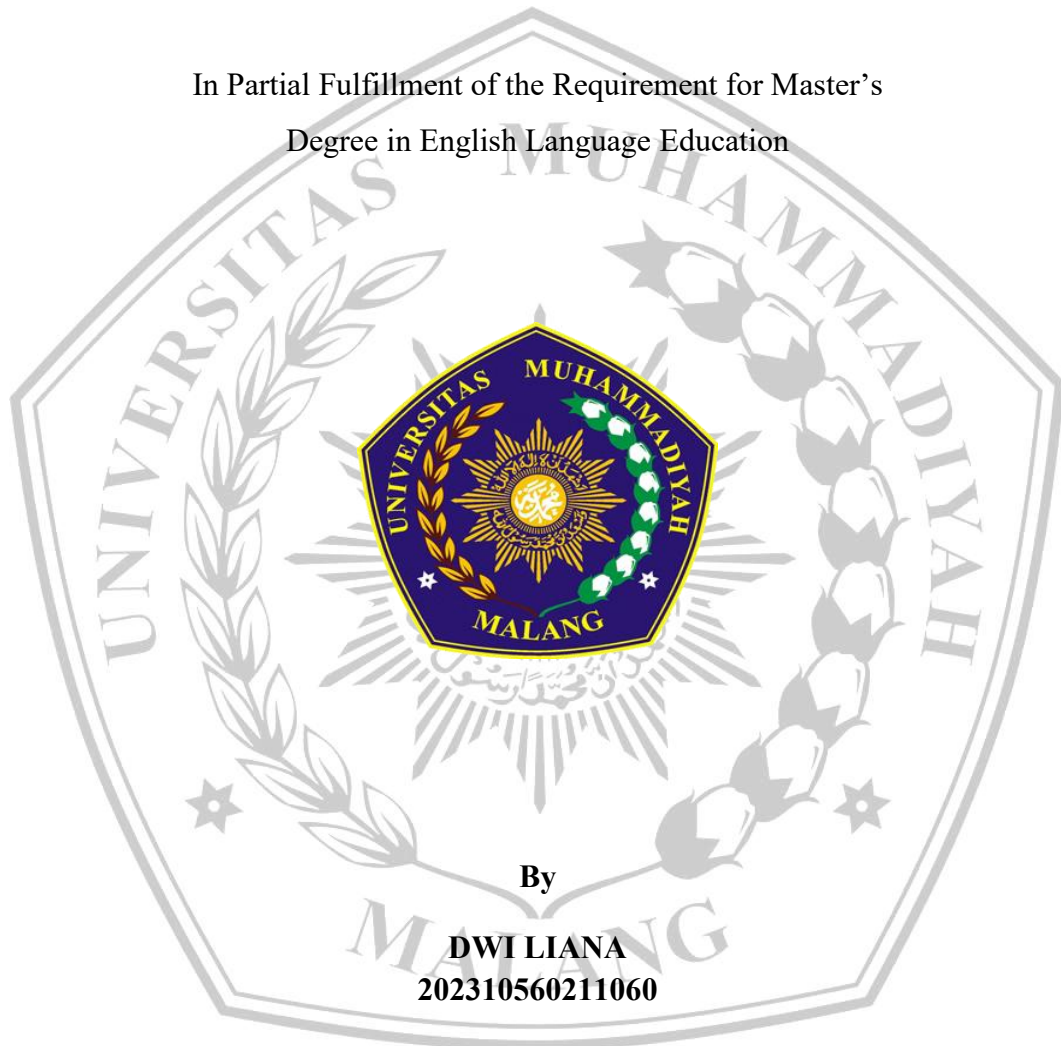


**COOPERATIVE LEARNING STRATEGY PRACTICED BY YOUNG
LEARNERS ON SPEAKING SKILL: A CASE STUDY AT PPTQ
ANNURUL MUNZAL BUMIAYU MALANG**

THESIS

In Partial Fulfillment of the Requirement for Master's
Degree in English Language Education



By

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**DEPARTMENT OF ENGLISH LANGUAGE EDUCATION
THE DIRECTORATE OF GRADUATE PROGRAM
UNIVERSITAS MUHAMMADIYAH MALANG**

2025

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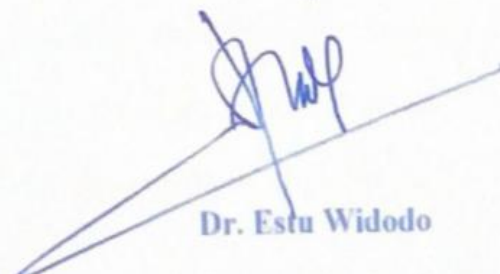
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LETTER OF STATEMENT

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Hereby, declare that :

1. The thesis entitled: **COOPERATIVE LEARNING STRATEGY PRACTICED BY YOUNG LEARNERS: A CASE STUDY AT PPTQ ANNURUL MUNZAL BUMIAYU MALANG** is my original work and contains no one's scientific paper that may be proposed to achieve an academic degree at any universities. Beside, there is no other's idea or citation except those which have been quoted and mentioned at the bibliography.
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Malang, 27th January 2025

The Writer,



DWI LIANA

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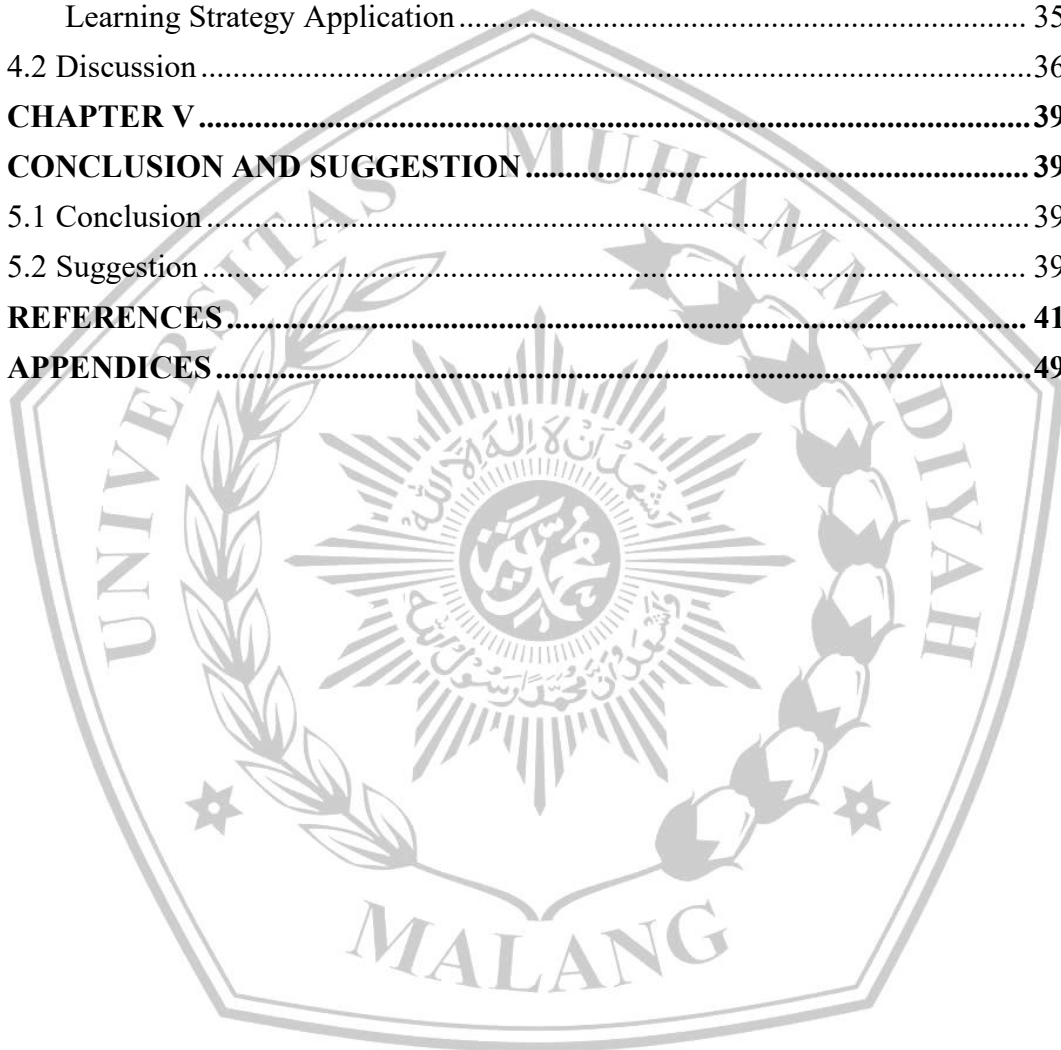
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**COOPERATIVE LEARNING STRATEGY PRACTICED BY YOUNG
LEARNERS ON SPEAKING SKILL: A CASE STUDY AT PPTQA
ANNURUL MUNZAL BUMIAYU MALANG**

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ABSTRACT

This study explores the implementation of the Think-Pair-Share (TPS) cooperative learning strategy on speaking skills at Pesantren An Nurul Munzal, Malang. Using a qualitative approach with a case study design, the research aims to understand how students practice TPS in English as a Foreign Language (EFL) learning and how this strategy adapts to the pesantren's unique cultural and religious context.

Data were collected through observations and semi-structured interviews. The findings reveal that the TPS strategy—structured into the stages of Think, Pair, and Share—provides students with opportunities to reflect individually, collaborate with peers, and confidently share their ideas in class. The strategy proved adaptable to classroom and pesantren settings. Students expressed increased motivation, enjoyment, and confidence in speaking English, despite challenges such as limited vocabulary and exposure.

This study concludes that TPS is a flexible and adaptable strategy for improving speaking skills and critical thinking among young learners in Pesantren. It also emphasizes the importance of integrating culturally relevant themes to enhance engagement. Future research is recommended to explore the long-term impact of TPS and its application in broader educational contexts.

Keywords: *Think-Pair-Share, speaking skills, cooperative learning, Pesantren, English as a Foreign Language (EFL)*

CHAPTER 1

INTRODUCTION

1.1 Background

Pondok Pesantren is becoming increasingly popular throughout Indonesia. *Pesantren* has contributed substantially to academic study throughout the state since Indonesia's pre-independence era (Habibi et al., 2018). In Indonesia, religious education, particularly Islamic Boarding Schools (IBS) - locally called *Pesantren* - has advanced steadily over the years. Islamic boarding schools differ from formal, and informal educational institutions (Al-Baekani & Pahlevi, 2018). It easily adjusts to new learning methods due to the established IBS. English, a course provided in many schools across Indonesia, is essential for improving the Indonesian students' knowledge (Zulkarnindra, 2021) including those in IBS or Islamic Schools, namely *Madrasah Ibtidaiyah* (MI) for elementary level as well as *Madrasah Tsanawiyah* (MTs) and *Madrasah Aliyah* (MA) for middle levels. Maisarah (2018) explained that English is part of the foreign language curriculum throughout Indonesia, involving the context of Islamic boarding schools.

Recognizing the importance of English, which cannot be denied and neglected (Nishanthi, 2018), educational institutions should consider ample teaching portions. Foreign languages should be employed as the primary language of instruction at IBS, whether through specialized programming or as part of the daily curriculum. Students who learn English are better equipped to comprehend English's literary and Islamic knowledge sources. (Ahmada et al., 2023). The challenges that commonly arise in the *Pesantren* when applying English language learning are due to a lack of support from the environment and a lack of opportunity to practice. Besides, it is caused by inadequate mastery of words. They challenge English teachers to make learning English easy and practical for students - *Santri*.

The challenges range from providing contemporary education in line with the present curriculum to a lack of exposure. Time is needed for the teacher to

implement the curriculum that meets *Santri's* needs. As English is secondary to Arabic, a mandatory foreign language for students, *Santri* becomes familiar with Arabic swiftly as it is their primary foreign language focus. *Santri* will be better acquainted with reading Hijaiyah letters compared to English languages. Arabic pronunciation that fits better with *Santri's* speech patterns also helps them feel more relaxed and "confident" when learning Arabic in class.

As English is an international language, therefore teaching it to elementary school pupils is a smart move because they enjoy learning new things. To prevent children from being overwhelmed by learning a foreign language, it is crucial to establish an enjoyable and imaginative learning environment when teaching them English. Teachers should know that younger students master a new language differently than older students. Younger students learn better through play and get bored faster (Ryu, 2013) and children find joy in physical activities. The more enthusiastic they are, the easier it is to recall the language acquired (Jazuly & Indrayani, 2018), specifically for young learners under twelve. Age heavily influences learning English (Hu, 2016). Therefore, the *Pesantren* teachers should be able to adjust the situation to meet the importance of English language learning. They have to find new approaches and methodologies based on interactive exercises and student-student interactions. Teaching a foreign language requires a strategy (Dong, 2020).

