

USING THINK-PAIR-SHARE TECHNIQUE TO PROMOTE STUDENTS' CRITICAL THINKING SKILLS IN SPEAKING CLASS

¹*Ricky Sriyanda, ¹Joko Priyana

¹English Language Education Study Program, Faculty of Languages, Arts, and Culture
Yogyakarta State University, Yogyakarta, Indonesia

*Corresponding Author Email: rickysriyanda.2022@student.uny.ac.id

Article Info	Abstract
Article History Received: August 2024 Revised: September 2024 Published: October 2024	<i>This study aimed to assess the effectiveness of the Think-Pair-Share (TPS) technique in enhancing students' critical thinking skills and to explore students' perceptions of its application in speaking classes. Using a Classroom Action Research (CAR) design based on Kurt Lewin's model, the study followed the steps of planning, acting, observing, and reflecting. The research was conducted with 30 second-grade students (12 male and 18 female) from SMAN, Aceh, Indonesia, in the 2023/2024 academic year, selected through purposive sampling. Data collection methods included classroom observations, questionnaires, and student interviews, with the analysis carried out using descriptive and qualitative statistics. The findings indicated a significant improvement in students' critical thinking skills, as shown by the increase in performance from Cycle 1 (66.6%) to Cycle 2 (70%). Moreover, the results of the questionnaires demonstrated that students responded positively to the TPS technique. Therefore, the study concludes that the TPS technique effectively promotes critical thinking skills in speaking classes, offering cognitive and engagement benefits.</i>
Keywords Critical thinking skills; Speaking class; Think-Pair-Share; Communicative competence;	
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INTRODUCTION

Education plays a crucial role in driving national development, with every country aiming to enhance educational quality to improve societal welfare (Mlachila et al., 2017). Quality education is expected to develop human resources capable of effectively managing natural resources. The link between the quality of education and learning is emphasized by Vo et al. (2017); Redeker et al., (2012) who argue that quality learning leads to better student outcomes, which in turn enhances the overall quality of education.

Critical thinking is a vital skill for 21st-century students, involving the logical application of cognitive processes (Iman, & Angraini, 2019; Zakiah, & Lestari, 2019). This skill is essential for success across various aspects of life (Devi et al., 2016). Siregar (2021) defines critical thinking as the ability to solve problems rationally and logically, offering effective solutions. Experts agree that critical thinking supports problem-solving, decision-making, and curiosity, making it a key component of English language learning. It helps develop critical and creative thinking, communication, and collaboration skills, collectively known as the 4C competencies (Iman & Angraini, 2019; Moore & Parker, 2013).

According to the experts above, critical thinking is a mental process that aids students in conceptualizing, applying, analyzing, synthesizing, and evaluating. Consequently, critical thinking is a crucial skill expected to be developed in English language learning, alongside creative thinking, communication, and collaboration skills, known collectively as the 4C competencies (Wijaya, 2021; Supena et al., 2021; Lutfi & Dima, 2021). Furthermore, Facione (2015), Kaddoura (2013), KE (2016), and Marzano et al. (2007) identify six core critical thinking skills: interpretation, analysis, evaluation, inference, explanation, and self-regulation.

These skills enable students to understand problems, analyze and verify facts, and draw well-founded conclusions throughout the learning process. Therefore, they are foundational for academic success and professional competence, as they cultivate the ability to think rationally and independently.

In English language education, the four fundamental skills are listening, speaking, reading, and writing. Among these, speaking is crucial for communication in foreign language learning. According to Bunaya & Basikin (2019), speaking involves producing, receiving, and processing information in a way that the listener can understand. Despite its importance, many students face challenges in speaking and lack engagement in English conversations in the classroom (Al-Tamimi & Attamimi, 2014; Raman et al., 2019). In English as a Foreign Language (EFL) contexts, students often avoid using the language actively, struggle to articulate thoughts clearly, and lack confidence, which affects their willingness to communicate with teachers or native speakers (Rao, 2019).

Preliminary observations conducted on January 19th and 26th, 2024, in class XI MIPA 4 at a State Senior High School in Aceh revealed that students needed improved critical thinking skills. The classroom environment was dominated by teacher-centered instruction, with only five students showing confidence when speaking in front of the class. The rest remained silent and hesitant, demonstrating low motivation and passivity. Students showed little enthusiasm or engagement, often accepting information without much interaction. Consequently, many students were not open to expressing their thoughts, ideas, and opinions.

