

STUDENTS' VIEWS TOWARD THE USE OF THE THINK-PAIR-SHARE TEACHING STRATEGY ON STUDENTS' ORAL COMMUNICATION SKILL IN AN EFL CONTEXT

¹Yohanes Richardus Ricky Darmawan, ^{1*}Fransisca Endang Lestariningsih

¹Faculty of Education and Humanities, Universitas Kristen Duta Wacana, Indonesia

*Corresponding Author Email: endang@staff.ukdw.ac.id

Article Info	Abstract
Article History Received: August 2023 Revised: September 2023 Published: October 2023	<i>Many factors make students feel reluctant and prevent them from speaking in a foreign language. Two of them are the feelings of anxiety and nervousness. These factors affect their oral communication skills. This study was to investigate students' views toward the use of the Think-Pair-Share teaching strategy on their oral communication skills. Based on the purpose of the study, investigations were done by using online interviews. The interviews were done with four participants consisting of the chosen students based on their experiences. The data was analyzed using thematic analysis to find the emerging themes. The findings showed that the Think-Pair-Share teaching strategy could help the students enhance their self-confidence and could be helpful in improving their oral communication skills on condition that the students use English as the medium of discussion. The students also found this teaching strategy was quite helpful in improving their teamwork and critical thinking skill. Moreover, they felt that this teaching strategy offered varied activity, thus making the class become less boring. From the findings, it can be concluded that the Think-Pair-Share teaching strategy needs to be implemented carefully in order to achieve its full effectiveness. As the implication, the Think-Pair-Share teaching strategy could be applied considering the advantages and the effects for the students.</i>
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INTRODUCTION

Most English major students in an English Department in Indonesia deal with anxiety and nervousness when they must perform their oral communication skills (speaking) in English (Raba, 2017; Zhang, 2009). One of the reasons is that English is a foreign language which is not used as their daily language (Raba, 2017; Savaşçı, 2014). Other problems that commonly occur to students in English as Foreign Language (EFL) classrooms is students become passive and reluctant when it comes to speaking activities through a foreign language (Raba, 2017; Savaşçı, 2014). However, Savaşçı (2014) stated that the students are willing to participate in activities that are filled with other skills such as listening, reading, and writing. There may be many factors that make the students feel reluctant and prevent them from speaking in a foreign language. Li and Liu (2011) stated that cultural differences may be one of the causes of the students' reluctance to speak in L2. Another possible cause is they feel anxious and nervous (Horwitz et al., 1986; MacIntyre & Gardner, 1989). Horwitz et al. (1986) and MacIntyre and Gardner (1989) stated that the students tend to become more anxious and nervous when they speak in L2, thus they become reluctant to communicate in L2. In conclusion, there is much evidence that this problem is widely encountered in EFL classes. Regarding that speaking is a very important part of most people's lives because it is the second most productive language skill and very crucial for communication (Raba, 2017; Zhang, 2009), there should be a way to overcome these anxiety, nervousness, and reluctance.

An empirical study conducted by the authors through observing some of classes at an English Department found that the students were passive and reluctant to communicate using English, as an EFL. The observation showed that to solve this problem, one of the methods used by teachers is the Think-Pair-Share (TPS) strategy. The students were then asked to work in pairs to discuss their answers. Finally, the students could share their thoughts with the entire class. The TPS strategy is a cooperative learning strategy in which the teacher introduces the problem or asks a question, and then students are given preparation time to process and organize their ideas in order to answer and solve the question or problem (Raba, 2017).

