

## **CHAPTER II**

### **LITERATURE REVIEW**

#### **A. Think-Pair-Share Strategy**

##### **1. Nature of Think-Pair-Share Strategy**

The Think-Pair-Share strategy is a type of cooperative learning designed to influence student interaction patterns in learning in class. The Think-Pair-Share method was first proposed and presented by Frank Lyman and colleagues at the University of Maryland in 1981. The Think-Pair-Share strategy is an effective way to vary the atmosphere of an active, innovative, creative, and fun class with discussion patterns (Yahya, 2012: 109). Trianto (2010: 81) stated that the purpose of Think Pair Share is designed to influence student interaction patterns. The Think-Pair-Share strategy gives students time to think about answers to questions or problems that will be given by the teacher. Students help each other in solving the problem with their respective abilities. After that, the problem or task is explained in the classroom. In line with that Kagan, (1994:17) stated that Think-Pair-Share is designed to provide students with an opportunity to formulate individual ideas and share them with their peers. It can conclude that it is one of the cooperative learning models known as "Think-Pair-Share" which initially gives students time to discuss and brainstorm solutions to a problem or task posed by the teacher.

The Think-Pair-Share strategy offers numerous benefits in the learning process. It enhances students' critical thinking skills by allowing them to contemplate and formulate their own ideas during the 'Think' stage. The 'Pair' stage promotes collaboration and peer learning, as students discuss their ideas and learn from each other, which often leads to a deeper understanding of the topic. The 'Share' stage improves communication skills as students present their ideas to the class, boosting their confidence in public speaking<sup>1</sup> Furthermore, this strategy increases student participation and teaches students to take accountability for their ideas. Overall, Think-

Pair-Share is a simple yet effective technique that fosters an interactive and active learning environment. Further explanation of the steps of Think-Pair-Share strategy, as follow:

a. The Steps of Think-Pair-Share Strategy

As a learning strategy, Think-Pair-Share has certain steps, according to Ibrahim *et all* (2000: 26) there are three steps of Think-Pair-Share, as follows:

1) Thinking

In the first activity in Think-Pair-Share students are thinking individually about the problem or task by the teacher. This stage allows the students to formulate and ask questions about the material being taught by the teacher, as well as the opportunity to think about the material being taught. Students are asked to write down their answers in their notebook. In determining the time limit for this stage, the teacher must consider the basic ability of students to answer the questions given, as well as the learning schedule for each meeting. The think stage has an advantage where there is thinking time which promotes students' critical thinking. In addition, this stage can reduce the problem of having students chat about unnecessary things in the middle of the teaching-learning process.

2) Pairing

In this stage, the teacher asks students to sit in pairs with other students to discuss what they have thought in the first stage so that they can exchange ideas. Each pair discusses the results of their previous answers so that the final results obtained are at a better level because students receive additional information and other problem-solving methodologies. In this stage students can learn from other students and convey their ideas to each other for discussion, can develop thinking and answering skills in communication with one another, and work to help each other.

The pair do not have to have two students for each group. The group can be expanded by asking other pairs to form groups of four, to enrich their ideas before sharing it with the class.

### 3) Sharing

In the final stage, the teacher asks the group to share their work with the whole class about what they have discussed. In this stage, every student has the opportunity to present the results of their discussions with all students so that the ideas spread. Further, Sedova *et al.* (2019: 14) suggest that the act of speaking in front of the entire class can be utilized by the students to practice their speaking. This stage is the stage of perfecting the previous stages, in the sense of helping all groups end at the same point. The group that has not solved the problem is expected to be more understanding of the problem-solving given based on the explanations of the other groups. In this stage, the teacher gives each group member feedback and compliments as appreciation.

#### b. The strengths and weaknesses of Think-Pair-Share Strategy

According to Lie (2004: 58) the Think-Pair-Share strategy is particularly effective in teaching speaking skills for several strengths:

##### 1) Building Critical Thinking

The Think-Pair-Share strategy can help students develop critical thinking skills as they have to think independently, discuss their thoughts with a partner, and then share their ideas with the class (Kaddoura, 2013).

