

IMPLEMENTING THINK-PAIR-SHARE STRATEGY AND AUDIO-VISUAL MEDIA TO OVERCOME STUDENT SLEEPINESS DURING ENGLISH LESSONS AT SMA NURUL JADID

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Abstract. The purpose of this investigation was to tackle the problem of students feeling sleepy in English class at Nurul Jadid Senior High School by using a Think-Pair-Share (TPS) method along with audio-visual resources. The methodology utilized was Classroom Action Research, carried out across a pair of cycles, with each cycle encompassing planning, acting, observing, and reflecting. Thirty-two students from the eleventh grade took part in the study. The methods for gathering information involved observation forms, scales for rating sleepiness, conversations, and records. The findings demonstrated a noticeable lessening of student drowsiness. Initial information prior to the cycles showed that 59.4% of the students were sleepy, but this fell to 28.1% in the first cycle and then even further to just 9.4% in the second cycle. There was a significant rise in student involvement, with active participation jumping from 34.4% up to 84.4%. Using TPS alongside audio-visual tools is a fresh way to deal with sleepiness in the classroom by bringing together working as a group with stimulation for multiple senses.

Keywords: Think-Pair-Share, Audio-Visual Media, Student Sleepiness, English Lessons, Classroom Action Research

Abstrak. Tujuan dari penelitian ini adalah untuk mengatasi permasalahan siswa merasa mengantuk pada kelas bahasa Inggris di SMA Nurul Jadid dengan menggunakan metode *Think-Pair-Share* (TPS) disertai sumber audio visual. Metode yang digunakan adalah Penelitian Tindakan Kelas yang dilaksanakan dalam dua siklus, yang masing-masing siklus meliputi perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Tiga puluh dua siswa dari kelas sebelas mengambil bagian dalam penelitian ini. Metode pengumpulan informasi meliputi formulir observasi, skala penilaian kantuk, percakapan, dan catatan. Temuan ini menunjukkan berkurangnya rasa kantuk siswa secara nyata. Informasi awal sebelum siklus dimulai menunjukkan bahwa 59,4% siswa mengantuk, namun angka ini turun menjadi 28,1% pada siklus pertama dan bahkan menjadi hanya 9,4% pada siklus kedua. Terdapat peningkatan signifikan dalam keterlibatan siswa, dengan partisipasi aktif melonjak dari 34,4% menjadi 84,4%. Penggunaan TPS bersama dengan alat audio visual merupakan cara baru untuk mengatasi rasa kantuk di kelas dengan menyatukan kerja sama dalam kelompok dengan stimulasi berbagai indera.

Kata Kunci: *Think-Pair-Share*, Media Audio Visual, Kantuk Siswa, Pembelajaran Bahasa Inggris, Penelitian Tindakan Kelas

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INTRODUCTION

A common challenge in contemporary education is student sleepiness during class, especially in English lessons, which require sustained concentration, active participation, and cognitive engagement. Initial observations conducted in classrooms at Nurul Jadid High School in August 2025 revealed a concerning phenomenon: approximately 59.4% of students in class XI.6 showed clear signs of drowsiness during English lessons. These signs were manifested through observable behaviors, such as yawning, a noticeable lack of focus, reduced responses to the teacher's questions, and in some cases, students actually falling asleep at their desks.

The insufficient sleep and resulting drowsiness impair critical cognitive functions such as attention, memory consolidation, and information processing, directly affecting students' ability to comprehend complex grammatical structures, retain new vocabulary, and participate effectively in speaking and listening activities within an English as a Foreign Language (EFL) classroom. It explores the physiological and psychological mechanisms through which drowsiness hinders learning, particularly in skill-intensive subjects like language acquisition, and the specific challenges this poses for achieving core competencies outlined in English language curricula (Sofyana et al., 2022; Guadiana, 2020). The "so what" is to establish the fundamental cognitive barriers created by student drowsiness that necessitate pedagogical adjustments.

