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COOPERATIVE LEARNING FOR ENHANCING EFL LEARNERS' SPEAKING SKILL

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ABSTRACT
Students' low motivation and anxiety are common problem faced by the English teachers in teaching English as foreignlanguage, therefore, think pair and share as one of cooperative learning approach can be applied in solving those problem. The objective of the study was to find out the difference of students' speaking skill who were taught by using Think Pair and Share and those who were not. The method that was used in this study was quasi experimental design. The population and sample of this study was the eight grader of SMP N 1 PajarBulan. The data were collected by using pre-test and post-test. The result of the study showed that there was significant result of students' speaking skill after being taught by using Think Pair and Share. It can be proved by comparing the result of the t-table and t-obtained. The statistical result showed that t-obtained was higher than t-table. So, it can be said that Think Pair Share can be used in improving students' speaking skill.

Keywords: Cooperative learning, Speaking skill, EFl learners.

1. INTRODUCTION

Low motivation and speaking anxiety are common problems faced by English as a Foreign Language (EFL) students in learning to speak English. Many students are reluctant to use the target language because they lack confidence in expressing their ideas and opinions orally. Speaking becomes particularly challenging for EFL learners who have limited vocabulary, insufficient grammatical knowledge, and inadequate opportunities to practice the language. Widiati and Chaiyono (2006) explained that students often remain silent during speaking activities because of their lack of confidence, limited prior knowledge of the topic, and poor teacher–student relationships. Similarly, Ihsan (1999) reported that university students experienced difficulties participating actively in classroom activities and continued to encounter grammatical problems. These conditions indicate that although English has been taught from elementary school to university, many learners still face difficulties developing their speaking skills.

Speaking anxiety is also influenced by affective factors that affect students' willingness to communicate in English. Kiruthiga and Christopher (2022) highlighted the influence of affective factors on English-speaking skills, while Aini et al. (2022) emphasized the potential of collaborative learning strategies to help students overcome speaking anxiety. Bozkurt and Aydin (2023) also examined the relationship between collaborative learning and speaking anxiety in both online and face-to-face learning environments. Furthermore, Meilasari et al. (2023) demonstrated the relevance of cooperative learning in alleviating students' speaking fluency anxiety. These findings suggest that speaking instruction should not only focus on linguistic competence but also provide a supportive learning environment in which students feel comfortable expressing their ideas and communicating with others.

To address these challenges, English teachers need to implement appropriate and interactive teaching strategies that encourage students to participate actively in speaking activities. One possible strategy is Think-Pair-Share (TPS), a cooperative learning technique that provides students with opportunities to think individually, discuss their ideas with a partner, and share their thoughts with the whole class. Aprianti and Ayu (2020) discussed the use of Think-Pair-Share to engage students in classroom speaking activities, while Aziz et al. (2021) examined its implementation in overcoming students' anxiety when speaking English. Similarly, Sari and Sormin (2022)

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highlighted the role of the Think-Pair-Share technique in increasing students' active involvement in speaking activities. Darmawan and Lestariningsih (2023) also explored students' perspectives on the use of this strategy to develop oral communication skills in an EFL context.

The implementation of Think-Pair-Share offers several potential benefits for speaking instruction. During the thinking stage, students have time to organize their ideas before communicating them. In the pairing stage, they can practice expressing their thoughts with a partner in a less intimidating environment. Finally, the sharing stage encourages students to communicate their ideas with a larger audience. This process provides repeated opportunities to use English orally and gradually develop students' confidence and speaking fluency. Research by Namaziandost et al. (2020) demonstrated the contribution of cooperative learning to the development of EFL learners' speaking fluency. Frans et al. (2023) also investigated the improvement of students' speaking ability through Think-Pair-Share, while Permadi et al. (2013) examined its relationship with students' self-confidence and speaking competency. Moreover, Abbasi and Anthony (2024) highlighted group work as a contributing factor in promoting language use and oral fluency in EFL classrooms.

