

**EFFECT OF THINK-PAIR-SHARE INSTRUCTIONAL STRATEGY/LECTURE METHOD ON SENIOR SECONDARY SCHOOL STUDENTS' ACADEMIC ACHIEVEMENT IN ENGLISH LANGUAGE IN ABIA STATE**

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**Abstract**

This study investigated the effect of the Think-Pair-Share instructional strategy on senior secondary school students' achievement in English language. A quasi-experimental pretest-posttest non-equivalent control group design was adopted in Abia State. Eight research questions and hypotheses guided the study. The sample comprised 110 SSII students from three public co-educational secondary schools selected through purposive sampling. Two intact classes were assigned to experimental and control groups. Data were collected using a 34-item multiple-choice Reading Comprehension Achievement Test (RCAT) developed by the researcher, validated by experts, and tested for reliability using the Kuder Richardson (K-R20) formula, which yielded a coefficient of 0.71. The treatment lasted six weeks, with pre- and post-tests administered by the students' regular English teachers. Mean and standard deviation were used to answer research questions, while Analysis of Covariance (ANCOVA) tested hypotheses at 0.05 significance level. Results revealed that Think-Pair-Share significantly improved students' achievement in reading comprehension compared to the lecture method. The strategy had a stronger positive effect on weak and less-achieving students. Based on these findings, it was recommended that teachers adopt Think-Pair-Share more regularly in teaching reading comprehension instead of relying on the conventional lecture method.

**Keywords: Instructional Strategy, Think-Pair-Share Instructional Strategy, Students Academic Achievement**

**Introduction**

English language is used in teaching in Nigeria system of Education and also offered as a core subject in our secondary schools. It is the key to educational advancement. The Nigerian university does not admit any student who does not have credit in English language. Hence, Nwachukwu and Sunday (2012) observed that the major aim of the Nigeria educational system is to enhance the activities that involve the teaching and learning of the English language because of its important role as the language of education. One not being competent in English language affects one's personal growth and also the country's development. The secondary school level of education is the bridge between the primary level of education and the tertiary level of education where it is assumed that the student must have become competent enough in the language so that he or she will be able to cope with the demands of the society. In Nigeria, all the government transactions are carried out in English. Since all policies, decisions, edicts and formal consultations among the government officials are carried out in English language, it is imperative that English language teachers should take the teaching and learning of English seriously for the students to have a good command of the language.

Poor attitude of teachers to using innovative teaching methods leads to students' poor academic achievement in English language. Oyinloye & Gbenedio, (2010) opined that the major factor responsible for fallen standard of English language is teachers not using the appropriate teaching method in teaching. Learning can only take place when the teacher uses the appropriate teaching method to teach the subject. Educational reformers who are interested in making schools and classrooms capable of producing intended result have always advocated changing the traditional curriculum and the methods used in teaching to help engage the students to participate in solving the problem. There is a constant reminder that learning should be captivating to maintain and retain students' interest and participation. The extent of content area students learn in a class is not only determined in part by the students' ability and prior preparation, but also determined by the learning styles and teachers' methods of Instruction. In order to attain to the different learning goals, teachers need to use student-centred teaching methods that enhance academic achievement. Poor academic achievement in English language may be attributed to a number of factors, one of which is the use of poor, ineffective traditional method of teaching. Confirming this, Nwigwe & Izuagba, (2011) assert that the type of method used in teaching can increase the attention of students and zeal to learn or make them lose interest. In fact, what a child learns does not only depend on what he/she is taught, but on how he/she is taught. This is why the teacher's effectiveness rests on his/her Instruction, creativity and selecting the right methods of presenting what he/she teaches.

The traditional methods are regarded as the already existing methods of teaching in the normal setting. These methods according to Izuagba and Nwigwe (2014) make the language class not to be interesting and do not allow the learners to participate in teaching and learning; hence, opportunity to practice the target language, English, is not provided. Here, the students are less motivated and are unable to effectively interact with the language. Thus, this lecture method of teaching is highly criticized and blamed for students' poor conception. This generally affects their academic achievement and leads to a general decline in academic achievement. The lecture method is perhaps most widely practiced method of teaching. A lecture is usually an exposition, a talk, address or other forms of verbal presentations to students by a teacher.