Conventional teacher-centered instructional methods characterized by lecture-based teaching, monotonous textbook exercises, and repetitive drills contribute to and exacerbate student drowsiness and disengagement. It is how these approaches fail to stimulate active interest, promote deep processing, or foster an interactive learning environment, thereby creating a passive learning atmosphere conducive to boredom and reduced cognitive alertness. The analysis draws upon literature that contrasts the outcomes of traditional versus student-centered approaches, highlighting the detrimental effects of the former on motivation and sustained attention (Kidwell, 2012; Rosli et al., 2025). The "so what" is to identify how current pedagogical practices inadvertently undermine language learning by failing to counteract student fatigue and promote engagement.

The findings from the previous analyses to outline the specific implications for achieving English language curriculum competencies. It will focus on how impaired cognitive function due to drowsiness, compounded by unengaging traditional pedagogies, directly impedes students from reaching proficiency in grammatical comprehension, vocabulary acquisition, and active communicative skills. Furthermore, the necessity of adopting student-centered, active learning strategies to mitigate drowsiness, enhance engagement, and improve learning

outcomes, considering the unique demands of EFL instruction (Ikhsan, 2025; Sitanggang et al., 2024). The "so what" is to provide a clear rationale for pedagogical reform that directly addresses student drowsiness and promotes active, competency-based language learning.

To solve this problem, the Think-Pair-Share (TPS) strategy introduced by Frank Lyman (1981) offers a structured framework to encourage active learning (Adagwine, 2023). This cooperative learning technique systematically engages students through three distinct phases: individual critical thinking (Think), collaborative dialogue with classmates (Pair), and sharing ideas with a larger group (Share) (Erdogan, 2019). This strategy is designed to eliminate boredom in teacher-led instruction and democratize participation in the classroom. When these interactive strategies are integrated with audio-visual media, which provide rich multi-sensory stimulation, the potential for creating a more dynamic, engaging, and student-centered learning environment becomes much greater. Audio-visual materials, such as animated explanations and authentic conversation videos, can capture visual and auditory attention, present language in meaningful contexts, and accommodate diverse learning preferences (Macwan, 2015).

Existing educational research provides a solid foundation for these intervention components. Previous studies have empirically proven the effectiveness of TPS in significantly increasing student engagement and conceptual understanding (Kothiyal et al., 2013). Similarly, the positive impact of audio-visual media on motivation and information processing has been well documented within the framework of Mayer's Cognitive Theory of Multimedia Learning (2014). However, a critical review of the literature reveals a striking gap: research that deliberately combines TPS and audio-visual media specifically to address student sleepiness in Grade XI.6 Language classes is still very limited. Most studies focus on these elements separately, generally measuring outcomes related to academic achievement or general motivation, rather than the combined potential of both in reducing sleepiness.

The problem faced by Nurul Jadid high school students reveals a chronic and widespread problem of drowsiness among students during English lessons, which directly impacts their active participation and ability to absorb the material. This phenomenon of passivity clearly contradicts the school's mission to "Implement innovative self-development programs" and hinders the realization of its vision of a generation that is accomplished and globally competitive, where English proficiency is one of the main pillars. To address this dissonance, this study implemented a Think-Pair-Share strategy combined with Audio-Visual Media as an integrated intervention. Audio-visual media aims to stimulate students' interest and sensory awareness, while the Think-Pair-Share strategy creates social accountability and forces cognitive engagement through discussions with partners, thereby synergistically transforming

a passive and sleepy classroom atmosphere into an interactive learning environment in line with the learning characteristics promoted by Nurul Jadid High School.

Several researchs conducted by some researchers in the previous, namely:

- **Drowsiness and Academic Performance**

Research consistently indicates a significant negative correlation between student drowsiness and academic performance, particularly in subjects requiring sustained cognitive effort such as English language learning. For instance, studies have shown that inadequate sleep and resulting fatigue impair critical cognitive functions like attention, memory consolidation, and information processing (Sofyana et al., 2022). This impairment directly translates to reduced comprehension of complex grammatical structures, poorer retention of new vocabulary, and decreased participation in interactive classroom activities (Guadiana, 2020). Consequently, student drowsiness presents a substantial barrier to achieving core competencies outlined in English language curricula (Mehta et al., 2024).

