THE USE OF TPS IN EFL CLASSROOM ACTIVITIES TO REDUCE SITUATION SPECIFIC SPEAKING ANXIETY IN DELIVERING ADS MATERIALS

Penggunaan TPS dalam Aktivitas Pembelajaran Bahasa Inggris untuk Mengurangi Kecemasan Berbicara Situasi Tertentu dalam Menyajikan Materi Periklanan

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Abstrak

Beberapa kemungkinan penyebab kecemasan berbicara dalam situasi tertentu pada pembelajaran bahasa Inggris meliputi takut melakukan kesalahan, kurang percaya diri, dan cemas berbicara di depan teman sebaya atau guru. Guru perlu menemukan strategi efektif untuk membantu siswa mengurangi kecemasan berbicara. Penelitian ini menggunakan penelitian kualitatif dengan metode studi kasus. Data dikumpulkan melalui observasi, kuesioner, dan wawancara. Peserta penelitian adalah 18 siswa dari kelas 10. Berdasarkan hasil penelitian, strategi Think-Pair-Share dapat digunakan sebagai salah satu metode untuk mengurangi kecemasan berbicara situasi tertentu. Penggunaan strategi ini sebagai metode pembelajaran telah membantu siswa mengurangi kecemasan mereka dan dengan demikian meningkatkan kemampuan berbicara mereka. Tanggapan siswa menunjukkan bahwa strategi ini dapat: (1) Meningkatkan kepercayaan diri, (2) Mengurangi kecemasan, (3) Meningkatkan keterampilan komunikasi lisan, (4) Menyediakan kegiatan yang menyenangkan, dan (5) Meningkatkan motivasi siswa untuk berbicara bahasa Inggris di kelas.

Kata-kata Kunci: Metode Think-Pair-Share; kecemasan berbicara, pembelajaran bahasa Inggris pembelajaran periklanan

Abstract

The possible causes of situation-specific speaking anxiety include fear of making mistakes, lack of confidence, and anxiety about speaking in front of peers or the teacher. Teachers need to find effective strategies to help students reduce speaking anxiety. This study employed qualitative research with a case study method. The data was collected through observations, questionnaires, and interviews. The participants were 18 students from the 10th grade. Based on the research results, the Think-Pair-Share strategy can be used as one of the methods to reduce situation-specific speaking anxiety. The use of this strategy as a teaching method has helped students reduce their anxiety and therefore improve their speaking ability. Students' responses showed that this strategy can: (1) Increase self-confidence, (2) Reduce anxiety, (3) Improve oral

communication skills, (4) Provide enjoyable activities, and (5) Increase students' motivation to speak English in class.

INTRODUCTION

Public speaking anxiety is a common thing experienced by many people, including in the context of advertising material presentations. This anxiety can hinder a person's ability to convey messages effectively and convincingly. Anxiety is the feeling of tension, apprehension, nervousness, and worry due to an arousal of the autonomic nervous system (Horwitz et al., 1986). Public speaking anxiety is the body's natural response to situations that are perceived as threatening. In the context of advertising material presentations, this anxiety can be influenced by various factors, such as lack of preparation, fear of being judged, and lack of self-confidence. According to Amat Suparia et al. (2022), students feel anxiety when they are in situations that require them to speak in the target language. This anxiety is influenced by conditions and time as a way to anticipate unpredictable situations, which affects behavior. For example, when students are required to give impromptu speeches or presentations in front of the class, they may feel anxious because they are unprepared and more likely to make mistakes, which is their biggest fear (Kamarulzaman et al., 2020). Furthermore, based on Gaffar et.al (2023), students in speaking classes often feel anxious about expressing themselves in English. Based on previous research one of the problems students often experience in learning English is anxiety particularly when they try to speak in front of their classmates.

Based on a preliminary study conducted through an interview with the English teacher at MA Baldatul Ummah on January 31, 2023, it was stated that students have difficulties in learning English, particularly in speaking. They lack vocabulary, lack confidence, and are afraid of making pronunciation mistakes or speaking in front of the class, often experiencing embarrassment. This happens due to a lack of motivation, practice with friends, and difficulty understanding English vocabulary. Moreover, even when the teacher explains in English, many students struggle to comprehend. Sagiqa et al. (2022) argued that factors influencing speaking become a challenge for students themselves, namely speaking anxiety. Anxiety is an evident factor that could reduce students' speaking abilities. Additionally, Tran (2022) investigated that language anxiety ranks high among the factors that hinder language learners from speaking fluently and accurately in the target language. Damayanti & Listyani (2020) mentioned students' common difficulties in expressing ideas, nervousness, confusion due to limited vocabulary, and shyness in Academic Speaking Classes. In this study, students' problems in speaking in front of classmates are often caused by situation-specific anxiety which significantly hinders students' speaking abilities.