TPS strategy was first proposed by Lyman in 1981. The think-Pair-Share strategy can help students improve their oral communication skills because the students have a chance to think and discuss with their friends which can help them to feel more confident and active in the class (Raba, 2017). The think-Pair-Share strategy consists of three phases which are the thinking phase, pairing phase, and sharing phase (Sugiarto, 2014; Syafii, 2018; Usman, 2015). The thinking phase allows the students to have time to think and prepare their answers. By having a thinking phase, the students can develop their critical thinking ability (Kaddoura, 2013; Kusriani, 2012; Syafii, 2018). In Pairing phase, the students are asked to work in pair. Syafii (2018) stated that this phase is important because in this phase the students start to build their knowledge through the discussion. According to Ibe (2009), this phase can help the students to examine their thinking and explain their opinion to their friends. This phase also provides the chance for the students to cooperate and help each other, so they can improve their communication skills (Syafii, 2018). Sharing phase is the phase where the teacher lets the pair present their answer to the whole class. In this phase, the students can evaluate themselves and the teacher can evaluate the students (Ibe, 2009). Also, the students' confidence can improve because the embarrassment is shared between them (Syafii, 2018). Quite a number of researchers have proven that the Think-Pair-Share strategy is effective (e.g.: Atiyawati et al., 2019; Kusriani, 2012; Raba, 2017; Syafii, 2018), but most of the participants are middle – senior high school students, not college students in Indonesia. State the objectives of your work and provide an adequate background, avoiding a detailed literature survey or a summary of the results. Explicitly state the gap in the literature, which signifies the significance of your research. Based on the rationale of the research stated above, this study seeks to answer two research questions: 1) What is the possible effect of using the Think-Pair-Share teaching strategy on the students' oral communication skills?, and 2) What is the students' view about the use of the Think-Pair-Share teaching strategy in the class?

RESEARCH METHOD

Research Design

The qualitative method is chosen for this study. The qualitative research method mostly is used to get the data that contain thick descriptions and information from the participant (Johnson & Onwuegbuzie, 2004). In the same perspective, Mccusker and Gunaydin (2014) stated that the qualitative method is basically a means to measure or understand the experiences of the participant by using 'what', 'how', and 'why' questions instead of 'how many' or 'how much'. In other words, the qualitative method aims to gain an understanding of some aspects of the participants by generating the data in the form of words, instead of numbers, for the analysis. Thus, the quality of the raw data is very important for qualitative research (Mccusker & Gunaydin, 2014). Mccusker and Gunaydin (2014) also stated that the key to getting good data quality may be the researchers. The researchers may be the key because he/she will analyze the data to ensure the quality.

This study conducted a qualitative research method instead of the quantitative method to collect data from the participants. Qualitative research was implemented based on several reasons. Firstly, the limited number of participants matches with the qualitative research, which

does not require a specific number of participants. Therefore, the qualitative method is conducted instead of the quantitative method. Secondly, the second research question asks about the point of view of the students, which does not fit with the quantitative method that aims to gain numerical data. Thus, qualitative research is chosen so the data with detailed and thick descriptions can be gained.

Many previous studies on Think-Pair-Share strategy used either the qualitative method and quantitative method (Atiyawati et al., 2019; Glomo-narzoles, 2012; Marhaeni et al., 2013; Raba, 2017). Those studies used interviews or surveys and other additional methods to collect the data from the participants. For example, Raba (2017) used interviews and classroom observations. The researcher interviewed the lecturer by using gender, academic level, and specialization as the variable. The researcher also observed the classroom to get more data. By combining these two data collection methods, the researcher may get data that are thick and deep enough to achieve the research objective. Marhaeni et al. (2013) were using a questionnaire as the data collecting method. Therefore, by reviewing those previous studies, the author decided to conduct interviews for this study.

Research Participants

This research study was conducted at the university level within the Indonesian context, with a specific focus on the English education department at a private university in Indonesia. The study aimed to explore the effectiveness of the Think-Pair-Share (TPS) teaching strategy in enhancing students' oral communication skills. The study had a total of four participants, all of whom were chosen from the aforementioned English education department. The selection criterion for participants was solely based on their prior experience with the TPS strategy during their language learning classes. To recruit the participants, the author employed a random sampling approach. The students were contacted randomly and asked about their previous encounters with the TPS teaching strategy in their classes. Subsequently, they were invited to participate in the research study. The final inclusion of participants in the study was contingent upon their willingness to volunteer as research subjects. This selection process was designed to ensure a diverse representation of students who had practical exposure to the TPS strategy, thereby facilitating a comprehensive assessment of its impact on their oral communication skills. The random selection approach also aimed to minimize potential biases and ensure that the findings were applicable to a broader population of students within the English education department at the private university in Indonesia.

