

**TEACHERS' PRACTICES AND CHALLENGES  
IN ENACTING THINK-PAIR-SHARE  
TO MANAGE STUDENTS' PARTICIPATION**

**A THESIS**

Submitted to Fulfill One of the Requirements for  
*Sarjana Pendidikan* Degree in English Education



**FINA NADA KHAYATINA ARIYANTO**

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**ENGLISH EDUCATION DEPARTMENT  
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UNIVERSITAS ISLAM NEGERI K. H. ABDURRAHMAN WAHID  
PEKALONGAN**

**2025**

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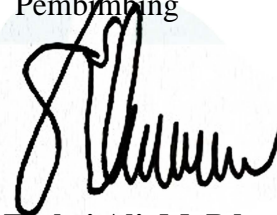
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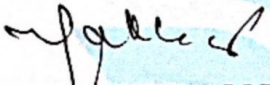
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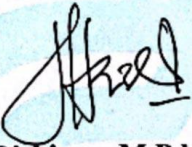
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## MOTTO

*"Aku menyerahkan urusanku kepada Allah. Sungguh, Allah Maha melihat  
akan hamba hambanya."*

(QS. Ghafir: 44)

"If you have a family that loves you, a few good friends, food on your table  
and a roof over your head. You are richer than you think."

(Aesthetic Daily Quote)

"You only live once, but if you do it right, once is enough."

(Mae West)





## ABSTRAK

Rendahnya partisipasi siswa dalam pembelajaran bahasa Inggris seringkali diperburuk oleh penggunaan metode pembelajaran konvensional yang masih dominan di kelas. Penelitian ini bertujuan mendeskripsikan implementasi metode Think-Pair-Share (TPS) dalam mengelola partisipasi siswa dan mengidentifikasi tantangan penerapannya pada pembelajaran bahasa Inggris di SMP. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus di sebuah SMP di Pekalongan. Partisipan terdiri dari tiga guru bahasa Inggris yang dipilih berdasarkan kriteria pengalaman mengajar dan penerapan TPS. Data dikumpulkan melalui wawancara semi-terstruktur dan observasi kelas, kemudian dianalisis menggunakan analisis tematik. Hasil penelitian menunjukkan guru mengimplementasikan TPS melalui tiga tahap dengan adaptasi sesuai karakteristik siswa. TPS terbukti dapat mengelola empat dimensi partisipasi siswa: verbal, nonverbal, persiapan, dan kontribusi. Tantangan yang dihadapi meliputi tiga dimensi: linguistik-kognitif (keterbatasan kosakata, struktur kalimat), sosial budaya (dinamika teman sebaya, rasa malu), serta institusional-manajerial (keterbatasan waktu, ukuran kelas). Penelitian ini berkontribusi memberikan gambaran detail praktik guru dalam mengimplementasikan TPS untuk mengelola partisipasi siswa serta mengidentifikasi tantangan spesifik dalam konteks pembelajaran bahasa Inggris di SMP.

**Kata Kunci:** Think-Pair-Share, partisipasi siswa, pembelajaran bahasa Inggris

## ABSTRACT

Students' low participation in English language learning is often exacerbated by the use of conventional teaching methods that are still dominant in the classroom. This study aims to describe the implementation of the Think-Pair-Share (TPS) method in managing student participation and to identify the challenges of its application in English language learning in junior high schools. The study uses a qualitative approach with a case study design in a junior high school in Pekalongan. Participants consisted of three English teachers selected based on criteria of teaching experience and TPS implementation. Data were collected through semi-structured interviews and classroom observations, then analyzed using thematic analysis. The results indicated that teachers implemented TPS through three stages with adaptations according to student characteristics. TPS was found to effectively manage four dimensions of student participation: verbal, nonverbal, preparation, and contribution. The challenges faced encompass three dimensions: linguistic-cognitive (limited vocabulary, sentence structure), socio-cultural (peer dynamics, shyness), and institutional-managerial (time constraints, class size). This study contributes to providing a detailed picture of teachers' practices in implementing TPS to manage student participation and identifying specific challenges in the context of English language learning in junior high schools.

