

**INTEGRATING THINK-PAIR-SHARE WITH OUTLINING STRATEGY
IN TEACHING NARRATIVE WRITING**

A Thesis

By

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

2025

ABSTRACT

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This study aimed to (1) find out whether the integration of Think-Pair-Share (TPS) with outlining improves students' writing achievement, (2) find out whether the integration of TPS with outlining results in better writing performance than the original TPS strategy, and (3) find out which aspect of writing improves the most after students are taught using the integrated strategy compared to the original TPS. This research employed a quantitative approach with a quasi-experimental design. The study was conducted with eleventh-grade students at SMAN 7 Bandar Lampung. Two classes were used: the experimental class, taught using TPS with outlining, and the control class, taught using the original TPS strategy. The data were collected through writing tests administered before and after the treatment. Students' writings were evaluated by using the Independent Group T-test and Paired Sample T-test.

The results revealed that (1) the experimental class's mean score increased from 65.05 in the pre-test to 82.6 in the post-test, with an N-gain of 0.502 and a Sig. (2-tailed) value of .001, indicating a significant improvement. (2) The post-test scores also presented that TPS with outlining outperformed the original TPS, with the experimental class scoring a mean of 82.6 compared to the control class's 76.4, supported by a Sig. (2-tailed) value of .001. (3) Among the five writing aspects—content, organization, vocabulary, language use, and mechanics—content showed the highest improvement in both groups. However, the experimental group also showed notably higher gains in organization and language use, suggesting that the outlining strategy helped students better plan, structure, and express their ideas. These findings indicate that integrating TPS with outlining significantly enhances students' writing achievement, especially in areas requiring higher-order thinking and structured development.

Keywords: *Narrative text, outlining, Think-Pair-Share (TPS), writing achievement*

ABSTRAK

Penelitian ini bertujuan untuk (1) mengetahui apakah integrasi strategi TPS dengan *outlining* dapat meningkatkan pencapaian menulis siswa, (2) mengetahui apakah integrasi TPS dengan *outlining* menghasilkan kemampuan menulis yang lebih baik dibandingkan dengan penggunaan strategi TPS standar, dan (3) mengidentifikasi aspek menulis yang mengalami peningkatan paling signifikan setelah siswa diajarkan menggunakan strategi terpadu dibandingkan dengan strategi TPS standar. Penelitian ini menggunakan pendekatan kuantitatif dengan desain *quasi-experimental*. Subjek penelitian adalah siswa kelas XI di SMAN 7 Bandar Lampung. Dua kelas dilibatkan: kelas eksperimen yang diajar menggunakan TPS dengan *outlining*, dan kelas kontrol yang diajar menggunakan strategi TPS standar. Data dikumpulkan melalui tes menulis yang diberikan sebelum dan sesudah perlakuan, dan dianalisis menggunakan *Independent Sample T-test* dan *Paired Samples T-test*.

Hasil penelitian menunjukkan bahwa (1) nilai rata-rata kelas eksperimen meningkat dari 65.05 (pre-test) menjadi 82.6 (post-test), dengan N-gain sebesar 0.502 dan nilai signifikansi (2-tailed) sebesar 0.001, yang menunjukkan peningkatan signifikan. (2) Hasil post-test juga menunjukkan bahwa strategi TPS dengan *outlining* menghasilkan pencapaian menulis yang lebih tinggi dibandingkan dengan strategi TPS standar, dengan rata-rata nilai kelas eksperimen sebesar 82.6 dan kelas kontrol sebesar 76.4, yang didukung oleh nilai signifikansi (2-tailed) sebesar 0.001. (3) Dari lima aspek menulis—isi, organisasi, kosakata, penggunaan bahasa, dan mekanika—aspek isi mengalami peningkatan tertinggi pada kedua kelompok. Namun, kelompok eksperimen juga menunjukkan peningkatan yang lebih signifikan pada aspek organisasi dan penggunaan bahasa, yang mengindikasikan bahwa strategi *outlining* membantu siswa dalam merencanakan, menyusun, dan mengungkapkan ide secara lebih terstruktur. Temuan ini menyimpulkan bahwa integrasi strategi TPS dengan *outlining* secara signifikan meningkatkan pencapaian menulis siswa, terutama pada aspek yang menuntut kemampuan berpikir tingkat tinggi dan pengembangan ide secara sistematis.

Kata kunci: Teks naratif, *outlining*, *Think-Pair-Share (TPS)*, pencapaian menulis

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A Thesis

**Submitted in a Partial Fulfillment of
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in

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Teacher Training and Education Faculty**



**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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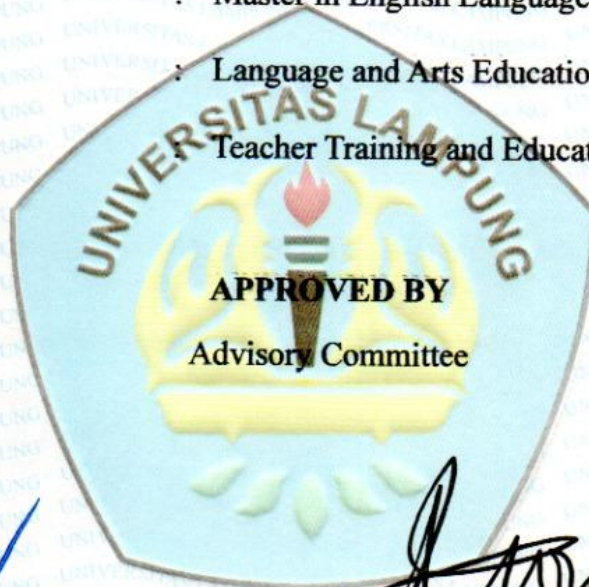
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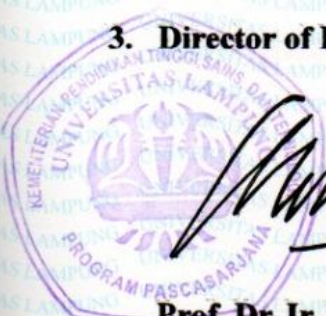
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Dengan ini saya menyatakan dengan sebenarnya bahwa:

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CURRICULUM VITAE

Rika Jum'a Virgosa was born in Bandar Lampung on September 18, 1998. She is the second child and the only daughter of Riduan and Kartini. Her older brother is named Kurniawan Muhammad Nur, S.H., M.Sos., and Adi Bangsawan is the youngest.

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MOTTO

*“You’re doing fine. Sometimes you’re doing better, sometimes you’re doing worse,
but at the end, it’s you.*

*So I just want you to have no regrets. I want you to feel yourself grow, and I just
want you to also love yourself.”*

(Mark Lee, NCT)

DEDICATION

With love and appreciation, this thesis is dedicated to:

My beloved family, who always send and mention my name in their prayers, who shower me with love and support.

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At the end, the author hopes that this paper can be beneficial for the readers and those who want to carry out this research further.

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The Author,

Rika Jum’a Virgosa

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I. INTRODUCTION

This chapter covers several points: the background of the research, research questions, objectives, uses of the research, scope of the research, and definitions of terms.

