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INTEGRATING THINK PAIR SHARE WITH ONLINE COLLABORATION PLATFORMS TO FOSTER WRITING SKILLS

Sayida Khiratun Nisak[1], Kuswanto[2]
[12]Institut Islam Al-Mujaddid Sabak; Indonesia
Correspondence E-mail; sayidakhoratunnisak@gmail.com

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Abstract

This study examines the implementation of the Think–Pair–Share (TPS) strategy integrated with online collaborative platforms in writing instruction and describes students' responses and learning experiences related to writing skills. Using a qualitative case study design, the research involved 30 eighth-grade students and an English teacher in a public junior high school in Privat School at Sabak Timur. Data were collected through classroom observations, student and teacher interviews, document analysis of students' drafts, and records of online collaborative activities. The findings reveal four major outcomes. First, online collaboration strengthened the TPS stages by enabling students to document ideas, revisit discussions, and refine their writing through digital archives. Second, students' motivation and participation increased due to real-time interaction and peer appreciation. Third, students received more diverse feedback—from partners, groups, and the teacher which improved vocabulary use, coherence, and text length. Fourth, the teacher's role shifted from a knowledge provider to a facilitator who guided discussions and supported reflective revision. The findings suggest that the use of Think–Pair–Share (TPS) in combination with platforms such as Google Docs facilitated collaborative writing experiences within the studied context, which can be interpreted as aligning with social constructivist principles. The study offers practical implications for English teachers and theoretical contributions to research on digital collaborative writing in secondary education.

Keywords

Think-Pair-Share (TPS); online collaborative writing; Google Docs; student writing skills.

INTRODUCTION

Writing skills are a core component of 21st-century literacy, playing a crucial role in developing students' critical thinking, academic communication, and active participation in learning. In contemporary education, writing is not only essential for academic achievement but also for preparing learners to meet social and professional demands in a digital era that emphasizes literacy, collaboration, and problem-solving abilities. However, various educational reports indicate that many students continue to face difficulties in organizing ideas, developing coherent arguments, and expressing thoughts effectively in written form, both within language learning contexts and across subject areas. These challenges highlight the growing importance of instructional approaches that promote active engagement, social interaction, and meaningful writing practices within formal educational settings.

This general condition is also evident in the local context of a private junior secondary school (SMP swasta) in Muara Sabak Timur, Tanjung Jabung Timur Regency, Jambi Province. Preliminary observations, supported by classroom observations, analysis of students' written assignments, and interviews with the English teacher, reveal persistent problems in eighth-grade students' English writing performance. Most students struggle to generate and organize ideas, maintain coherence across paragraphs, and elaborate content beyond short and simple sentences. A substantial number of students fail to meet the school's minimum writing competency standard, particularly in terms of text organization, vocabulary use, and idea development. These findings suggest that students' learning experiences in writing are limited and largely focused on producing final texts, rather than engaging in the writing process as a meaningful cognitive and reflective activity(Artioli et al., 2021; Liu et al., 2023; Williams & Beam, 2019).

The difficulties experienced by students are closely related to instructional practices implemented at the research site. Writing instruction remains predominantly teacher-centered, with teachers providing text models and grammatical explanations followed by individual writing tasks completed without sufficient scaffolding during the planning, drafting, and revising stages. Opportunities for students to discuss ideas, exchange feedback, and reflect on their writing are minimal, mainly due to time constraints and relatively large class sizes(Wright et al., 2017). Although the school has basic digital infrastructure and internet access, these resources have not been systematically integrated into writing instruction to support collaborative learning. As a result, students tend to demonstrate low confidence, limited motivation, and weak engagement in writing

activities, which negatively affects both the quality of their written products and their overall learning experience(Myhill et al., 2023; Sabti et al., 2019; Yu et al., 2023).

In response to these conditions, the school has encouraged teachers to adopt more active and student-centered learning approaches in line with current curriculum policies. Nevertheless, this policy direction has not yet been supported by instructional models that specifically address students' writing difficulties. Consequently, there is a need for an alternative pedagogical approach that promotes active participation, collaboration, and reflective learning in writing instruction(Colomer et al., 2020; Santos et al., 2019). One such approach is Think Pair Share (TPS), a cooperative learning strategy that structures learning through individual thinking, peer discussion, and collective sharing of ideas. TPS has been widely recognized for its potential to enhance student participation, critical thinking, and confidence in expressing ideas(Ganatra et al., 2021; Rajaram, 2021; Wuryandani, 2021).

