

CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

A. Research Findings

1. The Implementation of the Think-Pair-Share Method in Asking for and Giving Opinion

The lesson was held at 7.40 WIB in the eighth grade at a private junior high school in Kudus. Mrs. Nuris entered the class and prepared to learn media in the form of a power point containing material, an LCD projector, and a microphone. The material that will be taught asks for and gives opinions. In her teaching activities, Mrs. Nuris uses student-centered learning with the Think-Pair-Share method.

First of all, Mrs. Nuris gave a trigger question through three pictures related to the material displayed on the projector screen. The three pictures are pictures of Maudy Ayunda, pictures of boba drinks with the Chatime brand, and pictures of a group of people who are in different situations: there is a group of people who seem to be chatting together, and there is a group of people who are cool with their smartphones. Some of the trigger questions given by Mrs. Nuris are questions like "Do you know this actress?" "What do you think about this actress?" "What picture is this, and have you drunk it?" "What is your opinion about this beverage?" "How do you feel about this picture?" and "Do you know the meaning of the picture?"¹

What do you think about this actress?



Figure 4. 1. Picture of Maudy Ayunda as a Trigger Question

¹ Observed by the researcher, "Observation Result" (Kudus, 2022).



Figure 4. 2. Boba Chatime Beverage as a Trigger Question



Figure 4. 3. Situation Before and After Smartphone as a Trigger Question

After showing the picture and giving trigger questions, Mrs. Nuris explained the meaning of asking for and giving an opinion to students. Mrs. Nuris explained that sometimes, when needing an opinion from other people about something, such as a person, food, condition, or others, it is necessary to use the expression of asking for an opinion. Conversely, if you want to give opinions to others, you can use the expression of giving an opinion.

Next, Mrs. Nuris asked the students about what expressions of asking for and giving opinions they knew. Students answered if they knew the expressions “What is your opinion about...?” and “What do you think about?” As for the expression of giving an opinion, they know “I think...” and “In my opinion...”

After that, Mrs. Nuris presented various kinds of expressions asking for and giving opinions that had been prepared on a projector screen. While Mrs. Nuris displays expressions of asking for and giving an opinion on the

projector screen, students take notes on the material in their notebooks.



Figure 4. 4. The First Slide Expression of Asking for Opinion



Figure 4. 5. Expression of Giving Opinion



Figure 4. 6. Students Take Notes Expression of Asking for and Giving Opinion

After the students finished taking notes, the teacher displayed two examples of dialogue about asking for and giving an opinion. The first dialogue is about someone who is indecisive and needs the opinion of a friend about having to choose between completing tasks after or before leaving for a birthday party. The second dialogue is about someone who wants to know what his friends think about the new rules at school.

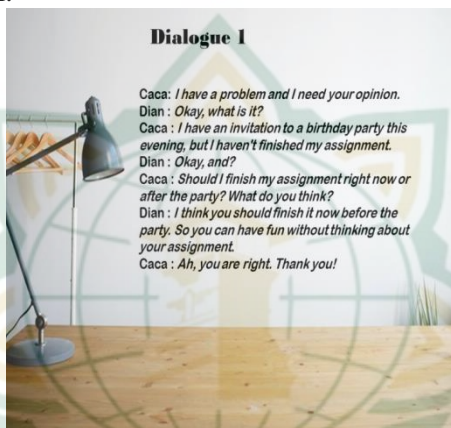


Figure 4. 7. Dialogue 1 Asking for and Giving Opinion



Figure 4. 8. Dialogue 2 Asking for and Giving Opinion

Mrs. Nuris read the dialogue in front of the class using a microphone, and the students followed suit. Mrs. Nuris reads the conversation line by line in the dialogue. One line after

Mrs. Nuris finishes reading, the students follow it. Similarly, students follow along with the second line and so on until the last line in the second dialogue.



Figure 4. 9. Teacher Reads The Dialogue in Front of the Class

After the dialogue reading activity was over, Mrs. Nuris asked students to discuss it with their classmates. Students discuss to identify which sentences from the two dialogues are part of the expression of asking for and giving an opinion. The discussion proceeded calmly and smoothly.