In recent years, teaching English as a foreign language has shifted from teacher-centrist to student-centered. However, most Indonesian teachers continue to use an obsolete question-and-answer paradigm in their lessons (Suban, 2021). The methods students use have an impact on their ability to learn languages (Kunkle & Allen, 2016). The learning methods students use to impact their language learning abilities as they influence engagement, motivation, and how they understand the material. For instance, interactive methods like group discussions can enhance communication skills, while context-based learning helps students apply the language in real-life situations. Students can delve deeper into the language and achieve better outcomes. Therefore, teachers should provide students with a way to enhance these opportunities for the use of

language. Grouping students is an excellent approach to give them ample opportunities for oral production and communication. "a prevalent obstacle in communicating confidently may be because of teaching approaches and learning environments that are perhaps unsuitable for foreign language education."

(Castro & Peck, 2005). Using techniques that can attract students' attention – like Cooperative learning – is one way to solve this problem. One type of instruction that can encourage classroom participation is cooperative learning (Li & Lam, 2013).

Numerous cooperative learning techniques and frameworks have been created by various academics and applied in educational settings throughout the years. Teachers are able to use many famous strategies, methods, or approaches in classroom activities.

1. **Jigsaw II**

In 1978. Elliot Aronson and his associates created the first Jigsaw. Slavin modified Elliot Aronson's method to Jigsaw (Robert, 1845). It is suitable for subjects such as language, literature, and social studies. Jigsaw II involves five stages: reading, round table discussions, household reporting, Evaluation, and team recognition.

2. **Group Study**

The cooperative learning models known as learning together were created by David and Roger Johnson. The five cooperative learning components define the model: interdependence that is constructive, personal and collective responsibility, Group processing, interpersonal and small group abilities, and face-to-face promotional engagement.

3. **Think-Pair-Share (TPS)**

According to Kagan (2003), was created by utilizing "structure", which is characterized as a method of organizing classroom social interactions without specific content". Structures often consist of a sequence of actions that prescribe attitude in every stage. Teachers can utilize these content-free templates to form frameworks for any topic. Comprehension objectives vary depending on the

structure. The right structure, or a mix of structures, can be applied to a lesson in the right order by teachers based on their intended learning outcomes or teaching objectives.

4. Team Examination

Shlomo Sharan and Yael Sharan created a group investigation in 1992 as a basic classroom organization strategy. Students use group investigation, team inquiry, cooperative planning, and cooperative projects while working in small groups. (Sharan, 2014). Furthermore, because students have a great deal of autonomy in selecting their areas of interest for research, organizing and carrying them out, and presenting and assessing the outcomes, it is regarded as one of the most student-centered approaches.

Generally, there are internal and external factors to equip pupils to express themselves proficiency through oral communication (Cregan, 2019). The following are examples of internal factors: the student's proficiency with language features, readiness to communicate, degree of taking chances, motivation, self-confidence, self-realization, self-believe, etc. Likewise, external factors play a role in shaping students' speaking skills, including the learning process and teaching methods. An appropriate technique, method, or approach to instruct teaching speaking is required. One of the approaches that might be utilized in teaching speaking is TPS. It is a component of cooperative learning. In the TPS strategy, the pupils can resolve the issue in pairs or inside a group. It will improve the students' communication skills. TPS or paired thinking is a cooperative learning technique intended to affect students' interaction patterns (Singh, 2020). It is a productive approach to altering the dynamic of classroom discussion. The TPS methods, consists of three steps: Think, Pair, and Share. When the student pair up or form groups, each TPS step will enhance their communication skills.

Good speaking skills are essential to prepare students to face academic and social challenges in the next level of education. However, this ability often becomes a challenge, especially in schools affiliated with Islamic boarding

schools, where pupils are not merely asked to master academic knowledge but also to build character building. Implementing the TPS learning technique within the Cooperative Learning approach can be an effective solution to address this challenge. TPS, designed to encourage collaboration among students, provides them with space to think deeply, engage in discussion with partners, and collaborate insight in groups. With the TPS strategy, pupils are encouraged to practice critical thinking and structured speaking through activities relevant to their daily lives, both in school and in Islamic boarding schools. This learning process includes three main stages: thinking independently (Think), discussing ideas with peers (Pair), and sharing views in front of the class. (Share). These three stages enable pupils to become more self-assured in sharing their ideas, listening with empathy, and learning to appreciate other people's perspectives. This approach aims to develop an educational environment that is not only academically productive but also strengthens the Islamic character of students, in line with the educational vision of schools based on Islamic boarding schools. This research will explore how the application of the TPS strategy on speaking skills at pesantren. The focus is on the effectiveness of this strategy in creating an active, collaborative learning environment based on Islamic principles to shape a generation that is competent and of noble character.

The cooperative learning strategy of the TPS type is a teaching framework that enhances oral language skills and their practice in written form (Sriyani, 2023). The TPS cooperative learning can stimulate pupils to express their ideas by exchanging thoughts with their desk mates (Kamil et al., 2021). Students can check punctuation with their desk mates, allowing them to interact with one another. According to early observations made by a previous study in the second grade of the *Ashabul Yamin* Islamic Boarding School Bukit Tinggi, Indonesia. The title was “Analysis of Think Pair Share Implementation on Students’ Communication Skills at the Second Grade of *Pondok Pesantren Ashabul Yamin Lasi*”. The researcher concluded that the TPS on pupils' communication skills is important and suitable because TPS is a learning strategy that can develop pupils' speaking skills (Chelsy, 2024). It is accepted that the TPS Cooperative Learning

Strategy is the greatest choice for every pupil because it stresses active collaboration among pupils with different backgrounds and skill levels and shows promising results for their school achievement, interpersonal conduct, and adequate improvement (Sharma & Priyamvada, 2018).

Based on the background above, The researcher will learn educating methods, specifically the TPS strategy, with a focus on young learners' speaking skills. This research, entitled 'Cooperative Learning Strategy Practiced by Young Learners on Speaking Skills at Pesantren of PPTQA Annurul Munzal, Bumiayu, Malang'.

1.2. Research Objectives

This study investigates how cooperative learning of the TPS strategy is practiced by young learners in EFL speaking skills. Although this skill received a minor focus in Elementary school, it is a top priority for EFL students working for it.

1.3 Research Questions

The current research attempts to analyze whether using the cooperative learning strategy of teaching can enhance students' speaking skills without making them feel nervous or anxious. It tries to deal with the ensuing research question:

“How do young learners practice the Think-Pair-Share strategy of Cooperative Learning in EFL speaking classes at Pesantren?”

CHAPTER II

LITERATURE REVIEW

2.1 Speaking Skill

Speaking is one of the four language skills required to study a foreign language. Unlike reading and listening, which are receptive skills, it is a productive skill (together with writing). While receptive skills imply that the language is generated or produced by the learner. In contrast, receptive skills refer to a student's capacity to comprehend the language, and productive skills suggest that the language is created or produced by the learner. In the EFL Literature, these skills are known as speaking ability, communicative skills, or verbal proficiency. Speaking is a vital life skill for everyone and is essential for expressing one's ideas and views in everyday situations (Rusli et al., 2018). It follows that being able to talk is the most critical talent we need to communicate effectively daily (Singha et al., 2020). In contrast, the main focus is on the ideas we attempt to communicate through language so that others can comprehend the message (AlTamimi & Attamimi, 2014). Speaking involves developing and transmitting meaning using verbal and non-verbal signs in various situations (Kayi, 2006). Speaking is considerably more complicated. It entails a grasp of specific abilities and a variety of knowledge types (Sarimsakova, 2020). EFL students should develop speaking skills to interact with others, particularly with non-native or L1 speakers. The proficiency to communicate vocally aligns with understanding the language provided because speaking is the fundamental method of people-to-people interaction (Suban, 2021).

Linse and Yunan (2005) say that speaking is the most challenging ability to master because it occurs in real time, requiring you to articulate on the spot without much time to revise your speech. Likewise, Lazarton (2001) explains that conversation English is challenging due to being accomplished through interactions with others. It demands factors like the knowledge and comprehension of other speakers, considering their input, and recognizing the impact. Internal factors impede EFL students' ability to speak English, such as

distress. The mental factor influencing EFL students in foreign language speaking is anxiety. Every time EFL students cannot explain a problem, they participate in language class activities. External variables, such as the classroom climate, unfavorable remarks from peers, or unequal participation and conversation topics, might also hinder students from speaking up in class. The aforementioned elements may occur as a result of student involvement. One or two students always tend to take over the classroom, with the other students remaining "mute." Pupils frequently lament that they lack inspiration and motivation to express themselves. The teacher assigns a topic that is inappropriate for the students, so they have nothing in mind. Students are unable to talk as a result.

Some people believe that to speak English fluently, they must communicate in connected speech, employ suitable stress and intonation patterns, and pronounce English words correctly. Speaking, though, is more than that. English speakers must be able to communicate in a variety of contexts and genres (Bashir, 2011). It suggests that spokespersons ought to understand interpersonal communicative skills, which consist of grammar skills, coherence and cohesion skills, communication strategy proficiency, and social language skills, to communicate meaningfully. According to the concept mentioned, it is obvious that speaking plays a vital role in daily communication.

2.1.1 Teaching Speaking for Young Learners

Theories and methods of teaching languages recognize that learning a language calls for a more sophisticated strategy than just repeating words, practicing grammar and pronunciation, and translating between the mother tongue and the foreign language (Matthew, 2006).

According to Soares (2015), These four competencies are emphasized as important in approaching language teaching:

1. Communicative (capable of using the language in diverse real-world situations),
2. Sociolinguistics (utilizing the language in various social situations)

3. Strategic (creating coping mechanisms to deal with challenges in self-expression or language acquisition)
4. Discourse competence (using a variety of discourse markers to fill in the fundamentals of their speech)

When faced with beginner learners, all of these goals seem achievable only in the years to come. Nonetheless, beginning learning levels are extremely crucial for a self-assured English speaker who can communicate, adjust to changing circumstances, and successfully convey their message (Soares, 2015). Realizing the value of speaking skills, several techniques have been created in diverse learning frameworks. Thus, speaking skills are fundamental for expressing themselves, understanding others, and engaging in effective communication (Richards, 2008). When teaching speaking to young learners, creating a supportive and interactive environment that fosters their confidence and motivation to speak, such as visual aids, real-life contexts, and hands-on activities, makes learning more engaging and relatable (Dita, 2020). Although numerous strategies have been devised, focusing on making speaking practice an engaging and interactive activity (Kayi, 2006). Especially when learning to utter (using any approach), it is important to directly review the obstacles faced by both students and teachers in speaking education. Speaking teaching has long been underappreciated, and English language instructors have carried on with speaking lessons as merely repeated exercises or memorizing dialogues, despite its significance (Suban, 2021). Nonetheless, the modern world demands that speaking instruction focus on enhancing students' communication abilities as only then can they reveal their feeling and learn how to adhere to the social and cultural norms that apply to every communication situation.

Speaking English fluently and enthusiastically in the conversation, are indicators of students' proficiency. To help other students grasp the material, students can clearly and organizedly convey their thoughts when the teacher asks them to react to questions about certain themes. Pupils who communicate with a reasonable level of confidence to get other pupils' attention are said to possess attraction power (Bunaya & Basikin, 2019).

There are five basic rules for teaching speaking in an EFL classroom.

1. Recognize the Distinction between English Second Language (ESL) and English Foreign Language (EFL) Contexts.

In an ESL environment, English is broadly utilized for communication within the community, the pupils learn English to practice it in their daily lives. As a result, students have countless chances to use English outside of the classroom. In contrast, English is primarily taught as a school topic and is not frequently utilized for conversation in the EFL context.

Students studying EFL practice English in the classroom but continue using their first language at home and in social life (Raofi et al., 2012).

2. Provide Students with Practice in Both Fluency and Accuracy

Accuracy involves using correct grammar rules, maintaining clear pronunciation, and choosing the right vocabulary. It focuses on ensuring that students can produce language accurately without errors that could lead to misunderstanding. Whereas, Fluency involves the skill of speaking smoothly as well as effortlessly. It entails speaking at an appropriate speed with limited false starts and reluctance where students can express their thoughts quickly without unnecessary pauses (In & Teaching, 2023).