**Keywords:** Think-Pair-Share, student participation, English language learning

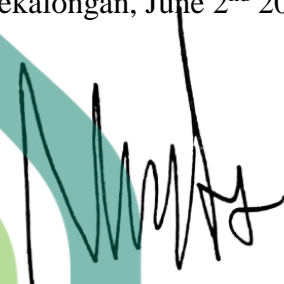
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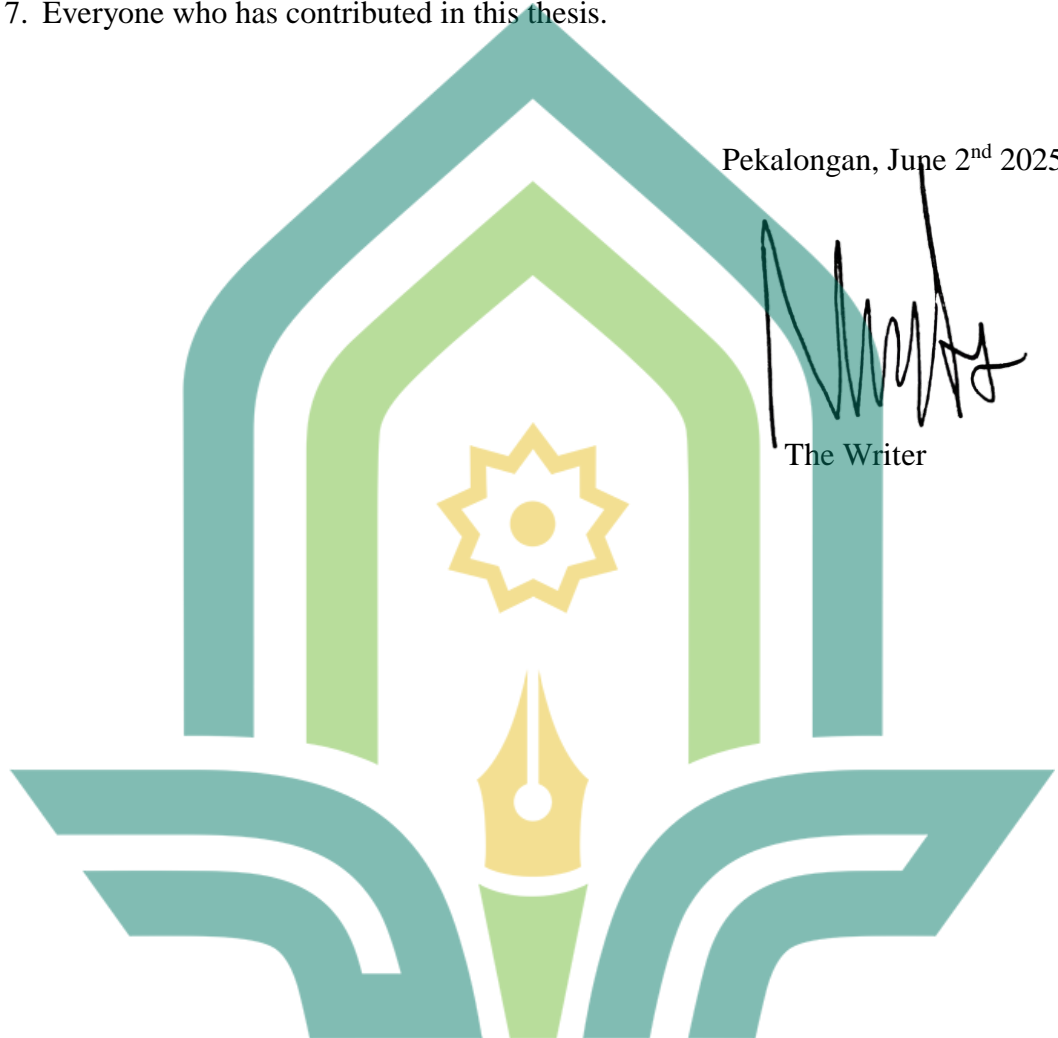
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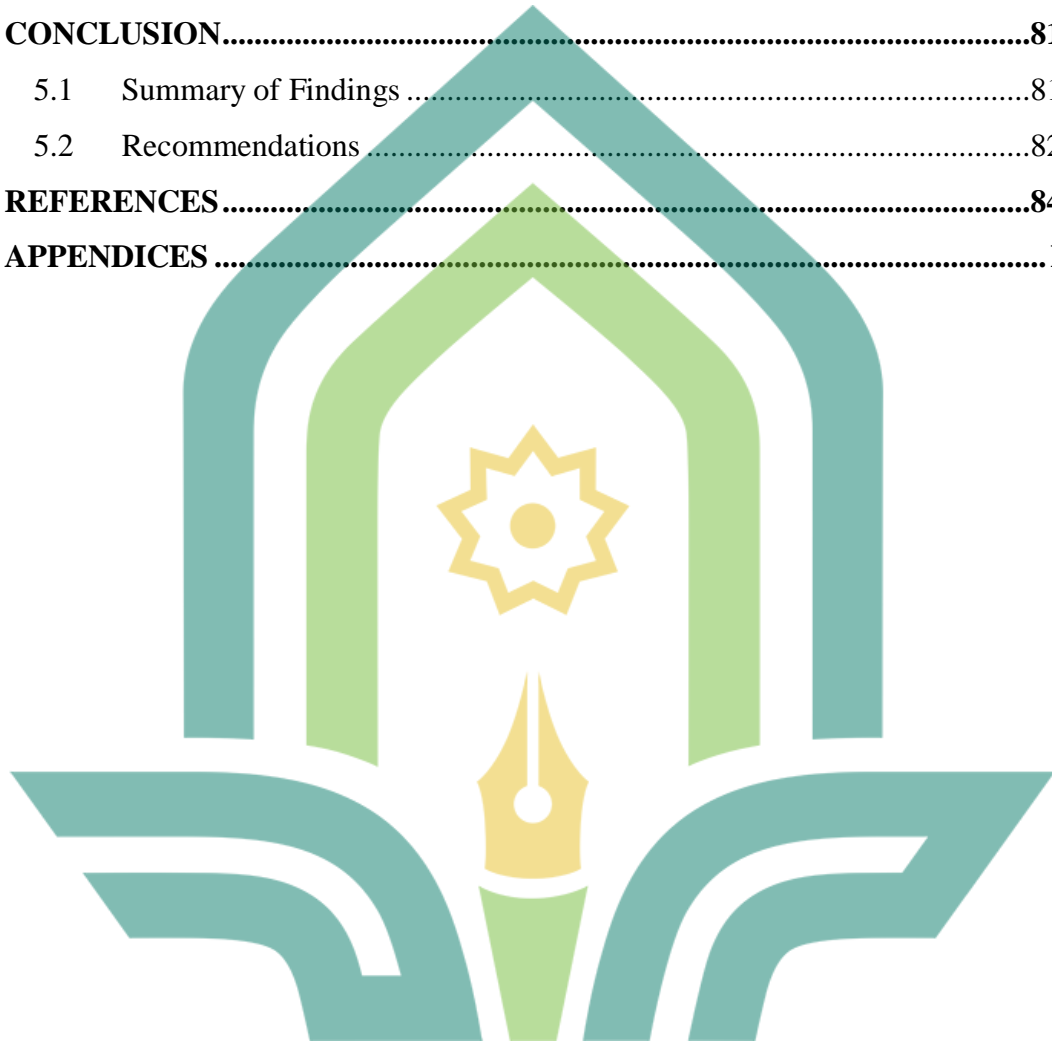
The Writer



