

Enhancing Students' Grammar Awareness Using the Think-Pair-Share Strategy in English Classes

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ABSTRACT

Grammar is foundational to language learning, yet many students struggle to master its rules and applications. Addressing this issue requires effective strategies that actively engage learners in meaningful grammar practice. Students who receive little or no traditional grammar training frequently have poor competency, impacting their academic performance and general communication. The purpose of the study is to examine how the Think-Pair-Share method enhanced the grammatical awareness of Grade 9 students. The study, which involved 30 randomly chosen students with low grammar proficiency, was conducted at a public secondary school in Misamis Occidental during the 2024–2025 academic year. The study used a classroom-based action research approach, collecting data through created lesson plans, pre-tests, post-tests, and observation tools. Student performance was described using mean and standard deviation, and the observed changes were analyzed using a paired sample t-test to establish statistical significance. Results revealed that before the intervention, students had a poor level of grammar awareness, with all participants who "Did Not Meet Expectation" category. Following the implementation of the Think-Pair-Share technique, students demonstrated significant improvement in grammatical performance, with many improving to higher levels. The statistical analysis revealed a significant distinction between pre- and post-test scores, showing that the improvement was not random. The Think-Pair-Share model encourages student participation, collaboration, and involvement in learning, making it a useful approach to grammar lessons. Educators may integrate this strategy into language instruction and consider combining it with other learner-centered techniques to support diverse student needs. The results demonstrate that Think-Pair-Share is a valuable and successful method of teaching grammar since it encourages participation, teamwork, and linguistic confidence. In order to meet their students' diverse learning needs, teachers should incorporate this concept in grammar sessions and combine it with other learner-centered approaches. To further its influence on language development, future scholars can investigate its use in different facets of English, such as speaking, writing, and reading.

Keywords: grammar awareness, language instruction, learner-centered technique, Think-Pair- Share

INTRODUCTION

Language education, which begins at school and at home at a young age, is essential since language is an important instrument in everyday life. People can communicate with one another by sending and receiving messages or information. A learning program's success heavily depends on the teacher's role in managing learning (Tjabolo & Herwin, 2020). The teacher must create a conducive and pleasant classroom environment where student actions in learning activities help students attain their learning objectives successfully. The teacher's role is crucial in determining the effectiveness of the learning process (Tjabolo & Herwin, 2020). Achieving learning objectives necessitates optimizing both the learning process and the outcomes, emphasizing the teacher's involvement in student achievement. Teachers can help children build excellent language skills by implementing practices that increase grammatical awareness, improve comprehension, and communication.

Active student participation in learning activities is essential for achieving optimal educational outcomes. Engaged learning improves overall academic achievement and increases students' grammatical awareness. Research indicates that interactive classroom activities significantly improve language skills and boost motivation, providing contextual understanding that reinforces grammatical concepts. Learning outcomes are more effective when supported by active and engaged learning activities (Arianti, 2020). In many cases, there is

a challenge in promoting active participation in the classroom, which impacts overall academic performance and grammar awareness. Many instructional innovations have been implemented to establish a student-centered approach that fosters the growth of students' creativity, critical thinking, motivation, and problem-solving skills (Amponsah, Kwesi & Ernest, 2019).

Active learning and student-centered techniques are essential for increasing engagement and grammatical awareness. Teachers have to plan lessons using a variety of approaches, including strategies, models, methodologies, and methods (Kurjum, Muhid, & Thohir, 2020). Modern approaches assist students in better grasping the learning process and improve their grammar and motivation (Abid, 2020).

Participation and involvement are critical for high school pupils regarding skill development, potential realization, and grammar awareness. This age group benefits from collaborative learning, in which students help one another understand teachings and practice proper language use (Pratiwi, 2019). In academic settings, class participation is often a requirement, and it is increasingly recognized as a multidimensional concept that extends beyond verbal interactions to include written communication, further reinforcing students' grammatical proficiency (Xu & Qiu, 2022).

