

THINK-PAIR-SHARE TECHNIQUE AS A TEACHING STRATEGY IN AN ACCOUNTANCY CLASS

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ABSTRACT

Cooperative learning is a viable and effective instructional methodology for teaching and learning because it makes a subject interesting and enjoyable for both students and instructors. The Think-pair-share technique is probably the best known and widely used cooperative learning strategy. It is an active learning strategy which involves pairs of students discussing answers to questions and then sharing among the class. This paper examines the role of think-pair-share as a teaching strategy and its effects on students' confidence in their abilities and willingness to participate in class discussion in an undergraduate accountancy class. Think-Pair-Share peer instruction technique was chosen in my study to determine if it would be effective in teaching accountancy subjects. This technique was also easy to incorporate into the usual teaching method of giving students practice problems to work and then discussing the answers.

The study follows a descriptive research method. The primary data was collected on the basis of classroom observation. The observation continued for 4 weeks. The opinion and views of the students was also obtained on the basis of a questionnaire issued to the sample group.

I present the observations on the positive effectiveness of this instructional method that was observed among the students. It appears that this technique help the students understand learn and retain the concepts taught in the class. The students in the experimental group felt more confident to attempt the problem as they felt they have the opportunity to discuss their solution with their partner and rectify the mistakes, if any. They opinioned that this technique of cooperative learning had a positive impact on their learning ability. Having the opportunity to discuss the answer with their peers, it helped them in reducing the fear to speak in front of a group. It appears that this technique help the students understand learn and retain the concepts taught in the class. Thus if properly implemented, Think-pair-share is a suitable alternative teaching learning approach that makes the class interactive and involves all the students in class discussion and participation.

KEYWORDS: *cooperative learning, confidence, learning ability, class discussion, think-pair-share.*

INTRODUCTION

Cooperation is working together to accomplish common goals. In any cooperative situation, every individual try to achieve goals that are beneficial to themselves and also beneficial to all others in the group. In every classroom, any form of instructional activities is designed for achieving common goals. Every instructional strategies are designed in such a way that it specifies the ways in which students will interact with each other and also how the teacher will interact with the students during the session. Cooperative learning is a highly acknowledged and preferred instructional strategy used in schools and universities in every part of the world, in every subject area, and with every age student.

Cooperative learning means students working together to achieve a common goal. This instructional strategy enables students to learn themselves with the help of each other. In this method, the teacher takes the role of a facilitator of learning, and students take on more responsibility for their own learning .Various studies have proved that cooperative learning strategy is a best option for all students having diverse abilities and coming from different backgrounds.

Think-pair-share is a cooperative teaching strategy suggested by Frank Lyman of the University of Maryland in 1981. It is an active learning method, in which students work on a

problem given by the teacher, first individually, then in pairs/groups, and finally together with the entire class. It helps students to form individual ideas, discuss and then share with the others in the class. This is a great way to motivate students and instill confidence in them. It can be used for teaching difficult concept and it works better with smaller groups.

How does it work?

- **T (Think):** Teacher asks a specific question or a problem related to the topic taught in the class. Students are given sufficient time to think and write their own individual answer to the question.
- **P (Pair):** Each student share and discuss their answer with another student and make corrections, if required.
- **S (Share):** Students share their answer with the entire class. Teacher act as a facilitator and highlights important points.

Advantages of TPS

1. All the students are actively engaged and make the class interactive.
2. It enhances oral communication skills as they discuss and share the results before the class.
3. It makes all the students actively involved in the teaching-learning process.

Literature Review

There are numerous researches and studies on think –pair-share technique as a teaching learning strategy and its effects on the students’ participation and achievement in the teaching learning process.

Lee, Cheryl and Li, Hiu-Chuan and Shahrill, Masitah (2018) investigated the effects of collaborative learning on the students learning ability of probability and their attitude towards learning mathematics among secondary school students in Brunei. Pretest, Posttest surveys found that students showed an increased participation, understanding and enjoyment towards learning probability.

Marashi, Hamad and Khatani, Homayran (2018) proved that cooperative learning have a significant and positive effect on students learning English as a Foreign Language. It helped learners to improve their interaction in the classroom for effective communication.

Sumekto, D.R (2018) aimed at studying the influence of think-pair-share approach on the reading achievement among ninth grade students. It found that this technique encouraged students’ participation and performance in reading and helped in improving communication and decision-making. The research also says that applying think, pair share as a suitably alternative learning approach helps students develop their collaborative skills.

