



Enhancing Students' Participation in English Language Classes Using The 'Think Pair Share' Cooperative Learning Model

Shofia Lina Nafisah^{1✉}, Tono Suwartono², Eka Noviyanti³, Ade Chusna Silvia Rahmi⁴

Universitas Muhammadiyah Purwokerto, Indonesia^{1,2,3,4}

e-mail : shofianafisah11@gmail.com¹, suwartono@ump.ac.id², ekanoviyanti19@guru.smk.belajar.id³, adechusna@gmail.com⁴

Abstrak

Penelitian ini dilakukan sebagai respon terhadap perlunya untuk mengatasi persoalan keterlibatan siswa di dalam kelas sehubungan dengan perubahan konsepsi pendidikan. Metode pengajaran tradisional biasanya menghasilkan pengalaman belajar yang pasif bagi para siswa, yang dapat menghambat keterlibatan dan pemahaman. Menyadari masalah ini, tujuan dari penelitian ini adalah untuk melihat keefektifan pendekatan pembelajaran kooperatif 'Think Pair Share' sebagai strategi baru untuk meningkatkan keterlibatan dan partisipasi aktif siswa. Penelitian ini merupakan penelitian tindakan yang menggunakan kuesioner dan observasi sebagai teknik pengumpulan data. Penelitian ini dilakukan melalui tiga siklus pelaksanaan tindakan, masing-masing dengan empat tahap: perencanaan, pelaksanaan, pengamatan, dan refleksi. Hasil yang diperoleh pada siklus pertama menunjukkan skor rata-rata observasi dan kuesioner masing-masing 66,7 (dalam skala 100) dan 52, yang kemudian meningkat pada siklus kedua menjadi 72,2 dan 88,8. Namun demikian, nilai tersebut belum memenuhi kriteria keberhasilan yaitu 75. Baru pada siklus ketiga tingkat minimum yang diharapkan tercapai, yaitu 86 dan 94,5. Oleh karena itu, cukup beralasan untuk menyimpulkan bahwa penggunaan model pembelajaran kooperatif tipe Think Pair Share dapat meningkatkan tingkat partisipasi siswa. Berdasarkan temuan dari penelitian ini, para guru harus mempertimbangkan untuk menerapkan model pengajaran kooperatif di kelas mereka.

Kata Kunci: Pembelajaran kooperatif, Partisipasi siswa, Think Pair Share, Kelas bahasa Inggris.

Abstract

This study developed from the need to address concerns with student involvement in the classroom in light of changing educational conceptions. Traditional teaching methods usually result in passive learning experiences for pupils, which can inhibit engagement and comprehension. Recognizing this problem, the goal of this study is to investigate the effectiveness of the 'Think Pair Share' cooperative learning approach as a novel strategy for improving student involvement and active participation. This is an action research project that employs questionnaires and observations as the data collection techniques. The research went through three action implementation cycles, each with four stages: planning, implementing, observing, and reflecting. The results obtained in the first cycle showed observation and questionnaire average scores of 66.7 (in a 100 scale) and 52, respectively, which then rose in the second cycle to 72.2 and 88.8. Nevertheless, it did not meet the success criterion of 75. It was only in the third cycle that the minimum intended level was reached, with 86 and 94.5, respectively. Therefore, it is reasonable to conclude that using the Think Pair Share cooperative teaching model can enhance student participation level. Based on the findings of this study, teachers should consider implementing cooperative teaching models to their classrooms.

Keyword: Cooperative learning, Students' participation, Think Pair Share, English classes.

Copyright (c) 2024 Shofia Lina Nafisah, Tono Suwartono, Eka Noviyanti, Ade Chusna Silvia Rahmi

✉ Corresponding author :

Email : shofianafisah11@gmail.com

DOI : <https://doi.org/10.31004/edukatif.v6i1.5810>

ISSN 2656-8063 (Media Cetak)

ISSN 2656-8071 (Media Online)

INTRODUCTION

Student participation, at the individual and systemic levels, is widely acknowledged to be beneficial to both students and schools in policy, practice, and research. According to Graham et al., (2018) many educational institutions are making efforts to actively participate in discussions surrounding concepts such as "student-centeredness," "personalized learning," "student voice," and other related themes. These endeavors are in line with the evolving educational theories which advocate for more collaborative approaches to the process of acquiring knowledge. This pedagogical change acknowledges that students learn best when they are engaged and participating in the learning process. The importance of student engagement is further highlighted by its applicability across various educational levels, from elementary through secondary and beyond. Students gain opportunities to connect with their peers and teachers throughout sessions, regardless of age. In an environment of economic constraints, student participation is seen as a critical component in generating better outcomes for university graduates, as highlighted by Bernard (2015) this involvement aids in developing a deeper comprehension of the subject matter and promotes critical thinking.

