| RESEARCH ARTICLE

Think-Pair-Share: A Strategy for Effective Student-Engaged Literature Classes

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| ABSTRACT

This study investigated the effectiveness of the Think-Pair-Share strategy in improving students' writing performances in literature classes. The researcher used a quasi-experimental design and randomly assigned 50 second-year education students to two groups: a control group and an experimental group. The control group used traditional methods, while the experimental group used Think-Pair-Share. The study employed the short story "Divide by Two" by Francisco Arcellana and a researcher-made rubric to assess students' performances. The experimental group had significantly higher post-test performances than the control group, suggesting that Think-Pair-Share is an effective strategy for improving students' writing performances in literature classes. In conclusion, the findings indicate that Think-Pair-Share effectively enhances students' writing performances in literature classes. This strategy can help students develop their cognitive and meta-cognitive skills, and it can also help them engage in more collaborative learning activities.

| KEYWORDS

Think-pair-share, student engagement, literature, quasi-experimental, Philippines

1. Introduction

Between 551 and 479 BCE, Confucius, a teacher and philosopher of the Autumn Period, wrote the Analects in Chinese history. One of his teachings still rings a bell for today's educators. He said: "I hear, and I forget. I see, and I remember. I do, and I understand." (Donovan & Bransford, 2005).

In 1946, Edgar Dale popularized the Cone of Experience, which showed that students remember only 10% of what they read, but 90% when they view and participate in class (Jacob, 1999).

In 1988, Ekwall and Odwall echoed the same dictum in the poem "How People Learn". Persons learn...

> "10 percent of what they read;
> 20 percent of what they hear;
>   30 percent of what they see;
> 50 percent of what they both see and hear;
> 70 percent of what they say as they talk;
> 90 percent of what they say as they do a thing" (Parry & Gregory, 1998).

Today's educators have realized that teachers are no longer the only resource providers of knowledge, while obedient students remain reasonably contended to be spoon-fed inside the classrooms. Do they really learn?

As a young educator, her exposure to a few months of teaching English to senior high students was quite disheartening. A majority of the students remained quiet, passive, and below par in their literary analytical skills.

A visiting professor from one of the middle schools in New York City came to the University of Cebu College of Teacher Education for a day's seminar on how students really learn. Professor Regie Vergara stressed the importance of engaging students in classroom discussions and allowing them to elaborate and explain ideas to others. According to the professor, teachers should set an atmosphere to develop students' higher-order thinking skills when formulating meaning. His lecture and this researcher's reflection have shed light on how to help students perform better through student-engaged learning, especially in literature classes.

Therefore, this study intends to help make students love literature by facilitating their skills for acquiring meaning through more engaging activities.

1.1 Research Objectives
This study assessed the effectiveness of the Think-Pair-Share (T-P-S) Strategy for literature classes.
Specifically, it sought answers to the following questions:
> 1. What are the pretest performances of the control and experimental groups?
> 2. What are the post-test performances of the control and experimental groups?
> 3. Is there a significant difference between the pretest and post-test performances of the control and experimental groups?
> 4. Is there a significant difference between the post-test performances of the control and experimental groups?

2. Literature Review
Think-Pair-Share, a form of cooperative learning, is effective in a variety of academic settings, including literary classes.

Using Think-pair-share with students in literary studies has a number of benefits. First, it allows students to think about the text before sharing their ideas with the class. This can help them to process the information more deeply and to develop their own interpretations. Second, the think-pair-share encourages students to collaborate with their peers. This can help them to learn from each other's perspectives and to develop their communication skills. Third, think-pair-share can help to make literature classes more engaging for students. By giving them a chance to discuss the text with their peers, this strategy can help to keep them interested and motivated.

Research on think-pair-share has shown that it can effectively improve student learning in literature classes. For example, a study by Smith (2021) found that students who used think-pair-share were more likely to remember the details of a story and to be able to answer questions about it. Another study by Ledlow (2020) found that think-pair-share can help to improve students' critical thinking skills.

2.1. Cognitive Apprenticeship
The theory of Cognitive Apprenticeship stresses that learners pick up knowledge from a more experienced person using their cognitive and meta-cognitive abilities. Learners require professional demonstration and direction during the early stages of learning because they cannot engage in a cognitive apprenticeship on their own. Tasks that are too challenging for learners to complete alone are assigned to them, forcing them to enlist the help of others and work collaboratively to complete them. To put it another way, students must observe more seasoned individuals and then work with them to encourage active engagement in the process. To enhance cognitive abilities like reading comprehension, writing, or problem-solving, cognitive apprenticeship takes place when less experienced students collaborate with professionals (Wang et al., 2020; Collins, 2006).

