



## THE IMPLEMENTATION OF THINK-PAIR-SHARE IN EFL PUBLIC SPEAKING: A CASE STUDY

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### ABSTRACT

Public speaking remains one of the most demanding components of English language learning for Indonesian EFL students, often hindered by low self-confidence, limited fluency, and difficulties in organizing ideas coherently. Although prior research has highlighted the effectiveness of cooperative learning strategies such as Think–Pair–Share (TPS), empirical investigations into its practical implementation within authentic public speaking classroom contexts remain limited. This study seeks to explore the implementation of TPS in an Indonesian senior high school setting and examine its influence on students' speaking performance. Adopting a descriptive qualitative case study design, the research involved 37 eleventh-grade students. Data were gathered through classroom observations, documentation, and a speaking performance rubric assessing four dimensions: structure, collaboration, fluency and confidence, as well as coherence and clarity. The findings indicate that TPS effectively facilitated individual reflection, peer collaboration, and increased confidence during presentations. The mean performance score reached 14.42 out of 16, reflecting a high level of speaking proficiency. Students demonstrated particular strength in idea organization and collaborative engagement. Overall, the study provides practical strategies for preparing and delivering public speaking tasks and offers pedagogical implications for integrating TPS to alleviate speaking anxiety and foster communicative competence.

**Keywords:** *Think-Pair-Share, Public speaking, EFL students, cooperative learning, case study.*

### 1. INTRODUCTION

Public speaking constitutes a fundamental communicative competence for students learning English as a Foreign Language (EFL), as it enables them to articulate ideas clearly, engage diverse audiences, and develop critical thinking skills. Mastery of this skill not only supports academic achievement but also prepares learners for future professional communication in global contexts (Crespi et al., 2022; Saptiany & Prabowo, 2024; Ning et al., 2025). Nevertheless, delivering public speeches in a foreign language remains a demanding task, as it requires

more than grammatical accuracy; it demands confidence, fluency, and the ability to structure ideas logically and persuasively (Rao, 2019; Goh & Burns, 2022; Torkey & Ahmed, 2025).

Within the Indonesian senior high school context, public speaking presents persistent challenges. Students frequently struggle with limited vocabulary, weak idea organization, disfluency, and elevated speaking anxiety. Research indicates that fear of making mistakes and receiving negative evaluation often discourages active participation, ultimately constraining oral performance (Rohmah & Mohammad Kurdi Wijaya, 2025; Pontillas,

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2020; Sastia, 2020). Such difficulties are often exacerbated by teacher-centered pedagogies that offer minimal opportunities for authentic communicative practice (Suryani, 2021; Jaya et al., 2020; Becerra-Posada et al., 2022).

In response, contemporary EFL pedagogy increasingly advocates learner-centered and interactive approaches that foster engagement and reduce anxiety (Dakhil et al., 2025; Jaihow & Sinwongsuwat, 2024; Williyen et al., 2025). Cooperative learning, in particular, promotes shared responsibility and supportive peer interaction, creating a less intimidating environment for oral practice (Pavajeau & Montero, 2023; Slavin, 2019; Namaziandost et al., 2020). Among its models, Think–Pair–Share (TPS) provides a structured progression from individual reflection to collaborative discussion and public presentation. Although prior studies affirm TPS's effectiveness in enhancing speaking ability, limited research has examined its implementation specifically in high school public speaking contexts in Indonesia.

Accordingly, this study aims to explore how the Think–Pair–Share strategy facilitates the development of EFL students' public speaking skills in an Indonesian senior high school. Employing a qualitative case study design, the research seeks to generate in-depth insights into classroom practices and students' development in terms of idea organization, confidence, fluency, and collaborative interaction.

## 2. LITERATURE REVIEW

Public speaking is widely recognized as a demanding and multifaceted skill for learners of English as a Foreign Language (EFL), as it requires not only linguistic competence but also audience awareness, self-confidence, and the cognitive ability to organize ideas coherently. Contemporary studies indicate that EFL learners frequently encounter obstacles when

speaking before an audience, including heightened anxiety, limited lexical resources, inadequate fluency, and insufficient opportunities for sustained oral practice (Ambawani et al., 2025; Xu & Xu, 2025; Salehi et al., 2023). These challenges are particularly salient in secondary school contexts, where speaking instruction often remains examination-oriented and teacher-centered, thereby restricting meaningful student interaction (Suryani, 2021).

Empirical evidence further demonstrates that fear of negative evaluation and low self-efficacy significantly intensify speaking anxiety during oral presentations. Wang and Zhang (2025) contend that highly anxious learners tend to exhibit reduced fluency and reluctance to engage in speaking tasks. Similarly, Peng (2019) emphasizes that anxiety influences classroom climate and learners' willingness to communicate, underscoring the necessity of supportive pedagogical approaches that minimize stress and promote collaborative engagement.