3. Offer Students Opportunities to Speak through Group or Pair Activities While Reducing Teacher Talk Time

In the context of EFL, pupils face limited occasions to speak the language outside the class; as a result, classroom time is the best opportunity for practice (Fehling, 2008). Pairwork and group work are the best options for using classroom time efficiently and effectively (Ghabi & Zahi, 2021).

4. Arrange Speaking Activities that Engage in the Meaning of Negotiation

This type of activity seeks to encourage pupils to develop their ability to define meaning. Because communication misunderstandings are common, students must learn how to explain what they mean or how to ask others to explain it (Luciana, 2005).

5. Plan Classroom Tasks that Offer Coaching and Practice in Both Transactional and Interactional Speaking

There are three primary purposes for spoken language. Initially, it is employed to acquire products and services. It is hence referred to as transactional. Second, it is interactional since it is utilized for socializing. Finally, it's used for enjoyment (Suban, 2021). Transactional communication is fundamentally interactional. Guidance and practice in these aspects help students gain a rich diversity of language use and communication contexts.

The strategy determined by an educator in the instructional process is inseparable from the approaches taken by that teacher. Here, the approach is more emphasized on the learning approach which is going to be applied in the educational process. The approach used must also be based on knowledge, understanding, and skills regarding the learning strategy that will be employed.

2.2 Cooperative Learning

Cooperative learning involves using small teaching groups, promoting students work together to optimize their own and their peers' learning (Li & Lam, 2013). This method has shown that well-designed and executed English classrooms that emphasize cooperative learning result in real accomplishments and wholesome connections among students. Cooperative learning represents an instructional method in which teachers divide students into small teams to work together and support each other's learning of academic content (Pateşan et al., 2016).

Matthew (2006) stated five key factors distinguish CL from just grouping students for educational purposes:

1. **Positive interdependence.** This principle emphasizes that students must collaborate to accomplish shared learning goals (Sewagegn, 2020). Students need to think that they are interconnected in this situation and that they either swim or sink in a way that makes it impossible for one to succeed if the others fail. Students depend on one another for help, clarification, and direction. The group will be unable to achieve its ideal objective without the members' help.

2. **Singular responsibility.** It infers that every member must take responsibility for their part of the team's prosperity. The group must know who requires extra assistance, motivation, and support when completing a task. The group members' understanding that they cannot "hitchhike" on other people's labor is also essential (Al-Tamimi & Attamimi, 2014). It entails that every pupil in the group takes personal responsibility for their learning and supports the group's learning.
3. **Promotion interaction.** It alludes to the connection of pupils to support them complete the task and achieve the group's common objectives. Pupils need to communicate orally with each other regarding learning tasks (Namaziandost et al., 2019).
4. **Social and interpersonal abilities.** It covers abilities like providing constructive criticism, coming to an agreement, communicating clearly and concisely, and incorporating all participants in the learning process. But not every pupil is familiar with these abilities. Before the groups begin a learning task, these skills need to be taught and practiced. Teachers should therefore carefully and teach their students the necessary abilities. The instructor serves as a companion, coordinator, director, guide, counselor, and facilitator rather than evaluating the pupils' abilities based on their final output. (Namaziandost et al., 2019).
5. **Processing in groups.** It's a crucial component of CL. Group members must assess their abilities and dedication to achieving all duties. It involves students reflecting on their learning processes and focuses more on constructive than destructive methods and activities. The teacher may also decide to dedicate specific time to honing a skill, such as speaking (Namaziandost et al., 2019).

2.2.1 Cooperative Learning Strategy

As cooperative language learning becomes more widespread, teachers have adopted cooperative learning techniques for teaching them four key skills, Reading, Writing, Listening, and Speaking in the classroom. Cooperative learning

strategies describe different teaching approaches in which pupils are organized into small groups to support each other's academic learning content (Al-Mubireek, 2021). In cooperative learning environments, students must support one another, debate and debate topics, evaluate one another comprehension of the subject, and fill in any learning gaps (Slavin, 1982). This research will use Kagan structures as cooperative learning strategies to develop speaking skills in 6th-grade students. Since the research will involve young learners, cooperative learning strategies ought to be appropriate for this demographic. Kagan involves the structures as straightforward, step-by-step exercises. Kagan (1990), asserts that the structures' instructions are brief, understandable, and simple for both teachers and students. Research in diverse countries has proven that CL effectively develops pupils' English abilities, mostly speaking. It performed research to emphasize the effectiveness of CL strategies on young learners (Shaaban, 2005). The outcomes showed that the EFL students' speaking abilities improved. Furthermore, the improvement was also linked to their mutual assistance and support. According to the research, successfully communicating verbally is an essential competency in language learning. Using this approach, students convey their ideas, emotions, and thoughts. Hence, regardless of the target language, learners need to enhance their speaking abilities to communicate effectively in the foreign language (Nievecela & Ortega, 2019). Nevertheless, It can pose a significant obstacle, particularly for new learners. Therefore, Cooperative learning plays a vital role in helping pupils to develop their speaking abilities. It encourages collaboration and interaction among learners, which can greatly reduce the fear and anxiety associated with practicing English as a Foreign Language (Kandasamy & Habil, 2018).

Olsen and Kagan highlight several cooperative learning activities that can be integrated into the EFL classroom to enhance students' speaking skills (Bećirović et al., 2022):

- a. **Three-step interview:** (1) students are divided into pairs, with one serving as the interviewer and the other as the interviewee. (2) Students then switch

roles, (3) each member shares with the team what they discovered from the two interviews.

- b. Round table:** Each team receives a single piece of paper and pen, (1) the student contributes (2) passes the paper and pen to the student on their right or left, and (3) each student contributes in turn.
- c. Think-pair-share:** (1) the teacher asks a question (typically one that is not too difficult), (2) the students come up with a response, (3) they go over their answers with a partner, (4) they present their partner's response to the class.
- d. Solve-pair-share:** (1) the teacher presents a problem, (2) each student comes up with a solution on their own, (3) students use Round round-robin structures or interviews to explain how they resolved the problem.
- e. Numbered heads:** (1) students' number as terms to ask, (2) teacher poses a question, (3) students put their heads together to ensure that everyone understands and can describe the solution. (4) The students who have the number raise their hands in response to the teacher's call and answer the question.

Cooperative learning only can occur when a group of students collaborates to achieve a common objective and can work with little to no external interaction. This indicates that, with proper organization, cooperative learning will be a successful teaching method for fostering high-level student engagement so that they can learn more from their peers (Slavin, 2009). Based on Johnson & Johnson (2017), in an ideal classroom environment, students learn to collaborate with their peers, enjoying the process to the fullest, while also working on their own towards a common goal set by the teacher in the lessons. It can be emphasized that An approach to a Cooperative Learning Strategy is only successful if the crucial elements of collaboration are applied diligently.

2.3 Think-Pair-Share

2.3.1 The Nature of Think-Pair-Share

Frank Lyman created Think-Pair-Share at the University of Maryland in 1985. It presents the idea of "wait or think" time, a peer interaction component of cooperative learning that has been shown to be a potent factor in improving students' responses to questions that require them to think about a particular topic by allowing them to generate their ideas and share them with another student. **Think.** The teacher poses a question related to the content. Students take a moment (typically 1-3 minutes) to reflect individually on the question. **Pair.** Students pair up with a classmate placed nearby (or in small breakout rooms during synchronous meetings) to deliberate on their response and inquire their partner with questions. **Share.** Students choose a partner to present a synopsis of their discussion to the class as a whole. During the teaching and learning process, the students can respond to the teachers' questions by sharing the thoughts that come to them.

Think-Pair-Share not only fosters cooperative learning but also learning communities by teaching students self-care and behavior management skills while they collaborate to achieve a common objective (Manurung & Ria, 2018). Think-Pair-Share is an approach that gives pupils "food for thought" on assigned subjects so they can come up with original ideas and discuss them with a classmate (Ardhy, 2018). It has to do with promoting student involvement in the classroom. Instead of utilizing a simple recitation technique where a teacher asks a question and one student responds, Think-Pair-Share promotes a high level of student participation and can assist pupils in staying on track (Sriyani, 2023). Think-Pair-Share is a multi-mode discussion cycle where students hear a question or presentation, have some alone time to reflect, and then converse in pairs before sharing their answers with the class (Tint & Nyunt, 2015). He disclosed that the think-pair-share learning paradigm can alter the tone of class discussions by giving students additional chances to reflect on their own ideas, engage in pair discussions, and share with the class community. In the TPS method, the pupils

can work in groups or pairs to find a solution. It will improve the pupils' ability to communicate. According to Trianto, "thinking in pairs, or TPS, is one kind of cooperative learning intended to impact the pattern of students' interaction." (Retnowati & Ngadiso, 2018). It is regarded as a useful strategy for changing up the conversation in the classroom. Use the Think Pair Share Strategy during the learning process to help students become more engaged, proactive, and enthusiastic. Teachers serve as facilitators since the paradigm leads to this Think Pair Share, which is more focused on the learner. Here, teachers' only responsibility is to guide, facilitate, and direct students. There is more study on learning in small groups than on any other teaching strategy, including lecturing, and the majority of it is reliable and beneficial (Nasir, 2018).

From the definitions above, In summary, TPS is a cooperative discussion technique that enables students to talk about their answers with a classmate before presenting them to the entire class. It is a method intended to help pupils develop their thoughts and communicate them to other students in groups or pairs.

2.3.2 The Purpose of Using Think-Pair-Share

This TPS Strategy aims to educate pupils on communicating their understanding and building arguments using the teacher's instructional materials. Discussions are valued because they can boost student participation in educational activities. We already know that a lack of student participation in class is the issue with this learning (Sharma & Priyamvada, 2018).

There are several purposes for carrying out TPS in the classroom, including: (Nur Indah Setyaningrum, 2013):

- 1) Providing 'think' time will enhance the value of student outputs
- 2) Learners engage dynamically in contemplating the concepts introduced during in the lesson.
- 3) Research tells us that it takes time for us to absorb new concepts and commit them to memory. A large portion of the material is missed when teachers present too much at once. More of the important material will be

recalled if we allow students to engage in "Think-Pair-Share" activities during the session.

- 4) When students discuss new concepts, they are compelled to interpret them in light of their existing knowledge. This discussion phase frequently reveals and clears up their misconceptions regarding the subject.
- 5) Students are more inclined to engage because they do not experience the peer pressure of answering in front of the entire class.
- 6) The Think-Pair-Share method is simple to apply to the current prompt
- 7) The Think-Pair-Share works well for bigger courses.

Additionally, the TPS technique aims to keep all students participating in class discussions and allow each student a chance to respond to each question the teacher poses. By allowing students to thoroughly consider their responses and debate them with a partner before they are asked to react, it helps to reduce the anxiety associated with class discussions. This can assist hesitant or bashful kids overcome their shyness and get the confidence to speak up in class (Aziz et al., 2021).

2.3.3 The Advantages of Implementing Think-Pair-Share

Various advantages of using the TPS of Cooperative Learning strategy will be explained below, which can be utilized by students and teachers.

1. TPS encourages students to reflect deeply regarding a subject before discussing it paired with a peer, which helps develop their critical thinking skills (Huyen, 2021; Syafitri, 2021; Eliyasni, 2021).
2. TPS helps students better communication skills as student articulate their thoughts and listen to others and provides opportunities to demonstrate their participation to others (Huyen, 2021; Nafisah, 2024; Syafitri, 2021).
3. TPS keeps students engaged and motivated, making the learning experience more dynamic and enjoyable. With pair work, there is twice as much active engagement at any moment as teamwork. This means more students actively participate at any given time to process their thoughts and practice language

skills in a low-pressure environment (Eliyasni, 2021; Raba, 2017; Huyen, 2021).

4. TPS allows students to clarify their understanding through discussion. Students have time to reflect on a question and share the answers with a classmate, which helps them better understand the material (Huyen, 2021; Putri, 2020).
5. TPS helps students feel more confident and comfortable sharing after discussing with a classmate. When learners are motivated to think and discuss independently, they gain confidence in their ideas and abilities (Putri, 2020; Sherman, 1991; Dwijananti, 2014).
6. TPS helps teachers to observe student's interactions to gauge understanding and identify areas that may need further review (Putri et al., 2020).
7. TPS can help students stay focused and attentive, as they can keep up with the pace of lessons and discussions more easily and there is less downtime waiting for other teammates to take their turn or decreased mind-wandering (Raba, 2017); Dwijananti, 2014).
8. TPS makes some students feel safer sharing with just one partner than with a larger group, leading to more intimate and meaningful exchanges. Involving the ideas of a fellow learner, especially if one student gets off task (Raba, 2017).
9. TPS helps students to remember more easily when they get information (Sherman, 1991).
10. TPS cultivates a cooperative learning setting where students share knowledge and ideas, and work together (Syafitri, 2021; Nafisah et al., 2024).

