Article

The Role of Sharing Phase in Think-Pair-Share Technique in Promoting Deep Learning and Student's Speaking Confidence: A Qualitative Study

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ABSTRACT

In the context of global communication, student's speaking confidence and deep learning have become essential competencies in the EFL classroom. However, many Indonesia students still experience high affective barriers during speaking activities, while previous studies have largely focused on the overall effectiveness of cooperative strategies rather than specific instructional stages. This descriptive qualitative study aims to explore the role of the Sharing phase in the Think-Pair-Share (TPS) technique, involving 33 ninth-grade students at SMPN 7 Semarang, as the primary participants. Data were collected through classroom observations, learning experience questionnaires, and semi-structured interviews. The findings reveal that the Sharing phase reduces speaking anxiety through social validation, enhances students' confidence, and supports deep learning by encouraging idea reconstruction and reflective communication. The study concludes that the Sharing phase functions as a critical pedagogical stage that integrates emotional safety with cognitive development in the EFL speaking classrooms.

Keywords: *Think-Pair-Share, Sharing Phase, Speaking Confidence, Deep Learning*

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INTRODUCTION

In an era of increasing global interconnectedness, English proficiency is no longer merely an academic subject but has evolved into an essential global lingua franca. The ability to communicate effectively in English is now a key requirement for accessing international information, participating in global discourse, and competing in an increasingly competitive job market.

Speaking skills play a crucial role amidst global dynamics, especially because of their function as the primary means of direct communication. With competent speaking skills, individuals can strengthen relationships, achieve a deep understanding, and express perspectives analytically. In the academic world and learning activities at school, such as group discussions, class presentations, and collaborative projects, oral English language skills are essential(Slavin, 1995). Therefore, for students, fluent and confident English speaking skills are an essential competency that serves as a foundation for success at higher levels of education and contributing effectively in a globalized society.

For Students, speaking is still one of the biggest obstacles for EFL students, especially in Indonesia, despite its significance. Research continuously demonstrates the existence of emotive barriers, where students often feel uneasy, anxious, and reluctant to communicate in English (Bunaya & Basikin, 2019). These emotional difficulties are frequently linked to low self-esteem, which in turn affects their involvement and performance in class. Furthermore, the continuance of conventional, teacher-centered approaches that dominate Indonesian classroom practices frequently limits the development of speaking ability(Wahid, 2020). By limiting student's active participation, this traditional method turns them into passive

information consumers rather than active communicators. As a result, many students find it difficult to develop adequate communication skills (Aprianti & Ayu, 2020).

When asked to speak English and take part in speaking tasks or class discussion, many junior high school students exhibit a tend to be hesitant, passive, and reticent, according to participant observation in the teaching and learning process. Limited vocabulary and grammar skills are not the primary factors causing students to hesitate to speak in public. Instead, it stems from psychological factors such as low self-confidence, a deep-rooted fear of making mistakes, and anxiety and nervousness when speaking in front of the class, peers, or teachers (Mariskaitu et al., 2025; Richardus et al., 2023). According to Hamdani et al. (2022) , this is consistent with the idea that student's reluctance to actively participate due to their fear of making mistakes is one of the primary factors impeding them.

These feelings of nervousness and anxiety are further exacerbated by suboptimal learning environments that neglect the principles of intensive and supportive practice Hamdani et al. , (2022). In some classroom contexts, instruction continues to focus predominantly on grammar-centered teaching and relies heavily on written exercises, resulting in limited opportunities for meaningful speaking practice. As a result, students are deprived of opportunities to improve their spontaneity and fluency (Mariska et al., 2025). In fact, the main goal in speaking learning is to achieve effective communication, where success can be measured by how well individuals can communicate confidently in the target language (Islam, 2022).

The issues identified in English language learning indicate the urgency of instructional interventions aimed at reducing affective barriers and fostering a supportive, practice-oriented learning environment. Such an environment not only facilitates practical speaking activities but also promotes deep learning. Within the Indonesian educational context, Deep Learning is understood based on the Naskah Akademik Pembelajaran Mendalam (2025)This Conceptualization aligns with national academic discourse on deep learning as a foundation for achieving quality education for all, stressing its role in addressing contemporary educational challenges and enhancing holistic learner development.