Figure 4. 5. Students Discuss to Identify Sentences Asking for and Giving Opinion

After students discuss identifying the expression of asking for and giving an opinion, Mrs. Nuris asked the students the results of their discussion. Mrs. Nuris asked from the first dialogue which sentence was an expression asking for and giving an opinion and most of the students in the class

answered that the sentence was “What do you think?” and “I think you should finish it now before the party.” In the second dialogue, the sentence which is an expression asking for an opinion is “What do you think?” Meanwhile, the expressions of giving opinion are “Personally I think that...”, “I don't think it's bad” and “In my point of view.....”

Mrs. Nuris made several small groups consisting of a student and their seatmate. There are twenty groups, and Mrs. Nuris asked each group to have a dialogue about asking for and giving an opinion. The task of making the dialogue is written in each student's book using English. Students will create different dialogues based on the five picture themes given by Mrs. Nuris. The division of the five picture themes into different situations is based on the seating order; the first row seats get a different picture theme than the second, third, and so on. So the five picture themes with trending topics are the Citayam fashion week phenomenon, the accumulation of plastic waste that is left unattended, news about the increase in Borobudur Temple tickets to IDR 750,000 and USD 100, and the purchase of subsidized diesel and 4-wheeled Peralite that must be registered in the My Pertamina application.



Figure 4. 6. The First Theme is Citayam Fashion Week



Figure 4. 7. The Second Theme is the Accumulation of Plastic Waste



Figure 4. 8. The Third Theme is the Increase in the Price Of Borobudur Temple Entrance Tickets



Figure 4. 9. The Fourth Theme is Raid Motorcycle Riders Wearing Flip Flops



Figure 4. 10. The Fifth Theme is the Purchase of Fuel Must Be Registered With My Pertamina

While the students were working on the task of making dialogues, Mrs. Nuris guided them. Mrs. Nuris will help if there are students who ask questions or have difficulty doing assignments. Besides that, Mrs. Nuris went around looking at the assignments that students were doing to check if the students were working on the assignments seriously. Some students ask questions directly in front of the class because they have difficulty.



Figure 4. 11. Students Discuss Working On The Task Of Making Dialogue



Figure 4. 12. Students Ask The Teacher About Assigned Assignments



Figure 4. 13. The Teacher Checks The Results Of Student Work

After the students finished the assignments, they practiced the dialogues they had made in front of the class one by one. First of all, the teacher invites students who voluntarily want to practice their dialogue first; after that, Mrs. Nuris appoints several groups of students to practice in front of the class.

A total of nine groups came forward to practice the task of making dialogues with different themes in front of the class. The first group that practiced the dialogue in front of the class was the group that got the theme about the prohibition of motorcycle riders wearing flip-flops while driving. They practice the dialogue in front of the class using a microphone as a loudspeaker and without bringing text.



Figure 4. 19. The First Group Presenting The Prohibition of Driving Wearing Flip-flops

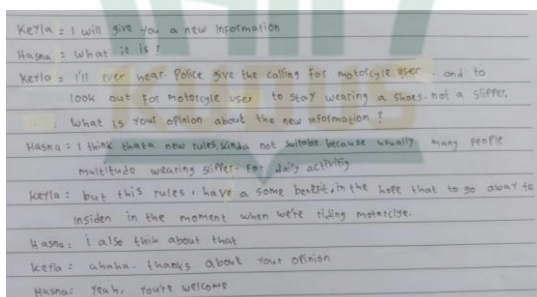


Figure 4. 14. The First Group Discussion Results Dialogue

The second group received a theme regarding the regulations for purchasing subsidized diesel and 4-wheel fuel, which must be registered in the My Pertamina application. When the second group practiced the dialogue in front of the class, one of the students brought the dialogue text to read as a reminder when they forgot their dialogue.