According to studies, improving grammatical awareness boosts language competency and academic performance (Fredricks et al., 2019). Giving feedback at many stages is beneficial because it helps students understand their progress, enhance their grammatical skills, and identify areas for improvement (Hard & RaoShah, 2022). Practical strategies for promoting interactive learning can boost student enthusiasm, promote language skills, and enable meaningful communication. New strategies that enhance verbal engagement and engage students in various forms of active learning must ensure students develop both their communication and grammatical accuracy (Orwat et al., 2018). Although studies show how important student participation is to learning, there is a gap in practical ways for enhancing grammatical awareness among high school students. Practical difficulties include ensuring that students actively enhance their grammatical skills, incorporating structured grammar-focused activities, and addressing issues in peer-based learning that may reward inappropriate language use. There are also methodological limitations in establishing learning strategies that support collaboration while explicitly strengthening students' grammar competency in meaningful ways. Individual differences in students' language ability must also be recognized, as grammar-focused cooperative learning methods do not work for everyone. There may also be a lack of structured procedures that encourage language competency, grammatical precision, and successful communication while meeting students' needs.

The purpose of this study is to examine how the Think-Pair-Share strategy method might help high school students enhance their grammar awareness and participation in English classes. The scope is limited to implementing this method over a specific time frame and observing its impact on engagement, language proficiency, and achievement. This study is significant because it provides teachers with an effective strategy for increasing active learning, improving students' grammatical accuracy, and fostering an interactive and collaborative educational environment that fosters academic growth and achievement.

Proposed Strategy

One cooperative learning strategy that poses a challenge or open-ended question is Think-Pair-Share (TPS). The Think-Pair-Share (TPS) strategy has been widely recognized for positive results in overcoming participation obstacles. Challenging students to think independently and deeply helps promote active engagement. Students are allowed to reflect for 30 seconds to a minute as a way to control pacing.

Think-Pair-Share (TPS) is a cooperative learning activity that can work in varied size classrooms and in any subject. The instructor asks students a question. Students first THINK to themselves, then participate in a discussion with someone in proximity (PAIR). The groups SHARE what they discussed with their partner and the whole class. The class discussion continues from there. Students are given the tools to think deeply so that they are slotted productively, increasing the value of their responses.

Integrating Think-Pair-Share with Interactive Activities, especially those that promote grammatical awareness, makes the process more dynamic and adaptable. Activities like sentence resurfacing, structured grammar talking points, peer editing, etc., improve the quality of student learning while at the same time asking students to use

the correct grammar, whether it is being expressed in spoken or written language.

These activities deepen students' comprehension of the subject matter and reinforce their grammatical accuracy. This develops student learning and practice grammatical correctness by asking students to make sentences from structures, analyze grammatical structure, and receive feedback from either peers or their instructor. Additionally, they promote teamwork and the innovative application of language skills, helping students develop confidence in using proper grammar in various contexts. (Phan, H. 2021).

Think-Pair-Share (TPS) integration in English lessons corresponds with the shift toward student-centered learning strategies. It strongly emphasizes students actively creating knowledge, which is essential for improving language skills (Apriyanti & Ayu 2020). Another advantage of Think-Pair-Share is that it encourages critical thinking and communication, as students must evaluate their own ideas, express them clearly and creatively, and respond to other ideas. Children who use active learning techniques like TPS perform better academically because they are more motivated and involved in the process (Zarei & Ghafournia, 2023). TPS minimizes the pressure on students when they present directly to their classmates, which helps to relieve the stressor of presenting to a large audience. As a result, Think-Pair-Share provides a safe and friendly environment for students that encourages any level of skill and participation (Kaddoura, 2020). This limited level of participation in a social construct not only hinders their academic achievement but also constrains them from developing the communication skills necessary for implementing practical application (Johnson & Johnson, 2019).

The Think-Pair-Share method has various benefits that make it an excellent teaching strategy. This approach promotes active involvement and critical thinking, leading to deeper student engagement with the topic. It promotes collaboration as well as communication, allowing oral language development while developing social and academic skills. It allows for active thinking and processing because students think alone about grammar rules before sharing in pairs. This reinforces the students' understanding. The model also promotes peer learning when they delineate it (grammar concept) with a partner, while discussing it, they fill in gaps in their understanding, and keep members of the partnering accountable to use the grammar correctly. It enhances communication skills by verbalizing grammar rules and sentence structures, strengthening retention and application. Peer discussions and teacher feedback help students identify and correct grammatical mistakes in real-time. For shy or reluctant students, it provides a smaller, less intimidating environment to share their ideas, boosting their confidence. Recently, a list of strategies for shy students has been developed, such as improving the connection between shy pupils and teachers' sentiments in class, and creating a positive emotional environment. (Korem (2019). TPS can provide shy children with gradual exposure to fear-arousing circumstances, leading to increasing confidence and participation in classroom discussions.