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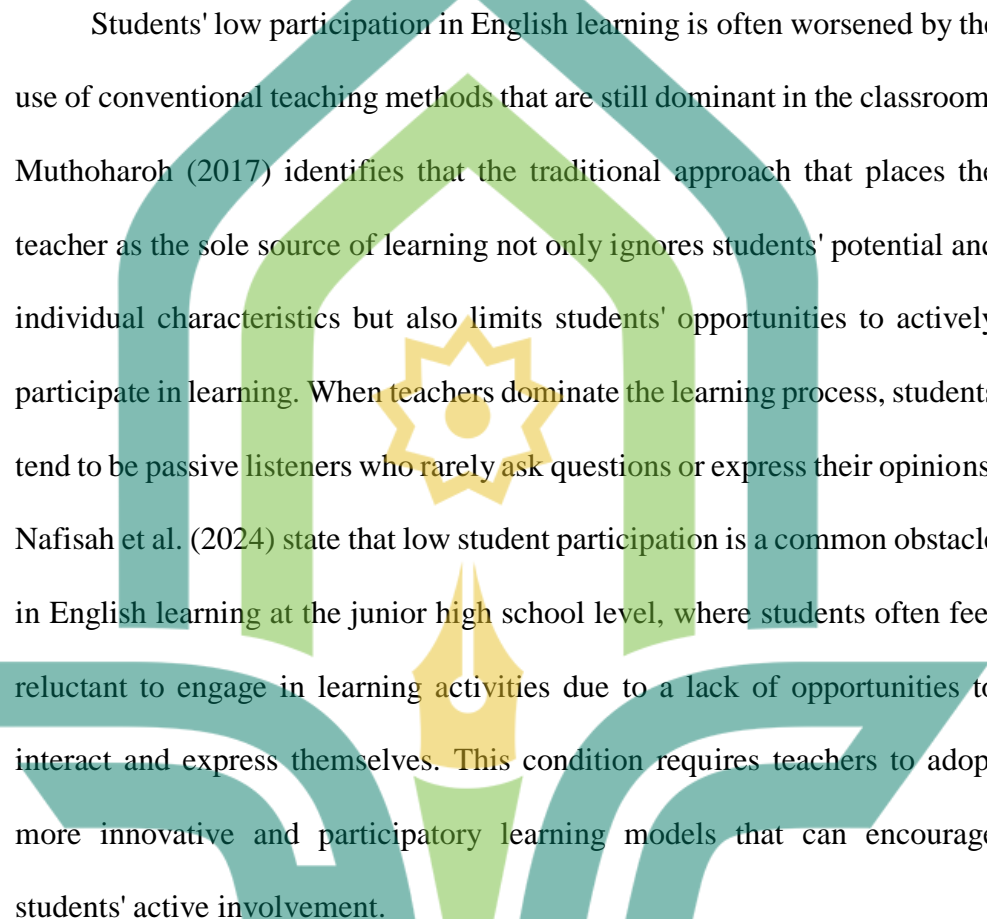
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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study



