

Effectiveness of Think-Pair-Share Technique towards Speaking Skills in Giving and Asking Opinions

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Abstract

Effective speaking skills are crucial for academic success and future professional opportunities, making their development a key focus in educational settings. This research investigates the Think-Pair-Share (TPS) technique effectiveness in improving students' speaking skills in giving and asking for opinions, addressing a significant need for practical cooperative learning strategies. This study used quantitative approach with quasi-experimental designs involving 68 eleventh-grade students in total at SMA Negeri 15 Semarang in the second semester of the 2023/2024 academic year, divided into two groups: an experimental group (n=35) and a control group (n=33). Both groups were given a pre-test, followed by treatments with three meetings in each. After the treatments, a post-test was administered to determine the effectiveness. Based on the data, the control group's, taught using the group discussion achieved an average score of 72.36 and the experimental group, taught using the TPS technique, scored 86.17. The experimental group's N-Gain score was 62.29, which is classified as "effective enough". The Sig. (2-tailed) on the Independent Sample T-test value of 0.000 < 0.05 shows the TPS technique has improved the students' speaking ability, particularly in giving and asking opinions at a high level. These findings confirm that the TPS technique can substantially enhance students' speaking skills, particularly in giving and asking for opinions, fostering a more interactive and encouraging active participation in the EFL classroom.

Keywords: Think-Pair-Share; Cooperative learning; Speaking skills; Giving and asking opinions; Quasi-experimental research

INTRODUCTION

Language in turn is a means of people's interaction throughout the day as it allows one to receive, inform, and express ideas. It enables people to share their opinions and emotions and hence improves people's communication and interaction thus creating understanding between them (Alaku & Okpala, 2023). In academic contexts, it becomes easier for students who understand the language to express ideas and argue coherently thus improving their learning process. Moreover, languages such as English which is becoming a worldwide communication tool offer substantial support in eradicating barriers of culture and language that may exist (Rao, 2019). In the Indonesian context, we used the Emancipated Curriculum which its core principles seek to strengthen students' competence by fostering integrated skills like reading, listening, speaking, writing, observing, and delivering information (Kemendikbudristek, 2022). This skill is an important component in learning second language acquisition that emphasized as very important for meaningful communication (Akhter et al., 2020). Effective language includes not only linguistic content but also the ability to provide coherent thoughts and ideas through verbal and nonverbal cues in various social contexts (Hasibuan & Rosida, 2021). Furthermore, Ur (as cited in Ghafar et al., 2023) stated that English proficiency is very important in broader speaking skills. According to Halidu and Etango (2021), speaking is conveying certain messages to achieve desired results which are motivated by certain goals and purposes. Better speaking skills enable individuals to communicate and socialize with confidence (Namaziandost et al., 2020). However, acquiring these skills poses significant challenges in educational settings despite their importance. The conventional teaching methods that are usually applied in most of the schools in Indonesia often cause these problems because they focus more on teacher-centered approaches than on students-centered ones which limits the opportunities for active engagement and interactional

behavior. Consequently, students frequently find it difficult to build the confidence and the abilities required for effective verbal communication (Website et al., 2023). To overcome this challenge, it is important to find innovative methods that actively engage students in speaking practice in a learning environment that encourages and supports student development in the teaching and learning process, especially in speaking classes.

Recognizing gaps in teaching speaking skills

Recognizing the gap between expected practice and actual practice is essential in teaching speaking skills in the classroom. Ideally, students should communicate effectively in English, express themselves confidently, and participate actively in speaking activities. However, studies have shown that many students struggle with speaking English as a result of ineffective teaching practices, and unengaging activities in class, making them feel bored and unmotivated to learn (Ghafar & Raheem, 2023). The conventional teaching methods, which are teacher-centered, fail to create adequate opportunities for students to engage in meaningful language learning within the classroom. This may cause anxiety problems to students and issues of confidence for them to speak in English (Rajitha & Alamelu, 2020). According to Asysyfa et al. (2019), focusing on these issues is important to establish a supportive and conducive teaching and learning environment where learners can develop their English skills and improve their self-confidence positively.

Cooperative learning model

Cooperative learning, as defined by W. Johnson & T. Johnson (as cited in Yang, 2023), is a learning model that accommodates collaborative activities by engaging students in pairs or small groups, allowing them to work collaboratively to support and improve one another's learning. This model promotes an educational environment that allows learners to improve their academic achievements. Tran et al (2019) define cooperative learning as an educational model that promotes the improvement of students' outcomes through mutual interactions. This model allows students to work together collaboratively to reach the learning objectives in class, which not only strengthens the materials comprehension but also promotes individual positive progress in learning. Through group collaboration, students are offered with meaningful learning, which supports them more in reaching their academic goals.