From a theoretical perspective, writing is not merely a means of communication but a complex cognitive and social process involving idea generation, organization, and reflection. Writing instruction grounded in socio-constructivist theory emphasizes the role of interaction and collaboration in supporting learners' cognitive development(Crescenzo et al., 2023; Dziubaniuk & Nyholm, 2021). The structured stages of TPS align with this perspective by allowing students to construct knowledge through dialogue and shared meaning-making processes. Furthermore, in the context of 21st-century education, the integration of digital technology enhances these processes by enabling real-time collaboration, continuous peer feedback, and flexible learning environments that are responsive to students' learning characteristics(Alenezi et al., 2023; Cheung et al., 2021; Papanastasiou et al., 2019).

Empirical studies have demonstrated that TPS and technology-enhanced collaborative writing positively affect students' writing development. Writing skill is a fundamental component of language learning, particularly in English instruction at the junior secondary level(Keller et al., 2020; Yusuf et al., 2019). This skill functions not only as a means of written communication but also as a medium for developing students' cognitive abilities, creativity, and self-expression (Barevičiūtė et al., 2023; Widodo, 2023). Within the curriculum framework, writing supports the mastery of other language skills, as it requires learners to process information, structure ideas, and present arguments in a logical and systematic manner (Javed et al., 2013; Naghdipour, 2016). Thus, writing proficiency serves as a key indicator of successful English language learning. Despite its crucial role, many junior

secondary students continue to struggle with writing. Previous research has shown that TPS improves students' ability to develop ideas and organize written texts, increases motivation and confidence in writing, and provides meaningful support for lower-achieving students by creating a safe space for idea exchange(Myung et al., 2020). In addition, online collaborative platforms such as Google Docs and Padlet have been found to facilitate peer feedback and improve the quality of writing revisions, while strengthening collaborative learning processes in writing instruction(Mehta et al., 2021; Myung et al., 2020).

Despite these findings, limited research has examined the integration of Think Pair Share with online collaborative platforms in private junior secondary schools located in semi-rural coastal areas such as Muara Sabak Timur. Moreover, existing studies have largely focused on learning outcomes, with less attention given to students' learning experiences and the teacher's role in facilitating technology-enhanced cooperative writing. Addressing these gaps, the present study qualitatively explores the implementation of TPS integrated with online collaborative platforms in a localized school context. Accordingly, this study aims to investigate how the integration of the Think Pair Share strategy with online collaborative platforms enhances junior secondary students' English writing skills, particularly in terms of writing outcomes, learning processes, peer interactions, and the teacher's facilitative role.

METHOD

This study employed a qualitative approach with a case study design to explore the implementation of the Think Pair Share (TPS) strategy integrated with online collaborative platforms in junior secondary school writing instruction(Gaad, 2022). The research participants consisted of 30 eighth-grade students and an English teacher from a public junior high school in private school Muara Sabak Timur selected purposively due to its adequate ICT facilities and openness to instructional innovation. The study was conducted over four sessions, each lasting 80 minutes, in which the TPS stages were facilitated through Google Docs: students first generated ideas individually (think), discussed them with a partner (pair), and finally shared the results with the larger group (share). This study is observational in nature, where the researcher does not intervene in the learning process. The teacher independently implements the Think-Pair-Share (TPS) with Online Collaboration strategy, while the researcher only engages in participant observation and collects additional data through other methods, without influencing the course of the lessons.

Data were collected through participatory classroom observations (August 18 - September 25, 2024), documentation of students' online collaboration activities, semi-structured interviews with the teacher and eight purposively selected students, and analysis of students' written work before and after the implementation of the strategy. Data analysis followed Miles and Huberman's procedures, including data reduction, data display, and conclusion drawing and verification, to identify emerging patterns and themes related to the effectiveness of integrating TPS with online platforms(Barreto et al., 2022).

The data analysis technique employed in this study was inductive thematic analysis. Data collected from classroom observations, interviews, and document analysis were coded and categorized to identify patterns, themes, and relationships among findings related to the effectiveness of integrating TPS with online platforms. This approach enabled the researcher to systematically capture emerging meanings from the data while minimizing subjective bias, supporting both source and methodological triangulation, and producing credible and accountable findings.

FINDINGS AND DISCUSSION

Findings

Observations indicated that students became more active in writing, engaging in discussions, and providing comments on their peers' work. Interview findings revealed that students felt more confident in writing when given the opportunity to discuss their ideas with a partner before sharing them with the larger group. The teacher also noted that the use of online platforms greatly facilitated real-time monitoring of students' writing progress.