Students' low participation in English learning is often worsened by the use of conventional teaching methods that are still dominant in the classroom. Muthoharoh (2017) identifies that the traditional approach that places the teacher as the sole source of learning not only ignores students' potential and individual characteristics but also limits students' opportunities to actively participate in learning. When teachers dominate the learning process, students tend to be passive listeners who rarely ask questions or express their opinions. Nafisah et al. (2024) state that low student participation is a common obstacle in English learning at the junior high school level, where students often feel reluctant to engage in learning activities due to a lack of opportunities to interact and express themselves. This condition requires teachers to adopt more innovative and participatory learning models that can encourage students' active involvement.

To create an active and student-centered learning environment, cooperative learning models, including Think-Pair-Share, are the right choice. Think-Pair-Share was first developed by Professor Frank Lyman at the University of Maryland in 1981. This model provides a systematic structure for students to think independently, discuss with a partner, and share the results of the discussion in front of the class (Habibati, 2017). This model consisted of three main stages: (1) think, where at this stage students think



about the answers to the teacher's questions independently; (2) pair, students discuss the thoughts they have designed with a partner; and (3) share, students present the results of the discussion to the whole class (Shoimin, 2014). Fatimah (2015) reveals that Think-Pair-Share is one type of cooperative learning that can provide opportunities for students to think, work with partners, share, and help each other, so as to increase learning activities and cooperation between students.

Various benefits of the think-pair-share (TPS) method have been empirically proven in the learning process. According to Lyman (1981), TPS has significant advantages in developing students' critical thinking, communication, and collaboration skills, where the stages of individual thinking, discussing in pairs, and sharing with large groups are able to encourage active participation and increase conceptual understanding. Furthermore, research by Henningsen and Kapur (2016) showed that this method not only improved learning achievement but also develops social skills and higher-order thinking abilities through a process of scaffolding and constructive dialogue between students, while Rohrbeck et al. (2003) revealed that cooperative strategies such as TPS can improve academic performance significantly, especially in groups of students with different backgrounds.

Apart from its contribution to concept understanding, TPS also helps to encourage student participation in the learning process. Mercer and Simons (2014) stated that this strategy can reduce speaking anxiety and build students'

confidence, so they are more encouraged to participate. This opinion is in line with Slavin (2013), who explained that TPS provides a safe space for students to express their thoughts, helping to overcome psychological barriers that often arise in classroom activities. The systematic structure of TPS, as described by Kagan and Kagan (2009), provides equal opportunities for each student to be involved, both through paired discussions and presentations in front of the class. This method makes even students who tend to lack confidence feel more comfortable starting to contribute to learning.