2.3.4 The Steps of Implementing Think-Pair-Share

The experts recommended the following phases for the teaching and learning process when applying the think-pair-share technique. There are three steps involved in applying this method. They're sharing, thinking, and pairing. Nevertheless, prior to that, the teacher can choose how to pair up the students (e.g., male/ female, A-B, counting heads, etc.) (Nasir, 2018).

Step 1: Think.

In the first phase of TPS, a teacher plays a critical role in setting the stage for student engagement.

- The teacher presents a challenge or an issue, and sets a task or topic to the learners. Ensure it is thought-provoking and aligned with the lesson objectives.
- The question should be open-ended to allow for diverse responses.
- Explain the process to the students: they will first reflect individually, pair with a partner for discussion, and ultimately present to the class.
- Emphasize the importance of individual reflection before discussing with friends in the class.
- Learners are given a set amount of quiet time to reflect on the question on their answers. How much time students should be allowed should depend on how challenging the question is.
- The teacher encourages students to write down their thoughts or jot down ideas to prepare for the next step.
- Students' time requirements will vary; those who finish early may be requested to justify why they feel their answer is correct.
- The teacher asks a question about the material. Students spend a little amount of time considering the subject independently (usually 5-10 minutes)

Step 2: Pair.

In the second step of the activity, the focus shifts from individual thinking to collaborative discussion with a partner.

- Pair students strategically based on factors like ability level, personality, or seating arrangement, or allow them to choose their partner.
- Ensure everyone has a partner. When the students count is odd, create three groups.
- Explain the purpose of the “Pair” step: to share individual thought and discuss them with a partner.
- Encourage active listening and respect for each other’s ideas.

- The length of time allotted for discussion should be carefully considered, just like in the thinking process. If it is too long, pupils will lose interest and become distracted; if it is too short, they will grow irritated. Typically, this is 5 minutes based on the complexity of the question.
- Monitor time to ensure discussions stay focused and don't drift.
- Ask students to compare their thoughts, explore similarities and differences, and refine their answers together.
- Walk around the classroom to observe discussions and ensure students are on task.
- Offer guidance or clarification if students seem stuck or off track.

Step 3: Share.

In the last phase of the TPS activity, the focus shifts from small group collaboration to a larger classroom discussion.

- Ask partnered students to present their thoughts or conclusions to the entire class.
- Decide how sharing will take place: teacher might call on pairs at random, ask for volunteers, or go around the room systematically.
- Create a supportive environment where all ideas are valued.
- Encourage as many pairs as possible to contribute to ensure diverse perspectives are shared.
- As pairs share, note common themes, unique insights, or particularly strong ideas.
- Summarize these points for the class to reinforce learning and highlight connections.
- Invite the entire class to query, provide feedback, or build on the shared ideas.

Tips for effective sharing:

- Use visual aids, such as whiteboards or charts to record shared ideas.
- Be mindful of time so sharing is concise and focused.
- Recognize and celebrate students' contributions to foster engagement.

By the end of the "share" step, students should feel that their ideas have been heard and integrated into the collective understanding of the topic. This helps solidify their learning and builds classroom collaboration.

2.3.5 Timing When, Where, and How to Implement Think-pair-Share

The "right time" to employ Think-Pair-Share does not exist. It can be used to boost student reflection, engagement, and attentiveness during learning-style classrooms, to break the ice and promote student-to-student contact at the start of a course, or to reflect on topic mastery after the class. While there is no right answer to when questions should be included, consider research on human attention span and try to include some type of activity (Think-Pair-share) every 15 minutes or to break up long segments of re-engage learners. It may also be helpful to set the expectation of active participation from the beginning of the course slights. Although the Think-Pair-Share method was created for in-class education, it may be readily modified for use in online or hybrid courses where students are enrolled simultaneously. The HOW section below offers suggestions for managing Think Pair-Share when some students are present in person and others are virtually. Other tactics, like discussion boards, might be a better choice if the course is entirely online and students are working at their own leisure. Organize for Implementing Think-Pair-Share :

- **Choose low-risk activities and start slowly..**

Because it requires little preparation time, is low-risk (easy to comprehend), and doesn't take up a lot of classroom time, Think-Pair-Share is a great active learning approach to use in classes.

- **Determine which subjects or class periods would benefit from Think-Pair-Share.**

This could include lessons that spend a lot of time instructing or subjects that students constantly struggle with.

- **Write questions or prompts that facilitate discussion.**

Closed questions (like yes or no) might not support a spirited discussion and it is usually easier to come up with these ahead of time instead of on the spot. You

could also integrate these into your presentation, so the questions and instructions are displayed on the board for students to reference.

- **Describe to students why you are using TPS**

You might want to share with student that these techniques have been demonstrated to provide opportunities to practice verbalizing their ideas and the opportunity to engage with their classmate more.

Before the writer implemented the Cooperative Learning Strategy practice using TPS in the class, there was a teacher who applied TPS in SMPN 1 Margahayu, Bandung to increase student activity and learning completeness.

The initial problems faced were:

1. The teacher assessed that the students' activity or learning engagement was still lacking and ineffective, making the classroom feel more individual when the teacher conducted Teaching and Learning Activities in the classroom.
2. Students had no desire to query, and when the teacher tried to implement the discussion method, the result was that the discussion learning method became inactive due to the lack of interaction between the presenter and the discussion participants. Additionally, during the discussion, the teacher observed a lack of cooperation between groups, leading to reliance and dependence on group members who performed well in the class.

In the end, the teacher decided that improvements were needed in the learning method, where the teacher had to find a model or method appropriate for the class's situation, namely the cooperative learning method using one of its types, Think-Pair-Share (TPS). The teacher also believed that TPS could be one of the ways to help him overcome the aforementioned problems.

According to the teacher's research findings, it shows that: (1). Most learners showed enthusiasm for the application of the TPS learning model, (2). Observation results indicate that most learners can involve themselves in the instructional process, (3). Formative and summative test results show that students are experiencing an increasing level of completeness, (4). The TPS kind

of cooperative learning model can enhance activity and learning completeness. Finally, the teacher determined that TPS is a way of learning method that emphasizes students so they can be active again in the classroom. TPS can make a more pleasurable and interactive learning atmosphere, making students more enthusiastic about following lessons and the learning process (Arlinah, 2021). Additionally, it is not too difficult for teachers to transfer knowledge to their students.

The experience of the teacher above is considered by the writer to have successfully used the TPS type cooperative learning as an effective teaching method to improve student learning. Furthermore, there was previous research in SDN 04 Wanasari Bekasi that mentioned that TPS was an effective method to enhance speaking skills. This study was encouraged by the weak speaking ability of learners due to the teaching methods applied by the teacher, which are still conventional, resulting in a lack of communication between the students and the teacher. Students easily became bored with the material presented by the teacher, and speaking skills were also neglected during the teaching and learning process in the classroom, leading to students becoming less confident in communicating in front of the class. It was also added, according to the homeroom teacher, that there was an unclear pronunciation of sentences when speaking. Considering how crucial speaking abilities are, the teacher intended to supply one of the resources in learning by applying the TPS kind of Cooperative Learning strategy. The study was conducted using a pre-experimental method. According to the research results, an increase in results could be seen between the pretest (before applying the TPS type cooperative learning) and the posttest (after applying the Cooperative Learning type TPS). This could be proven that the TPS method was effective and had a good or positive impact on developing the speaking ability of elementary school students (Maulina et al., 2021).

Considering the issues at *Pondok Pesantren Tahfidz Anak MI Annurul Munzal* are similar to the previous experiences of teachers and research mentioned above, the writer attempts to apply the same cooperative learning

method, namely the Think Pair Share type. The TPS type is intended to assist students in enhancing their motivation to participate in the English teaching-learning process, provide opportunities for individual learning, paired learning, and group learning, as well as give students more chances to actively speak.



CHAPTER III

RESEARCH METHOD

This chapter, introduced the research design & setting, research subject, data collection technique & instruments, which consist of observation & in-depth interviews, and data analysis.

3.1 Research Design & Setting

In this research, the qualitative research method, specifically a case study, is used to answer the research question. It is a method to investigate and comprehend the significance of individuals or groups associated with a cultural problem (Hancock et al., 2009). More specifically, the writer applied a case study design. By applying a case study, the writer intended to explain the types, applications, and advantages of the TPS Cooperative learning strategy practice at *Pesantren An Nurul Munzal*, Malang.

The writer utilized qualitative research methods including 17 students in the sixth grade of *Madrasah Ibtidaiyah* at *Pesantren*. The writer chose this level for some reasons. Firstly, *santri* no longer felt inferior and was even more confident when using simple English conversations both inside and outside the *pesantren*. Secondly, it was noticeable from the number of students. Over 120 students, aged seven until fifteen, *muqim* in this *Pesantren* monthly. Thirdly, *Pesantren* has been using Think-Pair-Share for over two years.

3.2 Research Subject

The subject of this research was seventeen students in the sixth grade of *Madrasah Ibtidaiyah* at *Pesantren*. The writer used purposive sampling to select the participants. In qualitative research, purposeful sampling techniques were commonly employed, utilizing the researcher's understanding of the population about the study's objectives. The selection of elements was based on the researcher's assessment that they made the needed information accessible. Participants could also be chosen using purposeful sampling if they were willing

to be studied or had knowledge of a certain subject. This kind of sampling depended on the researcher's discretion to choose a sample that would be most beneficial to the investigation. In qualitative research, it was frequently employed when the researcher preferred to learn in-depth details about a particular occurrence over concluding statistics. Clarity in the criteria and justification for inclusion were essential for a successful purposive sample (Mweshi & Sakyi, 2020). Thus, some criteria would be set to select the participants. The participant had to fulfill these four criteria:

1. Students who have studied for 6 years at the *Pesantren AnNurul Munzal* and are active in the English learning process.
2. Students who had an English basic after gaining a score of Vocabulary task more than 80 - 100.
3. Students who are between the ages of 12 and 13.
4. Students with high motivation and a strong desire to learn English.

3.3 Data Collection Technique and Instruments

The purpose of data collection in this study was to comprehensively explore and examine the implementation of the Think-Pair-Share (TPS) Cooperative Learning Strategy at *Pondok Pesantren Tahfidz Qur'an Anak Annurul Munzal*, Malang. This research focused on probing the dynamics of how students engaged with and practiced this method in real classroom settings, focused on their interactions, participation, and progress in developing oral communication skills. The data collection process involved observing the step-by-step implementation of Think-PairShare (TPS). Additionally, this study sought to identify the specific challenges and opportunities that arose during the application of TPS, providing insights into how these factors influenced student motivation, confidence, and overall speaking ability in an English as a Foreign Language (EFL) classroom setting. Qualitative data collected through observations and in-depth interviews, the research used to document not only the observable behaviors and interactions among students but also their perceptions,

experiences, and reflections on the learning process. This included understanding how students adapt to and benefit from structured collaboration in pairs and groups. By combining classroom observations with detailed interviews, this research aimed to provide a rich, nuanced comprehension of the effectiveness of the TPS strategy. The writer collected the qualitative data by using two techniques (observations and in-depth interviews) and two instruments (observation checklist and interview guideline) :

3.3.1 Observation

Observations were conducted to gather supplementary data on how the young learners practiced the TPS of Cooperative Learning Strategy while engaging in the learning activities in the EFL classroom at *Pesantren*. It allowed the researcher to see the situation. Observing student interactions during cooperative learning activities can provide rich data about classroom dynamics and the effectiveness of the strategies implemented (Felder & Brent, 2005). An observation checklist was utilized as the instrument for data collection (see Appendix 1). It enabled the observer to record behaviors and a relevant interaction during research sessions rapidly and precisely. The researcher marked the statements that described the teaching and learning process as completed on the observation checklist.

In this study, the writer came to school and *pesantren* to conduct observation, where this activity was carried out at PPTQA Annurul Munzal Program Pembiasaan Bahasa Inggris and MI Annurul Munzal in 6th grade. The writer observed how the young learner applies the TPS to the student's speaking skills. During observation, there were several steps that students take when starting learning, such as the teacher explaining the material and exercises and when the class ends the teacher reviews the material that students have studied.