There are three stages of student learning: cognitive, association, and autonomous. In the first stage, the teacher assists the student in reaching his learning level through modeling, scaffolding, and verbalization (Gallagher, 2020; Collins et al., 1989). In the theory of cognitive apprenticeship, modeling involves experts who demonstrate the tasks explicitly to model the learners' thinking; scaffolding supports the students to cope with the task; and verbalization is the process of expressing their developed understanding of words, which allows teachers to assess how students think critically (Sweller, 2018; Eggen & Kauchack, 2014)

The learner will be assisted to reach the most rapid self-development level, which Collins et al. (1989) and Bransford et al. (2019) call the Zone of Proximal Development. Constant feedback and reminders from the model (the teacher) will increase his learning capacity through scaffolding, while the other students guide retention and transfer of learning through a discussion of ideas (Johnson & Johnson, 2020; Donovan & Bransford, 2005). Researchers have discovered that teachers who view their relationship

with a student as a cognitive apprenticeship and use scaffolding and guided participation to support the student's learning are better at helping the student learn (Johnson, 2022; Wang & Kim, 2019; Grindstaff & Richmond, 2008).

Additionally, reciprocal teaching aims to aid pupils in comprehending and seriously considering what they read. Students in the small reading group are taught four ways to achieve this goal: summarizing a passage's substance, posing a question about its main idea, explaining the challenging passages, and anticipating what will happen next. Reciprocal teaching has the benefit of drawing attention to these four potent techniques. One of the tactics used to carry out reciprocal teaching is questioning; however, students must first be taught how to ask more complex questions because some tend to be literal and shallow (Stahl, 2021; Hacker & Tenent, 2002).

According to Rosenshine and Meister (1994), scaffolding strives to help students develop independent, fluid reading comprehension, which is a crucial element of cooperative learning cognitive apprenticeships. Additionally, Kirschner (2018) states that scaffolding assistance provides learners with the necessary support to learn new concepts and skills and gradually reduces this support as learners become more proficient.

2.2 Cooperative Learning Theory

The PIES acronym, which stands for "positive interdependence, individual accountability, equitable participation, and simultaneous interaction,"—is the foundation of Spencer Kagan's Cooperative Learning Theory, which Johnson and Johnson popularized in 2009.

The idea of positive independence holds that students can only succeed if they depend on one another for help, explanations, and direction. This is done through promotive interaction wherein all the group members engage in face-to-face, close-proximity communication to support and facilitate one other's efforts. This method promotes individual accountability among students as they perform a duty to make everyone in the group cooperate and support one another. For a group to work well, collaborative and social skills are needed, such as providing constructive criticism, agreeing, and including all members in the activity at hand. The group evaluates its performance and learns about group dynamics as part of the simultaneous reaction (Johnson & Johnson, 2018; Donovan & Bransford, 2005).

Moreover, Slavin (1970) defined cooperative learning as an approach to learning whereby students collaborate in small groups to support one another in achieving academic goals. In Slavin's Cooperative Learning Theory, the principle of STAD is adhered to. This acronym stands for "Student Teams Achieved Division." The teacher is only a source of reinforcement, and student-team learning is emphasized. The teams are rewarded for intended achievements, and because each student belongs to a team, there is an equal opportunity to share his ideas (Stahl, 2021; Alexander & Kim, 2020).

Eggen and Kauchak (2014) stated that cooperative learning is how students collaborate in mixed-ability groups to meet particular cognitive and social development goals (Slavin, 2021; Sharan & Sharan, 2019). Additionally, cooperative learning can aid students in developing their social skills (Kılıç, 2023; Mastropieri et al., 2007). When students collaborate closely in groups, emotional barriers frequently dissolve, and both students with and without exceptionalities see that they have more in common than they do differences (Li & Zhang, 2022).

These cooperative concepts have been the trends in modern education. Some of the most influential educators who have also considered these theories as most developmental in student engagement include the following:

Johannessen (2023) emphasized that utilizing small-group collaboration is one of the components of an authentic discussion. This component aids pupils in comprehending various viewpoints more fully. Students revise and improve their thinking as others dispute their ideas or theories. Small-group collaboration also offers students support as they learn new techniques to eventually internalize processes and complete new tasks independently (Wegerif, 2021; Millis & Cottell, 2020).