- **Impact of Traditional Pedagogies on Student Engagement**

Traditional teacher-centered pedagogical methods, often characterized by lecture-based teaching, monotonous textbook exercises, and repetitive drills, are frequently critiqued for exacerbating student disengagement and contributing to passive learning environments. Such conventional approaches often fail to stimulate active student interest or promote deep cognitive processing, thereby fostering boredom and reducing cognitive alertness, which can amplify the effects of drowsiness (Kidwell, 2012). This lack of interactive engagement can inadvertently undermine the learning process by failing to counteract student fatigue and diminishing opportunities for active participation in language acquisition activities (Rosli et al., 2025).

- **Drowsiness and Academic Performance**

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presents a substantial barrier to achieving core competencies outlined in English language curricula (Mehta et al., 2024).

Therefore, this classroom action research aims to fill the identified gap by systematically investigating how the synergistic implementation of the Think-Pair-Share strategy and audio-visual media can effectively overcome student sleepiness during English lessons in class XI.6 at Nurul Jadid High School. This study aims to determine whether this integrated approach can not only reduce incidents of sleepiness but also simultaneously increase overall learning engagement, active participation, and the quality of the learning atmosphere in the classroom. These findings are expected to provide English teachers with practical, evidence-based strategies to transform passive and sleep-prone classrooms into dynamic, interactive, and alert learning communities.

METHOD

This study was conducted as classroom action research (CAR) aimed at addressing the common problem of student fatigue during English lessons in class XI.6 at Nurul Jadid High School. This study followed the cycle model proposed by Kemmis and McTaggart (1988), which involved two complete cycles of planning, action, observation, and reflection. The research was conducted over eight weeks in the first semester of the 2025/2026 academic year, involving 32 grade XI students aged 15-16 years. The research journey began with an initial observation phase that established baseline conditions, showing that 59.4% of students regularly showed signs of sleepiness during English lessons. These manifestations included sleepy behavior, lack of focus, and in some cases, students actually falling asleep during lessons. This initial diagnosis phase was crucial in identifying the scope and severity of the problem before implementing any interventions.

The first implementation phase lasted four weeks and introduced an integrated Think-Pair-Share (TPS) strategy approach combined with basic audio-visual media. In the “Think” phase, students learned individually by watching English learning videos lasting approximately 3-5 minutes, which were carefully selected to align with the curriculum topics. The “Pair” phase involved students discussing their understanding and responses with assigned partners, encouraging collaborative dialogue. Finally, the “Share” phase provided a platform for pairs to present their insights to the entire class. Audio-visual materials in this initial cycle included educational videos, simple animated grammar explanations, and clips of authentic English conversations.

Through systematic observation and reflection at the end of the first cycle, several key improvements were identified for implementation in the second cycle. The refined approach included shorter video segments with enhanced visual aids, more varied pairing strategies including random and ability-based grouping, and the insertion of game elements during the sharing phase to increase engagement.

Documentation in the form of photographs, video recordings, and examples of student work served as additional evidence of the impact of the intervention. On the other hand, semi-structured interviews with selected students provided qualitative insights into their experiences and perceptions.

The fact that there have been many changes in classroom dynamics is demonstrated by the results of qualitative data analysis. The themes of “separation” and “passive silence” dominated initial observations. In a static learning environment, students tended to remain glued to their desks and did not engage in social interaction. Slumped posture and dull eyes were a common sight. However, thematic analysis conducted after the intervention found a significant shift towards the themes of “connectedness” and “collective engagement.” During the Think phase, audio-visual media increased individual attention and curiosity; this then led to dynamic discussions during the Pair phase.

Data from field notes and interviews with teachers show how the atmosphere changed from quiet to noisy due to the sound of exchanges of opinions, and students who had previously appeared sleepy became more active in voicing their opinions. In addition, findings from interviews with students show that they feel more confident sharing ideas in small groups (Pair) than speaking in front of the class (Share). These findings are reinforced by continuous visual documentation showing changes in students' body language, such as heads bowed to desks and active gazes and gestures. Therefore, this qualitative data not only shows a decrease in symptoms of sleepiness, but also explains the process behind these changes namely, the formation of a learning ecosystem that demands social participation.

