

AN INTERNALIZATION OF THINK-PAIR-SHARE STRATEGY TO ELEVATE INDONESIAN EFL LEARNERS' SPEAKING SKILLS

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<https://doi.org/10.37147/eltr.v9i1.222>

received 8 September 2024; accepted 28 January 2025

Abstract

Mutual collaboration is considered amongst all notable ingredients to actualize more meaningful, interactive, and engaging EFL speaking learning dynamics. One of the main learner-oriented approaches fitting with this indispensable prerequisite is the think-pair-share strategy. It is believed by some researchers that under the constant enlightenment of the think-pair-share strategy, EFL learners are highly motivated to progress into various complex speaking learning activities as insistent mutual support from other learning counterparts is granted to them. Through this present small-scale library investigation, the researcher attempted to unravel the extent think-pair-share strategy promotes a particular set of benefits for improving Indonesian EFL learners' communicative competencies. To that end, 30 prior mixed think-pair-share investigations were selected to generate more insightful research results. Taken from in-depth library analysis, two main research themes were yielded namely: (1) Think-pair-share strategy transforms EFL learners into more confident communicators and (2) EFL learners can expedite their speaking skills advancement through the use of think-pair-share strategy. Some recommendations for the betterment of this current qualitative study's replication were depicted in an ultimate section.

Keywords: EFL speaking skills, library analysis study, think-pair-share strategy

Introduction

In this global era, English is an essential international language utilized to convey the ultimate meanings of communication means almost in all life sectors. Mahmud (2018) states that by fully mastering the English language, learners can transform into more competent target language communicators who are adept at communicating their thoughts clearly to other interlocutors. Concerning the above-mentioned issue, improving EFL learners' speaking skills is a foremost important mission to be accomplished by language teachers. When EFL learners have progressively enhanced their L2 communicative competencies, they are more motivated to learn the other three main language skills; listening, reading, and writing since they experience a higher sense of satisfying language achievement. This contention is closely interlinked with Tamala and Wulandari (2021) theorizing



that proficient EFL speakers are strongly encouraged to acquire reading, writing, and listening skills by which their overall target language competencies can develop to the utmost potential. However, the further attempt to foster EFL learners' speaking skills is not without its obstructions. A great number of EFL learners living in non-native English countries oftentimes undergo formidable speaking learning obstacles such as mispronouncing complex words, lacking adequate understanding of particular language expressions, and instilling a high level of speaking anxiety. All these serious impediments are inextricably associated with the previous finding of Tamala and Wulandari (2021) who discovered that non-native EFL speakers frequently feel uncomfortable while communicating by using the target language like mispronouncing some challenging words, possessing inadequate knowledge of specific communicative expressions, and experiencing constant restlessness.

From the language teachers' side, escalating EFL learners' speaking proficiency can potentially become one of the toughest missions to be done in which they endure arduous moments in selecting the best speaking learning methodologies, promoting supportively sound speaking learning circumstances, and believing that their existing communicative competencies are advanced to support learners' speaking learning activities. All these general speaking learning hindrances find further support from Rahman and Ja'afar (2017) averring that a vast majority of EFL teachers normally encounter taxing difficulties when they are required to design appropriate speaking learning materials, strategies, and activities compatible with their learners' particular conditions. Resultantly, to meet the major specific demands of this 21st-century learning age, EFL teachers need to channel their extensive energy to implement a wide variety of speaking learning activities that can escalate learners' speaking learning motivation, infuse positive speaking learning attitudes, and evoke intensive group discussions among all learning community members. Warliati et al. (2019) highly suggested EFL teachers create more enjoyable, interactive, and collaborative speaking learning enterprises where language learners are desirous of improving their desired communicative skills to more advanced growth.