Although TPS offers various benefits, its implementation in English as a foreign language (EFL) learning faces some major challenges for teachers. First, proper timing of each learning stage is an important constraint, as teachers need to ensure that each student gets sufficient opportunity to think and discuss (Tondeur et al., 2019). Second, the difference in English proficiency between students can affect the confidence and participation of lower proficiency students (Namaziandost & Nasri, 2019). Third, teachers face difficulties in motivating passive students and creating questions that encourage critical thinking. According to Aghbashlo et al. (2021), interactive activities can increase student motivation, but teachers need to be creative in designing challenging questions to encourage active participation.

A previous studies have shown the effectiveness of the Think-Pair-Share (TPS) model in improving students' language skills. Huyen and Lan (2021) found that TPS contributed to the development of critical thinking as well as communication skills of language learners. Aeni (2020) also revealed

that the implementation of TPS could increase students' motivation and participation in English learning. However, most of these studies focused more on the impact of TPS on specific language skills, such as speaking and reading, without examining in depth how teachers implement TPS to manage students' overall participation in the English classroom. Therefore, a clear research gap is the lack of clarity on how teachers can optimize the use of TPS to manage students' participation effectively, especially in the face of challenges such as the differences in English language ability between students and the limited time management of each stage of TPS.

Based on an initial interview conducted with an English teacher at a junior high school in Pekalongan, it was found that most students were still reluctant to actively participate in English learning. To address this issue, the teacher has been implementing the Think-Pair-Share method for the past two years as a strategy to increase student participation. However, the teacher recognized that there were challenges in implementing TPS, especially in managing time effectively at each stage of the strategy and ensuring that all students, not only active students, can participate optimally.

Based on such exposure, there is a need to conduct a deeper investigation on the application of TPS in the contexts of junior high schools. This study describes how teachers can optimize the use of TPS in managing students' participation, particularly in the context of English language learning at this educational level.

## 1.2 Formulation of the Problems

This study addresses the following research questions:

1. How do teachers implement Think-Pair-Share method to manage students' participation in English language learning in a junior high school?
2. What challenges do teachers face in implementing Think-Pair-Share method to manage students' participation at junior high school?

## 1.3 Operational Definition

1. Think-Pair-Share (TPS)

Think-Pair-Share (TPS) is a cooperative learning model that consists of three systematic stages, starting with “think” where students individually think about the answers to the questions given by the teacher, followed by “pair” where students discuss with their partners about their thoughts, and ending with “share” where students present the results of their discussion in front of the class (Arends, 2012).

2. Student's Participation

Student participation is the active involvement of students in the learning process, which is shown through several indicators such as asking questions, answering teacher questions, giving opinions, interacting with peers in discussions, and completing learning tasks (Turner & Patrick, 2004).

## 1.4 Aims of the Study

The aims of this study are:

1. To describe how teachers implement the Think-Pair-Share method to manage students' participation in a junior high school.
2. To identify the challenges faced by teachers in implementing the Think-Pair-Share method to manage students' participation in a junior high school.

## 1.5 Significance of the Study

The significance of this study can be summarized as follows:

### 1. Theoretical Significance:

This study contributes to the development of cooperative learning theory, particularly in the context of implementing the Think-Pair-Share (TPS) method in English language learning at the junior high school level. Through analysis of teacher practices in implementing TPS and the challenges faced, this research deepens understanding of managing student participation. This research also enriches the literature on classroom management and cooperative learning in the context of English learning

