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**Facilitating Independent and Collective Writing Skill Proficiency:
The Think-Pair-Share Strategy Involvement**



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Facilitating Independent and Collective Writing Skill Proficiency: The Think-Pair-Share Strategy Involvement

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Abstract

Purpose: This study investigated the effects of Think-Pair-Share (TPS) strategy and the Conventional method on students' performance and attitude to essay writing in senior secondary schools in Ondo State.

Methodology: The study adopted a quasi-experimental pre-test post-test two-group design as well as a descriptive survey-type design. The population for the study comprised all the public Senior Secondary School (SSS) III students of the 2021/2022 Session in Ondo State. The sample for this study was 65 SSS III students that were selected purposively. The two instruments used for this study are Essay Writing Attitudinal Scale and Students' Socio-economic Background Status (EWASSSBS) and the Essay Writing Performance Test (EWPT). The reliability of EWPT was established through the test re-test method and a reliability coefficient of 0.70 was obtained while a reliability of EWASSSBS was obtained. The scores of the respondents from single administration were subjected to the Cronbach Alpha Reliability Co-efficient test and 0.82 was obtained.

Findings: The outcome revealed a substantial difference between the two groups Post-Treatment Performance Scores. The post-treatment performance means score for the TPS group was 15.67, whereas the post-performance mean score for the conventional group was 12.63. The results also showed that students who were taught essay writing utilising the TPS technique had a significantly different attitude.

Unique Contribution to Theory, Policy, and Practice: The study concluded that the TPS strategy enables student involvement in the learning process. The teachers encourage learning

rather than being the exclusive source of knowledge for the students. Through collaborative learning, students have the chance to exchange ideas, respond, think creatively, discuss, critique, and assist their peers in creating better essays. As a result, we recommend that the government should ensure that English Language teachers are trained on how to use TPS strategies at regular intervals so that they can supplement the conventional method of teaching essay writing in Nigerian schools.

Keywords: *Think-Pair-Share, Collaborative writing, Critical thinking, Pair reviewing, and recurring editorial.*

INTRODUCTION

English is the primary language of instruction in schools in Nigeria, where it is given a high priority. As a result, all primary, secondary, and higher education institutions in Nigeria now require English as a subject. The West African Examination Council, the National Examination Council, and the Joint Admission Matriculation Board all recognize the importance of the English Language for applicants and make it a mandatory issue in their examinations. No matter the student's academic course, English is required in all higher education institutions in Nigeria due to the importance of the study and application of the English Language. Due to the fact that English is now considered a Second Language in Nigeria, students who lack proficiency in the language may find themselves failing their examinations. Employers place a high value on fluent English speakers, especially if the company has an international focus, making them more employable than people with lower proficiency (Ting, Marzuki, Chuah, Misieng, & Jerome, 2017).

Writing is the most crucial of the four language skills. It is a skill you cannot just learn naturally but requires conscious effort hence, it is the most complex to learn of the four language skills (Akinwamide 2016). Even though writing plays a crucial part in education and the job, many of our secondary school students struggle with essay writing. Any kid who wants to succeed in school needs to be able to communicate clearly both orally and in writing.

Statement of the Problem

The necessity of improving students' writing skills cannot be overstated in today's increasingly demanding world of literacy. Writing properly is both a luxury and a requirement for students' literacy development. As a result, a relevant educational system should place a high focus on teaching writing. Students' low performance in essay writing has been attributed to a number of factors. The inability of students to write successfully may be due to their poor command of the English Language or to the fact that they are learning to write in a second language. Essay writing receives 50 out of the total points given by the West African Examination Council under the analytical grading method (WAEC). Students' continuous poor performance in English has been attributed to a number of factors, including inadequate writing skills, which make it difficult for