Hetika, Farida, I, and Sari, Yeni P (2017) conducted research to find out if Think-pair-share method can improve the learning, motivation and achievement among the students who took the subject Introduction to Accounting I under the Accounting Study program of Politeknik Harapan Bersana, Indonesia. The results showed that after implementation of think-pair-share the students show more eagerness and enthusiasm in learning and are highly motivated in solving problems.

Komal R Pardesi (2016) conducted the study on students of computer science engineering for teaching the concepts of operating system. The results show that this learning strategy promotes

classroom participation by 98% and 100% student's think-pair-share is a good way to learn the concept.

Bamiro, Adenkunle (2015) studied the effects of three strategies namely guided discovery, think-pair-share and lecture on the students learning achievement in Chemistry. The study done among the secondary school students revealed that the concepts taught with guided discovery and think pair share had huge potential to improve the learning achievement among students.

Research Gap

Think-Pair-Share teaching technique was chosen in my study to determine if it would be effective in teaching accountancy subjects. This technique was easy to adopt into the usual teaching method of giving practice problems to students to solve and then discuss the answers in the class.

Statement of the problem

Cooperative learning helps to improve students' self-esteem which in turn, is related to confidence. This study intends to determine whether think-pair-share will increase student's confidence and willingness to participate in class discussions.

Objective of the study

The main purpose of the study is to have an awareness of the think-pair-share teaching learning technique and its influence on improving students' confidence and their willingness to participate in class discussion.

Research Methodology

The study follows a descriptive research method. The introduction to the topic was taught using usual classroom instruction methods, like 'chalk and talk'. The concept of Think-Pair-Share technique was introduced to the students. They were asked to find a partner they felt comfortable to pair with. When the practical problem related to the topic was given, one or two examples were worked out for the students. Then the students were asked to solve a similar problem on their own. They were given 12 to 15 minutes to solve the problem and then asked to turn to their predetermined partner, discuss their answer, and make corrections, if necessary. The answer to the problem was then discussed and shared with the entire class.

When students were asked to solve the problem, the control group was not allowed to use Think-Pair-Share technique. Examples and practice problems were worked independently. The experimental group was asked to use Think-Pair-Share to work examples and practice problems.

Sources of data

The primary data was collected on the basis of classroom observation for a period of 4 weeks. The opinion and views of the students was also obtained on the basis of a questionnaire issued to the sample group. (Appendix A). Secondary information was collected from journals, various research papers and online data bases.

Sample Size.

The population of the study was 150 undergraduate BBA students. Out of this a random sample of 60 students were selected for the study. They were randomly and equally divided (30) into experimental group and control group.

Limitations of the study

1. The sample size is limited to one group of second year undergraduate students.
2. The study is limited to teaching corporate accounting to selected undergraduate students.

Data Analysis

Distribution of the study sample on the basis of observation

Duration of observation	Students behavior
1 st week	No cooperation, more talking than discussing, shyness in speaking
2 nd week	Feeling comfortable, engaging in discussions, not confident to speak
3 rd week	Better engagement in interaction, more willingness to speak
4 th week	More interaction ,confident to speak

During the first week students dint show much cooperation while solving the problem. They were found in talking rather than discussing the problem. The students were shy and reluctant to speak and discuss the answers.

In the second week students started to show some progress. They seemed more comfortable and engaged in discussions. But they were not confident in speaking and sharing their answers in the class.

By the third week of observation, students seemed to get along with each other. Class participation was visibly higher and students were all engaged in discussion and eager to come up and speak and share the results before the class.

In the last week of the study, most of the students in the experimental group were found to be in thinking, discussing and sharing their results .They seemed to enjoy this method of learning and showed confidence to speak and discuss their results before the class.