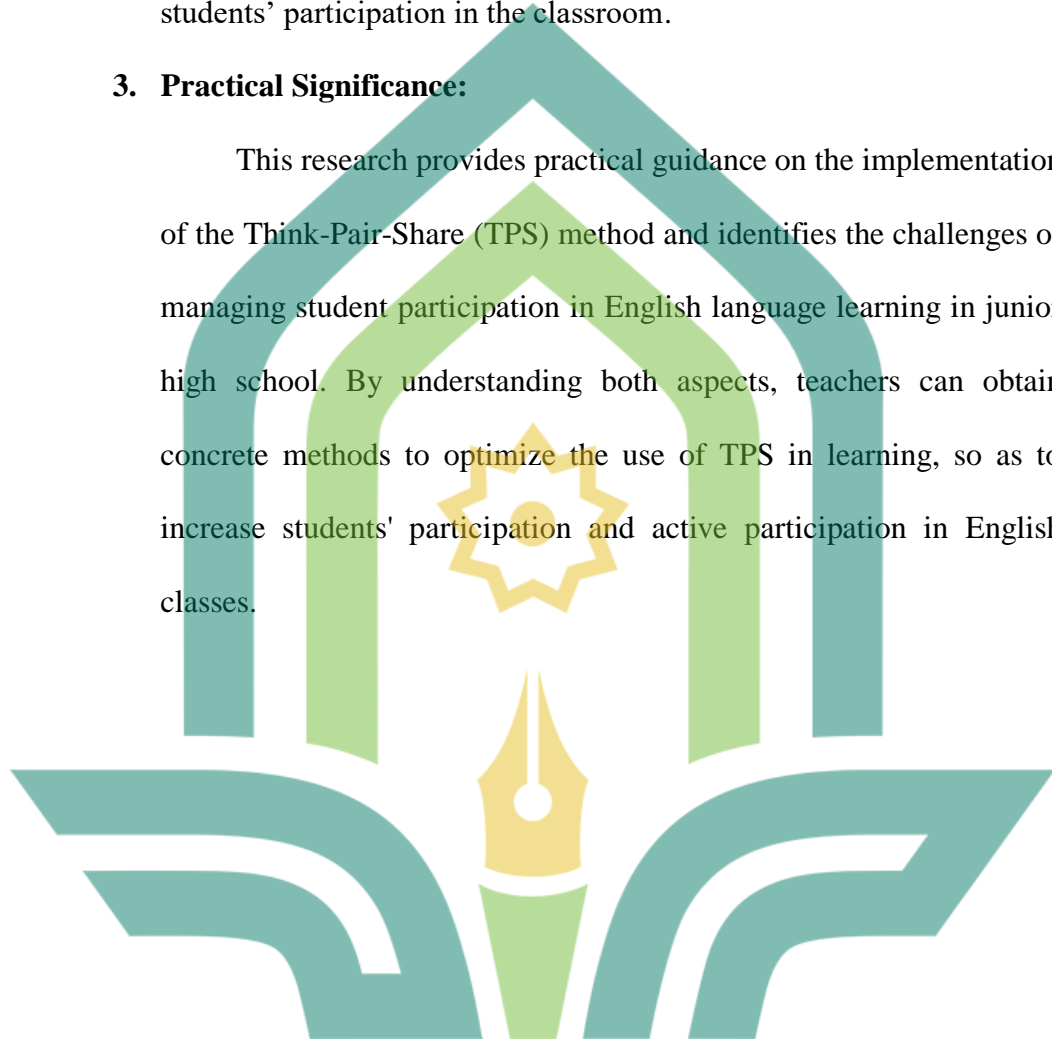
### 2. Empirical Significance:

This study provides empirical evidence regarding the practices and challenges teachers face in implementing TPS in secondary school English classes. The results of this research highlight the practical

application of TPS, its effectiveness, as well as the factors that support or hinder its success, and contribute to the understanding of managing students' participation in the classroom.