them to understand the problems asked during essay writing (WAEC examiner's report, 2018). A lack of understanding of the chosen topic can result in poor essay writing. The quantity of time allotted in schools for English language study can be linked to additional factors that contribute to students' poor essay writing ability. Large class sizes are another problem that both teachers and students deal with. Class size has an impact on student engagement and efficient teaching and learning techniques. In Nigerian schools, classes are large, making it difficult for a teacher to reach out to individual students who may be struggling. Teachers may be hesitant to offer students tasks, and even if they do, students may be unable to receive feedback if the teacher refuses to mark their work on time. Among these difficulties, the approach, technique, or strategy used by teachers in class is critical, as it may or may not be effective in teaching writing (Ezeokoli & Igubor, 2016). Teachers are responsible for enhancing students' interest and managing the tone and flow of the class, therefore their success in the classroom is in their hands. Nigerian educators primarily employ the conventional, traditional approach, which necessitates only the delivery of lectures. The teacher gives instructions on how to write, while students use this information on their own to write essay assignments. Given the failure rate in the English Language examinations, it would appear that this approach is insufficient for achieving the best results. The WAEC Results Statistics (2016 -2018) published in September 2019 revealed that students who passed English Language and four other subjects were 37% in 2016, 38% in 2017 and 46% in 2018, 36% in 2019, and 34% in 2020 by the National Bureau of Statistics.

Purpose of the Study

Realising the attribute of the dynamism of Education, researchers will keep on advocating for different pedagogical strategies that could ameliorate the constraints encountered by second language Writers (Akinwamide, 2018). Therefore, the objective of this study is to investigate the effect of the Think-Pair-Share strategy in facilitating independent and collective writing skill proficiency among students in Senior Secondary Schools.

Research Question

The following research question was raised for this study:

What is the general attitude of students towards writing as a skill among the Senior Secondary School students in Ondo State?

Research Hypotheses

The following research hypotheses were postulated for this study:

H₀₁ There is no significant difference in the pre-treatment performance score in TPS and the Control Groups in essay writing

H₀₂ There is no significant difference in the pre-treatment attitudinal score in TPS and the Control Groups in essay writing

H0₃ There is no significant difference between the post-treatment performance scores of students taught essay writing in the TPS and conventional groups

H0₄ There is no significant difference between the post-treatment attitudinal scores of students taught essay writing in the TPS and conventional groups.

LITERATURE REVIEW

Think-Pair-Share Strategy

Lyman suggested Think-Pair-Share (TPS) as one of the cooperative learning approaches in 1981. He explained that TPS is a risk-free, brief collaborative learning structure. Furthermore, it is a good tool for teachers and students who are new to collaborative learning. It is intended to inspire students to take on and solve a challenge that is originally beyond their grasp. It is built on the straightforward concept of mediated learning. TPS gives students the option to work both alone and collaboratively. Learning will be more exciting with TPS, and students will be able to increase their knowledge more quickly (Sugiarto & Sumarsono, 2014). Children learn from what is available in their culture, according to socio-cultural theorists, and they do not need to remake themselves. In the process of teaching and acquiring a language, parents, caregivers, instructors, and peers play significant roles. Teachers and adults give students directions, comments, instructions, and feedback, which they do not take passively because they interact with teachers by interactively communicating their problems or answers. Students also communicate with their peers when dealing with assignments, projects, and various types of problems that arise during their studies. The students will be exposed to discussing ideas and receiving information, as well as gaining comprehension and expanding their knowledge. The socio-cultural philosophy is applicable to the Think-Pair-Share strategy, which emphasizes student-centered instruction and encourages student cooperation.