Rowe (1974) pointed out that depriving students of adequate time to respond to difficult questions is one of many teachers' faults. She stressed that many instructors, especially new ones, appear to be deathly scared of silence in the classroom. However, it is crucial to remember that when teachers pose challenging questions to their students, they cannot anticipate that they will have an answer ready at hand. When teachers ask students with questions, Rowe discovered that many of them are impatient. She claimed that after a question was asked, there was rarely more than a brief pause before the teacher either responded or passed the question on to another student (DiDonato & Smith, 2020). The results can be subpar if students are not given sufficient time to think before responding to higher-level questions (Akin & O'Connor, 2023; Riley, 1986).

2.3 Think-Pair-Share Strategy

Lyman created "Think-Pair-Share" as a strategy for group discussions in the classroom. The strategy earned its name through the students' actions emphasizing what they should be doing at each level (Marzano & Pickering, 2005).

The three phases of this teaching-learning strategy work as follows: (1) Think. During this stage, each student is given a prompt or question to think about independently. They are given time to reflect on the issue and generate original ideas; (2) Pair. Students are required to work in pairs, compare written or mental notes, and choose the ones they believe to be the most compelling or imaginative in order to discuss the solution each student has come up with; (3) Share. The teacher will request the learners to present their ideas to the class after they have briefly conversed in pairs. Additionally, before other peers speak and the conversation moves on, Think-Pair-Share gives students time to consider their own responses to questions. Before being asked to present their opinions aloud to the class, students are given the chance to debate their comments with another student. In this manner, Think-Pair-Share as a cooperative learning strategy benefits students' academic development, self-esteem, peer acceptability, and increased excitement for learning (Patel et al., 2023; Robertson, 2006).

As a cooperative learning strategy, Think-Pair-Share gives students activities that demand accountability and promote interaction. This form of engagement aims to improve students' critical thinking abilities. Teachers encourage students to write their thoughts before sharing them with a companion during Think-Pair-Share activities to increase individual accountability (Kagan, 2001).

Whimbey and Lochhead (1986) argued that the Think-Pair-Share approach would compel students to reflect deeply on what they are doing and allow the teacher and the students to listen in and potentially pinpoint the source of the most serious problems. Instead of becoming overly fixated on giving the perfect response, this encourages students to concentrate on talking and listening.

Marzano and Pickering (2005) list the following benefits of Think-Pair-Share: Quiet students can respond to questions without standing out from their peers since the teacher can offer a variety of questions, which engages the entire class. It moves quickly, does not take much time to prepare, and inspires many students who do not have a solid inherent interest in the subject. Students are more eager to participate in Think-Pair-Share since there is no peer pressure to answer questions in front of the class.

This active teaching-learning strategy promotes students' participation in their learning. In order to strengthen and verify their critical thinking abilities, it encourages students to think first, share their thoughts with their classmates, and learn more from a range of perspectives (Al-Zahrani, 2022; Robertson, 2006).

Additionally, critical thinking entails analyzing the facts and thinking critically and constructively. Mindfulness is one factor in critical thinking. While engaging in daily activities and tasks, mindfulness refers to being awake, mentally present, and intellectually adaptable (Williams, 2023; Santrock, 2009). Students participate in the learning process through classroom activities and/or conversation through active learning instead of passively listening to an expert. The emphasis is on higher-order thinking, and group tasks are expected (Freeman et al., 2022; Freeman, 2014).

People gain knowledge by adding to their existing knowledge and connecting new information to previously learned information to develop a new or better understanding. Active learning approaches usually explicitly instruct students to draw links between new knowledge and their prior mental models (Bransford et al., 2019).

A large body of evidence supports the idea that student participation resulted in better academic results, more civic participation, and better personal growth (Nettles et al., 2021). They are more likely to perform well in class if they are more dedicated to their study, earn better grades, and perform well on tests. In fact, it was noted that lower high school dropout rates have been linked to higher student involvement; the more engaged students are, the more likely they will enroll in and complete college. Some academics claim that improving student involvement can also help reduce achievement gaps by providing students with opportunities to make choices, give input, and take ownership (Marzano, 2018; Lee & Shute, 2009).

Additionally, there is a correlation between a higher level of academic engagement and a number of personal well-being measures. Studies showed that students who are emotionally, cognitively, and behaviorally involved in their studies are more likely to have positive self-esteem and feel content with their lives, and later create higher-quality work (Wang et al, 2021; Gallup, 2013).

Numerous studies have shown that student engagement has personal advantages for both students and teachers. Teachers are considerably more likely to love their jobs, feel more invested in them, and experience less burnout when their classes are full of engaged, focused, participating students who are also having fun and paying attention (Klassen & Chiu, 2018). Furthermore, if there are few behavioral problems and high levels of engagement, the instructor can focus more of their time and energy on fostering learning rather than dealing with interruptions. Individual students, teachers, and the overall learning environment can all benefit from student engagement.