### **3. Practical Significance:**

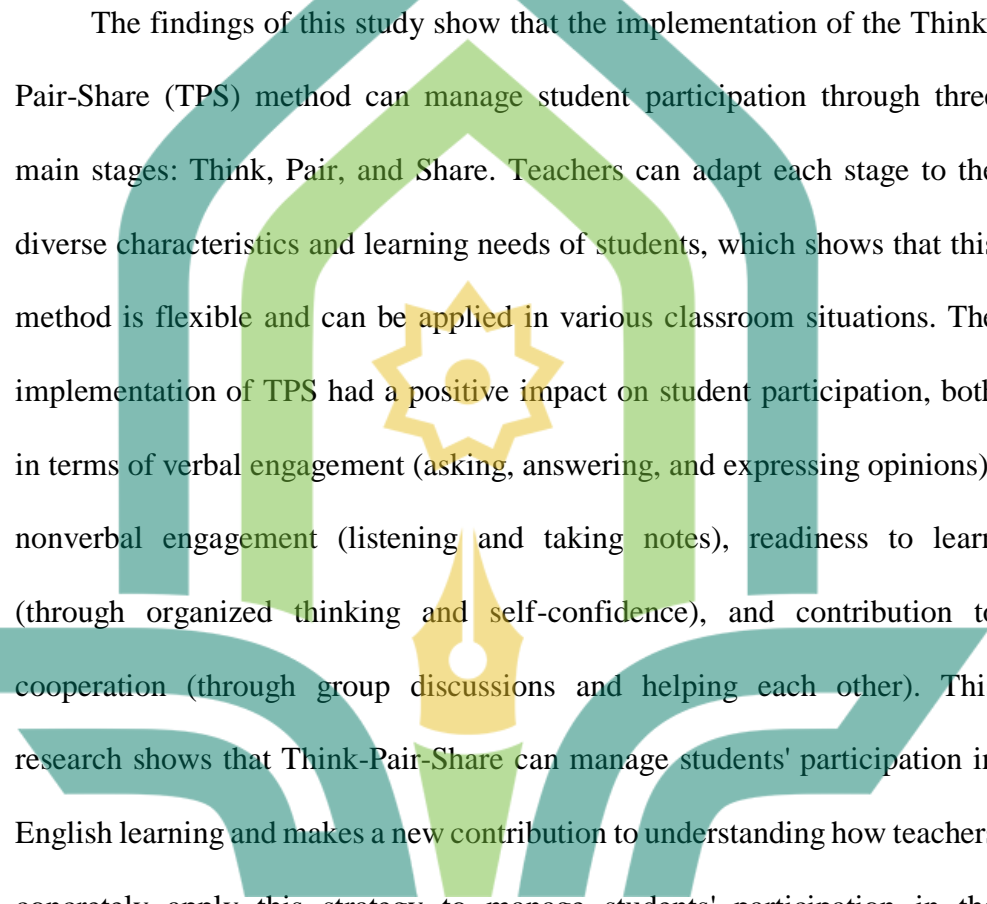
This research provides practical guidance on the implementation of the Think-Pair-Share (TPS) method and identifies the challenges of managing student participation in English language learning in junior high school. By understanding both aspects, teachers can obtain concrete methods to optimize the use of TPS in learning, so as to increase students' participation and active participation in English classes.



