theories that have been discussed in this chapter are the concept of writing, aspects of writing, teaching writing, short- stories, the concept of think-

pair-share, modified think-pair-share with dicto comp, the concept of summary, theoretical assumption, and hypotheses.

III. METHODS

In this chapter, the writer discussed the research methodology, which includes design, variables, setting of the research, data sources, research instruments, validity and reliability, data collecting techniques, data analysis, and testing the hypothesis.

3.1 Design

The writer uses a quantitative approach. This design tends to use statistical data as the measurement in deciding the conclusion (Hatch and Farhady: 1982). There were two classes which are the experimental group and the control group. She gave treatment by integrating Think-Pair-Share techniques with Dicto-comp in the experimental group. While in the control group class, the writer used the original Think-Pair-Share. The writer uses *an Independent Group T-test* to analyze the data of the first research question as this study is aimed to compare the results from the control group and experimental group after receiving treatments. In addition, to answer the second research question the writer observed and analyzed the data gained. The research design is presented as follows:

G1: T1 X T2

G2: T1 O T2

Notes:

G1: Experimental group

G2 : Control Group

T1 : Pretest

T2 : Posttest

X : treatments (Modified TPS)

O : treatments (Original TPS)

3.2. Variables

The research variable is employed to assess the dependent variable, which is assessed to collect the necessary relevant data from customers and reach a conclusion (Sugiyono, 2018). In this research there are three variables, as follows:

1. Students' summarizing achievement as dependent variable (Y).
2. Integrate Think-Pair-Share with Dicto-comp as independent variable (X_1).
3. Original Think-Pair-Share as the independent variable (X_2).

3.3. The setting of the Research

The research was conducted in SMKN 7, Bandar Lampung. In this research, the writer used two classes as the sample. The first sample is the control class which was taught using the original TPS meanwhile, the experimental class was taught using the modified TPS with Dicto-comp. It was conducted once a week for each class.

3.4. Data source

In this research, the population was the tenth-grade students of SMKN 7 Bandar Lampung. The researcher gained the sample by using purposively sampling which

is classified by curriculum. The population of the sample was two classes, the first class was XKK2, a control class that consisted of 30 students, and the second class was XKK1 the experimental class which consisted of 30 students. The first class was taught using the integrated TPS through Dicto comp and the second class was taught using the original TPS.

3.5. Instruments

This research aims to find out the students' writing achievement in summarizing short stories by giving some writing tests to the students. So, there is only one research instrument which is the writing test. There were pre-tests and post-tests for the control class and experimental groups owed to the writing test to see the significant difference in the student's writing due to the integration of the TPS technique and Dicto-comp and the original TPS. However, there were two tests, the first was a pre-test to investigate the students' writing achievement before giving the treatment. Second, the post-test was conducted after the treatments.

3.6. Criteria for Scoring Students' Summarizing Short-stories Achievement

To know students' achievement, the writer used the criteria to evaluate students in paraphrasing short based on the ESL Composition criteria suggested by Jacob et al (1981). He states that there are five aspects to be tested, they are content, organization, vocabulary, language use, and mechanics. Those criteria of the scoring system are arranged based on the rating sheet from Jacob et al (1981) that covers the five aspects of writing

Table 3. 1 Writing Scoring Rubric Criteria

Content	30 – 27	Excellent to very good	Knowledgeable, thorough development of thesis, relevant to the topic
	26 – 22	Good to average	Some knowledge of the subject, limited development of thesis, mostly relevant to the topic, but lack details.
	21 – 17	Fair to poor	Fair to poor limited knowledge of the subject, inadequate development of the topic.
	16 – 13	Very poor	Very poor does not show knowledge of the subject, not enough to evaluate.
Organization	20 – 18	Excellent to very good	Ideas are clearly stated, well-organized, logical sequencing, and cohesive.
	17 – 14	Good to average	Loosely organized but the main idea stands out, with limited support, and logical but incomplete sequencing.
	13 – 10	Fair to poor	Ideas are confused or disconnected and lack logical sequencing and development.
	9 – 7	Very poor	No organization, not enough to evaluate.
Vocabulary	20 – 18	Excellent to very good	Sophisticated range, effective word choice, word form mastery
	17 – 14	Good to average	Adequate range, sometimes errors of word choice, usage but meaning not obscured.
	13 – 10	Fair to poor	Frequent errors of word choice, usage but meaning confused or obscured
	9 – 7	Very poor	Essentially translation, little knowledge of English vocabulary, not enough to evaluate.
Language Use	25 – 22	Excellent to very good	Effective complex constructions, few errors of agreement, tense, number, word order, articles, pronouns, and prepositions.
	21 – 18	Good to average	Effective but simple constructions, minor problems in complex constructions, several errors of agreement, tense, number, word order, articles, pronouns, and prepositions.
	17 – 11	Fair to poor	Major problems in simple/complex constructions, frequent errors of negation, agreement, tense, number, word order, articles, pronouns, and prepositions, meaning confused and obscured.
	10 – 5	Very poor	Almost no mastery of sentence construction rules, dominated by errors, is not communicative, and not enough to evaluate.
Mechanic	5	Excellent to very good	Few errors in spelling, punctuation, capitalization, and paragraphing.
	4	Good to average	Occasional errors of spelling, punctuation, capitalization, and paragraphing.
	3	Fair to poor	Frequent errors of spelling, punctuation, capitalization, and paragraphing.
	2	Very poor	Dominated by error.

