

The Application of Think-Pair-Share to Enhance Learning Achievement and Learning Satisfaction in Social studies of Grade Six Bhutanese Students

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Abstract

This study aimed at investigating the effectiveness of Think-Pair-Share strategy on students' learning achievement and learning satisfaction of grade six Bhutanese students in social studies. A mixed method was used to examine the learning achievement using Think-Pair-Share and to find out their learning satisfaction in social studies. The target group consisting of 31 grade six students was selected to participate in this study as the research school had only one section of grade six. The instruments used to gather the quantitative and qualitative data were four lesson plans, achievement tests (pretest and posttest) and semi-structured interview, respectively. The quantitative data gathered through the pretest and the posttest were analyzed using sample paired t-test based on mean, SD and significant value. The qualitative data collected through semi-structured interview was analyzed using thematic analysis. The result of the pretest and the posttest score analysis showed a significant difference between the posttest mean ($\bar{x} = 17.3$) and pretest mean ($\bar{x} = 12$) with the mean difference of 5.3. The significant value for the group was .001, indicating a significant increase in the posttest scores as compared to the pretest. Similarly, the data analyzed from the semi-structured interview confirmed that students derived positive learning satisfaction. Hence, the TPS strategy supports learning social studies of grade six Bhutanese students.

Keywords: Social studies, Think-Pair-Share, Learning achievement, Learning satisfaction, Grade six

Introduction

The modern education system in Bhutan started only in the late 1961 after the launch of the Five-Year Plans. Initially there were only 11 schools, 90 teachers and 400 students across the kingdom for Bhutanese to avail modern education (Namgyel, 2011). It was during the reign of third King Jigme Dorji Wangchuck that the modern education system was endorsed in First Five-year Plan in 1961 and started expanding throughout the country.

Teaching in Bhutan had been teacher-centered learning. It is more of a lecture method where the teacher uses the major chunk of the instructional time. The students are deprived of opportunities to participate in class activities and share their opinions. They are also less involved in self-explorations, experimentations, and presentations. Thus, using the Think-Pair-Share strategy in teaching social studies may be one of the strategies to engage students in meaningful learning and increase their success rate. The strategy provides opportunities for students to share their opinions, make decisions and present their findings to the class. The application of the traditional methods in teaching in Bhutan has led to low learning achievement of the students (Dolma, 2016). Therefore, adoption of a strategy, aiming to achieve excellence is essential in making the subject concept more approachable to be taught (Boadu, 2015)

Bhutanese social studies curriculum is an integration of history, geography, and economics which is taught from grade four to grade six. From grade seven onwards, it is segregated into history, geography, and economics. Therefore, the teaching of social studies in the lower grades is a foundation of these three subjects. The social studies course is based on national aspirations and the educationally valid notion that children of this age should proceed to learn by first exploring their locality or country. Thus, this combined course has much strength as the following objectives and syllabi illustrate. The subject covers aspects important to the education of the young citizens that were ignored by both history and geography. Also, certain topics are still found to be biased towards history or geography. However, the total course illustrates the development of the social situation that results from the integration of history and geography as well as religious and civil administration, all of which affect being Bhutanese at the local, district, regional, national, and international level.

Although the subject is given due importance in the Bhutanese Education system, yet teachers fail to retain students' interest in learning the subject. This could be attributed to the teachers' use of the lecture method to teach the subject. It has been observed that a major chunk of the time is used up by the teachers in explaining the content rather than involving the students in the lessons. Similarly, Sherab and Dorji (2013) state that most teachers still adopt the traditional way of teaching even after they have already been trained to use cooperative learning strategies. Additionally, they also attributed to the accessibility of enough teaching and learning materials which hampered the teaching and learning process. Similarly, from the researcher's experience of teaching social studies, everything is provided by the teacher and students are passive listeners. This has deterred students' understanding of the key concept thereby resulting in poor academic achievements. Therefore, a need to change the current methods of teaching is greatly felt in Bhutan. Furthermore, Trivedi et al. (2013) assert that teachers need to use effective pedagogies and strategies to engage students actively during the lesson.