Several solid theoretical underpinnings are needed to use deep learning concepts and overcome emotional obstacles in speech learning. To address these dynamics, this study is anchored in three primary theoretical frameworks. First, Krashen's Affective Filter Hypothesis (1982) posits that emotional variables such as anxiety acts as a mental block thus the Sharing phase aims to lower this filter. Second, Social constructivism theory emphasizes that language acquisition occurs effectively through social interaction in the Zone of Proximal Development (ZPD), which is the gap between the actual abilities of learners and their potential for development that can be achieved through collaboration with more competent peers. (Vygotsky, 1978). Lastly, Cooperative Learning Theory (Slavin, 1995) emphasizes that the mental rehearsal of information during peer interaction is essential for internalizing new knowledge. This process is facilitated through scaffolding, a form of tutorial interaction in which more qualified individuals control elements of the task that are initially beyond students' abilities, allowing them to Focus their attention and complete the parts of the task that are still within their competence (Wood et al.)

In this perspective, the classroom is a social arena where meaning is negotiated, allowing learners to internalize knowledge that was previously beyond their unassisted efforts. This is further reinforced by the Cognitive Perspective of Cooperative Learning, which suggests that the mental processing and 'rehearsal' of information during peer interaction are essential for internalizing new knowledge (Slavin, Hurley, & Chamberlain, 2003). Furthermore, reducing the 'affective filter' requires an intervention that builds Self-Efficacy. According to Bandura (1997), confidence is built through mastery experiences in a low-stakes environment. Cooperative learning provides this safety net, allowing students to test their ideas in small groups before presenting them to the whole class.

The Think-Pair-Share (TPS) strategy was first introduced by Lyman (1981) as a learning technique that aims to give students time to process information and formulate responses

before expressing them verbally. This concept was later developed further in the cooperative learning framework by Kagan (2009), which emphasizes the importance of simultaneous interaction, namely a learning condition in which all students are actively and simultaneously involved, rather than just waiting for their turn to participate. This approach is believed to increase students' cognitive engagement and maximize opportunities to practice communication in a more inclusive atmosphere. .Structurally, TPS is designed through systematic learning stages, including thinking independently (Think), discussing with a partner (Pair), and sharing the results of the discussion collectively (Share). The Sharing stage plays a crucial role in the learning process because it provides space for social validation of students' understanding that has been reorganized through previous interactions. In line with Kagan's cooperative learning principles, paired interactions and sharing activities not only contribute to reducing learning anxiety but also serve as catalysts for deep learning. Through this stage, students have the opportunity to construct meaning.

This study focuses specifically on the Sharing phase of the Think-Pair-Share (TPS) technique as a critical stage where individual ideas and peer validation develop into collective classroom discourse. While previous studies have widely examined the overall effectiveness of TPS, limited attention has been given to how the Sharing phase supports key aspects of deep learning , particularly meaningful interaction and reflective communication. In the Indonesian context, where students often experience high affective filters during public speaking, understanding the pedagogical role of this phase is essential. Therefore, this qualitative study explores students' internal experiences and classroom dynamics during the Sharing phase to understand its contribution to both deep learning and students' speaking confidence.

METHOD

This study uses a qualitative approach with a descriptive research design to gain a deep and clear understanding of what happens naturally in the classroom. This descriptive design was chosen because it allows researchers to describe teaching in an authentic classroom context without manipulating specific conditions or variables, and systematically describe the learning process (Nassaji, 2015). This approach is suitable for capturing real interactions in the classroom and student responses during learning activities.

Using a descriptive qualitative method, this study aims to explore the role of the Think-Pair-Share strategy, with a particular focus on the sharing phase. This phase is examined as a form of social validation, where students can express their ideas, receive feedback from their peers, and confirm their understanding through class discussions. Social validation is seen as an important pedagogical element that supports the affective and cognitive aspects of learning (Mutiaraina Amira, 2024a). Therefore, this study specifically investigates how the Think-Pair-Share strategy in The Sharing phase contributes to increasing students' confidence in speaking and their understanding of subject matter in a natural classroom context.

Respondents

The participants of this study were 33 ninth-grade students at SMPN 7 Semarang, a public junior high school in Central Jawa, Indonesia. This class was chosen as the research location because it provided a suitable context for observing the application of the Think–Pair–Share (TPS) technique in routine English speaking activities. The research population consisted of all students in the class, allowing the researcher to obtain a comprehensive and detailed picture of the class dynamics during the learning process.

