



Review Article

Exploring the Usefulness of Think-pair Share Strategy Enhancing Understanding in Literature Lessons

Ariel C Cabasag*

Master of Arts in English Language & Literature, Qualitative Research Study, Presented to the Faculty and Staff, Ateneo de Davao University, Davao del Sur, Philippines

Received: 28 December, 2024

Accepted: 08 January, 2025

Published: 09 January, 2025

***Corresponding author:** Ariel C Cabasag, Master of Arts in English Language & Literature, Qualitative Research Study, Presented to the Faculty and Staff, Ateneo de Davao University, Davao del Sur, Philippines, E-mail: arielnovelist@gmail.com, arielenglishliterature@gmail.com

Keywords: Think-pair share strategy; Understanding; Brainstorming and Literature lesson

Copyright License: © 2025 Cabasag AC. This is an open-access article distributed under the terms of the Creative Commons Attribution License, which permits unrestricted use, distribution, and reproduction in any medium, provided the original author and source are credited.

<https://www.biolscigroup.com>



Check for updates

Abstract

Think-pair share strategy is a cooperative discussion strategy to help students work in groups, (Yunita 2020). The general aimed of the study is to determine the influence of Think-pair share strategy in understanding the literature lessons. The study highlighted the input and its influence in understanding the literature lessons of the grade 11 students.

This study employed purposive sampling, selecting the grade 10 participants. Grounded theory further developed the study through developing the insights from the respondents. Hereafter, the researcher selected the frequent answers, each of the question, which answered by the participants. To analyze their responses, the researcher utilized criticism and evaluative approach, ensuring the relevance of the findings.

After carefully analyzing their responses, the study found that think-pair share strategy deemed effective through soliciting or brainstorming ideas. The study concluded that think-pair share strategy is useful in broadening the students' understanding of literature lessons.

Chapter I

This chapter presents the overview, background of the study, statement of the problem, hypothesis, significance of the study, theoretical framework, conceptual framework, scope and delimitation, related literature, related studies, and definition of terms.

Introduction

Basically, Think-Pair Share strategy is one of the cooperative learning techniques that encourage students to play a productive role through participating in classroom interaction. At the same time helping them build a positive atmosphere through meaningful discussions, Yunita (2020).

In addition to that, this strategy has been known in the educational world for many years. Indeed, it has also been used

in a wide variety of teaching such as Science, Social Science, Math, and others. By implementing this technique, the students can be more enthusiastic, proactive, and more vibrant.

In line with that, utilizing this strategy, the role of teachers is to give direction and facilitate the students. While most of this is credible and positive, it is dominated by research study and investigation in higher education (Nasir 2018). The author pointed out that, as educators, it is important to foster positive interaction in the literature classes, ensuring that the students understand the literary lessons. Giving importance to this problem, it could help the teachers deliver an effective teaching which leads to fostering meaningful discussion in literature classes.

With that being said, the researcher aims to provide insights regarding the influence of think-pair share strategy. And how



it could help the teacher to provide a great discussion with the other students.

Background of the study

Basically, the think-pair-Share strategy is a cooperative discussion that was first developed by Professor Frank Lyman and his colleagues at the University of Maryland in 1981. It has been adopted by many writers in the field of cooperative learning since then. This approach works in three phases: (1) Think; the teacher provokes students' thinking with a question, prompt, or observation. The students should take a few minutes just to THINK about the given question; (2) Pair. The teacher let them find their partners or a desk-mate, students PAIR up to talk about the answer each came up with. In that way, the students compare their mental or written notes and identify the answers that the students think are best, most convincing, or most unique; (3) Share. After students talk in pairs for a few minutes, the teacher calls for pairs to SHARE their thinking with the rest of the class Robertson (2016).

In addition to that, Robertson (2016) pointed out that the students are given time to think through their own responses to question(s) before the questions are answered by other peers and the discussion moves on. Students also have the opportunity to think aloud with other students about their responses before being asked to share their ideas publicly to the entire class.

The mentioned author further stated the benefits to students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in learning and students. Ragan (2021) added that it could provide students with activities that promote interaction and require accountability. Moreover, it increases individual accountability to jot down their ideas before turning to a partner to discuss them. Meanwhile, the teacher can walk around the room and look at what students are writing to see who understands the concept. This keeps students from adopting the attitude that they will just sit back, and let their classmates do all the thinking.

Kagan, (2019) added the benefits of TPS strategy is to provide students with an opportunity to formulate individual ideas and share them with their peers. The author emphasises that it is one of the cooperative learning models, which initially gives students time to discuss and brainstorm solutions to a problem or task by the teacher. The author further added that, TPS enhances students' critical thinking skills by allowing them to contemplate and formulate their own ideas during the "Think" stage. The "Pair" stage promotes collaboration and peer learning, as students discuss their ideas and learn from each other, which often leads to a deeper understanding of the topic. The "Share" stage improves communication skills as students present their ideas to the class, boosting their confidence in public speaking.

On the other hand, Whimbey and Lochhead (2016) proposed that this pedagogical method can be a lively alternative to traditional modes of teaching that have been normally employed by teachers through didactic lectures. The mentioned

authors asserted that this active technique is extremely useful whenever there is a need to reach a deeper understanding of some form of analysis. Besides that, it allows students to concentrate on the talking-listening process, and not getting too caught up in the issues of reaching a correct solution.