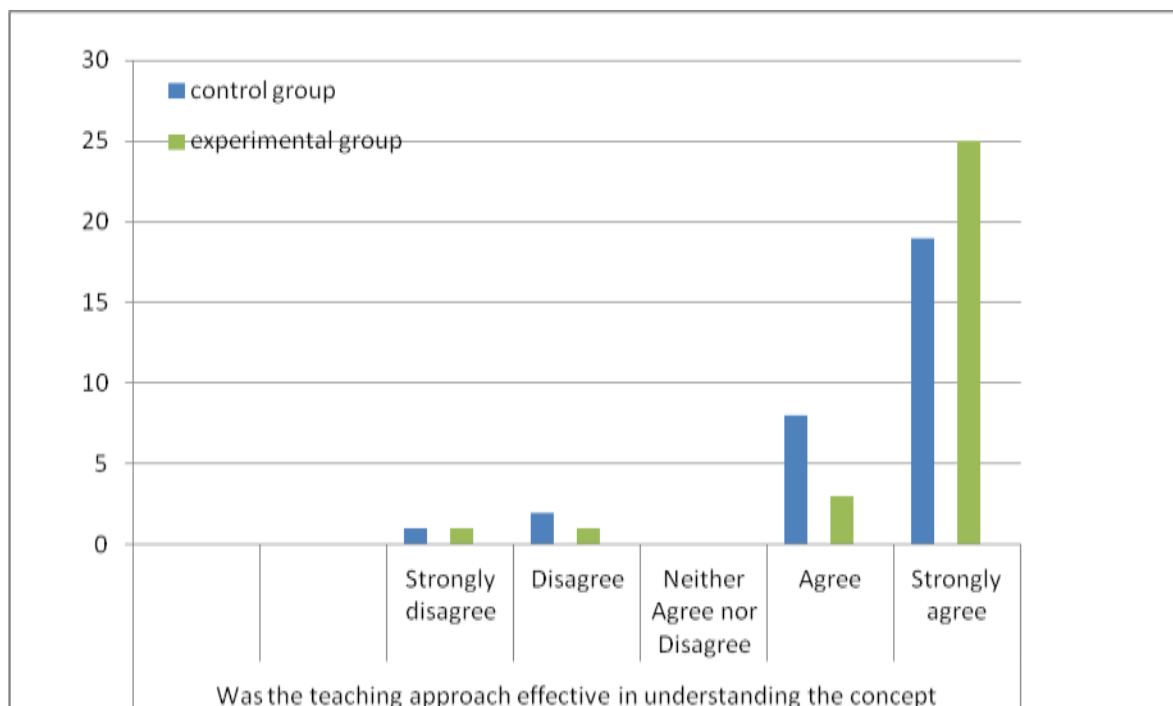
The results of the views and opinion of the students obtained from the questionnaire is given in the form of tables and charts below:

Table 1.1: Table showing whether TPS teaching approach helps in understanding the concept.

	Control group	Experimental group
Strongly Disagree	1	1
Disagree	2	1

Neither agree nor disagree	0	0
Agree	8	3
Strongly Agree	19	25
Total	30	30

Almost 80% of the students in the experimental group expressed that think pair share helped them to understand and retain the concept taught in the class whereas only 63% of the students in the control group, who were not allowed to discuss with a predetermined partner were able to understand the concept discussed in the class.