Learning participation occurs when students engage physically, mentally, and socially in the learning process (Wahyuni et al., 2023). This participation extends beyond the traditional methods, where students are merely listeners and note-takers. Utilizing such technologies in the classroom is essential to achieving the quality standards of the educational process. These technologies support students' growth in independence and productivity while accounting for their unique approaches to creating educational materials, their communicative creativity, and their personal motivations (Kruglikov, 2018). It encompasses a more comprehensive involvement where students actively contribute their mental and emotional faculties in group situations, fostering their thinking and emotional development toward achieving satisfying learning outcomes. Furthermore, active participation encourages students to be consistently engaged, fostering their awareness that learning can be attained through effort and providing them with a profound understanding of the meaning and significance of learning. Enhanced participation correlates with improved learning achievement for students. On the other hand, Tanireja, as quoted in Khodijah et al., (2016) defines student participation as the mental and emotional engagement of students in group situations that stimulates them to develop their thoughts and feelings to achieve successful learning outcomes. Moreover, participation motivates students to actively engage throughout the learning process, raising their awareness that learning can be achieved through effort and granting them an understanding of the meaning and importance of learning. Enhanced participation leads to improved student learning achievement.

Tanireja, as quoted in Perawati et al. (2020) suggests that students will participate when they can do the following six things: firstly, when they can provide opinions on how to solve problems; secondly, when they can respond to other people's opinions; thirdly, when they can complete tasks assigned by the teacher; fourthly, when they are motivated to complete assigned tasks; fifthly, when they exhibit tolerance and are open to accepting others' opinions; and lastly, when they can take responsibility as group members. This perspective aligns with the viewpoint of Wahyuni et al. (2023) which emphasizes that students must actively demonstrate their participation in learning activities. This can be observed through various activities such as asking questions, responding to inquiries, completing assignments, actively engaging in discussions, taking notes on teacher explanations, working on individual assessments, and ultimately completing the lesson when it concludes.

Collaboration is an important feature of active participation. When students cooperate and work on tasks and projects together, they not only share knowledge but also develop important social and problem-solving skills. These abilities are critical for their future success, both academically and in other areas of their lives. In essence, encouraging active student participation is about developing well-rounded individuals

capable of effectively collaborating, communicating, and thinking critically in an ever-changing world. It represents a fundamental movement away from traditional teaching methods and towards more student-centered and interactive approaches, which will ultimately result in more effective and meaningful learning experiences.

Cooperative learning embodies a pedagogical approach that fosters the harmonious collaboration of students, propelling them towards collective accomplishment. Formed as a unified whole, learners are motivated to engage in collaborative pursuits, their connection reinforced through mutual aid and support (Damayanti, 2021). This aligns with Ni'mah & Dwijananti (2014) perspective that cooperative learning is an approach in the learning process where students collaborate to achieve common goals. According to Kusuma & Aisyah (2012), cooperative learning is a teaching model that can be used to facilitate the learning process. With the use of cooperative learning methods, students find it easier to understand complex concepts when they discuss issues with their peers.

The "cooperative learning" system, also known as "collaborative learning" allows students to collaborate on well-designed tasks. In this system, the teacher serves as a facilitator (Erdiana, 2021). Erdiana (2021) argues that there are several compelling reasons why the use of this cooperative teaching system in schools should be more widespread. Schools need to equip students with new skills to participate in a rapidly changing and evolving globalized world. Suparjo, as cited in Damayanti (2021) explains that in cooperative learning, five values need to be fulfilled to achieve the intended outcomes. The first is positively valued interdependence. The second is group processing. The third is active interaction. The fourth is communication among members. The last is individual accountability. According to Trianto, as cited in Damayanti (2021), cooperative learning can achieve three goals: mastery of social skills, tolerance, acceptance of various opinions, and academic achievement. Two methods that can be used are Numbered Heads Together and Think-Pair-Share. The Think-Pair-Share (henceforth abbreviated as TPS) method, also known as "berbagi dengan pasangan" in Indonesian, is one type of cooperative learning aimed at changing how students interact with each other. This method originated from cooperative learning research (Mardiyah et al., 2014)

Teachers, according to Setiadi et al. (2018) play a significant part in creating a conducive learning environment. Cooperative learning is a teaching method in which students work in small groups to help one another understand the curriculum. The success of cooperative learning is determined by the success of the group (Zulkamain, 2015). As a result, the cooperative learning process should prioritize the cooperative learning concept. Each group member should define their roles and collaborate.