One of the promising speaking learning approaches rewarding to be implemented in habitual speaking activities is cooperative learning. In light of this learner-oriented learning model, EFL learners can gradually transform into more proactive, responsible, confident, and socialized academicians who are willing to establish solid collaborative networking with trusted learning counterparts to fruitfully achieve the ultimate learning objectives. This definition has a tight-knit relationship with the theory of cooperative learning strategy proposed by Damayanti and Listyani (2020) avowing that it is crucially important for EFL teachers to start incorporating cooperative learning activities in their daily classroom vicinities by which language learners learn not only to become more active, confident, and easily-mingled learning community members but also the self-initiators of their mutual group learning dynamics to fully attain more gratifying learning outcomes. Hence, it should be kept in mind that to optimally reap the utmost potential of this student-oriented learning method, EFL teachers highly advocate clustering their learners into small learning groups. By engaging in small learning groups, there will be broader opportunities for EFL learners to profoundly comprehend the targeted learning topics and actualize more mutual

learning discussions with other learning companions. Azwar et al. (2021) argue that when stipulating EFL learners work together in various small learning groups, they are more likely to understand the subject-specific lessons more swiftly as mutual teamwork has been strongly nurtured among them.

Apparent actualizations of the above-explained theoretical frameworks are well-manifested in a think-pair-share strategy. In EFL speaking learning realms, the further utilization of the think-pair-share strategy can remarkably increase learners' communication proficiency. This coveted speaking learning outcome takes place since EFL learners are more eager to work cooperatively, enjoyably, and responsibly on accomplishing the targeted speaking learning tasks. Throughout this process, EFL learners can optimize their supportive speaking learning behaviors and elevate the targeted communicative competencies more meaningfully as they confidently share their ideas, arguments, and thoughts with other learning community members. As a result, the continual enrichment of their speaking knowledge, skills, and experiences is assuredly ascertained. All these above-explicated conceptions are closely associated with the theory of Putri et al. (2020) acknowledging that EFL learners can easily grasp the specifically assigned speaking materials in the support of the think-pair-share strategy in which they have continual freedom to disseminate their opinions to collectively foster other learning counterparts' speaking proficiency.

More importantly, with the accompaniment of the think-pair-share strategy, EFL learners will become more enthusiastic and spirited to proceed into their present speaking learning activities. This laudable speaking learning attitude occurred since they can reinforce their collaborative teamwork with other learning counterparts, particularly while confronting varied speaking learning hurdles. It can also be stated that in the presence of a think-pair-share strategy, EFL learners will not inculcate excessive perturbation while being crammed with a vast range of speaking learning barriers as they are not working alone in resolving their existing problems. This second advantageous value seems to accord with Apriyanti and Ayu (2020) confessing that with the enlightenment of the think-pair-share strategy, EFL learners have become more confident and brave in facing laborious speaking learning challenges by which they believe insistent learning supports are constantly imparted by their unwavering learning community members.

Speaking specifically, there were five prior studies have been conducted concerning the major-specific theme devised in this present small-scale qualitative investigation. Although these previous investigations deviate from the current main topic forming in this study, the particularly generated research results have brought enlightenment for the advancement of Indonesian EFL-speaking learning enterprises. The first study was conducted by Mbato (2020) highly prompting Indonesian EFL teachers to start prioritizing the continual incorporation of contextual, interactive, and authentic speaking learning dynamics wherein language learners can progressively transform into more proficient target language communicators. In a second study, Pratiwi and Triprihatmini (2018) strongly advised Indonesian EFL lecturers to make use of a video-tapping strategy in their public speaking classes to significantly elevate learners' public speaking competencies after being aware of their particular communication strengths and weaknesses. Wijaya (2022) highlighted the critical importance of activating more dynamic, innovative, and interactive speaking learning activities in Indonesian EFL

speaking practices to breed more confident target language speakers. Wijaya and Mbato (2020) proposed that it is progressively becoming pivotal for Indonesian university EFL lecturers to evoke a more supportive-sound speaking learning atmosphere where learners' speaking bravery and confidence can thrive to the utmost development. In the last study, Wulandari and Ena (2018) revealed that under the guidance of debate activities, Indonesian university EFL learners have gradually transfigured into more proactive, confident, and skilled public speakers. None of these prior investigations have exhaustively explored the critical importance of internalizing a think-pair-share strategy to develop Indonesian EFL learners' speaking skills to their fullest potential. Hence, this current small-scale library investigation was initiated as a further initiative to particularly unfold some beneficial advantages of implementing the think-pair-share strategy approach for the betterment of our learners' speaking proficiency improvements. To that end, one research problem was enacted as a main framework in this study: (1) how does the utilization of the think-pair-share strategy bring about influential impacts on Indonesian EFL learners' speaking skills advancement?