RESULT

The implementation of this classroom action research resulted in significant changes in learning dynamics, which were measurable through a drastic reduction in students' sleepiness levels and a substantial increase in active participation between Cycle I and Cycle II. Data shows that the severe sleepiness category was successfully reduced from 12.5% to only 3.1%, while total student active engagement jumped by 37.5% to reach 84.4% at the end of the second cycle. In addition, students' interest in learning media also reached its peak with 96.9% of

students expressing their interest, indicating that the pedagogical interventions implemented were not only effective in maintaining students' alertness but also succeeded in creating a much more interactive and engaging learning ecosystem. It can be seen from the table 1 below:

Table 1. Comparison of student activity levels and sleepiness symptoms in cycle I and cycle II

Observed Aspects	Categories	Cycle I	Cycle II	Description
Level of Sleepiness	Extreme sleepiness	12,5% (4 students)	3,1% (1 students)	(1) Significant decline
	Slightly sleepy	15,6% (5 students)	6,3% (2 students)	(2) Consistent decline
	Totally Sleepy	28,1% (9 students)	9,4% (3 students)	(3) Decrease of 18,7%
Active Participation	Very Active	25,0% (8 students)	40,6% (13 students)	(13) Improvement means
	Quite Active	21,9% (7 students)	43,8% (14 students)	(14) Increased stability
	Total Assets	46,9% (15 students)	84,4% (27 students)	(27) Increase 37,5%
Interest in Media	Very Interested	53,1% (17 students)	78,1% (25 students)	(25) Increased interest
	Quite Interested	31,3% (10 students)	18,8% (6 students)	(6) Moderate downgrade
	Total Interested	84,4% (27 students)	96,9% (31 students)	(31) Increase 12,5%

Table 2. Results of learning process observations in each cycle

Process Indicators	Cycle I	Cycle II	Progress
Attention Span on Videos	4-5 minutes	7-8 minutes	Increase 3 minutes
Quality of Pair Discussions	Still hesitant	More confident	Significant increase
Ability to Share Ideas	40,6% (13 students)	71,9% (23 students)	Increase 31,3%
Social Interaction	Limited to couples	Spreading to other groups	Network expansion
Creativity in Presentations	Still conventional	More varied and innovative	Development of expression

Based on the data in Table 1, it can be seen that there was an 18.7% decrease in sleepiness levels from Cycle I to Cycle II. Specifically, severe sleepiness decreased from 12.5% to only 3.1%, demonstrating the effectiveness of the intervention in addressing severe sleepiness. On the other hand, student active participation increased by 37.5%, with the “very active” category increasing from 25.0% to 40.6%. This shows that not only did the number of active students increase, but also the quality of their activity. The data in Table 2 reveals positive developments

in the learning process. The duration of students' attention to audio-visual media increased by 3 minutes from Cycle I to Cycle II, indicating a significant increase in concentration. The ability to share ideas also increased dramatically by 31.3%, indicating the development of students' confidence in communicating in English.

The implementation of the Think-Pair-Share strategy integrated with audio-visual media over an eight-week period resulted in significant improvements in classroom dynamics, with noticeable changes in student behavior and engagement levels. During the initial pre-cycle observation, the classroom atmosphere appeared sluggish. Nearly two-thirds of the class showed clear signs of fatigue, with many students struggling to maintain eye contact, frequently bowing their heads over their desks, and showing minimal response to the teacher's questions. The traditional lecture approach failed to stimulate student interest, creating a passive learning environment where teacher talk dominated classroom interaction.

When the first cycle began, noticeable changes in the class's energy became apparent. The introduction of short, engaging video clips immediately captured the students' attention, with visual and auditory stimuli serving as effective triggers. Students who had previously appeared sleepy were observed sitting upright and focusing on the video content. During the paired discussion phase, the classroom transformed from a quiet space into a lively hub of conversation, as students turned to their partners to exchange ideas. The need to participate in paired discussions created an effective sense of social responsibility that counteracted sleepiness. However, challenges arose regarding the duration of the video, as some students' attention waned during longer segments (seven minutes), and some pairs proved less effective due to compatibility issues.

