

Unlocking the Power of Psycholinguistic Theory: How the Think-Pair-Share Technique Enhances

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Abstract:

Communication is the cornerstone of human interaction, and the ability to effectively express oneself is a skill that can greatly impact personal and professional success. In the realm of education, strong communication skills are particularly crucial, as they empower students to articulate their thoughts, opinions, and ideas with confidence. One technique that has gained significant attention in recent years for enhancing speaking skills is the Think-Pair-Share strategy. This powerful technique not only encourages active engagement and collaboration but also aligns with psycholinguistic theory, which suggests that individuals learn more effectively when they are actively involved in the learning process. In this article, we will explore how the Think-Pair-Share technique can unlock the power of communication among 10th graders, and how it can be implemented in the classroom to foster a supportive and participatory learning environment. So, let's delve into the world of psycholinguistics and discover how this technique can revolutionize the way students develop their speaking skills.

Keywords: Think-Pair-Share (TPS), speaking skill, action research, students, psycholinguistics

1. Introduction

The Think-Pair-Share technique is a simple yet powerful instructional strategy promoting active student engagement and collaboration. It involves three distinct stages: thinking, pairing, and sharing. During the thinking stage, students are given a prompt or a question to ponder silently. This allows them to reflect on their thoughts and organize their ideas before discussing them with their peers. In the pairing stage, students are paired up with a partner and take turns sharing their thoughts and ideas on the given prompt. This peer interaction helps students clarify their thinking and develop a deeper understanding of the topic. Finally, in the sharing stage, pairs of students share their ideas with the larger group, fostering a sense of community and providing opportunities for further discussion and refinement. The Think-Pair-Share technique offers numerous benefits for enhancing speaking skills among 10th graders. Firstly, it promotes active engagement and participation. Instead of passively listening to the teacher or being overshadowed by more dominant students, every student gets a chance to contribute and be heard. This active involvement boosts students' confidence and empowers them to express themselves more effectively. Secondly, the technique encourages collaboration and peer interaction. By working with a partner, students learn from one another, challenge their own assumptions, and develop a deeper understanding of the topic. This collaborative aspect of the technique also promotes teamwork and fosters a supportive learning environment. Lastly, the Think-Pair-Share technique enhances critical thinking and communication skills. By reflecting on their thoughts, articulating their ideas to a partner, and sharing them with the larger group, students develop their ability to think critically, organize their thoughts coherently, and communicate effectively. The Think-Pair-Share technique is particularly effective in enhancing speaking skills among 10th graders. Firstly, it provides students with a safe and supportive environment to practice speaking. By pairing students up with a partner, the technique creates a low risk setting where students can share their thoughts without the fear of judgment or criticism. This encourages even shy or hesitant students to participate actively and develop their speaking skills. Additionally, the opportunity to articulate their thoughts to a partner before sharing with the larger group helps students refine their ideas and express them more clearly. The feedback and discussion that occurs during the pairing stage also provide valuable insights and perspectives, further enriching students' speaking abilities. Overall, the Think-Pair-Share technique provides ample speaking practice and fosters a positive learning environment that nurtures students' confidence and

fluency in expressing their ideas orally. To identify the students' levels in speaking, a proficiency speaking test, consisting of three oral parts adapted from the Cambridge Preliminary English Test was administered to a sample of thirty EFL 10th graders at Tran Van on High School in Ben Tre in the academic year 2020-2021. The performance on the speaking test revealed that 10th graders had a low level of speaking skills. The most popular problems among students are limited vocabulary, hesitations, and mispronunciation. Likewise, they had insufficient ideas to express themselves comprehensibly in English. Those observable difficulties prevented students from communicating or expressing ideas in English. As a result, students are demotivated to engage in meaningful conversations and or participate in learning activities.

Considering those problems, I raised concerns to the author about how to tackle them immediately and effectively. Otherwise, there would be detrimental effects on those students' academic learning or even their career pathway in the future. Therefore, this paper was composed to examine the efficacy of Think-Pair-Share in the students speaking improvement. Among the wide range of teaching strategies for speaking skills, Think-Pair-Share (TPS) was considered to be an effective strategy to minimize the problem regarding the students' speaking skills and therefore improve that skill (Lyman, 1987).