Considering vast previous studies on the effectiveness of Cooperative learning (CL), the researcher was interested to study the effect of Think-Pair-Share on Bhutanese grade six students' learning, and a satisfaction level in social studies. There are plenty of studies on the impact of other (CL) strategies on learners' learning achievement and learning satisfaction. Nevertheless, no studies have yet been conducted on the impact of Think-Pair-Share (TPS) on

the teaching and learning of social studies in Bhutanese schools. The study was stirred through the researcher's observation of the performance of grade six social studies deteriorating each year. The declining performance was also a serious matter that needed rethinking for all the social studies teachers in the school. The results obtained from the current school that the researcher teaches with the permission of the District Education Officer and school principal (their names are withheld due to ethical reasons). The following table presents the Social Studies result analysis from 2005 - 2018.

Table 1 Social Studies Result Analysis for Grade six 2015-2018

Year	2015	2016	2017	2018
Average Score (100)	68.8	60.5	56.3	56

The table above shows the declining performance in grade six social studies. There was a drastic fall from 68.8 to 60.5 between 2015 and 2016, and kept declining in the following years.

From the result analysis above, it was evident that there was a steep fall in the performance of grade six social studies since 2015. The drawback is, when learners fail in social studies at primary school levels, it shows the instability of youths to cope with one another even at the school level due to limited understanding in the vitality of social, cultural phenomenon and relationship between people and environments. Thus, the researcher carried out the research to investigate the possible causes of the underperformance of students in social studies at grade six level. Therefore, the outcome of the study would positively empower teachers in implementing the strategies to improve the learning outcomes in social studies. Furthermore, it will make the classrooms lively which in turn leads to learners' motivation and satisfaction to attain success in learning social studies. The TPS would also serve as an alternative method for the teachers in Bhutan in teaching social studies.

Cooperative learning strategy is the present methodology that gives the learners active learning atmosphere ensuring them high success rate in a classroom (Gurbuz et al., 2015). Abass (2008) has convinced that students have better thoughts and retention powers when they work cooperatively in groups than the students who work independently. Similarly, students learn to take part in decision making, to be accountable for what they are doing and ultimately become critical thinkers. Students learn best when they are involved in what they are supposed to learn. According to Jack (2015), Cooperative learning creates a student-centered learning platform which helps to intensify their comprehension and perception. Moreover, Korkmaz and Tay (2016) recommended that cooperative learning strategy enhances the academic achievements in social studies.

Think-Pair-Share (TPS) is a cooperative learning strategy that works across diverse classrooms and subjects (Lightner & Tomaswick, 2017). Initially, TPS was developed by Lyman in 1981. In this strategy, teacher poses a question, and students' think for themselves before being asked to share their answers with a person sitting next to them. Finally, the groups

share what they have discussed in their small groups with the entire class. According to Kagan (1989), this approach has several benefits. It gives opportunities to think on the posed question, allows time to express their thoughts, first with their partner and then to the whole class. Sometimes the students are also asked to write down the answers which makes them less passive, and keeps them more focused on the lessons. Further, it encourages them to listen to their partner's answers and ideas carefully, making them accountable for their learning. The sharing of their answers and ideas to their partner also promotes basic social skills like teamwork, listening, sharing and taking turns, thereby making them more responsible and independent learners. The influence of Think-Pair-Share breeds a more constructive learning situation in which students in the group become passionate to participate concisely, particularly when their peers are incorrect in sharing the points. This learning experience notes students' achievement as the impact of the applied teaching strategy (Sumekto, 2018). According to Bamiro (2015), Think-pair-share as a strategy has the capability of enhancing learning through discovery, which helps in the development of enhanced quality of cognitive skills, thereby boosting the problem-solving skills in the learners.

Moreover, many researchers like (Aboagye, 2012; Aydede & Matyar, 2009; Mello & Less, 2013) researched on the effectiveness of various active learning approaches. The findings revealed that students' learning achievements, retention, self-esteem, engagement and social skills improved to a large extent. Active learning engages learners in a productive learning process in or outside the classroom (Prince, 2004). Therefore, active learning is engaging students and actively participating in a lesson (Carr, 2013)

Research objectives

- 1) To examine the learning achievement of grade six Bhutanese students in social studies using Think-Pair-Share.
- 2) To find out grade six Bhutanese students' learning satisfaction in social studies using Think-Pair-Share.