To address these challenges and enhance students' critical thinking skills, various approaches can be implemented, including Cooperative Learning strategies such as the Think-Pair-Share (TPS) model. TPS is a collaborative learning technique where students work together to solve problems, fostering greater engagement and critical thinking abilities (Slavin, 1980; Namaziandost, Homayouni, & Rahmani, 2020). This method helps students develop higher-order thinking skills through collaborative work, allowing them to formulate arguments privately before sharing them with the class (Bunaya & Basikin, 2019). TPS promotes problem-solving independence, boosts self-confidence, encourages collaboration, and increases student enthusiasm (Gok, 2018).

Previous research supports the effectiveness of TPS. For example, Afifah & Sopiany (2017) and Nasir (2018) found that TPS significantly improves students' speaking skills and motivates them to practice the target language. Devi et al. (2016) conducted a study on the use of Cooperative Learning in teaching critical thinking in reading, showing that TPS enhanced critical thinking among secondary students by encouraging engagement, providing group goals, and motivating students' thinking. Mata & Aceh (2018) also highlighted that TPS motivates students to be more actively involved and utilize prior knowledge in discussions, enhancing their critical thinking skills. An experimental study led by (Romadhoni et al., 2022), investigated how critical thinking abilities could be developed through cooperative learning in argumentative essay writing, particularly in a non-English major first-year student context. The findings showed a significant enhancement in students' critical thinking skills, particularly evident in the writing of argumentative essays, through the effective implementation of the cooperative learning method.

This research differs from previous studies by employing classroom action research (CAR) to improve students' critical thinking in speaking classes. Observations indicated that many students struggled with flexible thinking and responsive engagement, often becoming passive and less receptive to teachers' input. The study aims to implement the Think-Pair-Share (TPS) technique, exploring its effectiveness in fostering critical thinking during speaking class. The research promotes crucial thinking through TPS and examines students' perceptions of its application in speaking classes. It assesses the impact of TPS using six essential indicators of thinking: interpretation, analysis, evaluation, conclusion drawing,

explanation, and self-regulation. This approach offers valuable insights into how TPS can enhance student engagement and cognitive development in speaking contexts.

RESEARCH METHOD

Research Design

The method chosen in this research is Classroom Action Research (CAR) practical and iterative method used by educators to improve teaching and learning processes within the classroom (Creswell, 2014; Alex, 2016). It is a reflective and systematic approach where teachers collect and analyze data to understand and improve their practices (Djajadi, 2019). In this study, the research was conducted in two cycles, each consisting of the four phases adapted from Kurt Lewin's model: planning, acting, observing, and reflecting. The cyclic nature of CAR, with its repeated cycles of planning, acting, observing, and reflecting, allows for continuous refinement and adaptation of educational practices. Therefore, this ongoing process helped educators to incrementally improved the quality of teaching and learning in the classrooms based on the findings from each cycle.

However, there are potential limitations to this design. One challenge is the difficulty in generalizing findings beyond the specific classroom context. Since CAR focuses on addressing problems within a particular group of students and settings, the results may be highly context-dependent, limiting their applicability to other settings or student populations. Additionally, the researcher's dual role as both teacher and investigator may introduce biases, as the desire to see improvement could affect objectivity in observations and interpretations. Despite these limitations, CAR remains an effective approach for exploring TPS's immediate, practical impact on students' critical thinking skills in a specific classroom environment.

Population and Sample

This study's subjects were 30 eleventh-grade students (12 males and 18 females) from SMA Negeri Unggul Subulussalam, Aceh, Indonesia. The study used one class of XI MIPA 4 for the test. The participants were chosen using a purposive sample based on an initial observation and interview with the teacher. The teacher suggested these students for the study due to their comparatively lower English proficiency and critical thinking skills than other classes. Furthermore, the English teacher is collaborating with the researcher to design and execute the learning process for this study. Additionally, the teacher aids the researcher by observing student activities during classroom instruction and learning sessions.