In addition to that, TPS strategy provides a structured platform for students to articulate their thoughts and ideas, thereby fostering students' speaking skills. By encouraging individual thinking, collaborative discussion, and public speaking, the TPS technique not only enriches the learning experience, but also boosts students' confidence and proficiency in speaking.

As stated by Nasir (2018), the incorporation of the TPS strategy in the learning process can make students more motivated, constructive, and lively. Consequently, this technique plays a pivotal role in shaping effective communicators who can express their ideas clearly and confidently. Hence, the implementation of the TPS technique in teaching speaking skills is highly beneficial and impactful.

Singh & and Yassin (2019) assessed the impact of the TPS method on critical thinking skills development among university students. Students who employed the TPS technique demonstrated a higher degree of macro-critical thinking in oral presentations than students who did not use the strategy. Based on the findings of their study, the students have more confidence in their ability to express their ideas and present material. The method helps students acquire this skill, which is very useful to them, not only when writing essays but also in other academic writings.

Raba (2017) added this learning method allows teachers to engage students which leads to developing critical thinking and conversation based on the amount of time they are given. This differs from the typical classroom response system, in which a teacher asks a question, and only one student raises his or her hand to respond. It also gives all students a chance to practice their oral communication and writing skills as well as gives each student a stronger sense of participation.

With that being said, the researcher aims of the following:

Firstly, to determine the influence of pair-share thinking strategy, whether it can deepen the student's understanding in literature lessons.

Secondly, to evaluate how the TPS helps the students to enhance their understanding during literature classes.

Lastly, to know their opinions if TPS strategy might be recommended to others.

Statement of the problem

The study focuses on the influence of TPS strategy in teaching. The researcher aims to address the following questions to the respondents:

1. What is the influence of think-pair share strategy in teaching?



2. How does TPS strategy develop the students to develop their understanding in literature lessons?
3. Can you recommend TPS strategy to the others, why?

Hypothesis

Based on the valuable insights of cognitive theory and constructivism theory, which emphasized the influence of collaborative approach, interacting with the peers in the group. Hypothetically concluded; H-1 alternative hypothesis, there's a significant difference between pair-share thinking strategy and understanding the literature lessons.

Significance of the study

The study focused on the influence of think-pair share strategy in understanding literature lessons. The following will contribute to the study;

Students: This could help the students to deepen their understanding of how important to consider TPS as their strategy. Also, it could serve as their basis building confidence in sharing their insights on their respective literature classes. In addition to that, the students can apply the TPS approach not only applicable in literature classes, but also it can be applied in the other subject areas, fostering positive learning.

Teachers: The findings of the study can improve the teacher's strategy, to employ this approach which aims to develop student's understanding and gain more insights in literature lessons.

Researcher: The findings of the study can aid the researcher to broaden their understanding about the influence of the method, and how it could help the readers love literature in their classes.

Academic director: The findings of the study could serve as the mirror to provide a workshop, which can be aligned with a collaborative approach, for them to test how influential the method is.

Future researcher: The results of the study could help the researchers to associate the findings as their basis, to provide more evidence in their research study.

Theoretical framework

The qualitative study is anchored on cognitive theory by Piaget (1990). This highlights how students understand, learn, and behave in time of discussion. In line with the study, the students can learn how students could understand the literature lessons through brainstorming or pair discussion in the small group where they can share their insights to each other.

In addition to that, social constructivism theory by Vygotsky (1998) as cited by Al (2010). This theory emphasizes that collaborative approach occurs through interaction with others in the environment. Besides, it points out that the learners construct their knowledge through interaction with others in the classroom. In line with the qualitative study, the students

might learn through discussing their perspective with pairs, which will lead to improve their critical thinking skills and active participation in the literature classes.

With that being said, those mentioned theories might hypothetically provide an insight, how important it is to interact with their peers where they could construct their learning.

Conceptual framework (Figure 1)

The table presents the main focus of the study, TPS strategy, which has been hypothetically useful. Employing the TPS strategy which influenced the understanding of the lessons, enhanced critical thinking skills of the students, and let the students be active during literature discussion. Those mentioned indicators won't be proven without following the process in conducting the study.

Scope and delimitation

The study focuses on the influence of think-pair share strategy in understanding the literature. To conduct the study, the research will be conducted at Ateneo de Manila University, specifically the grade 11 students.

One of the aims of the study is to evaluate the usefulness in learning. Based on the recent feedback, the grade 11 students are having a problem in understanding world literature during their classes. Hence, the researcher will provide an activity, which facilitates pair-share strategy through interview and observation for the mentioned participants. The participants are selected using purposive sampling. It will be conducted during their world literature classes.

The researcher limits the scope in collecting the data, focusing on the influence of TPS to be anticipated. Considering that matter, the researcher could get relevant insights in collecting the data from them. The findings of the data can be exclusive for enhancing the learning through influencing the contribution of TPS strategy.

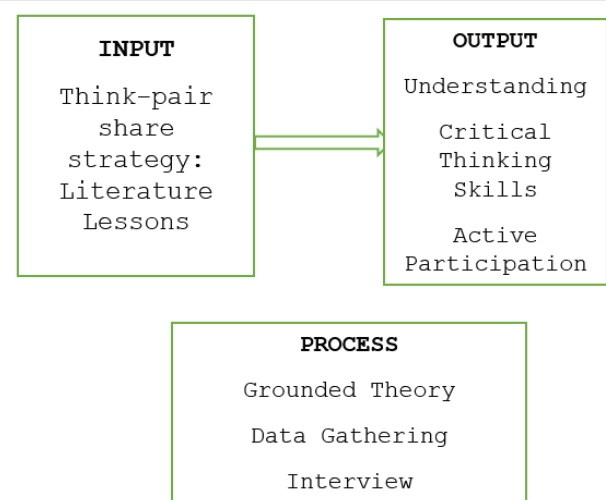


Figure 1: Influence of Think-Pair Share Strategy in Literature.