The essence of possessing decent EFL speaking skills

Speaking is not an eventually fixed product owned by EFL learners. Instead, it is a long-lengthy process of practice, persistence, and resilience actions performed by language learners. Syafrizal and Rohmawati (2017) highlight the critical role of infusing accurate paradigms of mastering EFL speaking competencies by not perceiving it as the final achievement, but as an ongoing dynamic to enable learners to become skilled target language speakers. Therefore, the ideal belief of achieving the fullest development of EFL speaking skills should derive from its major functions, practicalities, and strategies. Sutrisno (2018) asserts that the saliency of forging EFL speaking skills should lie upon its appropriate usage, efficiency, and purposes. Arming EFL learners with high-quality speaking proficiency simultaneously deals with how they can convey their intended thoughts, ideas, and opinions comprehensibly to the targeted audience.

Simply saying, EFL learners cannot be deemed as successful target language communicators when their particular messages are not delivered clearly to other interlocutors. This fundamental EFL speaking principle is in line with Ardhy (2018) underscoring that to be judged as competent speakers, EFL learners are commissioned to share their specific arguments more understandably with other learning companions. In a similar vein, EFL learners have to become more cognizant of paramount speaking aspects that need to be applied in their habitual communication events namely accuracy, fluency, clarity, pronunciation, and language expressions. By pondering more profoundly on all these communicative elements, EFL learners can experience a higher degree of speaking learning enjoyment as their desired communication goals have been fully received by the learning companions. The above-mentioned communicative purpose is attributed to Annisa and Wennyta (2020) postulating that when EFL learners have successfully addressed their specific ideas through their daily communication occurrences, they are more prone to continue participating in the designated speaking learning processes where they believe that fruitful speaking learning outcomes await for them to be attained.

The comprehensive overviews of think-pair-share strategy

It is believed by the previous researchers that the think-pair-share strategy is one of the well-organized cooperative learning dynamics wherein learners can cast a higher level of solidarity, mutual understanding, and sincere support toward other learning counterparts to obtain the pre-determined learning objectives. Huyen and Lan (2020) contend that in the support of a think-pair-strategy, language learners can efficiently overcome various stumbling blocks hampering the conduciveness of their learning processes as they are committed to working hand-in-hand to collectively attain the targeted learning goals they have determined before. Furthermore, the major aim of internalizing the think-pair-share strategy in EFL speaking learning contexts is to not merely advance language learners' speaking proficiency level but also social, critical thinking, and decision-making skills. It has been agreed that EFL learners engaging in the think-pair-share strategy are more eager to conscientiously ruminate over the designated speaking learning tasks addressed by their teachers. As a result of this action, they can orchestrate a range of efficient speaking learning strategies with other learning counterparts and broaden their specific understanding of the specifically assigned speaking learning issues.

These above-mentioned meritorious values are in obedient with Sharma and Saarsar (2018) mentioning that the think-pair-share strategy has sustainably evoked more convivial speaking learning climates in which EFL learners augment their intellectual curiosity, social intelligence, and higher-order thinking skills through synergetic group dynamics. Although all these holistic speaking learning rewards take plenty of consuming time to emerge, further need of incorporating a think-pair-share strategy is increasingly necessary to be embodied in nowadays EFL speaking learning contexts when it comes to supportive communication events. As speaking learning activities can be anxiety-provoking and daunting for the majority of EFL learners, this learner-oriented strategy can better diminish these unintended speaking learning phenomena by which language learners progressively transfigure into more brave and proactive communicators. These two commendable speaking learning characteristics happened since they intensively hone their communicative proficiency through mutual knowledge sharing and continuous group participation. These rewarding speaking learning benefits are harmonious with the theory of Raba (2017) who recommended worldwide EFL teachers start implementing a think-pair-share strategy at the outset of their speaking learning activities to consolidate language learners' constant speaking habits, improve speaking confidence, and magnify intensive speaking learning practices through active communication engagement.