##### 2) Opportunities for Practice

The “Pair” and “Share” stages of the strategy provide introverted students with valuable opportunities to practice their speaking skills. As stated by (Sampsel, 2013:13), Think-Pair-Share has many benefits including providing the opportunity to practice with students. Initially, students discuss their thoughts

with a partner, which can be less intimidating. It is a practice for them before they speak in front of the whole class. This allows students to practice articulating their thoughts and receive immediate feedback from their partner. Then, during the “Share” stage, students have the opportunity to share their ideas with the whole class, further practicing their speaking skills.

### 3) Active Engagement

The Think-Pair-Share strategy actively involves all students in the learning process. Instead of passively receiving information, students are actively engaged in thinking about and discussing the topic at hand. Think-Pair-Share strategy helps involve all students actively in the learning process. By involving every student in each step of the learning process, the Think-Pair-Share strategy ensures that the classroom is a dynamic and active space for all. This active involvement can lead to better understanding and retention of information.

### 4) Foster Collaboration

The Think-Pair-Share strategy fosters a sense of collaboration among students. Students work together in pairs or small groups to discuss their ideas and learn from each other. Lie (2004: 57) also argues that the strengths of paired groups include increased student participation in the learning process, suitability for simple tasks, more opportunities for each student to contribute to the group, easy interaction within the group, and faster and easier group formation. This collaborative approach can lead to a deeper understanding of the topic, as students are exposed to different perspectives and ideas.

### 5) Confidence Building

The Think-Pair-Share strategy can help build students' confidence in their speaking abilities. By first sharing their ideas with a partner, students may feel more comfortable and confident

when it comes time to share with the whole class. This in line with Raba (2017) statement about the importance of Think-Pair-Share in increasing students' self-confidence and responsibility toward their own learning.

#### 6) Immediate Feedback

During the "Share" stage, teachers have the opportunity to provide Immediate feedback on students' ideas. This Immediate feedback helps students correct any misconceptions or errors in their thinking, leading to a deeper understanding of the topic.

While the Think-Pair-Share strategy has been widely implemented in the realm of teaching speaking skills, however, like any teaching strategy, it has its own set of weaknesses. The following points outline some of these potential weaknesses by Lie (2004: 58), as follows:

#### 1) Unequal Student Participation

One of the main challenges of the Think-Pair-Share technique is not ensuring all student participation. Some students may not fully participate in the learning activity, which could affect the overall effectiveness of the strategy. This could be due to a lack of interest in the topic, difficulty understanding the material, or simply a preference for more independent learning styles.

#### 2) Dependence on Peers

The Think-Pair-Share technique encourages students to work together in small groups. While this can foster collaboration and peer learning, it could also lead to over-reliance on peers for ideas and answers. More dominant students might take over the conversation during the pair or share stages. This could leave quieter or less confident students with fewer opportunities to express their ideas.

## **2. Think-Pair-Share in Teaching Speaking**

Speaking can be described as a language's ability to express opinions, ideas, feelings, and exchange information with other people that happen in real-time. Quianthy (1990: 7) stated speaking is the process of transmitting ideas and information orally in a variety of situations. Meanwhile, teaching speaking is a systematic approach by the teacher to improve students' oral language skills in the class. It involves understanding the linguistic and discorsal features of speech, core speaking skills, and communication strategies. The ultimate aim of teaching speaking English is to improve learners' fluency and make them effective communicators of particular language. According to Brown (2000, 7), teaching speaking involves "showing or assisting someone in learning how to do something," "offering directions," "providing with knowledge," and "making to know or comprehend." The purpose of speaking skills instruction is to improve conversational efficiency. Learners should be able to make themselves understood by maximizing their current abilities. They should endeavor to avoid any message ambiguity caused by incorrect pronunciation, syntax, or vocabulary, as well as follow the social and cultural conventions that apply in each communication setting. Many believe that the ability to speak a language is a result of language study, but speaking is also an important component of the process. According to Bahrani (2012: 14), effective teachers teach students speaking methods such as using minimal responses, recognizing scripts, and using language to talk about language that they can use to help themselves increase their language knowledge and confidence. In teaching speaking the teacher can use strategy which can gain student interest in speaking class.

