

An Analysis of Cooperative Learning Model Think Pair Share to Train Student's Writing Skill

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Abstrak

Penelitian ini bertujuan untuk mendeskripsikan penerapan model pembelajaran kooperatif *think pair share* untuk melatih keterampilan menulis siswa di MTs Sabilil Khoir Porong dan respon siswa. Penelitian ini hanya berfokus pada keterampilan menulis siswa khususnya materi teks deskriptif di kelas sembilan semester dua. Penelitian ini menggunakan deskriptif kualitatif sebagai desain penelitian. Data diperoleh dengan observasi dan kuesioner. Hasil penelitian menunjukkan bahwa penggunaan *think pair share* dapat melatih keterampilan menulis siswa pada teks deskriptif pada siswa kelas sembilan MTs Sabilil Khoir Porong tahun ajaran 2022/2023. Implementasi *think pair share* berhasil karena siswa menjadi lebih aktif dalam berdiskusi tentang menulis teks deskriptif dengan pasangannya berdasarkan langkah-langkah *think pair share*. Hasil lembar angket menunjukkan bahwa siswa setuju model pembelajaran kooperatif *think pair share* menarik dan dapat membantu mereka dalam melatih menulis teks deskriptif.

Kata kunci

Model pembelajaran kooperatif; Pendidikan Bahasa Inggris; Teks deskriptif; *Think Pair Share*

Abstract

This research describes the application of the think pair share cooperative learning model to train students' writing skills at MTs Sabilil Khoir Porong and student responses. This research only focuses on students' writing skills, especially descriptive text material in class nine, second semester. This research uses descriptive qualitative as a research design. Data was obtained by observation and questionnaires. The research results show that the use of think pair share can train students' writing skills in the descriptive text for ninth-grade students at MTs Sabilil Khoir Porong in the 2022/2023 academic year. The implementation of think pair share was successful because students became more active in discussing writing descriptive texts with their partners based on the think pair share steps. The results of the questionnaire show that students agree that the think pair share cooperative learning model is interesting and can help them practice writing descriptive texts.

Keywords

Cooperative learning model; Descriptive text; English Language Education Department; Think Pair Share

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Introduction

Nowadays, English language has become one of the world's main Lingua-franca. Its written and spoken forms are used for communication everywhere (Napitupulu *et al.*, 2020; Firdaus *et al.*, 2021; Luczaj, Leonowicz-Bukala and Kurek-Ochmanska, 2022). As a result, many people feel that they need to speak and write in English language. There are four fundamental abilities that must be faced in English, they are reading, writing, speaking, and listening skill. The most important thing in human history is writing (Huy, 2015; Nawawi *et al.*, 2021). It provides a relatively permanent record of information, opinions, beliefs, feelings, arguments, explanations, theories, etc. He asserts that writing allows us to share our communications not only with our contemporaries, but also future generations.

The four fundamental language skills are listening, speaking, reading and writing being undoubtedly the most challenging proficiency for learners of second and foreign languages to acquire (Choudhury, 2013; Firdausi *et al.*, 2021). He claims that the primary reason for this difficulty lies in the fact that writing is an exceedingly intricate process that entails both generating and structuring ideas, as well as transforming them into coherent texts that are comprehensible. The skill of writing is centered on producing and formulating information in a written format (Fathia Baresah, 2022; Isti'anah *et al.*, 2023). Therefore, through writing, students can articulate their emotions, viewpoints, thoughts, and sentiments. In other words, writing allows students to delve into their thoughts, and unbeknownst to them, they enhance their proficiency in English. Writing exercises can cultivate the ability to organize and elucidate various concepts or ideas that are inherent to the writer. Additionally, writing activities can also stimulate the emergence of fresh ideas.

Writing skills may not come automatically, but it requires some experience, talent, and many skills (Sudirman, Nurmandi and Bashori, 2020; Asitah *et al.*, 2021). The ability to use vocabulary helps authors make their writing more interesting. Writing is an ongoing creative act. In other words, if students want to write, they should think about the topic first. And start generating ideas that appear in the brain. If the student has already written it, they should try to revise it until it is the desired composition.