Scope of the study

- 1) Location of the study

The study was conducted in one of the middle secondary schools in the Southern part of Bhutan. It was in a semi urban place with not more than five hundred enrollments of students.

- 2) Participants

The research school had only one section of grade six students in 2021 academic year. Thus, the researcher conducted the study with one target group, comprising 31 participants with mixed genders and abilities. The participants' age ranged from 11 to 13 years.

Literature review

Social studies curriculum in Bhutan

Social studies curriculum in Bhutan was developed and then pilot tested in 28 primary and lower secondary schools in 1992. With no full-time curriculum officer in the Curriculum

and Professional Support Division (CAPSD) responsible for social studies, this subject was left unattended and were reprinted many times without any revision. In late 2009, some of the facts and figures, grammar, sentence structures and maps were updated and rectified. With the change in topographical area and with the move towards democracy which changed the systems of the government, the crucial need was voiced out by the Department of Curriculum and Research and Development (DCRD), Ministry of Education and by schools to revise this subject immediately. The revision of social studies from grade four to six was done in the month of February 2010 through the writer's workshop. Besides the officials from DCRD, the officials from the Bhutan Council for School Examinations and Assessment (BCSEA), Education Monitoring Support Service Division (EMSSD) and some experienced and well-versed teachers in social studies were involved in the revision process (REC, 2018).

Social studies is intended to:

- 1) Offer information and understanding about Bhutan's historical and present socio cultural, religious, financial, political and environmental development; people and places from different areas of the world; and norms, ideas and opinions about people, culture, society and the environment.
- 2) Improve communication, collaboration, investigation, inquiry, and critical thinking skills.
- 3) Foster positive attitudes towards oneself and others, as well as respect and admiration for one's own and other's cultural heritage, environmental awareness and care, and love, loyalty and commitments to one's family, school, community and country.

Teaching of social studies

The sole purpose of teaching social studies is not merely academic but also encouraging moral values which help to preserve one's own culture and tradition (Agung, 2018). He also made it clear that social studies should be taught by engaging the students themselves to instill love for the subject, ultimately bringing improvement in their achievement score. According to Rashmi (2020) social studies help the students to understand the importance of the origin, learn their history and develop civic sense thereby equipping students with the knowledge and the skills to fit in a society and be a productive citizen not only of a community or a country but of the world.

Cooperative learning

Cooperative learning as a teaching and learning strategy involves students working together in small teams jointly to achieve a shared goal (Johnson & Johnson, 2018; Hasmyati & Suwardi, 2018; Lewis, 2019). A CL strategy is a contemporary method of instruction that is utilized in the teaching area to improve the learning process. Unlike traditional learning method, cooperative learning method plays a very significant role in making education a promising and respected in the society. Cooperative learning strategy, according to Johnson and Johnson (2014), is a core instrument for meeting the difficulties and needs of the twenty first century: global interdependency, democratization cooperative, entrepreneurship, and

interpersonal relationships. It takes into an account of individual learners and make them contribute their ideas in order to expand learning and obtain a common goal for the group. So, it is good for the students and even better for the teachers because it keeps the students cognitively active and helps in providing long-term support (Johnson & Johnson, 2017).

According to Cooper et al. (2021), cooperative learning allow students to show a comprehensive understanding of the distributed assignments and heightens the pace of learning through participation in a group. He also states that it equips students with basic social skills of helping others resulting in good interpersonal relationship. Furthermore, cooperative learning techniques foster individual accountability and makes each student a contributing member of the team (Ananthi & Hwang, 2017).

Further, Johnson and Johnson (2017) state that CL is an alternative to competitive-individualistic structures and traditional classroom teaching methods. Also, they argue that CL represents a shift in educational paradigm from teacher-centered learning to more child-centered learning. Therefore, CL would be an alternative to traditional teaching in Bhutan. However, teachers should play a vital role in establishing cooperative learning experiences in their classroom settings. This includes structuring the groups and assigning roles to individual students so that they see what is expected out of them. It also applies teachers' understanding of their key role in promoting student collaborations during small group discussions. Thus, the help provided to the students to interact and work together not only empowers them, but also become accountable for their learning. Likewise, Johnson et al. (2014) also state that CL involves the members of the group to contribute individually to maximize learning and achieve a common goal. Moreover, majority of the teachers observed remarkable performance level in their concerned subject after using CL strategies in the classrooms (Boardman et al., 2015).