Additionally, trust is also a crucial factor. Collaboration requires trust, as people are less likely to execute ideas without it. High levels of trust lead to more effective collaboration and improvement. Peer discussions enhance understanding as students clarify concepts and learn from one another. Teachers benefit from the method as it allows for immediate feedback on students' comprehension and engagement, helping to adjust teaching strategies as needed.

This study examines the impact of the Think-Pair-Share strategy on student engagement, grammatical awareness, and academic performance in high school English classes over a set period of time. The study examines how collaborative learning enhances students' grammatical proficiency through structured discussions and peer interactions. However, the results may not generalize to other grade levels, subjects, or diverse classroom settings..

Action Research Questions

This action research aimed to enhance students' grammar awareness using the Think-Pair-Share strategy in one of the secondary schools in Misamis Occidental during the S.Y. 2024- 2025. Specifically, this study sought to answer the following questions:

1. What is the level of students' grammar awareness in English classes before implementing the Think-Pair-Share strategy?

2. What is the level of students' grammar awareness in English classes after implementing the Think-Pair-Share strategy?

3. Is there a significant difference in students' grammar awareness before and after implementing the Think-Pair-Share strategy?

ACTION RESEARCH METHOD

Research Design

This action research study used a single test design to assess the effectiveness of the Think-Pair-Share (TPS) strategy in improving grammatical awareness among high school students in English classes. The study aims to determine if introducing TPS enhances students' comprehension and application of grammatical rules. To assess the efficiency of the TPS technique, students' grammar awareness will be tested via a single test, allowing for analysis of their grammatical proficiency after the implementation.

Site

The study was conducted at the junior high school level, specifically in Grade 9 students at a particular public secondary school in Ozamiz City. The school serves a diverse population, offering education to students from grades 7 to 12. The study focuses on teaching English to a diverse group of learners who have various academic abilities and backgrounds. The intervention will occur during regular class hours in a traditional classroom setup to ensure practical implementation and observation in an authentic learning environment.

Participants

The study involved 30 Grade 9 students from one section. The researcher presented a segment on ensuring a reasonable sample size for comprehensive data gathering and analysis. These students were chosen to participate in a natural classroom setting where the Think-Pair-Share (TPS) strategy will be used in their English sessions. The following criteria were used to choose the respondents in accordance with purposive sampling: (1) attended classes for a minimum of six months in the 2024–2025 academic year, and (2) willing to participate in the study.

Instrument

The researcher used the following research instruments as data-gathering tools:

a. **Grammar Awareness Test.** It was a 40-item researcher-made test designed to measure students' level of grammar awareness. This test will assess their understanding of grammar rules, sentence structure, and proper language use before and after implementing the Think-Pair-Share (TPS) strategy in English classes.

In determining the level of student's grammar awareness, the following scale will be used:

Score	Level of Comprehension Skills	Remarks
37 – 40	90-100	Outstanding
34 - 36	85-89	Very Satisfactory
31 - 33	80-84	Satisfactory
27 – 30	75-79	Fairly Satisfactory
Below 27	Below 75	Did Not Meet Expectation

b. **Lesson Plan.** The researchers created a lesson plan to integrate the Think-Pair-Share strategy into a structured framework aimed at enhancing students' grammar awareness. Prior to implementation, the lesson plan was thoroughly reviewed by the cooperating teacher and revised by the student teacher. The strategy involves allowing students to think individually about a given question, discuss their thoughts with a partner, and then share their responses with the class. This approach can be applied throughout the discussion to encourage active engagement and improve grammatical accuracy.

A. Pre-Implementation Phase. The researcher will first seek permission from the dean of the College of

Education, the Schools Division Superintendent, the school principal, the participating teacher, and the parents of the students to conduct the study. Once approved, consent forms will be sent to parents, and assent forms will be gathered from students to guarantee voluntary participation. Before using the Think-Pair-Share strategy, students will take a pre-test to check their baseline grammar awareness after obtaining all appropriate permissions and documents. The researcher will create lesson plans and materials that include Think-Pair-Share in the teaching process.