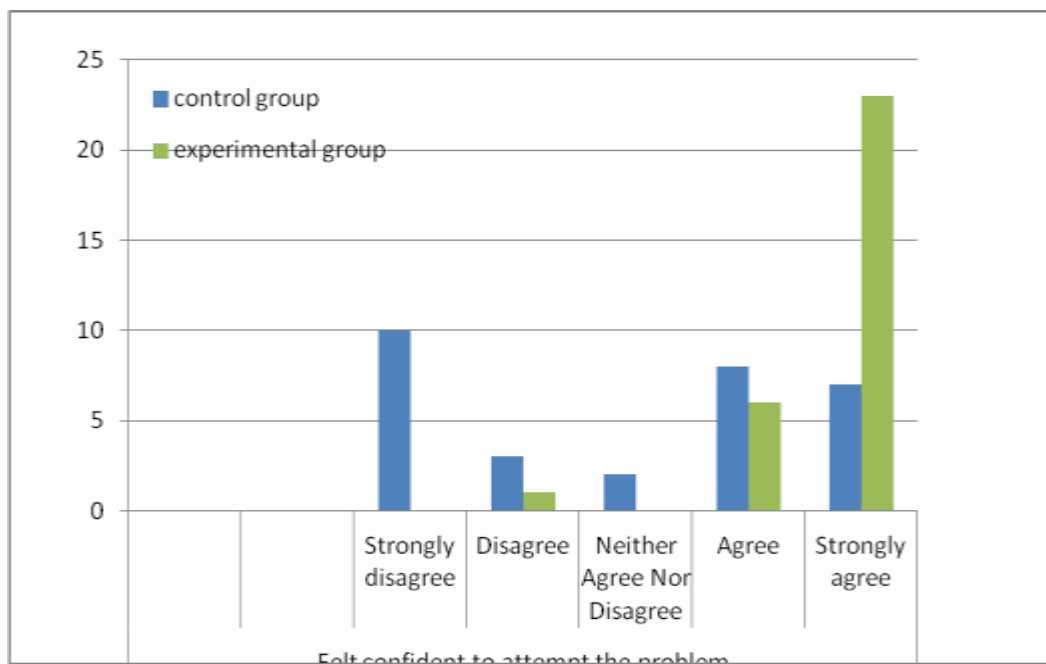


The students in the experimental group showed enthusiasm and interest to learn the concept.

Table 1.2: Table showing the number of students felt confident to attempt the problem.

	Control group	Experimental group
Strongly Disagree	10	0
Disagree	3	1
Neither agree nor disagree	2	0
Agree	8	6
Strongly Agree	7	23
Total	30	30

More than 75% of the students in the experimental group felt confident to attempt the problem when they were given similar problems to work out on their own.

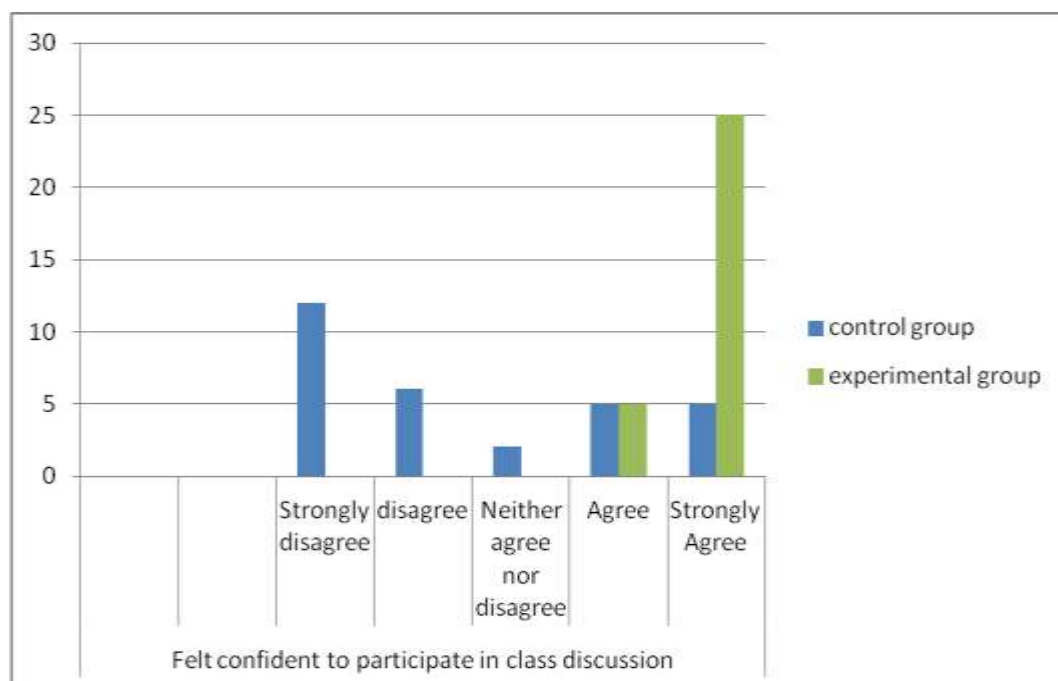


The students in the experimental group felt more confident to attempt the problem as they felt they have the opportunity to discuss their solution with their partner and rectify the mistakes, if any. This gave them a motivation to attempt the problem with increased confidence.

Table 1.3: Table showing number of students felt confident to participate in class discussion

	Control group	Experimental group
Strongly Disagree	12	0
Disagree	6	0
Neither agree nor disagree	2	0
Agree	5	5
Strongly Agree	5	25
Total	30	30

83% of the students who used think pair share technique felt confident to participate in class discussion. Another 17% felt that with guidance and support of their friends helped them to build confidence and become active in class discussion.