According to Corso et al. (2013), the best way to understand student involvement is to consider the students' exterior experiences with the many facets of school life and their internal thoughts and beliefs about engagement. It consists of three separate but linked "modes": "engaged in thought, engaged in feeling, and engaged in action" (Fredricks et al., 2004).

"Engaged in thought" is realized when students are intellectually dedicated to mastering academic information, have a drive to solve difficulties, and have an investment in learning that would cause them to have self-control and demonstrate capabilities to plan, review, and evaluate their thoughts.

"Engaged in feeling" refers to how students feel about their interpersonal connections with their peers and teachers in the classroom and the sense of community these connections foster. Students who feel a connection to, excitement for, and interest in academic material are indicators of students who are "engaged in feeling." This typically comes with a strong sense of self-confidence in one's intellectual abilities.

"Engaged in action" pertains to the numerous extracurricular activities that students participate in, all geared toward helping them with their academic work and learning. Attending and participating in class, adhering to academic regulations, finishing assignments, studying, and focusing on academic tasks indicate active participation.

According to Astin (1984), student engagement can be widely defined as a student's mental and physical participation in the academic experience, including participation in class activities, relationships/contact with classmates and professors, and extracurricular activities. Students' physical and psychological involvement in academic activities is essential to achieving successful integration and the intended learning results.

The preceding paragraphs stress a better solution to make students learn to appreciate literature thematically through cooperative efforts. The researcher hopes to make literature more interesting, facilitate students' higher-order reasoning, and motivate them. This study intends to provide an authentic activity and engaging assessment of literary pieces through the Think-Pair-Share strategy.

3. Methodology
This section contains detailed information about the procedures and steps on how the study was conducted.

3.1 Research Design
The study used a quasi-experimental approach and compared the performance of two groups of participants from classes that used traditional teaching methods and classes that used the Think-Pair-Share method.
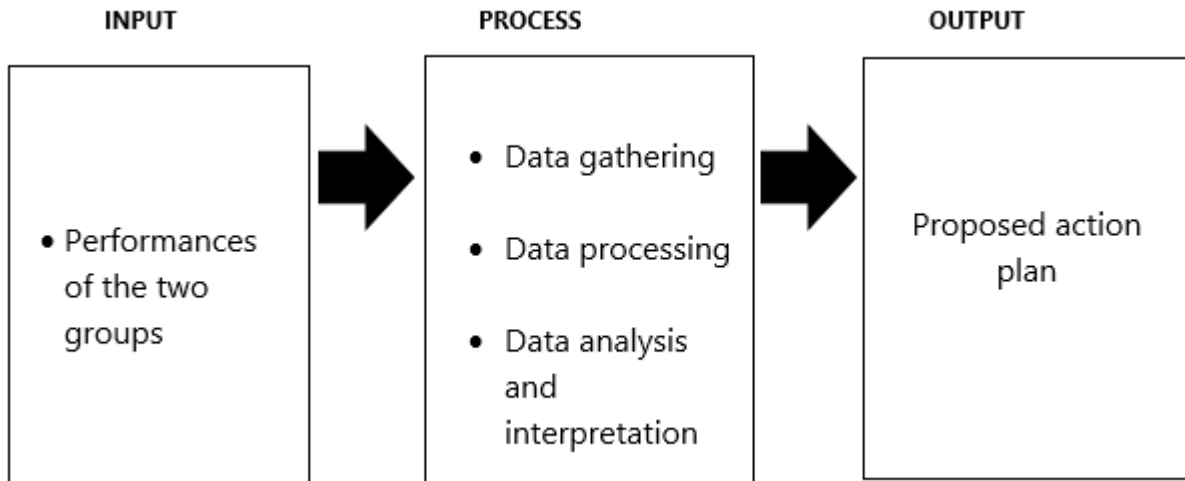
Figure 1. Research Flow

3.2 Research Environment
The study was conducted at the University of Cebu (UC) – Main Campus, a private institution on Sanciangko Street in Cebu City.

Specifically, the study was conducted at the College of Teacher Education, which offers programs, namely, Bachelor of Elementary Education (BEED), which has a total population of 787 this school year, and Bachelor of Secondary Education (BSED) which has a total population of 1,094 students. The BEED program offers majors in General Education and Special Education, while the BSED program offers different specializations: Biological Science, English, Filipino, Social Sciences, Physical Science, and Physical Education. In addition to that, the college this school year has 14 faculty members, including the Dean of the department.

The college has a particular educational technology room and a multimedia room that provide students access to technology and instructional materials. The demonstration room is utilized for graduating students.