Think-Pair-Share

Think-Pair-Share is one of the cooperative structures comprising three steps where students privately think about a question, after which they discuss their outcomes with their partner. When students go through these three steps, they get chance to analyze what they know and what they need to know. Moreover, it fosters a very active learning with great deal of interaction amongst the students (Raba, 2017).

One specialty of this technique is the opportunity for the students to partake in interactive learning. Such interactive learning provides students with opportunities to promote active learning (Linsenmeyer, 2021).

In one of the researches conducted by Syafii (2018), it was found that the incorporation of Think-Pair-Share helped increase the active involvement of students in their own learning apart from improvement in their speaking abilities.

Researches done in other subjects like English has also revealed that TPS helped students to be more confident in pairing, sharing their views and ideas and enhanced thinking abilities. It is further reported that this technique is reliable in fostering cooperation among people and boosting the confidence in sharing original ideas with others (Hudri & Irwandi, 2019). Such qualities and skills are considered cornerstone in Social Studies in Bhutan.

Learning theories

Bandura's social learning theory

According to Culatta (2015), Albert Bandura's social learning theory stressed on the significance of observing and modeling the behaviors, attitudes, and emotional reactions of others. Cherry (2017) said there are three main concepts at the heart of social learning theory. First, people can learn through observation. Next is the belief that mental states are important to learning process and finally, this theory states that learning does not necessarily lead to change in behavior. Learning happens when students interact more with their peers, teachers and other experts. Generally, in TPS strategy, children are made to interact and discuss about the concepts and ideas in pairs. While interacting children observe and imitate their friends thereby enhancing their learning. Social learning can be enhanced through TPS strategy because interaction is the key element of this strategy. TPS strategy not only allow students to learn from one another but also stimulate constructive transformation mirrored in enriched behavioral and educational outcomes.

Vygotsky's social learning theories

Lev Vygotsky's social learning theories informs how people learn from each-other in social context and tells us how we as a teacher construct active learning communities (Neff, n.d.). Lev Vygotsky first stated that we learn through our interactions with others. Similarly, in educational settings, learning takes place when students interact with their peers, teachers, texts, and other experts. Teachers then create a conducive learning environment that fosters student interaction through discussions, collaboration, and feedback. Vygotsky's social learning theory also believes that learning happens with the help of More Knowledgeable Others (MKO), who have a better understanding or ability level higher than the learner (David, 2014).

Similarly, Vygotsky's Zone of Proximal Development (ZPD) is one principle that refers to the disparity between what a learner can do when deprived of help and what he or she can accomplish with guidance and encouragement from a skilled partner (McLeod, 2018). The theory further states that when a student is in the ZPD for a task, providing the appropriate assistance will give the students enough of a "boost" to achieve the task. According to Vygotsky, learning occurs in this zone (David, 2014). The term "Scaffolding" refers to a variety of instructional support given to learners during the learning process to achieve the learning goals and aid in mastery of tasks. Teachers use this instructional support by building on students' experiences and previous knowledge as they learn new skills. However, the supports are gradually removed as students develop self-learning ability, and teachers gradually shift more responsibility over the learning process to the students (Alber, 2014; Burns & Joyce, 2015; Vanderbilt University, 2018). By the same token, scaffolding is associated with cooperative learning because Think-Pair-Share can be mastered only if proper guidance and scaffolding is given. The guidance here refers to the teacher's support that the teacher provides to students while doing the activity. Once the students are familiar with strategy, teacher can

make themselves work independently. Therefore, use of TPS, promotes working collaboratively by helping each other and learning from one another.