Table 1.1 Observation activity

No.	Date	Activity
1	2 January 2025	Observation 1 in 6 th grade of MI Annurul Munzal

2	3 January 2025	Observation 2 in Program Pembiasaan Bahasa Inggris at Pesantren Annurul Munzal
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3.3.2 In-Depth Interview

The second instrument used in collecting data research was an interview. A face-to-face interaction with the respondent is referred to as an interview. The interviewer can not only record the respondent's responses but also observe their body language, expressions, and other responses to the questions. This makes it easy for the interviewer to conclude (Knapik, 2006). It was conducted semi-structured with the *Santri* in a real setting to explore the type, implementation, and advantages of the TPS strategy of the Learning Process. The writer conducted interviews to give the interviewees more opportunities to express themselves. The writer created the interview guide as the instrument, and during the interview, the questions developed further based on the interviewees' answers. It aimed to get more in-depth data. Moreover, the writer used open-ended questions to give students broader and deeper answers and express their thoughts and feelings more freely (Moser & Korstjens, 2018). The writer deliberately provided open-ended questions (see appendix 2) in Indonesian so that the students felt comfortable while answering, understood and comprehended the questions better, and provided more complete and detailed answers. To get the accuracy of the data, the writer asked several students from the 6th grade of MI Annurul Munzal to conduct interviews regarding learning using the TPS and then transcribed it for additional review.

3.4 Data Analysis

The writer took the steps proposed by Miles and Huberman (2014) in investigating the research data. There were three stages: data condensation, data display, and data conclusion.

3.4.1 Data Condensation

The steps of choosing, emphasizing, condensing, abstracting, and decrypting data form data condensation. In this step, the writer simplified the information found in a comprehensive database of open-ended questions and interview transcripts. The writer then selected relevant data while discarding irrelevant information to answer the research question, which focused on how well the young learners practiced the TPS of Cooperative Learning strategy on speaking abilities at *Pesantren*.

3.4.2 Data Display

In this step, the writer collected the complete database through observation and interview. The data were not only general but also specific and unambiguous. The interview results have been described comprehensively, while the results of the observation analysis have been presented in a descriptive form. They described and presented based on emerging themes that aligned with the research focus.

3.4.3 Conclusion Drawing/ Verifying

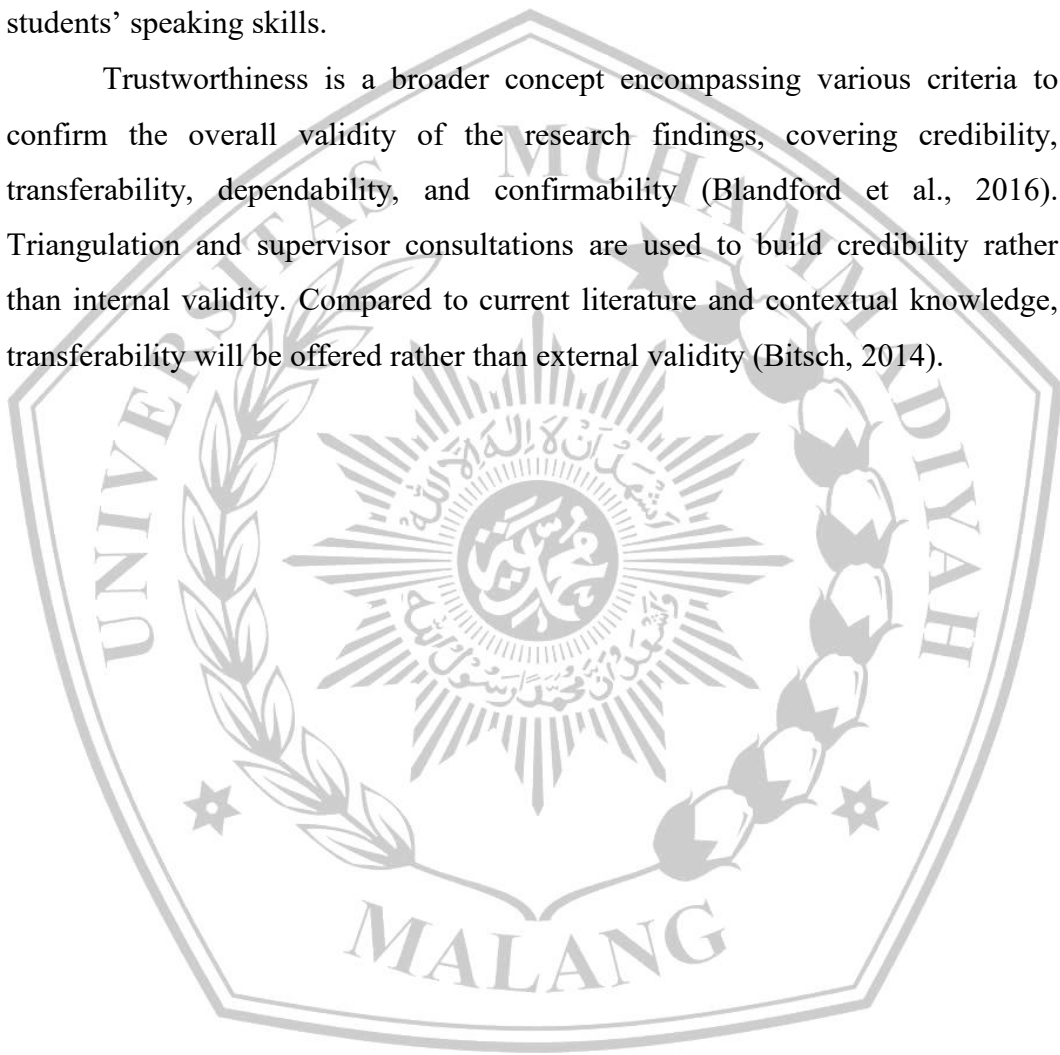
In the last stage, the writer verified the result of the data analysis by concluding the findings. In this part, the data presented in the data display have been explored in depth to lead to a research conclusion. The writer interpreted the data, and then the interpretation process was completed by summarizing the application of TPS that the young learners practice on speaking skills at *Madrasah Ibtidaiyah Pesantren AnNurul Munzal, Bumiayu Malang*.

3.5 Triangulation and Trustworthiness

In Qualitative research, two key criteria for quality must be considered: trustworthiness. Triangulation was a technique used to improve the validity and credibility of research findings. Validity affects how well a study represents or assesses the concept or concepts under investigation, while credibility refers to how reliable and credible a study is. Data triangulation was one of four

triangulation types, including subject, investigator, theory, and methodological triangulation (Lauri, 2011). The writer will apply subject triangulation to improve the trustworthiness and validity of the result. To put it another way, the main goal of research triangulation is to validate the results of the research. After carrying out several things such as observation and interviews, the writer combined all the data that has been obtained and concluded how the way of TPS can improve students' speaking skills.

Trustworthiness is a broader concept encompassing various criteria to confirm the overall validity of the research findings, covering credibility, transferability, dependability, and confirmability (Blandford et al., 2016). Triangulation and supervisor consultations are used to build credibility rather than internal validity. Compared to current literature and contextual knowledge, transferability will be offered rather than external validity (Bitsch, 2014).



CHAPTER IV

RESEARCH FINDINGS & DISCUSSION

4.1 Findings

This chapter presents the research results and discusses the study. Research findings are based on the results of data analysis. The writer obtained the results of this research by coming to the class directly to see how the young learners practiced the TPS of Cooperative Learning strategy on speaking skills at PPTQA Annurul Munzal Bumiayu, Malang.

4.1.1 The Ways Young Learners Applied Think-Pair-Share of Cooperative Learning Strategy

Seventeen students were observed when practicing TPS in the EFL Classroom at the classroom and the *Pesantren*. The observation results showed that the teacher and the students studied English lessons verbally. A method was used to achieve predetermined goals. The teacher needs to utilize various strategies in their learning activities to achieve goals.

From the observation conducted on 2nd January and 3rd January 2025. It was found that the teacher taught the students speaking with different topics. The first observation was conducted in a classroom while the second observation was conducted in the *Pesantren* as Program Pembiasaan Bahasa Inggris. The following is how the TPS was practiced by the young learners:

Step1: Think

The first step in learning using the TPS is thinking. Thinking means reasoning, considering, rationalizing, calculating, solving the problem at hand, and doing something so that it can be resolved. During learning, the teacher provides discussion material. At this stage, students were given 5-10 minutes to reflect and write their thoughts individually. This stage encouraged students to reflect on the material personally and develop their ideas before discussing it with others. During the observations, students were seen writing their thoughts on paper, indicating active engagement in the individual reflection process. The teacher's role was crucial in providing clear instructions and creating an environment that fostered individual thinking.



Figure 4.1. Think Step 1



Figure 4.2. Think Step 2

Step 2: Pair

At this step, the teacher asked students to complete the assignment in pairs with their seatmates. This was done in order for them to share their respective opinion or thought. Combining two or more students to become discussion partners is the second step of the TPS method. This step gave students an opportunity to understand what they already knew and what they needed to know, and giving them a fair chance to find out. This step aimed to enable students to share their ideas with their friends and practice their speaking skills before making a presentation in front of their classmates. This goal had the benefit of making students not too afraid to start speaking English in front of their classmates or in front of many people.



Figure 4.3 Pair Step

Step 3: Share

In the final step, the teacher asked students to present the results of their discussion in front of their classmates this was where the big conversation would take place. Each pair will lead a discussion in the classroom to uncover

similarities and differences between the answers or viewpoints of different pairs. At this step, students were asked to be confident and at the same time practice to improve their speaking skills. Students took turns explaining their points, and the teacher facilitated constructively. This presentation was carried out randomly. The teacher used spin to determine which pair would come forward to present the results of their discussion. All pairs had the opportunity to move forward, only the appointment system was done randomly.



Figure 4.4 Share step

The use of the TPS was also considered quite effective for teaching students' speaking skills because time management was structured, activities were directed, and with this method learning activities became fun. Moreover, students also felt that by learning using the TPS they could understand the material easily.

On Thursday, 2nd January 2025 the writer came to school to observe the EFL classroom to conduct an observation of the subject, which was 6th grade at MI Annurul Munzal. During the observation, the teacher initially greeted the students with *Assalamualaikum* and asked the students to open the teaching and learning process by reciting *dua* together, followed by taking attendance. Then, the teacher started explaining the lesson materials that had been prepared for the class. The lesson topic was 'My Friend's Experiences'. Here, the teacher explained the theme of friends' experiences by relating it to real-life situations such as childhood experiences, the first day of school, or holiday experiences. After the

teacher had finished explaining the material to all the students in the class, the teacher ensured that the students understood the material that had been explained by appointing several students to review the material again and posed instructions to students to write their own experiences in short sentences during the school holiday, but before that, the teacher had asked the student to pair up with a classmate to do the assignment. Students discussed with their partners so that the assignment could be completed quickly. In this pair step, the teacher gave approximately 10 minutes for discussion by sharing each other's experiences with their partners. After all students had completed their tasks, it was time for students to share or present the results of their discussion to the whole class. In this session, the teacher used spin to determine which pair would come forward and share the results of their discussion. At this step, the teacher began to listen, after students made their presentation to tell their own experiences in short sentences, the teacher gave several suggestions so that students could find out their shortcomings when presenting the results of their discussion.

At the second meeting which was held on 3rd January 2025, the writer began to make observations, as in last week's activity, namely Program Pembiasaan Bahasa Inggris in the afternoon at Pesantren Annurul Munzal. As usual, the Ustadz was greeted by *Assalamualaikum*, asked the students to recite *dua* together, and checked the attendance, the *Ustadz* began the lessons with storytelling material. The lesson was about respecting and taking care of each other. There was a difference between this class and the previous class. This class was held in the pesantren and mixed class between 5th and 6th-grade students, so the atmosphere in this class tended to be busier than the previous class only 6th-grade students. After the *Ustadz* gave instruction and poses a question, than the students were asked to think first individually then they asked to form a group and discuss with their partner to give their opinions about showing love and taking care of their parents. In this activity, the teacher gave students approximately 10 minutes to discuss. After they had discussed with their partner mates, they had to share their opinions by making a presentation in the whole class and the other students were asked to focus on listening to their friend. After

the teacher invited the students to volunteer and present their opinions, a pair of 5th-grade and 6th-grade students bravely raised their hands and stepped forward to the front of the class, attempting to present their opinions, even though their speech was a mix of Indonesian and English. The *Ustadz* and the *Santri* gave applause and compliments that the *Santri* could speak English. After that, the class closed by reading *Hamdalah* and then the teacher greeted the students and left the class.