3.3 Research Participants

The 50 second-year College of Teacher Education students who studied the Philippine Literature (Lit 3) course were the study's participants. They were split into two groups: the experimental group and the control group, and were grouped according to their age, gender, and Lit 3 midterm grade. The pairings and groupings of the participants are displayed in Table 1.

Table 1
Pairing of the Research Participants

Control Group				Experimental Group			
			Midterm Grade				**Midterm Grade**
Subjects	**Sex**	**Age**	**in Lit 3**	**Subjects**	**Sex**	**Age**	**in Lit 3**
C01	M	18	3.0	E01	M	18	3.0
C02	M	18	2.5	E02	M	18	2.8
C03	M	19	2.6	E03	M	19	2.6
C04	M	19	3.1	E04	M	19	3.3
C05	F	17	2.6	E05	F	17	2.6
C06	F	17	2.7	E06	F	17	2.7
C07	F	18	2.6	E07	F	18	2.6
C08	F	18	2.6	E08	F	18	2.6
C09	F	18	2.6	E09	F	18	2.6
C10	F	18	2.8	E10	F	18	2.8
C11	F	18	2.7	E11	F	18	2.6
C12	F	18	3.1	E12	F	18	3.3
C13	F	18	2.4	E13	F	19	2.4
C14	F	18	2.9	E14	F	20	2.9
C15	F	19	2.6	E15	F	19	2.6
C16	F	19	2.7	E16	F	19	2.7
C17	F	18	2.5	E17	F	19	2.6
C18	F	18	2.9	E18	F	19	2.8
C19	F	20	2.6	E19	F	20	2.6
C20	F	22	2.6	E20	F	22	2.5
C21	F	24	2.5	E21	F	26	2.5
C22	F	23	3.3	E22	F	26	3.1
C23	F	28	2.4	E23	F	29	2.6
C24	F	17	3.2	E24	F	20	3.2
C25	F	17	2.5	E25	F	20	3.0

Table 1 shows the pairings of the study's participants. They were paired up based on gender, age, and midterm grade. The table reveals primarily female participants in both the control and experimental groups. Only four men from each group took part in the study. It also showed that most participants aged 17 to 21 have midterm grades between 2.5 and 2.9.

Table 2 further shows the variables used for the grouping of the participants.

Table 2
Matching of Participants

Variables		Control Group		Experimental Group	
		Male	Female	Male	Female
Age	17 – 21	4	17	4	17
	22 – 26	0	3	0	3
	27 – 31	0	1	0	1
	Total	**4**	**21**	**4**	**21**
Midterm Grade	2.0 – 2.4	0	2	0	1
in Lit 3	2.5 – 2.9	2	16	2	16
	3.0 – 3.4	2	3	2	4
	Total	**4**	**21**	**4**	**21**

Table 2 shows the matching of the research participants. Regarding gender, age, and midterm grade in the Lit 3 class, the control and experimental groups were appropriately matched. Overall, the number of participants in each group was four males and twenty-one females. With a corresponding grade that varied from 2.0 to 2.4, 2.5 to 2.9, and 3.0 to 3.4, both groups had the same number of research participants.

3.4 Research Instrument

The key instrument that the researcher employed for the study was the short story "Divide by Two" by Francisco Arcellana. The researcher chose this literary piece since it is widely read, but challenging to assess without a deeper look. She thought this was an excellent piece for evaluating students' ability to use literary allegories and textual analysis to demonstrate critical thinking.

The researcher also used this rubric: the central idea (30%), coherence or organization (25%), relevance or analysis (25%), and correct usage (20%). Aside from the story "Divide by Two", the researcher also used one of Francisco Arcellana's short stories entitled "The Mats" and the short story written by Paz Latorena entitled "Small Key" as springboards and means of teaching students to critically and to recognize the components of each story, and eventually to write a theme-based on what the groups analyzed.

The rating and categories were as follows:

Rating	Category	Description
76.00 – 100.00	Very Effective	The student has fully grasped the central idea completely. The idea is coherent and backed up by textual evidence. Symbols are analyzed effectively into grammatically meaningful paragraphs.
51.00 – 75.00	Effective	The student has almost completely grasped the central idea. The idea is organized; however, it lacks supporting details. Paragraphs lack enough support, and lapses in grammar are quite evident.
26.00 – 50.99	Fair	The student has partially grasped the central idea but has no details to support it. The student expresses ideas more of a general opinion rather than presenting and analyzing proof of symbols. Paragraphs have some grammatical lapses but are readable.
1.00 – 25.99	Not Effective	The student has never grasped the central idea. The ideas presented in the paragraphs are disorganized and not related to the story. The student does not show comprehension of the theme of the story. The paragraphs have many grammatical lapses and are not readable.