One of the methods for encouraging active learning in the classroom is the TPS. TPS enables students to think about the lesson's subject by bringing the advantages of small-group cooperative learning techniques to the whole class. Students prepare for this process by employing higher-order thinking abilities and considering how they will discuss and convey their ideas. This method also has the advantage that it can be utilised as a formative evaluation tool by both the teacher and the student. By receiving feedback from the teacher, and their partners, as well as feedback derived from their own thought processes, the students can gauge how much they have learned. Furthermore, the end-of-process (written or oral) deliverables could provide both students and teachers with information regarding the student's learning levels (Black & William, 1998). TPS is a strategy that promotes student understanding and learning, builds language abilities, and nourishes self-confidence in students through social learning engagement (Vygotsky, 1978). Individual participation is encouraged through the TPS method, which is appropriate for all grade levels and class sizes.

Students use three intriguing parts to work.

1. Think: Students think independently about any assignment and come up with their own solutions. According to Hedley, Antonacci, and Rabinoitz (2013), thinking is a separate function from writing, and cognitive processes come first. As a result, in order to improve writing, teachers should push students to develop stronger thinking abilities during the pre-writing stages. When students are allowed to think, the stage is set for them to talk and this will give them the opportunity to be heard by others.
2. Pair: Students are teamed up to discuss their views in pairs. This step allows pupils to express themselves and consider the opinions of others. The teacher walks among the pupils as they converse and pays attention to some of their remarks. This aids in letting the instructor know what the students have learned (Weih, 2015). Eventually, the teacher summarises what he must have heard, emphasising the main ideas to the entire class.
3. Share: A larger group, such as the entire class, hears different students' ideas. Students often feel more at ease presenting ideas to a group with the help of a partner. Additionally, this three-step process has helped students' ideas become more polished (www.teachervision.fen.com, 2017).

The TPS is an approach that aims to provide students "food for thought" on a given topic, allowing them to come up with their own thoughts and share them with others. It is a method of learning that was developed to increase student involvement in the classroom. TPS emphasises a high level of student response and can assist keep students on task. Weih (2015) argues that employing a conventional recitation style in which a teacher delivers a question and one student responds is an ineffective strategy. Weih (2015) opines that in such a class, students who have speech difficulty, who are just learning English, or, who are slow in thought may be at a disadvantage. Hence all students should be encouraged to participate freely in class discussions. It has been demonstrated by certain studies, like Rathakrishnan, Raman, Singh, and Yassin (2019); Sari (2018); and Raba (2017), among others, that this method helps to promote deeper and more meaningful learning. Rathakrishnan, Raman, Singh, and Yassin (2019) assessed the impact of the TPS method on critical thinking skills development among university students. Students who employed the TPS technique demonstrated a higher degree of macro-critical thinking in oral presentations than students who did not use the strategy. The TPS technique, according to the study's findings, gave students more confidence in their ability to express their ideas and present material. The method helps students acquire this skill, which will be useful to them not only when writing essays but also in other situations. Sari (2018) also investigated the effect of the TPS method on students' writing skills. Its objective was to determine which elements of writing were most affected by the use of the method. Additionally, it was intended to observe how the students reacted to and engaged with the use of the TPS technique. The findings showed that the TPS technique had a positive effect on pupils' writing proficiency. The outcome demonstrated that TPS has been proven to improve student performance as well as their writing responses. When Sumarsih and Dedi (2013) saw that students were performing poorly when writing descriptive texts, they used the TPS

technique as a successful tactic to raise students' proficiency in this area. They found that when using the TPS strategy, the students showed favourable attitudes and reactions throughout the teaching and learning process. Raba (2017) investigated how TPS improved students' oral communication skills in EFL classes. The researcher conducted interviews with EFL teachers who taught "English for Workplace" at the ELC An-Najah National University and monitored student classroom interaction. After analysing the data, it became evident that the TPS strategy helped students improve their oral communication skills, foster a cooperative learning atmosphere, and increase their enthusiasm to learn more.

Following a review of various academic studies on the TPS method, it seems that TPS, when used as a cooperative learning strategy, can help students perform better across the board, not just in essay writing. All the studies examined show that the TPS strategy is superior to the conventional method and that it improves students' comprehension, reading, speaking, and writing skills.