The possible causes of situation-specific speaking anxiety include fear of making mistakes, lack of confidence, and anxiety about speaking in front of peers or the teacher. MacIntyre & Gardner (1991) illustrate that students who feel anxious during class are less likely to participate in speaking activities. Therefore, situation-specific speaking anxiety is a variable that can affect students' learning. According to Asysyfa, A., Handyani, A. M., & Rizkiani, S. (2019, as cited in Gaffar et.al., 2023), factors contributing to students' anxiety in speaking English include lack of preparation leading to worry, nervous and unsure, emotional involvement hindering material understanding, lack of confidence, fear of making mistakes, and afraid of being laughed at by peers when speaking English. Similarly, Zulfikar (2022) stated

that fifty percent of the participants in his study felt apprehension and anxiety when asked to speak in front of the classroom, and felt agitated when speaking in the target language. Some students also feel panic-stricken when the teacher calls on them to answer questions, and anxiety can arise from being called on in an unpredictable order. Consequently, anxiety can negatively impact the consistency of their oral performance and their language learning progress. Therefore, based on Gaffar et al. (2023), a teacher must have a global perspective to use various learning resources, thus creating innovative, active, creative, effective, and fun learning by educational standards and increasing students' full potential. Additionally, due to the negative consequences that can affect students' speaking skills, English teachers should try to use appropriate methods to produce students with good speaking skills and reduce situation-specific speaking anxiety.

The researcher is interested in using the Think-Pair-Share learning method to reduce situation-specific speaking anxiety in advertisement material. The Think-Pair-Share strategy, developed by Professor Frank Lyman at the University of Maryland in 1981, is now widely utilized in cooperative learning discussions by many researchers in the field. Here are some studies that address speaking anxiety and the Think-Pair-Share method.

According to Hanh & Huyen (2024), the Think-Pair-Share approach is designed to create a supportive and interactive learning environment that builds confidence and reduces speaking anxiety among students. Aziz et al. (2021) emphasize that Think-Pair-Share can help students overcome their English-speaking anxiety by enhancing self-confidence and improving fluency, particularly in vocabulary, grammar focus, and pronunciation when speaking in front of the class. This is also supported by Annisa et al. (2023) in their research with 36 tenth-grade students from Senior High School 1 Jember in the academic year 2022/2023. The study results showed that students improved their speaking skills and felt confident and comfortable speaking fluently in the teacher's class using the Think-Pair-Share technique. Darmawan & Lestariningsih (2023) added that Think-Pair-Share could help students' confidence and improve their speaking skills, especially when they speak in English during discussions. It also enhances teamwork and critical thinking skills, making the class less boring. Sapitri et al. (2021) also noted that the Think Pair Share model helps students become more active and comprehend the material better during discussions. Overall, Gaffar et al. (2023) stated education needs active interaction, without restricting students with excessive use of technology or the internet, allowing for positive interaction in the classroom.

The review of the related literature shows that Think-Pair-Share strategies can reduce situation-specific speaking anxiety for students. Lyman (in Kagan, 1989, p.1) stated the Think-Pair-Share technique is one of the strategies used to teach speaking as part of the cooperative learning method. In this technique, students initially contemplate a topic provided by the teacher individually, then pair up with another student to discuss it, and finally share their thoughts with the whole class. In this teaching method, students are encouraged to cooperate with their peers while practicing critical thinking. This cooperation is reflected in activities that encourage teamwork skills, which also help students feel more open in communicating with peers. Through the critical thinking process and steps such as Think-Pair-Share, students can reduce anxiety in speaking by starting with conversations in small groups to sharing with the class, thus increasing their confidence. Based on the explanation above, the goals of this research are as follow, to identify how the use of Think-Pair-Share influences and reduces situation-specific speaking anxiety in advertisement material, and ro describe the students' responses toward the use of Think-Pair-Share to reduce situation-specific speaking anxiety in advertisement material.