Recent studies have further expanded the application of collaborative learning in speaking instruction. Songpitak and Ekkayokkaya (2022) investigated online collaborative learning to develop EFL students' oral communication abilities, while Cai and Zhang (2023) examined question-driven collaborative dialogues and their effects on communication strategy use and oral English performance. Wang (2020) also explored computer-supported collaborative learning to promote English listening and speaking abilities. In addition, Sánchez Montaño and Cango Patiño (2024) investigated cooperative learning strategies for enhancing English-speaking skills among basic education students. Kaharuddin et al. (2025) examined the effects of interactive and collaborative strategies on Indonesian EFL learners' oral English proficiency. Marlia (2025) further discussed peer group activities as an approach to reducing speaking anxiety in EFL classrooms. More recently, Wu et al. (2025) investigated the integration of AI chatbots into Think-Pair-Share activities, focusing on speaking anxiety, language enjoyment, and speaking performance. Miyasako (2022), through a meta-study of cooperative learning in TEFL, also provided a broader perspective on the application of cooperative learning in English language education.

Based on these considerations, Think-Pair-Share is considered a relevant strategy for creating more interactive and supportive speaking activities. However, its effectiveness needs to be examined in specific classroom contexts, particularly in relation to students' speaking development and their participation in oral communication. Therefore, this study aims to investigate whether the implementation of the Think-Pair-Share strategy can improve students' speaking skills. It also seeks to provide insights into how structured individual thinking, peer discussion, and group sharing can encourage students to participate more actively and confidently in English-speaking activities.

2. LITERATURE REVIEW

Think-Pair-Share (TPS) is a cooperative learning technique that can be applied at different educational levels to encourage students' participation in classroom activities, particularly in speaking classes. This strategy consists of three main stages: thinking, pairing, and sharing. In the thinking stage, students are given time to consider a question or topic and organize their ideas individually. In the pairing stage, they work with a partner to discuss and exchange their thoughts. Finally, in the sharing stage, students communicate their ideas with the whole class. Trianto (2007) described Think-Pair-Share as an effective technique for providing variation in classroom discussions. Through this structured process, students have opportunities to develop their confidence and motivation while becoming more actively involved in the

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learning process. Fisher and Frey (2007) also explained that Think-Pair-Share is a cooperative discussion strategy that allows students to discuss their responses with a peer before sharing them with the whole class. This approach provides students with opportunities to formulate their ideas, practice using English, and receive support from their classmates before speaking in front of a larger audience.

Previous studies have investigated the implementation of Think-Pair-Share in developing students' speaking abilities and confidence. Permadi et al. (2013) examined the effect of the Think-Pair-Share teaching strategy on students' self-confidence and speaking competency among second-grade students at SMP Negeri 6 Singaraja. Their findings indicated a significant effect of the strategy on students' speaking competency. Similarly, Aprianti and Ayu (2020) explored the implementation of Think-Pair-Share in classroom speaking activities and found that students perceived the strategy as helpful in overcoming difficulties encountered during the speaking learning process. Darmawan and Lestariningsih (2023) further explored students' views regarding the use of Think-Pair-Share to support oral communication skills in an EFL context. Frans et al. (2023) also investigated the use of this strategy to improve students' speaking abilities. These studies indicate that Think-Pair-Share can provide opportunities for students to practice oral communication, interact with peers, and become more actively involved in speaking activities.

In addition to speaking achievement, cooperative learning has also been associated with improvements in students' speaking fluency and reduced speaking anxiety. Namaziandost et al. (2020) investigated the contribution of cooperative learning to the development of EFL learners' speaking fluency, while Abbasi and Anthony (2024) highlighted the role of group work in promoting language use and oral fluency in EFL classrooms. Meilasari et al. (2023) also examined how cooperative learning could alleviate students' speaking fluency anxiety. Furthermore, Bozkurt and Aydin (2023) investigated the relationship between collaborative learning and speaking anxiety in online and face-to-face environments. These findings emphasize the importance of providing students with opportunities to communicate in supportive and interactive learning environments.

