

**EXPLORING THE IMPLEMENTATION OF THINK-PAIR-SHARE STRATEGY
IN SPEAKING CLASS**

Putri Jesica Nurhendrayati¹, Diah Astriyanti², Sahrawi³

^{1,2,3} English Education Study Program, Language and Arts
Education Faculty, IKIP PGRI Pontianak
1putrijesica72@gmail.com

Abstract

This research aimed to describe the ninth-grade student engagement in the implementation of the Think-Pair-Share strategy in speaking class and to describe the strengths and weaknesses of the Think-Pair-Share strategy in speaking class of ninth-grade students at SMPN 9 Sungai Kakap. Think Pair Share is a component of cooperative learning strategies, fostering an environment where students initially reflect individually, and then collaboratively engage in discussion and problem-solving within their group. The study was carried out using qualitative research techniques with the English teacher and students as the subjects of the research. Data was collected through both observation and interviews. The data collection process was comprehensive and involved two primary methods: observation and interviews. Observations were used to answer the first research question, while interviews were used to answer the second research question. The results of this study included: 1. The implementation of the Think-Pair-Share strategy effectively can help students to actively engage in the learning process, it showed the students have actively participated during the speaking learning-teaching process. 2. The Think-Pair-Share approach positively influences students, as follows; building their critical thinking, increasing active engagement, fostering collaboration sense, and boosting their confidence. Think-Pair-Share also provided the students with opportunities to practice their speaking skills, and they also got immediate feedback from the teacher. The researcher discovered certain weaknesses in the Think-Pair-Share strategy: it does not align with every student's learning style, and some students tend to become overly reliant on their peers.

Keywords: Speaking Skills, Think-Pair-Share Strategy

INTRODUCTION

English is a global language that is being used around the world to communicate. English is very important, both in education and everyday life. As stated by Alwasilah & Yusuf (2004: 4), "English language education is an emphasis education that can be used as a bridge to achieving general education objectives." General education aims to provide students with fundamental knowledge and skills that allow them to have an effective role in society. Furthermore, English is meant to assist students in expressing ideas and feelings, communicating with people around the world, allows them to read literature from various parts of the world, participating in communities that use the English language, expanding opportunities to pursue a higher level of education, and promotes technological comprehension. English language is utilized and taught as a foreign language in Indonesia, starting from elementary school and continuing through junior high school, senior high school, and even at the university level. The junior high school curriculum acquires English as one of the subjects. The aim of the English subject in junior high school is to help students

reach the functional level, that is, being able to function appropriately in society through oral and written communication to resolve everyday problems. In learning English four skills must be mastered by the students namely writing, reading, listening, and speaking skills.

Speaking is perceived as one of the most vital English skills that students need to master. It enables them to express their ideas and emotions verbally and to share information effectively with others. Many people use English as a means of communication, which facilitates interaction and communication between people from different countries. In Nunan's (2003: 48) opinion, speaking is an active verbal ability that entails generating spoken phrases to communicate significance. However, in the process of learning speaking skills, many students do not actively participate in the Speaking class. The students tend to be silent when they are asked to speak out their ideas or thoughts. As stated by Sutopo et al. (2020: 199) the achievement of learning outcomes is greatly influenced by student engagement in the class. Based on the explanation above, teachers must implement an appropriate learning strategy to teach speaking skills to the students.

After conducting a pre-research interview with the English teacher, it was found that students' enthusiasm in participating in Speaking class is still lacking. The students tend to be less active in the learning process and only a few students dare to speak English in the class. Despite the teacher's persistent motivation, the classroom remains largely passive. Suggesting that motivation alone may not be sufficient to enhance their courage to speak English in the classroom. For that reason, as the only English teacher at SMPN 9 Sungai Kakap, the teacher wants to use an interesting strategy and also students center learning, so that the students can be more active in the speaking class. In line with that, Hedge (2000: 54) stated that the most important element in speaking class is to give the students opportunities to speak in class. One of the strategies that the English teacher uses in speaking class is Think-Pair-Share. The English teacher is familiar with the Think-Pair-Share strategy, as she regularly implements it every year for ninth-grade students, but she never implements it for the current ninth-grade students (Academic Year 2023/2024).

As one of the Cooperative Learning kinds, Think-Pair-Share has been used by many teachers to teach speaking. Cooperative learning is structured to increase student participation, facilitate students with experience of leadership attitudes and decision-making in groups, and provide opportunities for students to interact and learn together from different backgrounds (Afandi et al. 2013: 53). Think-Pair-Share itself is defined as a strategy learning

process that allows the students to think individually first and then discuss with their friends. Furthermore, Arends (1997: 122) stated that Think-Pair-Share is an effective way to vary the atmosphere of class discussion patterns. The Think-Pair-Share strategy is more than just a learning group because, at the thinking stage, students can develop critical thinking and ideas. In line with the previous statement, Kagan (1994: 194) stated that Think-Pair-Share is a form of collaborative learning that can promote thinking ability. This type of classroom activity creates an active learning environment by motivating students to interact with each other and the instructor. It also engages the entire class and encourages the quiet students to participate. (Raba, 2017).