To ensure the effectiveness and appropriateness of the educational interventions, a validation test of the lesson plan and materials was conducted. This validation process involved expert judgment, where specialists reviewed the lesson plans and instructional materials to assess their quality, relevance, and feasibility. The experts provided feedback on various aspects, such as the content's alignment with educational standards, clarity, and suitability for the students' cognitive level. Once the lesson plan and materials were deemed feasible by the validators, the researcher collaborated with the English teacher at the school to tested for students. By involving the English teacher in the implementation and feedback process, the study ensured that the educational interventions were not only theoretically sound but also practically effective in the classroom. Therefore, this collaborative approach allowed for continuous refinement of the lesson plan, enhancing its ability to foster critical thinking skills among the students.

Instruments

The research instruments used in this study, including the observation checklist, questionnaires, and student interviews, were meticulously selected and developed to ensure they effectively captured data on students' critical thinking and speaking skills. Based on

Facione's (2015) critical thinking framework, the observation checklist was systematically developed and refined through a pilot test to ensure its suitability for classroom use.

The questionnaire and interview questions were also adapted from validated sources, with input from English education experts to ensure alignment with the research objectives. For the questionnaire, the researcher employed a Likert Scale with four response options: Strongly Agree (SA), Agree (A), Disagree (D), and Strongly Disagree (SD). The questionnaire was distributed before and after the action, providing quantitative data on students' attitudes and experiences with the instructional method. Furthermore, both instruments underwent a pilot test to confirm clarity and relevance, ensuring reliability and validity. These rigorous steps were taken to guarantee that the data collected was accurate and reflective of student's experiences and the effectiveness of the Think-Pair-Share technique in enhancing critical thinking skills in speaking classes.

Data Analysis

The research employed a mixed-method approach, combining qualitative and quantitative methods to provide a comprehensive analysis of the data. The qualitative methods were used to describe and interpret the collected data, while quantitative methods were utilized to analyze statistical data to answer specific research questions. The data collection techniques included classroom action research, interviews, and questionnaires, as outlined by Sugiyono (2019).

For the qualitative data analysis, the process involved several stages: data collection, data reduction, data display, and conclusion drawing or explanation, following the framework suggested by Miles et al. (2019). This approach allowed for a detailed description and interpretation of the qualitative data, providing a rich understanding of the participants' experiences and perspectives.

The quantitative data analysis focused on evaluating the effectiveness of the Think-Pair-Share (TPS) technique in improving critical thinking skills in the speaking classroom. Six indicators of critical thinking were assessed, and student responses were scored on a Likert scale. The data from the questionnaires were analyzed using descriptive statistical methods with SPSS Version 16.0. The analysis provided a numerical summary of students' responses and helped determine the effectiveness of TPS in enhancing critical thinking. Additionally, a classroom observation checklist was employed to monitor the improvement of students' critical thinking skills. This checklist, along with the student response questionnaires, provided a comprehensive set of data that was analyzed to draw conclusions about the impact of the TPS technique on students' critical thinking abilities in the speaking class.

Indicator of Success

The assessment of the Think-Pair-Share teaching technique's effectiveness in enhancing students' critical thinking skills is guided by two primary criteria, both aimed at capturing different dimensions of its impact. The first criterion focuses on student participation and the demonstration of critical thinking abilities in the classroom. For the technique to be considered successful, over 60% of the 30 participating students, equating to more than 18 individuals, must actively engage in critical thinking activities by presenting well-reasoned arguments during classroom discussions. This level of engagement is observed and evaluated throughout the course, from the initial to the final meeting, using a detailed observation checklist maintained by the researcher. Additionally, the evaluation process includes photographic documentation, capturing moments that illustrate the students' active involvement and the quality of their argumentative discourse. The second criterion involves assessing students' perceptions of the Think-Pair-Share technique and its effect on their critical thinking development. This aspect requires students to exhibit positive attitudes toward the learning approach and show evident progress in their critical thinking skills as

applied in the speaking class. The combination of these two criteria not only evaluates the students' participation and skill development but also reflects the broader influence of the Think-Pair-Share technique on their overall performance and mindset towards learning.

RESEARCH FINDINGS AND DISCUSSION

Research Findings

The Description of the Action Research of Cycle 1

This research was conducted based on the researcher's observation and interview in one of Senior High School in Aceh, Indonesia. Upon observing the XI grade class, it became evident that the problem lay within the teaching and learning strategies. There needed to be more discussion between teachers and students, as well as among students during speaking classes, leading to a loss of interest among students. The instructional materials were solely derived from Lembar Kerja Siswa (LKS), lacking challenging tasks to enhance students' critical thinking skills in speaking classes. Moreover, the repetitive nature of classroom activities made students feel unengaged in practicing English speaking.