Benefits of Think Pair Share

TPS instructs students in developing a conceptual understanding of a subject, in gathering information, in drawing conclusions, and in evaluating opposing points of view (Young, 2000). By requiring active participation, it ensures that students pay attention. Interaction and listening among students are encouraged (Raba 2017). This process enables students to learn through "modeling" or by watching others. According to Ormrod (2004), students of all abilities gain superior academic accomplishments when cooperative learning strategies are used instead of traditional methods. Furthermore, women, members of minority groups, and "at-risk" students are more likely to get higher grades. Cooperative Learning encourages students to build higher-order thinking skills Johnson, Johnson, & Holubec, 1986. This method has been shown to help students learn more deeply and meaningfully on numerous occasions (Prahl, 2017; Bamiro, 2015; Kothiyal et al., 2013).

The cooperative learning method allows teachers to engage students in thinking and conversation based on the amount of time they are given (Gillies, 2016). This differs from the typical classroom response system, in which a teacher asks a question and only one student raises his or her hand to respond. It then gives all students a chance to practice their oral communication and writing skills as well as gives each student a stronger sense of participation. Learners are encouraged to interact and listen to each other.

Relevance of Think-Pair-Share Strategies in Nigerian Secondary Schools

The TPS strategy places a high emphasis on students' ability to think creatively, discuss, answer, and share ideas with their classmates and demands the students listen to the teachers' questions and instructions (Raba, 2017). It is assumed that the students have a fundamental comprehension of key linguistic concepts in English (grammar, vocabulary, structure, idiomatic expression, etc.). They can use these skills to communicate with their partners during discussions, prepare a draft essay after thinking it through, and correct their partners' writings. Only at the

senior secondary school level can these criteria be assumed to be met that is why this study chose the SSS III students who are matured and must have mastered their vocabularies and the English language structures to some extent over the years,

Theoretical Framework

This study hinges on the socio-cultural theory postulated by Lev Vygotsky (1978). According to Vygotsky, pupils internalised complex ideas, but he asserted that knowledge internalisation might be enhanced if students were suitably guided by the teacher's insightful questions (Nath, 2010). For Vygotsky, the relationship between the mind and language was more significant. The effect of languages on how individuals think captivated his attention. He seeks to advance both language and cognition throughout time because he prioritizes language as a tool for social communication (Nath, 2010). This study also adopted the theory of social culture that attaches importance to social interaction. According to the social-cultural theorist, children can learn from the resources in their culture without having to remake themselves. Parents, teachers, and peers all play crucial roles in the teaching and learning of languages. Teachers and other adults give advice, comments, instructions, and feedback to students, which are actively taken in by the students as they also share their issues or solutions with their teachers. Students also communicate with their peers while working on assignments, projects, and various types of problems that they encounter during their studies. Through this, they will be exposed to exchanging thoughts and information as well as learning and understanding new things. The TPS strategy, which places a focus on student collaboration and centers instruction around that, makes use of the social constructivist theory. Vygotsky believed that learning a second language should be a group effort rather than an individual one where the student works by themselves without help. He contends that the social environment is special and that those sociocultural environments are what most influence the evolution of complex human brain activity.

METHODOLOGY

This study is a quasi-experimental pre-test post-test two-group design (one Control and one experimental Group). It also employed a descriptive survey-type design. Pre-test results were used to set the baseline of knowledge for the study's participants, and post-test results were utilised to assess learning outcomes. The two learning outcomes are performance scores in essay writing and attitude score of students with respect to essay writing. The population for this study comprised all the public Senior Secondary School III (SSS III) students of the 2021/2022 session in Ondo State. The Senior Secondary School III students are expected to have covered a significant proportion of the English Language West African Secondary School Certificate syllabus, including essay writing. The SSS III students were purposively chosen from just two different schools in Akure Ondo State. 65 Senior Secondary III students made up the sample for this study. One experiment and one control group were used. For this investigation, two instruments were employed: Students were given 50 minutes to respond to just one of the five essays that make up

