

IMPROVING STUDENTS' SPEAKING SKILLS THROUGH THINK-PAIR-SHARE STRATEGY AT SMK PGRI 2 TAMAN

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Abstract

The objective of this research was to find out the effect of using Think-Pair-Share strategy in improving students' speaking skills in the eleventh-grade of MPLB SMK PGRI 2 Taman. This research employed a quantitative approach with a quasi-experimental design involving an experimental group that received instruction using Think-Pair-Share strategy and a control group instructed using Non-Think-Pair-Share strategy. A sample of 69 students was selected through cluster random sampling. The research instrument consisted of speaking assessments administered as a pre-test and post-test, and the data were analyzed using SPSS version 26 through descriptive statistics, normality and homogeneity tests, and paired and independent sample t-tests. The findings revealed a greater increase in the mean score for the experimental group ($M = 26.28$) compared to the control group ($M = 12.24$), with a statistically significant difference ($\text{Sig.} = 0.000 < 0.05$). These outcomes suggest that the implementation of Think-Pair-Share strategy significantly enhances the speaking proficiency of eleventh-grade students. It is recommended that educators integrate Think-Pair-Share strategy into speaking instruction while providing clear examples, effective time management, and equal opportunities for students to express their ideas.

Keywords: Think-Pair-Share Strategy, Speaking Skills, Students' Improvement

1. INTRODUCTION

Speaking encompasses more than mere verbalization; it represents a concurrent process through which an individual generates, comprehends, and assigns meaning to information (Brown, 2001). Within the educational sphere in Indonesia, mastering spoken English is considered a vital competence for students. Given that English serves as a worldwide communication medium, proficiency in oral communication within this language holds substantial value and provides a multitude of benefits. While speaking is an instinctive action for us, doing so in a foreign language is certainly not easy (Nunan, 2003). Learners encounter challenges while mastering English speaking skills, including a lack of vocabulary, motivation, and confidence, as well as difficulties with oral expression (Putri et al., 2020). Furthermore, extant literature indicates that challenges in students' oral communication frequently stem from restricted grammatical competence, inadequate motivational levels, manifestations of shyness, heightened anxiety, and an apprehension of committing errors during English communication (Daulay et al., 2022).

Students from SMK PGRI 2 Taman were also having these issues. Within the Indonesian context, it is crucial to recognize that English is considered a foreign language, not a second language. Consequently, students frequently encounter difficulties articulating their thoughts in English, particularly when they lack opportunities for daily use and practice in conversation. This situation is frequently influenced by the surrounding environment, as some learners live in communities where English is rarely utilized as a means of everyday communication (Dewi, 2023). Students' limited self-confidence makes them anxious about committing errors in vocabulary, fluency, or pronunciation, which eventually discourages them from speaking publicly. Research further indicates that learners with higher levels of self-confidence generally

demonstrate better performance in speaking activities (Sumardi et al., 2022). In addition, insufficient motivation becomes another obstacle because some students fail to recognize the value of consistent English practice. Consequently, these factors together slow down their development in improving speaking skills.

To address the issue, a more engaging learning approach, such as Think-Pair-Share strategy, is needed. The judicious selection of instructional methodologies facilitates a more fluid and captivating teaching and learning process (Sulistyawati et al., 2021). This particular pedagogical approach, conceived by Frank Lyman in 1981, constitutes a learning strategy integrated within cooperative learning frameworks (Wijaya, 2021). As a collaborative learning strategy, Think-Pair-Share endeavors to modify student interaction dynamics (Simamora et al., 2024). This organized interaction enables the improvement of self-contained spoken performance through guided incremental steps: first thinking about a topic, and then discussing it with partners or small groups before presenting it to the larger group. While this ensures wide participation among learners while maximizing speaking opportunities, learners think about their ideas beforehand, which aids in structure formation for optimal idea presentation mastery.

Previous studies have shown that Think-Pair-Share strategy helps develop students' speaking skills. The integration of Think-Pair-Share activities significantly improves learners' English speaking ability while simultaneously increasing their motivation and self-confidence in the learning process (Singh, 2020). Implementing Think-Pair-Share strategy during group work proves effective not only in enhancing students' general understanding of the English language but also in advancing their English speaking skills, including pronunciation, grammar, vocabulary, and fluency (Akbarjono et al., 2022). Findings from other studies also reveal that the use of this strategy contributes to notable improvement in several components of speaking performance, such as pronunciation, intonation, stress, comprehension, grammar, and vocabulary (Putri & Dandin, 2023). Furthermore, students become more confident, actively involved, and motivated to speak because Think-Pair-Share provides opportunities to think, discuss with partners, and share ideas in a relaxed and supportive learning environment (Khairita et al., 2024). A supportive classroom atmosphere created by teachers likewise encourages students to feel more confident and comfortable when attempting to speak English fluently (Annisa et al., 2024). With this strategy, students are given greater chances to actively participate, which increases their confidence to speak (Maghfira, 2020). Also, this strategy enhances students' ability to think critically and improves collaboration within groups (Darmawan & Lestariningsih, 2023).