4.1.2 The Young Learners' Opinions about Think-Pair-Share of Cooperative Learning Strategy Application

After observing Program Pembiasaan Bahasa Inggris in the *Pesantren*, the writer continued to interview the *Santri* to ensure they practiced TPS of Cooperative Learning Strategy. In the interview, the student said:

“I'm happy, Ma'am. Ustadz said it's okay.. if there are mistakes; the important thing is to keep trying. Is it okay if I can't do it and mix in Indonesian., When I went in front of my friends, it felt like they were paying attention to me, Ma'am. Now I'm happier if English class has more speaking activities, Ma'am.” (Student 1, app 2, line 22).

“It's fun and interesting, Ma'am. Sometimes English is just an English lesson, but the religious stories are usually at the Islamic boarding school, Ma'am. Now, combining them makes it exciting, Ma'am.” (student 2, app 2, line 47)

The interview data above showed that the students applied TPS with great enthusiasm and were even very confident when they could present their opinions in front of their friends and the teacher.

Moreover, the observational results from student interviews explained their understanding of Think-Pair-Share as they said below:

” ... (while thinking about the right answer)... It's okay if I'm wrong, right, Ma'am? Think is when Ustadz explained and gave a question. The students think first without asking anyone. Then Pair is when the students found a partner and discussed whether my answer and my partner's answer were the same or different, right? And finally, Share is when one of the students came forward to answer and explain it... is that right, Ma'am?” (student 2, app 2, line 31).

“Hmm... there's Think, Ma'am, it means to think. We think after Ustadz gave a question. We were given time, but not much, maybe 5 or 10 minutes. Then there's Pair, Ma'am, where each student has their answer and found a partner to discuss. I just chose my seatmate, Ma'am, not too far, and we discussed my answer and my partner's answer. Luckily, they were the same. Then there's Share, Ma'am, where we came forward one by one to share the discussion results. At first, Ustadz asked, 'Alright, who else wants to go next?' I raised my hand, Ma'am. We had to try using English, Ma'am (student 3, app 2, line 34)

Research observation from the third participants also reflected that they applied TPS not only in the classroom but also in the pesantren. The TPS strategy in their classroom and the *Pesantren* regularly helps students gain self-confidence, enhance their speaking abilities, and gain crucial communication skills.

4.2 Discussion

The implementation of the Think-Pair-Share (TPS) strategy in the EFL classroom and the *Pesantren*'s environment highlighted its role in students' speaking skills through structured and interactive stages. Each stage—Think, Pair, and Share—offered unique opportunities for students to develop critical thinking, engage in collaborative discussions, and build confidence in public speaking (Abrane et al., 2019). In the **Think** step, students were given time to reflect and formulate their ideas individually before engaging with their pair. This step encouraged personal engagement with the material. In the classroom, students

were tasked with reflecting on their holiday experiences, while in the *Pesantren*, they contemplated ways to express love and care for their parents. Observations showed that students actively wrote their thoughts, showcasing their understanding of the material and readiness for the next step. This stage emphasized independent reasoning, which served as the foundation for subsequent collaborative learning. The second step, **Pair**, allowed students to share their reflections with a partner. This step not only facilitated the exchange of ideas but also provided a safe space for students to practice speaking before addressing the class. In the classroom setting, students shared their stories with their seatmates, discussing their holiday experiences. In the *Pesantren*, mixed groups of 5th and 6th grade students exchanged opinions on showing love to their parents. This collaborative process highlighted the benefits of student interaction, where students could explore differences and similarities in their thoughts. Many students reported feeling less intimidated during these pair discussions, which helped them prepare for the final step. In the final step, **Share**, students presented their ideas to the class, fostering confidence and improving their speaking skills. The classroom environment provided a structured opportunity for students to share their experiences with their peers, while in the *Pesantren*, presentations took on a lively tone due to the mixed-grade setting. The teacher or *Ustadz* used a spin system to select pairs for presentation, creating a dynamic and engaging atmosphere. Despite their initial hesitation, students demonstrated remarkable enthusiasm, often blending English and Indonesian during their presentations.

The differences in TPS implementation between the classroom and *Pesantren* highlighted the adaptability of this strategy. The classroom, with its single-grade setting, allowed for a more structured and focused application of the method. Meanwhile, the *Pesantren*, with its mixed-grade dynamic, offered a more flexible and diverse approach, integrating English lessons with Islamic values. Students in both environments expressed their enjoyment of the process, appreciating the opportunity to combine speaking practice with meaningful discussions. Interviews further revealed that students found TPS an engaging and confidence-boosting strategy. One student shared how they felt more comfortable

speaking, even when making mistakes, because of the encouragement from their teacher. Another noted that combining English learning with religious storytelling made the process more enjoyable and relatable. Overall, the TPS strategy not only facilitated the development of speaking skills but also fostered critical thinking, collaborative learning, and self-confidence among students (Darmawan & Lestariningsih, 2023). Both the classroom and *Pesantren* settings demonstrated the flexibility and adaptability of TPS in addressing the needs of diverse learners, making it a valuable approach in EFL classrooms.

Students' opinions serve as supporting data that are relevant for comprehensively understanding how TPS was applied. This is important because qualitative approaches often utilize data triangulation, including observations and interviews. Students' opinions help to explain the impact of the TPS strategy on their motivation, comfort in speaking, and perception of the learning process (Raba, 2017). These insights also shed light on the challenges and successes of TPS implementation, which may not be fully revealed through observations alone. Furthermore, incorporating students' opinions aligns with the principles of educational research, where learners' perceptions are often an indicator of the success of a teaching strategy. This sub-chapter strengthens the argument that TPS is not only technically well-implemented but also well-received by students in the context of learning English in a *Pesantren*. Finally, although students' opinions are not explicitly mentioned in the research question, this analysis remains relevant as it supports the discussion of how the TPS strategy influences the learning process and outcomes. Therefore, this sub-chapter enriches the discussion and provides a more complete picture of TPS implementation.

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

The application of the Think-Pair-Share (TPS) strategy in the classroom and Pesantren settings has shown how structured and interactive learning can support the development of speaking skills among young learners. The findings illustrate how each stage of TPS – Think, Pair, and Share – provides students with unique opportunities to engage in the learning process, collaborate with peers, and build confidence in speaking English. The study also highlighted the adaptability of the TPS strategy in different contexts. In the classroom, where activities were more structured, students focused on relatable topics such as personal experiences. In the Pesantren, the integration of Islamic values made the learning experience more meaningful and culturally relevant. Despite differences in settings, students in both environments expressed enjoyment and appreciation for the learning process, noting that TPS made English lessons more engaging and accessible (Farr et al., 2020). From interviews and observations, it was clear that students perceived TPS as a motivating and supportive approach to learning. They valued the opportunity to speak freely and felt encouraged to try, even when making mistakes. This positive reinforcement not only enhanced their speaking skills but also nurtured their confidence and willingness to participate.

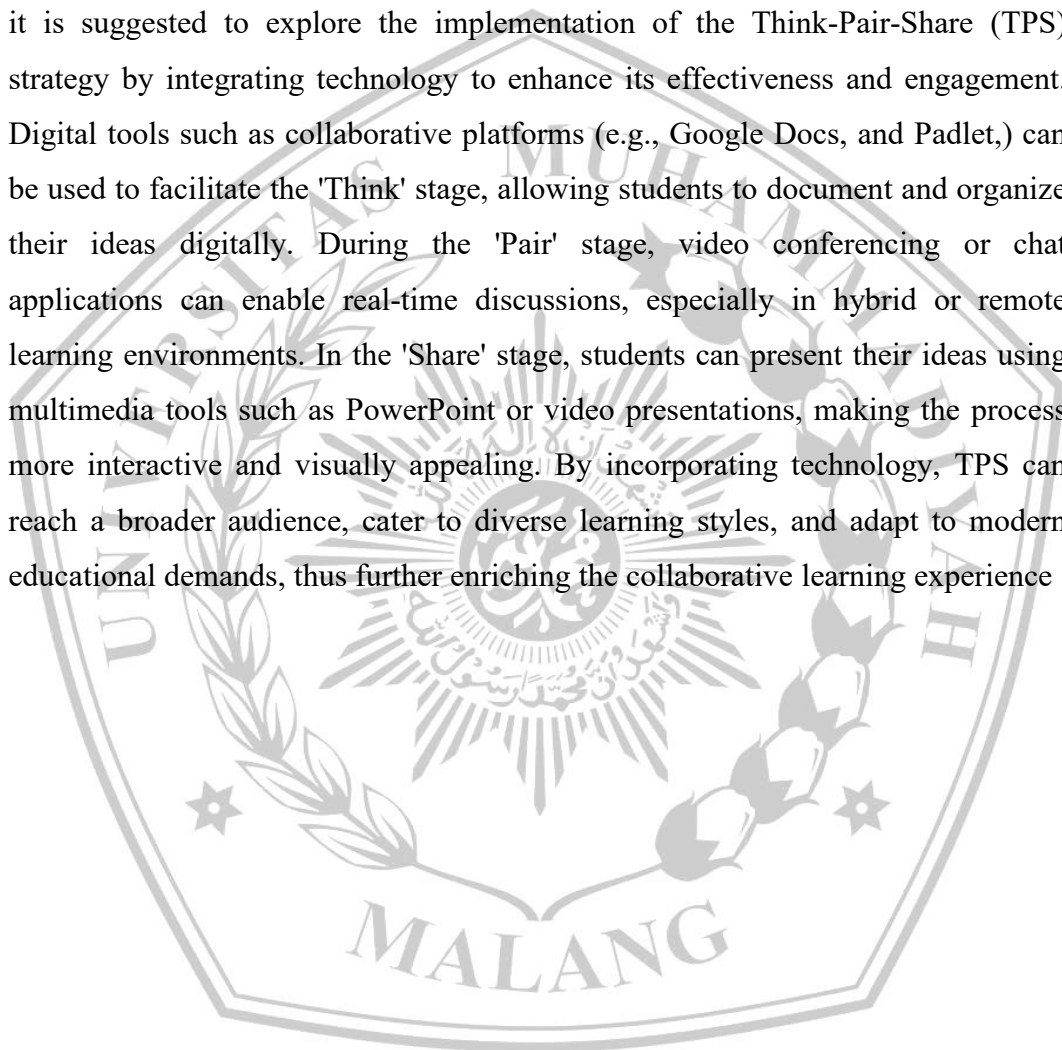
In conclusion, this study not only highlights TPS as a Cooperative Learning Strategy but also demonstrates that TPS can be adapted to the cultural and religious needs of students, making it a flexible and contextual strategy.

5.2 Suggestion

Based on these findings, several recommendations can be made. Teachers are encouraged to incorporate TPS regularly into their teaching practices, ensuring that students have ample time and clear instructions for each stage. Themes that are culturally relevant, such as local traditions or religious values, can further enrich the learning experience. Schools and Pesantren can also support teachers

by providing training and resources to implement cooperative learning strategies by integrating Islamic values effectively.