In today's educational field, the anticipated learning strategies are designed to enhance students' potential and stimulate their active participation in the learning process. Tanzimah (2020: 765) argued that the process of the Think-Pair-Share strategy focuses more on students. The Think-Pair-Share strategy requires students to be actively involved in the learning process. In line with that, Ibrahim et al (2000: 26-27) stated that the process of the Think-Pair-Share includes three stages that are; the think stage, where the students think individually about the task or questions given by the teacher; the pair stage, the students make a pair or group with other students to discuss, exchange ideas, help each other, and learn on how to speak English before presenting the task; and share stage, the pair or group present the results of their discussions with all students. Numerous studies have demonstrated that the Think-Pair-Share method can effectively encourage students to practice speaking comfortably and enhance their speaking skills through the use of this strategy. Some of these studies include: Aeni (2020), Raba (2017), Rullu & Abdullah (2020), Pratiwi (2018), Maulani et al (2019), Sumarni (2016), Lee et al (2018), and Syafii (2018).

Based on the above facts the researcher is interested in finding out the student engagement in the implementation of the Think-Pair-Share when they are learning speaking in the class, and also the strength and weaknesses of Think-Pair-Share in speaking class skills as the teacher choose it to teach speaking. Regarding to the discussions above, the researcher decided to conduct research under the title "Exploring the Implementation of Think-Pair-Share Strategy in Speaking class".

METHOD

This research uses qualitative research with the type of descriptive research. Data collection techniques in this study were observational field notes and interviews. In this research, the researcher observes teacher, student, and class activities in the implementation of the Think-Pair-Share strategy in speaking class. When observing the class situation, the researcher writes descriptive reflective notes in the field notes. The observation technique aims to describe student engagement in the implementation of the Think-Pair-Share strategy in speaking class. After the implementation of Think-Pair-Share in speaking class, the researcher conducts interviews with the students and teacher. The purpose of the interviews was to get information about the strengths and weaknesses of the Think-Pair-Share strategy in speaking class based on students' viewpoints and teacher reflection. The collected data was subsequently analyzed using the data analysis method proposed by Miles, Huberman, and Saldana (2014). The analysis process in this study will be carried out in three stages, that is:

1. Data Reduction

- a) Observational Field Note

After the data is collected, the researcher will reduce the field note by taking the important part of the field note that corresponds to the research purpose only.

- b) Interview

After the interview, the participant's interview answers will be transcribed and then reduced it by eliminating irrelevant words, concentrating on the participant's answer that aligns with the research purpose.

2. Data Display

- a) Observational Field Note

After the data reduction process is complete, the next step involves data presentation. The reduced data will be organized into a table for ease of interpretation. This approach ensures that the data encountered by the researcher is systematically presented and then can be described in a narrative text format when the researcher draws the conclusion.

- b) Interview

After the participant's interview answer is reduced, the next step is to present the data. In this research, the interview that has been reduced will be entered into a table according to the indicator and interview questions.

3. Drawing and Verifying Conclusions

Based on the result of data processing involving the reduction and display, the researcher draws a conclusion, which is articulated in the form of narrative text.

FINDINGS AND DISCUSSION

The students' engagement in the implementation of the Think-Pair-Share strategy in speaking class

Based on the results of the observational field note, the researchers found some important things that dealt with student engagement in the implementation of the Think-Pair-Share strategy in speaking class. It was found that: in the initial pre-teaching activities, the teacher asked the students about the material they had studied in the previous meeting, but only two students actively responded. After the teacher explained the teaching material, the teacher allowed the students to ask questions, but no one asked. It was observed that some students were engaged in off-topic discussions. However, this situation changed once the teacher introduced the 'Think' stage. The teacher's instructions, which prompted students to identify and contemplate the task at hand, effectively redirected their focus. This shift in student behavior is a testament to their efforts to comprehend the tasks assigned by the teacher. This result aligns with Raba's (2017) statement that the Think-Pair-Share strategy effectively aids students in structuring their thoughts before a discussion. Kagan (1994:17) further emphasized that Think-Pair-Share is designed to provide students with an opportunity to formulate individual ideas and share them with their peers.