However, it is not a suitable method of teaching to be used at the lower levels of education. This is because real teacher-pupil interaction which is necessary for the promotion of learning is lacking. In a lecture method, the teacher is in complete verbal instruction or exposition with little or no interruptions. He or she tells the class what he or she feels they should know. The students simply listen and write down notes. The students are not actively involved in the process of teaching and learning while the teacher is very active, determining what to teach, the speed at which it is taught and the method of teaching as it pleases and suits him or her instead of trying to understand the learners' need and adopt strategies, pace and content that suit them. In lecture method, communication flows only in one direction, from the teacher to the students. Thus, it is referred to as a teaching method in which there is a one-way communication. The teacher usually makes an oral presentation of information to the students, who in turn, listen silently and jot down points. It is a teacher-centered method of teaching where teaching is so much emphasized than learning. The teacher is always the custodian of knowledge and information giver. Lecture method involves the act of giving a long talk to the students on a particular subject or topic within a specific time (Kanno, 1997). It helps the teacher to use his or her time well thereby allowing the teacher to deal with a very large number of students at the same time. It also leads to easy coverage of the

syllabus and helps the students to develop and improve the ability to listen attentively. This method of teaching does not encourage high academic achievement.

Reading is one of the skills we have in English language. Comprehension is the basis for reading as it explains the procedure that effectively helps in drawing out information from any given passage. Reading Comprehension requires that students can skim for the main idea, scan for specific information, summarize or paraphrase and ask oneself questions to draw conclusion so that students can become readers who can select information from a given text in order to harmonize critically and reflect on what is being read. For example, students should be supplied with varieties of reading and writing activities that have a very good reading comprehension skills (Alfallaji, 2017). Provision of instructions that have reading comprehension skills are necessary to improve the students' ways of critical thinking so as to help them understand any complex text presented to them. Reading Comprehension is made up of complex factors like cognitive, linguistic and socio-cultural variables which has made it difficult for language teachers to teach the students Reading Comprehension effectively (Alenizi, 2019, Ismail & Tawalbeh, 2015). DeBruin-Parecki (2015) opined that reading helps the students to understand difficult text structures on their own and also helps them to improve their skills both academically and professionally. Readers who are successful in reading have deeper comprehension which helps them to have connection between different ideas, understand difficult concepts and simultaneously think about the information while reading.

Academic Achievement is an action of achieving an academic exercise successfully. According to Akani (2017), the essence of academic achievement is to determine the extent learning has taken place at a particular point in time. Academic Achievement also deals with assessing the students to determine their strength and weaknesses. It also helps both the teacher and the students by enabling the teacher change his or her teaching method and the students to improve on their academic achievement. It is useful in testing whether the students retained what is taught to them. Academic Achievement could be used to find out the appropriateness of an Instructional strategy to enable the teacher make some amendments. (Kabutu, Oloyede and Bandele, 2015).

Think-Pair-Share was first proposed by Lyman (1981) as a cooperative learning technique. Think-pair-share has a three-step process where a particular question is being posed to the students and the students are given a limited amount of time to think about the question, organize their thoughts, come up with their ideas and answers to the particular question. Then, they go on to the next stage where they work in pairs and address their response. According to Pressley in Yunita (2020), this step helps the learners to exchange ideas with their pairs which in turn gives them the opportunity to learn what they know and what they need to know from each other. According to Yunita in Millis (2020), in the last step, students exchange their thoughts with the entire group or class. This is different from the lecture method as it allows the students to discuss and learn from one another in an interactive manner. Raba (2017) opined that Think-Pair-Share (TPS) avails the students the opportunity to improve on the way they collaborate and communicate with their peers. Think-Pair-Share can also be used to promote students' engagement through discussion and interaction.

Think-Pair-Share (TPS) has a strong effect on the development of students' oral communication skills, strengthens critical thinking, creates room for students to work on their own and improve their level of self-efficacy. When learners take part actively in Think-Pair-Share, it improves their level of understanding and satisfaction after the intervention. Think-Pair-Share (TPS) as a

collaborative learning method helps the learners to develop their problem solving skills, critical thinking and improve on their communication skills. Besides, it is an effective tool that promotes discussion among peers as well as teachers. As a result of this implication in teaching-learning, a democratic environment is set up which learners learn without the fear of teachers and peer criticism (Sharma and Priyamvada, 2018).