2. Literature review

There are innumerable versions regarding the definition of speaking. Brown (2004) expressed that speaking is a productive skill in the spoken mode which is produced by speakers for granted in daily life (Harmer, 2007). This definition is in line with the definitions of other researchers in which speaking refers to a means for people to interact with their participants to achieve a specific communicative purpose within a variety of contexts. The Think-Pair-Share technique is particularly effective in enhancing speaking skills among 10th graders. Firstly, it provides students with a safe and supportive environment to practice speaking. By pairing students up with a partner, the technique creates a low risk setting where students can share their thoughts without the fear of judgment or criticism. This encourages even shy or hesitant students to participate actively and develop their speaking skills. Additionally, the opportunity to articulate their thoughts to a partner before sharing them with the larger group helps students refine their ideas and express them more clearly. The feedback and discussion that occurs during the pairing stage also provide valuable insights and perspectives, further enriching students' speaking abilities. Overall, the Think-Pair-Share technique provides ample speaking practice and fosters a positive learning environment that nurtures students' confidence and fluency in expressing their ideas orally.

Meanwhile, Thornburry (2005) added speaking is considered an interactive procedure that requires the learners to be able to construct meanings to convey, exchange, and proceed with information regarding knowledge, interests, attitudes, opinions, or ideas cooperatively to manage speaking turns. Therefore, those definitions shed light on an operational definition of the speaking skill in this study as an ability to produce meaningful discourses to address the participants in using grammatical and lexical features accurately and fluently.

Cooperative language learning (CLL) refers to a part of some general instructional approaches known as the collaborative learning approach (Richards & Rodgers, 2001). It is implemented to maximize the use of cooperative activities as teaching arrangements that involve students participating with their friends in small and heterogeneous groups within the classroom context (Kagan, 1994). In other words, CLL is social-based learning because it permits students to work together and assist one another in accomplishing the same academic goals. Consequently, it is believed to improve the students' participation in the classroom and help them to master their speaking skills then enhance their academic achievement.

When implementing CLL as a teaching approach, Richards and Rogers (2001) express that speaking tasks have to meet the goals of using CLL as the followings (i) providing opportunities for authentic second language acquisition through the use of interactive pair and group work; (ii) providing teachers with a methodology to be applied in various curriculum settings such as content-based (iii) enabling foci on particular vocabulary, grammar, and communicative functions through interactional tasks; (iv) providing opportunities for students to develop successful learning and communication strategies (v) improving students' motivation in creating a positive sentimental classroom environment.

In general, Richard and Rodgers (2001) introduce TPS gets its name from the three-stage process emphasizing what the students do in each of those stages. This teaching and learning process appears to foster a more engaging and dynamic classroom environment, where students are actively involved in the learning process and are encouraged to exchange ideas and thoughts with each other. It can lead to a more meaningful learning experience and better retention of information. Additionally, this strategy can help students develop communication skills and confidence in expressing their ideas in front of others.

It is evident from the studies mentioned that the Think-Pair-Share (TPS) strategy has been found to be effective in improving students' speaking ability in the context of teaching English. Several researchers, including Sanjani (2015), Hasanah, Andayani, and Sudarsono (2013), Oktaviani (2013), Syafii (2018), and Cahyani (2018), have conducted studies that support the positive impact of using the TPS strategy on students' English-speaking skills. Here are some key findings:

1. **Increased Confidence:** Sanjani (2015) found that the students who were taught using the TPS technique became more confident in speaking English. This increase in confidence likely contributed to their active participation in the learning process.
2. **Improved Speaking Skills:** Hasanah, Andayani, and Sudarsono (2013) reported that the students were able to develop their speaking skills through the use of the Think-Pair-Share strategy. The technique facilitated the construction of ideas, leading to better English-speaking performance.
3. **Vocabulary and Pronunciation Improvement:** Oktaviani (2013) observed improvement in the students' English-speaking skills, particularly in vocabulary and pronunciation, after implementing the TPS method.
4. **Increased Active Involvement:** Syafii (2018) found that the TPS method was suitable for increasing students' active involvement in improving their speaking abilities. This increase in active participation was reflected in improved speaking scores among the students.
5. **Significant Difference in Speaking Scores:** Cahyani (2018) demonstrated through data analysis that there was a significant difference in student scores in performance speaking between the group taught using the TPS method and the conventional method. This difference was also evident between the pre-test and post-test scores.