Research Instruments

The instrument used for this study was an interview checklist. The interview checklist was used in order to gain a deeper understanding of the students' points of view and experiences (Sutton & Austin, 2015). The advantages of using an interview checklist were to make sure that all the prepared questions would be asked by and would help the researcher to secure the flow of interviews. The interview questions were related to the students' points of view on the use of the TPS teaching strategies. The interviews were done in the Indonesian language due to the nature of the Indonesian language as the interviewees' first language and in order to avoid possible misunderstandings caused using the English language. By holding the interview, the author was trying to answer the two research questions: (1.) What is the possible effect of using the Think-Pair-Share strategy on the students' oral communication skills? (2.) What is the students' view about the use of the Think-Pair-Share strategy in the class?

Data Analysis

The result of the interviews was recorded, and then it was translated into English for more in-depth analysis. Then, the translation was coded. The coding was done by determining the keywords from the transcripts (Sutton & Austin, 2015). After coding, the codes were analyzed

by doing a thematic analysis (Alhojailan & Ibrahim, 2012). Thematic analysis has been widely used in qualitative research (Alhojailan & Ibrahim, 2012; Braun & Clarke, 2006; Nowell et al., 2017). Thematic analysis is useful to analyze the different points of view of the participants (Braun & Clarke, 2006; Nowell et al., 2017).

RESEARCH FINDINGS AND DISCUSSION

Research Findings

Research question 1: What is the possible effect of using the Think-Pair-Share teaching strategy on the students' oral communication skills?

Regarding the research question, according to the result of the interview, some keywords were determined to be related to the research questions such as do not help and do not affect. From those keywords, the themes were generated. Based on the result of the interview, there are themes on the possible effect of using the Think-Pair-Share strategy on the students' oral communication skills. Table 1 presented the themes on the possible effect of the think-pair-share teaching strategy on the students' oral communication skills.

Table 1
The Themes on the Possible Effect of the Think-Pair-Share Teaching Strategy on the Students' Oral Communication Skills

Theme	Description
1	The Think-Pair-Share strategy can help the students to improve their self-confidence
2	The Think-Pair-Share strategy will be effective in improving students' oral communication skills if the pairs actively use English as the medium of discussion.

Theme 1 in Table 1 shows that the think-pair-share strategy can help the students to improve their self-confidence. In the interview, a student answered the research question by stating that the Think-Pair-Share strategy does not help him to improve his speaking skill, yet the interviewee also claimed that the Think-Pair-Share strategy could help the students to grow their confidence. For example, the interviewee said that

"I find this method very helpful. I myself sometimes still feel embarrassed when I am told to speak in front of many people, especially in English, but when I am included in a small group, I feel more confident to express my opinion even though it is not so fluent" (Interviewee 2)

This claim was also supported by other interviewees. The other interviewees stated that the Think-Pair-Share teaching strategy helped them to increase their confidence. They also claimed that the Think-Pair-Share teaching strategy could reduce their hesitation when they want to speak in front of the class. As an example, they said that.

"I think situations like that really help the students. Personally, I will feel much more confident, because my friends and I can discuss the answer together before we discuss it in an open discussion in front of the class. I feel that it helps me to feel easier. Discussing with my friends helps and motivates me to be more confident to participate actively in class. By discussing it I feel that my opinion or answer has been supported and approved by my friends, so I don't feel that the answer is just my own answer. The thought that my answer is wrong is getting less and less." (Interviewee 3)

"I think this strategy helps me feel more motivated to participate actively in the classes and increase my self-confidence. Like I said just now, knowing the opinions of others reduces my fear of making mistakes." (Interviewee 4)

Theme 2 of the study delved into the effectiveness of the Think-Pair-Share strategy in enhancing students' oral communication skills when English is actively employed as the

medium of discussion within pairs. The research findings revealed that the implementation of this strategy yielded positive results in terms of improving students' oral communication abilities. However, during an interview with the first interviewee, it was reported that he did not perceive any significant impact of the Think-Pair-Share-Teaching strategy on his own oral communication skill. The interviewee offered an illustrative example to support his perspective. This incongruity in perception between the research findings and the interviewee's personal experience highlights the importance of further investigating the contextual factors and individual differences that might influence the outcomes of such instructional approaches. Additionally, these findings underscore the necessity of exploring alternative strategies or modifications to better cater to students' diverse learning needs and preferences.