From this population, purposive sampling was used in this study to select key informants, consisting of six students and one English teacher. This technique was chosen because it allowed researchers to determine the participants who were best able to provide meaningful, rich, and in-depth information related to the phenomenon being studied (Patton, 2015). Several particular factors, including academic success, participation in speaking events, and differing degrees of speaking confidence, were taken into consideration when choosing participants. To gather a range of viewpoints on the use of the Sharing stage in the Think-Pair-Share method, this selection attempted to reflect the varied skills and experiences of students.

The involvement of participants with varying levels of confidence and academic backgrounds allowed for a very balanced and comprehensive understanding of the learning practices studied (Sriyanda & Priyana, 2024).

Instrument

In this study, the main instruments used were learning experience questionnaires and individual observations. The observation sheets were adapted from previously developed cooperative learning indicators. They were designed to systematically record the level of participation, interaction, and confidence of students in speaking during learning activities (Bunaya & Basikin, 2019). This tool enables researchers to record student behavior that can be observed as well as verbal barriers that arise during the application of the Think-Pair-Share technique, particularly during the Sharing phase.

In addition to observational data and questionnaires, researchers used semi-structured interview guides to deepen and validate their findings. This format helped to maintain a focused yet flexible line of questioning, allowing students to express their perceptions, thoughts, opinions, and learning experiences in greater depth. Because semi-structured interviews enable in-depth examination of people's viewpoints and cognitive processes, they are an effective qualitative tool for revealing the "real world" of participants. Interviews were specifically used in this study to record participants' thoughts on the Sharing stage, including how it impacted their speaking confidence and comprehension of the subject matter Kvale and Brinkmann,2009.

Procedures

In the preparation stage, researchers developed observation indicators based on The Think-Pair-Share model was proposed by Lyman (1981). These criteria were formulated to acquire the main aspects of students' speaking, participation, and interaction behaviors, especially at the sharing stage. In addition, to ascertain the consistent application of the Think-Pair-Share strategy during classroom learning, the researcher provided research instruments, learning materials, and learning activities.

The Think-Pair-Share strategy is implemented through three classroom meetings and each lasting approximately 80 minutes. Each session follows the main stages of Think, Pair, and Share. The teacher introduces a problem and asks questions, then students are given sufficient time to think independently to formulate answers or even propose solutions. The amount of time allotted for thinking is based on how difficult the issue or problem is, with a focus on giving pupils enough time to process information and formulate ideas before speaking (Kombat et al., 2023). In the next stage, students work in pairs to discuss their answers with their peers and listen to each other's ideas. In the final stage, students are asked to share their ideas with the whole class, allowing them to present the results of their pair discussions and express their thoughts verbally during the Sharing stage. This structured approach allows students to build confidence and actively engage in class discussion gradually.

Various data sources were collected to gain a holistic understanding of the research phenomenon. A learning experience questionnaire was distributed to capture students' perceptions and responses to the implementation of the TPS strategy. Data collection followed a sequential process. Classroom observation were conducted during each session, followed by the distribution of learning experience questionnaires. In-depth interviews were conducted afterward to confirm and enrich the observational and questionnaire data, supporting methodological triangulation.

Data analysis

Data analysis in this study followed the interactive model proposed by Miles, Huberman, and Saldaña (2014), which consists of three interrelated stages: data reduction, data presentation, and conclusion drawing and verification. During data reduction, the researchers filtered, focused, and organized the raw data from observation sheets, interview transcripts, and open-ended questionnaires. A thematic analysis approach was applied. Observational data were coded into three levels: High (H), Medium (M), and Low (L) based

on pre-defined rubrics representing students' participation, speaking confidence, academic quality, and collaboration. Interview and questionnaire data were analyzed through open coding, followed by categorization and theme development to support and explain observational patterns.

In the data presentation stage, the findings were organized into thematic tables and descriptive narratives to reveal patterns of improvement. To support the descriptive interpretation, simple percentage calculations were employed using the formula, where refers to the frequency of students reaching the High (H) level and represents the total number of participants. These percentages served to illustrate descriptive trends across the three sessions. Finally, in the conclusion drawing stage, the researchers triangulated the data from all sources to ensure the credibility and consistency of the findings regarding the role of the sharing phase in promoting deep learning and speaking confidence.

To ensure trustworthiness, this study applied data triangulation, member checking, and peer debriefing. Data triangulation was conducted by comparing data from classroom observations, questionnaires, and interviews. Member checking involved sharing preliminary interpretations with selected participants to confirm their accuracy. Peer debriefing was carried out through discussions with a supervising lecturer and peers, focusing on reviewing the coding process and data interpretations. This process helped strengthen the credibility of the findings and minimize potential researcher bias.