Therefore, it is proposed to apply action research by using TPS as a part of the cooperative learning approach which "was believed to make the most use of cooperative activities involving pair-work or group-work for improving the students' speaking skill" (Richards & Rodgers, 2001)

3. Research methodology

3.1. Aims and objectives of the study.

This research was designed to investigate whether the implementation of Think-Pair-Share can improve the students' speaking skills.

The study has an eminent objective expected to be achieved with Think-Pair-Share, one of the interactive strategies regarding teaching speaking to solve students' problems in communication by eliminating the obstacles hindering appropriately communicative interaction. The author aimed at achieving the following objectives:

- Examining whether the implementation of the Think-Pair-Share strategy has any effects on the students' English-speaking improvement.
- Proposing some suggestions to take advantage of Think-Pair-Share to optimize students' participation in speaking classes.

3.2. Research questions

To examine the sense of speaking improvement among the 10th graders before and after the implementation of TPS, the research question deriving from this study is: Would there be a difference in the improvement of speaking skills among the 10th graders before and after the implementation of TPS? If yes, how different is it?

3.3. Hypothesis of the study

The study based the hypotheses on the mean score of pre-and post-test regarding speaking improvement. The 10th graders were supposed to improve their speaking skills significantly. After the implementation of TPS, most of them would have better scores than those before the implementation of that method.

- **Null hypotheses (H₀):**

The following hypotheses were tested:

1. There is no statistically significant difference at ($P > 0.01$) of the mean scores between the pre- and post-administration of the speaking test regarding the total score in favor of the post-test among 10th graders.
2. There is no statistical difference at ($P > 0.01$) of the mean scores between pre-and post-test regarding the individual components (Grammar, Vocabulary, Pronunciation, Fluency, and Communication) respectively among 10th graders.

- **Alternative hypotheses (Ha):**

The following hypotheses were tested:

1. There is a statistically significant difference at ($P < 0.01$) of the mean scores between the pre- and post-administration of the speaking test regarding the total score in favor of the post-test among 10th graders. They are supposed to be significantly higher than those of the pre-test.
2. There is a statistically significant difference at ($P < 0.01$) of the mean scores between the pre- and post-administration of the speaking test regarding the individual components (Grammar, Vocabulary, Pronunciation, Fluency, and Communication) respectively in favor of the post-test.

3.4. Research subjects

The population of this research was 10th graders at Tran Van On High School, Chau Thanh District, Ben Tre province, Vietnam in the academic year 2020-2021. The students are the subjects for the pilot program, which aims at learners' competence in communication in English. Their speaking ability goes far beyond expectations. Therefore, it is mandatory that the teacher needs a good strategy to improve students' speaking ability.

The sample of the study was purposefully assigned from one class to participate in this study. They all had already studied English for 4 to 7 years because some of them had taken the normal program and others had taken the pilot English program respectively. The Think Pair Share strategy was intentionally applied as the treatment to test its efficacy in teaching speaking skills.

3.5. Research methods

3.5.1. Instruments of data collection

Data about the students' speaking performance were taken from observation and tests (pre-test and post-tests after each cycle).

1. The observation was conducted before the implementation of the strategy and during the implementation of the Think-Pair-Share strategy in the learning process from the first, second and third cycle. Through class observation, the teacher identified who was dominant in discussions, who avoided participation, and what types of feedback and follow-up questions were to be given during class discussions.
2. A pre-post speaking test was applied to evaluate the students' speaking ability in a comprehensive manner (Brown, 2004). The test was adapted from Cambridge PET with 3 parts, which were tested for validity, reliability, distinguishing power, and difficulty level. A pretest was used to gather information about the student's previous ability to speak before they were given TPS and to see their normality and homogeneity. Post tests were given to the students after the treatment or TPS was implemented to score the students' achievement in their speaking and the viability of the treatment.
3. A scoring rubric of the test was utilized to provide a measurement of the student's performance on a five-rating scale ranging from 1 to 5 per criterion during the pre-post speaking test, namely grammar, vocabulary, pronunciation, fluency, communication.
4. A score descriptor was used to describe how each criterion was marked. The indicator from the rubrics shows the participants succeed when they can achieve a score of 19 or upper on the speaking test.

Those methods are triangulated so that data gathered from multiple sources of information are accurate and credible. The data enabled the author to grasp a thorough picture of her students' speaking ability as well as their involvement and participation in class discussions. The author would then be able to determine if the use of TPS was viable.