Think Pair and Share (TPS) is a collaborative learning method that can be employed to enhance student participation, cooperation, and a sense of responsibility (Sutopo et al., 2020). TPS is one sort of student-centered learning methodology. Husna et al. (2013) argues that the cooperative learning model of type TPS allows students to work alone and cooperate with others so as to optimize student participation. Through a problem-solving method, this model exposes real-world challenges for students to learn and implement. 'Thinking' in this context means that the teacher provides questions or concerns relating to the material for pupils to consider. Following that, at the 'pairing' stage, the teacher asks students to discuss them with one another. The outcomes of these pair discussions are shared with the entire class, known as "sharing." Because of this basic learning style, students may participate in learning.

Cooperative Learning TPS, aims to change the way students interact with each other in a specific manner. Moreover, with phases of thinking, pairing, and sharing, the TPS cooperative learning model enables students to collaborate in small groups (Misniar et al., 2021). Furthermore, TPS is a learning model that allows students to work together in small groups with stages of thinking, pairing, and sharing. In this learning model, students can be more active in the learning process, more active in solving problems in student participation in English classes, and can be more confident in expressing their answers in public.

TPS is the result of Frank Lyrman's concept of structured collaborative learning. TPS is the right choice when classroom discussion activities need to be organized and controlled. This is because it allows students time to think, respond, and assist each other. TPS also provides students with the opportunity to work individually and collaboratively. This aligns with the opinion of (Fatimah, 2015) who explains that one of the simplest models of cooperative learning is the Think-Pair-Share Cooperative Learning model, which allows each student to engage in "thinking-pairing-sharing" activities during class.

According to Trianto, as cited in (Misniar et al., 2021), the three phases of TPS are thinking, pairing, and sharing. In the thinking phase, the teacher presents a problem, question, or issue related to the lesson content and gives students time to think about a solution. In the next phase, pairing, the teacher asks students to pair up and discuss their thoughts on the problem. In the final phase, sharing, the teacher asks pairs to narrate and share what they have thought about the issue. This is similar to the view of Suparjo, as cited in Ni'mah & Dwijananti (2014) where the TPS method consists of three stages. The learning process begins with the teacher posing a question or problem related to the material for students to ponder. The teacher gives them a chance to consider their answers. Then comes the "pairing" phase, where the teacher asks students to pair up. Each pair has the opportunity to speak with the teacher. All pairs in the class discuss the results of their discussions with each other. This stage is called "Share."

According to Isjonin, as cited in Khodijah et al. (2016), the Think Pair Share learning model provides students with an opportunity to collaborate. Its advantage is increasing student participation by giving each student eight times more opportunities to interact and demonstrate their participation to others. According to Lie, as cited in Ni'mah & Dwijananti (2014), there are three advantages to using the Think Pair Share (TPS) method. The first is enhancing students' independence. The second is increasing student engagement in contributing their ideas because they have a greater opportunity to express their opinions. The last is improving students' thinking speed. the integration of TPR also could enhance students speaking ability as cited in a research conducted by Usman (2015). According to Huda, as cited in Khodijah et al. (2016), the Think Pair Share learning model has the following advantages: Firstly, it enhances student participation; secondly, it is suitable for simple tasks; thirdly, it provides each group member with more opportunities to contribute to their group. Lastly, its formation is faster and easier. In the TPS cooperative learning method, the teacher plays a crucial role in guiding students to communicate with each other, creating a more dynamic, creative, effective, and enjoyable learning atmosphere (Perawati et al., 2020). Additionally, study by Li et al. (2019) highlighted the beneficial impact of interactive brainstorming advance organizers, especially employing a "Think-Pair-Share" structure, on enhancing the listening comprehension skills of L2 junior high school students. Their study affirmed the educational benefit of including these activities to promote learning and cultivate favorable attitudes towards activities involving language understanding.

Several learning difficulties have been observed during the English language learning process in a class of State Junior High School in Banyumas. These include the low interest and motivation of students in English lessons, as well as the low level of student participation in learning activities. The low level of student participation can be observed in students who are still engrossed in chatting with each other. Additionally, students are less responsive when asked to ask questions or respond to questions posed by the teacher. This occurs due to several factors, including teachers who still tend to use old methods, such as monotonous lecture methods in the learning process. As a result, students feel bored and disengaged in learning because the methods used by the teacher lack variation. Therefore, the learning process, which was initially teacher-centered or teacher-centered learning, should be replaced with student-centered learning. The TPS learning method, which pairs up students to solve a problem that the teacher provides, is one of the teaching strategies that falls under student-centered learning. Although several studies have investigated the effectiveness of the Think Pair Share (TPS) technique in classrooms, there is a significant research gap when it comes to

examining how TPS could enhance student engagement, especially within the context of classroom action research. This study attempts to address the absence of empirical evidence by examining the implementation of the Think Pair Share teaching approach to enhance the participation of 8th-grade students in the English learning process.