Writing encompassed many aspects, including: its level, sentence structure, mechanics, dictionaries, punctuation, paragraph coherence, etc (Ramzan, Mushtaq and Ashraf, 2023). These traits appear to pose a challenge for students to acquire. Recognizing the difficulty of writing, it is understandable that students have a fear feeling and lack writing skill. Often, they are afraid to make mistakes and worry about selecting and arranging words to produce sentences. These feelings seem to make the students unconfident in writing English. Having a little confidence can make them reluctant to try writing, or even dislike writing. The duty of an English teacher is providing attractive and conducive writing lesson and careful instruction to students. Teachers should try to find productive strategies to encourage students to enjoy writing. It was hard work, but students should be given a strong foundation for their writing skill before entering a higher-level education.

In cooperative learning, students work together in teams of four to master the material that is given by the teacher (Sofiyana *et al.*, 2021; Hiasa, Supadi and Yanti, 2022). In other words, cooperative learning models can help students express themselves better by exploring science in small groups to maximize student's participation. Cooperative learning can help work among other people in an orderly structure of cooperation in a group of two or more people where the success of the work is strongly influenced by each group member. Teachers can use some cooperative learning model (Mastuti *et al.*, 2020). One of the cooperative learning models is Think Pair Share (TPS). This learning model influences student interaction patterns. Think Pair Share itself was originally developed by Frank Lyman and his colleagues at Maryand University. Teacher in MTs Sabilil Khoir Porong use Think Pair Share model to train students writing skill.

The Think Pair Share model is designed to encourage students to think about specific topics by allowing them to formulate individual ideas and share those ideas with other students (Cooper, Schinske and Tanner, 2021; Cholilurrohman and Lisdiyanto, 2023). This model was developed by Lyman to encourage student participation in

classes. Think Pair Share model helps students work in groups. Using this model, the teacher presents a question that preferably requires analysis, evaluation, or synthesis, and allows the student to think for about a minute before providing an appropriate response.

Think Pair Share model is a cooperative learning model that encourages individual participation and is applicable to all grades and class sizes (Suhrowardi, 2020; Maulana *et al.*, 2021; Shofiroh *et al.*, 2023). Students consider the questions using three distinct steps: Think: Students think independently about the questions asked and develop their own ideas. Pair: Students work in pairs to discuss their ideas. This step allows students to clarify their ideas and consider the ideas of others. Share: Students share their ideas with a larger group, such as the whole class. Students are often more comfortable with the support of their partners when presenting ideas to the group. Students' ideas are also refined through this three-step process.

Implementation of Think Pair Share with problem posing to train innovative thinking on acid-base (Anam, Ismanto and Purnomo, 2020; Setyowati and Rusmini, 2020). The researcher discovered that the most noteworthy activity of students was focusing on the teacher's explanation with a proportion of 15.31% for the first encounter and 29.88% for the second encounter. The activity was most prevailing because during the initial explanation, together with examples of problem-solving work, problem posing took place for a significant amount of time. During the first encounter, students frequently engaged in irrelevant activities when the practical activities should have been completed. During the second encounter, irrelevant activities were very noticeable during phase 2, when information was presented, and problems were raised. The proportion of activities that were not relevant during the first encounter was 5.30% and during the second encounter was 6.91%. The average proportion of students' responses for positive questions was 95.60%, while for negative questions it was 4.40%. Therefore, based on this proportion, it can be confirmed that the response results were very good because they successfully applied the TPS cooperative learning model by utilizing problem posing strategies to practice innovative thinking skills on this acid-base material.

Based on the data observation at MTS Sabilil Khoir Porong (16 February-16 August 2022), the researcher found that English teacher in MTs Sabilil Khoir Porong to train students writing skill use Think Pair Share model, but the teacher at that time did not implement the steps of Think Pair Share in the correct order. Students also still be afraid feeling and lacking in writing, students seem unconfident in a writing class. Therefore, this research wants to analyze the implementation of cooperative learning model Think Pair Share in student's writing skill based on the Think Pair Share Steps by Kagan's theory, they are: organizing students into pairs, posing the topic or a question, giving time to students to think, asking students to discuss with their partner and share their thinking, and teacher asks some students to shares their ideas with the rest of the class. The researcher also wants to analysis the student's response to the implementation of Think Pair Share.

Research in the form of developing interactive learning media digital puzzles with circle material (Lestari and Salsabila, 2023) and developing interactive learning media JERA (Assabilah and Murni, 2023) has been carried out. However, there has not been much research related to An Analysis of Cooperative Learning Model Think Pair Share. Refers to research background and the theory above, the researcher wants to conduct a research focus on analysis of Cooperative Learning Model Think Pair Share in writing skill English descriptive text at MTS Sabilil Khoir Porong with the title "An Analysis of Cooperative Learning Model Think Pair Share to Train Student's Writing Skill at MTs Sabilil Khoir Porong".