3.5.2. Research treatment

This action research aimed to study the efficacy of the TPS strategy on EFL 10th graders' speaking skills. TPS was implemented as the treatment during the research. The treatment was applied during the first semester of the academic year 2020-2021 at Tran Van On High school.

This strategy aligns with modern educational philosophies that focus on collaborative learning, communication skills, critical thinking, and fostering a growth mindset. It also helps prepare students for the real world, where the ability to express one's thoughts clearly and respectfully engage with others' ideas is crucial in various professional and personal settings.

The Teaching for Understanding with Performances and Strategies (TPS) model you've described is a variation of the Teaching for Understanding (TFU) framework. TFU is an educational approach that focuses on promoting deep understanding and transfer of knowledge rather than rote memorization. It's essential to clarify that TFU and its variations, like the TPS model you've described, are pedagogical approaches rather than specific learning

models tied exclusively to English-speaking learners. These methods can be adapted and utilized in various educational settings and for learners of diverse linguistic backgrounds.

While the approach you've outlined seems to emphasize interactive and collaborative learning, which can indeed be beneficial for language learning, its effectiveness will depend on various factors, including the teacher's skills, the student's level of engagement, and the relevance of the material presented. Different teaching methodologies can be effective for different learners and subject matters, so it's essential for teachers to be flexible and adaptive in their approaches to meet the diverse needs of their students.

3.5.3. Procedures

The different stages involved in conducting research and the cycles it goes through. Research typically involves multiple stages that can be organized into cycles or iterative processes. These stages may vary slightly depending on the specific research field or methodology.

- Planning stage

The participants were chosen randomly to be sample of the study. The researcher selected lessons from the Textbook to be well matched with the objectives as well as the treatment of the research. Materials needed for the study such as the teacher's guide, lesson plans covering all the sessions, teaching media and pre-test as well as post-test, rubrics, and band descriptors using TPS were well-designed and prepared for the treatment.

- Action stage

It seems like you provided a description of a research study that involved conducting speaking lessons using the TPS (Think-Pair-Share) strategy. It is essential to note that this is an interpretation based on the information provided, and specific details of the TPS strategy implementation and the research design might be more comprehensive in the actual study documentation.

- Observation stage

During that stage, the author collected observational data on the teaching and learning process, which focused on the interaction between the teacher and students, among students, and the teaching activities in speaking classes.

- Reflection stage

At this stage, the author would analyze the practice, and propose and execute changes to the practice that improves the understanding of the objectives of the research.

3.6. Data analysis techniques

The improvement of EFL 10th graders' speaking skills was examined via the implementation of TPS. The independent variable in the analysis was speaking teaching methods, that is Think-Pair-Share. The dependent variable was the goal type or improvement that the students set for their speaking skills. Quantitative data were collected by pre-test and post-test results that had been analyzed with means of a range of statistical techniques including paired-sample t-test and effect size to test the hypothesis. The combination of a variety of analysis techniques is expected to enable an entire picture of the phenomenon of interest.

The analysis should be well-organized and presented in a clear and concise manner to support the conclusions about the viability of TPS on speaking competence based on the data collected and analyzed. Remember that the interpretation of the results should be cautious and consider any potential limitations of the study.

Before the treatment, a pre-test was delivered to the 10th graders to measure their speaking ability. The test scores revealed that 10th graders confronted a variety of problems with speaking skills. What is significant is that a great number of participants were not actively engaged in learning activities and were reluctant to participate in communicative tasks. Speaking became a problem to be resolved urgently.

To tackle these issues regarding improvement in the students' speaking ability, the teacher made a schedule, prepared the lesson plan, and chose interesting topics from students' textbooks, and instruments used for the first cycle.

4. Findings and discussions

4.1. Results at each cycle

4.1.1. Cycle 1

Cycle 1 was conducted within one month (from September 14th to October 12th, 2020). In the 1st meeting, the researcher introduced the implementation of the TPS technique and delivered instructions to students. In the next meetings, students were assigned in pairs to fulfill the speaking task. After that, each pair had to share their discussion with the class. In these meetings, the researcher observed students' participation and involvement in discussions. A speaking test was delivered to students to gather information about students speaking performance after 8 meetings.