1.1. Background

Writing is one of the language skills taught to students in Indonesia as part of a compulsory subject. As one of the productive skills, writing is essential for EFL (English as a Foreign Language) learners (Toba et al., 2019). Writing is a fundamental skill in the English language and is often considered one of the most difficult skills for foreign language students. This is in line with Rao (2019), who states that conveying a clear and meaningful message through writing can be very challenging due to the complexity of the English language's phonological, morphological, semantic, and syntactic systems.

Writing is indicated as one of the language skills that language learners need to master. English writing skills play a crucial role for EFL learners in developing various abilities in their language learning, such as analyzing, arguing, and critical thinking skills (Khazrouni, 2019). Moreover, the ability to organize content, manage writing processes, revise compositions, and consider the reader's perspective has become an essential part of producing effective written work (Bakry and Alsamadani, 2015). Thus, it is crucial that students learn how to write effectively in English.

Despite its importance, EFL students in Indonesia still have some difficulties producing a piece of writing. It is expressed by Alisha et al. (2019) that EFL learners find it difficult to express their thoughts because students who rarely write in English have some problems organizing their thoughts into sentences, paragraphs, or texts. In addition, Richards and Renandya (2002) state that writing involves not only generating and organizing ideas but also expressing those ideas in a clear and readable form. However, sometimes, such challenges are caused not just by internal concerns among students but also due to external factors such as the teaching approach employed by teachers. It is expressed by Ariyanti (2016) that in teaching writing in Indonesia nowadays, classrooms are predominantly teacher-centered, where the teacher takes on an active role, and students have limited opportunities to develop their ideas and are more passive in writing.

Regarding the aforementioned writing challenges, it is essential to implement a more effective teaching strategy that not only enhances students' writing abilities but also boosts their interest and willingness to engage in writing tasks. SMAN 7 Bandar Lampung was selected as the research site due to its diverse student population and its continuous efforts to improve students' English proficiency. Consequently, preliminary observations and discussions with English teachers at the school revealed that many students struggle to organize and articulate their ideas in written form, often leading to a lack of engagement and hesitance to participate in writing activities. These issues are aggravated by teacher-centered learning environments that provide limited opportunities for active student participation. To address this, the Think-Pair-Share (TPS) strategy is considered a promising alternative. TPS promotes critical thinking, peer collaboration, and the sharing of

ideas in a supportive environment—an approach that can cultivate greater engagement, enhance writing performance, and encourage active involvement in the learning process.

McTighe and Lyman (1988) define the Think-Pair-Share as a multi-mode discussion cycle that is divided into three stages: (1) Think: Students are given time to think individually after a question is posed; (2) Pair: Discuss the ideas in pairs to produce a final answer; and (3) Share: Each pair share their response to the whole class. It is a technique that promotes and enables students to work cooperatively. Additionally, Think-Pair-Share is an interesting and helpful technique that helps English teachers in the teaching and learning process. Besides, it helps students to be actively engaged in classroom activities (Maulida, 2017).

Moreover, Pardosi (2013) found that applying TPS through Classroom Action Research significantly improved students' writing achievement in narrative texts, as shown by increasing average test scores across cycles. Similarly, Elfia (2020) confirmed that TPS enhances students' writing skills, identifying key contributing factors such as classroom activities, materials, classroom management, and teacher approaches. Furthermore, Flora, Raja, and Mahpul (2020) revealed that integrating TPS with Teacher's Corrective Feedback (TCF) within a discovery learning approach improved students' writing accuracy and was positively received by students due to the structured nature of TPS and the supportive, scaffolded feedback provided by teachers.

Regarding the results of the previous research, Think-Pair-Share is an effective strategy for teaching writing. Previous studies have shown a significant

improvement in students' writing achievement. However, Sugiarto and Sumarsono (2014), Kagan and Kagan (2009), and Lyman (1981) note that the Think-Pair-Share (TPS) strategy presents challenges, such as a lack of idea variety and insufficient guidance during the thinking phase. This, combined with students' fear of making mistakes while expressing their ideas and unequal participation during pairing and sharing, hinders their ability to construct and communicate their ideas effectively.

In order to solve the stated problem, the researcher considers that outlining is an appropriate technique to improve students' writing achievement. Oshima and Hogue (2007) state that outlining is a good way to organize ideas. This is supported by de Smet et al. (2023) state that when an outline is created beforehand, the planning stage is completed before drafting. This enables students to concentrate on other aspects, such as developing and revising the content, while composing the text. Also, preparing a written outline during prewriting and composing a rough rather than a polished first draft are cognitive strategies that can reduce a student's workload (Kellogg, 1987).

In addition, Joaquin et al. (2016) state that an outline is an organized list of main ideas in which subordination often occurs, representing the supporting examples or ideas into a sequence of a framework intended for composing a piece of writing. In other words, outlining distinguishes the planning and translation components of the writing process, allowing writers to better organize their ideas before writing and focus on translating them into words during text production (Kellogg, 1988). Thus, outlining strategy is an effective tool for both teachers and students, which makes the students more active in their writing ability (Ramzan and Hafeez, 2021).

In accordance with the outlining strategy, Ellis and Yuan (2004) discovered that outlining also improved text quality in narrative writing as it resulted in texts with higher grammatical complexity (measured by the range of different grammatical forms used). It could be seen from the students' scores. Al Islamiah and Sari (2021) revealed that the implementation and response of students were very positive and good during the learning activities using the outlining strategy of ELT students.

Based on the results of studies, all research proves that Think-Pair-Share and outlining strategies are good to be implemented for improving students' writing achievement. Think-Pair-Share (TPS) is a teaching strategy that involves having students work and discuss in pairs. This can help students in the classroom communicate well and pair or share ideas. Meanwhile, outlining strategy is one of the prewriting techniques that help students to organize ideas or thoughts before drafting them into chronological order, more easily and well organized.

Therefore, the modified teaching method is expected to effectively enhance the implementation of both the Think-Pair-Share with Outlining Strategy and the original Think-Pair-Share in English teaching.

1.2. Research Questions

The research questions of this research are:

1. Is there any significant improvement in students' writing achievement after being taught using Think-Pair-Share with outlining strategy?

2. Is there any significant difference in students' writing achievement between those who are taught through Think-Pair-Share with outlining strategy and those who are taught through original Think-Pair-Share?
3. Which writing aspect improves the most between those who are taught through Think-Pair-Share with outlining strategy and those who are taught through original Think-Pair-Share?

1.3. Objectives

In relation to the research questions above, the objectives of this research are:

1. To find out whether there is a significant improvement in students' writing achievement after being taught using Think-Pair-Share with outlining strategy.
2. To find out whether there is a significant difference in students' writing achievement between those who are taught through the integration of Think-Pair-Share with outlining strategy and those who are taught through original Think-Pair-Share.
3. To find out which writing aspect improves the most after the students have been taught using the Think-Pair-Share with outlining strategy and the original Think-Pair-Share.

1.4. Uses

The result of this research can be used as follows:

1. Theoretically, this research can be used as a reference in English teaching and might be useful to support the previous research in teaching writing.

2. Practically, the result of this research is expected to provide a new understanding of the teaching method for English teachers in teaching writing as a guide, so that students improve their writing skills.