"to be honest, it doesn't really affect my speaking skill." (Interviewee 1)

In the course of the study, it was noted that the perspectives of the other interviewees closely aligned with those of the first interviewee. This unanimity of opinions emerged prominently during the data analysis, as evidenced in the following excerpt from the interview transcripts:

"Honestly, it doesn't really help me improve my speaking ability." (Interviewee 3)

"I rarely use English in the given opportunity and prefer to use Indonesian, so the impact of this strategy is minimal." (Interviewee 4)

However, they considered that this strategy did not affect their communication skills because of some reasons. One of the reasons was they tended to switch the language to Bahasa Indonesia when they were in pairs. Another reason was the members of the pairs were not active in the discussion process. Those reasons might be the cause of the ineffectiveness of the Think-Pair-Share strategy. They thought if they could use all English as the medium of discussion, the strategy would be effective, as can be concluded from the following excerpts:

"Personally, my group members and I don't use much English in our discussions. We usually only use English at the beginning, after that we use Indonesian more often, so you could say we mix English and Indonesian to communicate and discuss." (Interviewee 1)

"From my experience so far, my group members and I don't use English very much in our discussions." (Interviewee 3)

During the interviews, the participants consistently expressed their belief that the Think-Pair-Share strategy itself did not significantly contribute to the improvement of their oral communication skills. According to their accounts, the primary reason for this perceived lack of efficacy was the students' failure to seize the opportunities provided by the strategy to engage in English communication. Instead, the students tended to gravitate towards using their native language, Bahasa Indonesia, when conversing with their peers during discussions. This preference for their native language in social interactions within the classroom setting limited the extent to which the Think-Pair-Share strategy could facilitate substantial practice and development of English speaking skills. For example, the interviewees said that.

"There are several reasons why I prefer it that way. First, using Indonesian is more comfortable than using English. Indonesian is my first language, so it's easier to use. Besides that, I myself am still unsure about my grammar plus I sometimes feel that my vocabulary is still lacking so I prefer to use Indonesian instead of English." (Interviewee 1)

"...First, using Indonesian is easier than using English. Another reason is that when I want to discuss using English, there are group members who feel left out because they don't really understand English so they become less active in the discussion. Instead of affecting the smoothness of the discussion, we decided to use Indonesian instead" (Interviewee 3)

"I personally have no problem if English is used, but my friends prefer to use Indonesian, so I just also follow suit." (Interviewee 4)

In contrast with the other Interviewees' case, the second Interviewee found that this strategy had a positive impact on his oral communication skills, as shown below.

"...I think there is a positive influence on my ability to communicate in English, such as fluency in speaking and the grammar used when speaking. Maybe the effect is not too significant, but there is a clear positive influence." (Interviewee 2)

He also added that the reason was as follows.

"In my opinion, the think pair share strategy is quite effective. There are many things that can be done in a discussion with a group of friends, such as: correcting each other's vocabulary and grammar and preparing opinions or answers that will be expressed in front of the class so that they can be expressed in a straightforward and fluent manner." (Interviewee 2)

Research question 2: What is the students' view about the use of the Think-Pair-Share strategy in the class?

Table 2 presented the students' views of the use of the Think-Pair-Share strategy in oral communication skills.

Table 2
Emerging Themes on the Students' View of the Think-Pair-Share Strategy

Theme	Description
3	The Think-Pair-Share strategy needs to be implemented carefully in the class.
4	The Think-Pair-Share strategy offers students different class activities
5	The Think-Pair-Share strategy trains students in teamwork and critical thinking skills.

Theme 3. The Think-Pair-Share strategy needs to be implemented carefully in the class. The interviewees claimed that students' attitudes became one of the key factors in the effectiveness of this strategy. This claims are shown in Table 3.

Table 3
The importance of students' attitudes toward the effectiveness of using TPS strategy

Interviewee	Responses
1	<i>I think the effectiveness of the think pair share strategy is not that great, especially if the opportunity to discuss in English with a group of friends is not used.</i>
2	<i>I think if students really use the discussion time properly, I mean actively participate in the discussion using English. I think it can help them improve their speaking skills. However, if students use their discussion time like I do, then I don't think this method will help them at all.</i>
3	<i>I think if the students really participate in the discussion actively by using English, it can help them to improve their speaking skills.</i>

The interviewees also said that teachers have an important role in the process of the implementation of the Think-Pair-Share strategy. The teachers need to make rules that can help the strategy to work effectively, especially when the students do not have a high sense of responsibility toward their learning. As an example, the students said.