It seems that the TPRS technique has had a positive impact on student engagement and interest in learning to speak. However, there is still room for improvement in overall performance, as only half of the students met the success criteria in Cycle 1. Continuing to the next cycle can help build upon the progress made and potentially achieve higher success rates.

Before moving on to the next cycle, some visions were made for the steps of the Think-Pair-Share strategy. Firstly, during the during-activity, the students were pre-taught some new words relevant to their topics before the thinking process. In the first cycle, students were asked to find the meaning of certain words in the dictionary and then use that knowledge to adjust the words in the given context. This step was designed to make the task easier for the students. However, during this cycle, the students themselves randomly paired up with each other. It resulted in good students tending to pair up with others of similar levels, and the same happened with low-level students. Consequently, the pairs consisting of good students were more likely to achieve higher scores than other pairs. To address this issue in the second cycle, a different approach was taken. The students were mixed and assigned to work in groups with members of varying language proficiency levels. The expectation was that higher-level students would be able to assist their lower-level peers in accomplishing the task. This mixing of students with different language abilities was aimed at promoting peer learning and support, thus creating a more equitable and collaborative learning environment. By using this new pairing method, the hope was that the students in the second cycle would have a more balanced learning experience, with higher-level students helping and supporting those with lower language proficiency, fostering a more inclusive and cooperative learning atmosphere overall.

4.1.2. Cycle 2

Cycle 2 of a study, which was conducted from October 12th to November 23rd, 2020. The research utilized the TPS (Teaching Problem Solving) strategy based on revisions made after Cycle 1. The implementation stage involved the teacher observing and noting down the students' performance as they worked and discussed during this period. After 6 weeks of the implementation, a test was given to the students to measure their ability. The results showed significant progress in the student's scores. Here are the score distribution details: 1 student (3.3%) scored 24, 3 students (10%) scored 22.5, 2 students (7%) scored 21.5, 8 students (26.7%) scored 20, 6 students (20%) scored 19, 4 students (13%) scored 17.5, 2 students (7%) scored 16.5, 4 students (13%) scored 15. This data indicates that most of the students improved their scores, with a notable increase in higher scores (22.5, 21.5, and 20). It seems that the TPS strategy, implemented after the revision, had a positive impact on the student's performance in the study.

The researcher had set the criteria of success such that if 60% of the students scored above 18, then the cycle could be completed. Since the actual result is higher than the researcher's expectation (66.67% > 60%), it indicates that more students have performed well in the speaking test than what was originally anticipated. As a result, the researcher can conclude that the students have demonstrated a higher level of speaking proficiency, and the cycle can be considered successfully completed.

It is important to note that the text is a bit repetitive, and it mentions "confirmatory evidence" twice. You can consolidate the information to make the interpretation clearer and more concise: "The paired-samples t-test showed a statistically significant increase in the mean post-test score of speaking skills compared to the pre-test scores (mean difference = 9.75, $t(29) = 78.635$, $P < 0.01$). These results confirm a noticeable improvement in the speaking skills of the experimental group."

Consequently, the treatment, Think-Pair-Share, is indicated to be effective so far as the speaking skills of the 10th graders were concerned. Moreover, it can be concluded that the Think-Pair-Share learning strategy was farther effective than traditional instructions.

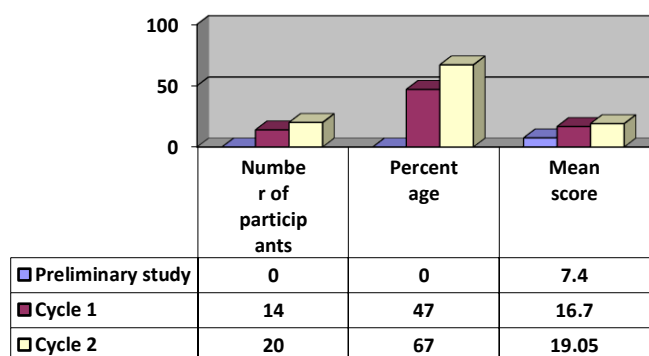
Table 1: Descriptive statistics for comparing pre-test scores and post-test scores.