Think-Pair-Share (TPS) technique

The Think-Pair-Share (TPS) technique developed by Lyman in 1981 involves a three-step process of learning to enhance student engagement. In the 'Think' phase, learners work independently on a problem or question introduced by the teacher, enabling them to connect with prior knowledge and develop their own ideas before moving into group discussion. After that, learners collaborate with assigned partners to tackle the problem along with their pairs in the 'Pair' phase, which supports the development of their communication skills, critical thinking, and even their negotiation of meaning. We noticed that students' behaviour provide more suggestions and perspectives by listening to each other and gain additional insights as well as produce more reasoned and constructive solutions. Finally, during the 'Share' phase, we have each pair report their responses and justifications to the class, thereby enriching the discussion and fostering collaboration between students and the teacher (Lyman, 1981; Aprianti & Ayu, 2020). This sequence exemplifies the TPS technique, reflecting social constructivist principles, as knowledge is co-constructed through interaction. This equips students to take greater responsibility for their learning, which is conducive to a more learner-centered classroom. This enables the use of diverse grouping and interactive strategies, including class discussions, small group work, and student collaboration on projects or assignments that provide significant benefits for students in achieving their learning outcomes. As noted by Idaresit Akpan et al. (2020), social constructivism can be effectively enacted in classroom settings through instructional strategies such as case studies, research projects, problem-based learning, brainstorming, cooperative learning, guided discovery, and simulations which we believe it align well with the TPS technique that reflects the key activities highlighted in social constructivist theory which also supported by Antono et al. (2020) research which state that the use of small-group collaboration, for example in work in pairs, characterizes an authentic discussion. This element facilitates students' comprehension of a variety of

perspectives. Students can revise and enhance their opinions as others challenge their ideas. Students are also provided with assistance as they acquire new techniques and subsequently internalize processes and entirely new tasks independently through small-group collaboration (Wegerif, 2021). By applying the three steps of the TPS technique in the classroom, teachers will be able to promote students' higher-order cognitive skill development, particularly in developing analytical thinking and problem-solving competence (Yang, 2023).

Benefits of the Think-Pair-Share technique

Various research constantly promoted the effectiveness of the TPS technique in promoting learners' motivation, higher-order thinking skills, and creativity, which will enhance student engagement and performance in the classrooms. In light of this, research conducted by Hernando et al. (2023) shows that implementing the TPS technique in the classroom can encourage students to reflect and develop their ideas through collaborative activities. Therefore, this technique allows students to have a more enjoyable learning experience and a deeper process of understanding. Additionally, in setting up a classroom that is more engaging and vibrant, TPS technique is highly effective to be applied by educators. This technique is proven to increased student participation and students' creativity significantly (Mundelsee and Jurkowski, 2021). The researcher inferred that earlier studies underscored the diverse benefits of the TPS technique in fostering learners' growth in their cognitive, social, and emotional dimensions.

The Think-Pair-Share technique has been widely hailed for its positive impact on communication skills of learners especially in increasing students' confidence and self-esteem in speaking (Putri et al., 2020; Bunaya & Basikin, 2019). Moreover, this technique is also proven in enhancing students' language score and self-group learning skills (Maghfira, 2020), encourages their critical thinking and students' participation in the classroom (Phan & Lan, 2021; Hetika et al., 2021; Benjelloun, 2021; Kurjum et al., 2020; Annie, 2020). Furthermore, Hasanah et al. (2023) state that the learning achievement was increased in this technique due to additional opportunities for reflection, discussion and response, which are infrequently available in traditional classrooms. In addition to that, the previous studies also demonstrate similar findings concerning the effectiveness of this technique in improving the abilities of students in speaking and yielding substantial advantages.

In addition to that, Johnson & Johnson (as cited in Ismail et al., 2023), Hanan & Budiarti (2019), and Apriyanti & Ayu (2020) share the same perspective on the its application of the TPS technique that has been proven to strengthen students' interpersonal and communicative competencies by balancing individual and group work as well as advancing mutual communication. This technique provides opportunities for students to give feedback in limited settings before moving to broader discussions, which helps them reduce the apprehension and enhance their confidence, especially in speaking (Darmawan & Lestarringsih, 2023). This is also supported by Kaddoura (as cited in Amira, 2021) and Singh (2020), who highlight the benefits of the TPS technique in fostering students' critical thinking and motivating even passive learners to engage actively as they receive constructive feedback from their peers and teachers. Several researchers have shown that TPS promotes increased colleague collaboration, participation, and interaction than standard teaching techniques (Suaidah & Pasaribu, 2022; Phan & Lan, 2021). This collaborative approach helps students to independently participate in various tasks, thus improving their social and communication skills. Apart from this, the structured pairing and sharing stages ensure that all students have a voice, reducing dominance and fostering inclusivity.