Figure 4. 15. The Second Group Presenting Obligations Registered on My Pertamina

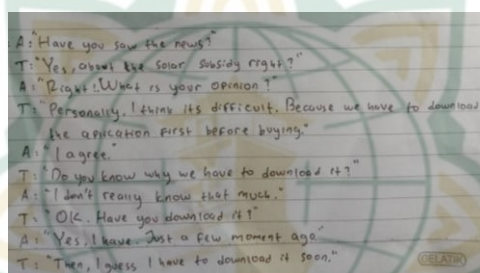


Figure 4. 16. The Second Group Discussion Results Dialogue

The third group received a theme about the phenomenon that is currently viral, Citayam Fashion Week. At the time of practicing the task of making their dialogue, the third group brought the text of their dialogue to read during the practice in front of the class.



Figure 4. 17. The Third Group Presents About Citayam Fashion Week

Syifa : OMG, what is this ?
 Warda : This is fashion show in the Sudirman Street
 Syifa : who is that girl
 Warda : I'm think she is fashion show member.
 Syifa : what she wearing
 Warda : I don't know but, it looks up normal corlum
 Syifa : Yes, I'm think that so
 Warda : what your opinion
 Syifa : Personally I'm think, fantastic
 Warda : I totally agree with you I suprised of that girl.
 Because, she looks brave when she show with upnormal corlum Crowded.

Figure 4. 18. The Third Group Discussion Results Dialogue

The fourth group received the theme of news about the increase in ticket prices for Borobudur Temple to IDR 750,000 and USD 100. When practicing in front of the class, the fourth group also brought their dialogue texts to be read while practicing the dialogue.



Figure 4. 19. The Fourth Group Presented the Increase in Entrance Ticket Prices for Borobudur Temple

- ticket and going online.
 Paygo : do you know about the borobudur news ?
 Tashira : no, don't. what is it?
 Paygo : its about borobudur entrance ticket - if we want to enter borobudur we must pay seven hundred and fifty thousand
 Paygo : what do you think?
 Tashira : in my point of view - its expensive, but worth it - because borobudur is wonderful .
 Paygo : i agree with you. in my opinion the price is right in view of borobudur.
 Tashira : your's right.

Figure 4. 20. The Fourth Group Discussion Results Dialogue

The fifth group got the theme of the accumulation of plastic waste that was left alone. When students are practicing dialogue in front of the class, they also bring their dialogue text to the front. So like the previous group, they practiced their dialogue task by reading in front of the class.



Figure 4. 21. The Fifth Group Presenting The Accumulation Of Plastic Waste

Anin	: What do you think about rubbish in beach ?
Aminna	: I think it will cause focus of disease and make dirty area.
Anin	: So, what will we do ?
Aminna	: We should stick out and to take care so that constant clean, and what is your opinion ?
Anin	: In my opinion many people to discard rubbish in rubbish bins
Aminna	: Yes, I agree with you.

Figure 4. 22. The Fifth Group Discussion Results Dialogue

The sixth group, which practiced the dialogue task, got the Citayam Fashion Week theme like the third group. Like the previous group, they brought one dialogue text to take turns being used as a dialogue reminder when they forgot the dialogue script.



Figure 4. 23. The Sixth Group Presents About Citayam Fashion Week

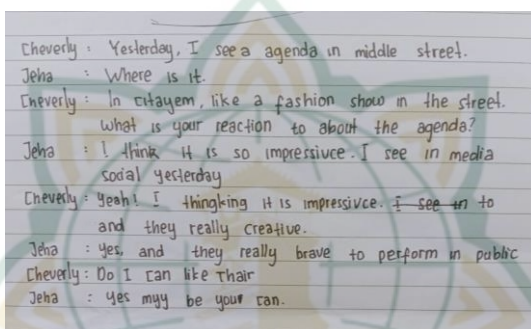


Figure 4. 24. The Sixth Group Discussion Results Dialogue

The seventh group came forward to practice their dialogue task by getting the theme about regulations that prohibit motorcycle riders from wearing flip-flops while driving. In contrast to the first group, which got the same theme but did not use text during practice, the seventh group used one text to bring during practice in front of the class.



Figure 4. 25. The Seventh Group Presenting The Prohibition of Driving Wearing Flip-flops

Wawan : Hai Tiara, Do you see the new rider
 Tiara : Hallo Wawan - What a new rider?
 Wawan : It is about when rider motorcycle wearing sippers, right now
 it is prohibition. What do you think?
 Tiara : Ohh, I see. I think it is weird. because wearing sippers when
 ride motorcycle is comfortable.
 Wawan : Yes, you're right. but, it is about safety.
 Tiara : Yes, I know.