	Mean	N	Std. Deviation	Std. Error Mean	t	df	Sig. (2-tailed)
Total pre-	9.30	30	2.02825	.43901			
Total post-	19.05	30	2.40456		-78.635	29	.000

4.2. Overall Findings

It appears from the results of the preliminary study, Cycle 1, and Cycle 2, that students' speaking competence improved steadily over time. The implementation of the TPS (Task-based Pairwork Speaking) technique had a positive impact on the students' ability to fulfill speaking tasks and produce speech in pairs. As a result, their communication skills and pair work interactions were enhanced, leading to better performance. The results suggest that the use of the TPS technique had a positive and meaningful impact on students' speaking competence, supporting the idea that it can be an effective method to enhance students' language skills and encourage collaborative learning in pair work settings.

Figure 1: The progress of students after each cycle.



As it can be seen in figure 2, in the speaking test, 0 (0%) out of 30 (thirty) students got > 18 and the mean score was 7.4 in the preliminary study, 14 (fourteen) students (47%) got > 18 in the cycle 1 with the mean score 16.7, and in the cycle 2, 20 (twenty) students (67%) got > 18 with the mean score 19.05. It means that there is a significant difference in the mean scores among the cycles.

4.3. Verifying the hypothesis

4.3.1. Verifying the first hypothesis

The first hypothesis stated that there is a statistically significant difference at ($P < 0.01$) between the pre and post-administration of the speaking test about the total score in favor of the post-administration. To verify the first hypothesis, the paired-sample t-test was used to determine if there were any significant differences between the pre and post-administration of the speaking test. Table 2 shows the results of the statistical analysis of the sample group's performance on the pre-speaking test and post-speaking test of cycle 2.

Table 2: Comparing performance on the pre-post speaking skill test of cycle 2.

	The experimental group	N	Mean	Standard deviation	T-test			Significance	Effect size
					T-value	DF	Sig. (P-value)		
Total test score	The administration pre-	30	9.30	2.03	78.635	29	0.000	Significant	0.96
	The administration post-	30	19.05	2.40					

Table 2 shows that the mean score of the sample group on the post-administration of speaking test in total score is higher than that pre-administration of the speaking test. The mean score increased from 9.30 to 19.05. The figure illustrates that the estimated t. value is significant at 0.000 levels < 0.01. This indicates that there is a statistically significant ($t(29) = 78.635, P < 0.01$) between the mean score of the experimental group on the pre and post-administration speaking test about the total score in favor of the post-administration. Therefore, the first hypothesis was accepted, and the first null hypothesis was rejected. That is, the research question was successfully answered.

The effect size using eta squared (η^2) to measure the impact of implementing eclectic teaching strategies on students' speaking skills between the pre-and post-administration stages. The value of eta squared you obtained was 0.96, indicating a high effect size.

4.3.2. Verifying the first hypothesis

The second hypothesis stated that there is a statistically significant difference at ($P < 0.01$) of the mean scores between the pre and post-administration of the speaking test regarding the individual components (Grammar, Vocabulary, Pronunciation, Fluency, and Communication) respectively in favor of the post-test. To verify this hypothesis, Table 3 illustrates the following results:

Table 3 demonstrates that the speaking sub-skills were developed at various levels with $P < 0.01$. Therefore, the second hypothesis was accepted, and the second null hypothesis was rejected. In turn, the research question was successfully answered, that is how the improvement regarding speaking skills before the implementation of TPS differs from that after the implementation among the 10th graders. Of all sub-skills tested, the most developed sub-skill was fluency followed by grammar then communication, vocabulary, and finally pronunciation. It can be concluded that the implementation of the TPS teaching strategy helped the students to significantly develop every sub-skill regarding their speaking ability.

Results in Table 3 also reflect the effect size of TPS had a major effect on the speaking achievement of the sample group of students in the post-measurement in each sub-skill of speaking. In other words, the figure reflects a high effect size.

Table 3: Comparing the sample group performance on the individual items of the speaking skills test.