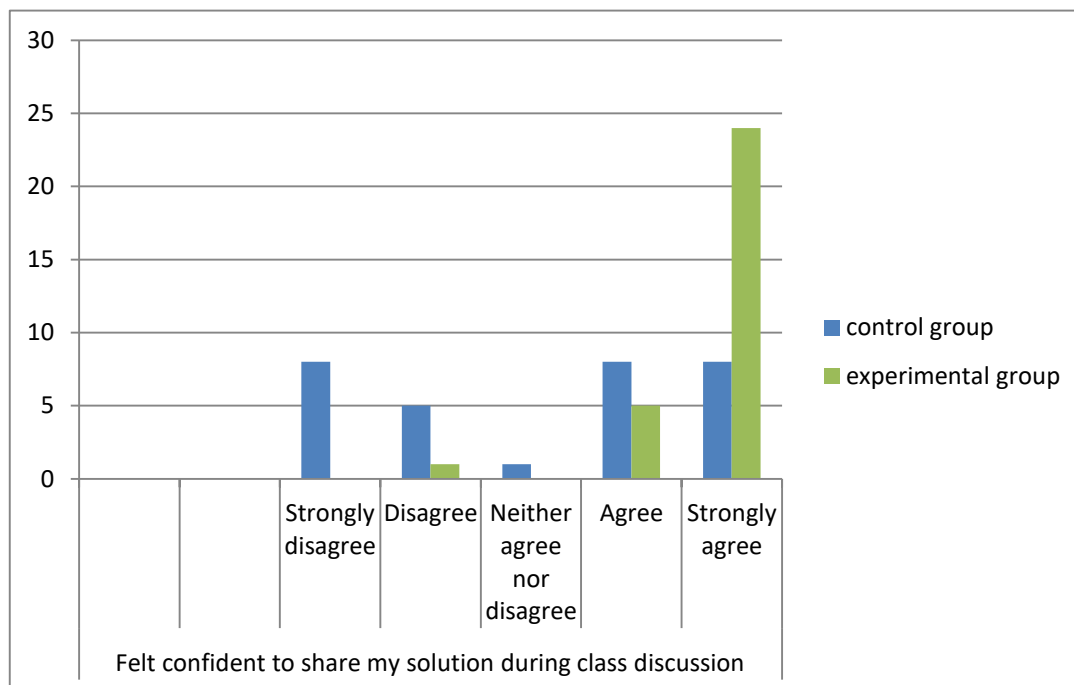


The students expressed that they felt confident in their ability to participate in class discussion. It gave a chance to otherwise shy and silent students to contribute to discussion with their peers which helped them build up on their motivation and self-esteem.

Table 1.4: Table showing the number of students felt confident to share solution to the problem in class discussion.

	Control group	Experimental group
Strongly Disagree	8	0
Disagree	5	1
Neither agree nor disagree	1	0
Agree	8	5
Strongly Agree	8	24
Total	30	30

80% of the students felt confident in their ability to communicate and share solution to the problem in class discussion. Many students expressed that earlier they had the fear that others will judge them if their answers are incorrect. Now that they got the opportunity to discuss their solution with a partner, they felt confident to participate in the discussion.