FINDINGS AND DISCUSSION

Reducing Speaking Anxiety in the Sharing Phase

The findings of this study indicate significant cognitive and emotional changes in students when actively participating in the share phase of the Think-Pair-Share technique. Some students felt more relaxed and less anxious when speaking int the sharing phase after sharing their ideas in the pair phase, as shown by observational data and questionnaires analyzed descriptively. Table 1 summarizes the development of student performance indicators during the learning process.

Table 1. The Percentage of Students' Achievement in Sharing Phase Indicators (N:33)

Indicators	Session 1 (%)	Session 2 (%)	Session 3 (%)
Active Participation	24 %	58 %	85 %
Speaking Confidence	15 %	39 %	82 %
Academic Quality (Deep Learning)	30 %	52 %	73 %
Peer Collaboration	36 %	64 %	91 %

The percentages in Table 1 represent the frequency of students who achieved the "high" (H) category in each session. The "High" category in this qualitative descriptive study was established using particular observational criteria. For example, in Active Participation, a student is categorized as "High" if they regularly participate in class discussions and give comprehensive, pertinent thoughts. Meanwhile, in speaking confidence, the "High" level is achieved when students maintain steady eye contact and speak fluently with minimal pauses. These results confirm that the percentages illustrate a clear upward trend in student performance as they become more familiar with the Sharing phase. Researchers argue that consistent repetition of instructional patterns is a key factor in transforming students' doubts into mental readiness.

The increase in speaking confidence was evident descriptively, with The Speaking Confidence indicator increased from 15% in the first session to 82% in the third session. This improvement indicates that the Sharing phase helps lower students' affective filters (Krashen, 1982), allowing them to speak with less anxiety and greater confidence. This 82% represents 27 out of 33 students who were able to met the "High" criteria by the final Session. This change was not only verbal, but also visible in nonverbal aspects. Student 8 revealed that at first, she "spoke softly and looked at the floor," but through the Sharing phase, she could eventually "speak louder and make eye contact." In line with this, Student 25 emphasized that the opportunity to speak repeatedly and gradually, in front of the class made him more confident

and accustomed to speaking, stating "Speaking in front of the class several times made me more accustomed and more confident." This finding is consistent with the explanation proposed by Hamdani et al., 2022), who argued that a supportive classroom environtment plays a crucial role in enhancing students' affective readiness for speaking. Researchers believe that this change from passive to active behavior proves that the courage to speak is not just a natural talent or even heredity, but rather the result of an environment that dissolves fear and guilt.

Social Validation and Peer Support

Furthermore, students with higher levels of self-confidence stated that they enjoyed the sharing phase because it provided a platform to gain social validation. This supports the Findings of (Richardus et al., 2023b), who noted that the Think-Pair-Share method lessens the psychological strain of speaking by giving students enough time to prepare their views. A similar view was expressed by students 7 statement, who shared, "I have to speak loudly enough for everyone to hear, so I train my voice and pronunciation. I use phrases like in my opinion or based on my thoughts, so I sound confident." This preparation gradually improves their speaking skills. In the researcher's view, students' independent efforts to improve their pronunciation show that the sharing phase indirectly triggers students' internal motivation to appear competent in public.

Remaining Challenges in the Sharing Phase

Nevertheless, some challenges remain in the Sharing phase, especially related to nervousness, anxiety, and limited vocabulary. While Student 5 claimed that his fear stemmed from his lack of experience speaking in front of the class, noting " I feel a bit nervous miss, because I'm not used to speaking English in front of many people," Student 6 acknowledged that he frequently ran out of words when expressing opinions or ideas and felt uncomfortable. Despite these constraints, an English teachers who was interviewed claimed that student's speaking abilities steadily improved as a result of employing more common vocabulary through ongoing practice during the sharing phase. One of the English teacher noted that through the sharing phase, " Students communicate more often, use familiar vocabulary, and gradually improve their abilities." This finding is in line with Ferdiyanto & Kholili (2022), identified linguistic barriers as one of the main challenges in speaking skills. From these, researchers may conclude that additional practice boosts confidence in speaking, and while nervousness does not totally disappear, students' capacity to handle this fear improves sgnificantly.

Cognitive Engagement and Idea Reconstruction in Deep Learning

Beyond its affective impact, the results of this study also show that the Sharing phase contributes to strengthening deep learning. In the last session of the Sharing phase, the academy's Quality indicator rose to 73%, indicating that a majority of the class could provide clear explanations, reasons, and examples without merely reading from a text. In other words, the sharing phase stimulates students to reconstruct and organize an idea before presenting it orally. Researchers see that this reconstruction process is a crucial moment where information turns into deep and lasting understanding.