Several researchers in the previously discussed sections have highlighted the benefit and its effectiveness of TPS technique within educational contexts, yet only a limited number have investigated its influence on the students' speaking skills, especially in giving and asking opinions within secondary school settings. Thus, the purpose of this study is to address the identified gap by investigating empirical evidence on the effectiveness of this technique in developing learners' speaking skills. The findings are expected to offer meaningful implications for language teaching and learning practices and bring some benefits for teachers and contribute to the broader field of cooperative learning in English language classrooms. Understanding how the TPS technique can enhance students' speaking skills in giving and asking opinions corresponds with the goals of the Emancipated

Curriculum in developing students' comprehension, critical thinking and communication skills collaboratively, which are essential to students' academic success.

In this study, we aim to examine the effectiveness of the TPS technique in speaking classrooms, focusing on one of the learning materials that is giving and asking opinions, while comparing the outcomes between TPS and conventional discussion-based methods. We expect this research to provide insights into effective teaching strategies that align with the Emancipated Curriculum and a student-centered learning approach. The Emancipated Curriculum, which emphasizes student-centered learning, aims to develop learners' critical thinking and communication skills, making TPS an ideal technique to achieve these educational goals. We expect the results of this study to include increased student engagement, improved speaking skills, greater confidence in using English for communication, and a deeper understanding of how cooperative learning strategies like TPS can be effectively integrated into classroom practices to support student achievement, particularly in speaking proficiency.

METHODS

Research Design

We quantitative approach with a quasi-experimental design which aims to evaluate the objective hypotheses by testing some related variables. The quantitative approach entailed collecting and analyzing numerical data to answer the research questions (Rana et al., 2020). It comprised a set of techniques for systematically investigating social phenomena using statistical or numerical data. According to Goldberg (as cited in Kotronoulas et al., 2023), numerical data are used and analyzed using special statistical techniques to answer questions such as who, how much, where, when, and how. Furthermore, we employed a non-equivalent control group design, consisting of an experimental group and a control (comparison) group. (Em, 2024).

Respondents

The study population consisted of eleventh-grade students at SMA Negeri 15 Semarang, selected due to observed deficiencies in their speaking skills and the suitability of the educational context for implementing the study's objectives. The sample size comprised 68 students divided into an experimental group (XI A5, n=35) and a control group (XI A4, n=33); they are male and female students as participants, chosen through cluster sampling to ensure both groups were comparable in terms of curriculum and teaching environment.

Table 1. Research population

Class	Participants	Group	Treatment
XI A5	35	Experimental	Think-Pair-Share
XI A4	33	Control	Group Discussion

Instruments

Data collection methods used in this research include pre-test, post-test, and questionnaire. The two groups (experimental and control group) were given a pre-test to establish a baseline of their speaking skills before implementing any interventions from the researchers. Both groups (experiment and control group) received intervention in a 90-minute session. The difference was the implementation of the treatment technique; The experimental group received instruction through the TPS technique, while the control group was taught using conventional group discussion methods. After that, we conduct the post-test to spot the changes in students' speaking skills after the intervention. In addition to that, we used the Likert scale questionnaire to the experimental group in the last meeting to collect data about their perceptions regarding the effectiveness of the TPS technique and determine its impact on their speaking skills. The Likert Scale, according to McLeod (2023), allows respondents to express their opinions in more detail rather than just simply answering 'yes' or 'no' questions which suitable for us to investigate this research. This scale works by converting the

measured variables into indicators, which are then used to create items such as statements or questions. Sugiyono (as cited in Julian et al., 2022) underlines the significance of the process in measuring students' attitudes and opinions. We adapt questionnaire by Young (2015) with a total of 10 items research questionnaire which then we developed to draw the students' perceptions and attitudes toward the use TPS technique in the classroom.

Table 2. Research Questionnaire

No	Theme	Item Number
1	Students' eagerness to engage in speaking through the TPS technique	1,2,8
2	Students' opinions and attitudes toward the advantages of the TPS technique	7,10
3	Students' motivation in Learning English Speaking through the TPS technique	3
4	Sustainability of TPS technique	4
5	Effectiveness of TPS technique in enhancing students' speaking skills in giving and asking for opinions	5,6
6	Students' improvement in speaking skills after getting the treatment using the Think-Pair-Share Technique	9

Data collection procedures

Before the research collected the data, a validity test was conducted to ensure the validity and reliability of the instruments used in this research. The validity of the instrument was assessed using the validity formula:

$$P = \frac{\sum X}{\sum X_i} \times 100\%$$

Where:

P : Percentage

$\sum$: Total validation score (assigned by the validator)

$\sum$: Total of the highest possible scores

In this study, content-based validity was assessed through expert judgment to evaluate the test items. The objectives of the study along with the items and questionnaires for alignment, were evaluated by two expert. Each item was then reviewed by a validator to assess its appropriateness and clarity. The score was compiled using the formula above to measure the overall percentage of validity. The content-based validity was particularly important in ensuring whether the test included the material it was supposed to include, namely the measurement of students' speaking skills in giving and asking opinions.