In response to these concerns, cooperative learning has gained prominence as a pedagogical alternative grounded in sociocultural theory, which posits that knowledge is constructed through social interaction. Johnson and Johnson (2019) highlight the importance of positive interdependence, individual accountability, and active participation in fostering communicative competence. Rao (2019) further asserts that cooperative learning cultivates a supportive learning environment that enhances motivation, confidence, and oral proficiency in EFL settings.

Among cooperative learning strategies, Think–Pair–Share (TPS), introduced by Wulandari (2020), has received considerable scholarly attention. TPS involves three sequential stages: individual reflection, peer discussion, and whole-class sharing allowing learners to gradually develop and articulate their ideas. Research findings suggest that TPS

enhances fluency, idea organization, and confidence by providing structured preparation prior to public speaking (Li & Razali, 2019). Within the Indonesian EFL context, TPS has been shown to reduce speaking anxiety and improve fluency and teamwork, particularly in secondary and vocational high schools (Putra & Abdullah, 2022).

Additional studies underscore the significance of instructional design and classroom interaction in shaping speaking development. Research published in *IJELLE* highlights the role of interactive materials, opportunities for engagement, and perceptions of English as a medium of instruction in influencing communicative performance (Firmansyah, 2022; Ramadhan, 2021; Santoso et al., 2023). Moreover, recent scholarship emphasizes the integration of interactive and technology-enhanced pedagogies to strengthen speaking fluency and learner engagement (Mardhiah et al., 2024; Purnamaningwulan, 2024).

Despite the growing body of literature, several gaps remain. Many prior studies rely predominantly on quantitative or quasi-experimental designs, focusing primarily on test outcomes rather than learners' experiences and classroom processes. Furthermore, limited qualitative case studies have examined the implementation of TPS specifically in high school public speaking contexts in Indonesia. Previous research has also tended to address speaking proficiency broadly, without concentrating on essential public speaking dimensions such as idea organization, confidence, fluency, and collaborative interaction.

Accordingly, this study seeks to investigate the implementation of the Think–Pair–Share strategy in an Indonesian senior high school EFL classroom and to explore its contribution to the development of students' public speaking competence. Employing a qualitative case study approach, the research aims to provide nuanced insights

into classroom practices and extend the discourse on cooperative learning within EFL public speaking pedagogy.

### **3. METHODS**

This study explores the implementation of the Think–Pair–Share (TPS) strategy in fostering EFL students' public speaking competence. A qualitative case study design was employed, as it enables an in-depth exploration of instructional practices and participants' lived experiences within an authentic classroom setting (Neuman, 2019; Tisdell et al., 2025). Rather than examining causal relationships, the study seeks to understand how TPS was enacted and how it contributed to the development of students' idea organization, confidence, and fluency in public speaking.

The research was conducted in an eleventh-grade EFL classroom at a public senior high school in Indonesia, involving 37 purposively selected students who actively participated in curriculum-based public speaking tasks. The English teacher who implemented TPS also served as a key informant, offering contextual insights into pedagogical procedures. The selected site and participants represent a naturalistic EFL environment suitable for case study inquiry.

Data were gathered through triangulated qualitative methods, including classroom observations, performance documentation, and analysis of instructional materials. Students' speaking performances were assessed using a rubric addressing idea organization, collaboration, fluency and confidence, and coherence and clarity. Although numerical scores were produced, they functioned as supplementary descriptive data. Thematic analysis was applied to identify recurring patterns, with findings interpreted through systematic coding, theme development, and cross-data comparison to ensure credibility and depth of analysis.

### **4. RESULTS AND DISCUSSION**

***Overall Improvement in Students' Public Speaking Performance***

The findings indicate that the implementation of the Think-Pair-Share technique contributed positively to students' overall public speaking performance. Based on the speaking assessment rubric, which evaluated four key aspects structure, collaboration, fluency and confidence, and coherence and clarity the students achieved a mean total score of 14.44 out of 16. This result suggests that most students reached a good to very good level of performance after participating in TPS-based instruction.

This improvement demonstrates that TPS provides students with adequate opportunities to prepare ideas, negotiate meaning, and practice oral expression before performing in front of the class. These stages appear to reduce cognitive pressure and speaking anxiety, enabling students to perform more confidently and effectively. This finding supports recent studies that highlight the role of cooperative learning in enhancing speaking competence by scaffolding students' participation (Putra & Abdullah, 2022; Goh & Burns, 2022).

***Students' Performance in Terms of Speech Structure***

Among the four assessed aspects, structure recorded the highest mean score (3.94). This finding indicates that students were generally able to organize their ideas logically and present them in a coherent sequence during public speaking tasks. Observational data revealed that most students followed a clear structure consisting of an opening, content development, and closing.