METHOD

The research procedures adhered to the principles of Classroom Action Research (CAR). Nurgiansah et al. (2021) argued that in CAR, the researcher examines something with specific rules to gain functional guidance and intends to enhance or improve the quality of learning practices. The planning stage involved meticulous design of lesson structures and preparation of learning instruments. During the action implementation and observation stages, collaboration with colleagues was essential for in-class observation during learning activities. The simultaneous occurrence of these stages allowed for a comprehensive understanding of the dynamics at play in the classroom. The final stage involved reflection, where the researcher and collaborators assessed the smoothness of activities and identified any obstacles for improvement in subsequent cycles. In conducting this study, the focus was on eighth-grade students from Class VIII-E at State Junior High School 1 Banyumas during the first semester of the academic year 2023/2024. The choice of this particular class, comprising 14 male and 22 female students, was prompted by observed limitations in their participation during English language learning activities.

The research unfolded over three distinct action cycles, each cycle representing a significant phase of the study. Throughout each cycle, the research encompassed planning, action implementation, observation, and reflection. The entire research duration aligned with the academic semester, providing a comprehensive overview of the students' learning experiences. To ensure the validity of the research, a combination of observation sheets and closed-ended questionnaires served as research instruments. Observation sheets, containing specific guidelines, facilitated systematic data collection during the research process. Closed-ended questionnaires were employed to gather responses from the students, providing valuable insights into their perspectives. Data analysis utilized descriptive statistical techniques, including mode, median, mean, range, and highest and lowest numerical data. This comprehensive approach allowed for a nuanced understanding of the research findings. Additionally, the success criterion, set at a minimum of 75% active student engagement in the learning process. The minimum requirement aligned with Mulyasa's statement, as cited in (Kusuma & Aisyah, 2012) who recognized standard for successful and high-quality learning experiences is the students' active participation in the learning process physically, mentally, and socially. This congruence with established educational norms contributed to the overall validity of the research outcomes, ensuring that the study provided meaningful insights into enhancing student involvement in the learning process.

RESULTS AND DISCUSSIONS

This section focuses on the results of data analysis and the elaboration of each research cycle, comprising the initial condition (pre-cycles), cycle 1, cycle 2, and cycle 3.

Initial Condition (Pre-Cycles)

Based on the initial observations conducted in class VIII-E, the teacher plays a crucial role in the learning process. The teacher had not yet optimized student participation levels in the initial phase. Additionally, the results obtained in this initial phase are used as a basis for comparing student participation levels before and after using the cooperative learning method, think pair share.

The findings indicated that the teacher primarily delivered lectures, engaged in question and answer sessions and occasionally told stories. During classroom instruction, students tended to listen more than take initiative or voice their opinions. The heterogeneity of the class influenced how students participated; some

students were quite active in their participation, while others showed little interest in English lessons. Those who were uninterested often rested their heads on their desks and even chatted with their seatmates.

This preliminary study provided useful insights into the existing dynamics of student participation, which served as a baseline for analyzing the impact of the cooperative think-pair-share method's later deployment.

Cycle 1

In Cycle 1, the process began with the planning phase. In this phase, the researcher developed teaching materials in the form of a teaching module with recount text content, student worksheets, observation sheets, and questionnaires to be distributed to the students. Next, in the acting or implementation phase of the action, the researcher started using the cooperative method of think-pair-share. In this phase, the researcher divided the students into small groups or pairs, each consisting of two students and their seatmates.

Afterward, the researcher distributed a problem in the form of student worksheets, which the students had to work on in pairs. Before they began discussing with their partners, each student was given time to think about their answers to the problems or worksheets that had been distributed. Finally, in the last stage of the think-pair-share method, students discussed with each other and shared their thoughts with their partner and later with other classmates. In this phase, the researcher obtained student questionnaire responses and observation results with the assistance of collaborators. In the final stage, the author conducted reflections with the collaborators. Here are the data obtained, including the results of observation sheets and the questionnaires filled out by the students.