In the 'Pair' stage, students exhibited comfort and collaboration in completing the task and presenting their group work. They provided meaningful input to their peers during discussions, expressed their opinions, and showed respect for other's viewpoints. This indicates that the implementation of the Think-Pair-Share strategy in speaking class can foster more active learning. Nasir (2018) posits that integrating the Think-Pair-Share strategy into the learning process can enhance students' motivation, foster a constructive atmosphere, and invigorate the classroom. Similarly, Lie (2004: 57) contends that the advantages of paired groups encompass heightened student engagement in learning, appropriateness for straightforward tasks, increased opportunities for individual contributions, effortless group interaction, and expedited group formation.

In the 'Share' stage, all the students fully participated in this stage, they were able to present the results of their group task in English, despite it being their first time speaking the language. According to Apriyanti & Ayu (2020: 16), the Think-Pair-Share strategy actively

engages students in classroom discussions and fosters an environment where they can freely exchange ideas. When some of the students had problems pronouncing some difficult words, their group members helped them. The student was taught how to pronounce it properly. They were able to better understand the English text and gain valuable feedback from their peers. This discovery aligns with Raba's (2017) assertion regarding the significance of the Think-Pair-Share technique in boosting students' self-assurance and accountability in their learning process.

The strengths and weaknesses of the Think-Pair-Share strategy in speaking class

After the learning and teaching activities, the researcher interviewed the English teacher and students. The interview questions were taken from theories, which the researcher made into themes, the strength has six themes, namely: 1) Build Critical Thinking, 2) Opportunities for Practice, 3) Active Engagement, 4) Foster Collaboration, 5) Confidence Building, and 6) Immediate Feedback., and weakness has two themes, namely 1) Student Engagement, and 2) Dependence on Peers. The researcher discovered the following research findings, as follow:

The strengths of the Think-Pair-Share strategy in speaking class

From the interview with the students, it was found that, in the Think stage, the students think about the task and understand the learning material. In the Pair stage, the students discuss their ideas and work on the task. These findings show that the Think and Share stage fosters students' critical thinking skills and collaborative learning. These results are corroborated by Huyen and Lan (2021: 7), who articulated that the Think-Pair-Share strategy assisted students in developing critical thought on a specific subject, a skill that is vitally essential for delivering an effective speech. This finding is supported by the English teacher's statement, as followed:

“Menurut saya iya membantu (Think-Pair-Share membangun critical thinking peserta didik), karena di tahap Think mereka akan secara kritis memikirkan tentang tugas dan materi yang diberikan, untuk menjawab soal tugas yang diberikan. Mereka akan berusaha mengingat materi dan juga mengeksplor pengalaman mereka.”

“In my opinion, Think-Pair-Share helps (builds students' critical thinking), because at the Think stage, they will critically think about the assignments and material given, to answer the assignment questions given. They will try to remember the material and also explore their experiences.”

The second strength theme is practice opportunities. The Think-Pair-Share can assist students in increasing their self-assurance when speaking English (Aeni, 2020: 575). As stated by some students when they ask about: ‘In the Share, what do you think about speaking English in front of your friends?’

S2: It’s exciting because I rarely speak English.

S3: I like it but am embarrassed. I like it because I rarely speak English.

S6: I’m nervous but feel excited too because I rarely speak English in long sentences.

S10: I’m nervous, but I like it because I rarely speak English.

The third strength theme is the active engagement. The Think-Pair-Share strategy effectively engages every student in the learning process (Aeni, 2020: 575). From the interview, it was found that every student confirmed their active participation in each phase of the Think-Pair-Share process. These statements are supported by the English teacher. When she asked ‘Are the students actively involved in every stage of Think-Pair-Share?’, the teacher responded:

"Tentu saja, itensi dan pola strategi ini memang untuk membangun keaktifan peserta didik. Setelah saya menjelaskan materi proses pembelajaran selanjutnya berfokus pada peserta didik, mereka akan brainstorming mengenai tugas, berkelompok untuk menyelesaikan tugas, lalu mempresentasikannya."

“Of course, the intention and pattern of this strategy is to build student activeness. After I explain the material, the learning process then focuses on the students only, they brainstorm about the assignment, work in groups to complete the assignment, and then present it."

During the Think-Pair-Share teaching-learning process, students actively participate in each step of the strategy rather than merely passively listening to the teacher's explanation or instruction. They deliberated and critically thought about the assignment, after that, they discussed and helped each other in order to complete the assignment with their group partner, and then they presented their discussion result. make this sentence good: By involving every student in each step of the learning process, the implementation of the Think-Pair-Share strategy provides a dynamic classroom and interactive classroom environment for all (Huyen and Lan, 2021: 7).