Method

The researcher conducted descriptive qualitative research to describe the implementation of cooperative learning model Think Pair Share to train student's writing skill descriptive text and to describe the student's response at MTs Sabilil Khoir Porong with collect and accumulate the basic data in description way. So, this research is emphasized on trying to describe the implementation of cooperative learning model Think Pair Share to train student's writing skill descriptive text and students' responses to this implementation of cooperative learning model Think Pair Share at MTs Sabilil Khoir

Porong. The researcher used some instruments to do the descriptive qualitative research. It consists of two points that will be used by the researcher as the research instrument; observation and questionnaire. The researcher used some instruments to do the descriptive qualitative research. It consists of two points that will be used by the researcher as the research instrument; observation sheet and questionnaire sheet. Qualitative analysis techniques in this research consists of three activities: data reduction, data display and conclusion drawing. Those can be explained as follow:

1. Data Reduction
In the conducting research, the researcher will select the data that gives valuable information in the research, the data will be chosen by analyzing the questionnaire sheet and observation sheet of the implementation cooperative learning model Think Pair Share.
2. Data Display
In qualitative research, the data will be displayed in the form of tables, graphs, diagrams, charts, and other equivalent forms. By displaying the data, the researcher will easily understand what is happening with the data presented.
3. Drawing Conclusion
The final step after performing the data display is to draw a conclusion. It will be used to describe all the data, so that it will become clear. Conclusion can answer the research problem. Finally, in this step, the researcher will get the research result and conclusion.

The formula to measure observation sheet the implementation of cooperative learning model Think Pair Share and questionnaire sheet student's response.

$$\text{Percentage} = \frac{n}{N} \times 100\%$$

n = the select score

N = the maximum scores

Percentage = the percentage of the expectation

Result and Discussion

Result

A. Research Finding

The researcher did the research using observation sheets and questionnaire. All the data collected was analyzed in detail. The collected data was interpreted in tables for each result. The research was conducted at MTs Sabilil Khoir Porong in the second semester of the ninth-grade students. The researcher observed the process implementation in the classroom by observing both the teacher and the students. Afterwards, the researcher distributed a survey to the students to gauge their reaction to the execution of cooperative learning model Think Pair Share in student's writing skill descriptive text material. In conducting research, the researcher will select the data that gives valuable information in research, the researcher evaluates the data using each tool. The researcher presented the research findings utilizing the data obtained from two tools, an observation sheet, and a questionnaire sheet. Data display is an organized, compressed assembly of information that permits conclusion drawing. Thus, the researcher can see what is happening and determine whether to draw the correct conclusion. The data is designed to combine information that is arranged in a coherent and easily accessible form. Conclusions are also verified as the analyst proceeds. When during data collection, the researcher came to a brief conclusion.

1. The Implementation of Cooperative Learning Model Think Pair Share to Train Student's Writing Skill at MTs Sabilil Khoir Porong
The implementation was done in one meeting (90 minutes) in class IX with 15 students. The researcher employed observation to describe the implementation of cooperative learning model Think Pair Share to train students writing skill implemented by the teacher or not.

Tabel 1. The Result of Data Observation Sheet

| No | Indicators | Result |
|----|---|--------|
| 1 | The teacher comes on time | YES |
| 2 | The teacher opens the lesson by greeting | YES |
| 3 | Teacher opens the class and check the attendance | YES |
| 4 | The teacher attracts student's attention | YES |
| 5 | Teacher organizes students into pairs | YES |
| 6 | Teacher posts the topic or a question | YES |
| 7 | Teacher gives time to students to think | YES |
| 8 | Teacher asking students to discuss with their partner and share their thinking | YES |
| 9 | Teacher asks some students to share their ideas with the rest of the class | YES |
| 10 | Teacher and students provide feedback and responses regarding all the results presented | YES |

The researcher employed an observation to describe the process of teaching and learning which was conducted in one meeting. In this observation sheet there are 5 steps of using cooperative learning model Think Pair Share. These 5 steps are organizing students into pairs, posing the topic or a question, giving time to students to think, asking students to discuss with their partner and share their thinking, and teacher asks some students to share their ideas with the rest of the class.