1.5. Scope

The subject of this research was limited to the teaching and learning process of writing in the second grade of SMAN 7 Bandar Lampung. The goals of the teaching-learning process were achieved by the teacher by utilizing various strategies. In this case, the research focused on investigating students' writing achievement as a result of applying the integration of the Think-Pair-Share strategy with outlining and the original Think-Pair-Share (TPS) strategy.

However, this research was limited to the investigation of Think-Pair-Share with outlining in teaching narrative text. TPS with outlining involved pairing the students to discuss a topic. This strategy helped students develop a conceptual understanding of the topic, enhanced their ability to filter information, and assisted in developing conclusions.

The original strategy provided students with the opportunity to elaborate on their understanding of a topic and generate ideas in pairs, while the integrated strategy enabled students to process the provided written input by arranging ideas or thoughts in a more structured and organized chronological order. Furthermore, the researcher evaluated students' writing ability in accordance with various aspects of writing, such as content, organization, vocabulary, language use, and mechanics.

1.6. Definition of Terms

Some terms are used in order to give a basic understanding related to the concept.

The definitions of terms are provided as follows:

- Writing is one of the language skills in which students learn how to express ideas, feelings, and thoughts, which are arranged in words, sentences, and paragraphs in written form.
- Narrative writing is a type of writing that tells a story and typically emphasizes storytelling elements such as character development, dialogue, and descriptive detail that include orientation, complication, resolution, and coda (optional).
- Think-Pair-Share is a cooperative learning strategy that allows students to think, respond, and collaborate. It encourages more engaging and active learning activities.
- Outlining is viewed as a planning tool for what to write, organizing main ideas and their supporting details into a structured framework that guides the composition process.

This chapter has discussed the background, research questions, objectives, uses, scope, and definition of terms related to the present research.

II. LITERATURE REVIEW

This chapter is concerned with the discussion on writing, aspects of writing, teaching writing, narrative text, Think-Pair-Share, teaching writing through Think-Pair-Share, outlining, teaching writing through Think-Pair-Share with outlining, procedures of teaching writing through Think-Pair-Share with outlining, advantages and disadvantages, theoretical assumption, hypotheses.

2.1. Writing

Writing plays a significant role in the development of other language skills and serves as a medium for expressing one's emotions, thoughts, and information. Writing should be perceived and evaluated not as a mechanical process but as a skill that covers understanding, thinking, developing, and producing skills (Tok and Kandemir, 2015). Writing does not only focus on writing good sentences or paragraphs; moreover, mastering how to organize, manage writing behaviour, review the composition, and provide readers' awareness has also become an essential element of creating a well-produced piece of writing (Bakry and Alsamadani, 2015). In addition, students are required to transform their ideas into written form through words, sentences, paragraphs, and complete compositions.

According to Richard and Renandya (2002), writing is considered a difficult skill, and it is also a difficult subject in school; it takes study and practice to develop this skill. Writing needs some processes of thinking, and it needs more complex

competencies to generate ideas and organize them coherently. Therefore, Spratt et al. (2005) describe that the nature of writing has several stages, such as brainstorming, making notes, planning, writing a draft, editing, producing another draft, and proofreading or editing again. Those stages can help the students in the writing process. Thus, writing is a complex activity of producing a sequence of sentences arranged in a particular order and connected in certain ways that are cohesive and coherent to discover and organize ideas.

In brief, writing entails more than merely putting words on a piece of paper. It is a skill that helps us to think, understand, and convey ideas. Even though writing can be difficult, it is critical for expressing our thoughts in words and improving our ability to communicate. Thus, writing is more than just generating sentences—it is a means to share understanding, comprehend our thoughts, and communicate effectively with others.

2.2. Aspects of Writing

In the process of writing, there are some aspects that should be comprehended. According to Jacobs et al. (1981), there are five aspects of writing as follows:

1. Content refers to the core of the writing—the expression of the main idea (unity)—through a group of related statements that the writer uses to develop a topic. Content paragraphs primarily serve to communicate ideas, rather than focusing on functions like transitions, repetition, or emphasis.
2. Organization refers to the coherent organization of content, where sentences are logically structured and flow seamlessly. Coherence involves arranging sentences and ideas in a clear, logical sequence.

3. Vocabulary refers to the selection of words that appropriately match the content.
It is based on the assumption that the writer aims to convey ideas as clearly and directly.
4. Grammar/Language use involves using correct grammar and sentence structure to separate, combine, and organize ideas through words, phrases, clauses, and sentences, in order to clearly convey logical relationships within a paragraph.
5. Mechanics refers to the use of graphic conventions of the language, i.e., the steps of arranging letters, words, sentences, and paragraphs by using knowledge of the structure and other related to one another.

Similarly, Heaton (1990) states that producing a piece of writing involves considering several important aspects, which include:

1. Content refers to the main idea or substance of the writing, which is typically indicated by the topic sentence, as it should clearly convey the central point of the paragraph.
2. Organization involves the logical structuring of ideas (coherence), ensuring that the flow of thoughts within the paragraph is smooth and connected.
3. Vocabulary pertains to the selection of words that suit the context of the writing, and it can be identified through the choice of diction that effectively conveys the writer's intended message.
4. Language use focuses on applying correct grammatical structures and sentence patterns, which can be observed in the construction of well-formed phrases.

5. Mechanics refers to the application of standard writing conventions, evident through the proper use of capitalization, punctuation, and spelling within a paragraph.

Based on the explanation above, there are five important aspects of writing which should be learned to create good writing they are content, organization, vocabulary, language use, and mechanics.

2.3. Teaching Writing

Teaching writing is to teach students to share and express their ideas or imagination in written form. Additionally, the teacher should be able to help the students develop their ideas into good writing. According to Herrington (1981), teachers should recognize the value of writing as a process of discovery and be committed to teaching this process to our students. Therefore, teachers should know the problems faced by the students during the teaching-learning process to know the appropriate way to overcome the writing problem in the writing class. In addition, there are four steps of the process of writing stated by Harmer (2004):

1. Planning

Writers prepare by thinking about what they intend to write. Before writing, they consider and decide on their ideas. This process may include making detailed notes for some, while for others, just a few keywords are sufficient.

2. Drafting

We can refer to the first piece of writing as a draft. As the writing process into editing, some drafts may be produced on the final to the final version.

3. Editing (Reflecting and Revising)

Once writers have produced a draft, they then usually read through what they have written to see where it works and where it does not work. Reflecting and revising are often helped by other readers (or editors) who comment and make suggestions. Another reader's reaction to a piece of writing will help the author to make appropriate revisions.

4. Final Version

Once writers have edited their draft, making the changes they consider to be necessary, they produce their final version. This may look considerably different from both the original plan and the first draft because things have changed in the editing process.

Furthermore, Williams (2014) provides a similar writing process but in a more detailed order:

1. Pre-Writing

Before drafting begins, students engage in prewriting activities to gather ideas, make plans, and collect relevant information. This may include discussions and the development of an outline.