The *Think* stage of TPS played a crucial role in supporting this outcome. During this stage, students were encouraged to generate ideas individually and outline their responses before discussing them with peers. This individual preparation time helped students clarify their thoughts and plan the structure of their speech. This result aligns with Goh and Burns (2022), who argue that pre-task planning enhances learners' ability to organize spoken

discourse, particularly in EFL contexts where cognitive demands are high.

Furthermore, this finding is consistent with Rao (2019), who emphasizes that effective speaking requires not only linguistic accuracy but also the ability to structure ideas logically. TPS, by allocating time for reflection and peer discussion, supports students in developing this essential aspect of public speaking.

***Collaboration as a Key Element of TPS Implementation***

The findings also reveal that collaboration was a strong aspect of students' performance, with a mean score of 3.56. During the *Pair* stage, students actively engaged in peer discussions, exchanged ideas, corrected misunderstandings, and provided feedback to one another. Classroom observations showed that students were more willing to express opinions when working with peers compared to speaking directly in front of the class.

This finding confirms the central principle of cooperative learning, which emphasizes positive interdependence and mutual support among learners. From a sociocultural perspective, peer interaction serves as a form of scaffolding that enables learners to perform beyond their individual capability. In this study, students benefited from peer assistance in refining vocabulary, reorganizing ideas, and rehearsing speech delivery.

Recent EFL studies also report similar outcomes. Ningsih and Fata (2019) found that TPS enhances students' speaking ability by promoting meaningful peer interaction. Likewise, Santoso et al. (2023) emphasized that collaborative speaking activities improve learners' engagement and communicative competence. These findings reinforce the argument that TPS is particularly effective in EFL classrooms where students often hesitate to speak individually due to fear of making mistakes.

***Fluency and Confidence Development***

In terms of fluency and confidence, students achieved a mean score of 3.53, indicating a noticeable improvement in their speaking performance. Observational data revealed that students spoke with fewer pauses, reduced hesitation, and increased eye contact during presentations. Many students appeared more relaxed and confident when delivering their speeches, particularly after discussing their ideas with peers.

This improvement suggests that TPS effectively reduces speaking anxiety, which has been identified as a major barrier to EFL speaking performance (. The gradual progression from individual thinking to paired discussion and finally to whole-class sharing allows students to rehearse their speech in a low-anxiety environment before public performance. This staged process aligns with Syafryadin (2020) findings that TPS reduces anxiety and increases students' willingness to communicate.

From an affective perspective, this finding supports Peng (2019) ecological view of willingness to communicate, which emphasizes the importance of classroom environment and interactional support. By fostering a supportive and collaborative atmosphere, TPS encourages students to take risks in speaking and gradually build confidence.

***Coherence and Clarity as an Area for Further Improvement***

The coherence and clarity aspect obtained the lowest mean score (3.39), although it still falls within the good category. Some students experienced difficulty maintaining smooth transitions between ideas and expressing thoughts clearly, particularly during longer speaking turns. Observations indicated that several students relied on notes or paused frequently, suggesting limitations in vocabulary and discourse management.

This finding indicates that while TPS supports idea generation and confidence, additional instructional support may be required to enhance coherence and clarity. Goh and Burns (2022) argue that cooperative

learning techniques should be complemented with explicit instruction in discourse markers, pronunciation, and vocabulary development. Without such support, students may struggle to sustain fluent and coherent speech.

Nevertheless, the relatively high score in this aspect suggests that TPS still contributes positively to students' speaking clarity by providing opportunities for rehearsal and peer feedback. Similar findings were reported by Li and Razali (2019), who found that TPS improves speaking clarity but requires sustained practice for optimal results.

**5. CONCLUSION**

The findings demonstrate that the implementation of Think–Pair–Share (TPS) generated positive outcomes across both cognitive and affective dimensions of public speaking. From a cognitive perspective, students exhibited noticeable progress in organizing ideas and maintaining coherence, as evidenced by their performance assessments. On an affective level, the collaborative structure of TPS fostered a supportive learning atmosphere that mitigated speaking anxiety, primarily by encouraging peer assistance and reducing apprehension related to negative evaluation. These outcomes align with cooperative learning principles and sociocultural theory, which underscore the significance of interaction, scaffolding, and shared meaning-making in language acquisition.

Despite its effectiveness, the study also identified persistent challenges, particularly in students' fluency and lexical range. This indicates that while TPS successfully enhances confidence and conceptual development, it should be supplemented with targeted language input and sustained speaking practice to optimize oral proficiency. Accordingly, TPS is best positioned as an integral component of a comprehensive instructional framework rather than a singular pedagogical solution.

In sum, this research enriches the literature by offering qualitative insights into TPS implementation within an authentic classroom context. It provides practical

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implications for secondary-level EFL educators seeking to cultivate interactive, supportive, and low-anxiety speaking environments. Future investigations may examine the long-term effects of TPS and involve broader participant samples to enhance generalizability.

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