THEORETICAL BASIS

The Think-Pair-Share strategy effectively increases students' self-confidence. According to Brillianzha (2021), the Think-Pair-Share technique helped students build self-confidence. It means that this strategy makes students feel more comfortable speaking in front of the class and reducing nervousness. This strategy also helps students understand the material quickly and makes learning enjoyable. Observations show that using Think-Pair-Share consistently increases students' confidence. For example, during pair activities like discussing advertisements, the student gains confidence by sharing ideas with their partner before presenting to the class. Gaffar, et.al (2023) also supports the notion that presenting in front of the class is good for practicing speaking in front of the public and increases self-confidence. The role of self-confidence in language learning, including the lack of anxiety as a crucial component of students' self-confidence, is highlighted by Clement (1987, in Maclntyre & Gardner, 1991).

Aulia et al. (2020) found that working with just one student provides more chances for anxious students to speak English, as they find working in pairs offers bigger speaking opportunities compared to group work. Students also feel more confident and comfortable speaking English in front of the class through discussions with classmates. Additionally, Think-Pair-Share helps students manage their anxiety, such as by actively asking questions. Aziz et al. (2021) also state that Think-Pair-Share helps students reduce their speaking anxiety in English by finding ways to manage it. This strategy effectively reduces anxiety, nervousness, and fear in learning English, increasing the learning environment and supporting students' language development.

The Think-Pair-Share Strategy improves students' oral communication skills in English through paired discussions. Observations show that this strategy can improve oral communication by sharing, discussing, and identifying ideas, which improves speaking ability. Paired discussions provide students with the opportunity to engage in dialogue, ultimately increasing their English speaking fluency. This is in line with previous research conducted by Sagiqa et al. (2022) stated that group work reduced students' anxiety in speaking English because they could pay attention to their friends and make mistakes so that they could be accepted casually without patronizing. During group presentations, students also develop public speaking skills. The strategy helps students reduce English challenges, making them more comfortable and confident in class. With peer support, students feel encouraged to ask questions and participate actively. This is consistent with the findings presented by Annisa et al. (2023), the think-pair-share technique was an effective method for improving students' speaking abilities. Kamarulzaman et al. (2020) argue that anxiety is a negative factor that makes students reluctant and unable to communicate effectively. Therefore, the Think-Pair-Share strategy can be considered effective in improving students' oral communication skills in the classroom by creating active communication to reduce their anxiety during the English learning process.

Maclntyre & Gardner (1991) illustrate that students who feel anxious during class are less likely to participate in speaking activities. Therefore, situation-specific speaking anxiety is a variable that can affect students' learning. According to Asysyfa, A., Handyani, A. M., & Rizkiani, S. (2019, as cited in Gaffar et.al., 2023), factors contributing to students' anxiety in speaking English include lack of preparation leading to worry, nervous and unsure, emotional involvement hindering material understanding, lack of confidence, fear of making mistakes, and afraid of being laughed at by peers when speaking English. Similarly, Zulfikar (2022) stated that fifty percent of the participants in his study felt apprehension and anxiety when asked to speak in front of the classroom, and felt agitated when speaking in the target language. Some students also feel panic-stricken when the teacher calls on them to answer questions, and anxiety can arise from being called on in an unpredictable order. Consequently, anxiety can

negatively impact the consistency of their oral performance and their language learning progress. Therefore, based on Gaffar et al. (2023), a teacher must have a global perspective to use various learning resources, thus creating innovative, active, creative, effective, and fun learning by educational standards and increasing students' full potential. Additionally, due to the negative consequences that can affect students' speaking skills, English teachers should try to use appropriate methods to produce students with good speaking skills and reduce situation-specific speaking anxiety.

RESEARCH METHOD

This study employs qualitative research with a case study method. According to Fraenkel, Wallen, & Hyun (2012, p.426), qualitative research frequently examines the quality of relationships, activities, situations, or materials. In other words, this type of study provides detailed descriptions of everything that happens in a particular activity or situation. A case study is identifying an event, an activity, or an ongoing process in detail, not just an individual or situation (Fraenkel, Wallen, & Hyun, 2012, p.434). Based on these explanations, the researcher defines a case study as exploring detailed, in-depth information about an event, activity, or process using various data collection methods. The data were collected through observations, questionnaires, and interviews that were translated into Indonesian to facilitate students' responses. Triangulation is utilized as a method to validate data. According to Fraenkel et al. (2012), Triangulation is a method of cross-checking data that involves using multiple data sources or several data collection techniques. Triangulation ensures the validity and reliability of the data to validate and compare information from various sources.