Figure 4. 26. The Seventh Group Discussion Results Dialogue

The eighth group got the theme of the accumulation of plastic waste that was left unattended without any treatment. Just like group five, which got the same theme and also brought text during practice, group eight also brought their dialogue text during practice in front of the class.



Figure 4. 27. The Eighth Group Presenting The Accumulation Of Plastic Waste

Ummi : look at this sea! many rubbish be scattered around. what do you
 think about it?
 Sabrina : I think many people should throw away the rubbish to rubbish bins,
 but their throw away the rubbish in the sea.
 what should we do?
 Ummi : In my opinion we should forbid society for throw away rubbish in the sea.
 Sabrina : and in my opinion we must should reduce the use the rubbish plastic.
 Ummi : Yes, I agree.

Figure 4. 28. The Eighth Group Discussion Results Dialogue

The ninth group was the last to come forward; they got the theme of the Citayam Fashion Week phenomenon. Just like the previous group, which had the same theme, group nine also brought their text to be read in turn in front of the class during the dialogue practice.



Figure 4. 29. The Ninth Group Presents About Citayam Fashion Week

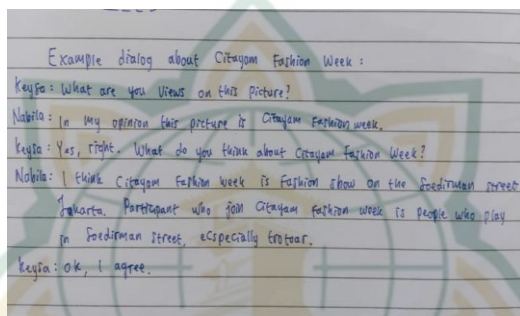


Figure 4. 30. The Ninth Group Discussion Results Dialogue

2. The Challenges Experienced by the Students in Implementing the Think-Pair-Share Method in Asking for and Giving Opinion

From the results of observations in implementing the think-pair-share method in asking for and giving opinions that have been carried out, there are still many students who are still shy or do not dare to practice dialogue in front of the class. This is because English is not their first language or their mother tongue. So students are afraid of making mistakes when speaking and being wrong on the grammar or wording used, as conveyed by Mrs. the following N:

This is because English is their second language and not their first language or mother tongue. Students who do not dare to practice usually feel afraid of being wrong; they are afraid of being wrong when speaking, of being wrong in their pronunciation, of being wrong in their grammar, or of being wrong in the wording they use in their dialogue.²

² Nurul Istiqomah interviewed by the researcher, “Interview Result” (Kudus, 2022).

From the results of the observations that have been carried out, some students are still confused or have difficulties regarding the material or assignments given to discuss making dialogues with their friends. This is because, ideally, if you use the Think-Pair-Share technique to create good discussions, it is by grouping those who are superior and not yet superior in English, but due to time constraints, students are like relying on good luck if they get a classmate who masters the material, as stated Mrs. the following N:

Ideally, if you use the Think-Pair-Share technique to generate a good discussion, you can classify those who are superior and not yet superior in English, but due to time constraints, students are relying on luck if they get a classmate who knows the material...³

Weaknesses in the use of student-centered learning in the implementation of the Think-Pair-Share method were faced by the teacher during the teaching process. With the situation after the COVID-19 pandemic and students having started learning face-to-face at school, many students have experienced learning loss. Students experience extraordinary learning loss, so their understanding of the material is very lacking, and it will be difficult if they have to discuss it with their friends, who do not necessarily understand the material. Student-centered learning using the cooperative learning method with the Think-Pair-Share technique can still be used if the material being studied is still relatively easy. As for the material that is classified as difficult, students do not fully understand it without having it explained first by the teacher. So the teacher must first explain the material to be studied to students; after that, the chapter deepening the material can apply student-centered learning using the cooperative learning method with the Think-Pair-Share technique. This is because students have experienced a lot of learning loss, so the solution is that the teacher must explain first so the students will understand better, and it is rather difficult if they have to find students who master the material.⁴

³ Nurul Istiqomah interviewed by the researcher, "Interview Result" (Kudus, 2022).