2. Planning

At this stage, students think about the purpose of their writing and how it connects to what they gathered during prewriting. They also decide on the supporting details for their ideas and begin organizing their structure. This involves strategizing how best to achieve their writing goal based on the earlier ideas.

3. Drafting

Students begin composing their work, either digitally or on paper, following their initial plan. Drafting typically happens over a period of time, as skilled writers rarely complete a full piece in one session.

4. Pausing

Writers take a moment to reflect on their progress and assess whether their draft aligns with their original plan. This stage often includes evaluating how well the text meets audience expectations and whether the organization is effective.

5. Reading

During the pausing phase, students read their drafts to compare the written content with their initial plan. Reading plays a key role in self-assessment and helps writers refine their ideas. Strong writers tend to be strong readers as well.

6. Revising

After the first draft is complete, students revise their work to improve alignment with the original plan. This may include making structural or content changes, often based on peer feedback.

7. Editing

Once revisions are made, students move on to editing, where they polish the text for grammar, punctuation, sentence structure, style, and clarity to ensure a more professional presentation.

8. Publishing

In the final stage, students share their completed work with an audience. This could be through various platforms where their writing can be accessed by peers, teachers, or the public.

Briefly, this research applied Harmer's (2004) procedure due to its clear and practical sequence of steps. By following the stages of planning, drafting, editing (reflecting and revising), and producing the final version, students were able to express their ideas more effectively and develop better-organized pieces of writing. Therefore, it is recommended that teachers consider implementing Harmer's writing process in the classroom to support students in improving their writing skills systematically.

2.4. Narrative Text

Narrative is popular in everyday life since, through narrative, people construct social reality and make sense of their past experiences. According to Anderson and Anderson (1997) narrative text is a piece of text that tells a story and, in doing so, entertains or informs the reader or listener. It means that narrative text tells a story in the form of text, the important and gives information to the reader and listener. Additionally, Anderson and Anderson (1997) state that a narrative text consists of the following structures:

- a) Orientation — The readers are introduced to the main characters and possibly some minor characters. There is usually some information provided about the setting, including the time and place of the events.
- b) Complication — The plot progresses through a series of events, often leading to a challenge or conflict. Unexpected twists help keep the story engaging. This conflict affects the main characters and creates obstacles that prevent them from reaching their goal right away.

- c) Resolution — In this section, the conflict is usually resolved, whether positively or negatively, but it's rarely left entirely open-ended (though some narratives do end this way, leaving the audience questioning how things concluded)
- d) Coda — A coda is an optional part of a narrative. It is included by the narrator when there is a lesson or moral message to be learned from the story.

In addition, Dewerianka (1990) states that narrative texts generally follow three main structures:

- a) Orientation introduces the main and supporting characters, as well as the time and place of the story. It provides the background information and usually appears at the beginning.
- b) A complication occurs when the characters encounter a conflict or problem. This stage builds tension and makes the story more engaging.
- c) Resolution is the conclusion of the story, where the conflict is resolved. The resolution may result in a happy or sad ending, depending on how the problem is solved.

The language features that are usually found in narrative are:

- a) Using past tense (S+V2+O).
- b) Specific characters, for example, the king and the queen.
- c) Time words that connect events to tell when they occur, for example: then, before, after, and soon.
- d) Action verbs are used to illustrate events in the story, such as climbed, turned, brought, walked, and so on.

- e) Descriptive adjectives to portray the character and setting, for example, long hair or black.

From the explanation above, it can be concluded that narrative text has a generic structure. They are orientation, complication, resolution, and coda.

2.5. Think-Pair-Share Strategy

The Think-Pair-Share strategy is a student-centered approach that emphasizes collaborative learning, where students derive a significant portion of their information from their peers. This strategy is carefully crafted to customize instruction by allocating time and a structured framework for students to contemplate a specific topic. This process empowers them to develop their ideas independently and subsequently share and exchange these insights with a partner.

Think-Pair-Share (TPS) is a cooperative learning strategy developed by Lyman (1981). The name is derived from the activities/phases involved in the technique, namely: think, pair, and share. This is in line with McTighe and Lyman (1988) who defined the Think-Pair-Share as a multi-mode discussion cycle that is divided into three stages: (1) Think: Students are given time to think individually after a question is posed; (2) Pair: They discuss their ideas in pairs to produce a final answer; and (3) Share: Each pair share their response with the whole class. The three stages, proposed by Lyman, are elaborated as follows:

1. Think

In this stage, the teacher stimulates students' thinking by posing a question, and they can take a few moments to think about the question. This activity can

promote the students' critical thinking to find a solution individually to the problem posed by the teacher (problem-solving activity).

2. Pair

In this stage, students collaborate in pairs to discuss their thoughts or written notes, allowing them to compare ideas and determine which answers they think are best, most convincing, or most unique (working cooperatively).

3. Share

After students talk in pairs for a few moments, call for pairs to share their thinking with the whole class. Record these responses on the board, chart paper, or transparency.

Based on the explanation above, Think-Pair-Share embodies a cooperative learning strategy aimed at facilitating students in developing and articulating ideas for written expression. This approach, characterized by its three distinct steps—thinking, pairing, and sharing—provides students with the opportunity not only to formulate their thoughts but also to express and exchange these ideas within the entire class or smaller groups.

2.6. Teaching Writing through Think-Pair-Share Strategy

Think-Pair-Share is one of the cooperative learning methods that actively engages learners in interactive activities and proves valuable in assisting students to formulate individual ideas, engage in discussions, and subsequently share their thoughts with others within a group (Lasnami, 2015). In addition, Millis and Cottel (1998) believe that the use of TPS provides all students has a chance to engage in

discussions, enabling them to actively construct knowledge as they share their thoughts and ideas. Through these discussions, students not only contribute to the construction of their understanding but also gain insights into areas where their knowledge may be lacking.

Thereby, TPS is considered an effective strategy in both the learning process and the teaching of writing, contributing to the creation of an engaging and dynamic classroom environment. In the first stage, the teacher randomly pairs up students, followed by presenting a question or topic related to the upcoming material. Students are given a few minutes to think about the question. Following that, the teacher instructs students to discuss their ideas with their partners, where each student shares their response. This collaborative process helps them to discuss and develop their responses as a group. Finally, the teacher asks some students to share their ideas with the entire class, providing additional opinions and responses from both the presenters and their classmates.

Providing learners with sufficient time and opportunities to elaborate on their ideas through discussion and sharing not only enriches the learning process but also transforms it into an enjoyable experience. Additionally, Usman (2015) states that Think-Pair-Share can enhance personal interaction, which supports students in internally processing, organizing, and retaining their ideas.

Many studies have been conducted to see its effectiveness. Pardosi (2013) explored the improvement of students' writing achievement in writing narrative texts. The researchers conducted Classroom Action Research with two cycles. The result showed that the Think-Pair-Share strategy significantly improved students' writing

achievement, reflected by the average test scores in each cycle. In addition, the students were active in the teaching and learning process. This can be seen from their enthusiasm and attention during teaching and learning activities in class.

Additionally, Elfia (2020) investigated how TPS enhanced students' writing skills and the factors influencing their narrative text writing. This research was a Classroom Action Research that employed both qualitative and quantitative instruments for data collection. The findings indicated that TPS effectively improved students' writing abilities, as evidenced by their writing scores. The study also identified four factors contributing to this improvement: classroom activities, materials, classroom management, and teacher approaches.