Based on these considerations, this research aims to find out the effect of using ThinkPair-Share strategy in improving students' speaking skills in the eleventh-grade of MPLB SMK PGRI 2 Taman and to determine the statistical significance of this effect on students' oral proficiency. Practically, this research provides useful information for teachers, students, and other researchers, as the implementation of Think-Pair-Share strategy represents a viable pedagogical approach capable of increasing classroom engagement, fostering interactive learning environments, encouraging active student participation, and improving students' oral communication competencies. For students, this strategy offers greater opportunities to practice speaking with peers while reducing anxiety, building confidence, and helping them express their ideas more clearly, while for future researchers the findings may serve as a foundation and reference for developing collaborative instructional strategies and exploring alternative methods to enhance students' English speaking skills.

2. METHODOLOGY

Research Design

The methodological framework for this investigation was quantitative approach. Quantitative methodologies are characterized by their focus on the acquisition of numerical data and the subsequent application of statistical analysis (Sugiyono, 2013). A quasi-experimental design was specifically adopted for this study, featuring a non-equivalent comparison group. This design structure involves two separate groups: one group subjected to the intervention and another group that does not receive the intervention, both groups undergo an initial assessment and a final assessment (Johnson & Christensen, 2014).

Time and Place of the Research

The study was conducted at SMK PGRI 2 Taman, Pemalang Regency, Central Java, Indonesia. Data collection began on October 1st, 2025, and ended on October 16th, 2025.

Research Subjects

The target population for this study comprised eleventh-grade MPLB students at SMK PGRI 2 Taman during the 2025/2026 academic year. The sample consists of 69 students, comprising 35 students from class XI MPLB 1 (experimental group) and 34 students from class XI MPLB 3 (control group), selected using cluster random sampling. Cluster sampling, which is often called area sampling, is a technique for selecting a sample by dividing a large area into smaller parts, or sub-areas (Abubakar, 2021).

Procedure

The procedural framework of this investigation adhered to a quasi-experimental design, incorporating two distinct groups. Initially, both groups underwent an initial speaking assessment to establish their baseline speaking proficiency. Subsequent to the initial assessment, one group received an intervention employing a collaborative learning strategy, whereas the other group received instruction using a conventional instructional strategy. This intervention occurred across multiple instructional sessions. Upon the culmination of the teaching phase, a final speaking assessment took place to quantify the enhancement in students' speaking skills. The efficacy of the instructional strategy in augmenting students' oral communication abilities subsequently emerged through a comparative analysis of the initial and final assessment outcomes between the two groups.

Data, Instruments, and Data Collection Techniques

The principal research instrument employed consisted of a speaking assessment structured as an initial and a final test. These assessments aimed to gauge students' oral performance preceding and following the intervention. For data acquisition, participants initially completed an initial test to ascertain their baseline speaking competence. Following the intervention period, an identical speaking assessment functioned as a final test to evaluate the progression in their speaking skills. The speaking test encompassed the evaluation of various linguistic components, including pronunciation, grammar, vocabulary, fluency, and comprehension.

Data Analysis

The data acquired from the speaking assessments underwent statistical analysis utilizing SPSS version 26. This analytical process comprised descriptive statistics, employed to illustrate the distribution of student scores, followed by normality and homogeneity tests, which verified adherence to statistical assumptions. Subsequently, a paired sample t-test facilitated the investigation of intra-group differences between the initial and final assessment scores. Additionally, an independent sample t-test enabled inter-group comparisons of the final assessment outcomes between the two groups. These comprehensive analyses proved

instrumental in ascertaining whether the application of the instructional strategy yielded a statistically significant impact on the enhancement of students' speaking proficiency.

3. RESULTS AND DISCUSSION

Table 1. Descriptive Statistics

Descriptive Statistics						
	N	Range	Minimum	Maximum	Mean	Std. Deviation
Pre-test Experimental Group	35	48	24	72	43.43	9.995
Post-test Experimental Group	35	32	52	84	69.71	7.899
Pre-test Control Group	34	24	32	56	43.41	7.042
Post-test Control Group	34	36	40	76	55.65	7.962
Valid N (listwise)	34					

Descriptive statistical analysis revealed that both groups exhibited an improvement in speaking skills from the initial assessment to the final assessment phase; nevertheless, the magnitude of improvement appeared substantially more pronounced within one group. Specifically, one group's mean score advanced from 43.41 to 55.65, signifying an increment of 12.24 points following instruction using Non-Think-Pair-Share strategy. Conversely, the other group's mean score escalated from 43.43 to 69.71, demonstrating a more substantial gain of 26.28 points subsequent to receiving instruction through Think-Pair-Share strategy. Furthermore, a reduction in this group's standard deviation from 9.995 to 7.899 appeared, indicative of enhanced consistency in students' speaking performance. In contrast, the other group's standard deviation increased from 7.042 to 7.962, suggesting a greater dispersion of scores. Collectively, these findings underscore the superior efficacy of Think-Pair-Share strategy in fostering improvements in students' speaking skills and cultivating more equitable learning outcomes when compared to Non-Think-Pair-Share strategy.