Data analysis

After we collected the data, we conducted several steps in the analysis. First, we assessed the normality and homogeneity of the pre-test scores for the experimental and control groups using the Kolmogorov-Smirnov and Levene's tests, respectively. This allowed us to ensure that the experimental and control groups were comparable before administering the treatment. An Independent samples T-

test using post-test scores was used to determine whether there were significant differences in students' speaking skills between the experimental group and the control group after the treatment. Moreover, to determine and measure how effective the TPS technique was in developing students' speaking abilities in giving and asking opinions, the researchers analyzed the outcomes using the Normalized Gain Score test by Hake (1999) in the table below.

Table 3. Criteria for interpreting N-Gain scores

Percentage	Description
< 40	Ineffective
40-55	Less effective
56-75	Effective enough
> 76	Effective

The N-Gain score measured the improvement in a particular skill or knowledge area after the intervention or treatment was implemented. It helped the researchers interpret how effective the intervention was in achieving its intended outcomes. The criteria provided in Table 1, adapted from Hake (1999), categorize N-Gain scores into four levels based on percentage increase: < 40% indicates the intervention was *ineffective*, 40-55% suggests it was *less effective*, 56-75% indicates the treatment was *effectiveness enough*, and > 76% suggests the intervention was *highly effective*. These categories by Dis (2010) assist researchers in evaluating the impact of learning techniques on student learning outcomes.

Table 4. Achievement Score Criteria

Grade	Score	Level of Achievement
A	90 – 100	Excellent / Outstanding
B	80 – 89	Very Good
C	70 – 79	Fair
D	60 – 69	Poor
E	0 – 59	Fail

Table 4 shows based on the Dis (2010) shows that the grading criteria used to assess the achievement scores of students in the X1 A5 class. It categorized scores into five grade levels based on the percentage ranges, each of them indicating a different level of academic achievement. This grading system helped in objectively evaluating and communicating students' performance levels. The grades ranged from A (90-100, Excellent/Outstanding) to E (0-59, Fail), showing clarity on students' academic performance relative to established standards.

FINDINGS AND DISCUSSION

The findings reveals that the TPS technique effectively enhanced students' speaking skills, particularly in giving and asking opinions as indicated using the N-Gain Score results which display that this technique falls within the *effective enough* criteria. This was proven by the calculation results of the average N-Gain score for the control class, which was 30.50, and the experimental class, with 62.15 score. Consistent with Nurnaningsih et al., (2022) research found similar results, indicate that the Think-Pair-Share technique outperformed the conventional teaching method in terms of effectiveness. The classroom observations further revealed that TPS was more effective and quicker in stimulating and motivate student participation and engagement in the class.

The data were collected at SMA Negeri 15 Semarang during their second semester in the academic year of 2023/2024. After that, to measure the effectiveness of the TPS technique, pre- and post-tests were used to both classess XI A5 (experimental group) and XI A4 (control group). Both groups received a pretest to investigate learner prior knowledge. Furthermore, the researchers taught the subjects to give feedback and ask questions: an experimental group using the TPS technique, and a control group using the conventional teaching method with group discussion. Finally, both groups were given a follow-up test to assess their speaking skills after treatment. The post-test results were used to confirm the hypothesis that TPS improves students' speaking skills. This structured technique

ensured explicit comparison of instructional strategies, allowing for a comprehensive assessment of their influence on students' academic performance.

The research process was carried out within six meetings. Each class had three meetings: April 16th for the XI A4 and XI A5 pre-test, April 19th for the XI A4 treatment, April 23rd for the XI A5 treatment, April 26th for the XI A4 post-test, and April 30th for the XI A5 post-test. This timeline allowed for systematic data collection and educational interventions, ensured consistency of variables potentially affecting study outcomes, ensured assessment design and the treatments' design of assessment and treatment allowed the researchers to more fully evaluate the development TPS in improving students' speaking performance.

Validity Test Result

The validity of the research instrument, specifically the question sheet used in the pre-tests and post-tests, was ensured through expert judgment. An English teacher from SMA Negeri 15 Semarang reviewed the instrument to confirm its alignment with the intended construct of measuring students' speaking skills in giving and asking opinions. This expert validation helped establish the questionnaire's appropriateness for accurately assessing targeted learning outcomes, improving the reliability of the study's findings.

The instrument validation rating scale below was adapted from several sources, including the content validity definition provided by Polit and Beck (2010) and the survey questionnaire evaluation criteria established by Good and Scates (1972). The validation process was used in this research to ensure that the instruments were reliable and relevant to the objective of the research. The results from the expert judgment are summarized in the assessment scale below.