Aligned with this, one participant Student 27 indicated that when he had to explain the material in his own words, because he needed to reorganize the ideas cognitively, his understanding became stronger. He stated, " When I explain something in my own words, I understand it better because I have to organize that idea itself." Furthermore, Student 5 added that listening to friends' opinions allow for the comparison of perspectives and ideas, thereby helping to clarify understanding of the material. It is stated that " From listening to other people's ideas, I can compare them with my opinion, so it's clearer. This finding aligns with (Akademik et al., 2025) which emphasizes meaningful learning through idea reconstruction and reflective expression using students' own language. These results suggest that classroom conversation during the Sharing phase functions as a way for students to confirm learning by exchanging ideas (Mutiaraina Amira, 2024b). In this case, the researcher found that

collaboration between peers in the sharing phase created a more even distribution of knowledge compared to one-way teaching from the teacher.

The Sharing Phase as a Cognitive and Affective Bridge

Theoretically, these findings support the effectiveness of the Think-Pair-Share strategy initiated by Lyman (1981), as explained by (University of Glasgow, n.d.). To lessen speaking anxiety, the sharing phase helps students validate their ideas in a supportive setting before presenting them to a larger audience. Social interactions that occur during the sharing phase create a form of scaffolding (Vygotsky, 1978) to achieve a higher level of understanding than they can achieve on their own, where students operate within the Zone of Proximal Development (ZPD). Researchers assert that the sharing phase acts as a cognitive intermediary that enables students to go beyond the limits of their individual understanding through directed social interactions. The internalization and cognitive reorganization essential to deep learning were experienced by Student 27, who re-explained the material using his own words (Slavin, 2003) this shows that The Sharing phase builds a strong understanding through a collaborative perspective that effectively lowers students' affective filters in the cognitive process, rather than merely presenting information (Sari, 2021).

Although some affective barriers, such as nervousness and anxiety, still arise, the high level of Peer Collaboration (91%) shows that the Think-Pair-Share structure effectively creates a more inclusive learning environment and can reduce affective filters. As a result, the Sharing phase not only functions as a final exercise but also as a long-term pedagogical approach that shifts learning from teacher-centered to student-centered while combining emotional comfort and cognitive development (Wahid, 2020). From the researcher's viewpoint, this result indicates that emotional comfort is an essential condition for attaining advanced cognitive growth.

Research limitation and Practical Implication

While producing promising results, this study has several limitations. It was conducted in the context of a single class (case study) with a limited number of participants, so the findings are contextual and not intended for statistical generalization to a larger population. In addition, the focus on the sharing phase may not fully capture the role and influence of the Think and Pair stages. Future research should involve a broader educational context and comparative instructional strategies to explore further the role of collaborative speaking activities and longer implementation periods.

These results support the function of social contact and validation in fostering deep learning and affective preparedness in a cooperative learning environment. This demonstrates how the shift from private to public thought forms a crucial cognitive bridge for the assimilation of new knowledge.

Practically, the results of this study suggest that teachers should intentionally allocate sufficient preparation time and foster supportive peer interactions before students engage in speaking activities in front of the whole class. Furthermore, teachers are encouraged to provide constructive feedback during the sharing phase to maintain student motivation and ensure that linguistic errors do not hinder their courage to speak. In this regard, teachers should act as facilitators who prioritize communication fluency and psychological safety over grammatical perfection during the initial stages of the sharing process. This approach ensures that the classroom becomes a safe space for students to practice and build their speaking confidence. According to researchers, when instructors are positioned as helpful facilitators, students' mental obstacles will automatically fall away, allowing them to reach their full academic potential.

CONCLUSIONS

This study concludes that the Sharing phase of the Think-Pair-Share technique plays a significant role in enhancing students' speaking confidence and promoting deep learning. Practically, teachers are encouraged to act as facilitators who prioritize communication fluency and psychological safety over grammatical perfection. For broader application, this technique

can be adapted for Online or Hybrid Learning using breakout rooms for the Pair stage and main rooms for Sharing. For students with different proficiency levels, teachers can provide "sentence frames" as additional scaffolding. While producing promising results, this study is limited to a single class context. Future research should involve a broader educational context and longer implementation periods to explore the long-term impact of collaborative speaking activities.

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