Table 2. Paired Sample T-test

Paired Samples Test									
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference		t	df	Sig. (2-tailed)
					Lower	Upper			
Pair 1	Pre-test Experimental – Post-test Experimental	-26.286	9.116	1.541	-29.417	-23.154	-17.060	34	.000

The results from the paired sample t-test indicated that the significance level (Sig. 2-tailed) for each group reached 0.000, which is below the 0.05 threshold. This finding confirmed the statistical significance of the observed improvements within each group. Consequently, the analysis demonstrated a statistically significant enhancement in students' speaking skills.

Table 3. Independent Sample T-test

Independent Samples Test										
		Levene's Test for Equality of Variances					T-test for Equality of Means		95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Post-test Score	Equal variances assumed	.166	.685	-7.367	67	.000	-14.067	1.909	-17.878	-10.256
	Equal variances not assumed			-7.366	66.907	.000	-14.067	1.910	-17.879	-10.255

The outcomes of the Independent Sample T-test revealed that Levene's test yielded a significance value of 0.685 (> 0.05), thereby confirming the homogeneity of variances in the data. Concurrently, the Sig. (2-tailed) value of 0.000 (< 0.05) substantiated a statistically significant disparity between the final assessment scores of the two groups. One group attained a superior mean score (69.71) in comparison to the other group (55.65). This outcome suggests that students who received instruction using Think-Pair-Share strategy achieved a higher level of speaking performance.

The empirical evidence derived from this investigation suggests that the application of Think-Pair-Share strategy led to a significant enhancement in students' speaking skills. Initially, both groups exhibited comparable levels of low speaking proficiency. Nevertheless, subsequent to the integration of collaborative learning activities, students within the experimental group displayed marked advancements in both fluency and self-assurance during idea articulation. The structured progression involving individual contemplation, paired discourse, and collective idea dissemination facilitated more active speaking practice among students and concomitantly mitigated communication-related anxiety. Consequently, this group attained a superior degree of improvement in oral performance relative to the other group.

These findings align with prior scholarly investigations that have documented analogous advantages associated with Think-Pair-Share strategy. Singh (2020) and Putri et al. (2020) found that the strategy helps students speak more fluently and confidently. Likewise, Maghfira (2020) explained that such strategies can increase students' confidence when speaking in front of others, while Annisa et al. (2024) emphasized that a supportive classroom environment encourages students to speak more comfortably. In addition, Putri and Dangin (2023) reported

improvements in several speaking components, such as pronunciation, comprehension, grammar, and vocabulary, through the implementation of this strategy. Such research corroborates that collaborative learning not only facilitates students' articulation of ideas but also augments their motivation and active involvement in oral communication tasks.

In conclusion, the results of this research unequivocally demonstrate the efficacy of Think-Pair-Share strategy as a pedagogical approach for enhancing students' speaking skills. This strategy proves instrumental in enabling students to articulate their thoughts with greater clarity, fostering increased self-confidence, and stimulating active engagement in oral communication tasks. Relative to Non-Think-Pair-Share strategy employed in the other group, Think-Pair-Share strategy yielded more substantial improvements in students' oral performance. Therefore, this approach can be recommended as an effective instructional method for teaching speaking in vocational high school classrooms.

4. CONCLUSION

The findings of this investigation suggest that the integration of Think-Pair-Share strategy led to a significant enhancement in the speaking skills of vocational students at SMK PGRI 2 Taman. Students within one group exhibited a superior capacity for clear idea articulation, heightened self-assurance in oral communication, and elevated motivational levels when contrasted with their counterparts in the other group. A comparative analysis of initial and final assessment scores evinced a distinct improvement in speaking performance, thereby indicating that this strategy offers a structured and conducive learning framework that facilitates the development of students' oral proficiencies. Statistical scrutiny conducted via the Independent Samples t-test yielded a significance value of 0.000 ($p < 0.05$), which denotes a statistically significant disparity in the final assessment scores between the groups.

Students who engaged with Think-Pair-Share methodology demonstrated enhanced participation in discussions, greater conviction in articulating ideas, and more proactive involvement in speaking tasks. These observations are congruent with earlier research, which has reported that Think-Pair-Share helps students speak more fluently, increases self-confidence, and encourages active classroom interaction. In conclusion, Think-Pair-Share strategy has been empirically validated as an efficacious pedagogical approach for the enhancement of students' speaking skills, facilitating vocabulary acquisition, fluency, and pronunciation while bolstering students' self-assurance and intrinsic motivation through a collaborative interactive classroom environment.

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