Furthermore, Flora, Raja, and Mahpul (2020) investigated students' writing accuracy and their perceptions after being taught using a combination of Think-Pair-Share (TPS) and Teacher's Corrective Feedback (TCF) within the discovery learning approach. The findings revealed an enhancement in students' writing accuracy following the integration of TPS and TCF. Additionally, students shared positive perceptions, with interest and motivation being the most prominent, attributed to the structured steps of TPS and the minimal yet supportive TCF provided through scaffolding and constructive teacher questioning.

To sum up, having looked into all the studies above, the use of Think-Pair-Share has many benefits in improving students' productive skills. However, Sugiarto and Sumarsono (2014) state that students' constraint in Think-Pair-Share is the difficulty during the pairing and sharing steps, only a few students dominate the discussion, which can significantly hinder equal idea sharing and consequently limit

the variety of student ideas generated, and it is difficult for some students to interpret it. This problem occurs because the students are afraid of making mistakes in sharing their ideas.

In addition, in the typical application of Think-Pair-Share by Lyman (1981), in the thinking phase, the teacher only allows the students to think individually to answer the question posed by the teacher. Additionally, in the steps of TPS by Kagan and Kagan (2009), after the teacher gives the students several times to think of an answer to the question given, the students are asked to analyze the question and use students critical thinking to answer it, then each student will discuss and share their thinking in pairs. Hence, the students are only expected to write and discuss without any guidelines before they construct the whole paragraph. Related to its limitation, the researcher considers that outlining strategy is an appropriate technique to cover up its drawbacks and improve students' writing achievement.

2.7. Outlining Strategy

An outline is a systematic arrangement that lists the main points and subpoints organized in the order the writer intends to use for the final text (van Rijn and Conijn, 2021). Similarly, Walvoord et al. (1995) define an outline as a written, vertically arranged list of ideas or information organized in the order the writer plans to use in the final composition. Outlining is one of the pre-writing techniques that can help students generate ideas in their minds in written form.

This is supported by Joaquin et al. (2016) state that an outline is a structured list of main points, often including subordinate elements that represent supporting details

or ideas in a sequence of a framework intended for composing a piece of writing. Kellogg's (1990) outlining plays a crucial role during the planning phase. Kellogg promotes the use of a standard hierarchical outline using Roman numerals for main points (I, II), and capital letters for subpoints (A, B), allowing writers to include as many points and levels of detail as needed.

The researcher intended to teach narrative writing; therefore, the researcher developed main points (I, II, III) and identified subpoints (A, B) under each section, representing supporting ideas and events for the narrative as follows:

I. Orientation (Main points)

A. Subpoints

B. Subpoints

II. Complication (Main points)

A. Subpoints

B. Subpoints

III. Resolution (Main points)

A. Subpoints

B. Subpoints

Therefore, outlining is a crucial pre-writing tool that helps organize thoughts systematically and provides a clear writing plan. This strategy involves creating a structured framework that outlines the main points and subpoints. By following these steps, students can efficiently generate and convey their ideas in a well-organized written form.

2.8. Teaching Writing through Think-Pair-Share with Outlining Strategy

According to McTighe and Lyman (1988), Think-Pair-Share is a cooperative learning strategy described as a multi-step discussion process where students first listen to a question or presentation, take time to think individually, discuss their thoughts in pairs, and then share their responses with the whole group. One of the most effective techniques in cooperative learning is Think-Pair-Share. Cooperative learning is an efficient method for enhancing language skills among students.

In line with the theories, this strategy involves individual contemplation of a topic or question, followed by the sharing of ideas with classmates. Partner discussions serve to enhance participation, concentrate attention, and involve students in comprehending the reading material. Collaborating with peers contributes to increased activity and comfort in the learning process. Students think in pairs to grasp the message in the text and subsequently share it with others, fostering healthy competition among pairs. This approach transforms the learning process into a student-centric endeavor, affording sufficient time for students to articulate their ideas to their peers in the classroom. Besides, it helps students to be actively engaged in classroom activities (Maulida, 2017).

According to Banikowski and Mehring (1999), Think-Pair-Share offers several advantages for students. Firstly, it helps boost their confidence. Secondly, using a timer ensures that every student has a chance to share and discuss their ideas. Lastly, the TPS technique enhances the quality of students' responses. However, among the previous studies, Sugiarto and Sumarsono (2014) state that students' constraint in Think-Pair-Share is the difficulty during the pairing and sharing steps, only a few

students dominate the discussion, which can significantly hinder equal idea sharing and consequently limit the variety of student ideas generated, and it is difficult for some students to interpret it. This problem occurs because the students are afraid of making mistakes in sharing their ideas.

In addition, in the typical application of Think-Pair-Share by Lyman (1981), in the thinking phase, the teacher only allows the students to think individually to answer the question posed by the teacher. Additionally, in the steps of TPS by Kagan and Kagan (2009), after the teacher gives the students several times to think of an answer to the question given, the students are asked to analyze the question and use students critical thinking to answer it, then each student will discuss and share their thinking in pairs. Hence, the students are only expected to write and discuss without any guidelines before they construct the whole paragraph.

Consequently, the issues in Think-Pair-Share make the teaching-learning less effective in accommodating students' ideas, as it is difficult for students to express their ideas because there is no outlining process in writing. Students need to understand how to organize ideas or thoughts before drafting them into chronological order. This is supported by de Smet et al. (2023) state that when an outline is created beforehand, the planning stage is completed before drafting. This enables students to concentrate on other aspects, such as developing and revising the content, while composing the text.

Additionally, Joaquin et al. (2016) state that an outline is an organized list of main ideas in which subordination often occurs, representing the supporting examples or ideas in a sequence of a framework intended for composing a piece of writing. It

means that the listed idea, which is collected to arrange the paragraph, consists of the main points and subpoints. The outline serves as a tool guiding students in organizing ideas in their writing.

Considering the explanation above, it can be inferred that an outline holds significant importance as a starting point for paragraph writing and is appropriate for overcoming the limitations of TPS because the outlining strategy does not encompass all phases of the writing process and cannot stand alone in the writing teaching process. Hence, the researcher asserts that the integration of Think-Pair-Share with outlining can effectively address students' writing challenges.