## CHAPTER V

### CONCLUSION

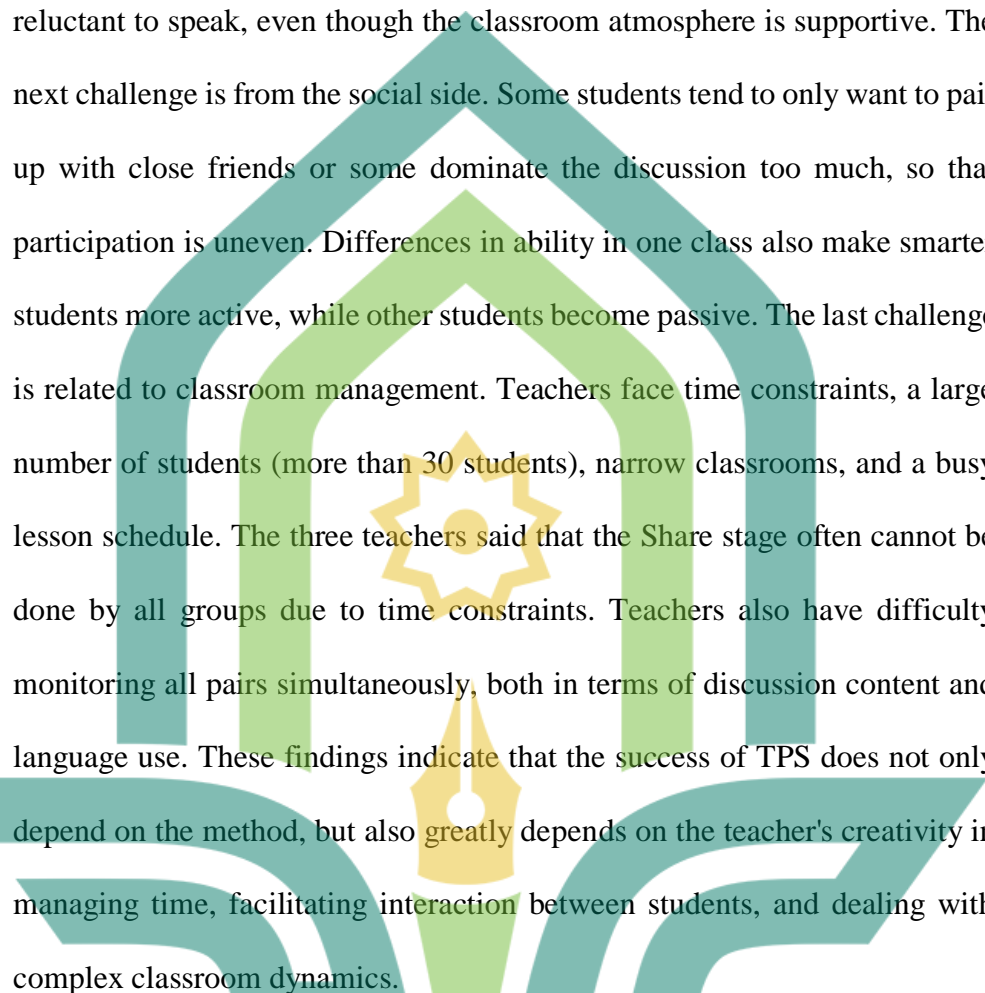
#### 5.1 Summary of Findings



The findings of this study show that the implementation of the Think-Pair-Share (TPS) method can manage student participation through three main stages: Think, Pair, and Share. Teachers can adapt each stage to the diverse characteristics and learning needs of students, which shows that this method is flexible and can be applied in various classroom situations. The implementation of TPS had a positive impact on student participation, both in terms of verbal engagement (asking, answering, and expressing opinions), nonverbal engagement (listening and taking notes), readiness to learn (through organized thinking and self-confidence), and contribution to cooperation (through group discussions and helping each other). This research shows that Think-Pair-Share can manage students' participation in English learning and makes a new contribution to understanding how teachers concretely apply this strategy to manage students' participation in the classroom. The results show that the successful implementation of TPS is greatly influenced by the teacher's creativity in managing time, facilitating interaction between students, and managing diverse classroom dynamics.

However, in its implementation, TPS also faces a number of challenges. The first challenge comes from the language and cognitive aspects. Many students, especially grade 7, have difficulty in vocabulary and sentence





structure, which makes them hesitate to express their opinions. Embarrassment and fear of being wrong are also obstacles that make students reluctant to speak, even though the classroom atmosphere is supportive. The next challenge is from the social side. Some students tend to only want to pair up with close friends or some dominate the discussion too much, so that participation is uneven. Differences in ability in one class also make smarter students more active, while other students become passive. The last challenge is related to classroom management. Teachers face time constraints, a large number of students (more than 30 students), narrow classrooms, and a busy lesson schedule. The three teachers said that the Share stage often cannot be done by all groups due to time constraints. Teachers also have difficulty monitoring all pairs simultaneously, both in terms of discussion content and language use. These findings indicate that the success of TPS does not only depend on the method, but also greatly depends on the teacher's creativity in managing time, facilitating interaction between students, and dealing with complex classroom dynamics.

## 5.2 Recommendations

Based on the findings of this study, several recommendations can be made for teachers and further research

### 5.2.1 Recommendation for Teachers

Based on research findings, teachers need to prepare the implementation of Think-Pair-Share carefully. This preparation includes clear instructions, interesting learning media, and time

allocation that is appropriate to the character of students in the class. Teachers also need to provide different learning aids according to students' abilities, such as step-by-step discussion guides, cue cards, or structured worksheets to help students organize their thoughts. In addition, teachers should also create a clear participation assessment rubric that includes verbal, nonverbal, readiness, and contribution aspects. Students can be involved in the assessment process through self-assessment or peer assessment, so that they are more aware of the importance of active participation in learning.

#### **5.2.2 Recommendation for Further Research**

To enrich the understanding of the use of the Think-Pair-Share method, further research is recommended to be conducted over a longer period of time (longitudinal). This kind of research can provide a deeper picture of how student participation develops over time through consistent TPS implementation. In addition, further studies can also involve more schools or compare the implementation of TPS in various subjects so that the results are broader and can be generalized.

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