The observation is used to find out the progress and development in each lesson. Through the observation sheet, the writer will know the situation of the class and also observe the development of all students when teaching materials are applied using the strategy. The research data consists of observation results on the use of Think-Pair-Share to reduce speaking anxiety, particularly in advertisement materials. The results include group work, discussions, presentations, worksheets, documentation, videotaping to observe the situation in the classroom, and notes on using Think-Pair-Share. Data analysis involves three steps: data reduction, display, and conclusion. Data reduction involved simplifying the observed data by selecting information based on the research requirements. Following this selection process, the chosen data were presented in a simpler form (description), involving a sequential presentation of the data. Finally, the findings are summarized into short and concise statements that convey a broad sense.

The researcher adapted the questionnaire based on Horwitz et al.'s (1986) approach to complete the FLCAS questionnaires. The original FLCAC has 33 items, but the writer selected only 5 items for the study's needs in a five-point Likert scale, with responses such as "Strongly Agree" (SA), "Agree" (A), Neither Agree nor Disagree (NA), "Disagree" (D), and "Strongly Disagree" (SD)." The FLCAS encompasses three main types of anxiety: communication apprehension, test anxiety, and fear of negative evaluation, and will be given to students at the end of the study. The results of the analysis are presented in a percentage diagram highlighting the anxiety levels of the respondents. Then, the data are repeatedly read and interpreted (Damayanti & Listyani, 2020). The same will also be done for interviews; all interview data were also transcribed, with the researchers using initials to reference the data.

According to Miles, Huberman, and Saldana (2014, as cited in Maysaroh et al., 2022), the qualitative analysis framework involves simplifying the collected data by selecting, focusing, and simplifying discarded unnecessary data from the interview transcripts through an interactive model. To avoid mistakes in data collection, the researcher recorded and documented everything that happened in the interviews using a voice recorder, and then

transcribed every word from the interview sections. Consequently, the researcher needed to decide which collected data should be inserted into the tables. The information was collected directly from all tenth-grade students through interviews.

This study was conducted at MA Baldatul Ummah in Garut. The school was chosen for the case study due to its relevance to the research. The participants in the study were the 10th-grade students from one class, totaling 18 students. The selection of participants was based on preliminary observations of the study, as many students commonly experience anxiety while learning English. All participants were informed about the study's purpose and assured that their data would be kept confidential, and their responses to the questionnaires and interviews would not affect their academic performance at school.

DISCUSSION
Result

This chapter describes the data and research findings collected. The data collection methods used are observations, questionnaires, and interviews.

The result of the Observation

1. **First Observation**

    The English teacher starts the class by greeting the students, asking about their well-being, having students lead the prayer, and checking attendance. The teacher then discusses the study material, objectives, and assessment. The teacher asks some questions to guide the students towards the material to be studied, to which the students actively respond. A PowerPoint slide about advertisements is shown, and students take notes and ask questions about the generic structure, language features, and social function of advertisements. After discussing the advertisement text, the teacher and students answer related questions from the slide. The students critically identify elements from the example images. Next, the teacher hands out worksheets that can be accessed through Google Forms or on paper, for students to complete independently, answering multiple-choice questions about advertisements. After finishing the task, the students pair up to discuss and analyze advertisement images. The teacher moves around the class to help. The students then present their analysis results in pairs. As the class ends, the teacher summarizes the lesson, collects the tasks, informs students about the next activities, and concludes with a group prayer and farewell.

2. **Second Observation**

    The teacher starts the class by greeting the students and checking attendance. They then review the previous material and explain the study objectives./1Next, the teacher shows a PowerPoint slide about an English-language advertisement video titled "Product Advertisement Video". Students write down and identify the elements of the advertisement such as the generic structure, language features, and social function in the video. They also answer questions and complete sentences on their worksheets. Students search for advertisement videos online and discuss them in pairs to identify important elements. The teacher helps with tenses and reviews the material. Then, the students present the results of their group discussions in front of the class with confidence. Each group takes turns presenting in front of the class, showing enthusiasm and active participation in the study. The teacher provides feedback after each presentation, summarizes the activities of the meeting, and informs the next study. Finally, the teacher closes the class with a prayer and farewell.