B. Implementation Phase. The researchers will present and discuss the lessons using the Think-Pair-Share strategy in the English class. The lessons will be structured to maximize student engagement and involve three main phases of TPS: individual thinking, paired discussions, and class sharing. Students will receive detailed guidance on the process and expectations for using Think-Pair-Share in various activities and assessments. After a month of applying the strategy, an examination will be administered to measure students' progress in grammar awareness.

C. Post-Implementation Phase. Data on grammar awareness and performance will be collected again using the same methods as in the pre-intervention phase. At the end of the intervention period, assessments and observations will be conducted to measure student grammar proficiency and changes in understanding. This post-implementation phase will follow the same data collection procedures as the pre-intervention phase to ensure consistency and accuracy in comparing results.

Ethical Consideration

The researchers acquired informed consent from all participants, making sure that they completely understood the study's objectives, methodology, and potential risks. . Participants were informed that their cooperation was completely voluntary, and they were free to withdraw at any time with no consequences. To maintain ethical standards, the researchers explained the Data Privacy Act of 2012 and assured participants that their responses would be kept anonymous and used only for academic purposes. The researchers ensured the confidentiality of acquired information, keeping participants' names anonymous and excluding personal identifying details from reports and publications. The researchers maintained transparency and accountability throughout the research process, prioritizing participants' privacy, dignity, and well-being.

Data Analysis

The researcher used MiniTab software, and employed the following statistical tools:

Frequency and Percentage. These were used to identify the level of performance of students before and after the use of the Think-Pair-Share strategy.

Mean and Standard Deviation. These were calculated to determine the central tendency and variability of the students' scores before and after the strategy.

Sample T-tests. To evaluate whether the Think-Pair-Share strategy effectively enhances students' grammar awareness in English classes. This statistical test compares students' pre- and post-test scores before and after implementing the method. This test assesses whether the Think-Pair-Share strategy improves students' grammar proficiency after using the Think-Pair-Share approach.

RESULTS AND DISCUSSION

Students' Grammar Awareness in English Classes Before Implementing Think

Pair-Share Strategy Table 1 presents the level of students' grammar awareness in English classes before implementing the Think-Pair-Share strategy. Overall, the data reveal that students performed below the expected level of grammar comprehension, as reflected in the mean score ($M = 14.39$, $SD = 3.40$), which falls under the "Did Not Meet Expectation" category based on the provided scale. All students ($n = 31$, 100%) were categorized as "Did Not Meet Expectation," highlighting a concerning uniformity in the low level of grammar awareness.

The results show a complete concentration of student performance in the lowest category of the assessment scale.

There was no variation among the performance levels—no student reached even the "Fairly Satisfactory" level (24–27). This lack of dispersion suggests a systemic issue rather than isolated underperformance by a few individuals. The consistency of the scores ($SD = 3.40$) indicates a moderate spread, yet it did not extend enough to reach higher performance brackets.

The findings suggest that students had significant difficulties with grammar comprehension. This could be attributed to insufficient instructional strategies, lack of engagement, or limited exposure to grammar instruction tailored to their proficiency level. The absence of students scoring beyond the "Did Not Meet Expectation" category implies that traditional methods before intervention may have been ineffective in building students' grammatical competence. The TPS model encouraged students who were actively participate in class discussions, leading to improved comprehension and performance in English tasks (Nafisah et al., 2024). This reinforces the belief that a shift from teacher-centered instruction to learner-centered strategies like TPS is crucial in addressing the persistent grammar challenges faced by students.

Table 1. Level of Students' Grammar Awareness in English Classes Before Implementing Think-Pair-Share Strategy

Comprehension	Frequency	Percentage	M	SD
Did Not Meet Expectation (DNME)	31	100	14.387	3.403
Overall	28	100	14.387	3.403

Note: Scale: 34-40 (Outstanding); 31-33 (Very Satisfactory); 28-30 (Satisfactory); 24-27 (Fairly Satisfactory); 1-23 (Did Not Meet Expectation)

Students' Grammar Awareness in English Classes After Implementing the Think-Pair-Share Strategy

Table 2 presents the level of students' grammar awareness in English classes after implementing the TPS strategy. Overall, the students' grammar comprehension showed improvement ($M = 28.26$, $SD = 4.52$), with the average score falling within the Satisfactory range (28–30). This is a notable increase compared to the previous average, which fell in the Did Not Meet Expectation category.