The second cycle brought further refinements that enhanced the intervention's effectiveness. The shortened video segments maintained student attention more consistently, while varied pairing strategies, including random and interest-based groupings, fostered fresh interactions and renewed engagement. The incorporation of game-like elements during the share phase generated visible excitement, with students eagerly anticipating their turn to present. Classroom observations noted that previously reserved students began volunteering contributions, demonstrating growing confidence in their English communication abilities.

Qualitative evidence gathered through student interviews provided rich insights into these transformations. One student shared, "I used to struggle to stay awake during English lessons because it was just listening to explanations. Now with the videos and discussions, I don't even notice time passing." Another noted, "Having to discuss with my partner keeps me alert because

I don't want to let them down by not contributing." These sentiments were echoed by multiple participants who expressed appreciation for the dynamic learning environment.

The physical classroom space itself underwent a noticeable transformation. Rather than rows of passive listeners, the room now hosted actively interacting learning pairs. The teacher's role evolved from information deliverer to facilitator, moving among pairs to support discussions. Student-generated materials, including discussion notes and presentation aids, became visible evidence of the engaged learning process.

Table 3. Achievement of research success indicators

Success Indicators	Target	Cycle I	Cycle II	Achievement
Decrease in Sleepiness	≤15%	28,1%	9,4%	Achieved
Increased Active Participation	≥75%	46,9%	84,4%	Achieved
Interest in Learning Media	≥80%	84,4%	96,9%	Achieved
English Communication Skills	≥65%	40,6%	71,9%	Achieved

By the conclusion of the research period, the classroom culture had fundamentally shifted from passive reception to active participation. The persistent sleepiness that initially characterized the English lessons had been largely replaced by alert engagement, with students demonstrating sustained attention throughout the instructional period and showing genuine enthusiasm for collaborative learning activities.

DISCUSSION

This classroom action research successfully demonstrates the transformative potential of integrating Think-Pair-Share strategy with audio-visual media in addressing student sleepiness during English lessons. The progressive reduction in sleepiness observed across the eight-week implementation period reveals a compelling narrative of pedagogical transformation. The initial classroom condition, characterized by passive reception, gradually evolved into an environment buzzing with active participation and engaged learning.

The effectiveness of this integrated approach appears to stem from its multi-faceted engagement of students' cognitive and social faculties. The audio-visual components served as powerful sensory stimuli that immediately captured student attention, creating an entry point for engagement that traditional text-based materials failed to provide. More importantly, the strategic sequencing of individual thinking, paired discussion, and whole-class sharing created a rhythmic variation in classroom activities that prevented the monotony often associated with conventional teaching methods. This finding resonates strongly with Mayer's (2014) cognitive theory of multimedia learning, which emphasizes how dual-channel processing enhances information retention while simultaneously maintaining learner engagement.

The social dynamics introduced through the pairing mechanism proved particularly significant in combating sleepiness. As students became accountable to their discussion partners, a sense of responsibility emerged that effectively counteracted tendencies toward drowsiness. This observation aligns with Vygotsky's (1978) principles of social constructivism, highlighting how peer interactions create natural pressure for cognitive engagement. The transformation was especially noticeable among previously passive students who, when paired with more engaged peers, began to demonstrate increased alertness and participation. The iterative nature of this action research allowed for meaningful refinements between cycles. Initial challenges with video length and pairing compatibility in Cycle 1 led to valuable adjustments in Cycle 2. The reduction of video duration to 3-5 minutes proved crucial in maintaining attention spans, while the introduction of varied pairing strategies prevented relational stagnation and kept interactions fresh. The addition of game elements and subtitles further enhanced accessibility and motivation, demonstrating how continuous reflection and adaptation contribute to intervention effectiveness.

Student testimonials revealed the human dimension of this transformation, with learners expressing genuine appreciation for the dynamic learning environment. Comments about "not noticing time passing" and "not wanting to let partners down" underscore how the intervention successfully addressed both the cognitive and affective dimensions of learning. The evolution of classroom culture from passive reception to active collaboration represents perhaps the most significant outcome, suggesting that sleepiness may often be a symptom of pedagogical approach rather than merely physiological condition.

