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and willingness to communicate. In many EFL classrooms, learners experience anxiety, fear of making mistakes, and low motivation, which limit their participation in speaking activities (Mulyana, Burki, and Helmie 2024).

Motivation is a crucial factor influencing learners' engagement and persistence in language learning. According to Deci and Ryan's Self-Determination Theory (2000), motivation is shaped by learners' feelings of autonomy, competence, and relatedness. When students feel supported, capable, and connected with peers, their motivation to participate in learning activities tends to increase. In speaking classrooms, instructional strategies that promote interaction and peer support may contribute significantly to students' motivational engagement (Helmie, Puspitawati, and Salsabila 2023).

Cooperative learning techniques have been widely used to foster interaction and reduce speaking anxiety. One such technique is Think-Pair-Share (TPS), which structures learning through three stages: individual thinking, paired discussion, and class sharing. TPS provides students with preparation time and peer support before speaking publicly, potentially enhancing confidence and motivation. Although previous studies have examined the effectiveness of TPS in improving speaking performance and participation, limited research has focused on how TPS shapes students' motivation from a qualitative perspective. Therefore, this study seeks to fill this gap by exploring students' motivational experiences during the implementation of Think-Pair-Share in EFL speaking activities. This study addresses the following research questions: How does the Think-Pair-Share technique shape students' motivation in speaking English? And What challenges do students encounter during the implementation of Think- Pair-Share in speaking activities?

METHOD

This study employed a qualitative case study design to explore students' motivational experiences in speaking English through the Think-Pair-Share technique. A qualitative approach was chosen to capture students' perceptions, emotions, and classroom interactions in a natural learning context.

Respondents of the Research

The participants were eleventh-grade students at SMAN 2 Cianjur. Purposive sampling was applied to select students who actively participated in TPS- based speaking activities. The participants represented diverse levels of speaking proficiency and classroom engagement.

Focus of the Inquiry



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The focus of this study was students' motivation in speaking English, particularly aspects related to:

1. Willingness to participate
2. Speaking confidence
3. Engagement during speaking activities
4. Emotional responses toward TPS implementation

Instruments

Data were collected using:

1. Classroom observations, supported by an observation checklist to document student interaction and engagement.
2. Semi-structured interviews, conducted to explore students' perceptions of motivation and challenges during TPS activities.

Data Analysis Techniques

The data were analyzed thematically following coding procedures. Observation notes and interview transcripts were coded to identify recurring patterns related to motivation and challenges. To ensure trustworthiness, data triangulation was conducted by comparing findings from observations and interviews. Participants' identities were anonymized, and informed consent was obtained prior to data collection.

RESULTS

Increased Willingness to Speak

The findings revealed that TPS encouraged students to participate more actively in speaking activities. Observation data showed that more students were willing to respond during class discussions after engaging in paired discussions.

One student stated:

“ide-ide nya yang menyenangkan dan tidak pusing, jadi nya pengen di praktikkan langsung”

Enhanced Confidence through Peer Support

Students reported that discussing ideas with peers helped reduce anxiety and increased confidence. The paired stage allowed them to rehearse responses and receive feedback before speaking publicly.



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“iyaa karena dapet ide dari teman dan dari sendiri ”

Positive Classroom Engagement

TPS created a more interactive classroom atmosphere. Students demonstrated higher engagement, such as asking questions, responding to peers, and maintaining attention during speaking tasks.

Challenges in TPS Implementation

Despite positive outcomes, several challenges were identified:

1. Limited vocabulary hindered expression of ideas.
2. Unequal participation occurred when one partner dominated discussions.
3. Time constraints and limited opportunities for sharing.

DISCUSSION

The findings indicate that Think-Pair-Share positively shaped students' motivation in speaking English by fostering autonomy, competence, and relatedness, as proposed by Self-Determination Theory (Deci & Ryan, 2000). The opportunity to think individually promoted autonomy, while peer discussion supported competence through shared understanding and feedback. The collaborative nature of TPS also enhanced relatedness among students, contributing to a supportive learning environment.

Increased motivation was evident in students' willingness to participate and confidence in speaking, aligning with previous studies that highlight the motivational benefits of cooperative learning strategies. However, challenges such as limited vocabulary and unequal participation suggest that TPS should be accompanied by teacher scaffolding and clear role assignments to ensure equitable engagement.

CONCLUSION

This study concludes that the Think-Pair-Share technique positively influences students' motivation in speaking English by increasing engagement, confidence, and willingness to communicate. While TPS creates a supportive and interactive speaking environment, its effectiveness depends on appropriate scaffolding to address linguistic limitations and participation imbalance. These findings suggest that TPS is a valuable instructional strategy for enhancing motivational engagement in EFL speaking classrooms.



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