Document analysis demonstrated improvements in vocabulary use, paragraph cohesion, and clarity of ideas. Students' final written products were longer, more structured, and contained fewer errors compared to their initial drafts.

Table 1. Results of the Document Analysis

No	Main Findings	Description	Empirical Evidence	Implications
1	Online collaboration strengthens TPS stages	Online platforms enable students to document ideas during the think stage, engage in transparent discussions during the pair stage, and share outcomes more broadly during the share stage.	Observations showed that students could easily revisit discussion notes on Google Docs; digital archives supported reflection and revision.	Online TPS provides continuity in learning and enhances students' depth of reflection in writing.
2	Increased	Students became more	Student interviews revealed	The use of

	motivation and participation	enthusiastic about writing due to real-time interaction and peer appreciation.	that they felt more motivated when their work was immediately viewed and commented on by peers.	collaborative technology increases students' emotional engagement and active participation in writing.
3	More diverse feedback	Online platforms allow students to receive comments from partners, groups, and teachers, enriching the quality of their writing.	Document analysis showed significant improvements in vocabulary, coherence, and text length following exposure to varied feedback.	Integrating TPS with online platforms expands feedback sources and enhances the quality of students' written products.
4	Shift in teacher roles	Teachers act as facilitators who guide discussions, provide direction, and support collaborative processes, rather than serving as the sole source of knowledge.	Teacher interviews indicated that their role shifted toward guiding students through the writing process and helping them utilize comments effectively.	This model supports a 21st-century learning paradigm in which teachers function as learning facilitators.

Source: Researcher's Documentation Analysis, 2024

This study revealed four key findings. First, online collaboration significantly strengthened the stages of the Think Pair Share (TPS) strategy. The digital archive features in Google Docs enabled students to revisit their ideas and discussions, making the writing process more reflective and continuous. Second, students' motivation and participation increased notably. Real-time interaction and peer attention made students more enthusiastic and actively engaged in the writing process. This suggests that digitally supported collaborative learning can effectively overcome the passive tendencies often observed in traditional classrooms. Third, students received more diverse forms of feedback. Input from partners, groups, and the teacher contributed to substantial improvements in vocabulary use, coherence, and text length. Thus, integrating TPS with online platforms expanded the sources of relevant feedback and enhanced the quality of students' written work. Fourth, the teacher's role shifted from being the primary source of information to acting as a facilitator. The teacher increasingly focused on guiding processes, supporting discussions, and helping students make optimal use of the feedback they received. This shift aligns with the twenty-first-century learning paradigm, which positions students as active agents in constructing their own knowledge.

These results align with previous studies indicating that the integration of cooperative strategies with digital technology can enhance the quality of language learning, particularly writing skills. The findings of this study show that online collaboration through Google Docs effectively reinforces the stages of the Think-Pair-Share (TPS) approach in writing instruction. In the think stage, students are given space to independently generate initial ideas, which are then deepened

during the pair stage by discussing and providing comments on their partners' work. This process culminates in the share stage, where the refined ideas are presented to a larger group.

The integration of online platforms offers digital archives and revision histories that not only help students revisit their thinking processes but also cultivate reflective habits that rarely emerge in traditional face-to-face classrooms. Consistent with previous research, collaborative features such as those in Google Docs support a continuous writing process, enabling students to revise their work based on clearly documented feedback (Alwahoub et al., 2022; Saeed & Al Qunayeer, 2022).

Discussion

The integration of online-based TPS can be compellingly understood through the lens of social constructivism, which posits that knowledge is actively constructed through social interaction within the learner's zone of proximal development(Barghani, 2021). In this study, writing is not merely a product of teacher instruction; rather, it emerges through peer interactions students read one another's work, provide feedback, and collaboratively discuss revisions. This process transforms writing into a socially negotiated activity, where meaning is co-constructed, rather than passively received. Supporting this perspective, previous research demonstrates that cooperative strategies such as TPS enhance student engagement when integrated with digital media, as both approaches prioritize dialogue, negotiation of meaning, and reflective thinking(Barghani, 2021; Zhao, 2023). Hence, online platforms function not simply as technical tools but as catalysts that reinforce the social and reflective dimensions of TPS, enabling students to revisit and refine their ideas more systematically.

From a motivational standpoint, the findings of this study indicate that students' engagement in writing activities increased significantly when their work received immediate and visible attention from peers through online collaborative platforms. Interviews revealed that students felt more motivated to participate actively when their ideas were read, commented on, and discussed in real time. This immediate feedback functioned not only as a form of academic support but also as social recognition, reinforcing students' sense of being valued within the learning community. As a result, students demonstrated greater persistence in completing writing tasks, revising drafts, and responding to feedback, suggesting that motivation in writing is closely linked to the quality and immediacy of social interaction during the learning process.