The data kept confidential, not to use for any purposes, except to use it for this study purposes.

Review of related literature

This contains the insights or assumptions on TPS strategy from different thoughts, which can provide sufficient foundation of the study. Besides that, it presents the varied related findings or results from the several authors, which further aid to support the main focus of the study.

Related literature

Alzubi [1] stated on the study, collaborative learning, also known as cooperative learning, engages students working together in a small group to ensure participation and learning to happen. It, being a social and interactive phenomenon, aims to improve students overall learning experiences through varied collaborative tasks including teamwork, peer learning, and social intelligence. According to Gerlach (1994), learning happens when learners involve themselves in social interaction. In addition, Kagan and Kagan (2017) assert that collaborative learning has great advantages for accomplishing a variety of specific educational objectives. Also, Gilbert (2021) asserts that collaborative learning strategies offer a natural environment that supports the enhancement of interactive skills. Similarly, Mende, et al. (2021) listed two reasons learners should involve in collaborative learning activities. First, learners improve their greater insight of the subject matter and secondly, they enhance critical thinking and creativity. In the same vein, Ho (2021) maintains that collaborative learning environment allows students to benefit from each other. Correspondingly, Krange and Ludvigsen (2008) affirm that learning is a result of social interaction and collaboration among the learners. Furthermore, Gokhale (1995) observes that learners' social interaction helps achieving a common task that propels them to obtain academic skills as well as develop group work abilities. Similarly, Students get the opportunity to learn from their peers when they are exposed to collaborative learning environment.

Think-Pair-Share (T-P-S) is a cooperative learning procedure developed by Frank Lyman at the University of Maryland in 1981. Many educators who support cooperative learning have adopted similar teaching procedures or methods. The Think-Pair-Share procedure is intended to give students the opportunity to think about the topic to be studied, then students pair up with their partners to discuss their responses to the topic, and in the share (S) procedure, students are trained to have the ability to synthesize and share ideas in their own ways. groups and classes (Shih & Reynolds, 2015).

The use of TPS strategy had great potential for improving achievement learning generally (Bamiro, 2015). As supported by Raba (2027) this approach can help students improve their oral communication skills because the students have a chance to think and discuss with their friends which can help them to feel more confident and become active in the class.

Specifically, the mentioned authors added that cooperative learning techniques in classrooms, where students work in

small groups and receive prizes or awards for their groups, has increased understanding of the lessons. The pattern of cooperative learning methods is to improve student achievement, positive relationships in separate schools, mutual attention among students, student self-esteem, and other positive results (Slavin, 1980).

Furthermore, the TPS is a cooperative discussion strategy to help students work in groups. In applying this strategy, the lecturer poses a question, preferably one demanding analysis, evaluation, or synthesis, and gives students about a minute to think through an appropriate response (Lyman, 1987). With that being said, the students can share their ideas that appear in their minds as the responses to the lecturer's questions in the teaching and learning process. Students then turn to a partner and share their responses with others. During the third step, student's responses can be shared within a four-person learning team, within a larger group, or with an entire class during a follow-up discussion, Jones (2019).

In line with that, it was hypothetically elaborated in the theory of social constructivism theory, where the learners might learn through social interaction in their respective groups, cited by Al, 2018. Where the learners increased interest in learning the concepts through working with their pairs.

In addition to that, think-pair-share is also supported by educational theory. Bandura's social cognitive theory is rooted in the idea that there is a triarchic reciprocal causality between behaviors, personal factors, and environmental factors (Bandura, 1989). Behaviors; personal factors like, cognition, goals, and self-efficacy; and environmental factors, like models, instruction, and feedback given to a student all affect one another (Woolfolk, 2011). In other words, if students are paired together, they will be able to discuss each student's thought process. One student may get helpful feedback from his peer or one student may provide an appropriate model for the other student (environmental factors).

That student would then have a better understanding of the topic (personal factor). This increase in student's understanding may help them want to volunteer a response in class (behavior). The students may then gain a mastery experience by receiving recognition of his accomplishment and his helpful addition to class dialogue from their teacher and peers (environmental factor). This mastery experience may help to build the student's sense of self-efficacy so he feels he is more able to successfully contribute to class discussion and succeed in the course.

On the other hand, Team-based learning is a separate component that is often used in high class. This can improve grades, performance tests, and grade improvement. It is interesting, facilitates a deeper understanding of content, and is more effective for understanding and performance of courses (Swanson & Lewis, 2017). It is very helpful for students who have special and remedial education, and cooperative learning can increase student success. Indeed, it contributes to the acquisition of student knowledge and skills (Bachen & Ramos, 2012).