3.5 Research Procedure

Gathering of Data. The researcher sent a letter to the dean of the College of Teacher Education (CTE) seeking permission to conduct the study. The researcher requested permission from the subject teacher to visit his class once the letter was approved in order to collect data on the participants' ages, genders, and midterm grades.

Before conducting the actual data gathering, the researcher used the "Small Key" as the material to discuss with the participants the elements of the short story, which was given as a reading assignment by their subject instructor. In the discussion, the researcher made emphasis on how the participants should write a theme for a particular story. At the end of the discussion, the researcher asked them to write what is the theme of the story "Small Key" on a piece of paper. Before the class period ended, the researcher distributed copies of the story "Divide by Two" and asked the students to read the story for homework. This was done in the first meeting.

At the second meeting, the researcher divided the class into two groups of participants—the control group and the experimental group by matching their demographic profiles, which include their sex, age, and midterm grade in Philippine Literature class (Lit 3). The researcher then administered pretests to the participants, asking them to analyze the short story "Divide by Two" by Francisco Arcellana using thematic analysis. The researcher then gave the pretest outputs from the two groups to three evaluators, who used the researcher-made rubric to assess the participants' work.

After administering the pretest sessions for both groups, in the third session, the researcher gave the usual class discussions for the control group using the story "Divide by Two" and "Think-Pair-Share" intervention for the experimental group using the story "The Mats" and had the chance to practice think, pair and share their thoughts about the story. Since the participants were all from the same class, this was done alternatively in a different meeting.

On the fourth meeting, only the experimental group had to undergo the procedure because they were now using Think-Pair-Share for the story "Divide by Two". The participants in the experimental group were given 20 minutes to read and review the story again since it was already given as their assignment at the last meeting and thought of possible questions or assumptions that they could share and wrote them on a piece of paper. The participants were guided with the fundamental questions based on the elements of a short story. After reading and reviewing the story, the researcher asked them to choose a partner, just the one who sits beside them, to be their pair. Each pair was given 15 minutes to talk about the questions each came up with in connection to the story and compared notes and ideas, and chose the answers they thought were excellent, compelling, or distinctive. After the participants shared in pairs for 15 minutes, the researcher called for pairs to volunteer to share their ideas with the class.

During the posttest, both groups of respondents took the same question they had in their pretest. Finally, the same experts who reviewed the pretest performance of the two groups using the researcher-made criteria also gathered and evaluated the post-test outputs from the two participant groups.

Treatment of Data. The data collected for the study were analyzed using the following statistical tools:
Frequency Count and Per Cent were used to compile, assess, and analyze the pretest and posttest results for the control and experimental groups using theme analysis;

The t-test for Correlated Samples For Means was utilized to establish the significance of the differences between the control and experimental groups' pre-and post-test results; and

The t-test for Two Independent Samples was utilized to assess the importance of the performance differences between the experimental and control groups on the post-test.

4. Results and Findings

The pretest results for the control and experimental groups are shown in Table 3, as evaluated by the three experts using the rubric.

Table 3
Pretest Performance of the Control and Experimental Groups

Central Idea (30%)			Control Group		Experimental Group	
Score Ranges (%)	**Categories**		**Frequency**	**Per Cent (%)**	**Frequency**	**Per Cent (%)**
22.75 - 30.00	Very Good	(4)	0	0.00	0	0.00
15.50 - 22.74	Good	(3)	0	0.00	0	0.00
8.25 - 15.49	Fair	(2)	25	100.00	25	100.00
1.00 - 8.24	Poor	(1)	0	0.00	0	0.00
Total:			25	100.00	25	100.00
Coherence or Organization (25%)						
Score Ranges (%)	**Categories**					
19.00 - 25.00	Very Good	(4)	0	0.00	0	0.00
13.00 - 18.99	Good	(3)	0	0.00	0	0.00
7.00 - 12.99	Fair	(2)	24	96.00	25	100.00
1.00 - 6.99	Poor	(1)	1	4.00	0	0.00
Total:			**25**	**100.00**	**25**	**100.00**
Relevance or Analysis (25%)						
Score Ranges (%)	**Categories**					
19.00 - 25.00	Very Good	(4)	0	0.00	0	0.00
13.00 - 18.99	Good	(3)	0	0.00	0	0.00
7.00 - 12.99	Fair	(2)	25	100.00	25	100.00
1.00 - 6.99	Poor	(1)	0	0.00	0	0.00
Total:			**25**	**100.00**	**25**	**100.00**
Correct Usage (20%)						
Score Ranges (%)	**Categories**					
15.25 - 20.00	Very Good	(4)	0	0.00	0	0.00
10.50 - 15.24	Good	(3)	0	0.00	0	0.00
5.75 - 10.49	Fair	(2)	12	48.00	13	52.00
1.00 - 5.74	Poor	(1)	13	52.00	12	48.00
Total:			**25**	**100.00**	**25**	**100.00**
Overall Score (100%)						
Score Ranges (%)	**Categories**					
76.00 - 100.00	Very Good	(4)	0	0.00	0	0.00
51.00 - 75.99	Good	(3)	3	12.00	3	12.00
26.00 - 50.99	Fair	(2)	22	88.00	22	88.00
1.00 - 25.99	Poor	(1)	0	0.00	0	0.00
Total:			**25**	**100.00**	**25**	**100.00**

