

## ABSTRACT

Think-Pair-Share is commonly known as one of the most effective strategies in speaking class. It promotes classroom participation and provides an opportunity for the students to formulate their ideas and share them with their friend(s). There are many studies investigating the effectiveness of Think-Pair-Share in speaking classes. Nevertheless, there was lack of study on the effectiveness of the implementation of this teaching strategy toward writing classes. This study investigated the effectiveness of Think-Pair-Share and its implementation in writing courses mediated by Google Classroom. This study also described the students and teacher's perception of the use of Think-Pair-Share in improving writing using Google Classroom. This study used mixed methods approach. The subjects of this research were the English teacher and 42 eleventh-grade students of Sekolah Alam Insan Mulia Senior High School (SAIM). The result indicates that the use of Think-Pair-Share mediated by Google Classroom has a significant effect in improving the student learning outcomes. Most of the students and the teacher in SAIM had a positive perception of the use of Think-Pair-Share mediated by Google Classroom. It improved their writing, communication, and collaborative skills. In collaborative writing, adding a sentence was the most frequently used strategy in revision. Deleting was the least used strategy. Revision in word and phrase level was done mostly through adding and substituting. The implementation of Think-Pair-Share was unique in SAIM since it was implemented in writing learning. The implementation was also relatively fluid because all the phases of the strategy were intercorrelated.

**Keywords:** *Collaborative Writing, Computer Mediated Learning, Google Classroom, Think-Pair-Share*