Considering the benefits of collaborative strategy as stated in the previous research findings, it can be stated that the TPS is also very effective to be implemented in the Islamic Education Department of STAIN Ternate. As a part of cooperative learning technique the TPS strategy that was implemented in the classroom action research at STAIN Ternate encourages individual participation of the students because is applicable across all grade levels and class sizes. Students think through questions using three distinct steps: Firstly, think: students think independently about the question that has been posed, forming ideas of their own. Secondly, the students are grouped in pairs and then discuss their thoughts in pairs. This step allows students to articulate their ideas and to consider those of others. Thirdly, share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process (http://www97. /Think_Pair_Share.htm).

Moreover, as proposed by the Lecturer Vision (Online, 2007), this strategy is applied in three steps. They are thinking, pairing, and sharing. But before that, the lecturer can decide on how to organize students into pairs (counting heads, A-B, A-B, male/female, etc.). Then, the lecturer poses a problem or asks an open-ended question to which there may be a variety of answers. In this session, the lecturer gives the students 'think time' and directs them to think on their own about the question. Following the 'think time', students turn to face their learning partner and work together, sharing ideas, discussing, clarifying and challenging. In that activity, the lecturer asks the students to pair with their partner and share their ideas that the students had thought before. The pairs share their ideas with another pair, or with the whole class. It is important that students need to be able to share their partner's ideas as well as their own.

In another study on learner-centered teaching (LCT) by Ongeri (2009), students in a class on principles of economics revealed that learning was enhanced when learner-centered principles were in place (Ongeri, 2009). Using the principle of social constructivist theory, the action research used pre-/post-tests, journaling, observations, and interviews as methodologies which resulted in three areas of learner-centered teaching: respecting students' voice, students' voice in content and learning activities selection, students' voice in homework assignments, quizzes, and examination choices, nurturing students' development, caring for learners' selected materials' and group work assignments (Ongeri, 2009).

In another study on collaborative learning, a comparative research that explored on PBL and Optima Design (Baker, et al. 2012) wherein the former elicited teacher-designed 5-task questions in finding solutions to an economic problem in a class in principles in economics and the latter comprised 7-task questions construed as scaffolds for more elaborate discussions on given problem sets revealed that explicit learning scaffolds meant to encourage collaborative discourse proved to be inefficient in learning. Some of the reasons for the low collaboration were time delay in feedback from the teacher

and peer learners from the answers to each of the 7-task procedures. Examples of task in the Optima Design included: read the task and see if there are any difficult word, what are the main problems of the task, try to answer one or more learning goals once step 2 has been completed, elaborate on the findings of step 3, etc. It was also revealed that interaction between learners was high in non-task activities and low in task-activities where the latter connote procedural questions in the Optima Design. The implication of the research study was such that getting the balance between guidance and support in a collaborative learning environment is a delicate issue (Baker, et al. 2012).

Related studies

Mandala [2] found that collaborative learning approach has a significant effect towards students' reading comprehension. It meant that collaborative learning approach is the appropriate approach or strategy that can increase students' comprehension in learning reading. This was in line with the research that conducted by Kabir and Kiasi (2018). It revealed that the collaborative reading strategy significantly influenced students' performance in reading comprehension.

Collaborative learning approach makes the students socialize better with their friends since they work together to achieve a certain goal in learning. In a similar research, Kaldirim and Tavsanlı (2018) examined the effect of collaborative learning approach on students' academic achievement (grammar, writing, reading and general course). The result showed that collaborative learning approach is qualified enough to fulfill its contribution to academic achievement and social skills of individuals. The findings also showed that students can perform better in collaborative situations compared with working individually as the previous approach by the teacher was done only with conventional way by finishing task independently. Also, collaborative learning approach consistently can make the students with low proficiency have a better score. It supported by Momtaz (2015) who stated that for students' with low and high proficiency, their score by reading collaboratively were consistently higher than those for private reading and also had high proficiency while reading collaboratively. Collaborative learning also more effective for students in lower proficiency.

Collaborative learning makes the students' reading comprehension was better than before getting the treatment and makes students more active because it focused on students, thus, the reading practice becomes more exciting because the students are able to expand their whole capabilities and potential through significant and valuable activities, such as exploring and discussing ideas with their friends and stating opinion to exchange the ideas.

Moreover, Ghana [3] Purposive sampling technique was used to select the sample for the study. The sample for the study was selected from two 2nd year complete classes at Winneba Senior High School. One of the two classes, 2AG2 (Form Two Agriculture 2 class) was chosen as the experimental



group and the other class, 2SC1 (Form Two Science 1) the control group. The total sample size was 106 students. Out of this, 50 were in the experimental group while the control group contained 56 students. The control group was made up of 23 females and 33 males, while the experimental group was made up of 20 females and 30 males. After the pre-test, which was administered to all the students at the same time in their respective classrooms, the class that obtained the lower mean mark (that is, low ability class) was chosen as the experimental group while the class that obtained the higher mean mark (that is, high ability class) was chosen as the control group. This was done to find out whether the performance of the low ability class would improve from the collaborative learning approach than the high ability class.

Wacana, (2023) conducted a study exploring the effectiveness of the Think-Pair Share (TPS) teaching strategy in enhancing students' oral communication skills. The study had a total of four participants, all of them were chosen from the aforementioned English education department. The selection criterion for participants was solely based on their prior experience with the mentioned strategy during their language learning classes [4].

The students were contacted randomly and asked about their previous encounters with the TPS teaching strategy in their classes. Subsequently, they were invited to participate in the research study. The final inclusion of participants in the study was contingent upon their willingness to volunteer as research subjects. This selection process was designed to ensure a diverse representation of students who had practical exposure to the TPS strategy, thereby facilitating a comprehensive assessment of its impact on their oral communication skills. The findings of their studies reveal that the students have improved their oral communication skills.