Think-Pair-Share is an Instructional strategy planned to provide students with a content to think about which enables them to come up with their individual thoughts and then share these thoughts with another learner. It is a student centred strategy designed to encourage the students to participate effectively in the classroom. Instead of using basic recitation method which allows the teacher to ask a question and one student answers it, Think-Pair-Share helps the students to respond to any question asked and also helps them to focus on any task given to them without being distracted (Richards and Rodgers in Tauricha, 2013). Slavin in Tauricha (2013) describes Think-Pair-Share as a teaching strategy which allows the teacher to pose a question to the class, the students are instructed to think and come up with an answer to the question on their own, then pair with their partners to reach a consensus on what the answer should be. Finally, the teacher enjoins the students to share what they have mutually agreed to be the answer with the rest of the class.

Barkley in Tauricha (2013) states that in Think-Pair-Share, the teacher develops and asks a question, gives students time to think about the answer, then asks the students to exchange their thoughts with a partner and then finally share the thoughts with the entire class. Think-Pair-Share is very suitable for engaging and supplying the students with new and interesting ways to work as a team in the classroom to enable them participate effectively. The “Think” component requires students to stop and reflect on the question before speaking, thus availing them the opportunity to organize their thoughts. The “pair” and “share” components enable learners to see whether there are similarities and differences between the answers provided by others, and to practice their response first in a healthy learning environment before going to the entire class to share their answers. This opportunity to practice comments first with a peer enhances effectively the way the students contribute. This generally helps them to willingly and readily speak in a larger group.

Santa in Tauricha (2013) explains that Think-Pair-Share is a discussion strategy that can be used as a pre-reading activity, problem-solving strategy and a follow-up activity where each student takes part in the teaching process. Think-Pair-Share as a cooperative learning strategy has the elements of cooperative learning where peer interaction promotes positive interdependence. This helps the students to learn from each other and share ideas to enable them to report to the whole group. Each student is accountable in this learning process. Also, Interpersonal skills are emphasized on both the pair and group sharing components where face to face interaction is very important for the successful operation of Think-Pair-Share. Furthermore, understanding how male and female students respond to different instructional strategies is essential, as gender may influence participation and achievement in English language learning.

Think-Pair-Share is a cooperative learning methods where small groups or teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a skill, task, strategy, or content while the teacher guides, facilitates and supports the learners. Since students gain a lot when actively participating in knowledge construction, it then becomes imperative to investigate whether the involvement of students during classroom instruction could enhance learning of comprehension in English language at the Senior Secondary School two level in Abia State which is the main focus of this study.

## Purpose of the Study

The major purpose of this study was to find out the effect of Think-Pair-Share instructional strategy on Senior Secondary students academic achievement in English language in Abia State. Specifically, the objectives of the study were to:

1. Determine the mean achievement scores of students taught Reading Comprehension using Think-Pair-Share and those taught using lecture method.
2. Find out the mean achievement scores of male and female students taught Reading Comprehension using Think-Pair-Share.

## Research Questions

The following research questions guided the study:

1. What are the mean achievement scores of students who were taught Reading Comprehension using Think-pair-share and those taught using lecture method?
2. What is the mean achievement scores of male and female students who were taught Reading Comprehension using Think-pair-share method?

## Hypotheses

The following null hypotheses were formulated and tested at 0.05 level of significance to guide the study:

**HO<sub>1</sub>:** There is no significant difference between the mean achievement scores of students who were taught Reading Comprehension using Think-pair-share and those taught using lecture method.

**HO<sub>2</sub>** There is no significant difference between the mean achievement scores of male and female students who were taught Reading Comprehension using Think-pair-share

## Research Methods

The study is quasi-experimental design. The study was carried out in Abia state of Nigeria. The population of the study comprised 4,500 senior secondary school two (SSII) English language students in 250 government owned secondary schools in Abia State in the 2022/20223 academic year in Abia State. (Abia State Secondary Education Management Board, 2022). The purposive sampling technique was used to select 110 senior secondary school two students. The instruments that were used for data collection were a researcher's developed Reading Comprehension Achievement Test (RCAT), and SS II English language lesson plan. The research instrument " Reading Comprehension Achievement Test" (RCAT) was subjected to face and content validation by experts. The reliability of the Reading Comprehension Achievement Test was determined using Kuder Richardson (KR<sub>20</sub>) statistics which yielded 0.71. The instrument for data collection for this study (Reading Comprehension Achievement Test) was administered to the students as pre-test before treatment by the research assistants. The results were collected and marked while the scores were recorded as pre-test scores. The post-test was administered after the treatment phase to both the experimental and control groups. Again, the results were collected and marked and the scores were recorded. Both the scores for pre-test and post-test were used for data analysis. For consistency and objectivity in scoring, the students' work and marking schemes were developed