Method

This present qualitative study was in support of a library analysis approach. Library analysis methodology was chosen to generate more apprehensible, contextual, and relevant research results that may be contributable to the specific ELT fields. To fulfill this main study's objectivity, the researcher selected 30 previous investigations of the think-pair-share strategy in globalized EFL-speaking learning enterprises. The majority of these particularly chosen studies were conducted in Indonesian EFL-speaking learning contexts. However, few of these studies were run in Asian EFL-speaking learning contexts like Bangladesh and

Malaysia. The major reason prompting the researcher to mingle these two distinctive EFL speaking learning backgrounds is to yield more well-rounded research results that can be influential for advancing the continual utilization of think-pair-strategy in our speaking learning enterprises. Apart from all these aforementioned research backgrounds, two specific reasons encouraged the researcher to initiate this present small-scale qualitative library investigation.

The first reason is related to the ever-changing speaking learning dynamics happening in our nation wherein EFL learners frequently encounter formidable speaking learning hurdles like mispronunciation, lack of vocabulary, and unsupportive communication events. Hence, it is believed that the credibility of EFL speaking proficiency can be ascertained in the support of the think-pair-share strategy by which they fine-tune their demanding speaking learning tasks in harmony with the collaborative, mutual, and solid group networking showcased by trusted learning counterparts. The second rationale corresponds with an indispensable need to shift from teacher-centered to more learner-oriented speaking learning activities.

Think-pair-share strategy is presumed as one of the meaningful solutions to progressively reduce Indonesian EFL learners' excessive speaking anxiety where they always discover millions of reasons to sustainably participate in their existing speaking learning activities. This coveted speaking learning reward takes place since language learners truly experience conducive-friendly speaking learning climates during their classroom daily routines. For the data analysis process, the researcher applied thematic analysis to yield more well-structured research results that are understandable for the targeted readers. Accordingly, the researcher subcategorized the most salient research results into some particular themes. After accomplishing this process, the researcher expounded these clustered research themes argumentatively. To ensure the credibility of each thematic research theme, the researcher concurrently inserted some relevant prior findings and theories of think-pair-share strategy in EFL speaking learning dynamics.

Findings and Discussion

All the specifically clustered research themes have been generated after the researcher arrived at the deducible conclusions while conducting an in-depth thematic analysis in this library study. Those two major themes were: (1) the Think-pair-share strategy transforms EFL learners into more confident communicators and (2) EFL learners can expedite their speaking skills advancement through the use of the think-pair-share strategy.

Table 1. Think-pair-share strategy transforms EFL learners into confident communicators

Theme 1	Authors
Think-Pair-Share Strategy Transforms EFL Learners into More Confident Communicators	Abubakar (2023); Azhari et al. (2022); Cahyani (2018); Desta (2017); Febianti and Wahyuni (2022); Huyen and Lan (2020); Putri et al. (2020); Manurung and Ria (2018); Ta'dung et al. (2018); Wahyuni (2019); Zohrabi and Jafari (2020); Usman (2015).

It is noteworthy to be propounded that with the support of the think-pair-share strategy, EFL learners can gradually transform into more confident target language

communicators. This result is not surprising since they can practice their communicative skills intensively through mutual collaborative group enterprises addressed by speaking learning community members. Abubakar (2023) has likewise emphasized the crucial importance of internalizing the think-pair-share strategy at the beginning of EFL speaking learning dynamics in which language learners are highly encouraged to rehearse their communicative capabilities turning them into more confident speakers. In the meantime, the think-pair-share strategy not only fosters EFL learners' self-confidence while utilizing the target language in their communication events but also acquires a deeper understanding of the specifically-assigned speaking learning topics given by their teachers. When they have comprehensively understood the essence of those speaking learning materials, they will be more capable of communicating their intended ideas and opinions bravely to other interlocutors. Through this positive speaking learning trajectory, EFL learners can potentially become more proactive speakers while participating in think-pair-share activities. This argumentation is tightly interwoven with the finding of Azhari et al. (2022) believing that the think-pair-share strategy provides supportive assistance for EFL learners to obtain more profound comprehension of their current speaking learning topics, which in turn enables them to confidently share high-quality ideas to other learning counterparts.