No	Descriptions	1	2	3	4	5
1	The questions in the instrument are relevant to address the study's objectives.					✓
2	The questions in the instrument align with the curriculum used in schools.					✓
3	The instrument's questions are not too narrow or limited either in respect to their contents.					✓
4	The questions in the instrument are articulated clearly.					✓
5	The questions of the instrument can generate consistent and non-contradictory responses.					✓
6	The instrument's layout and format are technically sound.					✓
7	The instrument is of a suitable length for participants to complete within the allotted time.					✓
8	The instrument is engaging, encouraging participants to participate fully.					✓
9	The instrument effectively serves its intended purpose.					✓
10	The instrument is appropriate to enhance student's ability to think, especially in students' speaking skills in giving and asking for opinions					✓

Scale: 5 – Strongly Agree (SA); 4 – Agree (A); 3 – Normal (N); 2 – Disagree (D); 1 – Strongly Disagree (SD).

Normality Test

Before conducting further data analysis, the normality test was used to evaluate the data distribution using the *Kolmogorov-Smirnov* test. In the data analysis process, assessing data normality is an important step to ensure that parametric testing assumptions are fulfilled, so that subsequent statistical conclusions can be validated. This test was essential to ascertain the suitability of applying parametric statistical methods. The findings of the normality test for the pre-test and post-test score are provided below.

Table 5. Normality Test Results

CLASS	Kolmogrov-Smirnov	Notes
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		Statistic	Df	Sig.	
Pre_Test	Control	.139	33	.109	Normally Distributed
	Experiment	.139	35	.084	
Post_Test	Control	.147	33	.070	Normally Distributed
	Experiment	.142	35	.071	

The Sig. (p-value) for all tests was greater than 0.05, confirming that the scores of the pre and post-test for both groups (control and experimental group) were normally distributed. This allowed for the use of parametric tests in further data analysis, ensuring the robustness of statistical inferences drawn from the study.

Homogeneity Test

We measured the homogeneity of variance between the groups using Levene's test. This test was conducted to determine whether the variances originated from the same population. The results of our homogeneity test are presented below.

Table 6. Homogeneity Test Results

	Levene	StTreat	Statistic	df1	df2	Sig.	Note
Post-Test Score	0,170			1	66	.682	Homogenous

Table 6 displays the Levene's test results with a significance value (Sig.) of 0.682, which is higher than 0.05. This outcome implies that the variances in the post-test scores of the control and experimental groups were homogeneous. This means that the comparative analyses between the groups were considered reliable and valid, making sure that any observed differences in speaking skill improvements can be attributed to the instructional methods (i.e., the use of TPS) rather than the variance in initial scores.

Finding 1

The Role and the effectiveness of the Think-Pair-Share Technique to enhance Students' Speaking Skills in Giving and Asking Opinions

This study examined the TPS technique effectiveness among students from two classes: X1 A4 as the control group and X1 A5 as the experimental group. The Normalized gain (N-Gain) scores were used to assess the relative effectiveness of the TPS compared to conventional teaching methods such as group discussions. N-Gain scores indicate an improvement in students' speaking skills after the interventions. Table 6 provides a comparative overview of the N-Gain scores for both groups:

Table 7. N-Gain Test Results

No	Control Group (XI A4)		Experiment Group (XI A5)	
1	The number of students	33	The number of students	35
2	Mean	30,50	Mean	62,15
3	Minimum	11,11	Minimum	33,33
4	Maximum	50,00	Maximum	90,91

Table 7 demonstrates the improvement in students' speaking skills, both in the control and experimental classes, calculated using the N-Gain Score. In the control group (XI A4), which applied conventional teaching methods through discussion, the average score was 30.50. This highlights that the method was not effective, as the score is below 40.

Conversely, the experimental group (XI A5), which was taught using the Think-Pair-Share technique, demonstrated significant improvement. The average score for the experimental class was 62.29, confirming that the Think-Pair-Share technique is effective in enhancing students' speaking

skills. The score of 62.29 falls within the criteria range of 56-75, suggesting that this technique is a valuable approach for future teaching and learning processes.

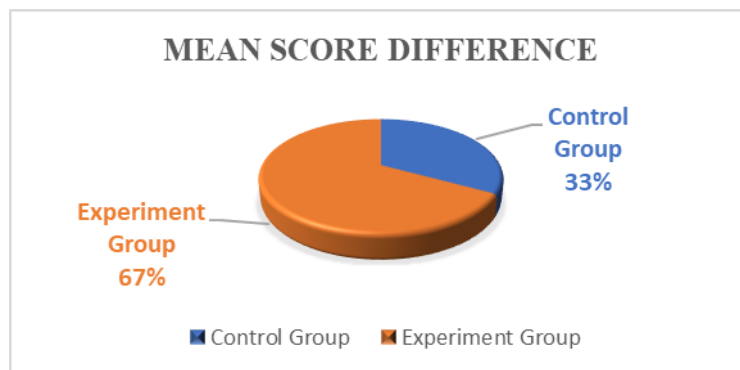


Figure 1. Mean N-Gain Score Difference

As shown in the Figure 1, the average scores of the control and experimental classes differ. The experimental class showed that 67% had a higher percentage than the control class which only got a percentage of 33%. This is based on the results of the calculation of the average N-Gain value that has been done previously by researchers. This can also be interpreted as students' scores increased after receiving the Think-Pair-Share treatment and meeting the Minimum Completion Criteria. Meanwhile, the average post-test score of the control class using conventional teaching methods also increased but did not meet the school's Minimum Completion Criteria. It means that the TP technique was more effective than the conventional teaching method.