The Think-Pair-Share strategy provides a structured platform for students to articulate their thoughts and ideas, thereby fostering students speaking skills. By encouraging individual thinking, collaborative discussion, and public speaking, the Think-Pair-Share technique not only enriches the learning experience but also boosts students' confidence and proficiency in speaking. As stated by Nasir (2018), the incorporation of the

Think-Pair-Share strategy in the learning process can make students more motivated, constructive, and lively. Consequently, Think-Pair-Share plays a pivotal role in shaping effective communicators who can express their ideas clearly and confidently. Thus, the implement of the Think-Pair-Share technique in teaching speaking skills is highly beneficial and impactful.

## **B. Student Engagement**

### **1. Definition of Student Engagement**

Engagement in the education field refers to the active involvement and participation of students in the learning process. It goes beyond simply attending classes and completing assignments. Engagement encompasses multiple dimensions, including cognitive, emotional, and behavioral aspects (Zepke & Leach, 2010). Students who are engaged in their education demonstrate a genuine interest and enthusiasm for learning. They are motivated to explore and understand new concepts, actively participate in discussions, and take on challenging tasks. Engagement is not solely dependent on the efforts of students; educators play a crucial role in fostering and promoting Engagement in the classroom (Wang & Degol, 2014). According to research literature, there are several factors that contribute to student engagement in education (Zepke & Leach, 2010). One factor is the relevance of the curriculum and instructional materials (Wang & Degol, 2014). When students see the connection between what they are learning and their own lives or future goals, they are more likely to engage with the content. Another important factor is the quality of teacher-student relationships. When students feel supported, valued, and respected by their teachers, they are more likely to be engaged in their learning (Zepke & Leach, 2010). Furthermore, the learning environment plays a significant role in promoting engagement (Wang & Degol, 2014). Classrooms that are stimulating, inclusive, and interactive can foster active engagement among students.

According to Chapman (2003:2) active student engagement is a concept that refers to students' active involvement in the learning process. Fredricks et al. (2004: 60) also defines active engagement as students' active participation such as trying, being serious, concentrating, paying attention, obeying rules, and using self-regulation strategies in learning activities accompanied by emotions positive. In line with that, Marks (2000: 154-155) explained active engagement as a psychological process, such as attention, interest, investment and effort that students exert in the learning process. This definition includes aspects of students' affection and behavioral participation in learning. When the learning process takes place, students are not only involved behaviorally but also based on emotional involvement such as paying interest and attention. In line with that Trowler (2010) stated that engaged students will typically adhere to behavioral standards, such as attendance and participation, and not exhibit disruptive or negative behavior. These include paying attention, listening, concentrating, trying to remember, thinking, and practicing. Axelson and Flick (2010) define active engagement as "how engaged or interested students are in their learning and how connected they are to the class, the institution, and each other." Further, Coates (2010: 18) argued that active engagement is student participation in activities and situations that have the potential to produce quality learning. Meanwhile, Pittaway (2012: 38) argues that engaged students are those who complement and understand what they learn from others with knowledge gained from personal experience. Based on all these statements, it can be concluded that active engagement refers to the enthusiastic participation of students in the learning process. This involves earnestly undertaking various learning tasks, showing interest, and paying attention to classroom activities. It also encompasses interaction with the teacher and fellow



students. With such engagement, students will have a positive emotional feeling for learning which leads to learning success.

Furthermore, there are several reasons why active engagement is important. Based on a study conducted by Theberge (1994), it was found that students, who are active participants, tends to have better academic achievement, compared with students, who are passive in participation. This statement was supported by Astin (1999), claiming that students who are actively involved in the classroom discussions showed higher satisfaction in the learning process. Active participation of students with discussions in the classroom is important for the purpose of achieving effective learning and plays an important role in the success of education and personal development of students in the future (Tatar, 2005). This is because students will learn how to think critically and enhance their intellectual development if they are an active participant in the classroom (Siti, 2010).