2.9. Procedures of Teaching Writing through Think-Pair-Share with Outlining

This research integrated Lyman's Think-Pair-Share with outlining, establishing distinct steps for students to ensure that their writing reflects a coherent and logically structured progression of ideas. Outlining involves making sublists, main points, and subpoints. The integrated procedures can be described as follows:

Table 2.1. The Difference between Procedures of Teaching Writing through Think-Pair-Share and Think-Pair-Share with Outlining

Think-Pair-Share	Think-Pair-Share with Outlining
1. Planning • The teacher provides some samples of narrative texts and presents them to the students. • The students listen to the teacher's explanation about the purpose, generic structure, and language	1. Planning • The teacher provides some samples of narrative texts and presents them to the students. • The students listen to the teacher's explanation about the purpose, generic structure, and language features and try

features and try to identify them in the text given by the teacher. • The teacher introduces the lesson and poses a question or presents a problem related to the lesson, instructing students to take a few minutes to contemplate their responses or solutions in the written notes. • Students work in pairs, engaging in discussions to compare their responses to the prompt exchange of ideas. 2. Drafting • The students discuss their ideas. • Each student in every pair recomposes the writing text with the idea they have discussed in a pair. 3. Editing (Revising) • The students are asked to exchange their work with the other students in other pairs to provide feedback. The feedback is concerned with five aspects of writing: content, organization, vocabulary, language use, and mechanics. • The draft is given back to every student in the former pairs. Then, each student checks and revises their draft by considering the feedback given. • The teacher gives some feedback on students' writing.	to identify them in the text given by the teacher. • The teacher introduces the lesson and gives models to the students: The application of outlining in teaching narrative text. The teacher asks the students to answer questions based on their comprehension of the story. • The teacher engages the students to generate ideas related to the topic and then guides them in organizing these ideas into sub lists related to the given narrative text according to the responses of all students. • The teacher engages students by creating an outline that includes main points and subpoints based on the list related to the generic structure of narrative text. • Students work in pairs, engaging in discussions to compare their responses to the prompt exchange of ideas. Pairings are randomized intentionally to prevent disparities between low and high-achieving students. 2. Drafting • The students discuss their outline and talk about the content of the text. • The students are asked to produce the text by comparing their ideas as outlined before. • The students write down the main points and subpoints in the sequence they intend to use when composing their paragraph. • Each student in every pair recomposes the writing text with the idea they have discussed in a pair. 3. Editing (Revising) • The students are asked to exchange their work with the other students in other pairs to provide feedback. The feedback is concerned with five aspects of writing: content, organization, vocabulary, language use, and mechanics. • The draft is given back to every student in the former pairs. Then, each student checks and revises their draft by considering the feedback given. • The teacher gives some feedback on students' writing.
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4. Final Version (Publishing)	4. Final Version (Publishing)
• The students submit their final draft.	• The students submit the final draft.

Based on the procedure provided, the researcher believes that it can help the teacher and the students be more active and creative in the process of delivering and absorbing the material in the teaching and learning process.

2.10. Advantages and Disadvantages of Think-Pair-Share with Outlining

The integration of Think-Pair-Share with the outlining strategy brings forth several benefits. The advantages and disadvantages of various points to examine are listed below:

Advantages

- It promotes active participation and group discussions among all students.
- It enhances interaction, motivation, and cognitive development.
- It contributes positively to peer acceptance, peer support, academic achievement, and self-esteem, creating a conducive learning environment.

Disadvantages

- The outlining strategy does not frame all stages of the writing process and cannot stand alone in the teaching writing process.
- If the process is not executed smoothly, it can become time-consuming.
- Additionally, the classroom may become noisy as all students actively participate in the learning process while working in pairs.

Hence, the integration of outlining with a suitable strategy, such as Think-Pair-Share, becomes imperative to address the limitations of outlining.

2.11. Theoretical Assumption

As has already been stated, writing is the most challenging skill; it can be assumed that writing is both a complex and essential component of language learning. Students need to consider the five aspects of writing, namely content, organization, vocabulary, language use, and mechanics. The challenge lies in planning ideas systematically. Consequently, teachers need to possess the skill to select an effective approach and integrate it into the teaching-learning process to achieve the desired outcomes.

Recognizing this issue, the Think-Pair-Share stands out as a cooperative learning method that enhances student engagement, particularly through paired discussions. Despite its effectiveness, the technique lacks a prewriting element, leaving students without a systematic method to organize their thoughts and create a clear writing plan.

Think-Pair-Share with outlining strategy provides a structured approach for students to brainstorm ideas individually (Think) fostering deeper reflection and encouraging them to have a more comprehensive understanding of the topic before discussing them in pairs. The “Pair-Share” phase facilitates peer interaction and feedback. By discussing their outlines with a partner, students can refine their ideas, identify potential gaps in their arguments, and learn from each other’s perspectives. This collaborative process can lead to more comprehensive and well-developed writing. In addition, the outlining process encourages students to focus on the main points and supporting arguments. This focus can lead to more comprehensive and well-developed content compared to the original TPS.

The objective of teaching writing is to enable students to express their ideas and thoughts in written form accurately, in accordance with the key aspects of writing. The researcher believes that this strategy can positively influence students' writing performance in areas such as content, organization, vocabulary, language use, and mechanics.

Therefore, the researcher believes that the integration of Think-Pair-Share with outlining in teaching writing creates positive outcomes in the classroom. This integration is anticipated to facilitate students in expressing their ideas more effectively and enhance their ability to produce well-organized writing.

2.12. Hypotheses

In reference to the theories and the theoretical assumptions that have been discussed in this study, the hypotheses formulated by the researcher are as follows:

1. There is a significant improvement in students' writing achievement after being taught using Think-Pair-Share with outlining strategy.
2. There is a significant difference in students' writing achievement between those who are taught through Think-Pair-Share with outlining strategy and those who are taught through original Think-Pair-Share.
3. There is a significant improvement in students' writing aspects after being taught through Think-Pair-Share with the outlining strategy and the original Think-Pair-Share.

Briefly, the explanations in this chapter are about writing, aspects of writing, teaching writing, narrative text, Think-Pair-Share, teaching writing through Think-

Pair-Share, outlining, teaching writing through Think-Pair-Share with outlining, procedures of teaching writing through Think-Pair-Share with outlining, advantages and disadvantages, theoretical assumptions, and hypotheses.

III. METHODS

This chapter discusses the methods of the research, including research design, variables, population and sample, research instrument, validity and reliability, data collecting technique, data collection procedure, data analysis, data treatment, and hypotheses testing.

3.1. Design

This research employed a quantitative approach with a quasi-experimental design to determine the significant difference in students' writing achievement after being taught through Think-Pair-Share with outlining and original Think-Pair-Share. The research involved two groups: an experimental group, students were treated by integrating Think-Pair-Share with outlining, and a control group, which had the original Think-Pair-Share. To address the first research question, data obtained from the experimental class were analyzed using a *Paired Samples T-test* in SPSS. The second research question was examined through an *Independent Group T-test*, comparing the post-treatment results between the experimental and control groups. On the other hand, the third research question was analyzed through a *Paired Samples T-test*, considering the scoring criteria and the result from the second research question. According to Setiyadi (2018), the following is the research design:

G1: T1 X T2

G2: T1 O T2

G1 : Experimental Class

G2 : Control Class

T1 : Pre-test

X : Treatment (Think-Pair-Share with Outlining)

O : Treatment (Original Think-Pair-Share)

T2 : Post-test

3.2. Variables

This research involved two types of variables: independent variables (X) and dependent variables (Y). In this research, the independent variable (X) was the Think-Pair-Share strategy combined with outlining, and the dependent variable (Y) was the students' writing achievement.

3.3. Population and Sample

This research focused on the second-year students in SMAN 7 Bandar Lampung as the population. Purposive sampling was used, as determined by pre-observation. The research was conducted in two classes. The first class was the experimental group taught by using the Think-Pair-Share with outlining, and the second class was the control group taught by using the original Think-Pair-Share.