Table 1. Comparison of Observation and Questionnaire Results in Cycle 1

Method	Percentage
Observation	66.7%
Questionnaire	57%

Based on the above observation results, it was found that out of 36 students in class VIII-E, only about 66.7% were actively participating, which is roughly 24 students out of the total of 36. Furthermore, out of these 24 students, only 1 student fell into the category of being highly active, while the others were categorized as moderately active. Meanwhile, 33.3% or approximately 12 students, were still categorized as inactive. This is observed based on several indicators: first, the student's readiness to participate in the lesson; second, their willingness to form groups according to the teacher's instructions; third, their ability to engage in orderly discussions within their groups; fourth, their willingness to ask questions when encountering difficulties; and finally, their attentiveness to presentations or explanations from the teacher or their peers.

Furthermore, based on the questionnaire that was distributed to the students, the results showed that there were 79 responses in the "Strongly Disagree" (SD) category for question 1. Additionally, there were 108 responses in the "Disagree" (D) category for question 2. For the "Agree" (A) and "Strongly Agree" (SA) categories in questions 3 and 4, there were a total of 98 and 75 responses, respectively. When the "Disagree" and "Strongly Disagree" indicators were combined, they totaled 187, which is approximately 52% of all students. This indicates that the level of student participation is still deficient. On the other hand, the total number of "Agree" and "Strongly Agree" responses was 173, or about 48% of all students. This suggests that only a portion of the students actively participate in the learning activities.

Cycle 2

The second cycle was conducted after the researcher and collaborator reflected on the outcomes of the first cycle. Based on this reflection, several aspects needed improvement in implementing the action in the first cycle, especially in utilizing the Think Pair Share method, particularly in the pair and share stages. In the

second cycle, the researcher began by designing teaching modules and student worksheets covering the same material as in the first cycle, which was about recount text. However, in the second cycle, the researcher attempted to maximize the pair and share stages in the learning activities. In the second cycle, the researcher developed student worksheets designed to maximize the pair and share stages in the cooperative learning method of Think Pair Share. The results can be seen in the observation and questionnaire sheets below:

Table 2. Comparison of Observation and Questionnaire Results in Cycle 2

Method	Percentage
Observation	72.2%
Questionnaire	88.8%

Based on the observations in the second cycle, it was found that 26 students, or approximately 72.2% of the students, have started to actively and fairly actively participate in the learning activities. This is indicated by their willingness to ask questions when they encounter difficulties during problem-solving, their attentiveness when their classmates or the teacher is explaining a subject, and their readiness to group with their partners according to pre-established agreements. However, in the second cycle, 10 students, or 27.8% of the total students, still did not actively participate during the learning process. This was marked by their lack of readiness at the beginning of the class, limited involvement in group discussions, and difficulty paying attention when the teacher or their peers were presenting or explaining a subject. In the second cycle, there was a significant increase of 5.5% in the observation results compared to the first cycle.

Based on the questionnaires distributed to the eighth-grade students in class VIII-E, the results showed 7 responses for "strongly disagree" and 33 for "disagree." When combined, this constituted 40 responses or approximately 11.2% of the total. Meanwhile, the combined responses for "agree" and "strongly agree" totaled 320 responses, which is approximately 88.8%. This implies that almost 88.8% of the students felt actively engaged in the learning activities. Comparing the questionnaire results between the first and second cycles, there was a significant increase of approximately 36.8%. Although the final results of the second cycle exceeded the 75% threshold, which was the success criterion of this research, the observation results alone did not fully meet the predetermined success criteria. Therefore, based on the results and reflection with the collaborator, this research will proceed to the next cycle, namely the third cycle.

Cycle 3

Based on the reflection conducted at the end of the second cycle, it was found that the "Share" phase in the cooperative learning method of "Think Pair Share" was not yet prominently noticeable as it was still being conducted in a conventional manner. Therefore, the researcher made improvements in the third cycle. As usual, the researcher prepared teaching modules, instructional materials, and worksheets for the students to be implemented in the third cycle. Below are the results of observations and questionnaires obtained:

Table 3. Comparison of Observation and Questionnaire Results in Cycle 3

Method	Percentage
Observation	86%
Questionnaire	94.5%

Based on the observations conducted in the third cycle, it was found that approximately 31 students, or around 86% of the total number of students, were actively participating in the learning process. Meanwhile, about 5 students, or approximately 14% of the total number of students, were still not very active in participating in the learning process.

Compared to the previous second cycle, this observation result showed an increase of 13.8% in the number of students actively participating in the learning activities. Furthermore, based on the questionnaire results in the third cycle, there was a significant increase of 5.7%. This can be seen from the total number of "strongly agree" and "agree" responses, which amounted to 320 out of the total, or approximately 94.5%. Meanwhile, the total number of "disagree" and "strongly disagree" responses was 20, or about 5.5% of the total. It can be concluded that almost 94.5% of the students considered themselves actively participating in the learning activities. When comparing all the results in the third cycle, including both observation and questionnaire results, it can be concluded that the third cycle has achieved the predetermined success criteria of 75%.