⁴ Nurul Istiqomah interviewed by the researcher, "Interview Result" (Kudus, 2022).

Several challenges arise during the learning process, including asking for and giving opinions with the think-pair-share method. There is a limited vocabulary among students. Using a topic that is becoming hot news sometimes limits the vocabulary that students use because it is not a familiar vocabulary used in everyday life. For example, topics such as the prohibition against wearing flip-flops when riding a motorcycle, the obligation to use the My Pertamina application when buying fuel, and the accumulation of plastic waste. In addition, another obstacle is that some students are embarrassed. Although the eighth grade is the superior class, it cannot be denied that every student is different because there are students who master and have not mastered the material. Another obstacle is the limited time if creating a good discussion is indeed done by classifying those who are superior and those who are not superior in English. There will also be insufficient time if all students perform their dialogue assignments, so only a few groups will perform in front of the class.⁵

Therefore, there are three challenges faced by the students in implementing the think-pair-share method in asking for and giving an opinion: First is the student's limited vocabulary. The second issue is students' lack of confidence as a result of shame and fear of making mistakes. Last is the limited time to complete the practice of sharing student work and creating a dialogue by asking for and giving opinions to the rest of the class.

B. Discussion

1. The Implementation of the Think-Pair-Share Method in Asking for and Giving Opinion

Implementation in the context of learning is defined as the implementation or application in learning. Implementation of learning is an action or implementation of a plan that is carefully and detailed in carrying out the learning process.⁶ The process of implementing learning methods which planned and structured that are used in the learning process, also includes implementation in the learning context. In this case the implementation of the think-pair-share method in asking for and

⁵ Nurul Istiqomah interviewed by the researcher, "Interview Result" (Kudus, 2022).

⁶ Nurdin and Usman, *Implementasi Pembelajaran* (Yogyakarta: Rajawali Pers, 2011).

giving opinion material, starting with making a lesson plan, continuing with adjusting the plan into the teaching and learning process in class, and ending with an assessment or evaluation of learning.

The first step in implementing the think-pair-share method of asking for and giving an opinion is making a lesson plan. Lesson plan is an initial step before the learning process take place. It helps teacher to organize their learning process to avoid dead ends. A lesson plan describe in detail of learning process which consist of material to be taught, method, time, place as well as students evaluation.⁷

The second is the teacher gave the trigger question to the students. The teacher showed three pictures of Maudy Ayunda, Chatime boba drinks, and pictures of a group of people in different situations. The teacher gives a trigger question that is related to the topic that will be discussed. Questions are easy to “trigger” thinking, ignite inquiry, and establish dialogic relationships. Questions are easy to “trigger” thinking, ignite inquiry and establish dialogic relationships.⁸ Questioning is commonly used in the process of teaching English as a learning tool to promote classroom interaction. The purpose is to see if students understand what they have been taught, in addition to increasing student involvement and stimulating creative thinking in classroom interaction.⁹ Therefore, the teacher can find out the students' understanding of asking for an opinion on the material given through a trigger question.

The third step is that the teacher gave the material through the PowerPoint displayed on the LCD projector screen, and the students took notes on the material in their notebooks. Taking notes is important because it helps students focus on and understand the information they read by encouraging them to summarize the ideas and arguments in the text.¹⁰ Therefore,

⁷ Raynesa Noor Emiliyasi, “Lesson Planning in EFL Classroom: A Case Study in Lesson Plan Preparation and Implementation,” *Wiralodra English Journal* 3, no. 2 (2019): 367–75, <https://doi.org/10.31943/wej.v3i2.67>.

⁸ Xiaoyan Ma, “The Skills of Teacher’s Questioning in English Classes,” *International Education Studies* 1, no. 4 (2008): 92–100, <https://doi.org/10.5539/ies.v1n4p92>.

⁹ Ma.