Table 3 reveals the pretest results of the control and experimental groups. It is evident that the two groups of participants had fair ratings in their pretests based on the criteria given in the rubric. In the criteria for the central idea, and relevance or analysis, a hundred percent of the participants of both groups had fair ratings. In the criteria for coherence and organization, though both groups had fair ratings, a hundred percent of the participants in the experimental group all belonged to the fair rating, but there was one participant in the control group who got poor ratings. In the criteria for correct usage of the rubric, there were 52% of participants from the control group got poor ratings, and 48% of participants in the experimental group got poor ratings. This indicates that the majority of the participants had poor usage of grammar. As the overall result found in Table 3, both the results of the control and experimental groups were evidently the same. Both groups had fair ratings, equivalent to 88% of the overall performance, while only 12% of both participants got good ratings.

Based on the result in Table 3, students really need interventions to enhance their performances. This demonstrates that in the early stages of learning, learners cannot learn that much without the demonstration and direction of a more experienced person. To improve cognitive and metacognitive abilities and processes, students must collaborate with more experienced individuals and engage them in tasks with others (Collins, 2006).

Table 4 shows the post-test performances of the two groups of participants.

Table 4
Posttest Performances of the Control and Experimental Groups

Central Idea (30%)			Control Group		Experimental Group	
Score Ranges (%)	Categories		Frequency	Per Cent (%)	Frequency	Per Cent (%)
22.75 - 30.00	Very Good	(4)	1	4.00	21	84.00
15.50 - 22.74	Good	(3)	22	88.00	4	16.00
8.25 - 15.49	Fair	(2)	2	8.00	0	0.00
1.00 - 8.24	Poor	(1)	0	0.00	0	0.00
Total:			**25**	**100.00**	**25**	**100.00**
Coherence or Organization (25%)						
Score Ranges (%)	Categories					
19.00 - 25.00	Very Good	(4)	0	0.00	19	76.00
13.00 - 18.99	Good	(3)	24	96.00	6	24.00
7.00 - 12.99	Fair	(2)	1	4.00	0	0.00
1.00 - 6.99	Poor	(1)	0	0.00	0	0.00
Total:			**25**	**100.00**	**25**	**100.00**
Relevance or Analysis (25%)						
Score Ranges (%)	Categories					
19.00 - 25.00	Very Good	(4)	0	0.00	20	80.00
13.00 - 18.99	Good	(3)	22	88.00	5	20.00
7.00 - 12.99	Fair	(2)	3	12.00	0	0.00
1.00 - 6.99	Poor	(1)	0	0.00	0	0.00
Total:			**25**	**100.00**	**25**	**100.00**
Correct Usage (20%)						
Score Ranges (%)	Categories					
15.25 - 20.00	Very Good	(4)	0	0.00	17	68.00
10.50 - 15.24	Good	(3)	16	64.00	8	32.00
5.75 - 10.49	Fair	(2)	9	36.00	0	0.00
1.00 - 5.74	Poor	(1)	0	0.00	0	48.00
Total:			**25**	**100.00**	**25**	**100.00**
Overall Score (100%)						
Score Ranges (%)	Categories					
76.00 - 100.00	Very Good	(4)	0	0.00	20	80.00
51.00 - 75.99	Good	(3)	25	100.00	5	20.00
26.00 - 50.99	Fair	(2)	0	0.00	0	0.00
1.00 - 25.99	Poor	(1)	0	0.00	0	0.00
Total:			**25**	**100.00**	**25**	**100.00**

As indicated in Table 4, both participant groups improved their pre-test scores. However, it is clear that the participants' performances in the experimental group significantly improved. From the criteria listed in the rubric, most of the experimental group participants received *very good* ratings on the post-test.