In this action research, cooperative learning using the Think Pair Share method has been implemented to enhance student participation. The TPS method has been effectively utilized, and students have actively participated in the lessons. However, some factors prevented its full implementation in the teaching process. One of the key takeaways from this study is the significant improvement in student participation. Through the implementation of the Think Pair Share method, students were encouraged to collaborate, discuss, and share their ideas with peers. This not only fostered a more interactive learning environment but also helped students become more engaged in the subject matter. This is aligned with research by Wahyuni et al. (2023), which also noted enhanced participation when this method was applied. On the other hand, Mundelsee & Jurkowski (2021) also carried out a research study. According to their findings This study reveals that implementing the Think-Pair-Share technique can enhance students' participation in a discussion. In line with the findings of research conducted by Misniar et al. (2021) on the usage of the Think Pair Share (TPS) approach. This study clearly shows that cooperative think-pair-share learning can assist students in learning more about accounting economics.

It's important to acknowledge that while the Think Pair Share method showed positive results, there were still some challenges in its full adoption. These challenges could be attributed to various factors such as classroom dynamics, teacher-student interactions, or even individual student preferences. Future research might explore strategies to address these challenges and further optimize the implementation of cooperative learning methods. Furthermore, this study's outcomes resonate with prior study administered by Khodijah et al. (2016), which demonstrated the effectiveness of the Think Pair Share method in improving both participation and learning outcomes. The consistency in findings across different studies underscores. Additionally, the results of a study by Handayani et al. (2021) also indicate that the implementation of the cooperative think-pair-share (TPS) model can enhance student participation in Grade IX in the subject of Civic Education potential of this approach in enhancing the overall classroom experience. Besides, Mundelsee & Jurkowski (2021) findings revealed that implementing the Think-Pair-Share technique can enhance the frequency of hand raising, which serves as a crucial means of in-class engagement. This improvement is observed when compared to the traditional teaching method, where teachers pose a question and wait for students to raise their hands before sharing their thoughts or providing the correct answer. Moreover, A recent study on student learning demonstrated that speaking in front of the entire class is not always crucial for academic success. Rather, what matters is merely having the chance to communicate verbally and participate (Sedova et al., 2019). Therefore, due to the restricted class time, teachers cannot invite all students to express their thoughts. TPS appears to be a viable option for enabling reticent students to communicate more verbally, even if some opt not to volunteer in front of the entire class during the subsequent sharing phase.

Although this classroom action research emphasizes the constructive influence of the Think Pair Share approach on student engagement in learning, it is essential to recognize certain limitations that could affect the understanding of the results. An important drawback is the brief and restricted duration of the research

session, which spans only about a month. The limited length of this period and frequent disruptions to instructional activities presented difficulties in carrying out a thorough and detailed investigation. The numerous instructional sessions that were missed limited the capacity to comprehensively grasp the intricacies and potential continuing impacts of the Think Pair Share technique. Its brief nature restricts the extent and scope of its conclusions, underscoring the importance of adopting caution when applying the findings to wider situations. Educational efforts, particularly those centered on pedagogical approaches such as the Think Pair Share technique, typically necessitate an extended period for their advantages to become completely apparent. The condensed time period may have neglected essential parts of the method's contribution to student engagement and academic achievements, constraining the study's scope.

Furthermore, the disruptions in teaching time during the research period might resulted in inconsistent levels of student engagement with the Think Pair Share technique. The inconsistent schedule could have impacted the pupils' familiarity and comfort with the approach, thereby influencing the outcomes. Increasing the duration of the research while minimizing interruptions would have enhanced the precision and authenticity of evaluating the enduring advantages and difficulties linked to the implementation of cooperative learning methodologies. Despite these constraints, the study provides significant perspectives on the effectiveness of the Think Pair Share method in improving student involvement. It acts as an initial reference for subsequent inquiries into the long-term effects of heightened student involvement. Subsequent investigations in this field might consider conducting extended study, so enabling a more thorough comprehension of the method's implications on student involvement and learning outcomes. In addition, it is important to investigate ways to reduce disruptions throughout the study time to obtain more reliable data and gain a better understanding of the overall impact of the strategy in classroom settings. To summarize, whilst acknowledging the limitations of the present study, future research efforts have the capacity to improve teaching methods and reveal stronger evidence regarding the efficacy of the Think Pair Share strategy in increasing the learning process.