the Essay Writing Performance Test (EWPT). To gather demographic information from the respondents, the Essay Writing Attitudinal Scale and Students' Socio-economic Background Status (EWASSSBS) was created. The EWPT requires no validation because it is drawn from past WAEC questions. The test-retest methodology was used to determine the EWAT's reliability. For the test-retest strategy, 43 students were selected from two separate schools that were not involved in the study. The correlation coefficient, which was 0.70, was calculated using Pearson Product Moment Correlation statistics on the test results. EWASSSBS was given once to 40 students from two unrelated schools to the study to determine its dependability. The Cronbach Alpha Reliability Coefficient test was run on the respondents' results from the single administration. Given that the computed value was 0.82, the instrument was deemed to be trustworthy. The study's experimental design was divided into three phases: The researcher requested authorisation from the administrators of schools during the Pre-Treatment Stage. And at that point, the researcher began to train the research assistants (teachers). Students were given the EWPT and the EWASSSBS at this point. The Teaching-Learning Guide (TLG) for TPS was implemented during the Treatment Stage. The final stage involved the re-administration of the EWPT and the EWASSSBS.

Data Analysis

The data collected were analysed using descriptive statistics, such as frequency tables, mean and standard deviation, to describe the test subjects before and after the experiment, while inferential statistics of t-test and Analysis of variants were employed to process the data collected at 0.05 level of significance.

RESULTS

Ondo State students' mean scores and standard deviations on the Essay Writing Performance Test were calculated by experimental groups; the findings are shown in Table 1 to examine the effects of the TPS strategy and traditional method on their performance in essay writing.

Table 1

Mean and Standard Deviation of Pre-Treatment and Post-Treatment Performance Scores of Students in Experimental and Control Groups

Test	Test	Test	Test	Test	Test
Pre-treatment	Think Pair Share (TPS)	30	10.70	1.90	
	Conventional	35	11.06	2.46	-0.36
Post-treatment	Think Pair Share (TPS)	30	15.67	1.90	3.04

Conventional	35	12.63	3.51
Total	65		

Table 1 shows that at the pre-treatment stage the conventional group had a higher mean score of 11.06 while the TPS group had just 10.70. After the experiment, the mean scores of students in the TPS group improved to 15.67 while that of the conventional group was just 12.63. This implies that after employing the TPS strategy to teach students writing, there was an improvement in their performance. The students' mean scores and standard deviations for attitude scores were calculated by experimental groups; the results are shown in Table 2 to study the impact of the TPS strategy and conventional method on the attitude of students toward essay writing in Ondo State.

Table 2

Mean and standard Deviation of Pre-treatment and Post-Treatment Attitudinal Scores of Students in Experimental and Control Groups

Test	Test	Test	Test	Test	Test
Pre-treatment	Think Pair Share (TPS)	30	54.77	6.55	
	Conventional	35	57.40	4.22	-2.63
Post-treatment	Think Pair Share (TPS)	30	60.77	4.22	
	Conventional	35	57.66	3.81	3.11

Table 2 reveals that at the pre-treatment stage, the TPS group had an attitudinal mean score of 54.77 while the control group had a slightly higher attitudinal mean score of 57.40. While the control group's attitudinal score only slightly changed from 57.40 before the trial to 57.66 after the experiment, the TPS group's attitudinal mean scores significantly improved after the treatment with a mean score of 60.77. This is an indication that the TPS strategy has a positive effect on the student's attitude to essay writing after being taught.

Hypothesis One: There is no significant difference in the pre-treatment performance score in TPS and the Control Groups in essay writing

This hypothesis aims to see if the students in the Think-Pair-Share group have the same essay writing standard as the Control Group before being taught essay writing using the TPS method. An Independent Sample T-test was used to compare the mean Pre-treatment scores between the Think-Pair-Share and Control Groups in order to evaluate this hypothesis. Table 3 displays the outcome.