This demonstrates how a learner's capacity for learning develops as he or she receives scaffolding assistance during the learning phase (Kirschner et al., 2018; Donovan & Bransford, 2005).

Another notable change in the experimental group's results is the participants' *very good* performances in all aspects of the rubric. This can be linked to the discussion's duration and the students' shared reflections. This is the advantage of Think-Pair-Share. The teacher can mentor the students, assisting them in coaching potential interpretations or analyses. Scaffolding and mentoring are the basics of Collins' theory of Cognitive Apprenticeship (Collins, 2006). Since thinking is not automatic in young people, incredibly divergent learners, the time element in Think-Pair-Share demonstrates the strategy's effectiveness. For the experimental group, the 15-minute time limit was a huge advantage (Rowe, 1974).

The performance differences between the Control and Experimental Groups on the pretest and posttest are shown in Table 5.

Table 5
Difference Between the Pretest and Posttest Performances of the Control and Experimental Groups

Pretest and Posttest Scores of the Control Group in Terms of:	p-Value	Decision on Ho	Interpretation
Central Idea	0.000	Reject Ho	Significantly Different
Coherence or Organization	0.000	Reject Ho	Significantly Different
Relevance or Analysis	0.000	Reject Ho	Significantly Different
Correct Usage	0.000	Reject Ho	Significantly Different
Overall Scores	0.000	Reject Ho	Significantly Different

As shown in Table 5, all the null hypotheses were rejected in favor of the alternative hypotheses. It means that there were significant differences in the pretest and posttest performances of both groups of participants in making thematic analysis in terms of central idea, coherence or organization, relevance or analysis, and correct usage.

As shown in the previous tables, the results of the test hypotheses indicate that the posttest performances of the control and experimental groups had increased significantly after exposing them to the traditional way of teaching and through the use Think-Pair-Share strategy, respectively.

This suggests that giving students the opportunity to participate in activities that encourage small-group collaboration and social interaction would help students perform better. This is the most effective strategy to keep students in class and build their social skills (Kagan, 2001).

Table 6
Difference Between the Posttest Performances of the Control and Experimental Groups

Posttest Scores of the Control Group in Terms of:	p-Value	Decision on Ho	Interpretation
Central Idea	0.000	Reject Ho	Significantly Different
Coherence or Organization	0.000	Reject Ho	Significantly Different
Relevance or Analysis	0.000	Reject Ho	Significantly Different
Correct Usage	0.000	Reject Ho	Significantly Different
Overall Scores	0.000	Reject Ho	Significantly Different

Table 6 demonstrates that all the null hypotheses were rejected in favor of the alternative hypotheses. This means that there were significant differences between the post-test results of the experimental and the control groups.

As shown in the distribution of the participants' scores, the experimental group performed better than the control group. It implies that engaging students through the Think-Pair-Share strategy in making a thematic analysis is more effective than the traditional teaching method.

The study's findings found that the experimental group, which used Think-Pair-Share, had significantly higher post-test performances than the control group, which used traditional methods. This suggests that Think-Pair-Share is an effective strategy for improving students' writing performances in literature classes. The study also found that Think-Pair-Share can help students develop their cognitive and meta-cognitive skills, and it can also help them engage in more collaborative learning activities. The study's results show that using the Think-Pair-Share method to engage students in the classroom is an effective strategy. The findings conform with Robertson's (2006) assertion that Think-Pair-Share is an active teaching-learning technique that strives to involve students in their learning by emphasizing answering questions thoughtfully before discussing them with peers. They also agree with Ledlow (2001), who claimed that employing Think-Pair-Share while posing questions during a lecture is an excellent approach to getting students actively engaged in their learning, assessing their comprehension, and encouraging them to apply new knowledge.

5. Conclusion

Think-Pair-Share is an effective strategy for improving student retention and transfer of learning in a literature class. The thematic discussion is a motivating and engaging activity because the students exchange views and practice articulating their ideas, thus increasing their autonomy, a predictor of engaged student learning. In conclusion, think-pair-share is a promising strategy for improving student learning in literature classes. This strategy has several benefits, including giving students time to think, encouraging collaboration, and making literature classes more engaging. Research on think-pair-share has shown that it can effectively improve student learning in this subject area.

5.1 Further Recommendation for Future Research

In the light of the findings, the following topics are recommended:
1. The use of the Think-Pair-Share strategy in engaging students in Math, Science, and other classes as well;
2. The use of Think-Pair-Share in enhancing the critical thinking skills of the students; and
3. The use of Think-Pair-Share as a guide for decision-making development.

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