On the other hand, cooperative learning supports teachers to attract students' interest in learning and makes it easier for teachers to organize learning. Where small groups allow students to share and discuss each other without feeling awkward, and students are more flexible in conveying ideas. The results of the study are supported by (Rosfiani, et al. 2018) who showed that interest in learning directly also affects student achievement. On the other hand, a correlational study by (Rosfiani, et al. 2019) reports that the learning environment directly influenced student learning assessment.

Moreover, Sudin (2019) conducted a study about the second cycle of reflection showing that all learning process activities have increased, the evaluation results of student tests have increased, and the notes on observations of teacher and student performance have also shown progress. Based on the findings of these reflections, T-P-S is empirically able to improve students' social skills while increasing students' academic content. These results agree with the findings of other studies, Parker and Ashare (2021) reveal that the think-pair-share learning technique teaches motivation and engagement, provides immediate feedback, develops social and physical skills simultaneously, helps students to learn with fun, and increases interest and confidence levels of students [5,6].

Another study conducted by Cortright & E. DiCarlo (2019) used a technique similar to think-pair-share which they called peer instruction (2005). They divided an undergraduate exercise physiology class into two heterogeneous groups, group A and group B. Each of the classes consisted of three presentations and after each the students were given a short quiz about the presentation. Students in group A could discuss the questions with a group of 2 to 3 other students and students in group B completed the quiz on their own. Later in the course, the quiz questions involved novel situations. Students had to incorporate the new knowledge from the presentation and their existing knowledge to solve these problems. In addition to the quizzes, students also took a survey about their experiences. The performance on both types of quizzes was significantly greater for those who discussed with peers. Also, students reported that cooperation with peers facilitated their learning. In addition, students reported that they enjoyed peer instruction and peer instruction helped to develop positive relationships between students and faculty and among students [7,8]. Also, Cortright, Collins, and Dicarolo concluded that the cooperative learning technique of peer instruction led to transfer, allowing students to apply what they have learned to new contexts. Hence this cooperative learning technique led to meaningful learning.

A study on collaborative learning in principles of economics (Yin & Karim, 2013), a key illustration of Anderson's Theory of Online Learning was conducted and asked the question whether collaborative online learning (COL) fostered student interest in the course, Principles of Economics in online learning. In the conduct of research, two groups were divided: 29 students using COL in online learning and the other, 27 students comprised the other group using collaborative learning in a face-to-face manner such as peer consultation, discussion of topics discussed. The COL in online learning, for this study, used online platform to engage in student collaborative learning without any face-to-face contact. A questionnaire with 20 questions that addressed student interest in the course such as "my leader is fair in distributing work, I like to participate in this group, I encourage my friend to participate, I am willing to assist my peers," among other questions, was answered by the participants and categorized based on a 5-point Likert scale. The study revealed that COL in online learning fostered student interest in the course, Principles of Economics rather than the face-to-face collaborative learning with COL mean (SD) at 3.867(0.252) and face-to-face collaborative learning at 3.555 (0.212). This outcome explained that the young generation always gets involved in online activities in their daily lives (Yin & Kim, 2013). Furthermore, it contended that the pervasiveness of online games, the use of social media sites like Facebook [9,10], twitter and other network sites provide interactive venues where communication becomes active due to its immediacy of response and a sense of community built in the virtual platform (Yin & Kim, 2013).

Synthesis

To synthesise, Rama & Bachen (2018) revealed the effectiveness of TPS, which leads to motivation and develops understanding in the lesson. In addition to that, the findings



from the authors; Sudin (2019 & Wacana (2018) had pointed out that the students can increase academic interest and improve their oral communication with the students. To conclude, employing TPS technique could enhance the student's comprehension, confidence, and foster positive interaction in the literature class. Hypothetically, the TPS might be influenced with the interest in understanding literature lessons.

Definition of terms

The following terms are the highlight of the study:

Active participation: This refers to the interest of the students actively interacting with their classmates after gaining insights from their peers.

Cognitive theory: This refers to how the students can learn the literature lessons through sharing and reflecting their insights, which has helped them to foster critical thinking.

Teacher: This refers to the educator who hypothetically believes TPS is effective to deliver literature lessons. Always aiming to determine the influence of TPS, fostering better understanding.

TPS strategy: This highlights the collaborative strategy, which helps the students develop their critical thinking skills and analytical skills by working together. With that being said, the strategy is helpful in shaping the student's perspective through pair or group discussion.

Understanding: This refers to sharing of ideas through pair or group discussion where the students understand the lesson with the help of their pairs.

Chapter II

Methodology

This chapter contains research design, locale, population & sample, data analysis, research instruments, and ethical considerations. Each part has helped the researcher to answer the aims and research questions using appropriate data collection and analysis of the study.

Resign design

As defined by Strauss (1967) grounded theory is a systematic approach that involves collecting data, then developing it into theory. This qualitative study employs grounded theory, which aims to explain a phenomenon based on the research questions, whether Think-pair-share strategy has influenced learning literature or not in the classes.

To objectively select the participants, purposive sampling, ensuring the smooth process, collecting the 10 pair of students/respondents, who shared their insights of TPS strategy [11,12].