Constructivist learning

Piaget (1980) states that an individual constructs new knowledge and derives meaning based upon their daily experiences of their lives. The learner is an information creator where he/she creates new knowledge from the experience. Constructivist learning is inter-linked with connecting with prior knowledge (Ultanir, 2012). Constructivism is a profound educational theory, and is particularly pertinent to the daily teaching and learning of social studies. Through accommodation and assimilation, the learners create new knowledge from their own incidences and experiences (Piaget, 1980). Constructivism figures out learning as a course of action in which learners vigorously construct or build innovative ideas and concepts based upon their prior knowledge and new information. The teacher remains as a facilitator who reinforces and motivates students to discover and create knowledge and ideology within the formulated or set framework. It emphasizes on the importance of guiding and supporting students to link with prior knowledge and experiences as new information is presented to them, so that they can clarify and dispense with their misunderstanding and build a correct understanding of the topic in social studies. Constructivist learning can be encouraged through Use of Think-Pair-Share as it caters to the needs and the involvement of every individual in the process of constructing knowledge. When children are taught using TPS strategy, children get ample time to construct new knowledge based on their experiences.

Conceptual framework

For this study, two variables were identified which included dependent variables and independent variables. The study focused on two dependent variables, learning achievement and learning satisfaction in social studies through the use of Think-Pair-Share.

Research methodology

This study aimed at determining the effects of Think-Pair-Share (an independent variable) in teaching social studies for grade six students to enhance learning achievement and learning satisfaction (dependent variables). Before treating the sample group with Think-Pair-Share strategy in learning social studies, a pretest was administered. After the pretest, the sample group was treated with Think-Pair-Share strategy for four weeks. Once the treatment was complete, a posttest with the same set of questions was administered. After the posttest, the sample group was called for a face to face interview with the researcher to find out their learning satisfaction on the use of Think-Pair-Share learning strategy. Then the data collected from the learning achievement tests and the semi-structured interview questions were analyzed.

This research was conducted in one of the Middle Secondary Schools in Chhukha district in the Southern part of Bhutan. The research school had only one class of grade six students for the 2021 Academic Year. The target group comprised of 31 Bhutanese grade six students selected for the study.

The researcher adopted a mixed method design for this research. The information was gathered from the learning achievement tests which were used for the sample group before and after the treatment, while the semi-structured interview was administered with the sample group after the posttest.

Validity

Validity is defined as the degree to which a definition is accurately measured in a quantitative analysis (Heale & Twycross, 2015). The validity of lesson plans, test items and semi-structured interview questions were validated by three experts. The validity of the instruments was carried out using the Item Objective Congruency Index (IOC). Item Objective Congruence of the tools was to make sure that all items were in line with the learning objectives.

To ensure their congruence to the stated research objectives, the aforementioned three experts validated my instruments. IOC validation was carried out for all the items pertaining to the study. The researcher planned four lessons as the intervention tools. To guarantee their congruence to the stated research objectives, IOC validation was done by the aforementioned three experts. IOC was calculated using the formula: $IOC = \frac{r}{n}$, where 'r' represents the score of individual expert ratings and 'n' represents the number of experts. The accuracy of test items with a value between 0.67 and 1.00 was regarded satisfactory, however values below 0.67 indicates that items should be rewritten based on the expert's suggestions and feedbacks.

Reliability

For the affirmation of the reliability of the learning achievement test questions, a pilot test consisting of 20 marks question was conducted with another section of grade seven students of the same school. Kuder-Richardson equation (KR-20) was utilized for finding out the learning achievement test's reliability coefficient. The KR-20 coefficient for the instruments should be equal to or greater than 0.70 if the instruments are to be reliable. To calculate the reliability, Cronbach's alpha (α) was computed using a computer program.

Ethical consideration

Ethics is a basis for conducting research. Society has become sensitive to the idea that the rights of individual ought to be secured, especially those who are vulnerable.

Data collection began only after all the necessary permissions and approvals were received. The researcher sought approvals from Ministry of Education in Bhutan, Chief District Education Officer (CDEO), Principal, and subject teacher concerned of the research school before the actual data collection was carried out. Moreover, parents of the participants were notified and a consent was sought since the participants were below the legal age.

Anonymity of the participants

The anonymity and confidentiality of the participants' opinions and learning achievement records was coded through number system. Research participants were numbered student 1 (std 1), student 2 (std 2), and so on instead of using their names to ensure confidentiality.