At the beginning of the class, the teacher gave the explanation that students would learn about descriptive text material using cooperative learning model Think Pair Share. Then, the teacher asks students to choose the topic between people, animals or things with their pairs and write descriptive text about the topic. Students should write their discussion on paper. Teacher gave students 15 minutes to think about the topic and teacher gave stimulation to open students' ideas in writing their descriptive text. The teacher asked students to discuss with their partner and share their thinking. Students discussed their ideas, then they shared their ideas to their friends in pairs. Students gave comments and suggestions about their descriptive text.

After students finished their writing descriptive text, the teacher asks some students to share their ideas with the rest of the class. Teacher and students provide feedback and responses regarding all the results presented. The students are active in giving comments and suggestions to other groups. Their teacher also provides feedback about student's writings. After observing the implementation of cooperative learning model Think Pair Share in writing descriptive text students became more active in discussed writing descriptive text with their pairs. But the class became so noisy because students gave their opinion in writing descriptive text with their pairs. There is no equal participation, although each student within the group has an equal opportunity to share.

2. The Student's Response to the Implementation of Cooperative Learning Model Think Pair Share at MTs Sabilil Khoir Porong

The researcher employed a questionnaire sheet to describe student's responses to the implementation of cooperative learning model Think Pair Share to train student's writing skill descriptive text material. The questionnaire consisted of 15 questions to the 15 students at MTs Sabilil Khoir Porong. The questionnaire was conducted to support the observation data. The questionnaire was given in Indonesian to make sure that students understand the questions and avoid misunderstanding.

Questionnaire number 1 shows that the most of students declare agree that they are very happy when the English teacher teaches using Think Pair Share. Students are very happy because they can write descriptive text in groups. In questionnaire number 2 shows that the students feel writing lessons is more fun because they can freely express their own ideas. In questionnaire number 3 shows that the students declare absolutely agree that learning to write descriptive text using Think Pair Share is very effective. Students can gain self-confidence when writing descriptive text with their pairs and have time to think their ideas. In questionnaire number 4 shows that the most of students declare absolutely agree that learning to write descriptive text using Think Pair Share is very interesting. Students feel interested when they have an assignment with their seatmate. In questionnaire number

5 shows that the students declare agree that they have no difficulty in using the Think Pair Share learning model. Sharing ideas with their pairs while writing descriptive text helps students not to worry about making mistakes in arranging words.

In questionnaire number 6 shows that the students declare agree that learning to use Think Pair Share helps them overcome difficulties in writing descriptive text. Now students feel more confident while writing descriptive text. In questionnaire number 7 shows most of the students declare absolutely agree that Think Pair Share is very suitable for learning to write descriptive text. Students' understanding of writing descriptive text is increased because of higher level thinking skill from their pairs. In questionnaire number 8 shows that the students declare agree that cooperative learning model Think Pair Share is more fun than the other learning model. Students prefer to learn writing skills together. In questionnaire number 9 shows that the students declare absolutely agree that discussing in pairs can helps them in learning English. Students can ask each other when they have difficulties in expressing their ideas in writing. In questionnaire number 10 shows that most of students declare absolutely agree that they feel more comfortable if they study by discussing with other students. Students feel more comfortable to ask each other when they have difficulties in writing descriptive text.

In questionnaire number 11 shows that the students declare agree that discussing in pairs in answering questions gives confidence in class. Students will have many ideas to be shared to find their best answer. In questionnaire number 12 shows that the students declare absolutely agree that giving opinions to each other in pairs helps them in writing descriptive text. Think Pair Share helps the students to improve their critical thinking. In questionnaire number 13 shows that the most of students declare agree that studying in pairs can improve their writing skills in English rather than studying alone. Learning to write descriptive text in pairs can help the quality of their vocabulary improves. In questionnaire number 14 shows that the students absolutely agree that studying in pairs gives them the opportunity in class to practice new vocabulary. Students can ask their pairs about new vocabulary. In questionnaire number 15 shows that the students declare absolutely agree that sharing with pairs can improve their skill to write descriptive text in English. Students can increase communications skills and higher-level thinking skills from their peers and gain self-confidence when sharing ideas with the whole class.