Utilizing this method, it could help the researcher to gather the data through structured-interview to the participants about their perspectives. In relation to the theory, the researcher is able to connect the theory and respondent's insights.

Research locale

The study will be conducted at Far Eastern University, Marikina City. The researcher considers the place where the student's difficulty in understanding the literary text in grade 11. The classroom does have a beautiful weather, which helps them feel comfortable to share their insights during the interview.

Population and sample

The participants of the study consist of 10 pair, total of 20 students who are currently studying at FEU. Specifically, the selected participants are Grade 11 HUMSS B students. Those mentioned participants are carefully selected through sampling. These participants have shared their insights fairly based on the given questions during the interview.

Sampling

To objectively select the participants of the study, the researcher employs purposive sampling, which defines a non-probability sampling technique that involves selecting the participants based on the specific characteristics Campbell (2020). In line with that, the researcher sets a specific standard according to the purpose in collecting the data. One of the criteria is, unable to comprehend the text, which is currently encountered by the students. With that being said, the researcher employs purposive sampling according to its purpose [13-15], to gather the student's insights, whether TPS strategy could help the students, to enhance their understanding in literature lessons.

After selecting the 10 participants, the activity follows before proceeding to the individual interview. Considering this sampling, it would help the researcher to conduct an interview quickly, and gather the data sufficiently.

Data procedure

In collecting the data, the researcher should ask permission to the principal before conducting the study. After the approval, the researcher would like to let the participants know about their purposes and intentions. And how important it is to consider their thoughts about TPS strategy, not only that but also, the researcher would let them know about the implications of the study. To begin, the researcher will read the letter, and ask whether they refuse or accept their permission. The participants should attach their signature, which implies that all of them have agreed to the conditions.

After the approval, the researcher will ask for ample time to do the activity, where the student should select his/her partner. After that, the researcher provides an activity where the pairs think and share their insights about the given activity. The tasks should be finished within ten minutes.

Meanwhile, the researcher observes and takes note of the participant's interaction, ensuring that the participants have changes in exchanging their thoughts after reflecting on their assigned tasks.



After the given minutes, the researcher conducts an individual interview to the participants about their insights on TPS strategy. The researcher highlights the three major questions; the influence, contribution in understanding literature, and opinion on whether it can be recommended to the participants.

Interview questions

1. For you, what do you think is the main influence of TPS strategy?
2. Can you please share your insights about the contribution?
3. How does TPS strategy help you further understand the text?
4. Does it motivate you to share your ideas with them?
5. Does it help you to understand the lessons?
6. Can you share the effectiveness of TPS to others?

Their responses are valued and recorded. In case the participants won't comprehend the questions directly, the interviewer should rephrase the questions so the participants can provide accurate information to the researcher.

To end, the researchers would like to thank the respondents for their efforts and time in sharing their insights. Most importantly, their thoughts will be kept confidential.

Data analysis

The researcher employs interviews in collecting the data from the participants. To facilitate this, the researcher should reveal the importance of their responses, not only in interpreting the data, but also to consider its implication learning the literature lessons.

After collecting the data, the researcher should provide deep understanding or analysis with the help of grounded theory, which aims to support and deepen the participant's responses, not only that but also, to guide the analysis and theory creation which leads to novel discoveries.

After carefully presenting the data, the researcher should criticise the intent and relevance of their responses, aligned with the research questions. Doing such things, the researcher can provide the final conclusion of the study.

Ethical consideration

One of the considerations in gathering the data is to explain the importance of collecting and implication. In addition to that, to provide a clear explanation regarding the findings of the study when it comes to its implication and usefulness.

Beforehand the researcher should explain the data privacy act 2012. That data remains confidential, ensuring that their names tag as anonymous. With that being said, the researcher should respect their rights. Otherwise, the survey becomes invalid, it would no longer be published.

Lastly, the researcher should provide more emphasis that the data will be used for statistical purposes.

Statistical tools

To interpret the data from the respondents, the researcher employs observation, which is defined by Taylor (2018) way of gathering data by watching the student's behavior, events, and physical characteristics in their natural setting. To verify the observation, the researcher employs interviews where the researcher conducts an interaction with every participant.

1. SOP: What is the influence of the think-pair share strategy in teaching?
2. SOP: How does TPS strategy develop the students to develop their understanding in literature lessons?
3. SOP: Can you recommend this strategy to the others, why?

Utilizing this tool, the researcher could hear and compare the participants' insights and the researcher's observation. After gathering the data, the researchers will analyze every participant's responses.

Chapter III

Analysis and results

This chapter contains data presentation, interpretation, and analysis through theories, which have deepened the respondent's insights.

The first table shows the multiple responses from the first research question. It emphasizes the influence of Think-pair share strategy in teaching literature lessons. As defined by Lyman (1998) it's cooperative learning technique to reflect, answer questions, and share thoughts to others. The researcher perceived its positive influence in understanding the concepts. The 10 pair of participants have shared their insights on the mentioned first research problem (Table 1).

Based on the given data, #5, 8, and 10 have the same insights that that think-pair strategy helps them to brainstorm ideas on literature lessons. As supported by Alex Osborn, the Brainstorming theory, which the proponent believed that more ideas the more likely it was useful ideas would emerge. In addition to that, this revealed that having a brainstorming, which helps the students to work well, due to the absence of criticism, yet it encourages unusual ideas to come up, which leads to combining ideas to even better ideas. It's similar what #10 is being suggested during the survey.