CONCLUSION

Drawn from the preceding sections' discussions and results, the implementation of Think Pair Share, a cooperative learning technique, in English language instruction could increase student engagement in a class of State Junior High School in Banyumas. The research findings demonstrate a significant improvement in student involvement throughout the course of the cycles. Initially, the observation in Cycle 1 indicated a low level, but there was a notable improvement noticed in Cycle 2. In Cycle 3, student involvement successfully met the level success requirement, indicating a favorable increase in the level of student participation. It is suggested that the Think Pair Share technique be used in English language lessons to sustain and amplify the observed improvement in student involvement. The importance of consistency in reinforcing these good improvements cannot be overstated. Furthermore, it is critical to offer teachers ongoing training and support in order to adopt cooperative learning strategies such as Think Pair Share properly. Teachers are critical to the success of such tactics, and ongoing professional development can assist them in improving their teaching abilities. Consider doing longer research to determine the long-term viability of increased student participation. This will reveal whether these good effects persist over time. Additionally, reducing disturbances during the research period should be a goal for more trustworthy data gathering. Future research should further broaden the scope of evaluation methodologies to include effects on learning outcomes, critical thinking, and problem-solving abilities. Finally, the Think Pair Share technique has been shown to help increase student engagement, and these recommendations are intended to help educators and researchers create consistently interesting and participative learning environments for students.

- 250 *Enhancing Students' Participation in English Language Classes Using The 'Think Pair Share' Cooperative Learning Model - Shofia Lina Nafisah, Tono Suwartono, Eka Noviyanti, Ade Chusna Silvia Rahmi*
DOI : <https://doi.org/10.31004/edukatif.v6i1.5810>

REFERENCES

- Bernard, J. S. (2015). Student Engagement: A Principle-Based Concept Analysis. *International Journal Of Nursing Education Scholarship*, 12(1), 111–121. <https://doi.org/10.1515/Ijnes-2014-0058>
- Damayanti, F. Y. (2021). Penerapan Model Pembelajaran Think Pair Share Terhadap Siswa Smk. *E-Journal*, 10(2), 75–83. <https://ejournal.unesa.ac.id/index.php/jurnal-tata-busana/article/view/40420>
- Erdiana, L. (2021). Melalui Pembelajaran Kooperatif Model Think-Pair-Share Pada Siswa Kelas Vii Smp Negeri 2 Balikpapan. *Jurnal Basataka (Jbt) Universitas Balikpapan*, 4(2), 183–188.
- Fatimah, N. (2015). Implementasi Cooperative Learning Tipe Think-Pair-Share Dalam Pembelajaran Bercerita Di Sekolah Menengah Pertama. *Jurnal Penelitian Humaniora*, 16(2), 90–98. <https://www.neliti.com/id/publications/207297/pengaruh-model-pembelajaran-think-pair-share-tps-terhadap-prestasi-belajar-matem>
- Graham, A., Truscott, J., Simmons, C., Anderson, D., & Thomas, N. (2018). Exploring Student Participation Across Different Arenas Of School Life. *British Educational Research Journal*, 44(6), 1029–1046. <https://doi.org/10.1002/berj.3477>
- Handayani, S., Anderson, I., & Sariyani, D. (2021). The Application Of The Think-Pair-Share Cooperative Model To Improve Student Participation In Civics Subjects In Class. *Desember*, 1(1), 23–33. <https://doi.org/https://doi.org/10.22437/cepj.v1i1.16008>
- Husna, Ikhsan, M., & Fatimah, S. (2013). Peningkatan Kemampuan Pemecahan Masalah Dan Komunikasi Matematis Siswa Sekolah Menengah Pertama Melalui Model Pembelajaran Kooperatif Tipe Think-Pair-Share (Tps). *Jurnal Peluang*, 1(2), 81–92. <https://jurnal.usk.ac.id/peluang/article/view/1061/997>
- Khodijah, D. N., Hendri, M., & Darmaji. (2016). Upaya Meningkatkan Partisipasi Dan Hasil Belajar Dengan Menggunakan Model Pembelajaran Kooperatif Tipe Think Pair Share Di Kelas Xi Mia7 Sman 1 Muaro Jambi. *Jurnal Edufisika*, 01(02), 46–54.
- Kruglikov, V. N. (2018). Experiential Methods Of Studying Theory At Engineering Universities. *Obrazovanie I Nauka*, 20(6), 50–69. <https://doi.org/10.17853/1994-5639-2018-6-50-69>
- Kusuma, F. W., & Aisyah, M. N. (2012). Implementasi Model Pembelajaran Kooperatif Tipe Think Pair Share Untuk Meningkatkan Aktivitas Belajar Akuntansi Siswa Kelas Xi Ips 1 Sma Negeri 2 Wonosari Tahun Ajaran 2011/2012. *Jurnal Pendidikan Akuntansi Indonesia*, 10(2), 43–63. <https://doi.org/10.21831/jpai.v10i2.912>
- Li, C. H., Wu, M. H., & Lin, W. L. (2019). The Use Of A “Think-Pair-Share” Brainstorming Advance Organizer To Prepare Learners To Listen In The L2 Classroom. *International Journal Of Listening*, 33(2), 114–127. <https://doi.org/10.1080/10904018.2017.1394193>
- Mardiyah, N., Suryani, N., & Haryati, S. (2014). Perbedaan Pengaruh Cooperative Learning Tipe Think Pair Share (Tps) Dan Metode Konvensional Terhadap Prestasi Belajar Mata Pelajaran Bahasa Inggris Ditinjau Dari Motivasi. *Jurnal Teknologi Pendidikan Dan Pembelajaran*, 2(2), 145–156. <https://jurnal.fkip.uns.ac.id/index.php/tp/article/view/3660/2561>
- Misniar, E., Listiani, E., & Hidayat, A. (2021). Penggunaan Teknik Think-Pair-Share Untuk Meningkatkan Keaktifan Siswa Dan Hasil Belajar Siswa Pada Mata Pelajaran Ekonomi Akuntansi. *Jurnal Pendidikan Vokasi Raflesia*, 1(2), 32–37. <https://doi.org/10.53494/jpvr.v1i2.97>
- Mundelsee, L., & Jurkowski, S. (2021). Think And Pair Before Share: Effects Of Collaboration On Students' In-Class Participation. *Learning And Individual Differences*, 88(May), 102015. <https://doi.org/10.1016/j.lindif.2021.102015>
- Ni'mah, A., & Dwijananti, P. (2014). Penerapan Model Pembelajaran Tipe Think Pair Share (Tps) Dengan Metode Eksperimen Untuk Meningkatkan Hasil Belajar Dan Aktivitas Belajar Siswa Kelas Viii Mts.