3. **Third Observation**

    The teacher starts the class by greeting the students, asking about their well-being, having a student lead the prayer, and checking attendance. The teacher then shows a

PowerPoint with advertisement images to stimulate questions and opinions. Students actively participate by asking and answering questions. They identify the images and answer questions to stay engaged. Students then solve problems on the worksheet based on the material they learned. With the teacher's guidance, they complete and submit the worksheet independently. Next, students find advertisement images online individually. Many students struggle with English pronunciation and vocabulary. They are then divided into pairs to discuss and analyze the advertisement images. Each pair presents their discussion results to the class. The teacher provides feedback, summarizes the meeting, informs about the next study, and closes the class with a greeting.

4. Fourth Observation

The teacher starts the class by greeting, asking about their well-being, having a student lead the prayer, and checking attendance. The teacher informs the students that it is the last day to study advertisement material. Then, the teacher shows a short video about a "Food product advertisement" and asks students to note the generic structure, language features, and social function in their notebooks. The teacher then asks questions to see how active the students are. Next, students pair up to discuss their notes and think of an advertisement example to design using Canva. Some students are actively discussing while others need guidance, so the teacher observes and helps them. After the discussion, students design their product advertisement. The teacher gives them time to prepare before presenting their design to the class. After the presentations, the teacher provides feedback on their poster advertisements. At the end of the class, the teacher asks students to upload their assignments on social media and notes that some students submit late. The teacher explains the benefits of advertisements and closes the class with a greeting and information about the next activity.

The results of the questionnaires and interviews

Based on the results of the questionnaires and interviews in the field, this study involved 18 students from the 10th grade of MA Baldatul Ummah. After using the Think-Pair-Share strategy, the researcher gave a questionnaire to identify situation-specific speaking anxiety. The analysis showed a significant reduction in their anxiety. The questionnaire results are shown in the table below:

Table 1. Identification Situation-Specific Speaking Anxiety

No	Statement	Students Responses Percentage				
		SA	A	N	D	SD
1	"I don't worry about making mistakes in language class"	3 17%	13 72%	2 11%	0 0%	0 0%
2	"I can feel my heart pounding when I'm going to be called on in language class".	0 0%	2 11%	3 17%	13 72%	0 0%
3	"I feel very self-conscious about speaking the foreign language in front of other students"	0 0%	4 22%	2 11%	11 61%	1 6%
4	"I get nervous and confused when I am speaking in my language class".	1 6%	3 17%	0 0%	9 50%	5 28%
5	"I get nervous when the language teacher asks questions which I haven't prepared in advance"	0 0%	3 17%	0 0%	10 56%	5 28%

*SA = Strongly Agree; A = Agree; N = Neither Agree nor Disagree; D = Disagree; SD = Strongly Disagree

Based on the data above, although the Think-Pair-Share strategy successfully reduced overall anxiety in speaking during language class, there are still some students experiencing

anxiety. This is part of their learning process. The anxiety is reflected in the second statement "I can feel my heart pounding when I'm going to be called on in language class," which was agreed upon by two students in the questionnaire. The third statement "I feel very self-conscious about speaking the foreign language in front of other students" was agreed upon by four students. The fourth statement, "I get nervous and confused when I am speaking in my language class," was strongly agreed upon by one student and agreed upon by three students. The fifth statement, "I get nervous when the language teacher asks questions which I haven't prepared in advance," was agreed upon by three students. Some students reduce their anxiety by using specific strategies such as calming themselves, providing positive affirmations, seeking information, asking friends or teachers, and adopting a surrendering attitude.

Furthermore, the analysis of questionnaires and interviews showed that most students reduced anxiety when learning English. The Think-Pair-Share strategy impacts students in several key aspects: (1) Increasing Self-Confidence, (2) Reducing Anxiety, (3) Improving Oral Communication Skills, (4) Providing Enjoyable Activities, and (5) Increasing Students' Motivation. These findings are explained in detail in this chapter.

1. The Think-Pair-Share strategy can help students increase their Self-Confidence

The first aspect of using the Think-Pair-Share strategy is increasing students' self-confidence. Here are quotes from students about its impact on them:

Table 2. Increasing Students' Self-Confidence

Participants	Data Excerpts
P2	This method makes speaking in front of the class more enjoyable, fun, and easier to understand, helping me feel more confident. *(Students' P2 statements, translated by the researcher from the interview)*
P3	It's more comfortable; the benefits are more confidence and reduced nervousness with Think-Pair-Share, which helps us become more confident in our public speaking. *(Students' P3 statements, translated by the researcher from the interview)*
P4	Think-Pair-Share helps me understand quickly. Speaking alone makes me nervous, but with a friend, I feel more confident. For presentations, having friends with me become my confidence. *(Students' P4 statements, translated by the researcher from the interview)*
P7	Yes, because in learning, I believe we shouldn't be afraid of making mistakes, but we should be confident and willing to try. *(Students' P7 statements, translated by the researcher from the questionnaire)*
P3	I don't feel ashamed or afraid of making mistakes, and I want to try speaking confidently in front of other students. *(Students' P3 statements, translated by the researcher from the questionnaire)*