¹⁰ Nila Susanti, “The Use of Taking Notes on Report Text,” *JETLe (Journal of English Language Teaching and Learning)* 2, no. 1 (2020): 37–42, <https://doi.org/10.18860/jetle.v2i1.10331>.

taking notes aids students in understanding and getting the main points provided in the materials.

The fourth step is the teacher giving an example of dialogue to the students. The dialogue is a dialogue about asking for and giving an opinion. The teacher reads the sample dialogue that has been given, and the students follow it. This is done to all students in order to improve their pronunciation and reading skills in English. A teacher reading aloud encourages students to practice pronunciation, while reading aloud helps them develop their ability to pronounce words well and correctly.¹¹

The fifth step is that students are asked to identify the part of the sentence that contains the expression of asking for and giving opinions in the dialogue given by the teacher. This is done so that the teacher knows the extent to which students understand the material that has been given. Giving the task to identify the sentence allows the teacher to know what students know and how they think about the topic so that the teacher can evaluate the student's thinking state.¹²

Then the next step continued according to the steps of the think-pair-share method presented by Spencer Kagan and Miguel Kagan that there are five steps in the think-pair-share model. These steps include: a. Organizing students into pairs; b. Determining the topic; c. Giving time to students to think; d. Asking students to discuss with their partners and share their thinking; e. Calling on students to share their ideas with the rest of the class.

In organizing students into pairs, students are paired with their respective seats. Psychologists and educationalists influenced by Vygotsky claim that students who work in small groups can share and evaluate ideas and enhance their critical thinking skills.¹³ The purpose of the selection according to the seatmate is to make it easier for students to discuss and develop

¹¹ Dyna Ariyani, Rismaya Marbun, and Dwi Riyanti, "Improving Students' Pronunciation by Using Reading Aloud in Junior High School," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa*, 2013, 1–9, <https://jurnal.untan.ac.id/index.php/jpdpb/article/view/3413>.

¹² Sulaiman Hassan Qashoa, "Effects of Teacher Question Types and Syntactic Structures on Efl Classroom Interaction," *The International Journal of Social Sciences* 7, no. 1 (2013): 52–62.

¹³ Roy Corden, "Group Discussion and the Importance of a Shared Perspective: Learning from Collaborative Research," *SAGE Publications* 1, no. 3 (2001): 347–67, <https://doi.org/doi:10.1177/146879410100100305>.

their critical thinking with their seatmate because they already know each other. There are twenty groups formed in one class.

In determining topics, the teacher determines those that are familiar to students. Providing familiar topics allows students to give opinions and formulate individual ideas, then share these ideas with other students. The function of topic familiarity is that a more familiar topic may enhance perceived comprehensibility and reduce the perceived complexity of the issue, leading individuals to rely more on their own judgment.¹⁴ There are five dialogue themes given by the teacher: the Citayam fashion week phenomenon, the accumulation of plastic waste that is left unattended, news about the increase in Borobudur Temple tickets to IDR 750,000 and USD 100, and the purchase of subsidized diesel and 4-wheeled Peralite that must be registered in the My Pertamina application. The division of the five themes is based on the seating order; the first row seats will get a different picture theme from the second, third, and so on.

The teacher gives time for students to think for a few moments about the topic of the dialogue that has been shared independently. Waiting even for 10 seconds gives students time to think and encourages them to explore several ideas and possibilities.¹⁵ Therefore, students are given a few minutes to analyze and use their critical thinking skills to come up with unique ideas or thoughts about the topics they are given. Each student has different ideas and thoughts about their topic, which they can share with their respective partners.

The teacher asked students to pair up with their seatmates to discuss and share their perspectives on the topic. Sharing with their friends means that it can stimulate communication competence. In addition, due to knowledge-sharing activities that are often carried out and run smoothly in student groups,

¹⁴ Lisa Scharrer et al., "The Seduction of Easiness: How Science Depictions Influence Laypeople's Reliance on Their Own Evaluation of Scientific Information," *Learning and Instruction* 22, no. 3 (2012): 231–43, <https://doi.org/10.1016/j.learninstruc.2011.11.004>; Lisa Scharrer, Marc Stadler, and Rainer Bromme, "You'd Better Ask an Expert: Mitigating the Comprehensibility Effect on Laypeople's Decisions about Science-Based Knowledge Claims," *Applied Cognitive Psychology* 28, no. 4 (2014): 465–71, <https://doi.org/10.1002/acp.3018>.