by the researcher for both pre and post-Reading Comprehension Achievement Test (RCAT). The marking schemes were used to mark the tests after which the scores were collected. The RCAT 1 marking scheme was used to mark the RCAT I pre-test while RCAT 2 marking scheme was used to mark the RCAT 2 post-test. Lesson plans written by the researcher were used by the research assistants who were the regular English language teachers in the schools to teach the three groups. Data were analyzed using mean, standard deviation and Analysis of Co-variance (ANCOVA). The descriptive statistics (mean and standard deviation) was used to answer the research questions while the Analysis of Covariance (ANCOVA) was used to test the null hypotheses at 0.05 level of significance. The null hypothesis was accepted when the significance of P-value was greater than 0.05 alpha levels but was rejected when the significance of P-value was less than 0.05 alpha level.

**Data Presentation and Analysis**

The results from the data analysis done were presented in the tables below:

**Research Question 1**

What are the mean achievement scores of students who were taught Reading Comprehension using Think-Pair-Share and those taught using Lecture method?

The results for answering research question 1 were presented in the Table 1.

**Table 1: Pretest and Posttest achievement mean scores of students taught Reading Comprehension Using Think-Pair-Share and Lecture Methods**

Group	Pretest			Posttest		Mean gain scores
	N	X	SD	X	SD	
TPS (Exp2)	42	14.85	2.11	28.66	2.18	13.81
Lect. Mtd	25	14.73	2.18	18.39	2.21	3.66

TPS= Think-Pair-Share Strategy, Lect. Mtd. = lecture method

The data in Table 1 show that the students taught Reading Comprehension using Think-Pair-Share had a pretest mean score of 14.85 with standard deviation of 2.11 and a post test mean score of 28.66 with standard deviation of 2.18 while those taught with the lecture method (Control group) had a Pre-test mean score 14.73 with a standard deviation of 2.18 and a posttest mean score of 18.39 with the standard deviation of 2.21. The result further showed that the students taught Reading Comprehension using Think-Pair-Share had a mean gain of 13.81 while those taught with the lecture method (Control group) had a mean gain of 3.66. This showed that Think-Pair-Share had increasing effect on the students’ academic achievement in Reading Comprehension, having recorded higher mean gain than the lecture method. In other words, the use of Think-Pair-Share instructional strategy in teaching Reading Comprehension resulted to a higher mean achievement scores of students with the Think-Pair-Share strategy having higher mean achievement than the lecture method.

A corresponding hypothesis that addressed the above research question is:

**Hypothesis 1**

There is no significant difference between the mean achievement scores of students who were taught Reading Comprehension using Think-Pair-Share and those taught using lecture method.

**Table 2: Analysis of Covariance (ANCOVA) on the mean achievement scores of students taught Reading Comprehension using Think-Pair-Share and those taught using Lecture method**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	21320.111 <sup>a</sup>	3	7106.704	179.807	.000
Intercept	2456.123	1	2456.123	62.143	.000
Pretest	3326.331	1	3326.331	84.160	.000
Group	3530.121	1	3530.121	89.316	.006
Error	4229.015	107	39.524		
Total	151344.033	110			
Corrected Total	214219.702	109			

Significant at 0.05 level of significance

Table 2 shows that a significant Probability (P)-value of 0.006 was obtained which is less than 0.05 alpha level. This implies that the null hypothesis of no significant difference was rejected. Therefore, there was a significant difference between the mean achievement scores of students who were taught Reading Comprehension using Think-Pair-Share and those taught using lecture method.

### Research Question 3

What is the mean achievement scores of male and female students who were taught Reading Comprehension using Think-Pair-Share?

The results for answering research question 2 were presented in the Table 3.