The table shows that students felt Think-Pair-Share reduced anxiety, increased confidence, improved understanding, and made learning fun. Think strategy can increase confidence in learning a foreign language. When students feel confident, they are calmer and less anxious in speaking situations due to peer support and cooperative class situations.

2. The Think-Pair-Share strategy can help students reduce anxiety

The second aspect of using the Think-Pair-Share strategy is helping students to reduce anxiety. Here are quotes from students about its impact on them:

Table 3. Helping Students To Reduce Anxiety

Participants	Data Excerpts
P10	The benefits include reducing anxiety, nervousness, and mistakes, especially in language learning. Discussing with friends makes me more confident because if I make a mistake, I can ask my friends for help and correction. ***(Students' P10 statements, translated by the researcher from the interview)***
P11	Reduce anxiety, I've felt nervous and fearful, but if I'm alone. If there are friends, they can help the feeling of anxiety ***(Students' P11 statements, translated by the researcher from the interview)***
P16	It can reduce anxiety because I feel more confident having a discussion partner. ***(Students' P16 statements, translated by the researcher from the interview)***
P18	I am not worried because I am sure and confident in participating in the learning process ***(Students' P18 statements, translated by the researcher from the questionnaire)***

The table above shows that students felt the Think-Pair-Share strategy is effective in reducing anxiety, nervousness, and fear, and can increase students' confidence in speaking in front of the class using English. It provides social support and opportunities to discuss with their partner, which can help students feel more comfortable and confident in communicating during the learning process.

3. **The Think-Pair-Share strategy can improve students' oral communication skills when English is actively used as a medium for paired discussions**

The third aspect of using the Think-Pair-Share strategy is improving students' oral communication skills. Here are quotes from students about its impact on them:

Table 4. Improving Students' Oral Communication Skills

Participants	Data Excerpts
P3	With discussions, completing tasks assigned by the teacher becomes more straightforward. Having friends to share with reduces tension. ***(Students' P3 statements, translated by the researcher from the interview)***
P18	It's more comfortable because we help each other speak. I overcome it by asking the teacher and my friend whenever I want to answer a question or anything, so I don't feel nervous. ***(Students' P18 statements, translated by the researcher from the interview)***
P15	It's comfortable because we share and have nice friends to discuss with. Feeling more comfortable, though still nervous yesterday, I'm confident we can be confident ***(Students' P15 statements, translated by the researcher from the interview)***
P2	Because I don't speak English fluently, I always ask **my friends** or the teacher. ***(Students' P2 statements, translated by the researcher from the questioner)***

Based on the data above, it can be concluded that the use of the Think-Pair-Share strategy is effective in improving students' oral communication skills, especially in using English as a medium for discussion. This strategy not only facilitates learning but also helps reduce students' anxiety in speaking in front of the class. The interview results also show that students feel motivated to ask questions to the teacher and peers, thus reflecting a relaxed, safe, and comfort during the learning process.

4. **The Think-Pair-Share strategy offers enjoyable classroom activities for students.**

The fourth aspect of using the Think-Pair-Share strategy is offering enjoyable classroom activities for students. Here are quotes from students about its impact on them:

Table 5. Offering Enjoyable Classroom Activities for Students

Participants	Data Excerpts
P4	It's fun, exciting, and enjoyable, and the learning is also not boring. Yesterday's lesson was about advertisements, making posters about marketing a product. ***(Students' P4 statements, translated by the researcher from the interview)***
P16	Motivated, because it's fun, like sharpening thinking and teamwork among friends ***(Students' P16 statements, translated by the researcher from the interview)***
P10	In my experience, it's fun with peers, giving us freedom to talk and reducing nervousness about mistakes ***(Students' P10 statements, translated by the researcher from the interview)***
P3	My feelings are normal, not anxious at all. I **feel happy and excited** when it's English class. ***(Students' P3 statements, translated by the researcher from the questionnaire)***

Based on the data above, the conclusion that can be drawn is that the Think-Pair-Share strategy not only provides students with enjoyable classroom activities but also helps reduce nervousness and increase comfort in speaking in front of the class. This can be seen from students' opinions stating that they feel happy during English learning. This makes learning more interactive, enjoyable, and meaningful for students.