¹⁵ Stacy E. Walker, "Active Learning Strategies to Promote Critical Thinking," *Journal of Athletic Training* 38, no. 3 (2003): 263–67.

communication skills become better.¹⁶ At this stage, each group member discusses comparing the results of their thoughts by identifying the ones that are considered the most correct and convincing to be applied in their dialogue tasks. After finding the thoughts that are considered correct, they begin to make dialogues according to their respective themes and write them down in their notebooks.

In presenting the assignment, the teacher asked the students to share with the whole class the dialogues they had worked on. The teacher selects several groups that are willing to share the results of their group work voluntarily. When no one voluntarily shares, the teacher take turns calling pairs. At this stage, mutual trust between members is needed for the improvement of performance through knowledge sharing. The trust itself has positive effects on knowledge sharing, and trust among team members can develop a sense of fellowship that encourages the efficient and active production and sharing of knowledge.¹⁷ A total of nine groups came to the front of the class to share the results of their work and create a dialogue about asking for and giving their opinions. The teacher also used to respond to student assignments by correcting students' incorrect pronunciation and incorrect grammar in their dialogue texts. The teacher also shows appreciation to students who have performed in front of the class by giving them applause. This activity helps students develop their knowledge, communication skills, confidence, and teamwork.

At the end of the meeting, the teacher helps students make summaries or conclusions. Summarizing is the ability to go through material or look back through information to present it as concisely as possible and requires judgment, effort, knowledge, and method.¹⁸ The teacher helps students make summaries by asking what they have learned before. In addition, the teacher also uses expressions of asking for and

¹⁶ Martin Kilduff, "The Friendship Network as a Decision-Making Resource: Dispositional Moderators of Social Influences on Organizational Choice," *Journal of Personality and Social Psychology* 62, no. 1 (1992): 168–80, <https://doi.org/10.1037/0022-3514.62.1.168>.

¹⁷ Il Hyun Jo, Stephanie Kang, and Meehyun Yoon, "Effects of Communication Competence and Social Network Centralities on Learner Performance," *Educational Technology and Society* 17, no. 3 (2014): 108–20.

¹⁸ Sung Ae Kim, "Characteristics of EFL Readers' Summary Writing: A Study with Korean University Students," *Foreign Language Annals* 34, no. 6 (2001): 569–81, <https://doi.org/10.1111/j.1944-9720.2001.tb02104.x>.

giving opinions to find out the students' understanding of the material. Therefore, summarizing needs to be done to make it easier for students to remember the material when asking for and giving their opinions quickly.

2. The Challenges Experienced by Students in Implementing the Think-Pair-Share Method in Asking for and Giving Opinion

In implementing the think-pair-share method in asking for and giving opinion material, some students are confused and struggling. Some students are still confused and having difficulty regarding the material, asking for and giving opinions, and the task-making dialogues that must be discussed with the group. This is because, in forming groups, the teacher only divides students based on their seats. So students in a group with their seatmates. The rule governing student group performance divisions demands that members be diverse in terms of their academic standing, gender, and ethnicity.¹⁹ Ideally, a heterogeneous group means that in one group, smart students are grouped with less intelligent students. However, because they are only randomly assigned to groups with their classmates, students must rely on chance to divide the group. With the formation of the group, students can discuss and collaborate on the material, as well as the task of conducting a dialogue and soliciting and providing feedback. Group activities are described as those that require students to cooperate as a team or group in order to produce a certain product, solve a problem, or complete a task.²⁰

The weakness felt by the teacher when using student-centered learning in the application of think-pair-share in asking for and giving opinion material is that students experience learning loss. This is because students have just started learning face-to-face at school after two years of online learning due to the COVID-19 pandemic. The phrase "learning loss" is frequently used in the literature to characterize losses in student

¹⁹ Chen Long and Yang Qing-hong, "A Group Division Method Based on Collaborative Learning Elements," 2014, 1701–5.