Among the performance categories, the highest proportion of students fell within the Fairly Satisfactory range ($n = 9$, 29.03%), followed by those in the Satisfactory category ($n = 8$, 25.81%). A smaller but significant group reached the Very Satisfactory level ($n = 5$, 16.13%). At the same time, a notable improvement was seen in the number of students who achieved an Outstanding level of grammar awareness ($n = 4$, 12.90%). Despite these gains, a portion of the group remained in the Did Not Meet Expectation category ($n = 5$, 16.13%).

This distribution reflects a marked shift in performance following the use of TPS. The presence of learners in every performance category indicates that the strategy created diverse learning outcomes, suggesting it was more effective in engaging a broader range of learners than traditional methods. The emergence of students in the Outstanding and Very Satisfactory categories (combined $n = 9$, 29.03%) highlights the potential of interactive, peer-supported strategies to elevate academic performance.

Notably, while the number of students in the lowest category decreased from 100% before the intervention to just 16.13% after, there remains a need to support these struggling learners. The standard deviation ($SD = 4.52$) also increased, indicating more variation in students' scores after implementing the strategy, likely reflecting differentiated responses to the intervention. The findings revealed that incorporating strategies that promote classroom participation significantly improved students' English learning. Specifically, methods such as TPS were shown to enhance student engagement and academic performance. The Think-Pair-Share strategy led to improved student outcomes. (Rai, H. 2022). It improved many students' grammar skills, indicating its effectiveness. More students reached higher levels after using the approach, showing that working together and sharing ideas can help learning.

Table 2. Level of Students' Grammar Awareness in English Classes Before Implementing Think-Pair-Share Strategy

Comprehension	Frequency	Percentage	M	SD
Outstanding (O)	4	12.9032	35.750	1.500
Very Satisfactory (VS)	5	16.1290	32.000	1.000
Satisfactory (S)	8	25.8065	29.375	0.744
Fairly Satisfactory (FS)	9	29.0323	25.444	1.014
Did Not Meet Expectation	5	16.1290	21.800	1.095
Overall	31	100	28.258	4.516

Note: Scale: 34-40 (Outstanding); 31-33 (Very Satisfactory); 28-30 (Satisfactory); 24-27 (Fairly Satisfactory); 1-23 (Did Not Meet Expectation)

Students' Grammar Awareness Before And After the Implementation of the Think-Pair-Share Strategy

Table 3 presents the significant difference in students' grammar awareness before and after implementing the TPS strategy. The table compares the mean scores and standard deviations of students' grammatical awareness before and after the method was used, then uses a t-test to determine the significance of the change.

The analysis reveals a significant difference in students' grammar awareness before and after implementing the Think-Pair-Share strategy ($t = -15.35$, $p = 0.000$). The p-value of less than 0.01 indicates high significance and rejects the null hypothesis. Hypothesis (H_0) argues that there is no significant difference between the two sets of scores.

The mean score before the strategy was implemented was relatively low ($M = 14.39$, $SD = 3.40$), falling within the "Did Not Meet Expectation" category. In contrast, the post-implementation mean score increased substantially ($M = 28.26$, $SD = 4.52$), reaching the "Satisfactory" level according to the assessment scale. This substantial improvement indicates that the Think-Pair-Share strategy had a statistically significant and educationally meaningful impact on students' grammar awareness. An essential component of teaching and studying is grammar. One of the strongest teaching strategies for motivating engaged students is cooperative learning involvement and output (Listiadi et al., 2019; Li et al., 2021). It is stated that education is cooperative when students use collaborative projects to learn concepts or ideas, bringing students together to accomplish a common objective. It enables pupils to think independently, communicate with their seatmates to offer their thoughts, and demonstrate their readiness to participate during class discussion. (Mundelsee & Jurkowski, 2021). The pre-test and post-test scores were compared to investigate the effectiveness of the intervention (Malik & Alam, 2019).