5. **The Think-Pair-Share strategy can increase students' motivation to learn to speak.**

The fifth aspect of using the Think-Pair-Share strategy is increasing students' motivation to learn to speak. Here are quotes from students about its impact on them:

Table 6. Increasing Students' Motivation to Learn to Speak

Participants	Data Excerpts
P12	I don't feel anxious because I'm used to learning and find it somewhat enjoyable. I'm not nervous, confused, or afraid of being laughed at by friends because it motivates me to stay enthusiastic. ***(Students' P12 statements, translated by the researcher from the interview)***
P3	Yes, because with the learning method through discussion, I am more motivated not to be shy to speak in front of friends. ***(Students' P3 statements, translated by the researcher from the interview)***
P4	Because, if there are mistakes, like giving the wrong answer, the teacher will also understand because we are still in the learning stage. The important thing is that we have the courage to try. ***(Students' P4 statements, translated by the researcher from the questionnaire)***

The data shows that the Think-Pair-Share strategy effectively increases students' motivation to learn to speak English. They feel enthusiastic, not anxious, shy, or confused, and are not afraid of making mistakes or being laughed at teacher encouragement is key. Increased motivation means students feel comfortable with their learning.

Discussion

This discussion is based on research findings. From research conducted with the 10th-grade students of MA Baldatul Ummah, the researcher concludes that students agree that the implementation of the strategies used by teachers can reduce their anxiety in speaking English. This is supported by the results of questionnaires and interviews, where students said that this strategy can: (1) Increasing Self-Confidence, (2) Reducing Anxiety, (3) Improving Oral

Communication Skills, (4) Providing Enjoyable Activities, and (5) Increasing Students' Motivation to speak English in class.

Firstly, the Think-Pair-Share strategy effectively increases students' self-confidence. According to Brillianzha (2021), the Think-Pair-Share technique helped students build self-confidence. It means that this strategy makes students feel more comfortable speaking in front of the class and reducing nervousness. This strategy also helps students understand the material quickly and makes learning enjoyable. Observations show that using Think-Pair-Share consistently increases students' confidence. For example, during pair activities like discussing advertisements, the student gains confidence by sharing ideas with their partner before presenting to the class. Gaffar, et.al (2023) also supports the notion that presenting in front of the class is good for practicing speaking in front of the public and increases self-confidence. The role of self-confidence in language learning, including the lack of anxiety as a crucial component of students' self-confidence, is highlighted by Clement (1987, in Maclntyre & Gardner, 1991). Therefore, it can be concluded that a confident learning experience significantly reduces anxiety for students.

Secondly, the Think-Pair-Share strategy helps students reduce anxiety. Classroom observations show that through this method, students feel less anxious by sharing ideas and getting support from their partners, making them feel more prepared. Paired presentations in front of the class can also reduce anxiety, as students feel calmer than when speaking alone. Aulia et al. (2020) found that working with just one student provides more chances for anxious students to speak English, as they find working in pairs offers bigger speaking opportunities compared to group work. Students also feel more confident and comfortable speaking English in front of the class through discussions with classmates. Additionally, Think-Pair-Share helps students manage their anxiety, such as by actively asking questions. Aziz et al. (2021) also state that Think-Pair-Share helps students reduce their speaking anxiety in English by finding ways to manage it. This strategy effectively reduces anxiety, nervousness, and fear in learning English, increasing the learning environment and supporting students' language development.

Thirdly, the Think-Pair-Share Strategy improves students' oral communication skills in English through paired discussions. Observations show that this strategy can improve oral communication by sharing, discussing, and identifying ideas, which improves speaking ability. Paired discussions provide students with the opportunity to engage in dialogue, ultimately increasing their English speaking fluency. This is in line with previous research conducted by Sagiqa et al. (2022) stated that group work reduced students' anxiety in speaking English because they could pay attention to their friends and make mistakes so that they could be accepted casually without patronizing. During group presentations, students also develop public speaking skills. The strategy helps students reduce English challenges, making them more comfortable and confident in class. With peer support, students feel encouraged to ask questions and participate actively. This is consistent with the findings presented by Annisa et al. (2023), the think-pair-share technique was an effective method for improving students' speaking abilities. Kamarulzaman et al. (2020) argue that anxiety is a negative factor that makes students reluctant and unable to communicate effectively. Therefore, the Think-Pair-Share strategy can be considered effective in improving students' oral communication skills in the classroom by creating active communication to reduce their anxiety during the English learning process.