Analysis of achievement test score

The analysis of the pretest and posttest scores was administered to find out the effectiveness of Think-Pair-Share in improving students' learning achievement in social studies. The pretest and posttest comprising 5 multiple choice questions and 8 short answer questions were administered with 31 grade six Bhutanese students before and after the implementation of TPS Strategy to answer the first question "would there be any improvement in grade six Bhutanese students' learning achievement in social studies after using Think-Pair-Share?".

Pretest-Posttest comparison

Table 2 displays the result of the descriptive statistical analysis for the target group's achievement test scores. The mean score for the pretest and the posttest were 12.0 and 17.3, respectively. It was evident from the results that the posttest mean score ($\bar{x}=17.3$) of the group was higher than that of pretest mean score ($\bar{x}=12.0$) with a mean difference of 5.3. The greater mean score in the posttest indicated the efficiency of Think-Pair-Share. This displayed the effectiveness of Think-Pair-Share technique to improve the students' learning achievement. A paired sample t- test showed the significant value .001 which indicated the significance of the test. The standard deviation of the pretest and posttest were 4.203 and 2.486, respectively.

Table 2 Comparison between pretest and posttest within the sample group Significance level (p): < 0.05- significant

Group	Pretest		Posttest		Mean difference	T	P-Value
Sample group	\bar{x}	SD	\bar{x}	SD			
	12	4.203	17.3	2.486	17.3-12 = 5.3	10.776	0.001

Semi-structured interview

Students were interviewed individually to find out their learning satisfaction using Think-Pair-Share strategy. To obtain a reliable data, the researcher permitted the students to use the national language to freely state their opinion. The responses were audio recorded, transcribed and then analyzed through the identification of themes. Following are the themes for further interpretation:

Enjoyment

Students enjoyed all the classes that were taught using Think-Pair-Share strategy. Sitting in groups and learning in pairs gave them a sense of satisfaction. Everyone in the class was found participating actively in the activities without having to remind them. Students found

out that the application of Think-Pair-Share strategy engages them and arouses their curiosity for learning.

Individual accountability

Think-Pair-Share made every student accountable for his/her performance and learning because every member was assessed to what he/she did. It helps make each member stronger as an individual. This strategy helped every individual to participate rather than one doing the entire assigned task. The pair was also accountable for the pair work so they helped each other by crosschecking their answers and teach each other. Students were involved and engrossed with the assigned activities and they were able to take their responsibility for their own learning. It was also learnt that almost every student was interested, excited and enjoyed their learning through the use of TPS strategy. Furthermore, the students were encouraged and motivated to participate in the class activities by taking up their roles in pairs/groups.

Self confidence

The students believed that learning social studies through Think-Pair-Share strategy was fun and enjoyable. Activities assigned in pairs and later in teams provided them with the opportunity to practice speaking and interacting with each other which in turn helped them to boost their level of confidence and building team spirits.

Collaboration

The students considered learning social studies through Think-Pair-Share strategy fun, enjoyable and interesting. All activities assigned in pairs encouraged speaking and interacting with each other which helped them to build team-spirit. Also, group discussion generated quality work, and helped them boost their self-confidence. Everyone felt that their presence was valued.

Motivation for learning

The students were motivated to do the activities using Think-Pair-Share. Some of the participants mentioned that they would be happy if this strategy could be recommended to other teachers as well. They assured that they would also perform much better in other subjects using this strategy. The application of TPS helped them to perform better in the class. From the qualitative data collected through semi-structured interview, the researcher concluded that the students were fully satisfied and enjoyed learning using Think-Pair-Share.

Conclusions

This study aimed to investigate whether the use of Think-Pair-Share Strategy enhanced grade six Bhutanese students' learning outcomes in social studies, and what level of learning satisfaction they exhibited.

The result of test score analysis

A comparative statistical analysis was carried out using paired sample t-test within the sample group to see the difference in the level of achievements between the pretest and the posttest. The mean scores of the pretest and the posttest were 12.0 and 17.3, respectively. The mean difference between the pretest and the posttest was 5.3. The results of the analysis indicated that the mean score of the posttest was higher than the mean score of the pretest as displayed in Table 2.

