ELT – INNOVATIVE LEARNING METHODS AND TECHNIQUES – ‘THINK-PAIR-SHARE ‘(TPS)

GANGSHETTIVAR MAMATHA
Asst. Professor in English
Sreya Institute of Engineering and Technology
Nagole, HYDERABAD
Telangana

Abstract
Some students feel safer and more relaxed when talking in small groups, rather than having to speak in front of the entire class. The Think-Pair-Share activity gives them the opportunity to feel more comfortable sharing their thoughts. In addition to fostering social skills, this strategy also improves students’ speaking and listening skills. When pairs brainstorm together, each student learns from their partner. This can help students expand their vocabulary as they learn new words from their peers and build on their prior knowledge. Harmonious communication has an important role in teaching and learning process, especially in encouraging the success of teaching and learning process in the classroom. This research was conducted to know the student’s response to the implementation of Think Pair Share strategy in Speaking course. This strategy emphasizes how students are more active in communicating using English in the classroom. The purpose of this paper is to analyse: 1) how the implementation of Think Pair Share strategy in class; 2) how students respond to the Think Pair Share strategy in the classroom.

Keywords: response, strategy, student, teaching-learning process, Think Pair Share

Introduction
English is the current international language. English plays an important role in this modern world. English functions not only as a language of science and technology, but also people use English as a means of communication in economics, politics, social, cultural and trade, multilateral relations, and also for career growth. Because of its importance in this globalized world, the Indonesian government, therefore, through its national curriculum, focuses on the goal of improving students' skills in all English language skills, including reading, writing, listening and speaking skills.

Basically in English communication, there are some things that must be mastered, such as the number of vocabulary, knowing the structure of the sentence and able to pronounce the words correctly. Furthermore, confidence is a supporting factor that must be acquired. According to Cahyono and Widiati (2011: 29) the success of students in developing their communication skills can be seen from the smoothness, accuracy and effectiveness of the speech.

Literature Review
In connection with learning English, Cahyono and Widiati (2011: 36) said that speaking should apply the communicative approach. Students can interact with others in the learning process so that they can improve their English skills. Communicative approach allows students to manage their communication with their friend in the classroom. The communication not only manage between students and teacher but also students and teacher.
There are many learning strategies, but the most frequently discussed topics in the world of education are cooperative learning strategies, one of it is the Think Pair Share learning strategy. In this learning strategy the students are trained how to express opinions and students also learn to respect the opinions of others by still referring to the material / learning objectives. Think Pair Share is designed to influence student interaction. Think pair share facilitate the students to share their opinions with other students.

**Research Methodology**

This study focuses on how the implementation of Think Pair Share strategy in the classroom and how students respond to the implementation of Think Pair share strategy in class. This research is qualitative descriptive research because it focuses on description and explanation. The data sources in this study are students of English language education program semester 2 in Speaking courses. For research instrument, researcher is the main instrument and to strengthen this research data also use observation sheet and field note.

To collect data about how students' attitude toward the implementation of Think Pair Share strategy in Speaking 2 subjects the researcher uses questionnaires that must be filled in all the students. From the data, the researcher analyzed whether positive or negative student response to the implementation of this Think Pair share strategy.

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<th>No</th>
<th>Questions</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Ordinary only</th>
<th>Disagree</th>
<th>Strongly disagree</th>
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<tbody>
<tr>
<td>1</td>
<td>Using the Think Pair share strategy, I enthusiastically speak English</td>
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<td>2</td>
<td>The use of the Think Pair share strategy motivated me to dare to practice speaking in English</td>
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<td>3</td>
<td>The use of TPS strategies is more interesting than other strategies in learning to speak English</td>
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<tr>
<td>4</td>
<td>The use of TPS strategies helped me learn to speak English more easily</td>
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</table>
5. The use of the TPS strategy helped me in improving my English vocabulary

6. The use of the TPS strategy helped me in reproducing the proper English phrases

7. With the TPS strategy I get the right language usage model especially for talking

8. The use of the TPS strategy not only helped me in improving my speaking skills but also listening

9. The use of the TPS strategy helped me get an idea for speaking practice

10. The use of TPS strategies can be useful in teaching English, especially speaking

Questionnaires to be filled by students amounted to 10 statements covering 4 topics on learning English. The first topic of how student feels after the implementation of the Think Pair Share strategy in the classroom (questionnaire number 1 & 2), second topic on the effectiveness of using Think Pair Share strategy compared to other strategies (questionnaire number 3 & 4), subsequent topic on Think Pair benefits Share is attributed to students’ speaking ability in terms of grammar, vocabulary, fluency and accuracy of word pruning (questionnaire number 5-7), and the last topic on improving students' speaking ability (questionnaire number 8-10).

Example of a questionnaire Assessment of students on the use of Think Pair Share strategies in Speaking courses in class)

What is your opinion after learning to Speak English using the Think Pair Share (TPS) strategy? (Select an answer by checking (√) the answer option)
Result and Discussion
The results of the questionnaire showed positive responses of students after the implementation of the Think Pair Share strategy in the classroom.

The first topic concerns students' feelings after the implementation of the Think Pair Share strategy in the class shows that 87.03% of students feel enthusiastic and motivated to learn and practice their English speaking skills, while others (12.96%) feel unconvinced that Think Pair Share strategies can make them more motivated to improve their speaking ability.