Fourthly, the Think-Pair-Share strategy provides enjoyable classroom activities for students. Field observation shows that it makes activities fun, especially when designing posters in pairs. The paired discussions allow free speech and helping each other, creating a fun environment, and using creative tools like the Canva App increased engagement and enjoyment in learning. The opinion by Gaffar et al. (2023), emphasizes the importance of using information and communication technology (ICT) in learning./1In ICT-based learning

programs, digital benefits allow teachers and students to communicate easily without space and time constraints, as long as they have internet access. This means that using interesting learning methods and media can encourage student creativity which makes learning fun. According to Brillianzha (2021), the think-pair-share strategy is considered cooperative learning and an efficient method to create variety in classroom discussions. This theory is consistent with the findings from the student data which shows that Think-Pair-Share provides enjoyable classroom activity and provides added benefits in learning. The results of the student statement data show that Think-Pair-Share creates a more relaxed and enjoyable situation in English lessons, thus making students happy.

Fifthly, the Think-Pair-Share strategy is effective in increasing students' motivation to speak English. Observations show that there is increased motivation through group discussions and presentations, increasing a supportive environment. Interactive and creative activities, along with teacher involvement, help create a comfortable situation. Furthermore, feedback from peers and teachers encourages active participation and questioning. In line with the opinion by Sagiqa et al. (2022), students who are motivated to learn English will make significant efforts to develop their speaking skills. According to Maysaroh et al. (2022), a supportive environment will motivate students to learn English because they feel comfortable with the support system to achieve their goals. The students also expressed that this strategy not only reduced anxiety and increased enthusiasm for learning, but also allowed them to feel more comfortable and motivated in developing their speaking skills. Additionally, according to statements from Sapitri et al. (2021) and Hanan & Budiarti (2019), Think-Pair-Share provides opportunities for students to be more actively involved and improves students' motivation and speaking competence. This means that the think-pair-share strategy can create a space for them to be more active and reduce anxiety, making them feel more comfortable in their learning process.

In conclusion, by using the Think-Pair-Share strategy as a learning method, students have experienced an improvement in their speaking abilities, making them more fluent and confident while also reducing anxiety. The steps involved in this technique help students practice and increase their motivation to communicate in English. Additionally, the Think-Pair-Share technique encourages students to actively participate as listeners and speakers during the learning process, whether with their paired partners or in the classroom.

CONCLUSION

Based on the research findings, two conclusions have been used to answer the research question. Firstly, the use of Think-Pair-Share can be used as one of the methods to reduce situation-specific speaking anxiety. The teacher has successfully used the think-pair-share method in accordance with the procedure. The use of this strategy as a teaching method has helped students reduce their anxiety and therefore an improvement in their speaking ability. This makes students more fluent and confident in expressing their opinions, able to follow instructions well, actively engage in discussions, and effectively complete tasks assigned individually or in pair discussions. In addition, students also showed increased confidence when presenting the results of their discussions in front of the class, as well as actively asking and answering questions during English lessons.

Secondly, based on the research on students' responses about the use of Think-Pair-Share to reduce situation-specific speaking anxiety in advertisement material, it can be concluded that using the Think-Pair-Share method in teaching advertisement material reduces situation-specific speaking anxiety and leads to several improvements. Such as increasing Self-Confidence and being active in learning activities; reducing anxiety, by not feeling nervous,

fearful, or afraid to speak in front of the class; improving oral communication skills; providing enjoyable activities; and increasing students' motivation to speak English in class.

However, this study had some limitations. There were several limitations in the data collection process. First, there was a time limitation. Some observations took place during free periods, so the researcher was not able to collect data freely. Second, the questionnaires were given in the form of closed and open-ended questions. Because there were open-ended questions, some participants ignored the request to fill them out, which contributed to the low response rate for data analysis. Lastly, the interview. The researcher did not more deeply about how a student can reduce situation-specific speaking anxiety using the Think-Pair-Share method. Additionally, it would be beneficial if this research continues in the future. The researcher suggests that other researchers collect more data in speaking classes and find a better way to reduce situation-specific speaking anxiety by using the think-pair-share method. The writer hopes that future studies on this topic will be continued, as there are still many interesting issues to be discussed.

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