The significant value (p) was 0.001 which indicated that there was a substantial improvement in the scores of the posttest than the pretest of the sample group. Increased scores in the posttest were seen in all the students except for one student (Std4) who remained tie at 18.5. Thus, this accepted the hypothesis that there would be improvement in the learning achievement of grade six Bhutanese students in social studies after using Think-Pair-Share. Therefore, the application of Think-Pair-Share strategy improved the learning achievements of grade six Bhutanese students in social studies and was found to be an effective strategy in teaching social studies.

The results of semi-structured interview analysis

The second aim of the study was to find out the learning satisfaction of grade six Bhutanese students after using Think-Pair-Share in learning social studies.

The data for this objective were gathered through a semi-structured interview. The interview was carried out with the entire population at the end of the treatment. The data gathered through six interview questions were transcribed, interpreted and analyzed using thematic approach. Students' learning satisfaction was visible in their following expressions:

Enjoyment

Almost all the students shared that they enjoyed the lessons. They also said that they were able to understand and retain the concepts for a longer time, which resulted in securing high achievement scores in the posttest.

Individual accountability

All students took the assigned work seriously and could respond and justify their answers correctly. They were very much motivated by the application of Think-Pair-Share learning strategy. They also took the responsibility to crosscheck their answers before presenting it to the whole class. Students were found actively engaged in pair discussion and debating amongst themselves to come to a common consensus. It was also learnt that almost

every student was interested, excited and enjoyed learning through the use of TPS strategy. Moreover, most of the students liked working in pairs, discussing and sharing ideas.

Self confidence

The Think-Pair-Share created a conducive learning environment for the students help them build their self confidence. They are made to discuss in pairs and in groups to do the assigned work. They are found enjoying the discussion and taking their own turns to share their opinions and perspective among themselves before bringing it to the final consensious. This helped the students to interact and practise speaking with each other which ultimately helped to build their confidence level.

Collaboration

The students thoroughly enjoyed the lessons taught using the application of Think-Pair-Share as it was fun and enjoyable. They got the opportunity to learn to speak better. Team spirit and collaboration was reinforced when they are assigned to do the works in pairs and in groups. Their interest in learning social studies was greater after the introduction of Think-Pair-Share learning strategy. Finally, the researcher concluded that students exhibited an immense satisfaction towards the use of Think-Pair-Share.

Discussions

This study discovered that the application of Think-Pair-Share strategy improved grade six students' learning achievement, and they exhibited high learning satisfaction towards the application of Think-Pair-Share strategy in social studies. Moreover, the score difference between pretest and posttest also revealed that the application of Think-Pair-Share in teaching social studies made a huge positive impact on students' learning achievement.

Research objective 1

This study had the probable findings to the two research questions of the study. The first finding was that the application of Think-Pair-Share improved grade six students' learning achievement in social studies. The mean difference of 5.3 in the pretest and the posttest of the sample group is an evidence that there was an improvement in their learning achievements.

The study was in line with the one conducted by Kurjum et al. (2020) which showed that the students who were taught using the application of Think-Pair-Share performed better than the students who were taught using the traditional method. Findings of this study showed significant differences in the pretest and posttest scores, thereby validating the above fact. Moreover, findings of this research is aligned with the study carried out by Yusuf et al. (2018) in which it was revealed that Think-Pair-Share had considerable effect on instructional strategy for senior secondary school students' achievement. The study also specified that teaching students using Think-Pair-Share strategy had better achievements when compared to the traditional (lecture) strategy. This finding was also in line with the study carried out by (Raba, 2017) in which it stated that Think-Pair-Share strategy enhanced students' speaking skills. It

also created a cooperative learning environment for the students and enhanced students' motivation to learn better. All the above results of the previous studies were found in the study this researcher has done. Students prior to the study were found reluctant and shy to talk to friends and share their ideas and opinions. The students even had difficulty in beginning the discussion and take active part in it. However, by the end of the study, students were found to be motivated and enthusiastic in taking part in the group discussions and most of the students were found confident in communicating their ideas and opinions to their team members and even to the whole class.