However, the fact that a small proportion of students continue to experience sleepiness indicates that this problem has many factors and is complex. The remainder of this problem shows that although pedagogical interventions can significantly affect student engagement in class, these interventions may need to be complemented by consideration of individual student factors, such as their sleeping habits, learning preferences, and any underlying health issues they may have. These results suggest that a broader approach is needed. This approach will combine engaging teaching techniques with attention to students' unique circumstances. The implications of this research extend beyond the immediate context of English language teaching, offering valuable insights for educators across disciplines who grapple with student disengagement and sleepiness. The demonstrated effectiveness of combining collaborative learning structures with multi-sensory media provides a replicable framework for creating more vibrant, engaging classroom environments where sleepiness gives way to active, meaningful participation in the learning process.

CONCLUSION

This classroom action research clearly shows that the integrated application of the Think-Pair-Share strategy and audio-visual media effectively overcomes student sleepiness during English lessons in class XI.6 at Nurul Jadid High School. The eight-week intervention, which included two cycles, resulted in significant improvements, with drowsiness levels decreasing dramatically from 59.4% in the pre-cycle to only 9.4% at the end of Cycle 2. More importantly, student active participation jumped from 34.4% to 84.4%, indicating a fundamental transformation in the dynamics of student engagement in the classroom.

The success of this approach lies in the synergistic combination of collaborative learning structures and multi-sensory stimulation. The TPS strategy provides systematic opportunities for social interaction and cognitive engagement, while audio-visual media serve as engaging sensory stimuli that maintain student attention. The rhythmic variation between individual reflection, paired discussions, and class-wide sharing creates a dynamic learning flow that effectively prevents the boredom often associated with traditional teaching methods. To increase the effectiveness of this intervention, several key elements are necessary. For example, shortening video segments to 3-5 minutes is the best way to maintain an ideal attention span; various installation approaches encourage newer interactions; and the insertion of game elements increases engagement during sharing sessions. Iterative action research allows for continuous improvement, as each cycle builds on knowledge gained from previous implementations.

However, the fact that 9.4% of students continue to experience sleepiness indicates that additional strategies are needed to address individual issues, such as sleep hygiene, learning preferences, and questions about potential health concerns. This suggests that, although pedagogical interventions can significantly affect student engagement in the classroom, a holistic approach that takes into account student well-being and teaching approaches may yield more comprehensive results.

These results have important implications for the teaching of English and other subjects. They provide educators with a reliable basis for creating dynamic and engaging learning environments. Combining collaborative learning with multisensory media offers an applicable model for transforming monotonous and passive classrooms into dynamic learning spaces that encourage active participation and meaningful learning. For future research, it is necessary to conduct studies on the long-term sustainability of this intervention, find out whether certain topics can be used in various disciplines, and evaluate how effective this method is for different

age groups and cultural contexts. In addition, research that combines more comprehensive sleep hygiene education with pedagogical solutions can provide additional information on how to address the multifaceted nature of student sleepiness in educational settings.

RECOMMENDATIONS

Based on the empirical success of integrating the Think-Pair-Share (TPS) strategy with audio-visual media, several recommendations are proposed to enhance pedagogical practice and address student disengagement. First, educators should prioritize the use of high-interest, short-duration audio-visual materials to serve as immediate cognitive triggers. The data indicates that limiting video segments to 3–5 minutes is optimal for maintaining student concentration and preventing the waning of attention observed during longer segments. Second, the "Pair" phase of the TPS strategy should be managed with varied and intentional grouping strategies such as interest-based or random pairings to foster fresh social interactions and prevent relational stagnation. This social accountability is vital, as it creates a sense of responsibility that directly counteracts physiological sleepiness.

Third, institutions should provide professional development for teachers to transition from traditional "information deliverers" to "learning facilitators" who can effectively navigate active classroom dynamics. The research suggests that the physical reorganization of the classroom into interactive hubs is essential for sustaining this new culture of participation. Finally, while this pedagogical intervention successfully reduced sleepiness to 9.4%, school administrations should adopt a holistic approach by addressing non-pedagogical factors. This includes monitoring individual student sleep hygiene, health issues, and diverse learning preferences to support those few students who remain unaffected by classroom-based interventions. Implementing these recommendations will help create a replicable framework for vibrant, student-centered learning environments.

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