Looking forward, future research could explore the long-term impact of TPS on students' language proficiency and confidence. Investigating its application in other age groups or advanced language settings could also provide valuable insights into its broader potential. And additionally for future researchers, it is suggested to explore the implementation of the Think-Pair-Share (TPS) strategy by integrating technology to enhance its effectiveness and engagement. Digital tools such as collaborative platforms (e.g., Google Docs, and Padlet,) can be used to facilitate the 'Think' stage, allowing students to document and organize their ideas digitally. During the 'Pair' stage, video conferencing or chat applications can enable real-time discussions, especially in hybrid or remote learning environments. In the 'Share' stage, students can present their ideas using multimedia tools such as PowerPoint or video presentations, making the process more interactive and visually appealing. By incorporating technology, TPS can reach a broader audience, cater to diverse learning styles, and adapt to modern educational demands, thus further enriching the collaborative learning experience



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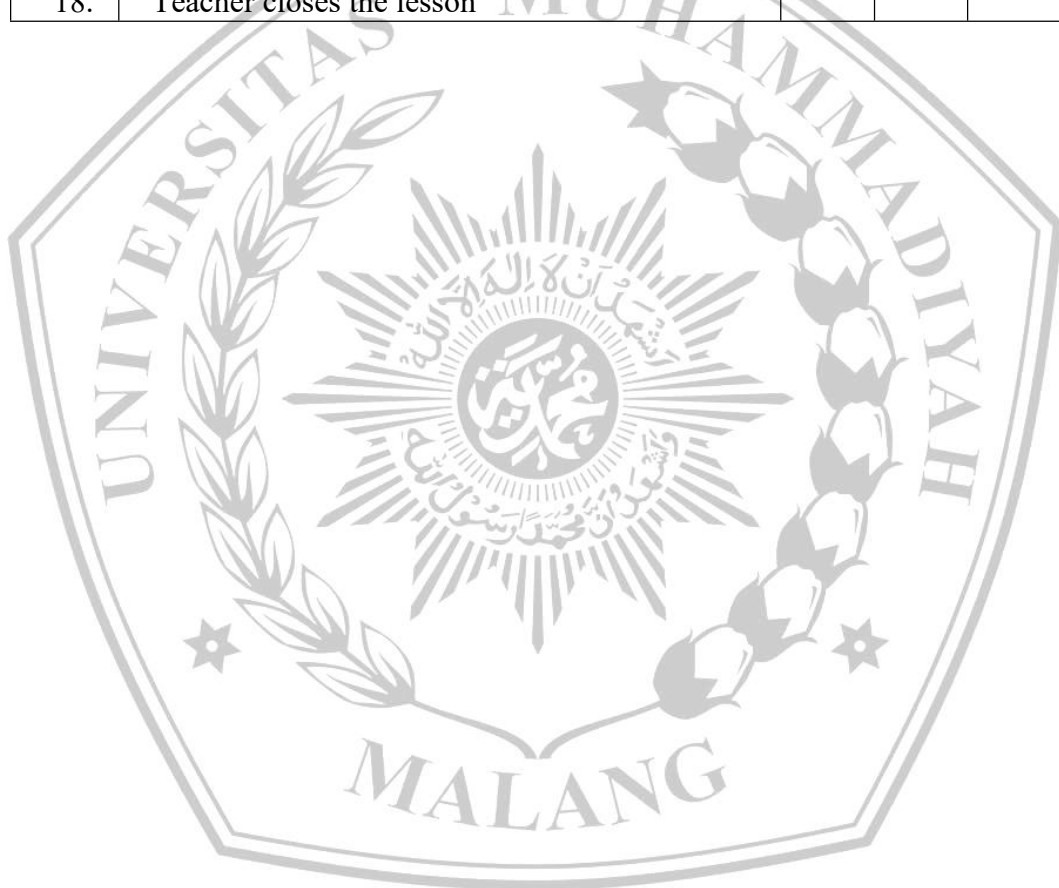


APPENDICES

Appendix 1: Observation Checklist OBSERVATION CHECKLIST

No	Learning Activities	Yes	No	Notes
A.	Opening Activities			
1.	Teacher opens the class by greeting and checking students' attendance			
2.	Teacher prepares the class condition			
3.	Teacher gives the students apperception to attract their attention and motivation			
4.	Teacher gives clear instructions for the Think-Pair-Share activity			
5.	Materials and resources are available			
B.	Main Activities			
	<i>Step 1: Think</i>			
1.	Teacher poses a problem or a topic to the students.			
2.	Students are given a few minutes to think about their answer individually.			
3.	Students do their task individually on the Think step			
4.	Students write their idea or thought in the paper			
5.	Student are asked a question by teacher considering the subject individually			
6.	Teacher fosters students preparing for the next step.			
	<i>Step 2: Pair</i>			
7.	Students are asked to pair up based on: A. Randomly B. Personality C. Seating arrangement D. Ability level			
8.	Students talk and work well with their partner			
9.	Students listen and respect to each other			
10.	Students share ideas and opinions with their partners			
11.	Students explain their ideas clearly			
12.	Teacher offers a help to students			

	<i>Step 3: Share</i>			
13.	Teacher call on pairs to share : A. Random B. Ask for volunteer C. Go around the room systematically			
14.	Students present their conclusions to a larger classroom			
C.	Closing Activities			
15.	Teacher gives feedback to students			
16.	Teacher gives opportunity for the students to ask about what they do not understand			
17.	Teacher helps students and encourages them			
18.	Teacher closes the lesson			



Appendix 2: Interview Guideline Interview Guide For Students

1. Bagaimana pelajaran bahasa Inggris di kelas hari ini? Seneng kan?
2. Pelajaran bahasa Inggris ada Reading, writing, Listening dan Speaking, mana yang kamu paling seneng? Kenapa?
3. Ceritain dong saat diskusi dengan teman tadi? Ada cerita yang menarik kan?
4. Gimana rasanya berbicara bahasa Inggris di depan teman-teman sekelas?
5. Tadi kan ada tahap Think Pair dan Share ya. Nah jelasin dong masing-masing Think apa, Pair apa dan Share itu apa?
6. Think berpikir sendiri, Pair berdiskusi dengan teman, dan Share berbicara di depan kelas, mana yang kamu suka dan tidak suka, kenapa?
7. Kalo pas ada kesulitan tadi tuh, boleh dong cerita gimana mengatasinya?
8. Menurutmu belajar bahasa Inggris memakai metode Think pair share tuh membuat belajar jadi lebih menarik apa gak ya? kenapa?
9. Apa ada yang ingin diceritakan lagi nih pengalaman belajar bahasa Inggris pake Think-PairShare?
10. Terimakasih sudah menjawab pertanyaan-pertanyaan ini. Pertanyaan-pertanyaannya tadi mudah dipahami kan?

Appendix 3:

Observation checklist for students (Filled)

Students 1

No	Learning Activities	Yes	No	Notes
A.	Opening Activities			
1	Teacher opens the class by greeting and checking students' attendance	√		
2	Teacher prepares the class condition	√		
3	Teacher gives the students apperception to attract their attention and motivation	√		
4.	Teacher gives clear instructions for the Think-Pair-Share activity	√		
B.	Main Activities			
	<i>Step 1: Think</i>			
1.	Teacher poses a problem or a topic to the students.	√		
2.	Students are given a few minutes to think about their answer individually.	√		
3.	Students do their task individually on the Think step	√		
4.	Students write their idea or thought in the paper	√		
5.	Student are asked a question by teacher considering the subject individually	√		
6.	Teacher fosters students preparing for the next step.	√		
	<i>Step 2: Pair</i>			
7.	Students are asked to pair up based on:			
	A. Randomly		√	
	B. Personality		√	
	C. Seating arrangement	√		
	D. Ability		√	
8.	Students talk and work well with their partner	√		
9.	Students listen and respect to each other	√		
10.	Students share ideas and opinions with their partners		√	Both of The students are close best

				friend, one student can speak English but other can not
11.	Students explain their ideas clearly	√		
12.	Teacher offers a help to students	√		
	<i>Step 3: Share</i>			
13.	Teacher call on pairs to share :			
	A. Random		√	
	B. Volunteer	√		
	C. Selection		√	
14.	Students present their conclusions to a larger classroom	√		
	C. Closing Activities			
15.	Teacher gives feedback to students	√		
16.	Teacher gives opportunity for the students to ask about what they do not understand	√		
17.	Teacher helps students and encourages them	√		
18.	Teacher closes the lesson	√		

(Students 2)

No	Learning Activities	Yes	No	Notes
A.	Opening Activities			
1	Teacher opens the class by greeting and checking students' attendance	√		
2	Teacher prepares the class condition	√		
3	Teacher gives the students apperception to attract their attention and motivation	√		
4.	Teacher gives clear instructions for the Think-Pair-Share activity	√		
B.	Main Activities			
	<i>Step 1: Think</i>			
1.	Teacher poses a problem or a topic to the students.	√		
2.	Students are given a few minutes to think about their answer individually.	√		

3.	Students do their task individually on the Think step	√		
4.	Students write their idea or thought in the paper	√		
5.	Students are asked a question by teacher considering the subject individually		√	
6.	Teacher fosters students preparing for the next step.	√		
	<i>Step 2: Pair</i>			
7.	Students are asked to pair up based on:			
	B. Randomly	√		
	E. Personality		√	
	F. Seating arrangement		√	
	G. Ability		√	
8.	Students talk and work well with their partner	√		
9.	Students listen and respect to each other	√		
10.	Students share ideas and opinions with their partners	√		
11.	Students explain their ideas clearly	√		
12.	Teacher offers a help to students	√		
	<i>Step 3: Share</i>			
	Teacher call on pairs to share :			
		√		
13.	D. Random			
	E. Volunteer		√	
	F. Selection		√	
	Students present their conclusions to a larger classroom	√		
14.				
	C. Closing Activities			
15.	Teacher gives feedback to students	√		
16.	Teacher gives opportunity for the students to ask about what they do not understand	√		
17.	Teacher helps students and encourages them	√		
18.	Teacher closes the lesson	√		

(Student 3)

No	Learning Activities	Yes	No	Notes
A.	Opening Activities			
1	Teacher opens the class by greeting and checking students' attendance	√		
2	Teacher prepares the class condition	√		
3	Teacher gives the students apperception to attract their attention and motivation	√		
4.	Teacher gives clear instructions for the Think-Pair-Share activity	√		
B.	Main Activities			
	<i>Step 1: Think</i>			
1.	Teacher poses a problem or a topic to the students.	√		
2.	Students are given a few minutes to think about their answer individually.	√		
3.	Students do their task individually on the Think step	√		
4.	Students write their idea or thought in the paper	√		
5.	Student are asked a question considering the subject individually		√	
6.	Teacher fosters students preparing for the next step.	√		
	<i>Step 2: Pair</i>			
	Students are asked to pair up based on:			
7.	C. Randomly		√	
	H. Personality		√	
	I. Seating arrangement	√		
	J. Ability		√	
8.	Students talk and work well with their partner	√		
9.	Students listen and respect to each other	√		
10.	Students share ideas and opinions with their partners	√		
11.	Students explain their ideas clearly	√		
12.	Teacher offers a help to students	√		
	<i>Step 3: Share</i>			
13.	Teacher call on pairs to share :			

	G. Random		√	
	H. Volunteer	√		
	I. Selection		√	
14.	Students present their conclusions to a larger classroom	√		
C.	Closing Activities			
15.	Teacher gives feedback to students	√		
16.	Teacher gives opportunity for the students to ask about what they do not understand	√		
17.	Teacher helps students and encourages them	√		
18.	Teacher closes the lesson	√		



Appendix 4

Interview transcript with Respondent

Respondent: Students 1

Interview date: January 3, 2025 Location: Annurul Munzal Malang

Interview conducted by: (Dwi Liana)

Writer (D): Tenang mas,... kok wajahnya tegang

Respondent (A): *Deg deg an mam*

D: Di buat santai az le. Terima kasih sebelumnya menyediakan waktu untuk saya agar bisa tanya2 tentang pembelajaran bahasa Inggris tadi pagi. Seneng gak dengan pelajaran bahas inggris? Bisa dikenalkan sedikit dong tentang mas Adnan, boleh ya?

A: *Nggeh mam. Saya adalah murid kelas 6 MI. Dan kelas Ula 1 Madin. Alhamdulillah hafal 5 juz. Saya berasal dari Madura. Saya seneng pelajaran bahasa Inggris mam, meski kadang sulit.*

D: Kenapa seneng pelajaran bahasa inggris, katanya kadang sulit gitu ya?

A: *Seneng karena pengen bisa ngobrol ama turis mam. Doakan ya mam nanti biar bisa sekolah di luar negeri. Aaamiin*

D: Ya Le...Aamiinm. Bisa kita mulai ya, nanti jawabnya yang jujur dan anggap az kita sedang ngobrol-ngobrol gitu ya. Pelajaran bahasa inggris kan ada Reading, Writing, Listening dan Speaking, mana yang paling kamu senengi? Kenapa?

A: *Listening dan Speaking mam, ya karena tadi saya pengen bisa ngobrol ama turis mam, kalo reading saya males baca juga writing saya males nulis (sambil meringis)*

D: Ceritain dong saat diskusi dengan teman tadi? Ada yang menarik kan? Coba cerita mas.

A: *Oh ya mam, tadi tu waktu diskusi dengan N (penulis sengaja kasih initial) lama karena dia mikirnya lama, ya wes gak sabar saya jadinya, dia gak ikut mikir mam katane gak bisa mikir kalo bahasa inggris tapi dia matematika dan agama pinter mam.* D: Jadi tadi dia gak ada jawaban sama sekali saat sesi diskusi?