Discussion

After analysing the data based on the implementation of Think Pair Share in the descriptive text material at ninth grade MTs Sabilil Khoir Porong. Most students were able to produce good descriptive text. Teachers organize students into pairs with their seatmate. After the teacher posed the topic about people, animals and things, students wrote descriptive text with their pairs. Most of the students choose to describe someone. Students discussed their ideas about someone who they wanted to describe, then they shared their ideas to their pairs. After students have written a descriptive text, the teacher asks few students to share their writing with the rest of the class. The teacher and the other students listen carefully. The students are enthusiast to present their writings in front of the class. The class being very noisy because the students are active in giving comments and suggestions to other groups. Their teacher also provides feedback about student's writings.

After observing the implementation of cooperative learning model Think Pair Share in writing descriptive text could be described that the teacher is implemented cooperative learning model Think Pair Share in classroom based on the indicator's observation sheet. Students became more active in discussing writing descriptive text with their pairs. But the class became so noisy because students gave their opinion in writing descriptive text with their pairs. In addition, with the model Think Pair Share it can be seen how students complement each other because they worked in pairs, exchange their ideas, and then share it with the whole class. Think Pair Share is a good way to train students writing skills, this theory was successfully implemented. As it allows students to exchange ideas with their classmates on previously given topics. And the students' responses were very good and agreed that Think Pair Share can train their writing skill, especially in writing descriptive text.

Based on the result of the distributed questionnaire sheet, the response of students showed that ninth grade students at MTs Sabilil Khoir 37,5% students absolutely agree and 50% students agree that discussing in pairs can helps them in learning English. Students are very happy when the English teacher teaches writing material using Think Pair Share. Learning to

write descriptive text using Think Pair Share is very interesting and effective to train students writing skill. Giving opinions to each other in pairs helps them in writing descriptive text. Discussing in pairs feel more comfortable and helps students in writing descriptive text. Students have no difficulty in using the Think Pair Share learning model and learning using Think Pair Share helps students overcome difficulties in writing descriptive text. This explanation is summarized in figure 1 below.

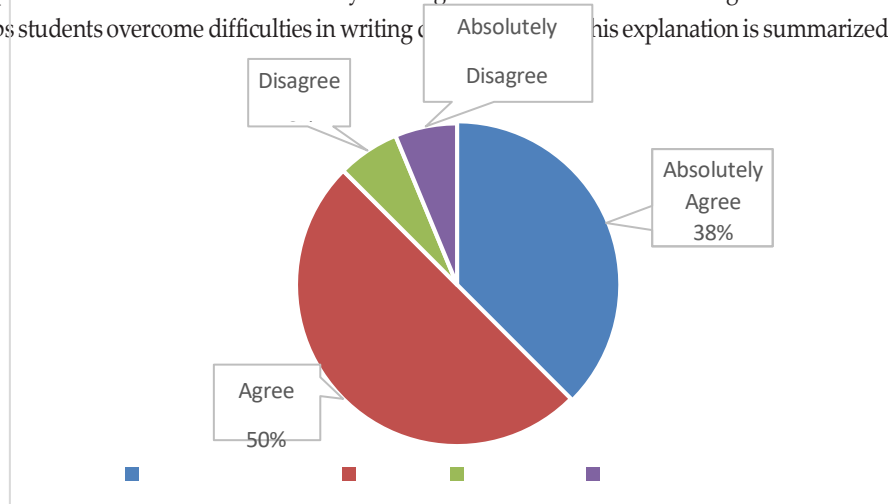


Figure 1. The Result of Students Response

Conclusion

This final chapter presents conclusions derived from the whole discussion and analyses conducted in the previous chapters of the study. According to the result of the data analyses in the previous chapter, it can be concluded that Think Pair Share can train students writing skill of descriptive text. To train writing skills using cooperative learning model Think Pair Share at MTs Sabilil Khoir Porong can be said that is going smoothly and in harmony with the steps of Think Pair Share learning model. Teachers can maximize students' writing skill. So, the students can be involved actively during the process of writing descriptive text using Think Pair Share model.

According to the result of questionnaire sheet, students absolutely agree that students feel more comfortable if learn writing descriptive text by sharing with their pairs. Based on the calculation result of questionnaire sheet, 37,5 % students absolutely agree, and 50% students agree that sharing with their pairs can help them to train their writing skill in writing descriptive text. This learning model makes students more productive because students think about their ideas before sharing with their pairs and with the whole class.

Conflict of Interest

There are no potential conflicts of interest relevant to this article.

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