"If teachers enforce rules such as 'always speak English', and students actively participate in discussions while using English, the think-pair-share strategy might help to improve students' speaking

skills. On the other hand, if the teacher allows students to do whatever they want, while students discuss using Indonesian, then think-pair-share cannot help students improve their speaking skills.” (Interviewee 1)

“I think the effectiveness of the think-pair-share strategy depends on the teacher and the students. If teachers can monitor students while they are discussing, and also students actively participate in discussions when using English, the think-pair-share strategy can be very helpful to improve students' speaking skills. Although I think this method can put pressure and stress on the students, especially students with weak English skills. On the other hand, if the teacher allows students to do whatever they want, while students discuss using Indonesian, then think-pair-share cannot help students to improve their speaking skills.” (Interviewee 3)

These findings support the theme (Theme 3) that students think that Think-Pair-Share can be helpful in a certain condition such as it needs to be implemented carefully in the class.

Theme 4 showed that The Think-Pair-Share strategy offers students different class activities. Based on the result of the interviews, the Think-Pair-Share teaching strategy was described as a quite helpful strategy that can give more varied activities in the classroom. For example, one of the interviewees said that

“I like this strategy. The discussion feels lighter and more interactive because I don't feel any pressure.” (Interviewee 1)

“Yes, I like this strategy. The discussion is fun and helpful, especially when I'm not sure about my answer. My friends' answer can become my reference to correct my answer.” (Interviewee 3)

“I have good impressions of this strategy. I can express my opinions and ideas without feeling overwhelmed. Besides that, I can also discuss and listen to friends' opinions. From discussions with friends, I was able to understand some material that I didn't really understand at first because I was hesitant or reluctant to ask questions directly to the lecturer who taught. It's really helpful.” (Interviewee 4)

The fourth interviewee also claimed that this strategy made the class become less boring. As an example, he stated that.

“I feel comfortable using think-pair-share in class, because with this method I can discuss with friends. So, I can listen to friends' opinions about the topics discussed at that time, so I can exchange ideas or thoughts. In addition, the class becomes less boring because the activities do not always listen to the lecturer's explanation.” (Interviewee 4)

Theme 5 indicated that The Think-Pair-Share strategy trains students in teamwork and critical thinking skills. According to the results of interviews, the interviewees claimed that the Think-Pair-Share strategy can be quite helpful in enhancing students' ability in teamwork and critical thinking skills. As an example, the interviewees said:

“...because I often share opinions and discuss with a group of friends, my ability to receive and process other people's opinions and answers is getting better and better. In the process of doing so, I came to learn about other people's perspectives and learn to appreciate their opinions.” (Interviewee 2)

“I think by having a discussion with the group members, I learned to hear and accept different opinions, even if I don't really agree with the opinions. Also, the discussion is often fruitful because by receiving other people's opinions, I can make appropriate adjustments to my original answer.” (Interviewee 3)

Discussion

The findings of the interviews revealed five themes: 1) the Think-Pair-Share strategy can help the students to improve their self-confidence; 2) the Think-Pair-Share strategy will be effective in improving students' oral communication skills if the pairs actively use English as the medium of discussion; 3) the Think-Pair-Share strategy needs to be implemented carefully in the class; 4) the Think-Pair-Share strategy offers students different class activities; and 5) the Think-Pair-Share strategy trains students in teamwork and critical thinking skills.

Theme 1 reveals that the Think-Pair-Share teaching strategy can grow the students' self-confidence. Previous studies also have similar findings (Marhaeni et al., 2013; Raba, 2017; Syafii, 2018). Marhaeni et al., (2013) even claimed that the Think-Pair-Share teaching strategy can significantly increase the students' motivation and self-confidence. The fact that Theme 1 is acknowledged by all the interviewees is not in line with the finding that the confidence helps students to improve their oral communication skills, which becomes Theme 2.