In addition to that, there are two participants have similar insights like participant #1 and #3. Both of them have revealed that TPS strategy could help the students provide meaning of the text, and enable the students to connect their understanding. In relation to that, connectivism theory by Siemens and Downess, which have explained how the internet allows for understanding learning in the digital age. It allows others to share their knowledge. In relation to that, the participants



were able to connect with each other, which leads to better understanding the concepts. As claimed by the participants that the TPS strategy is indeed helpful in connecting to the text, what the students have read.

To conclude, the study revealed that the participants were perceived that brainstorming served as their influence in TPS strategy, enhancing their understanding in literature lessons (Table 2).

TPS strategy does help the students to enhance the students' understanding. Generally, the #9, 8, and participants have evidently shown that TPS strategy does help the students to broaden their perspectives on the literature lesson. To verify their insights, as cited by Barbara Frederick (2001) points out that the people could inspire just to explore new ideas and build positive emotions, which lead to deeper analysis and understanding the concepts. The proponent further points out that the theory could enhance social integration and maintain a positive outlook in life.

While the #1 participant highlights that TPS does help to structure the ideas and analysis. Analytical theory focuses on social integration where the group could analyze the situations or theoretical models. In relation to the #1 participant response, the students might have developed their analysis through pointing on the model or lesson.

On the other hand, knowledge sharing theory by Prusak (1998) points out the factors that influence people to share their knowledge in the group like attitude, behavioral, and objective norms. As one of the participants responses #7 sharing insights to the assigned partner. In relation to their response, it could help the students to share their different insights, considering those factors.

To conclude, the study revealed that results that 20 respondents found TPS, it could broaden their insights to the students' understanding of the literature lesson, as they employed in TPS strategy, where they shared their ideas efficiently.

This table presents the participants insights why they would recommend TPS strategy in learning the literature lessons concepts (Table 3).

Table 1: Influence of Think-pair Strategy.

Participants	Responses
1	fostering collaboration and getting the meaning of text
2	sharing viewpoints and understanding each other
3	broaden knowledge and make student's connection
4	help critical thinking
5	brainstorm ideas and avoid confusion
6	develop critical thinking
7	enhance communication & lessen misunderstanding
8	Brainstorming
9	deepen understanding
10	combine understanding

Table 2: TPS Strategy Benefits/contribution.

Participants	Responses
1	structuring the idea and analysis
2	sharing ideas greatly
3	helping students understand the lesson
4	combining ideas
5	depending on the person
6	thinking outside the box and open-minded
7	sharing insights
8	broadening perspectives
9	broadening people perspectives
10	making the lesson easier

Table 3: Respondents insights in recommending the TPS.

Participants	Responses
1	Yes, I will recommend it to come up with new ideas.
2	Yes, I can recommend it to avoid bias.
3	Yes, I can gather insights more better.
4	Yes, I can recommend it since it's proven effective for sharing ideas.
5	Yes, I can recommend it because it's effective.
6	Yes, I can recommend it because it allows us to deepen understanding.
7	Yes, I can because it allows collaboration.
8	Yes, I can because it's easier to understand.
9	Yes, I can because it's useful and effective.
10	Yes, I can because it offers development.

Their insights were further highlighted that the students would recommend the essence of TPS strategy in understanding the literature lessons. Generally, the respondents presented like # 4, 5, and 9 participants highlighted, "EFFECTIVE" in understanding the literature lessons.

To conclude, the study revealed the results that the TPS were effective approach, developing ideas and usefulness in understanding their lessons during their classes.

Chapter IV

Discussion

This chapter presents the elaboration, sharing of thoughts, concluding points based on the results, and invaluable insights of the of the study.

TPS strategy is useful in learning literature lessons. As stated by the 10 participants of the study, it helps them to understand, broaden perspectives, and create new knowledge. Most of their responses were positive, regarding their experiences in employing TPS strategy in the class.

In particular, the number 1 research problem stated the influence of TPS strategy. Based on their responses, most of them have discovered that brainstorming is one of the influences in TPS, indeed there were three participants, who have commonly shared their insights, how brainstorming is useful brainstorming in literature class.



In the number 2 research question stated how TPS helps the students improve their understanding in literature lessons. Based on the data from the participants, there were three respondents who commonly shared that the TPS strategy could broaden their understanding and analysis in literature class.

While the number 3 research question stated the insights why the students want to recommend to the others. Based on their responses, the participants would recommend it because it's effective and proven in understanding the lesson.

Recommendation

The study focuses on the influence of TPS strategy in enhancing the students' understanding in literature lessons. These are the following recommendations:

Firstly, the participants have influenced its effectiveness through brainstorming, which leads to fully understanding the lessons. Hence, the researcher recommends that the teacher would employ brainstorm techniques, to help them comprehend the topic.

Secondly, the participants have noticed that TPS could help the students to broaden their perspectives and insights. Thus, the researcher recommends that the teacher should provide some activities where the TPS is being employed. After that, the teacher lets the students discover the implication of employing this strategy.

Lastly, the participants have recommended the TPS strategy, due to its effectiveness. Hence, the researcher recommends that the students should try it, not only in English, but also, it can be applicable to others.

Conclusion

As it has been discussed previously, the study concludes as follows:

Firstly, the TPS strategy does help the students to deepen their understanding through brainstorming, where the students could expand their thoughts. Hence, the researcher concluded that TPS is more than valuable, shaping their insights, becoming the students competitive and efficient in their learning.