A: *Ya mam, ga pa pa...tadi saya kasih tau*

D: *Gimana rasanya berbicara bahasa inggris di depan teman-teman sekelas?*

A: *Sueneng mam, kata Ustadz gak pa pa meski ada salah-salah sedikit pokoknya berusaha trus juga ga pa pa kala gak bisa boleh di campur bahasa indonesia. Di depan teman teman kayak diperhatikan mam terus sekarang saya tambah seneng kalo pelajaran bahasa inggris banyak speakingnya mam.*

D: *Oke semangat ya Le...pertanyaan selanjutnya, tadi kan ada tahap Think Pair dan Share ya. Bisa di jelasin dong?*

A: *Think tu kita disuruh mikir sendirian dulu, hmm yang sesuai dengan pelajaran tadi tu tentang Birul walidain mam,. terus tahap lanjutnya yaitu Pair mam nah kita disuruh milih berpasangan, terserah pokoknya siapa asal berpasangan untuk di ajak diskusi, terus Share mam,.....tadi tu setelah diskusi dengan pasangan langsung di suruh siapa yang bisa berbagi jawaban dan kalo bisa bercerita di depan kelas...ya saya langsung angkat tangan dan maju mam.*

D: *Bagian yang mana yang paling kamu suka dan tidak suka. Apakah Think, Pair atau Share?*

A: *Yang paling tidak suka tadi tu Pair mam karena saya nunggu teman mikirnya lama. trus yang paling saya suka ya Share mam itu kesempatan bisa ngomong bahasa inggris meski tapi banyak salah ya mam...maaf ya mam.*

D: *Ya ga pa pa..tadi sudah hebat kok (sambil mengacungkan 2 jari jempol). Nah kalo ada kesulitan tadi tu gimana ngatasinya?*

A: *Saya buka kamus mam dan buka buku catetan yang biasanya mam suruh ngartikan itu.*

D: *Menurutmu, belajar bahasa inggris memakai metode Think Pair Share tuh membuat belajar jadi lebih seru dan lebih menarik ya?*

A: *Ya seru mam. Sering sering ya mam (sambil senyum manis)*

D: *Pengen cerita lagi tentang pengalaman belajar bhs inggris pake Think Pair Share?*

A: *Mboten mam, (sambil memelas)*

D: *Terima kasih ya sudah cerita dan jawab dengan jujur. Pertanyaan-pertanyaan tadi mudah dipahami kan?*

A: *Alhamdulillah....paham mam*

Interview transcript with Respondent (Student 2)

Interview date: January 3, 2025 Location: Annurul Munzal Malang

Interview conducted by: (Dwi Liana)

Writer (D): Sehat nduk?.....

Respondent (N): Alhamdulillah sehat wal afiat mam

D: Setelah ini jadwal apa nduk? Gak pa pa ya saya ajak ngobrol sebentar? Oh ya...boleh dong cerita tentang diri kamu nduk.

N: Tahfidz mam sampai menjelang maghrib. Nggeh mam mboten masalah. Saya kelas 6 MI, saya kelas Wustho Madin. Saya berasal dari Lumajang

D: oke...Terima kasih...saya pengen tau nih gimana pelajaran bahasa inggris dikelas tadi pagi? Seru dan seneng kan? Seneng pelajaran bahasa inggris?

N: Nggeh mam, seru.....saya seneng gak kayak biasanya. Ini bahasa inggris di gabung dengan pelajaran agama.

D: Pelajaran bahasa inggris mana yang paling kamu suka dan yang paling kamu tidak suka? Reading, Writing, Listening atau Speaking? Dan Kenapa?

N: Saya seneng Speaking kan enak mam langsung ngomong dan gak seneng Writing males mam nulis capek.

D: Cerita dong tadi saat diskusi ada yang menarik kan?

N: Nggeh mam, tadi waktu disuruh milih berpasangan tu saya asline pengen satu bangku tapi ternyata teman satu bangku milih teman saya yang di belakang, jadi saya gak ada pasangannya mam, trus ternyata ada juga yang belum punya pasangan jadi saya ajak, dan waktu disuruh mikir sendiri jawabannya itu saya gak ngerti tapi dia ngerti jawabannya dan benar. Enak mam bisa saling bantu, dia bingung mau ngomong pk bahasa inggris tak bantu buka kamus dan nanya ke guru karena dia katane malu mau nanya mam.

D: Tadi kan kamu maju ya di depan kelas? Gimana rasanya berbicara bahasa Inggris di depan teman-teman sekelas?

N: Nggeh mam lha langsung ditunjuk ya langsung di paksakan maju kedepan...tadi awal e takut dan malu mam...takut kalo salah trus malu di soraki teman-teman, tapi katanya ga pa pa bawa kertasnya dan ga pa pa kalo di campur bahasa Inggris dan bahasa Indonesia cuma gak boleh kayak dibaca harus coba di hafal. Jadinya deg deg an mam tapi kan sudah berusaha ya mam.

D: Tadi belajar diskusi ada tahapan Think, Pair dan Share...bisa jelasin dong!

N: Think itu berfikir, Pair itu berpasangan dan Share itu berbagi ya mam.

D: hmmm coba dijelaskan masing2 tadi tu dengan pendapatmu sendiri ya? Think itu bagaimana, Pair dan Share itu juga gimana?

N:.....(sambil lama berfikir jawaban yang tepat)...kalo salah gak pa pa ya mam?...Think itu kan tadi sebelum Ustadz jelaskan dan ngasih pertanyaan, anak-anak disuruh mikir dulu tapi mikir sendiri-sendiri dulu gak boleh nanyanya, trus Pair itu kan anak-anak di suruh cari pasangan trus diskusi jawaban saya dan jawaban teman saya kira-kira beda atau sama gitu ya...terus trakhir Share anak-anak di suruh maju salah satu untuk menjawab dan kalo bisa di ceritakan...gitu ya mam?

D: Siiip betul (saya mengacungkan 2 jempol). Nah dari tahap tahap tadi tuh mana yang kamu suka dan mana yang gak suka? Kenapa alasannya?

N: Suka semua mam, kan enak mam, di kasih pertanyaan trus mikir dulu kalo gk bisa boleh nanya trus bisa diskusi am teman juga bisa cerita di depan ga pa pa salah wong namanya belajar ya mam jadi pelajaran gak bengong.

D: Kalo pas ada kesulitan tadi tuh gimana nduk ngatasinya?

N: Buka kamus mam dan nanya Ustadz boleh kok asal gak nanya jawabannya hehehe D: Belajar bahasa Inggris pake metode Think Pair Share gitu menurutmu gimana? Lebih seru? Lebih menarik? Atau gimana?

N: Seru dan menarik mam, kan gak pernah...kadang bahasa Inggris ya pelajaran bahasa Inggris sendiri, pelajaran agama yang cerita-cerita tentang Rasulullah tu biasanya di pondok az mam..nah sekarang bisa di gabung seru mam.

D: Apa masih ada yang pengen diceritakan lagi? Tentang metode Think Pair Share ?

N: Kalo cerita lagi gak ada mam, kayak e tadi sudah semua ya.... D: Tadi tu pertanyaan-pertanyaannya mudah di pahami gak yaa? N: Mudah kok mam...Alhamdulillah lega dan seneng bisa cerita-cerita.

Interview transcript with Respondent (Student 3)

Interview date: January 3, 2025 Location: Annurul Munzal Malang

Interview conducted by: (Dwi Liana)

Writer (D): Gimana kabarnya nduk?...kelihatan capek yaa?...tapi tetap semangat ya?

Respondent (S): Alhamdulillah mboten capek mam, cuma agak ngantuk tetap semangat mam.... sehat dan masih tetap semangat.juga.

D: Maaf sebelumnya nih bagian Naysila agak malam ya, boleh nih ya tak ajak ngobrol2 tapi nti kalo saya nanya-nanya di jawab dengan jujur ya...gak usah takut...bisa dibuat santai kok. Coba Kenalkan diri dulu nduk ya

S: Siap mam...saya kelas 6 MI dan kelas Wustho Madin. Saya asal dari malang, Alhamdulillah di kelas Wustho saya hafal 5 juz..saya seneng peajaran bahasa Inggris mam, saya pengen nanti kuliah dan kerja di luar negeri mam.

D: Alhamdulillah Semangat menuntut ilmu ya semoga cita-citamu tercapai ya nduk....eh lanjut ya, Pelajaran bahasa Inggris tadi di kelas gimana nduk? Seneng kan?

S: Biasa mam...kan biasanya memang berkelompok cuma ada beda dikit mam

D: Apa tuh?

S: Belajar Agama islam pake bahasa inggris mam

D: Tapi seru kan?...oke boleh lanjut ya, dalam bahasa inggris ad Writing, Reading, Listening dan speaking. Nah mana yang paling kamu seneng? Kenapa?

S: Nggeh seru mam.....hmmm seneng Reading sama Speaking,.... karena timbang bengong mam saya lebih baik baca-baca trus Speaking mam...keren

kali ya mam kali bisa cas cis gitu. Saya seneng bahasa inggris tapi kalo gak bisa gitu bikin malas mam. Kenapa ya?

D: Ya kalo gak bisa harus bertanya nduk karena kalo tidak bertanya ya gak bisa terus nduk. Oke?..... lanjut, saat diskusi berkelompok tadi ada yang menarik, boleh ya cerita?

S: hmmm apa ya mam....oh apa itu ya mam? Gak ada kayaknya mam ya karena semua anak anak gak ada yang ngantuk di kelas gak ada yang keliling dan gak ada yang keluar masuk kelas mam

D: Oke gitu ya, oke lanjut ya..tadi saat diskusi berbicara di depan kelas langsung angkat tangan ya....wih keren, gimana rasanya berbicara bahasa inggris di depan teman-teman? Jadi percaya diri ya?

S: Ustadz nanya, siapa yang mau maju k depan untuk berbagi jawaban diskusi tadi, siapa? Ya saya langsung angkat tangan mam biar gak lama-lama toh kata Ustadz boleh catatannya di bawa dan boleh pk bahasa Indonesia di campur bahasa inggris. Ya mam PD aza kalo malu nti gak belajar belajar mam.

D: Emang boleh keren gitu? Hehe...oke kita lanjut ya, Bisa kah jelasin metode belajar Think Pair Share? jelaskan masing-masing bagian ya...

S: hmm...ada Think mam itu berfikir, kita di suruh mikir sendiri setelah Ustadz ngasih pertanyaan, kan di kasih waktu mam tapi gak banyak trus Cuma 5 apa 10 menit gitu ya..trus ada Pair mam, nah kan masing-masing anak punya jawaban trus di suruh cari teman untuk diskusi ya saya milih teman sebangku az mam gak jauh-jauh trus diskusi jawaban saya dan jawaban teman kebetulan sama jadi gak lama trus malah sempet bengong liat teman-teman kok lama, trus ada Share ya mam, itu di suruh maju satu persatu untuk cerita hasil diskusi, awalnya Ustadz nanya..ayo siapa lagi yang mau maju?..saya langsung angkat tangan mam,sama dengan teman boleh pake bahasa Indonesia tapi harus berusaha pake bahasa inggris mam.

D: Ada Think Pair Share itu mana yang kamu suka dan mana yang kamu gak suka? Kenapa?

S: Suka semua mam...ya sejak itu saya seneng dan lebih berani dan percaya diri mam untuk bicara bahasa inggris di depan kalo di suruh maju.

D: Bagus..siip..mestinya teman-teman mencontoh ya nduk, kasih semangat juga ke teman teman ya terutama ke teman yang malu dan takut saat belajar bahasa inggris.

S: Nggeh mam..InshaAllah

D: Bila ada kesulitan belajar bahasa inggris tu kamu gimana ngatasinya?

S: Buka kamus mam, kan saya punya kamus keil yang bisa di taruh saku , itu saya sering buka-buka mam ya kadang nanya ke Ustadz kalo gak bisa. Kalo masih tetep gak bisa ya saya biarin aza mam.

D: Belajar bahasa inggris pake metode Think Pair Share tu menurutmu gimana? Apakah lebih menarik?

S: Jelas lebih menarik mam, kelas jadi hidup gak bosan mam, gak ngantuk juga...usul mam, pelajaran yang lain juga gitu ya seneng saya mam

D: oke siip...(saya menunjukkan 2 jempol)...Apakah ada yang ingin diceritakan lagi tentang belajar Think Pair Share ?

S:(mikir lama)....Ngapunten mam, kayaknya gak ada mam...

D: Baiklah...terimakasih ya nduk sudah jawab dengan jujur dan terbuka...eh pertanyaan – pertanyaan semua tadi apakah mudah dipahami?

S: Nggeh mam, saya paham