The Speaking skills	The sample group	N	Mean	Standard deviation	T-test			Significance	Effect Size
					T-value	DF	Sig.(P-value)		
Fluency	Pre-test	30	1.53	0.39	-37.952	29	0.000	Significant	0.81 large
	Post-test	30	3.85	0.49					
Pronunciation	Pre-test	30	1.68	0.44	-36.970	29	0.000	Significant	0.64 large
	Post-test	30	3.73	0.46					
Grammar	Pre-test	30	1.86	0.34	-30.243	29	0.000	Significant	0.78 large
	Post-test	30	3.85	0.47					
Vocabulary	Pre-test	30	2.08	0.52	-24.678	29	0.000	Significant	0.66 large
	Post-test	30	3.83	0.51					
Communication	Pre-test	30	2.18	0.48	-27.603	29	0.000	Significant	0.69 large
	Post-test	30	3.88	0.56					

It seems like you are describing the results of a study or experiment that assessed the effects of an experimental treatment on different aspects of a student's language skills, such as fluency, grammar, communication, vocabulary, and pronunciation. The reported values of eta square indicate the effect size of the experimental treatment on each of these language skills. Eta square is a statistical measure used in the context of analysis of variance (ANOVA) to determine the proportion of variance in the dependent variable (language skills in this case) that can be attributed to the independent variable (experimental treatment). It ranges from 0 to 1, where 0 indicates no effect, and 1 indicates a very strong effect. Based on the values you provided:

1. For fluency, eta square = 0.81, which means approximately 81% of the variance in students' fluency can be attributed to the experimental treatment. This indicates a high effect size.
2. For grammar, eta square = 0.78, indicating that around 78% of the variance in students' grammar can be attributed to the experimental treatment. Again, this indicates a high effect size.

3. For communication, eta square = 0.69, which means approximately 69% of the variance in students' communication skills can be attributed to the experimental treatment. This also indicates a high effect size.
4. For vocabulary, eta square = 0.66, indicating that about 66% of the variance in students' vocabulary can be attributed to the experimental treatment. Once more, this shows a high effect size.
5. For pronunciation, eta square = 0.64, indicating that approximately 64% of the variance in students' pronunciation can be attributed to the experimental treatment, which is a high effect size as well.

Overall, these results suggest that the experimental treatment had a significant and substantial impact on all the measured aspects of language skills in the students, with high effect sizes observed across the board. This could be seen as a positive outcome, indicating that the treatment was effective in enhancing various language abilities in the students who participated in the study.

In summary, the overall findings on the implementation of TPS indicated that participants in the sample groups significantly improved their speaking competence from the pre-test to the post-test. However, according to the results of the test, it was only in fluency, communication, and grammar whose improvements of the sample group differed significantly.

4.4. Discussion

The study focused on assessing the effectiveness of a teaching intervention, specifically the use of pair discussions followed by plenary discussions, to improve students' speaking test scores and their ability to express opinions and respect the opinions of others.

Here are the key findings of the study:

1. **Pre- and Post-administration Comparison:** There was a statistically significant difference between the mean scores of the pre and post-administration of the speaking test for the sample group. The post-administration scores were higher, indicating that the teaching intervention had a positive impact on the student's speaking abilities.
2. **Preliminary Study:** In the preliminary study, no students (0%) met the criteria of success, which was getting a score of 19 on the speaking test. The average score was 7.4, indicating that students' speaking abilities needed improvement.
3. **Cycle 1:** After implementing the pair discussion followed by plenary discussion method, there was an improvement in student performance. Fourteen out of thirty students (47%) reached the criteria of success (score of 19 or higher) on the speaking test, and the average score increased to 16.7.
4. **Cycle 2:** Further improvement was observed in cycle 2. Twenty out of thirty students (67%) achieved scores of 19 or higher on the speaking test, meeting the criteria of success. The mean score in cycle 2 was 19.05, indicating a substantial improvement compared to the preliminary study.

The teaching intervention of pair discussions followed by plenary discussions appears to be effective in enhancing students' speaking abilities, as demonstrated by the significant increase in the number of students meeting the criteria of success and the improvement in average scores. It is worth noting that the information provided does not specify the exact nature of the speaking test, the sample size, or whether there was a control group. These factors can influence the study's robustness and generalizability of the findings. Nonetheless, the results suggest that the teaching intervention was beneficial in enhancing students' speaking skills and fostering effective communication in expressing and respecting opinions.

In summary, the current research has demonstrated that incorporating Think-Pair-Share techniques in speaking lessons can lead to notable improvements, which are in line with established theories and supported by evidence from prior studies. This consistency across multiple studies adds credibility to the effectiveness of TPS in enhancing speaking skills.