Table 3

Independent Samples Test for Comparison of Control with Think-Pair-Share Groups (Pre-Treatment Scores)

		t-test for Equality of Means					95% Confidence Interval of the Difference	
		T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Pre-Treatment Score	Equal variances assumed	0.647	63	0.520	0.357	0.552	-0.746	1.460
	Equal variances not assumed	0.660	62	0.512	0.357	0.541	-0.725	1.439

Table 3 shows that at a 0.05 level of significance, there was no significant difference in the pre-test of the test subjects in the two groups. This means that, even though the Think-Pair-Share and Conventional Groups have different Pre-treatment mean scores (see Table1), the difference is not significantly different from zero at a 0.05 level of significance.

Hypothesis Two: There is no significant difference in the pre-treatment attitudinal score in TPS and the Control Groups in essay writing.

This hypothesis aims to see if the students in the Think-Pair-Share group have the same attitudinal score as the Control Group before being taught using the TPS method. To test this hypothesis, the mean attitude score before the experiment was compared using an Independent Sample T-test (See Table 4).

Table 4

Independent Samples Test for Comparison of Control with Think-Pair-Share Groups (Pre-Test Attitudinal Score)

		t-test for Equality of Means					95% Confidence Interval of the Difference	
		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Attitude Score Before Experiment	Equal variances assumed	1.922	63	0.059	2.633	1.370	-0.104	5.371
	Equal variances not assumed	1.861	48	0.069	2.633	1.415	-0.212	5.479

Table 4 shows that at a 0.05 level of significance, there was no significant difference in the pre-test attitudinal score of the two groups. This means that, even though the Think-Pair-Share and Control Groups have different pre-test attitudinal mean scores, the difference is not statistically significant at 0.05 level of significance.

Hypothesis Three: There is no significant difference between the post-treatment performance scores of students taught essay writing in the control and TPS groups.

This hypothesis aims to see if the students in the Think-Pair-Share group have the same essay writing standard as the Control Group after being taught essay writing using the TPS strategy. To test this hypothesis, the mean performance scores of the Think-Pair-Share and Control Groups after the treatment were compared using an Independent Sample T-test as shown in Table 5.

Table 5

Independent Samples Test for Comparison of Conventional with Think-Pair-Share Groups (Post-Treatment Performance Score)

		t-test for Equality of Means				
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		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Post-treatment Performance Score	Equal variances assumed	-4.297	63	0.000	-3.038	0.707	-4.451	-1.625
	Equal variances not assumed	-4.501	52	0.000	-3.038	0.675	-4.393	-1.684

Table 5 shows that at a 0.05 level of significance, there is a significant difference in the Post-treatment performance Scores of the two groups. In table 1 the post-treatment mean score of the conventional group is 12.63 while that of TPS is 15.67. This is an indication that the Think-Pair-Share and Conventional groups have different performance mean scores and that the difference is significant at a 0.05 level.

Hypothesis Four: There is no significant difference between the post-treatment attitudinal scores of students taught essay writing in the control and TPS groups.

There is no significant difference in the post-treatment attitudinal scores of students in the TPS and the Conventional Groups.

This hypothesis aims to see if the students in the Think-Pair-Share group have the same attitudinal score as the Control Group after being taught using the TPS method. To test this hypothesis, the mean attitude scores after the treatment were compared using an Independent Sample T-test (See Table 6).

Table 6

Independent Samples Test for Comparison of Control with Think-Pair-Share Groups (Post-Test Attitudinal Score)

t-test for Equality of Means

		t	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
							Lower	Upper
Attitude Score After Experiment	Equal variances assumed	3.074	63	0.003	3.110	1.012	1.088	5.131
	Equal variances not assumed	3.049	59	0.003	3.110	1.020	1.069	5.150

Table 6 shows that at a 0.05 level of significance, there was a significant difference in the post-test attitudinal score of the two groups. In Table 2, the post-treatment attitudinal scores of students in the conventional group are 57.66 while that of the TPS group is 60.77. This means that the Think-Pair-Share and Control Groups have different post-treatment attitudinal mean scores and that the difference is significant at a 0.05 level.