Similarly, the findings of this study were consistent with the findings of Rohim and Umam (2019), whereby they examined the effectiveness of problem-posing and think-pair-share cooperatives' learning models on mathematical problem-solving skills and mathematical communication skills. The result showed that both problem-posing and think-pair-share treatments were very effective to improve students' mathematical achievements. Significantly, Think-Pair-Share was found to be more effective than problem-posing strategy. It was also discovered that Think-Pair-Share cooperative learning model stimulated students' mathematical problem-solving skills and mathematical communication skills. Likewise, research participants in this study too displayed higher problem solving and communication skills. It was evident from the higher posttest scores as compared to the pretest scores. The researcher also found significant difference in the level of communication skills of the students after the treatment. It was observed that students communicated freely and confidently with their peers and most of the participants confirmed the same during the semi-structured interview.

Yet, another research conducted by Carss (2007) showed that the use of Think-Pair-Share provided opportunities to teachers to encourage and reinforce the link between the language and thinking of the students. The study further revealed that the think time allotted to the students increased their metacognitive awareness and empowered them to express their thoughts. Also, positive interdependence amongst learners were observed as they worked in teams to accomplish their task. Everyone became accountable by sharing their ideas as well as presenting to the larger group (Raba, 2017). This level of accountability became stronger when the students worked in pairs than in groups (Syafii, 2018). Thus, Think-Pair-Share promoted accountability and taking responsibility for their learning.

Research objective 2

“To find out grade six Bhutanese students' learning satisfaction in social studies using Think-Pair-Share”.

The students stated that TPS strategy made their learning environment very conducive and lively whereby they could participate in the activities actively. The students were involved in the teaching-learning process creating a student-centered learning environment. Each student in the group/pair was responsible and accountable to complete the given task. Further, the TPS strategy provided opportunities to the students to share their ideas with each other in pairs. The use of TPS also fosters a sense of belongingness in the group which helps them to

boost their motivation to work hard. This is in line with the study of Pardeshi (2016) who stated that Think-Pair-Share strategy allowed students to think on a particular topic, allowed them to express their ideas and share those ideas with the partner. The use of TPS strategy made classes interactive by involving students in the teaching-learning process (Hudri & Irwandi 2019). It also boosted students' participation by encouraging a high degree of student response.

Recommendations

Having achieved both the research objectives, following are some recommendations put forth for practice and future research.

Recommendation for practice

1) Teaching through the application of Think-Pair-Share had positive impact on the students' learning achievement. The outcomes of this study revealed that the posttest learning achievement scores were higher than the pretest scores. As a result, this strategy is recommended.

2) Teachers may include Think-Pair-Share into activities that are applicable irrespective of subjects to enhance the students' learning achievements and the learning satisfaction. It can also be used to enhance communication and social skills besides learning the content. It can make a significant difference in their learning.

3) Think-Pair-Share can be used as an alternative method to conventional teaching method. Thus, the study recommends that using the application of TPS creates a student-centered learning platform which makes the lesson interesting and engaging to enhance students' learning.

4) Think-Pair-Share encourages active participation and facilitates individual accountability. So, this strategy can be used to promote class participation and individual role.

5) Since this strategy is applicable for all the subjects, Dzongkha teachers are encouraged to employ Think-Pair-Share to help students improve learning achievements in the subject.

6) Finally, this study also recommends the school administration to focus on CL learning strategies to engage the students productively in learning.

Recommendations for future research

Considering certain limitations of the study, the researcher would like to recommend the following points for the future researchers:

1. The researcher recommends future researchers to study the effectiveness of Think-Pair-Share Strategy in this subject area with different grades. This may help you to know the effectiveness of the strategy and how well it works with the other subjects and grades.

2. This study used only one CL strategy to see its effectiveness. Future researchers may try with other CL strategies to see the effectiveness and choose that are suitable to teach the Bhutanese students

3. This study was time limited, and it was completed within a month following the experimental teaching. The researcher recommends future researchers to conduct for a longer length of time to provide more reliable and significant outcomes.

Finally, Think-Pair-Share was discovered to be a student-centered learning strategy that assisted students in improving their performances. The implementation of the application of Think-Pair-Share was found to be beneficial in improving students' learning outcome. Simultaneously, the students showed greater satisfaction of learning social studies on using the TPS strategy

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