



Exploring EFL Students In Think Pair And Share Practice In Reading Classroom: A Case Study

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Abstract

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A good understanding can be a bridge for students to have exemplary learning achievements in their learning process. The introduction of practical learning methods in developing reading skills in English is a challenge that educators continue to face. To explore students' experiences in applying the Think-Pair-Share method in the context of learning to read in EFL classes. This research will focus on students' behavior of the Think-Pair-Share process, their responses to interactions in pairs, and the impact of using this method on their reading skills. The researcher used case study design to conduct this research. To analyze the data, the researcher adopted the thematic analysis. The participants in this study consisted of 7th-grade students at a junior high school in Karawang. The results indicated that students actively participated in discussions, asked questions, and paid attention to the teacher. This positive attitude was also evident in the improved quality of learning assignment outcomes. In learning to read English, the involvement of students in interactions and discussions illustrated the significance of this method.

Keywords: Reading, Students' Engagement, Think-Pair and Share

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INTRODUCTION

English as a Foreign Language (EFL) education has an increasingly important role in a global world that continues to grow (Akib, 2021). The ability to communicate in English has become a necessary skill in various fields, including business, technology, tourism, and diplomacy. In order to prepare a generation that can compete at the international level, the effectiveness of learning methods in the EFL context is an aspect that must be addressed.

Among the four language skills, reading is essential in developing content understanding and enriching vocabulary and sentence structure (Tighe & Schatschneider, 2016). Reading ability also plays an essential role in students' academic activities. A good understanding can be a bridge for students to have exemplary learning achievements in their learning process (Dwigutini & Widiya, 2020). The introduction of practical learning methods in developing reading skills in English is a challenge that educators continue to face. One interesting method is Think-Pair-Share, which combines a collaborative aspect with allowing each individual to reflect and contribute.

In the context of language learning, Think-Pair-Share is a method that encourages students to think critically (Silva et al., 2022), speak (Singh, 2020), and interact actively (Cooper, 2018). This method involves three main stages: first, students reflect on the questions or topics raised by the teacher; second, they discuss in pairs (pairs) to share their thoughts; and third, they share the discussion

results with the whole class. Even though this method has been used in various learning contexts, aspects still need to be explored further, especially in EFL classes.

Within this scope, this study aims to explore students' experiences in applying the Think-Pair-Share method in the context of learning to read in EFL classes. This research will focus on students' behavior of the Think-Pair-Share process, their responses to interactions in pairs, and the impact of using this method on their reading skills. This research will be carried out through a case study approach that allows for a deeper understanding of the dynamics of the learning process.

By exploring students' experiences and views regarding using the Think-Pair-Share method in the context of learning to read English, this research is expected to provide richer insights into the effectiveness of this method and its contribution to developing students' reading skills in learning English. Through careful analysis of the data obtained, this research can provide valuable guidance for educators in optimizing learning strategies that are relevant and effective in developing students' reading skills.

METHODS

The researcher used a qualitative approach with a case study design to construct the research. Decisions regarding the research design have implications for the validity of the resulting research results. Thus, the synergistic relationship between the two components is a crucial factor influencing the learning outcomes. This research is based on efforts to answer research questions related to problems in English reading mastery among students at the junior high school level and the responses they show to the learning methods applied. Within this framework, the researcher adopts the case study theory Yin (2018) developed as the basis for his research approach.

The participants in this study consisted of 7th-grade students at a junior high school in Karawang. Six students were taken as participants in this study, who are members of a group currently undergoing an even semester in the 2022/2023 academic year. As a first step, the researcher informed the participating students in detail about the research procedure and guaranteed their confidentiality and freedom to participate.

The data collection process is carried out using two primary data sources obtained through direct observation in the learning environment. Meanwhile, secondary data was obtained through interviews, which deepened understanding and complemented previously collected data. The interview process was conducted using a semi-structured technique to obtain in-depth and contextual data. To analyze the data, the researcher adopted the thematic analysis approach proposed by Braun & Clarke (2022). The researcher also puts forward an analytical framework to guide the data analysis process, which involves identifying, analyzing, and reporting emerging thematic patterns in the data collected.

RESULTS & DISCUSSION

Results

In this section, the researcher showed the data to conduct this study. Based on the observation, the researcher found that all of students in the class were active and participated during the lesson. The finding supported by the interview data below.

Student 1: *Tentu, karena kita dapat bertukar pikiran dengan teman kita dan memutuskan jawabannya bersama walau kadang ada perbedaan pendapat yang membuat bingung*

Student 2 : *Ya, saat berdiskusi kita akan mendapat jawaban dari tanggapan yang berbeda*

Student 3: *Ya berdiskusi dapat memberi saya kemudahan untuk memahami materi-materi dari guru saya*

Based on the participants' statements in the interviews, the findings showed that discussing helped them participate actively in class learning. This behavioral involvement was shown through active participation and exchanging ideas during discussions. The active involvement of students during the discussion helped them understand the lesson better.

In other findings, the researcher found that active participation during discussions could encourage students to have achieved learning goals. This finding could be seen when the observation was conducted. Students who were actively involved in the discussion had a better understanding and produced better outputs. It was supported by the interview data below.