DISCUSSION

The outcome of this study revealed that there was no discernible difference between the two groups pre-test results for the test subjects at the start of the trial. Although the Think-Pair-Share and Control Groups had differing pre-treatment mean scores (see Table 1), the difference was not statistically different from zero at the 0.05 level, which suggests that the difference was not significant. This has the connotation that the test individuals were homogeneous prior to the experiment, as shown by the result. The outcome also showed that prior to the experiment, students' attitudes regarding essay writing were not significant at the 0.05 level. This outcome further supports the notion that the post-treatment performance scores of the two groups differ significantly. According to Table 1, the TPS group scored an average of 15.67 on the post-treatment performance, compared to 12.63 for the conventional group. This indicates that the student in the TPS group outperformed the student in the conventional group in terms of performance. However, the therapy may have contributed to the TPS group's improvement. This result is consistent with Sari's (2018) findings, who used the TPS strategy to teach writing to students and found that it had a positive effect on their writing achievement. Theoretically, rather than being an individual endeavor in which the learner works alone without assistance, Vygotsky (1934) suggested that learning a second language should be a collaborative effort. Think-Pair-Share allows student collaboration where they can share their ideas with one another, critique each

other's work constructively, and encourage critical thinking among others. These attributes could have been responsible for the improvement in students' performance.

The result of this study also revealed that there was a significant difference in the attitude of students that were taught essay writing using the TPS strategy. This outcome is consistent with Sumarsih and Dedi Sanjaya's (2013) findings, who used TPS to instruct students on how to create a descriptive text. When they used the TPS strategy, they found that the students responded and behaved positively throughout the teaching and learning process.

CONCLUSION

This study shows that the TPS strategy enables student involvement in the learning process. The teachers encourage learning rather than being the exclusive source of knowledge for the students. Through collaborative learning, students have the chance to exchange ideas, respond, think creatively, discuss, critique, and assist their peers in creating better essays. The researcher found that many of the students were able to think creatively and could write extensively after educating the kids utilizing the TPS technique as opposed to how it was before the experiment. They had trouble coming up with words to start a presentation before the trial, and several of them were hesitant and worried about making mistakes. The teachers' inquiries and guidance enabled the students to successfully reply to such cues. After a few weeks, the students began to become incredibly enthusiastic about sharing their ideas with their peers. This is consistent with the finding made by (Raba, 2017). When students were asked to share their writing with the entire class, the lesson quickly became quite engaging. Benefits will be realised if this procedure is applied as recommended in the literature. TPS appears to be the best option for Nigeria's senior secondary school level, when students have made significant progress in mastering the syntax, vocabulary, structures, and idiomatic expressions of their second language (English). Because they must have been taught how to communicate, reason, and solve issues collaboratively, all of these have the ability to improve pupils' critical thinking (Gillies, 2008). With the help of this approach, they will be able to gradually adjust to the settings they will probably encounter during their final test and finally in real-life situations (workplace). Teachers find it challenging to give up the traditional teaching strategy they have used for a long time. However, the benefit of utilising student-centered solutions far surpasses the work needed to make the transition to these cutting-edge tactics.

RECOMMENDATIONS:

Based on the findings of this study it was recommended that:

1. The government should ensure that English Language teachers are trained on how to use TPS strategies at regular intervals so that they can supplement the conventional method of teaching essay writing in Nigerian schools.
2. Teachers should not be fixed on the conventional method that presents them exclusively as the author of knowledge. Rather they should aspire to become facilitators of learning by encouraging the students to participate freely in class.

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