The fourth theme strength is fostering collaboration. For this theme, the interview question for the students was ‘In the Pair stage and Share stage, do you and your groupmate

help each other?’. Nine out of ten students positively answered they are indeed helping each other. The student's statement is as follows:

S1: Yes, we help each other, I got a lot of help from my groupmate.

S2: There was one friend who didn't help but before the presentation, we helped him how to speak English.

S4: Yes, we help each other in doing assignments together, one person translated into English, and another person wrote.

S6: Yes, we help each other, we exchange ideas, someone translating into English, another person taking notes.

S3, S5, S7, S8, S9 and S10: Yes, we help each other.

From the students' statement above, it can be inferred that The Think-Pair-Share strategy fosters a sense of collaboration among students (Aeni, 2020: 575). During the Pair phase, students work together with a companion to share their ideas and opinions, developing their ability to appreciate and build upon one another's ideas.

The outcomes of the group discussions are to be presented by the students during the Share phase. A significant number of students admitted to feeling embarrassed when presenting in English, but they were able to overcome this and complete their presentations. On the other hand, some students expressed confidence in their English presentations, as they had preparation which included discussing the task, preparing the presentation, and rehearsing their speeches. Further, the implementation of the Think-Pair-Share strategy has been largely successful in building students' confidence, with a majority of students reporting improvements in their speaking skills. This marked a significant milestone for them, as it was their first experience of speaking long sentences in English. This is supported by the teacher's answer when the researcher interviewed her, she stated:

“Dengan adanya presentasi di bagian Share mereka akan berusaha untuk mempersiapkan mentalnya. Hal ini akan melatih dan membangun kepercayaan diri mereka untuk berbicara speaking skills didepan orang lain.”

“By having a presentation in the Share stage, they will try to prepare themselves mentally. This will train and build their confidence to speak English in front of other people.”

The Think-Pair-Share strategy is particularly beneficial for students who are less active in class, as it provides them with a supportive and structured environment to speak English (Aeni, 2020: 574). The pressure of speaking on the spot can be lessened for these students

when they have time to individually organize their ideas and thoughts during the Think stage. During the Pair stage, they can share their ideas with a partner in a low-pressure situation, which can boost their confidence. They can finally express their ideas to the class as a whole in the Share stage, which can help them become more confident. Put differently, they became more confident in these presentation tasks because group collaboration lessened the workload for the students (Kusrini, 2012: 7). This step-by-step approach allows fewer active students to gradually build up their confidence in speaking English.

From the interviews, the students reported that they are receiving constructive feedback from their teachers after their presentations. The Share stage is not merely a platform for students to present their ideas, but it also serves as an assessment opportunity for teachers. They evaluate the presentations and provide immediate feedback, which is valuable for students. The immediate feedback enables students to identify their strengths and areas for improvement in real-time. This result was consistent with Yerigan's (2008: 23) claim that “the Think-Pair-Share is an active learning strategy that provides processing time for theory, builds in wait time, provides rehearsal, enhances depth and breadth of thinking, increases the level of participation, allows the instructor to check for understanding and provides time for the instructor to make instructional decisions”.

The weaknesses of the Think-Pair-Share strategy in speaking class

The first weakness theme of the Think-Pair-Share strategy in speaking class is student engagement. Although the Think-Pair-Share strategy was generally well-received, it did not match with the preferred learning style of all students. This research finding contradicts the Prasetya (2019) study result, in which she argues that some students may not fully participate in the learning activity. The researcher concluded that every student engaged in the learning process based on the data. One student, however, acknowledged that while she actively engaged in every learning process, she preferred individual study over group projects.

The second theme weakness of the Think-Pair-Share strategy is dependence on peers. In the interview it was found that there was one student who did not contribute effectively to the group and one student admitted to merely following the lead of his groupmates, suggesting a lack of active involvement in the discussion. This finding means that some individuals still rely on their groupmates for task completion. This reliance could potentially cause an imbalance in group assignment work. This result is consistent with Sari's research findings

(2022: 64), wherein she identified one of the weaknesses of cooperative learning and added that it can be problematic because lazy students tend to rely on smarter members of the group.

CONCLUSION

The findings reveal that the effective implementation of the Think-Pair-Share strategy can foster active student engagement in the learning process, as evidenced by their active participation during the speaking and teaching process. Based on students' and teachers' experiences after the implementation of the Think-Pair-Share, it was revealed that this strategy has its strengths and weaknesses. The Think-Pair-Share strategy has a good impact on the students; building their critical thinking, increasing active engagement, fostering collaboration sense, and boosting their confidence. Think-Pair-Share also provided the students with opportunities to practice their speaking skills, and they also got immediate feedback from the teacher. However, the Think-Pair-Share has weaknesses in that: it is not suitable for every student's learning preference and in the group, some students are dependent on their peers.

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