Finding 2

Significance of the Think-Pair-Share Technique in Enhancing Students' Speaking Skills in Giving and Asking Opinions

To provide stronger evidence of the effectiveness of the Think-Pair-Share technique, we used Independent Samples T-test to compare the mean scores of the control and experimental groups. The findings are presented in Table 7 below.

Table 8. Independent Sample T-Test Result					
Score	Think-Pair-Share Technique	T	Uji -t Df	Sig. (2 tailed)	Note
Post_Test	Equal variances assumed	-10.404	66	.000	There is a significant difference

The Independent Samples T-test shows a Sig. (2-tailed) value of 0.000 (< 0.05), indicating that H_0 is rejected while H_1 is accepted. The accepted research hypothesis demonstrates a significant difference in students' speaking skills in giving and asking opinions between those who taught through Think-Pair-Share technique with the one used the conventional group discussion techniques. The calculated t-value is -10.404, which is negative. However, this does not indicate an error; rather, it reflects that the average post-test score in the experimental group is higher than in the control group. Therefore, considering the decision-making process using the t-table, the t-value here can be interpreted as positive, specifically -10.404, indicating acceptance of the H_1 hypothesis.

To provide a detailed assessment of the experimental group's progress, a comparison between pre-test and post-test scores was conducted.

Table 9. Pre-Test and Post-Test Results of the Experimental Group Descriptive Statistics

	N	Minimum	Maximum	Mean
Pre-Test_ Experiment	35	52	76	62.06
Post-Test_ Experiment	35	76	96	86.17
Valid N (listwise)	33			

Based on the data above, it is evident that both the average pre-test and post-test scores increased significantly. This indicates that the use of the Think-Pair-Share technique effectively improves students' speaking skills in the XI A5 class. The average pre-test score of 62.06 suggests a performance level categorized as below the minimum passing grade, whereas the average post-test score of 86.17 indicates a very good performance level, surpassing the minimum passing grade.

Discussion

After the Think-Pair-Share technique was used in the experimental group, data were collected from 35 students in class XI A5 through a questionnaire consisting of 10 questions. The effectiveness of the TPS technique was evaluated using a categorization scale:

Table 10. The Questionnaires Categorization Scale

No	Score	Categorization
1.	4,91 – 5,00	Highly Effective
2.	3,81 – 4,90	Effective
3.	2,71 – 3,80	Moderately Effective
4.	1,61 – 2,70	Not Effective
5.	0,00 – 1,60	Very Ineffective

(Source: Dis, 2010)

Subsequently, the data summarization was conducted by distributing the questionnaires to XI A5 class students as the experimental group. A total of 10 questions were given, and the results are as follows:

Table 11. Summary of Students' Questionnaires Results regarding the use of the Think-Pair-Share technique

Ques	(1)		(2)		(3)		(4)		(5)		Mean	Note
	F	%	F	%	F	%	F	%	F	%		
Q1	-	-	2	5,7%	1	2,9%	15	42,9%	17	48,6%	4,34	Effective
Q2	-	-	-	-	3	8,6%	24	68,6%	8	22,9%	4,14	Effective
Q3	-	-	1	2,9%	-	-	19	54,3%	15	42,9%	4,37	Effective
Q4	-	-	-	-	2	5,7%	21	60%	12	34,3%	4,29	Effective
Q5	-	-	-	-	3	8,6%	13	37,1%	19	54,3%	4,46	Effective
Q6	-	-	-	-	-	-	15	42,9%	20	57,1%	4,57	Effective
Q7	-	-	-	-	1	2,9%	15	42,9%	19	54,3%	4,49	Effective
Q8	-	-	-	-	2	5,7%	13	37,1%	20	57,1%	4,51	Effective
Q9	-	-	-	-	2	5,7%	20	57,1%	13	37,1%	4,31	Effective
Q10	-	-	-	-	2	5,7%	15	42,9%	18	51,4%	4,49	Effective

The results show that students perceived the TPS technique as effective in improving their speaking skills. The highest average score of 4.57 was given to the question, "There is an improvement in my speaking skills in giving and asking opinions after the treatment was implemented," with 20 students strongly agreeing. This indicates a significant perceived improvement in students' speaking skills as a result of the TPS technique.