Student 1: *Ketika guru memberi pertanyaan, saya merespon dengan berdiskusi dengan teman*

Student 2: *Ya berdiskusi dapat memberi saya kemudahan untuk memahami materi-materi dari guru saya*

Student 3 : *Materi mudah dipahami karena kami dapat mengerjakan tugas bersama-sama melalui diskusi*

Student 4 : *Ya, karena mendengar pendapat orang lain itu saya jadi lebih faham dengan materinya*

Student 5 : *Ya, saya merasa semangat ketika membaca dan saat mencari arti kata yang tidak saya pahami*

Student 6 : *Ya saya melakukannya dengan baik, karena itu salah satu tanggung jawab saya sebagai siswa*

In this statement, the findings showed that students' involvement in discussions helped them to understand learning material. In the discussion process, students were also taught to tolerate differences in opinions from other people. At the same time, the active behavior of students in this learning process supported them to have a sense of responsibility toward their assignments. Discussions helped students gain a better understanding of learning materials and could also produce better outputs. They tended to have a sense of responsibility towards their duties so that they could produce excellent output.

Furthermore, students also participated in posing various questions. Based on observations, certain students were actively engaged in posing questions throughout the learning process, like inquiring about the significance of a designated assignment, referencing the meanings of potentially unfamiliar terms, and similar activities. It supported by the interview data below.

Student 1 : *Tidak, saya tidak bisa mengutarakan apa yang ada di pikiran saya*

Student 2 : Jarang bu, saya malu

Student 3 : Iya, karena ketika aktif bertanya saya menjadi lebih bersemangat

Student 4 : Iya, agar kita bisa tahu apa yang tidak kita tahu

Student 5 : Ya, jika ada yang tidak saya faham saya akan bertanya

Student 6 : Sebelum bertanya pada guru, saya cari dulu jawabannya. Kalau jawabannya tidak ada, saya langsung bertanya kepada guru saya

Drawing upon the aforementioned data, the findings showed that the majority of research participants were motivated and actively engaged in the discussion. They conveyed sentiments of delight and eagerness for learning. Students who proactively posed questions were striving to enhance their comprehension of the learning materials. Nonetheless, two students had found themselves unable to ask questions. The underlying factor was attributed to self-confidence issues and challenges in articulating their thoughts verbally.

Simultaneously, the researcher also found that discussion in the reading class through TPS could encourage positive behavior among other students. This positive behavior was manifested in the students' attentiveness to learning. During the observation period, researchers noted that students were inclined to pay attention to the teachers. However, certain students required assistance in maintaining their focus on the teacher. This discovery was further corroborated by interview data, which stated that:

Student 1 : Ya, karena jika ada guru yang sedang menjelaskan kita harus memperhatikannya

Student 2 : Kadang-kadang, tergantung pembahasannya

Student 3 : Ya, kadang-kadang

Student 4 : Ya, saya memperhatikan

Student 5 : Selalu karena takut ketinggalan materi

Student 6 : Ya, tetapi kadang teralihkan dengan teman

Based on the research data, the data showed that some participants paid close attention to learning. Their attitude and behavior respected the teacher and were a form of gaining experience and learning in the classroom. At the same time, some other students found it challenging to focus on the teacher's explanation in class. Internal and external factors could cause causal factors. On the internal factor, it was difficult for students to focus on paying attention to the teacher because of the material discussed and other students' feelings, such as drowsiness and boredom that could arise during learning. Additionally, students' external factors included friends. Some students felt distracted by other friends, so they needed help focusing and paying attention to the teacher in learning.

Discussion

Based on research findings, TPS can encourage students to be actively involved in the learning process. Students actively engage in this because the procedure is simple: asking questions, the teacher instructs students to think about possible answers to these questions, and then the teacher instructs students to discuss and summarize with the group. Then they share their answers with the other groups. It involves the active participation of students. This finding aligns with Dwigustini & Widiya's research (2020) which found that TPS learning can help students participate more actively in their learning, especially in the small

discussion groups they create. This active involvement can affect students' comprehension abilities and learning motivation.

At the same time, research findings also show that TPR can help students pay attention to teacher explanations in class. The paying attention activity is students' positive behavior in the learning process. Alfino et al. (2019) support research findings regarding the behavior of students paying attention to the teacher in class. In that study, they found that TPS is a learning technique that can increase student engagement and participation in classroom learning. The forms of positive participation are students paying attention to the teacher in class, students asking and answering questions, and student interaction in discussions.

In addition, students' involvement and active participation in learning are also manifested in better learning outputs. This study shows that TPS learning strategies can encourage students to do their assignments well to influence better results. Participation in the educational process, known as behavioral engagement, is associated with effort, persistence, and focus on academic activity. Students who engage in this behavior tend to be more active in reading activities, search harder and more diligently and can draw conclusions about the meaning of the text they encounter (Anderson et al., 2021). Sari et al. (2020) found that TPS can encourage students to gain achievements in learning reading. This achievement was driven by students' behavior and maximum efforts in learning.

CONCLUSION

The study concluded with a focus on student behavior in the classroom. The results indicated that students actively participated in discussions, asked questions, and paid attention to the teacher. This positive attitude was also evident in the improved quality of learning assignment outcomes. Nonetheless, both internal and external factors affected students' attention towards the teacher. Feelings of boredom and sleepiness could disrupt student focus, and being distracted by classmates also played a significant role.

In learning to read English, the involvement of students in interactions and discussions illustrated the significance of this method. This positive attitude led to better understanding and increased quality of task results. However, there were challenges such as boredom, sleepiness, and distraction from friends must be overcome. Efforts should be focused on developing strategies that help students overcome boredom and sleepiness and reduce distractions from external factors. Thus, students could remain actively involved and obtain optimal benefits from learning to read in the context of English. This effort reflected the importance of a pedagogical approach that considers aspects of student behavior to achieve better learning effectiveness.

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