Table 3. 2 Writing Scoring Rubric

Students' code	Content	Organization	Vocabulary	Language use	Mechanic	Total score
1						
2						
3						

3.7. Validity and Reliability

In terms of fulfilling the criteria of a good test which should be considered validity and reliability.

1. *Validity of the test*

Validity refers to the extent to which the test measures what it was intended to measure. Validity relates directly to the purpose of the test. In other words, the test will be valid if the result gives an accurate indication of that (Shohamy, 1985: 74). The content validity of the test is concerned with whether it is adequately representative and comprehensive for the test.

a. *Content validity*

The content validity of the tests is concerned with whether it is adequately representative and comprehensive for the test (Setiyadi, 2018). It refers to the measure in which the test defines a representative sample of the subject matter material. The quality of the sample, rather than the form of the examination, reflected the focus on content validity. This research focuses on the syllabus *kurikulum merdeka* of English subjects in the tenth grade in Vocational Senior High School. In addition, the researcher selected the sample of her research at SMKN 7 Bandar Lampung.

b. Construct Validity

According to Hatch and Farhady (1982), validity refers to which instrument measures the particular skill or objectives that are intended to be measured and appropriate with the criteria. Since it intends to measure the validity of the student's ability for writing is appropriate, there should be evidence to support the assessment has been conducted. It is realized by considering construct validity while determining the result of validity. In this research, writing mastery towards TPS is observed. The pre-and post-tests for writing were administered to use TPS. In brief, the methods employed in this research fulfill the criteria of validity. The researcher used the table checklist to measure the content and construct validity.

2. Reliability of the test

Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score is (Hatch and Farhady, 1982). When the test score is independently assessed by two or more examiners or raters thus, inter-rater reliability will be implemented. In this case, the writer was the first rater while the English teacher from SMKN 7 Bandar Lampung was the second rater. Make sure that both raters utilize the same scoring criteria before assessing the students' writing achievement. Accordingly, both raters used scoring criteria conducted by (Gronlund and Waugh, 2009) to measure how reliable the scoring is, this research uses inter-rater reliability. The researcher utilized *Rank Spearman Correlation* to examine the correlation between two raters

below as the formula:

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

Notes:

R: Reliability data

N: Number of students

D: The difference of rank correlation

1 – 6: Constant number

(Hatch and Farhady, 1982)

Finding the coefficient of the scores between two raters, the writer examined the coefficient value by seeing the standard of reliability proposed by Hatch and Farhady (1982): The criteria for the reliability are:

0.80 - 1.00 : High

0.50 - 0.79 : Moderate

0.00 - 0.49 : Low

(Hatch and Farhady, 1982:247)

3.8. Data collecting techniques

To collect the data for this research, the writer applied the techniques of writing tests.

1. Pre-test

This was administered to examine the students' background knowledge before giving the treatment. The pre-test was taken to assess the ability of the students.

Before giving the modified TPS through Dicto-comp as the treatment. In

addition, the pre-test was given to the students at the first meeting.

2. Post-test

After delivering the treatment, a post-test was administered to see students' writing achievement in paraphrasing short stories in both classes. This test indicates the level of students' writing achievement and shows how they intend to perform after treatment.

3.9. Research Procedure

1. Determining the subject of the research

The population of this research was all students of the tenth grade of SMKN 7, Bandar Lampung the second semester of the 2023/2024 academic year whereas the sample in this research was two classes of tenth-grade students in SMKN 7, Bandar Lampung.

2. Deciding the material for the research

The material was based on *kurikulum merdeka* for the tenth-grade students of Vocational Senior High School. The writer selected some short stories from some English writers from the internet.

3. Administering the pre-test

The writer administered the pre-test before treatment it intends to know the students' background knowledge. The pre-test was tested through the writing test about the short story written by some English writers. The teacher gave 30 - 40 minutes to the students to rewrite or paraphrase the story and then read it aloud before the class.

4. Giving treatment

In this research, there were two treatments. The first treatment was given through the original Think-Pair-Share technique. Therefore, the second treatment was for the experimental class which was taught writing summary through integrated TPS with dicto-comp. The treatment was given three times. Then, each treatment took about 90 minutes.

5. Administering the Post-test

The post-test was given to identify the significant improvement in students' paraphrasing achievement after giving the treatment. The post-test was administered through the writing test. The topic that was tested was selected classical short stories. Whereas, the researcher gave 60 minutes to the students to rewrite or paraphrase the story.

3.10. Data Analysis

The students' scores were calculated by teaching how to summarize short stories by demonstrating in front of the class as follows:

- a. Scoring the tests by using inter-rater.
- b. Tabulating the result of the test and calculating all of the scores. The writer used SPSS 23 to calculate the scores. Moreover, she calculated the students' scores in the pre-test and post-test from control and experimental classes by using an Independent Sample T-Test to answer the first research question of whether there was a significant difference in students' achievement in summarizing short stories between those taught using integrated TPS with Dicto-comp and the original TPS.