²⁰ Lora Ann Stead and Lora Ann Stead, "Supporting English Language Learners Through Collaboration, Compassion, and Engagement," *Utah State University*, 2018.

knowledge and skills. Learning loss happens when academic growth slows down from its historical rate in comparison to earlier years.²¹ This occurs during the learning process when students' ability to understand difficult material diminishes and they find it difficult to discuss the material with friends who do not understand it as well.

Three challenges arise during the implementation of the think-pair-share method when asking for and giving an opinion. The first challenge is the limited vocabulary of the students. In determining the theme for the task of making dialogue, students who get an unfamiliar theme find it difficult. This is because the vocabulary knowledge that students have is limited to that theme. Vocabulary is a crucial component of English; it is essential to speak English, so learners cannot use English without the vocabulary.²² The second language learner's limited vocabulary abilities appear to be sufficient to explain why it is taking them longer to build their English skills.²³ For some students, non-native speakers find it difficult to remember English vocabulary because one word can have many meanings, which is why they have a limited vocabulary and it affects their speaking ability.

The second challenge is the student's lack of confidence. Students tend to be shy when asked to share the results of their group work in making dialogues. In this case, the students find it quite intimidating to speak English in front of their friends and teacher, which makes them lack confidence and tend to be shy.²⁴ Some students feel embarrassed when speaking in front of their friends because they think they will make a mistake and are afraid that their friends will notice. The student's lack of confidence may lead them to believe they won't be good

²¹ Robert H Meyer et al., *COVID-19 Impacts on Student Learning: Evidence from Interim Assessments in California* (California: Policy Analysis for California Education (PACE), 2021).

²² Rizka Dinda Amalia and Anita Anggraeni, "LIMITATION VOCABULARY CAN BE ONE OF FACTOR THE STUDENTS DO NOT WANT TO SPEAK ENGLISH" 4, no. 1 (2021): 75–79.

²³ Arne Lervag and Vibeke G Aukrust, "Vocabulary Knowledge Is a Critical Determinant of the Difference in Reading Comprehension Growth between First and Second Language Learners" 5 (2010): 612–20, <https://doi.org/10.1111/j.1469-7610.2009.02185.x>.

²⁴ Ahmed Maher and Mahmoud Al, "Problems and Difficulties of Speaking That Encounter English Language Students at Al Quds Open University" 5, no. 12 (2016): 96–101.

English speakers. The students' speaking abilities are significantly impacted by this lack of confidence.²⁵ Conversely, speaking with confidence is crucial for raising students' proficiency because confident students can perform better because they are brave and believe in their abilities.

The third challenge is the limited time when performing the task of creating student dialogues. In addition to the limited time to perform in front of the class, the teacher also experienced time constraints when forming groups. The time allocation for English is 80 minutes per meeting; that time is not enough if it should include the practice. This is because in one class, there are 20 groups of students who have to practice dialogue in front of the class. Large classes as a barrier to EFL students' speaking performance in comparison to EFL students with restricted speaking opportunities.²⁶ Moreover, speaking is a skill that takes time to master, so the same content needs to be practiced repeatedly.²⁷ Due to time constraints and a large number of student groups, it is not easy to provide all students with the opportunity to perform in front of the class. Therefore, there are not many opportunities for students to perform their dialogue by asking for and giving their opinion in front of the class, and there are not enough English situations in daily life.

²⁵ Sri Wuli Fitriati and Article Info, "PSYCHOLOGICAL PROBLEMS FACED BY THE YEAR – ELEVEN STUDENTS OF MA NUHAD DEMAK IN SPEAKING ENGLISH" 6, no. 1 (2016): 65–78.

²⁶ Umme S Kabir, "Challenges of Speaking English in Bangladeshi Classrooms," *Unpublished Master of Arts in TESOL*, 2014.

²⁷ Shu-yun Chien, Gwo-jen Hwang, and Morris Siu-yung Jong, "Effects of Peer Assessment within the Context of Spherical Video-Based Virtual Reality on EFL Students' English-Speaking Performance and Learning Perceptions," *Computers & Education*, 2019, 103751, <https://doi.org/10.1016/j.compedu.2019.103751>.