No other variables were tested in the table, so no non-significant findings exist. The single comparison between pre- and post-intervention scores was conclusive and meaningful in identifying the effect of the intervention. The results clearly show that the TPS approach significantly improved pupils' grammatical awareness. The big difference in scores before and after the strategy means that students learned better when they worked and shared ideas. Since the t-test showed a highly significant result, this supports the idea that cooperative learning methods like TPS can help students understand grammar more effectively.

Table 3. Difference in Students' Grammar Awareness Before and After the Implementation of the Think-Pair-Share Strategy

Variables	M	SD	t-value	p-value	Decision
Before the Implementation of Think-Pair-Share	14.387	3.403	-15.35	0.000	Reject H_0
After the Implementation of Think-Pair-Share	28.258	4.516			

H_0 : There is no significant difference in students' grammar awareness before and after the implementation of the Think-Pair-Share Strategy

Note: Probability Value Scale: $**p < 0.01$ (Highly Significant); $*p < 0.05$ (Significant); $*p > 0.05$ (Significant); $p > 0.05$ (Not Significant)

SUMMARY, FINDINGS, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study addressed the need to improve students' grammar awareness in English, which is essential for effective communication and academic performance. Many students struggle to apply grammar rules, negatively affecting their writing and comprehension skills. The study aimed to assess the effectiveness of the Think Pair-Share (TPS) strategy in improving grammatical awareness among Grade 9 students. While collaborative learning strategies have been shown to promote active involvement and deeper knowledge, limited studies have specifically examined the use of TPS for grammar instruction.

The study was conducted during the school year 2024–2025 among 30 Grade 9 students in a public secondary school in Misamis Oriental. Participants were purposively selected based on their class attendance and willingness to participate. Participants were chosen specifically based on their class attendance and willingness to engage. The study used a practical action research methodology, with pre- and post-tests to examine increases in grammatical awareness following the application of the TPS strategy.

Findings

The following were the study's key findings:

1. The results revealed that students had a low level of grammar awareness prior to the intervention. All students with a low mean score fell under the Did Not Meet Expectation category. This indicates a significant need for instructional intervention to improve grammar proficiency. Throughout the intervention, students' academic achievement improved.
2. Following the use of the Think-Pair-Share strategy, students showed improvement in grammar awareness across different performance levels. While a few students reached the Outstanding and Very Satisfactory categories, most were in the Satisfactory and Fairly Satisfactory ranges. A few students remained in the Did Not Meet Expectation category. The mean score for the entire post-test increased, indicating an improvement in grammar proficiency.
3. The Think-Pair-Share technique significantly improved students' grammar awareness, as demonstrated by the paired samples t-test results. The strategy was effective, as evidenced by the significant improvement in grammar proficiency.

Conclusions

The study's results led to the formulation of the following conclusions:

1. The implementation of the Think-Pair-Share strategy significantly improved students' grammar awareness. Before the intervention, all students demonstrated a low level of grammar proficiency, indicating a need for instructional support.
2. After the intervention, students showed positive progress, with many advancing to higher performance categories. The statistical analysis confirmed that the observed improvement in grammar awareness was statistically significant, supporting the strategy's effectiveness.
3. These findings suggest that incorporating collaborative learning strategies, such as Think-Pair-Share, in grammar instruction can be valuable for enhancing students' grammar skills. This approach provides an opportunity for active engagement and peer learning, contributing to overall academic growth.

Recommendations

1. Teachers may continue using the Think-Pair-Share strategy during grammar lessons to encourage active participation and peer learning.

2. Teachers may design grammar lessons that allow students to practice grammar rules in speaking and writing through group discussions and interactive class activities.
3. Teachers may form small learning groups to foster peer support and cooperative learning, helping students improve their grammar skills together.
4. Teachers may regularly monitor student progress and provide additional help to those who need more support with grammar.
5. The teacher may implement differentiated instruction strategies to cater to diverse student needs, ensuring that all learners are supported at their respective levels of grammar proficiency.
6. Future researchers may explore how the Think-Pair-Share strategy can be used in different grade levels or school settings to confirm its effectiveness in improving grammar awareness in other areas of English, such as speaking, reading, or writing. They may also study how this strategy works for students with different learning levels or needs.

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