While the Think-Pair-Share technique offers numerous benefits, it is essential to address potential challenges and limitations to ensure its successful implementation. One challenge is time management. Depending on the complexity of the prompt or question, the thinking and pairing stages can take longer than anticipated. To overcome this challenge, it is crucial to provide clear time guidelines and monitor the progress of each stage effectively. Another challenge is ensuring equal participation. Some students may dominate the discussion, while others may remain passive. Teachers should actively promote equal participation by encouraging quieter students to share their thoughts and setting clear expectations for active listening and respectful feedback.

Additionally, the Think-Pair-Share technique may not be suitable for every topic or learning objective. Teachers should carefully consider the appropriateness of this technique and adapt it as needed to ensure its effectiveness.

This technique is a powerful strategy for enhancing speaking skills, there are additional strategies that teachers can incorporate to further optimize students' language development. One such strategy is role-playing. By assigning roles and scenarios, teachers can create opportunities for students to practice different speaking styles, such as persuasive speaking or giving presentations. Another strategy is incorporating authentic materials, such as videos, articles, or interviews, into the lessons. These materials expose students to real-life language use and provide meaningful contexts for practicing speaking. Finally, providing regular opportunities for public speaking, such as debates or presentations, helps students develop their confidence, fluency, and persuasive skills in front of an audience. By combining these strategies with the Think-Pair-Share technique, teachers can create a comprehensive and effective language learning experience that aligns with psycholinguistic theory.

It appears that the study focused on implementing the TPS (Think-Pair-Share) teaching strategy in a classroom setting, and the observations made several positive outcomes from its implementation. Improved understanding of material, engagement and assessment, enthusiastic following of instructions, systematic procedures, pair work activities, successful communication, improved interactional atmosphere, Decreased teacher's talking time, Active learners, and increased responsibility. Overall, the study highlights the positive impact of implementing the TPS teaching strategy on students' understanding, engagement, communication skills, and level of independence in the learning process. The strategy seems to have created a more student-centered and interactive learning environment. However, it's important to note that the specific details and context of the study, such as the subject, grade level, and sample size, were not provided in the information given. These details would be crucial to assessing the study's robustness and generalizability of its findings.

Conclusion

In conclusion, the Think-Pair-Share technique is a valuable tool for enhancing speaking skills among 10th graders. By aligning with psycholinguistic theory and promoting active engagement and collaboration, this technique empowers students to express themselves confidently and effectively. Through the thinking, pairing, and sharing stages, students develop their communication skills, critical thinking abilities, and understanding of the subject matter. By implementing the Think-Pair-Share technique in the classroom and combining it with other language teaching strategies, teachers can create a supportive and participatory learning environment that unlocks the full potential of their students' speaking skills. As educators, it is essential to incorporate psycholinguistic theory into our teaching practices to ensure that students not only learn the mechanics of language but also develop the ability to use language as a powerful tool for communication and self-expression. So, let's embrace the power of psycholinguistic theory and revolutionize the way we foster speaking skills among 10th graders.

The study conducted at a High School in Ben Tre Province to explore the effects of the Think-Pair-Share teaching strategy on 10th graders' speaking skill improvement, the following conclusions were drawn:

- (i) The utilization of the Think-Pair-Share teaching strategy was found to be effective in building up the students' speaking skills compared to traditional teaching methods. This implies that the students who participated in the Think-Pair-Share activities showed greater improvement in their speaking abilities than those who were taught using traditional instructional methods.
- (ii) The results of the present study supported and reinforced the findings of previous investigations that explored similar aspects of using Think-Pair-Share as a teaching strategy. This suggests that other studies have also shown positive outcomes when employing Think-Pair-Share to enhance students' speaking skills.

In summary, the study's primary goal was to examine the impact of Think-Pair-Share on 10th graders' speaking skill improvement, and the results indicated that it was beneficial in comparison to traditional teaching methods. Additionally, the study's findings aligned with previous research, further validating the effectiveness of the Think-Pair-Share teaching strategy in enhancing students' speaking abilities.

By encouraging students to share their ideas with a partner first before sharing with the whole class, the TPS technique can help build confidence in expressing thoughts and opinions in a less intimidating environment. As a result, students may become more comfortable and self-assured in speaking in front of larger groups, which can be crucial for their future academic and professional endeavors. The practical application of the TPS model as a learning tool for developing speaking competence is noteworthy. By incorporating cooperative learning strategies like TPS into language classrooms, educators can create an environment that fosters active learning,

critical thinking, and effective communication. This can lead to significant improvements in students' language proficiency and overall learning outcomes.

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