Consequently, students needed more confidence in speaking English and were apprehensive about making mistakes, hindering their ability to speak English spontaneously. The researcher found that only a few students (6 of 30) had critical thinking skills in the speaking class. Therefore, the researcher implemented the Think Pair Share (TPS) teaching strategy to promote students' critical thinking skills in the speaking class.

Descriptions of Cycle 1

Cycle 1 using the Think Pair Share (TPS) teaching strategy shows that this cycle is carried out in four meetings. The problem of students' critical thinking skills in speaking classes is identified based on findings before the implementation of the TPS strategy by the English teacher and the researcher. This cycle consists of four main phases, namely planning, action, observation, and reflection. The English teacher acts as a collaborator in helping the researcher observe the teaching and learning process in more depth. The materials used are in accordance with the lesson plan that has been set by the teacher. Therefore, the TPS can be applied systematically in continuing learning in the classroom.

Furthermore, the implementation of the Think-Pair-Share (TPS) teaching strategy follows a structured plan and is carried out through several phases. First, in the planning phase, the teaching schedule for class XI MIPA 4 was discussed, and a framework for the teaching process using the TPS strategy was developed. An observation checklist was made for each student, and a lesson plan for four sessions was designed, incorporating TPS as the main teaching technique. Appropriate materials were selected from the teacher's textbook, supplemented with additional content, and necessary teaching tools, such as a projector, laptop, recorder, and camera, were prepared.

During the action phase, four meetings were conducted, with each session covering specific activities. The class began with a brief discussion on the previous topic, where students were invited to share their opinions. The teacher then introduced a new topic, providing dialogue texts for students to identify and understand. After reading the texts, students were instructed to create dialogues involving asking and giving opinions in pairs. They were given 20 minutes to discuss in pairs before presenting their ideas to the class, followed by group discussions. In addition, each pair was asked to ask questions to the presenting partner about their explanations, which encouraged critical engagement.

In the observation phase, the researcher collected data on students' critical thinking skills during the implementation of Cycle 1. Notes were made on students' participation and engagement, especially focusing on their critical thinking skills in speaking. Some students were not fully involved in the discussion, so only a few showed critical thinking skills. The

initial results of the first action in Cycle 1 showed a low and passive increase in students' critical thinking skills.

Table 1
Result of Cycle 1

No.	Students' Critical Thinking Skills in Speaking Class (Category)	The Number of Students	Percentage (%)
1.	Improving	10	33.4%
2.	Not Improving	20	66.6%

According to the data collected from the four meetings, 10 out of 30 students (33.4%) demonstrated critical thinking skills in speaking, as they were responsive, frequently volunteering for presentations, offering support to peers, and actively sharing ideas. In the reflection phase, a comparison with the pre-cycle observation indicated an increased number of students demonstrating critical thinking skills in the speaking class. This growth in engagement was reflected in the improved responsiveness and willingness of students to participate in discussions and presentations.

Table 2.
Comparison of Pre-Cycle and Cycle 1

No.	Students' Critical Thinking Skills in Speaking Class	Pre-Cycle		Cycle 1	
		The Number of Students	Percentage (%)	The Number of Students	Percentage (%)
1.	Improving	6	20 %	10	33.4 %
2.	Not Improving	24	80 %	20	66.6%

After completing Cycle 1, the findings indicated a minor increase in the number of students who demonstrated critical thinking skills in the speaking class. Specifically, the number rose from 6 students, or 20%, to 10 students, or 33.4%, in Cycle 1. However, this improvement fell short of the research target, which aimed for fewer than 18 students, or 60% of the total 30 students, to demonstrate critical thinking skills in the speaking class. Consequently, the research necessitated reflection to identify opportunities for enhancing teaching and learning activities in the upcoming cycle. Interviews did it were conducted with both the English teacher and the students to gather their perspectives on the implemented strategies in the classroom.

The Description of the Action Research of Cycle 2

In Cycle 1, the student's critical thinking skills in the speaking class fell below expectations. Consequently, the teacher initiated of Cycle 2 as a follow-up to Cycle 1. For this cycle, the teacher prepared more engaging topics, including Effect Texts, focusing on environmental issues. Additionally, the teacher guided students in reviewing popular music and encouraged them to share their reviews with the class. In Cycle 2, the researcher aimed to be more creative in implementing the TPS Teaching Strategy, emphasizing active student participation in discussions and fostering their confidence in sharing ideas. Finally, to support students' learning activities, each pair was permitted to use their gadgets for small research on their music reviews to prepare their presentations.