Theme 2 was derived from the fact that some students argued that the Think-Pair-Share strategy is not effective in improving students' oral communication skills. This is contradictory with some of the previous research. Usman (2015) found that Think-Pair-Share is an effective strategy. The similar findings were also found in some previous studies (Budiarta & Krismayani, 2014; Kusriani, 2012; Raba, 2017). Raba (2017) even stated that Think-Pair-Share can help students to improve their communication skills and manage their own learning so they can shape a sense of responsibility. These contrasting findings show that there are other factors that may determine whether this teaching strategy can give a positive impact on the students' oral communication skills. The striking difference that can be found between this study and the previous research is the use of language (Budiarta & Krismayani, 2014; Kusriani, 2012; Raba, 2017; Usman, 2015). However, one interviewee revealed that this strategy had a positive impact on his oral communication skills. This finding was in line with some research reports arguing that the effectiveness of the Think-Pair-Share strategy was because the language that the students used was English (Budiarta & Krismayani, 2014; Kusriani, 2012; Raba, 2017; Syafii, 2018; Usman, 2015). Atiyawati et al. (2019) mentioned how important it was for students to use English when they were having a discussion with their friends. Besides the use of English, the students also need to actively participate in the discussion (Marhaeni et al., 2013). As stated by Marhaeni et al. (2013), actively participating in the discussion could help the students improve their listening and speaking skills which can contribute to the development of communication skills.

The prudent implementation of the Think-Pair-Share (TPS) strategy within the classroom context is substantiated by a corpus of prior research that has documented commensurate findings. Notably, the works of Budiarta and Krismayani (2014), Kusriani (2012), Raba (2017), and Sugiarto (2014) have contributed significantly to the scholarly discourse in this area. Their collective investigations lend empirical credence to the importance of judiciously employing the TPS strategy as an instructional tool. Raba (2017), in particular, underscores the significance of each constituent step within the TPS pedagogical framework. Her elucidation emphasizes that students' active and comprehensive participation in each of these sequential stages is pivotal for the strategy's overall efficacy. This emphasis aligns with the broader consensus within the literature regarding the necessity of students' full engagement in order to reap the benefits of the TPS approach (Kusriani, 2012). Furthermore, Kusriani (2012) provides an incisive examination of the factors that play a decisive role in determining the success of the Think-Pair-Share strategy. Her study identifies three pivotal determinants, namely, the motivation levels of students, their proficiency in the English language, and their proclivity for active participation in discussion-based activities. Kusriani's research underscores the interplay of these variables, offering valuable insights into the nuanced dynamics of the TPS

strategy's effectiveness. This multifaceted analysis contributes to a more comprehensive understanding of the conditions under which the TPS strategy can be optimally harnessed to foster meaningful and impactful classroom interactions. Consequently, it highlights the need for educators to be attuned to these factors when integrating the TPS approach into their instructional practices.

The Think-Pair-Share (TPS) strategy represents an instructional approach that introduces a diversity of classroom activities to engage students in collaborative learning experiences. This methodology is substantiated by a body of scholarly references that underscore its pedagogical merits. Notably, the works of Marhaeni et al. (2013), Raba (2017), and Syafii (2018) have contributed significantly to the empirical foundation supporting the utilization of the TPS strategy within educational contexts. Raba's study (2017) emerges as a noteworthy contribution in the discourse surrounding the TPS strategy. Raba's findings illuminate the positive reception of this teaching approach among students. Notably, students found the TPS strategy to be an enjoyable and engaging pedagogical tool. This particular resonance with students can be attributed, in part, to the dynamic nature of the strategy, particularly evident during the discussion phase. Within this segment of the TPS framework, students have the opportunity to explore a range of activities beyond merely expressing their opinions on a given problem. Importantly, they can harness this space to foster mutual encouragement and address communication challenges collectively. Raba's observations highlight the multifaceted nature of the TPS strategy, showcasing its potential not only as a mechanism for knowledge transmission but also as a platform for the development of interpersonal skills and collaborative problem-solving. Consequently, Raba's insights underscore the significance of incorporating the TPS strategy into pedagogical practices, particularly for educators seeking to cultivate an engaging and participatory learning environment. The TPS strategy, with its adaptable and interactive nature, thus emerges as a promising avenue for promoting both academic growth and the development of critical social competencies among students.

The Think-Pair-Share (TPS) strategy represents a pedagogical approach that serves as a valuable tool for fostering students' development in the domains of teamwork and critical thinking skills. This methodology offers students a structured framework for collaborative learning experiences, engaging them in a sequence of cognitive and interpersonal activities designed to enhance their cognitive and social competencies. One noteworthy aspect of the TPS strategy is its ability to cultivate teamwork among students. By necessitating collaboration and discussion in pairs or small groups, TPS encourages students to interact and cooperate with their peers. This cooperative dimension of the TPS strategy stands as a testament to its potential for nurturing teamwork skills. It compels students to work together, share their thoughts and perspectives, and collectively arrive at solutions or insights. This cooperative aspect of TPS is a crucial element in the development of students' ability to collaborate effectively, a skill that is highly valued in academic and professional contexts.