### **B. Think-Pair-Share in Student Engagement**

Student engagement refers to the level of involvement, interest, and active participation of students in their learning process (Rocca, 2010). The implementation of think-pair-share in a speaking class can significantly impact student engagement. Think-Pair-Share is a cooperative learning strategy where students first think individually about a question or topic, then pair up with a partner to discuss their thoughts and finally share their ideas with the larger group. This strategy promotes student engagement by providing multiple opportunities for students to actively participate and collaborate with their peers. Through think-pair-share, students are given the chance to reflect on their own ideas, exchange perspectives with a partner, and then contribute to a larger discussion. By engaging in Think-Pair-Share activities, students are more likely to be actively involved in the learning process as they are encouraged to think critically, articulate

their thoughts, and listen to and validate the ideas of others. This increased engagement can lead to a deeper understanding of the material and improved speaking skills (Benjelloun, 2021). Additionally, Think-Pair-Share can create a supportive and inclusive classroom environment where all students feel valued and heard (Frey & Fisher, 2010).

According to Liu (2001) students categorize engage in the speaking class if they actively playing the roles of information seekers, it reflects on their acts in the learning process. The students active act is included of asking questions or answering questions, give opinions or answering questions posed by the teacher or fellow student, take notes, doing the assignment, listen to the teacher instruction, and engage in the group discussion. Further, Davis (2009) argued that student's enthusiasm and willingness to participate in learning through this verbal engagement will create a conducive classroom environment. Because of these reasons, teachers should do any activities to increase students' engagement levels in the speaking classroom. Active engagement in a speaking class is a multifaceted process that involves a variety of student actions. Further, Shi and Tan (2020) explain eight student action that reflect student active engagement in the speaking class:

1. Active Participation

This is perhaps the most visible sign of active engagement. Students who are actively engaged will participate in class discussions, ask questions, express their thoughts, and contribute to the conversation. The students not just passively receive information; they interact with it, question it, and add their own insights.

2. Collaboration

Active engagement is often characterized by collaboration. Students work together in groups, exchange ideas, and help

each other understand complex concepts. They learn to listen to others, respect different viewpoints, and build on each other's ideas.

### 3. Application of Learning

Actively engaged students are able to apply what they've learned in practical contexts. For instance, in a language class, students might be asked to make rule sentences using specific language elements. The ability to successfully complete such tasks indicates that students are not just memorizing information, but truly understanding and engaging with it.

### 4. Critical Thinking

Active engagement goes beyond mere participation. It involves critical thinking. Actively engaged students analyze, synthesize, and evaluate information. They not just accept information at face value; they scrutinize it, question its validity, and make connections to previous knowledge.

### 5. Feedback Seeking

Actively engaged students seek feedback. They want to know how they are doing, what they are doing well, and what they need to improve. They use this feedback to guide their learning and improve their performance.

### 6. Use of English

In the context of a speaking class, students' active engagement is also reflected in their use of English during presentations and discussions. They strive to use the target language, even if it is challenging. They take risks, make mistakes, and learn from them.

### 7. Peer Teaching

Active engagement can also take the form of peer teaching. Students help each other, explain concepts to each other, and learn from each other. This not only reinforces their own

understanding but also builds a supportive learning community.

#### 8. Responsiveness

Responsiveness is another sign of active engagement. Actively engaged students respond to the teacher's questions, actively give their opinions, and are involved in the ongoing flow of communication in the classroom.

### C. Previous Studies

This research looks at some previous studies that are similar to the research. The similarity can be in the subject of the research, the variable, or the type of research. The previous research that helped this research was as follows;

1. The first previous studies were conducted by Ulitta Khusnul Aeni in 2020, entitled "The Use of Think-Pair-Share Technique in Teaching Speaking". The purpose of this Research was to describe the application of the Think Pair Share technique in teaching speaking to eighth-grade students at a junior high school in Bandung. The research was carried out utilizing the qualitative research approach, with 25 students serving as research subjects. The information was acquired through observation to see the process of the use of Think-Pair-Share and a questionnaire to know students' response. The data analysis revealed that the students' experiences after being taught utilizing Think Pair Share demonstrated their enthusiasm for the described teaching process. It is found that the Think-Pair-Share approach has positive effects on students speaking performance. In this scenario, the Think-Pair-Share strategy might be one of the alternate teaching techniques utilized by the English teacher in teaching English, particularly speaking.
2. The second previous studies were conducted by Ahmed Awad Amin Mahmoud Raba in 2017 entitled "The Influence of Think-Pair-Share (TPS) on Improving Students' Oral Communication Skills in EFL Classrooms". The objective of this Research was to examine the impact of the Think-Pair-