Descriptions of Cycle 2

The implementation of the Think-Pair-Share (TPS) teaching strategy began with careful planning. A concept for its application was developed, followed by creating observation guidelines to monitor students during the learning process. A detailed lesson plan was formulated for four meetings, focusing on various environmental topics. Learning media such

as a laptop, projector, and speaker were prepared to support the sessions. During the action phase, which took place over four meetings, the lessons began with a discussion of new topics, prompting students to share their opinions. The teacher introduced each topic by providing dialogue texts, which the students analyzed. They then read the texts to enhance their understanding of the lesson. The main task involved students working in pairs to create a text, asking for and giving opinions. After 20 minutes of pair discussions, the students presented their work to the class, followed by a whole-group discussion.

Additionally, each pair was required to ask questions about the presenting pair's explanations. Observations were conducted throughout the process to gather data. In Cycle 2, significant improvements were observed in students' critical thinking skills, particularly in speaking. The results, displayed in Table 3, showed a notable increase in the number of students demonstrating confidence in speaking, highlighting the effectiveness of the TPS strategy.

Table 3.
Result Cycle 2

No.	Students' Critical Thinking Skills in Speaking Class (Category)	The Number of Students	Percentage (%)
1.	Improving	21	70%
2.	Not Improving	19	30%

According to the table above, it is evident that in Cycle 2, 21 out of 30 students, accounting for 70%, demonstrated critical thinking skills in the speaking class, whereas 9 out of 30 students, comprising 30%, still needed to be more confident. These findings indicate the successful enhancement of students' critical thinking skills in the speaking class at Grade XI IPA 4 of SMA in Aceh through the implementation of the TPS teaching strategy. The researcher found the improvement satisfactory. The utilization of the Think-Pair-Share technique facilitated the promotion of critical thinking skills and the enhancement of speaking abilities among students. Moreover, it effectively directed and sustained students' attention during the teaching and learning activities. As a result, students displayed enthusiasm and engagement in English lessons, rendering them more interesting and enjoyable.

In comparison to Cycle 1, there was an increase in the number of students categorized as possessing critical thinking skills in the speaking class during Cycle 2. It is illustrated in the table below:

Table 4.
Comparison of Cycle 1 and Cycle 2

No.	Students' Critical Thinking Skills in Speaking Class (Category)	Cycle 1	Cycle 2
1.	Improving	66.6	70%
2.	Not Improving	33.4	30%

Based on the table above, the results of Cycle 2 meet and surpass the success indicators compared to Cycle 1. In Cycle 1, 66.6% of students improved critical thinking skills; in Cycle 2, this increased to 70%, indicating that more students were actively engaged and developing their critical thinking abilities. This increase aligns with the broader literature, which supports TPS as an effective strategy for enhancing higher-order thinking skills (Slavin, 1980; Gok, 2018).

The improvement in Cycle 2 can be attributed to the more engaging topics and the creative implementation of TPS, which included allowing students to conduct small research tasks. The increase in self-regulation and confidence observed in Cycle 2 suggests that TPS enhances critical thinking and creates a supportive learning environment that encourages active participation. This finding aligns with the study by Rahayu and Suningsih (2018), which emphasizes TPS's role in promoting independent problem-solving and self-confidence.

An unexpected trend was the marked improvement in students' self-confidence, which was less pronounced in Cycle 1. By Cycle 2, students demonstrated a greater willingness to engage in discussions and share their ideas, reflecting TPS's supportive and interactive nature. This enhancement in self-confidence is crucial as it indicates that TPS improves cognitive skills and positively impacts students' attitudes toward learning.

However, some students still showed hesitation in Cycle 2, indicating that while TPS is effective, further refinements are needed to address individual learning needs and ensure more consistent engagement. The iterative nature of CAR, with its focus on continuous reflection and adjustment, supports ongoing improvements in teaching strategies. Therefore, research underscores the effectiveness of the TPS technique in developing critical thinking skills and boosting student engagement. The findings contribute valuable insights into how collaborative learning strategies and iterative approaches like CAR can enhance educational outcomes, providing a model for future research and practice in language education.