The presence of real-time peer feedback also contributed to reducing students' anxiety and hesitation toward writing in English. Many students reported that sharing their writing in an online

collaborative space felt less intimidating than submitting individual assignments directly to the teacher. The opportunity to receive constructive comments from peers in a supportive environment helped normalize mistakes as part of the learning process, thereby increasing students' confidence to express ideas more freely. This finding is consistent with(Cao et al., 2022; Xue et al., 2023), who emphasize that online peer feedback can lower writing apprehension and foster a positive emotional climate for language learning. By shifting the focus from error avoidance to idea development and communication, students became more willing to take risks in their writing.

Furthermore, the transformation of writing from a solitary academic task into a communicative activity with a real audience played a crucial role in enhancing students' sense of purpose and agency. Knowing that their peers would read and respond to their work encouraged students to write more thoughtfully and responsibly. Writing was no longer perceived as merely fulfilling a teacher's requirement but as contributing meaningfully to a shared learning experience. This sense of audience awareness strengthened students' ownership of their writing and positioned them as active contributors rather than passive learners. Consequently, motivation emerged not as an external demand but as an internally driven response to meaningful social interaction, reinforcing the role of collaborative and technology-enhanced approaches in sustaining students' engagement in writing.

The findings further illustrate that students' intrinsic motivation is enhanced when writing is directed toward idea sharing rather than mere evaluation. As (Dishon, 2021) suggests, digital environments render writing more meaningful by connecting learners with real communities, thereby shifting the focus from teacher-centered assessment to authentic audience engagement. In this study, knowing that their texts would be read and responded to by peers heightened students' enthusiasm and engagement, addressing a recurring limitation in traditional classrooms, where writing is often perceived as isolated or procedural.

Moreover, the document analysis provides compelling evidence that multi-source feedback through online TPS significantly improves students' writing in terms of vocabulary, coherence, and text length. These findings resonate(Niu et al., 2021), who assert that diverse feedback sources are more effective in enhancing writing quality than teacher-only feedback. By engaging with multiple perspectives, students develop a richer understanding of clarity, structure, and communicative effectiveness in their writing. Consequently, online TPS not only expands learning opportunities but also enriches the feedback ecosystem, enabling students to refine their work in a more informed,

reflective, and collaborative manner.

In sum, the integration of the Think Pair Share (TPS) strategy with online collaborative platforms demonstrates a strong synergistic effect by uniting the social, motivational, and cognitive dimensions of learning within the writing classroom. Through the structured stages of individual thinking, peer discussion, and collective sharing, students are encouraged to actively construct meaning rather than passively receive knowledge. This integration shifts writing instruction away from a product-oriented routine toward a process-oriented learning experience in which students engage in continuous idea development, negotiation of meaning, and reflection. As a result, writing activities become more purposeful and dialogic, allowing students to perceive writing not merely as an academic obligation but as a meaningful communicative practice embedded within social interaction.

From a motivational perspective, the TPS-based online collaborative environment provides a supportive space that reduces students' anxiety and increases their confidence in expressing ideas. The initial individual "think" phase allows students to formulate ideas independently, while the "pair" and "share" phases provide opportunities for validation, clarification, and refinement of those ideas through peer interaction. This gradual exposure to a wider audience fosters a sense of belonging within a learning community, where students feel their contributions are valued. Consequently, students demonstrate greater willingness to participate in writing activities, sustain engagement throughout the writing process, and take ownership of their learning. Such conditions are essential for developing positive writing attitudes and long-term literacy growth.

Cognitively, the use of Google Docs as an online collaborative writing platform enhances students' higher-order thinking by making the writing process visible and traceable. Features such as real-time editing, comment threads, and revision history allow students to review changes, reconsider word choices, and refine text organization based on peer and teacher feedback. These affordances promote metacognitive awareness, as students can observe how their texts evolve over time and reflect on the reasoning behind revisions. Importantly, the revision history function provides concrete evidence of students' writing development, offering insights into the thinking processes that underlie text improvement—an aspect that is rarely captured in conventional paper-based writing practices.