In addition, to answer the second research question the writer analyzed the students' scores in each aspect of writing from control and experimental classes comparing the result of the pre-test and post-test and analyzing the result to see which aspect significantly improved. Thus, the second research question was about which aspects of summarizing enhance significantly in experimental and control classes.

- c. Composing a discussion regarding the result.
- d. Concluding. The conclusion was developed from the result of statistical computerization that was Control Group Pre-test Post-test Design in SPSS 23.

3.11. Hypothesis testing

The researcher collected the data and then analyzed it to determine whether the students' summarizing achievement resulted in a significant difference in using modified TPS with Dicto-comp. Independent Group T-Test was used to find out the level of significance of the treatment effect. The result of the Independent Group T-Test is to determine whether the first hypothesis is accepted or rejected.

H₀: There is no significant difference in students' achievement in paraphrasing short stories between those who are taught by the integrated TPS through with *dicto-comp* and those who are taught through the original TPS.

H₁: There was a significant difference in students' achievement in summarizing short stories between those who were taught by the integrated TPS with dicto-comp and those who were taught through the original TPS.

V. CONCLUSION AND SUGGESTION

This chapter discusses two points, concludes the research findings, and offers recommendations for English teachers and researchers interested in implementing the integrated think-pair-share technique for teaching writing especially summarizing short stories.

5.1 Conclusion

After doing the research and writing up the findings and discussions, some conclusions can be reached to summarize important themes of this research.

First, the implementation of original TPS and integrated Dicto-comp could give students a chance to practice their writing skills, specifically to summarize the short story. In addition, the enormous chance of writing practice can promote students' writing achievement. Nevertheless, the implementation of integrated TPS with Dicto-comp allows students to do activities that entail students comprehending the main idea of the short story and practicing what they have comprehended from the story more and could deliver their idea well through writing the summary. Therefore, the implementation of integrated TPS with Dicto-comp can facilitate students' summarizing achievement better than the original TPS procedure.

Owing to the cooperative learning occurred during the process, both in pair discussions and also group discussions where they could discuss their responses before writing them in the form of a complete summary, providing sufficient motivation to support students to be more confident and enthusiastic in looking for the best ideas to write in their summaries. This situation helped the teachers a lot in controlling the class, especially in monitoring sessions when the teacher assessed students' work during the discussion phase.

Furthermore, the integrated TPS with dicto-comp can enhance each of the students' writing aspects significantly because dicto comp helps students comprehend the content of the short story better. Dicto-comp provides students with more chances to reread the story before they summarize it in a shorter form. As Oller (1979) states the reason for seeing dictation as an effective controlled writing method is that it allows learners to demonstrate what they truly know about the L2 and how they use it in real life. Oller also stressed that dictation is effective because listeners comprehend what they hear, blend it with their ideas, and then generate a piece of writing. Referring to the ideas above which is also in line with the result of the writer's research result, she believes that dicto comp can facilitate students to reach better achievement in summarizing short stories.

5.2 Suggestion

Referring to the conclusion above, the writer tries to propose some suggestions which can be listed as follows:

5.2.1 English Teachers

The integrated TPS with Dicto-comp which is applied in this research is effective in elevating students' summarizing achievement. It is evident from the improvement in pupils' achievement following the treatment. Below are some possible suggestions based on the results of the research, they are:

- a) As a result, it is proposed that English teachers use this strategy to teach writing, particularly when instructing students to write a summary of a short narrative.
- b) Indeed, English teachers should provide students with various stories that can interact with students' interest in reading and writing. Since short story gives students interesting and new experiences in understanding language through the culture shared in the story.
- c) The English teacher should be concerned about how to assess and monitor students' work during the discussion.
- d) In applying this technique, it was suggested that the teachers to concerned about enhancing every aspect of writing especially those which are difficult for students to master. Mechanic, for instance. In this current research is the lowest increase. The teacher should focus on each aspect of teaching writing, especially in summarizing short stories.
- e) In applying this technique, it was suggested that the teachers to concerned about each step in the Think-Pair-Share Technique. In this research, the teacher was quite struggling with the second step, which is pairing where students need to discuss their answers with their pair or their friends in groups.

5.2.2 Further Researchers

After analyzing the result of this study, the researcher also tries to propose some suggestions for other researchers who will analyze and be interested in the same topic, they are:

- a) The researcher tried to integrate Think-Pair-Share with Dicto-comp to develop a similar area of research with something new for students considering the learners' condition, the class, and also the characteristics. So the teaching technique in the education field especially for vocational High School students and English classrooms in general.
- b) The current study needs replication in other skills, namely speaking, listening, and reading and it can also be applied to teaching other language components, such as; grammar and vocabulary.
- c) Likewise, it is proposed that future studies investigate other factors that can influence students' writing skills, such as motivation, learning style, and multiple intelligence.
- d) Concerning the limitation of the findings of this research, future studies could also benefit from integrating Think-Pair-Share with other techniques which can improve students' achievement in writing of other types of text.

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