The next topic on the effectiveness of the Think Pair Share strategy compared to other strategies showed 85.19% of the students agreed while the other (14.81%) expressed uncertainty about it. The next topic shows 81.48% of the students agree the use of Think Pair Share strategy is useful to improve students' speaking ability in terms of grammar, vocabulary, fluency and accuracy of pronunciation. While on the last topic about improving students' speaking ability English showed 86.45% gave positive response and the rest (13.55%) said not sure.

After analyzing all data, 84.81% of students responded positively to the use of Think Pair Share strategy in Speaking 2 courses. The result if connected with success criterion 2 points is 75% of students showed a positive response it can be concluded that this result has exceeded predetermined success criteria.

More data showing student's attitude toward implementation of Think Pair Share strategy is shown in the below table:
The Think-Pair-Share strategy is designed to differentiate instruction by providing students time and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer. This learning strategy promotes classroom participation by encouraging a high degree of pupil response, rather than using a basic recitation method in which a teacher poses a question and one student offers a response. Additionally, this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning. Think-Pair-Share can also be used as an information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.

In this strategy, a problem is posed, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class. Think-Pair-Share is easy to use within a planned lesson, but is also an easy strategy to use for spur-of-the-moment discussions. This strategy can be used for a wide variety of daily classroom activities such as concept reviews, discussion questions, partner reading, brainstorming, quiz reviews, topic development, etc. Think-Pair-Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

Strategy in Practice

- Before introducing the Think-Pair-Share strategy to the students, decide on your target for this lesson. You may choose to use a new text that the class will be reading, or you might want to develop a set of questions or prompts that target key content concepts that you have been studying.
- Describe the strategy and its purpose with your students, and provide guidelines for discussions that will take place. Explain to students that they will (1) think individually about a topic or answer to a question; (2) pair with a partner and discuss the topic or question; and (3) share ideas with the rest of the class.
- Using a student or student(s) from your classroom, model the procedure to ensure that students understand how to use the strategy. Allow time for students to ask questions that clarify their use of the technique.
- Once students have a firm understanding of the expectations surrounding the strategy, monitor and support students as they work through the steps below. Teachers may also ask students to write or diagram their responses while doing the Think-Pair-Share activity.
- Think: Teachers begin by asking a specific higher-level question about the text or topic students will be discussing. Students “think” about what they know or have learned about the topic for a given amount of time (usually 1-3 minutes).
- Pair: Each student should be paired with another student. Teachers may choose whether to assign pairs or let students pick their own partner. Remember to be sensitive to learners’ needs (reading skills, attention skills, language skills) when creating pairs. Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic (2-5 minutes).
- Share: Once partners have had ample time to share their thoughts and have a discussion, teachers expand the “share” into a whole-class discussion. Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class. After the class “share,” you may choose to have pairs reconvene to talk about how their thinking perhaps changed as a result of the “share” element.
Advantages of TPS
Instructors find they can have a format change during lecture that only takes a small amount of class time. Preparation is generally easy and takes a short amount of time.
- The personal interaction motivates students who might not generally be interested in the discipline.
- You can ask different kinds and levels of questions.
- It engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.
- You can assess student understanding by listening in on several groups during the activity, and by collecting responses at the end.
- The fluid nature of group formation makes this technique very effective and popular for use by instructors of large classes.
- Full class discussion is generally more fruitful after a think-pair-share and throughout the semester as the frequent use of such activities generally improves student comfort levels and willingness to participate throughout a class period.

Steps for using TPS
1. Ask a question. Be aware that open-ended questions are more likely to generate more discussion and higher order thinking. A think-pair-share can take as little as three minutes or can be longer, depending on the question or task and the class size.
2. Give students a minute to two (longer for more complicated questions) to discuss the question and work out an answer.
3. Ask students to get together in pairs or at most, groups with three or four students. If need be, have some of the students move. If the instructor definitely wants to stick with pairs of students, but have an odd number of students, then allow one group of three. It's important to have small groups so that each student can talk.
4. Ask for responses from some or all of the pairs or small groups. Include time to discuss as a class as well as time for student pairs to address the question.

Challenges of TPS
One of the biggest challenges of the think-pair-share is to get all students to truly be engaged. Obviously, instructors hope that they have selected questions that are sufficiently interesting to capture student attention. However, the instructor might also want to consider other ways to increase the likelihood of student participation. The instructor might offer a participation grade somehow tied to a short product students produce from their discussion. Or the instructor can find ways to increase student awareness of the likelihood their group might be called upon to share their answer with the entire class. The instructor might also consider using some of the think-pair-questions on exams and making it clear to students that that is the case.

Conclusion
Based on the result of this research, it can be concluded that the implementation of Think Pair Share strategy can give positive response to the students. Students have a positive opinion about the use of TPS in the process of learning. Think-Pair-Share activities pose a question to students that they must consider alone and then discuss with a neighbor before settling on a final answer. This is a great way to motivate students and promote higher-level thinking. Even though the activity is called think-"PAIR"-share, this is the term many instructors use for pairs and small groups (three or four students) alike. Groups may be formed formally or informally. Often this group discussion "sharing" is followed up with a larger classroom discussion. Some think-pair-share activities are short, "quick-response think-pair-share" and
sometimes the activities may be longer and more involved, "extended think-pair-share." The instructor can use the student responses as a basis for discussion, to motivate a lecture segment, and to obtain feedback about what students know or are thinking and it is easy to incorporate more than one think-pair-share activity in a given class period.

References