- 251 *Enhancing Students' Participation in English Language Classes Using The 'Think Pair Share' Cooperative Learning Model - Shofia Lina Nafisah, Tono Suwartono, Eka Noviyanti, Ade Chusna Silvia Rahmi*
DOI : <https://doi.org/10.31004/edukatif.v6i1.5810>
- Nahdatul Muslimin Kudus. *Unnes Physics Education Journal*, 3(2), 18–25.
<https://doi.org/10.15294/Upej.V3i2.3593>
- Perawati, P., Sukendro, S., & Sulisty, U. (2020). Penerapan Model Kooperatif Tipe Think Pair Share Untuk Meningkatkan Partisipasi Siswa Pada Materi Pembelajaran Ipa Di Kelas Vi Sdn 113 Kota Jambi. *Jurnal Gentala Pendidikan Dasar*, 5(1), 42–61. <https://doi.org/10.22437/Gentala.V5i1.9425>
- Sedova, K., Sedlacek, M., Svaricek, R., Majcik, M., Navratilova, J., Drexlerova, A., Kychler, J., & Salamounova, Z. (2019). Do Those Who Talk More Learn More? The Relationship Between Student Classroom Talk And Student Achievement. *Learning And Instruction*, 63(May), 101217. <https://doi.org/10.1016/J.Learninstruc.2019.101217>
- Setiadi, B. R., Suparmin, & Samidjo. (2018). Preparing Engineering Students For Entrepreneurial Creative Industries. *Global Journal Of Engineering Education*, 20(2), 127–131. <https://doi.org/10.5430/Ijhe.V9n4p199>
- Sutopo, Setiadi, B. R., Nurtanto, M., Purnomo, S., Handoyono, N. A., & Johan, A. B. (2020). Enhancing Of Student Involvement And Collaboration Through Think-Pair-Share Model On Energy Conversion Learning. *International Journal Of Higher Education*, 9(4), 199–205. <https://doi.org/10.5430/Ijhe.V9n4p199>
- Usman, A. (2015). Using The Think Pair Share Strategy To Improve Students Speaking Ability At Stain Ternate. *Journal Of Education And Practice*, 6(10), 37–46.
- Wahyuni, N., Pramono, D., & Hastini, W. (2023). Jurnal Pendidikan Dan Konseling. *Jurnal Pendidikan Dan Konseling*, 5(1), 4093–4096.
- Zulkarnain, I. (2015). Kemampuan Pemecahan Masalah Dan Kemampuan Komunikasi Matematika Siswa. *Formatif: Jurnal Ilmiah Pendidikan Mipa*, 5(1), 42–54. <https://doi.org/10.30998/Formatif.V5i1.164>