**Table 3: Pretest and Posttest achievement mean scores of Male and Female Students taught Reading Comprehension Using Think-Pair-Share**

Gender	N	Pretest		Posttest		Mean gain scores
		X	SD	X	SD	
Male	18	14.94	2.30	28.09	2.44	13.15
Female	24	15.03	2.39	27.02	2.55	11.99
Effect						1.16

The results in Table 3 revealed that male students taught Reading Comprehension using Think-Pair-Share had Pretest mean achievement score of 14.94 with standard deviation score of 2.30 and

also had posttest mean achievement score of 28.09 with standard deviation score of 2.44. Their female counterparts also recorded a pretest mean score of 15.03 with standard deviation score of 2.39 and a posttest mean achievement score of 27.02 with standard deviation score of 2.55. The table further indicated that the male students recorded a mean gain score of 13.15 while the female students had a mean gain score of 11.99. This implies that the male students taught Reading Comprehension using Think-Pair-Share had a higher mean gain of 1.16 over their female counterparts.

A corresponding hypothesis that addressed the above research question is:

### Hypothesis 3

There is no significant difference between the mean achievement scores of male and female students who were taught Reading Comprehension using Think-Pair-Share.

The data for testing hypothesis 3 were analyzed with ANCOVA and the results presented in Table 4.

**Table 4. Analysis of Covariance (ANCOVA) of Achievement scores of Male and Female Students taught Reading Comprehension using Think-Pair-Share**

Source	Type III Sum of Squares	Df	Mean Square	F	Sig.
Corrected Model	8442.366 <sup>a</sup>	2	4221.183	64.454	.000
Intercept	341.661	1	341.661	5.217	.000
Pretest	4089.330	1	4089.330	62.913	.000
Gender	91.377	1	91.377	1.395	.105
Error	2619.651	40	65.491		
Total	87351.085	42			
Corrected Total	41415.270	41			

Significant at 0.05 level of significance

Table 4 reveals that a significant Probability (P)-value of 0.105 was obtained. Since the Probability-value of 0.105 is greater than 0.05 alpha level, the null hypothesis of no significant difference was not rejected. Therefore, there was no significant difference between the mean achievement scores of male and female students who were taught Reading Comprehension using Think-Pair-Share.

### Discussion of Findings

The study revealed that the Think-Pair-Share (TPS) strategy significantly enhanced students' reading comprehension achievement compared to the lecture method. Students in the TPS group recorded higher mean gain scores, indicating that the interactive nature of TPS fosters deeper understanding and retention. This aligns with earlier studies (Raba, 2017; Sharma & Priyamvada, 2018) which highlight TPS as effective in promoting collaboration, critical thinking, and learner engagement.

Gender analysis showed no significant difference in achievement between male and female students taught with TPS, despite males having a slightly higher mean gain. This suggests that TPS is an inclusive method, offering equal learning opportunities irrespective of gender, consistent with findings by Slavin (1995) and Kabutu et al. (2015).

Importantly, TPS benefited weaker students more, as peer interaction helped clarify misconceptions and build confidence. This confirms that poor achievement in English often stems from teacher-centered methods rather than learners' abilities (Oyinloye & Gbenedio, 2010).

## Conclusion

Based on the findings from the study, it could be concluded that Think-Pair-Share had statistically significant and increasing effect on students' academic achievements in Reading Comprehension than the lecture method. Although male students taught Reading Comprehension using Think-Pair-Share had a slight higher mean gain score over their female counterparts. The difference between their mean achievements was not significant. The implication is that if English language teachers could use less of the lecture method and more of the innovative teaching methods such as the Think- Pair-Share in teaching Reading Comprehension, it would help to enhance the students' achievements in that aspect of the subject.

## Recommendations

Based on the findings and conclusions drawn from the study, the following recommendations were made:

1. Teachers should use Think-Pair-Share more regularly in teaching Reading Comprehension to the students and de-emphasizes the use of conventional lecture method all the time.
2. English language teachers should use Think-Pair-Share instructional strategy in teaching in order to reduce gender disparity in the achievement of students in Reading Comprehension in particular and English language in general.
3. Curriculum planners should identify topics in the curriculum that could be well-taught using Think-Pair-Share strategy to avoid teachers' wrong use of the strategy.
4. English language teachers can use Think-Pair-Share strategy effectively in teaching Reading Comprehension in order to enhance students' performance in both terminal and external examinations.

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