Theme 1: Students' eagerness to engage in speaking through the TPS technique

Question Number	Questionnaire Statement	Alternative Answer	F	Percentage
1.	I am interested in using the Think-Pair-Share learning technique in giving and asking opinions materials in speaking class.	a. SD	-	-
		b. D	2	5,7%
		c. N	1	2,9%
		d. A	15	42,9%
		e. SA	17	48,6%
2.	The application of the TPS technique can make me exhilarated in class.	a. SD	-	-
		b. D	-	-
		c. N	3	8,6%
		d. A	24	68,6%
		e. SA	8	22,9%
8.	Using the TPS learning technique makes me more independent (not relying on the teacher) and more active in understanding the materials.	a. SD	-	-
		b. D	-	-
		c. N	2	5,7%
		d. A	13	37,1%
		e. SA	20	57,1%

The results indicate that the Think-Pair-Share (TPS) technique was highly effective in engaging students and improving their learning experience. A vast majority of students (91.5%) conveyed their interest in using TPS for speaking activities in the classroom, confirming its effectiveness in improving learning outcomes. In addition, around 91.1% of them stated that TPS turned the class to be livelier, suggesting that it developed a stimulating and conducive classroom environment. Besides, 94.2% of them reported that TPS accommodated independence and active learning, indicating that it effectively promoted self-reliance and critical thinking as well. Overall, TPS successfully supported student enthusiasm and engagement in their speaking skills development.

Theme 2: Students' opinions and attitudes toward the advantages of the TPS technique

Question Number	Questionnaire Statement	Alternative Answer	F	Percentage
7.	Using the TPS technique to learn the materials about giving and asking opinions in speaking class is enjoyable.	a. SD	-	-
		b. D	1	2,9%
		c. N	-	-
		d. A	15	42,9%
		e. SA	19	54,3%
10.	Using the TPS technique in learning the materials of giving and asking opinions is not engaging and tends to be boring.	a. SD	18	51,4%
		b. D	16	45,7%
		c. N	1	2,9%
		d. A	-	-
		e. SA	-	-

Based on the result, 97,2% of students in the class agree with statement number 7 that the use of the Think-Pair-Share technique could make the class atmosphere more interesting and engaging. This overwhelming agreement shows that almost all students find the classroom environment to be much more interactive when this technique is used. This high level of engagement can lead to increased interest in the course material, better retention of information, and an overall more enjoyable learning experience. Apart from that, most of them (97,1%) disagree that the *Think-Pair-Share* technique could make the learning activities boring. This strong disagreement suggests that students did not find this technique monotonous or uninteresting. Rather, it highlights that the Think-Pair-Share method is effective against potential boredom in the classroom.

Theme 3: Students' motivation in Learning English Speaking through the TPS technique

Question Number	Questionnaire Statement	Alternative Answer	F	Percentage
3.	I am more motivated to understand the materials of giving and asking opinions through the TPS technique.	a. SD	-	-
		b. D	1	2,9%
		c. N	-	-
		d. A	19	54,3%
		e. SA	15	42,9%

Based on the table above, almost all students agree that they are more motivated in understanding the materials about giving and asking opinions using the Think-Pair-Share technique, as indicated by 97,2% (34 students). The high percentage of students who feel more motivated suggests that this method helps reduce anxiety and increases confidence in their abilities to articulate their thoughts and understand others' perspectives which aligns with the research conducted by (Rajitha & Alamelu, 2020).

Theme 4: Sustainability of the Think-Pair-Share Technique

Question Number	Questionnaire Statement	Alternative Answer	F	Percentage
4.	The TPS learning technique must be applied to continue with the next English material, especially in giving and asking opinions materials.	a. SD	-	-
		b. D	-	-
		c. N	2	5,7%
		d. A	21	60%
		e. SA	12	34,3%

Regarding the sustainability of the *Think-Pair-Share* technique in the future, 94.3% (33 students) suggested that the Think-Pair-Share technique should be applied in delivering the following English materials, especially in giving and asking materials. This overwhelming support indicates that students find this method highly beneficial and believe it can continue to improve their learning experiences in future lessons. The high percentage of students advocating for the continued use of this technique highlights its effectiveness in not only improving understanding but also maintaining student interest and engagement over time.

Theme 5: Effectiveness of TPS technique in enhancing students' speaking skills in giving and asking for opinions

Question Number	Questionnaire Statement	Alternative Answer	F	Percentage
5.	The TPS learning technique is not effective in improving students' speaking skills in giving and asking opinions	a. SD	19	54,3%
		b. D	13	37,1%
		c. N	3	8,6%
		d. A	-	-
		e. SA	-	-
6.	There was an improvement in my speaking skills after the treatment was implemented.	a. SD	-	-
		b. D	-	-
		c. N	-	-
		d. A	15	42,9%
		e. SA	20	57,1%

Based on the data above, 54.3% of students strongly disagreed that the TPS learning technique is not effective in enhancing students' speaking skills in Giving and Asking Opinions. This means that the technique can improve students' speaking skills in giving and asking opinions after the treatment was implemented, showing that 57.1% of students strongly agree with the statements. This majority highlights the positive impact of the technique, demonstrating that it effectively helps students develop their speaking skills. By incorporating TPS into the curriculum, teachers can improve student

engagement, boost students' confidence, and foster better language skills, ultimately leading to improved academic outcomes.

