

ABSTRACT

Azizah, S.N (2021): *THE IMPLEMENTATION OF THINK-PAIR-SHARE (TPS) IN EFL WRITING CLASSROOM ON WHATSAPP MESSENGER: A Case Study at Islamic Senior High School in Bandung Barat Regency*

This study aims to discover the process of utilizing the TPS technique in an online writing class on WhatsApp. Mainly, it was intended to seize the goals: 1) To observe the teacher's process in using TPS on WhatsApp to teach English writing, 2) To reveal the students' perception of TPS on WhatsApp in the English writing class.

The study was designed as a case study involving one English teacher and ten students of the ten-grade science class at MA Al-Huda Cikalongwetan in the Academic Year 2020/2021. To collect the data, the researcher used observation, a self-report questionnaire, and an interview. The researcher observed the teacher' process of using TPS in the online writing class through WA. Then, the researcher distributed the self-report questionnaire to the ten students and interviewed all writing proficiency levels to gain their perceptions of the implementation TPS technique in their online class.

The study found two important findings. Firstly, the shift of TPS from face to face technique design to be virtual technique design which adapted WA apps where commonly used by the English teachers as medium learning in the pandemic has not changed the TPS procedures in EFL teaching writing, the procedures are: (1) Think involves building background knowledge and time to think, (2) Pair includes outlining, drafting, revising, editing, and (3) Share contains publishing. Secondly, it is about the students' perception which investigated to the students respond to stimuli in their new learning environment especially online design of TPS for teaching writing in three indicators. In affective indicator, the students have positive perception since they enjoy and have fun on the teaching-learning. Furthermore, the students have a different perception of the use of TPS in cognitive indicator and the conative indicator. High achievers of writing proficiency viewed that the implementation of TPS helped them to learn and practice their writing skills well. Otherwise, the mid and low achiever students had different perception to the high achievers' perceptions, which were influenced by technical factors: internet quota and signal power and non-technical factors: pairing issues and rubric writing assessment understanding. In conclusion, this research shows that utilizing TPS for teaching EFL writing can be adapted to the online writing technique by WA as a teaching-learning medium. Then, this study can be a English writing teacher' consideration on choosing writing techniques for their online writing class.