Furthermore, the students' positive perception of the Think-Pair-Share teaching strategy underscores its efficacy as an educational approach. This favorable perception suggests that students find the TPS strategy to be a beneficial tool in their learning process. The positive reception can be attributed to various factors, including the engagement and interaction fostered by the strategy, as well as its potential to enhance critical thinking skills. Empirical support for the notion that the cooperative nature of the Think-Pair-Share strategy contributes to improvements in students' critical thinking skills is found in the research conducted by Utami and Rusdarti (2021). Their study provides valuable evidence that aligns with the observed benefits of the TPS strategy.

The cooperative elements of TPS, which prompt students to engage in discussions and share their viewpoints, serve as a platform for the development and refinement of critical thinking abilities. The exchange of ideas, diverse perspectives, and collaborative problem-solving inherent to TPS all play a role in enhancing students' critical thinking capabilities. Therefore, the Think-Pair-Share strategy emerges as an instrumental tool for the cultivation of teamwork and critical thinking skills among students. Its cooperative nature encourages collaboration, while empirical studies, such as the one by Utami and Rusdarti (2021), provide substantiated evidence of its positive impact on critical thinking skill development. As educators seek effective pedagogical methods to equip students with essential competencies for both academic and professional success, the TPS strategy stands out as a promising approach.

CONCLUSION

In this research, there were two main aims related to the implementation of the Think-Pair-Share teaching strategy in a classroom that was investigated. The first aim was to focus on the possible effects of applying the Think-Pair-Share teaching strategy in the class. The second aim was to investigate the student's perspective regarding the implementation of the Think-Pair-Share strategy. Due to these purposes, interviews were used for the data collection. Based on the interview data and through the coding process, there were five themes found and had been elaborated on regarding the aims of this study.

The conclusion showed that the Think-Pair-Share teaching strategy can develop the students' self-confidence. It helps the students to grow their self-confidence by giving them the chance to prepare themselves before talking in front of the class. Aside from that, the Think-Pair-Share teaching strategy was effective in terms of helping the students to improve their oral communication skills. In this case, the use of language becomes the key factor that can determine the success of this teaching strategy. Therefore, the Think-Pair-Share teaching strategy can be used for growing students' self-confidence in terms of speaking. As for the effectiveness, it depends on the other factor. The students felt this strategy offers various activities which make the class become less boring. They were also encouraged to become more active in the discussion. The process of implementing this strategy is important because the students might not apply each step in this strategy properly. Lastly, the students felt that this strategy helped them improve their teamwork and critical thinking skills.

Based on the findings, there are several implications for teachers, particularly those who teach English. To begin, the teachers can use the implications of this study's findings as references and insight when using the Think-Pair-Share strategy to support and help the learning activity. For example, the Think-Pair-Share teaching strategy is applied to help students increase their self-confidence in speaking. Moreover, various insight related with the application of the Think-Pair-Share teaching strategy can be gained from this study. Furthermore, this research would contribute to the body of knowledge in the field of English language education specifically on the effect of using the Think-Pair-Share teaching strategy on the students' oral communication skills, specifically at the University level for qualitative data, which can be used as a reference for future studies. Lastly, because this study was conducted in Indonesia, an insight related to the response of the students of Indonesia at the University level toward the use of the Think-Pair-Share teaching strategy in supporting learning activity could be drawn from this study.

While this study positively informs the students' view toward the application of the Think-Pair-Share teaching strategy, there were four notable limitations. First, since this study gathered the data only from interviews, there is no supporting evidence from observation. If similar research is conducted by employed data from interview and observation, the data may be more detailed and give more vivid view on the research situation. Besides, due to the limited

time frame of this study, the participants of the interviews were few. More number of participants may enrich the result of the study. Furthermore, this study merely applied qualitative analysis. Hence, the findings cannot be generalized and the application will be very reliant on the settings. Lastly, non-significant findings during the data analysis were overrode in order to highlight the more outstanding findings. Deep exploration on those non-significant findings may be worth doing in the future research.

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