3.4. Research Instrument

A writing test was used as the research instrument in this study. The researcher administered pre-test and post-test writing assessments to both the control and experimental groups. The test was intended to collect information about students'

writing abilities before and after treatment. Students' pre-test and post-test narrative text writing scores were used in the analysis. The criteria used to assess students' narrative text writing achievement were based on Jacobs et al. (1981), which focused on five aspects of writing.

3.5. Validity and Reliability

A good test must be valid and reliable. The following are the criteria of a good test.

3.5.1. Validity of Writing Test

Validity refers to the extent to which a test measures what it is intended to measure (Setiyadi, 2018). A test is considered valid if its measurement aligns with the appropriate criteria. According to Hatch and Farhady (1982), validity is classified into two types: content validity and construct validity. Content validity assesses whether the test accurately represents a sample of the subject matter, focusing on its adequacy and overall appearance. Meanwhile, construct validity examines whether the test aligns with the theoretical understanding of the language aspects it aims to measure. The overall validity of the test was determined by combining content and construct validity. To ensure the test's validity, *Expert Judgment Validation* was employed in this study.

a. Content Validity

During this process, the writing test was aligned with the school curriculum. The test included an evaluation of the standard competency and indicators to ensure that the test is qualified as a valid measure. This research used narrative

text in the second grade in senior high school as the basis for the learning process selected from *Kurikulum Merdeka*.

b. Construct Validity

Construct validity is established through the accumulation of theoretical evidence supporting the test's design. In this study, the test was developed based on established theoretical concepts of writing. The scoring criteria were based on five aspects of writing proposed by Jacobs et al. (1981): content, organization, vocabulary, language use, and mechanics.

3.5.2. Reliability of Writing Test

Reliability refers to the extent to which the test is consistent in its scoring and provides an indication of how accurate the test scores are (Hatch and Farhady, 1982). An instrument is considered reliable if it consistently shows relatively the same results. In order to ensure the consistency of measurement and to avoid the subjectivity of the research, *inter-rater reliability* was used in this study. The first rater was the researcher, and the second rater was the English teacher. Both raters applied scoring criteria based on Jacobs et al. (1981) to evaluate students' writing achievement and measure their improvement.

The reliability of the students' scores was analyzed using *Rank Order*, following the specified formula:

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

Notes:

p : Coefficient Rank Order

d : The Difference of Rank Order

d^2 : The Difference Squared

N : Number of Data

(Hatch and Farhady, 1982)

Furthermore, the reliability of the test in this research is presented below:

Reliability of the Pre-Test

$$p = 1 - \frac{6(\sum d^2)}{N(N^2-1)} \rightarrow p = 1 - \frac{6(192)}{35(35^2-1)}$$

$$p = 1 - \frac{1152}{42.480} \rightarrow 0.973$$

Reliability of the Post-Test

$$p = 1 - \frac{6(\sum d^2)}{N(N^2-1)} \rightarrow p = 1 - \frac{6(67)}{35(35^2-1)}$$

$$p = 1 - \frac{402}{42.480} \rightarrow 0.990$$

After finding the coefficient between raters, the coefficient of rank order was analyzed using the standard of reliability proposed by Setiyadi (2018):

- a. 0.00- 0.20 : very low
- b. 0.20- 0.40 : low
- c. 0.40- 0.60 : average

- d. 0.60- 0.80 : high
- e. 0.80- 1.00 : very high

According to the standard of reliability above, the writing tests are considered reliable if the tests reach the minimum range of 0.80-1.00 (high reliability). In summary, referring to the criteria, the results indicate that both tests have very high reliability, with a pre-test score of 0.973 and a post-test score of 0.990. This demonstrates that the assessments maintain good consistency in measuring students' writing achievement.

3.6. Data Collecting Technique

This study was aimed at gaining data on the students' writing achievement scores before treatment (pre-test) and after treatment (post-test). The writing test could be seen as follows:

a. Pre-test

The pre-test was conducted before the treatment was administered for both the control and experimental groups. The pre-test was given before the treatment to know the competence of students' ability to write a narrative text about a legend or folktale in Indonesia. The students' writing achievements were evaluated by both the teacher and the researcher. The assessment covers key aspects such as content, organization, vocabulary, language use, and mechanics.

b. Treatment

Following the pre-test, the students in the experimental class received the treatment using Think-Pair-Share with outlining. In contrast, the control group

was taught using only the Think-Pair-Share strategy. The target of having the treatment was for the students to be able to write a narrative text.

c. Post-Test

The post-test was given following the treatment to determine whether Think-Pair-Share with outlining improved students' narrative text writing. Both the control and experimental groups received the post-test, which was similar to the pre-test. Both the teacher and the researcher evaluated the students' post-tests in terms of writing aspects. The post-test results were then compared to the pre-test results to measure the strategy's effectiveness in improving students' narrative writing abilities.

3.7. Data Collection Procedure

The procedures of the research are as follows:

1. *Determining the Subjects*

The researcher conducted the study by selecting second-year senior high school students as the population and focusing on two classes as research samples using purposive sampling techniques at SMAN 7 Bandar Lampung.

2. *Administering the Tests*

The research material was based on the senior high school syllabus, which focused on narrative texts. The assessment consisted of two tests: a pre-test and a post-test. Students were instructed to choose one of the provided topics or select an interesting topic related to an Indonesian legend or folktale. They then composed a written text on their chosen topic, which included the elements of orientation, complication, and resolution.

3. *Conducting the Treatments*

The treatment was administered in three meetings after the pre-test. The experimental group was taught how to write narrative texts using the Think-Pair-Share strategy with outlining, while the control group received instruction using the original Think-Pair-Share. In both groups, students engaged in discussions, followed by activities such as reviewing discussion outcomes and receiving feedback. After the discussions, students were required to compose a written text based on the given topic and submit it to the teacher. Furthermore, the teacher assessed students' work based on the aspects of writing and provided feedback throughout the learning process.

4. *Analyzing the Data*

To identify improvements, the scores were compared to measure students' progress from the pre-test to the post-test. All tests were assessed based on Jacobs' writing criteria. To ensure objectivity, two raters evaluated all students' work from both tests. The students' scores were then analyzed using statistical software.

The procedures in this research encompassed the entire process, from selecting the subjects to analyzing the data.

3.8. Data Analysis

In order to obtain the results of this research and provide clear answers to each research question, the data were analyzed. To determine whether there was a significant improvement in students' writing achievement after being taught using the Think-Pair-Share with outlining strategy, the *Paired Samples T-test* was

applied. Additionally, the *Independent Group T-test* was used to examine whether there was a significant difference in writing achievement between students taught with Think-Pair-Share with outlining and those taught using the original Think-Pair-Share. Furthermore, to assess which aspect of writing showed the most significant improvement, a *Paired Samples T-test* was again utilized, referring to the scoring rubric developed by Jacobs et al. (1981), which focuses on five key aspects of writing: content, organization, vocabulary, language use, and mechanics. All data were processed and analyzed using SPSS statistical software.