Theme 6: Students improved in speaking skills after being taught using the TPS technique

Question Number	Questionnaire Statement	Alternative Answer	F	Percentage
9.	There is no change in speaking improvement after implementing the Think-Pair-Share technique and the students' learning outcomes remained unchanged.	a. SD	13	37,1%
		b. D	20	57,1%
		c. N	2	5,7%
		d. A	-	-
		e. SA	-	-

Based on the result of statement 9, almost all the students in the experimental group (94.2%) stated that the Think-Pair-Share technique could enhance their speaking skills in giving and asking opinions. This means the technique could be applied as an alternative to teaching the materials which brings effectiveness to the students' results. The TPS technique encourages students to think critically and independently, discuss with a peer constructively, and then share their insights with the larger group confidently, which encourages a wider understanding and stronger retention of language skills. From the questionnaire results, it can be concluded that the application of the TPS technique led to notable progress in students' speaking competence, especially in the area of giving and seeking opinions effectively.

CONCLUSION

This study sought to measure and investigate the effectiveness of the Think-Pair-Share (TPS) technique in improving the students' speaking skills, with a focus on giving and asking opinions within the classroom. Findings from the pre-test and post-test suggest that TPS had a positive impact on students' speaking performance, with the experimental group achieving better outcomes than the control group, highlighting the TPS's effectiveness in supporting and encouraging active learning, and enhancing the speaking skill establishment of the students in the classroom.

During data collection, the pretest score of the control group was higher than the experimental group, which was unexpected. Although the control group initially showed slightly better English ability, their post-test improvement was minimal. Using conventional group discussion, they understood the material but struggled to answer questions, often due to lack of focus and unequal participation. Some students chatted instead of contributing, and when presenting, they were not fluent since they had little practice expressing their opinions.

In contrast, the experimental group paid attention to explanations and actively engaged through Think-Pair-Share (TPS). Working in pairs helped them focus, ensured participation, and allowed practice in exchanging ideas, speaking, and pronunciation. As a result, they were more fluent and confident when presenting. Hanan & Budiarti (2019) note that TPS makes students more comfortable in learning and motivates them to improve speaking skills. This study confirmed that student outcomes improved significantly after TPS, even among those who were usually reluctant to learn English. These findings are in accordance with some previous studies by Phan and Lan (2021) and Astutik (2023), which have notified similar positive results in respect to the use of the TPS as a teaching and learning technique. This evidence not only pronounces the TPS as an effective teaching technique but also comes together and in agreement with theoretical frameworks underlying the cooperative learning model. The TPS technique stimulates a conducive learning environment in which students are elicited to ask and give their opinions confidently and engage intensively in the classroom. This supportive environment also significantly enriches learners' overall learning experiences and enhances their ability to communicate effectively in both academic and social contexts.

In practice, this research brings significant implications for teachers searching for improving student engagement in classrooms. The integration of the TPS strategy in classroom instruction allows teachers to build more lively, cooperative, and inclusive learning contexts, which helps nurture students' interest and motivation to advance their speaking competence. This method not only brings

significant improvements to the language teaching and learning objectives in the classrooms but also encourages critical thinking skills needed for students' academic success.

In respect to future research, this study could promote further exploration of various adjustments of the TPS technique or explore its incorporation with other contemporary teaching methods to optimize its efficacy across different educational settings. Additionally, an expanding period of research could accommodate a deeper understanding of the larger contribution of the TPS technique in long-term teaching and learning outcomes and learner retention of certain language skills.

Although this research has provided positive outcomes, it is also important to acknowledge its existing limitations, such as the relatively limited of sample size and the restriction caused by the research timeline. These factors may limit the generalizability of its findings to broader populations or different research settings. Thus, upcoming research should focus more on conducting wider-scale studies and expanding their periods to strengthen the applicability and robustness of in more diverse academic settings.

To conclude, this study offers meaningful evidence highlighting the effectiveness of the Think-Pair-Share (TPS) technique in enhancing learners' speaking skills. By incorporating the theoretical basis with practical contributions for teachers, this study highlights the possibility of cooperative learning techniques such as TPS to accelerate more dynamic and interactive environments in classrooms which invite student active engagement and positive learning behaviors. Further exploration and improvement of such methods hold promise for a continued increase in academic outcomes and for elevating the learning experiences of students across diverse educational contexts.

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