

Abstract

This research aims to investigate the implementation of the Think-Pair-Share (TPS) method in teaching asking and giving opinions in writing to enhance students' writing skills. The study was conducted in Class 8F of SMP Pasundan 3 Bandung during the academic year 2025/2026. This classroom action research was carried out in two cycles, each consisting of planning, action, observation, and reflection stages. The data were collected through observation sheets, field notes, students' worksheets, pretest and post-test assessments, questionnaires, and interviews.

The findings show that the TPS method successfully increased students' engagement, collaboration, and writing fluency. During the Think stage, students showed strong individual reflection; the Pair stage promoted active discussion and peer feedback; and the Share stage built students' confidence in expressing their ideas. The post-test results indicated improvement in the aspects of content, grammar, and vocabulary based on the writing rubric adapted from Brown (2004). Furthermore, students perceived the method as enjoyable, supportive, and motivating in learning to write opinions in English. In conclusion, the TPS method contributed significantly to the development of students' writing competence.

Keywords: Think-Pair-Share, Asking and Giving Opinions, Writing Skills