Result of Students' Critical Thinking Skills Questionnaire

This research aims to explore the impact of the Think-Pair-Share technique on students' critical thinking abilities in speaking activities in class. The results of the questionnaire show that the application of the Think-Pair-Share method improves students' critical thinking skills in speaking classes. Most participants realized that the Think-Pair-Share method contributed to enhancing their critical thinking abilities. The results can be concluded as follows:

		Table 5. The Result of the Pre-Questionnaire before the Action					
		Interpretation	Analysis	Inference	Self-Regulation	Self-Regulation	Self-Regulation
N	Valid	30	30	30	30	30	30
	Missing	0	0	0	0	0	0
Mean		10.33	10.20	9.83	9.67	10.03	9.57
Median		10.00	10.00	10.00	10.00	10.00	9.50
Mode		10	10	10	10	10	9
Std. Deviation		.758	.610	.747	.802	.615	.626
Variance		.575	.372	.557	.644	.378	.392
Range		3	2	3	4	2	2
Minimum		9	9	8	8	9	9
Maximum		12	11	11	12	11	11

		Table 6. The Result of the Pre-Questionnaire in Post-Action					
		Interpretation	Analysis	Inference	Self-Regulation	Self-Regulation	Self-Regulation
N	Valid	30	30	30	30	30	30
	Missing	0	0	0	0	0	0
Mean		15.90	15.90	15.93	15.87	15.87	15.83
Median		16.00	16.00	16.00	16.00	16.00	16.00
Mode		16	16	16	16	15	16
Std. Deviation		.607	.845	.521	.629	.819	.699
Variance		.369	.714	.271	.395	.671	.489
Range		2	3	2	2	2	2
Minimum		15	15	15	15	15	15
Maximum		17	18	17	17	17	17

The tables above shows that students' critical thinking skills do not improve significantly during the Pre-Cycle. In Pre-Cycle, the interpretation indicator (10.33) become the highest mean score, while self-regulation (9.57) is the lowest. Meanwhile, in Cycle 2, there was a significant increase in the student evaluation indicator (15.93). The students improved their scores in all the indicators of interpretation (15.90), analysis (15.90), inference

(15.87), explanation (15.87) and self-regulation (15.83). The students significantly improved their grammar scores in Cycle 2.

This research study's findings demonstrate that implementing the Think-Pair-Share technique promotes students' critical thinking skills, as depicted in tables 5 and 6. By the conclusion of Cycle 2, students exhibited significant improvements across all six critical thinking skill indicators. Conversely, during the Pre-Cycle phase, students did not exhibit significant improvement in their critical thinking skills, indicating a need for further development, particularly in analysis, evaluation, explanation, and the ability to pose questions and provide comments during the learning process.

Discussion

As discussed in the literature review, this study utilized the Think-Pair-Share (TPS) technique to enhance students' critical thinking skills in the speaking class, focusing on indicators such as interpretation, analysis, evaluation, conclusion drawing, explanation, and self-regulation. The study of these indicators revealed improvements in students' critical thinking abilities across the cycles. In the initial cycle, only 33.4% of the 30 students demonstrated critical thinking skills in the speaking class, leaving the majority needing improvement. During the first meeting of Cycle 1, some students were distracted by their gadgets despite the teacher's instructions, while others actively engaged in the lesson.

To achieve more significant improvements and meet the research's success criteria, the researcher completed Cycle 2. Following the fourth action, considerable enhancements in students' critical thinking skills were observed. Specifically, 70% of the students (21 out of 30) demonstrated improved critical thinking skills, while 30% (9 out of 30) still needed improvement. This marked a noticeable improvement over Cycle 1. Notably, indicators such as interpretation, analysis, and evaluation exhibited significant enhancements, indicating substantial progress following the implementation of the TPS technique in both cycles.

The Think-Pair-Share technique effectively promotes students' critical thinking skills in speaking classes. By applying this technique, students are prompted to analyze, evaluate, and infer important information from the text. This active engagement with the material helps deepen their understanding and develop their critical thinking abilities. Through discussions within pairs, students interpret the meaning of words and learn how to use them in the appropriate context. This contextual understanding enhances their language skills and ability to express ideas effectively.

Moreover, TPS encourages students to explain their ideas and arguments, fostering communication skills and confidence. It also promotes self-regulation by encouraging students to provide feedback and ask questions, fostering a collaborative learning environment where students take ownership of their learning and support each other's growth. Hence, the implications of using the TPS technique in speaking classes are manifold, ranging from fostering critical thinking skills to enhancing language proficiency and promoting self-regulated learning.