Secondly, TPS strategy is more than beneficial to the students, enhancing the analysis and critical thinking. Therefore, the researcher conclude that employing this method might help the students realized the importance of easy tasks, as they worked together in the group.

Lastly, TPS strategy does influence the student's development or enhancement in their lessons. Indeed the 20 participants recommended the strategy to others, hence the researcher conclude that that TPS is indeed an instrument make positive influence, ensuring the students comprehend and answered their doubts in answering their tasks.

Acknowledgement

The researcher would like to acknowledge with deepest appreciation and sincere gratitude with their efforts and indelible supports of the following persons:

Mr. Ariel Cabasag, our practical research 2 teacher, for his time and expertise in guiding the students throughout the entire journey.

To all the participants, the esteemed Grade 11 students of FEU Roosevelt Marikina, who gave their full efforts and shared their perspectives about TPS strategy during the data collection process.

To the panelists, who share their assistance, valuable time, and ideas to make the content substantive.

In addition to that, the valued parents and guardians, who gave their unwavering support and assistance to accomplish this study.

Lastly, to the almighty God, for wisdom, strength, and supervision. With him, the researchers were able to fully accomplish the study.

References

1. Alzubi AA, Nazim M, Ahamad J. Examining the effects of collaborative learning intervention on EFL students' English learning and social interaction. *J Pedagog Res.* 2024;8:26-46. Available from: <https://doi.org/10.33902/JPR.202425541>
2. Mandala. Collaborative learning approach towards student's reading comprehension. *JUPE J.* 2019;4:7-8.
3. Adjei F, Hanson R, Sam A, Sedegah S. The use of collaborative approaches on students' performances in redox reactions. *Sci Educ Int.* 2022;33:163-170. Available from: <https://doi.org/10.33828/sei.v33.i2.4>
4. Ayuhan, Ali, Sudin. Think-pair-share (T-P-S) improving the achievement of students' learning and cooperation. University of Muhammadiyah Jakarta. 2015;7:7-10.
5. Loes CN. The effect of collaborative learning on motivation. *Educ Res Inf Cent.* 2022;18:25-30. Available from: <https://doi.org/10.20343/teachlearningu.10.4>
6. Dass RK, Aziz AA. The use of collaborative learning to develop students' guided writing and oral proficiency in poetry. *Int J Acad Res Bus Soc Sci.* 2021;11:91-108. Available from: <http://dx.doi.org/10.6007/IJARBS/v11-i2/8438>
7. Han F, Ellis RA. Patterns of student collaborative learning in blended course designs based on their learning orientations: a student approaches to learning perspective. *Int J Educ Technol High Educ.* 2022;18:66. Available from: <https://link.springer.com/article/10.1186/s41239-021-00303-9>
8. Jayapalan E, Theventhiran D, Shreevaani S, Selvraju J, Velautham A. Exploring collaborative approaches in literature education: fostering creative expression and student engagement through adaptation of "An Inspector Calls." *J Lang Lang Teach.* 2024;12(3):1405. Available from: <http://dx.doi.org/10.33394/jollt.v12i3.11452>
9. Olobia L. Collaborative online learning: A literature review. *Leyte Normal University.* 2024.
10. Rumiantsev T, van der Rijst W, Admiraal W. A systematic literature review of collaborative learning in conservatoire education. *Soc Sci Human Open.* 2023;7:10-12.
11. Sinnayah. Collaborative learning for academics in higher education. *Innov Educ Teach Int.* 2023;61:98.
12. Scager K, Boonstra J, Peeters T, Vulperhorst J, Wiegant F. Collaborative learning in higher education: evoking positive independence. *CBE Life Sci Educ.* 2017;15(4). Available from: <https://doi.org/10.1187/cbe.16-07-0219>



13. Usman AH. Using the Think-Pair-Share strategy to improve students' speaking ability at Stain Ternate. *J Educ Pract.* 2015;6:37-45. Available from: <https://eric.ed.gov/?id=EJ1081679>
14. Youngren J. Impacts of collaborative learning on student engagement. Minnesota State University Moorhead: A Repository Digital Collection, Dissertation. 2021. Available from: <https://red.mnstate.edu/cgi/viewcontent.cgi?article=1511&context=thesis>

15. Yang X. A historical review of collaborative learning and cooperative learning. *Springer Nat Link.* 2023;67:718-728. Available from: <https://link.springer.com/article/10.1007/s11528-022-00823-9>

Discover a bigger Impact and Visibility of your article publication with Peertechz Publications

Highlights

- ❖ Signatory publisher of ORCID
- ❖ Signatory Publisher of DORA (San Francisco Declaration on Research Assessment)
- ❖ Articles archived in worlds' renowned service providers such as Portico, CNKI, AGRIS, TDNet, Base (Bielefeld University Library), CrossRef, Scilit, J-Gate etc.
- ❖ Journals indexed in ICMJE, SHERPA/ROMEO, Google Scholar etc.
- ❖ OAI-PMH (Open Archives Initiative Protocol for Metadata Harvesting)
- ❖ Dedicated Editorial Board for every journal
- ❖ Accurate and rapid peer-review process
- ❖ Increased citations of published articles through promotions
- ❖ Reduced timeline for article publication

Submit your articles and experience a new surge in publication services

<https://www.peertechzpublications.org/submission>

Peertechz journals wishes everlasting success in your every endeavours.