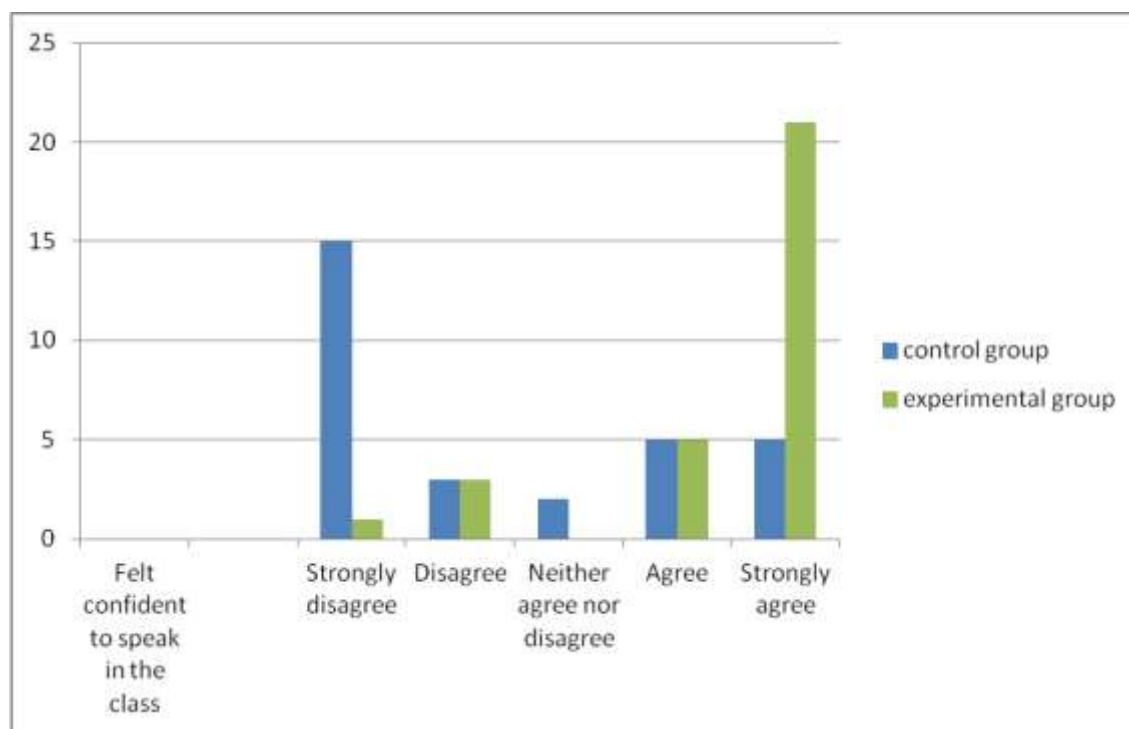


Students believe that using think-pair-share technique helps to have more participation in class discussion. They expressed that they enjoyed participating in discussion and felt confident to share their thoughts and observations in the class.

Table 1.5: Table showing number of students felt confident to speak in the class.

	Control group	Experimental group
Strongly Disagree	15	1
Disagree	3	3
Neither agree nor disagree	2	0
Agree	5	5
Strongly Agree	5	21
Total	30	30

70% of the students felt confident to speak in the class and get actively involved in the teaching learning process.



The experimental group expressed that using Think-pair-share technique had a great effect on their learning ability. Having the opportunity to discuss the answer with their peers, it helped them in reducing the fear to speak in front of a group.

Findings and Conclusion

From the study I observed that around 80% of the students who used the think pair share technique expressed that this teaching strategy helped them in a better understanding of the concept taught in the class. They felt confident in their ability to participate in class discussion and to get actively involved in the teaching learning process.

But one of the biggest challenges of adopting this technique was to get all the students to be engaged in discussion. And in a class with many students, it produced a level of noise within the classroom in the initial weeks of observation. Later when the students were used to this approach, they were found actively working on the problem.

It is generally observed in classroom that whenever students are asked to solve problems, they first attempt to work out themselves and then automatically turn to the person sitting next to them to discuss their answer. It appears that this technique help the students understand learn and retain the concepts taught in the class. Thus if properly carried out, Think-pair-share is a suitable teaching method that makes the class interactive and involves all the students in class discussion.

No specific materials or preparations are needed to use this strategy in the classroom, it can be used on the spur of the moment by posing a question to the students and giving them a certain amount of time to think and discuss with their partner. Finally a few students can be called to share their ideas before the class. The teacher can, then act as a facilitator and can add additional points as well as summarizes the points before the students.

Various pedagogical methods are meant to improve student participation and their involvement in the teaching learning process. Studies have proved that students appreciate the think-pair-share strategy and therefore it can be modified and adopted to teach any subject or concept.

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Appendix A

1. Was the teaching approach effective in understanding the concept?

- (a) Strongly Disagree
- (b) Disagree
- (c) Neither Disagree nor Agree
- (d) d. Agree
- e. Strongly Agree

2. Did you feel confident to attempt the problem?

- (a) Strongly Disagree
- (b) Disagree
- (c) Neither Disagree nor Agree
- (d) Agree
- (e) Strongly Agree

3. Did you feel confident to participate in class discussion with your partner?

- (a) Strongly Disagree
- (b) Disagree
- (c) Neither Disagree nor Agree
- (d) Agree
- (e) Strongly Agree

4. Did you feel confident to share your solution with the class?

- (a) Strongly Disagree
- (b) Disagree
- (c) Neither Disagree nor Agree
- (d) d. Agree
- (e) Strongly Agree

5. Did you feel confident to speak in the class?

- (a) Strongly Disagree
- (b) Disagree
- (c) Neither Disagree nor Agree
- (d) Agree
- (e) Strongly Agree