The findings align with Radhakrishnan et al.'s (2019) study, which investigated TPS's efficacy in enhancing university students' critical thinking skills. Their research revealed that students utilizing TPS demonstrated higher levels of macro-critical thinking during oral presentations. Similarly, Salim & Disman (2023); HiUsma (2015) confirmed TPS's effectiveness, as students favoured its clarity, engagement, collaboration, and active learning promotion. The research indicated an average of 82% comprehension and evaluation, showing that TPS facilitated more practical learning than traditional methods.

Arpin (2014) discovered that implementing TPS in Science-Biology learning improved student outcomes compared to traditional teacher-centred methods. Furthermore, Utami & Rusdarti (2021) used a quasi-experimental design to assess the technique's impact on students'

creativity and critical thinking in economics, with results indicating that TPS surpassed descriptive learning methods.

Moreover, the researcher found that the TPS technique significantly enhanced students' speaking skills. Classroom observations initially showed the dominance of the English teacher during instruction. However, after the implementation of TPS, the teacher's dominance decreased, allowing students greater autonomy to discuss and refine ideas with peers. Baskin (2019) suggested that TPS fosters students' confidence in verbal expression while nurturing communication and collaboration skills.

The study's findings support previous research, demonstrating that TPS encourages students to participate actively, engage in peer interactions, and gain confidence in their speaking abilities. By analyzing interview results, the research confirms that TPS motivates students to speak up, share ideas, and refine their thoughts, leading to increased oral production and confidence. It aligns with Afrilliani (2018) and Aeni & Y. K. (2020), who noted TPS's effectiveness in boosting student motivation and enthusiasm. Students shared their thoughts, refined them, and reached a consensus, resulting in increased confidence and oral production. Phan H. (2021), the 'pairing' step was delightful, allowing students to exchange ideas, relax, and speak English without hesitation.

Despite the success of the TPS technique in this study, critical evaluation reveals several limitations. First, the small sample size of 30 students limits the generalizability of the findings to larger populations. Additionally, the reliance on self-reported data through interviews and observations introduces the potential for response and observer biases, which may skew the interpretation of students' progress. The improvements observed may also result from other classroom dynamics, such as the growing familiarity with the lesson format or changes in the teacher-student relationship during the study. Future research could mitigate these concerns by incorporating control groups to compare TPS with traditional methods, thus strengthening the validity of the findings.

Regarding practical implications, the findings suggest that TPS can be a valuable tool for educators seeking to enhance critical thinking and communication skills in speaking classes. Teachers could benefit from professional development to ensure they are well-versed in TPS-based instructional methods and can implement them effectively. Additionally, adapting TPS to fit diverse student needs is crucial, as some students may require more support during the "pair" and "share" phases to ensure equitable participation. Encouraging peer feedback in these stages could improve self-regulation and critical evaluation skills, leading to a more reflective and collaborative learning environment.

Therefore, while the TPS technique has shown promise in enhancing critical thinking and speaking skills, further research with larger and more diverse sample sizes and including control groups would provide more comprehensive evidence. For educators, integrating TPS into speaking classes offers a dynamic, student-centred approach that promotes language proficiency and critical cognitive skills necessary for academic success.

CONCLUSION

Results indicate that the Think-Pair-Share technique has promoted students' critical thinking skills in speaking classes. The significant increase in students' critical thinking abilities from 33.4% in Cycle 1 to 70% in Cycle 2 demonstrates the success of this collaborative approach. TPS fosters critical thinking and improves language proficiency, communication skills, and self-regulation, contributing to a more active and reflective learning environment. Students' positive perceptions of TPS further support its effectiveness. They appreciated the opportunity to share and refine ideas with peers, boosting their confidence in class discussions. The collaborative nature of TPS, combined with tailored learning materials, created an environment conducive to skill development and deeper

engagement with course content. While the findings align with previous studies highlighting TPS's role in encouraging participation and confidence, limitations such as the small sample size suggest further research. Future studies with control groups and more diverse populations will compare more strongly to traditional methods. Therefore, integrating TPS into speaking classes offers educators a powerful tool to foster critical thinking and student-centred learning. TPS can create a more engaged and thoughtful classroom experience with targeted professional development and adaptive strategies.

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