The prolific cultivation of robust self-confidence in target language communication enterprises may also happen due to the pleasurable speaking learning circumstances in which EFL learners are more proactive in disseminating various ideas, beliefs, and knowledge beneficial for advancing other learning companions' speaking proficiency. Simply put, the think-pair-share strategy continually encourages EFL learners' active speaking learning participation as they can achieve satisfying speaking learning achievements after listening attentively to some specific sharing imparted by their learning counterparts. This conception is strongly supported by Cahyani (2018) concurs that the think-pair-share strategy has successfully overlapped EFL learners' current understanding of speaking knowledge, skills, and practices they are possessing with the accompaniment of more emotionally supportive speaking learning vicinities where learners intellectual curiosity constantly fulfilled with meaningful group sharing.

Furthermore, it comes as no surprise that the think-pair-share strategy can potentially pave a more enlightening pathway for EFL learners to transfigure into more independent target language speakers who do not depend too extensively on their teachers' learning assistance. This laudable speaking learning behavior is indispensable since language learners can determine the most compatible speaking learning activities, strategies, and goals that work best for their communicative group dynamics. The above-explained contention is in conformance with the previous finding of Manurung and Ria (2018) who found that an overwhelming majority of Indonesian university EFL learners have become more aware of the particular speaking learning objectives, approaches, and dynamics they set altogether with other group members resulting in the full incorporation of autonomous speaking learning characteristics. It is worth acclaiming that better-facilitated EFL-speaking classroom learning surroundings have fully been released under the enlightenment of the think-pair-share strategy.

This supportive speaking learning climate takes place as EFL learners progressively alleviate their excessive speaking anxiety by attempting to share their

opinions fluently with the targeted audience. It can also be argued that in the light of the think-pair-share strategy, EFL learners sustainably experience safer, more enjoyable, and stress-free speaking learning processes where they can freely convey their specific ideas without feeling worried that their speaking performances will be judged as qualified or not by other learning community members. This meritorious speaking learning benefit aligns with the prior finding of Zohrabi and Jafari (2020) confessing that the think-pair-share strategy can be one of the critical determinants for EFL teachers to help their learners minimize their redundant speaking anxiety by which they share diverse fields of world-based knowledge through authentic, interactive, and contextual communicative occurrences.

Table 2. EFL learners speaking skills advancement through the think-pair-share strategy

Theme 2	Authors
EFL learners Can Expedite Their Speaking Skills Advancement Through the Use of the Think-Pair-Share Strategy	Aeni (2020); Aji (2016); Akbarjono et al. (2022); Apriyanti and Ayu (2020); Asrifan (2016); Benjelloun (2021); Harwiyati et al. (2019); Ismail et al. (2023); Al Karim et al. (2022); Luthfi et al. (2022); Manurung (2017); Misria et al. (2019); Raba (2017); Rahmat et al. (2021); Rullu (2020); Saputra et al. (2023); Elinda (2020); Warliati et al. (2019).

It is worth elucidating that EFL learners are more likely to accelerate their present speaking proficiency to a more advanced level with the accompaniment of the think-pair-share strategy. In the think-pair-share strategy, they not only transform into more insightful but also proficient target language communicators who commit to making a minimum number of mistakes during their speaking learning activities. With the constant accompaniment of the think-pair-share strategy, EFL learners will receive a wide range of constructive, supportive, and helpful feedback addressed by other learning counterparts. As a result, they tend to showcase better speaking performances in the prospective events after noting their particular communication strengths and weaknesses. The aforementioned beliefs are strongly associated with Akbarjono et al. (2022) highly recommending Indonesian EFL teachers start implementing the think-pair-share strategy as one of the accompanying speaking learning approaches in their habitual classrooms by which language learners gradually reduce general communication errors like pronunciation, grammar, and vocabulary.