Consistent with the findings of(Magnifico et al., 2019; Zhang & Chen, 2022), revision histories in collaborative writing platforms help both teachers and students understand the cognitive

processes involved in drafting and revising texts. In this study, the documented revision trails and comment exchanges supported students' reflective practices, enabling them to identify strengths, address weaknesses, and apply feedback more effectively in subsequent drafts. As a result, students' final writing products in the later sessions demonstrated clearer organization, richer content development, and more accurate language use compared to their earlier drafts. These findings suggest that when technology-mediated strategies such as TPS-integrated collaborative writing are grounded in sound pedagogy, they have the potential to transform writing instruction into a dynamic, interactive, and reflective learning experience that prepares students not only to write more effectively but also to engage thoughtfully as active members of a learning community.

Another significant finding is the shift in the teacher's role. Rather than being the sole source of knowledge, the teacher functioned as a facilitator who guided discussions, provided direction, and encouraged students to make optimal use of peer comments. This shift aligns with 21st-century learning paradigms, in which teachers act more as a guide on the side than a sage on the stage(Bray et al., 2023). In this study, teachers focused on helping students navigate the writing process and optimize collaborative interactions rather than dominating the class with one-way instruction.

The relevance of the teacher-as-facilitator role can also be explained through the concept of scaffolding introduced by(Eutsler, 2022; McLain, 2021). Teachers provide sufficient support to enable students to actively participate in writing tasks but gradually reduce intervention as students become capable of working independently or collaboratively with peers. In this study, teachers initially guided students in using Google Docs but gradually allowed them to manage discussions, comments, and revisions autonomously.

Overall, the integration of TPS with Google Docs reinforces the relevance of social constructivism in writing instruction. The digitally facilitated processes of interaction, discussion, and reflection encourage authentic collaborative learning. This is consistent with (Eutsler, 2022; Woodhouse & Wood, 2022) findings that online collaborative writing fosters greater student criticality, reflection, and responsibility for their writing. In other words, digital platforms strengthen the theoretical foundations of cooperative strategies rooted in collaboration.

The findings of this study offer both theoretical and practical contributions. Theoretically, this study expands the literature on the integration of cooperative learning strategies with digital technology at the junior high school level, an area previously explored predominantly in higher education contexts (Jian, 2019). Practically, the results show that middle school English teachers can

adopt similar approaches to address challenges related to low writing motivation and limited face-to-face class time. Online platforms allow writing processes to occur more flexibly and continuously, beyond the constraints of classroom space and time.

Further implications for education include the need for digital literacy training for both teachers and students. For online TPS to operate effectively, all participants must possess adequate technical and pedagogical skills in using collaborative platforms. This study demonstrates that the success of learning is determined not only by the cooperative strategy itself but also by the teacher's ability to facilitate technology-mediated interactions. In line with (Blau et al., 2020) findings, digital literacy emerges as a key factor in determining the effectiveness of online collaborative learning.

In conclusion, this study provides important insights into how cooperative strategies such as TPS can be optimized through digital platforms in writing instruction. This integration has been shown to improve motivation, participation, writing quality, and the teacher's role in ways that align with 21st-century learning demands. Furthermore, these findings open opportunities for developing hybrid learning models that combine the strengths of face-to-face and online environments. Future research may explore variations of platforms or compare the effectiveness of digital TPS with other collaborative strategies to enrich pedagogical innovation in language learning.

CONCLUSION

It is concluded that integrating the Think-Pair-Share (TPS) strategy with online collaborative platforms, such as Google Docs, positively influences junior high school students' writing processes and outcomes. Rather than making causal claims, this qualitative study explores how students and teachers experience the implementation of online-based TPS and how it shapes engagement, collaboration, and writing practices. The research findings indicate that: (1) the TPS stages are strengthened and well-documented through digital tools, (2) students' motivation and participation increase due to real-time interaction, (3) the quality of writing improves as students receive diverse feedback, and (4) the teacher's role shifts from a sole instructor to a facilitator. The novelty of this study lies in applying online-based TPS at the junior high school level, a context previously underexplored compared to higher education or traditional face-to-face settings. This integration introduces new dimensions to writing instruction, including digital archives, revision histories, and real-time peer feedback, which support reflective and collaborative learning processes. The implications of this study are both practical and theoretical. Practically, English teachers are

encouraged to adopt technology-mediated cooperative strategies to make writing instruction more interactive, participatory, and meaningful. Teachers also need sufficient digital literacy to design activities that support the online cycle of thinking, discussing, and sharing. Theoretically, the study aligns with the social constructivist paradigm, emphasizing the significance of interaction, collaboration, and reflection in learning. Furthermore, the findings highlight opportunities for developing hybrid learning models that integrate cooperative strategies with digital technologies across different educational contexts.

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