Share (TPS) strategy on enhancing students' oral communication abilities in EFL classrooms. The researcher conducted interviews with EFL teachers who instructed the "English for Workplace" course at the ELC An-Najah National University and observed student interactions in the classroom. The analysis of the collected data revealed that the Think-Pair-Share strategy significantly contributes to the improvement of students' oral communication skills, fosters a cooperative learning environment, and boosts students' motivation to learn more effectively. Moreover, students from applied sciences faculties responded more positively than those from human sciences faculties, with similar responses observed among students of higher academic levels. Based on these findings, the researcher suggests increasing the incorporation of Think-Pair-Share activities in English textbooks and teaching methodologies to further enhance students' oral communication skills.

3. The third previous studies were conducted by Phan and Lan in 2021 entitled "Using Think-Pair-Share Strategy to Support Students in Speaking Lessons". This study aimed to see if using the Think-Pair-Share strategy in class could improve students' speaking skills and participation. The study focused on 35 students from the Advanced Program at Thai Nguyen University of Economics and Business Administration. The research used a qualitative approach, collecting data through observation sheets, group discussions, and individual interviews. The findings led to some changes in how the Think-Pair-Share technique was used, making it more effective in helping students improve their speaking skills.
4. The fourth previous study was conducted by ST. Marhana Rullu and Rusdayanti Abdullah in 2020 entitled "Think-Pair-Share strategy to Improve the Students Speaking Ability". The purpose of this research is to see if using the Think-Pair-Share technique may improve students' speaking skills at SMP Negeri 3 Luwuk. This Research used a non-equivalent quasi-experimental design. This Research's population consisted of students from class VIII at SMP Negeri 3 Luwuk, and the sample consisted of class VIII D

as the experimental class and class VIII as the control class. The Research instrument employs a test that is separated into two parts: pre-test and post-test. The data was statistically analyzed. The results of the analysis revealed that employing the Think-Pair-Share technique resulted in a considerable rise in students' speaking achievement. The research's findings revealed that employing the Think-Pair-Share technique resulted in a considerable improvement in students' speaking abilities.

5. The last previous study was conducted by Dian Aprianti & Mutiara Ayu in 2020 entitled "Think-Pair-Share: Engaging Students in Speaking Activities in Classroom. *Journal of English Language Teaching and Learning*". This study aimed to explore the use of the Think-Pair-Share strategy in enhancing speaking skills among secondary students. Employing a qualitative approach and descriptive analysis, the study involved a sample of twenty eighth-grade students. Data was gathered through interviews, observations, and document analysis, and was presented descriptively. The findings revealed that the Think-Pair-Share technique was implemented in accordance with the stages outlined in the teacher's lesson plan. The technique was well-received by the students, who reported that it helped them overcome challenges in the speaking learning process.

The five previous studies mentioned have indeed made substantial contributions to the understanding of the Think-Pair-Share strategy's impact on students' speaking skills. They had conducted research on how the Think-Pair-Share strategy can enhance students' speaking performance, oral communication skills, and even reading abilities. However, despite these significant contributions, there still exists a research gap and potential for novelty in this field. The research gap primarily lies in the need for a more comprehensive understanding of the Think-Pair-Share strategy's impact on student implementation when the teacher implements it. Moreover, there is a need to explore the strengths and weaknesses of implementing the TPS strategy in a more detailed manner. While the TPS strategy has shown promise, understanding its limitations is equally important for educators to

effectively implement it in their classrooms. For instance, understanding the challenges teachers might face while implementing this strategy, or identifying the types of students who might benefit the most from this strategy, could provide valuable insights.