In a similar vein, EFL learners having been introduced to the think-pair-share strategy tend to inculcate a higher level of endeavor and persistence to continue their complex speaking learning journeys since they can devise a vast variety of efficient strategies to overcome their specific communication practice obstacles. When they are adept at mitigating these inevitable communication barriers, more fruitful speaking learning outcomes will be the eventual decent rewards for their continual efforts. The above-explicated benefit echoes the prior finding of Apriyanti and Ayu (2020) mentioning that by working together in solid, collaborative, and mutual speaking learning groups, Indonesian EFL learners will be more persevere to confront a wide array of communication hindrances eventually leading them to achieve more satisfying speaking learning achievements.

As the ultimate goal of successful communication is to deliver the intended messages clearly to the desired audience, the think-pair-share strategy is proved as

one of the essential speaking learning techniques in which EFL learners are labeled as successful communicators who are capable of addressing their particular ideas more intelligibly to other interlocutors. This finding seems fit with Harwiyati et al. (2019) repudiating that there is an interconnectedness between the EFL learners' speaking proficiency with the successful deliverance of communication topics in which the think-pair-share strategy enables them to feel at ease while expressing their specific opinions with other classroom learning community members. More importantly, 21st-century learning skills comprising creativity, higher-order thinking skills, decision-making skills, and problem-solving skills will be well-consolidated in support of the think-pair-share strategy.

Practically speaking, EFL learners engaging in the think-pair-share strategy can become more strategic communicators working cooperatively with other learning counterparts to embody more vibrant communication events where their speaking proficiency thrives to the fullest development. An identical research result has been acquired by Ismail et al. (2023) who state it is reasonable for EFL teachers to internalize the think-pair-share strategy as one of the stepping stones for their learners to incessantly transform into prudent decision-makers, effective problem-solvers, critical thinkers, and creative speaking learning community members. When applied accurately, the further employment of the think-pair-share strategy can magnify EFL learners' speaking learning responsibility and allow more positive trajectories for them to structure more organized speaking learning plans. After fully ingraining these two pivotal speaking learning attitudes, EFL learners will be more ready while being asked by their teachers to continually participate in more real-time communication activities without feeling agitated that their current speaking competencies are below the designated standards. This last finding is consistent with Manurung (2017) affirming that EFL learners can be better at managing their ongoing speaking learning activities and working synergistically with other classroom participants after being armed with the think-pair-share strategy finally impacting their readiness while communicating their ideas by using the target language in concrete communication events.

Conclusion

From the above-portrayed research results, it is deduced that with the internalization of the think-pair-share strategy, Indonesian EFL learners can progressively transfigure into more confident target language communicators and outstandingly cultivate advanced speaking proficiency in the long run. These holistic speaking learning outcomes have been attained due to the intensively supportive communication exposure aids addressed by cooperative learning companions by which language learners encounter a vast variety of hands-on, interactive, meaningful, and enjoyable speaking learning series to escalate their communicative competencies to the utmost potential.

Concerning this holistic speaking learning outcome, Indonesian EFL teachers should incorporate a think-pair-share strategy at the commencement of their regular speaking learning activities to significantly arouse language learners' speaking interest, endeavor, and motivation that are highly influential for them to enjoy more satisfying communicative outcomes by the end of speaking learning practices. For the future betterment of this present small-scale qualitative investigation, prospective researchers are recommended to conduct a more exhaustive

investigation on other learner-oriented strategies applicable in Indonesian EFL-speaking learning enterprises. By carrying out this action, our speaking learning dynamics can endure more advanced transformation for a long-term period.

Moreover, it is progressively crucial for future researchers to review ample investigations of the think-pair-share strategy in worldwide EFL learning contexts. Anchoring on these globally-attained research results, Indonesian EFL stakeholders will potentially obtain more enlightening inspirations and aspirations in an attempt to integrate a wide variety of meaningful speaking learning approaches as the major integral element to remarkably advance our language learners' communicative proficiency. In contrast to all these above-mentioned shortcomings, the currently-obtained research results may shed a useful light for Indonesian EFL teachers who are willing to activate more engaging, inspiring, and genuine speaking learning activities in various dominions of target language classroom settings. Thereupon, the researcher will feel content when the effective employment of the think-pair-share strategy comes to the frontage of EFL speaking learning dynamics conducted in this archipelago.

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