3.9. Data Treatment

In this section, the researcher conducted a normality test for writing before answering the hypothesis testing.

Normality Test

The normality test aimed to assess whether the data followed a normal distribution. To analyze the data, the *Shapiro-Wilk* test in SPSS was used. The hypotheses for the normality test were formulated as follows:

H₀: The distribution of the data is normal.

H₁: The distribution of the data is not normal.

The level of significance used is 0.05. H₀ is accepted if the result of the normality test is higher than 0.05.

Table 3.1. Normality Test (Experimental Group)

Tests of Normality ^a							
		Kolmogorov-Smirnov ^b			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Experiment	.105	35	.200*	.953	35	.139
Posttest	Experiment	.082	35	.200*	.977	35	.673

*. This is a lower bound of the true significance.

a. Group = Experiment

b. Lilliefors Significance Correction

Table 3.1. illustrates that the data from the experimental group were distributed normally. The value of the normality test in the pre-test and post-test are 0.139 and 0.673, respectively, which are more than 0.05. In addition, the normality test of the control group is presented in the following table.

Table 3.2. Normality Test (Control Group)

Tests of Normality^a							
		Kolmogorov-Smirnov ^b			Shapiro-Wilk		
	Group	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	Control	.158	36	.023	.950	36	.106
Posttest	Control	.119	36	.200*	.965	36	.307

*. This is a lower bound of the true significance.

a. Group = Control

b. Lilliefors Significance Correction

Table 3.2 provides evidence that the control group data had a normal distribution, with a pre-test value of 0.106 and a post-test value of 0.307. These values indicate that the normality hypothesis is accepted, as they are both higher than 0.05. This implies that the control group data are consistent with the assumptions of normal distribution.

Homogeneity Test

In analyzing the data, a homogeneity test needs to be conducted. The purpose of this test is to assess the similarity of the two classes' distribution in each class.

Below are the hypotheses:

H₀: The data is taken from two samples in the same variances.

H₁: The data is not taken from two samples with the same variances.

If the significance level of the test is higher than 0.05, it implies the null hypothesis (H_0) is accepted. The result of the homogeneity test in this research is presented in the following table.

Table 3.3. Homogeneity Test
Tests of Homogeneity of Variances

		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	.024	1	69	.878
	Based on Median	.100	1	69	.752
	Based on Median and with adjusted df	.100	1	66.694	.752
	Based on trimmed mean	.024	1	69	.878
Posttest	Based on Mean	.174	1	69	.678
	Based on Median	.192	1	69	.662
	Based on Median and with adjusted df	.192	1	65.490	.662
	Based on trimmed mean	.160	1	69	.690

The result of the homogeneity test in the table above shows that the value is more than 0.05. Specifically, the significance values based on the mean for the pre-test and post-test are 0.878 and 0.678, respectively, which indicates that the null hypothesis is accepted.

3.10. Hypothesis Testing

Hypothesis testing is used to prove whether the hypothesis in this research is accepted or not. The formula is:

$$H_1 = \text{Sig.} < 0.05$$

1. H_1 : There is a significant improvement in students' writing achievement after being taught through Think-Pair-Share with outlining.

2. H₂: There is a significant difference in students' writing achievement between those who are taught through Think-Pair-Share with outlining and original Think-Pair-Share.
3. H₃: There is a significant improvement in students' writing aspects after being taught through Think-Pair-Share with outlining strategy and the original Think-Pair-Share.

The first and third hypotheses were tested using the *Paired Samples T-test*, and the second hypothesis was tested using the *Independent Group T-test*. Therefore, the student scores from both the experimental and control groups were processed using SPSS.

Briefly, this chapter discusses research design, variables, population and sample, research instruments, validity and reliability, data collecting technique, research procedures, data analysis, data treatment, and hypotheses testing.

V. CONCLUSION AND SUGGESTION

This final chapter summarizes the conclusion of the research findings and suggestions for further research.

5.1. Conclusion

Regarding the findings discussed in the previous chapter, the researcher derives the following conclusions. The results of the research led to the conclusion that:

- The students' writing achievement significantly improved after being taught using the TPS with outlining. The experimental group's post-test scores increased by the N-gain value compared to their pre-test scores. This improvement indicates that integrating outlining into TPS helped students organize their ideas before writing, leading to clearer and more coherent narratives, while peer discussions during TPS allowed them to exchange ideas and receive feedback. By planning their content systematically, students were able to express their thoughts more effectively.
- The TPS with outlining significantly increased, and those taught using the original TPS. Although both groups improved, the experimental group performed significantly better. The statistical analysis confirmed that students who used outlining developed more structured, logical, and detailed writing compared to those who only followed the original TPS approach. This suggests

that outlining provides valuable support in organizing thoughts and enhances the effectiveness of TPS.

- Among the five writing aspects—content, organization, vocabulary, language use, and mechanics—content showed the highest improvement in both the experimental and control groups. However, the group taught using Think-Pair-Share (TPS) with outlining demonstrated greater gains across all aspects, particularly in content, organization, and language use. This indicates that outlining enhanced the effectiveness of TPS by helping students organize their ideas more clearly before writing. As a result, their writing became more coherent, and they were better able to develop and express their ideas.

5.2. Suggestions

Referring to the conclusion above, the researcher proposes the following suggestions:

5.2.1. English Teachers

- Given the positive outcomes of the TPS with outlining in improving students' writing achievements, English teachers are encouraged to implement TPS with outlining in their writing classes to help students structure their ideas more effectively before writing. The discussion can facilitate the students to gather more ideas, beneficial for the elaboration of their writing content. In addition, the teacher could also give a variety of topics in narrative text, not only legends or folklores, so that the students would be interested in writing.
- It is suggested to apply the TPS with outlining not only for a day, since

during the discussion stages can take longer than expected, leaving less time for students to write or revise their paragraphs. Although the outlining helps organize ideas, students may become too focused on discussion and end up rushing the writing process. To solve this, teachers can divide the TPS stages across different class sessions—for example, doing the “Think” and “Pair” steps in one lesson and the “Share” and writing in the next. This allows students enough time to both exchange ideas and develop their writing properly. Teachers can also set time limits and provide discussion guides to keep students focused and make the most of class time.

5.2.2. Further Researchers

- The present study primarily employed a quantitative approach to assess students’ writing improvement. Thus, it is suggested that future researchers consider incorporating qualitative methods, such as classroom observations, student interviews, or content analysis of student work. This would allow for a deeper exploration of how students engage with the TPS and outlining strategy during the writing process, as well as uncover potential challenges or strengths that may not be captured through quantitative data alone.
- It is recommended that future studies apply the modified Think-Pair-Share (TPS) strategy to other language skills, such as speaking and reading, to explore its broader applicability. Further research should also involve a larger sample size and include students at higher educational

levels, such as undergraduates. In addition, other factors that may influence writing ability—such as students' motivation, attitudes, learning styles, personality types, and multiple intelligences—should be considered in future investigations.

Above all, the conclusions of the research findings and the suggestions have been presented. Future researchers may consider the suggestions when conducting further studies related to the topic. Additionally, the findings of this research provide insights that can be applied by teachers in English language teaching.

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