Although previous studies have demonstrated the potential of Think-Pair-Share and cooperative learning in improving speaking abilities, further investigation is needed to examine students' speaking achievement in terms of specific speaking components. In particular, speaking performance involves several important aspects, including grammar, vocabulary, fluency, and comprehension. Some previous studies, such as Permadi et al. (2013) and Aprianti and Ayu (2020), focused on overall speaking competency or students' perceptions of the strategy without providing sufficiently detailed explanations of achievement in each speaking component. Therefore, a more specific investigation is necessary to determine how the implementation of Think-Pair-Share contributes to students' performance in grammar, vocabulary, fluency, and comprehension. Addressing this gap, the present study focuses on the improvement of students' speaking skills through the Think-Pair-Share strategy by examining their achievement across these four components.

3. METHODOLOGY

Research Design

This study employed a quasi-experimental research design to investigate the effect of the Think-Pair-Share strategy on students' speaking skills. According to Fraenkel and Wallen

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(2009), quasi-experimental designs do not involve random assignment of participants to groups. Instead, researchers use other techniques to control or minimize potential threats to internal validity. This design was considered appropriate because the study involved existing classroom groups that could not be randomly reorganized. The research consisted of an experimental group, which received instruction through the Think-Pair-Share strategy, and a control group, which received conventional speaking instruction. Both groups were administered a pre-test and a post-test to measure students' speaking performance before and after the instructional treatment.

Population and Sample

The population of this study consisted of eighth-grade students at SMP Negeri 1 Pajar Bulan. There were five eighth-grade classes with a total population of 150 students. The sample was divided into two groups: an experimental group and a control group. The experimental group received speaking instruction using the Think-Pair-Share strategy, whereas the control group was taught using the conventional teaching method. The participants were selected using purposive sampling based on specific considerations relevant to the research objectives and classroom conditions. The selection of the two groups was intended to provide a basis for comparing students' speaking performance under different instructional approaches.

Data Collection

The data were collected through speaking tests administered before and after the instructional treatment. Two tests were used in this study: a pre-test and a post-test. The pre-test was administered to both groups before the treatment to identify students' initial speaking abilities. Following the treatment, the post-test was administered to measure students' speaking performance. The tests were designed to assess four aspects of speaking: grammar, vocabulary, fluency, and comprehension. The results of both tests were used to determine changes in students' speaking performance and examine the effectiveness of the Think-Pair-Share strategy.

Data Analysis Procedures

The collected data were analyzed quantitatively using descriptive and inferential statistics. Descriptive statistics were used to calculate the mean scores and standard deviations of the pre-test and post-test results for both groups. An independent-samples t-test was employed to determine whether there was a statistically significant difference in speaking performance between the experimental and control groups. Additionally, a paired-samples t-test was used to examine the differences between students' pre-test and post-test scores within each group. The statistical analysis was conducted to determine whether the implementation of the Think-Pair-Share strategy resulted in a significant improvement in students' speaking skills compared with conventional instruction. The significance level was set at .05.

4. RESULTS AND DISCUSSION

The results of this study were obtained from speaking tests administered to students in both the experimental and control groups. The tests consisted of a pre-test and a post-test. The pre-test was administered before the instructional treatment to identify students' initial speaking abilities. In the experimental group, students received instruction using the Think-Pair-Share strategy, while the control group received conventional speaking instruction. At the end of the treatment, both groups completed a post-test using a similar test format but with a different presentation topic. The test results were analyzed to

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determine students' speaking achievement and identify differences between the two groups. The findings are presented through descriptive statistics and inferential statistical analyses.

Results of Descriptive Statistics

To identify differences in students' speaking achievement between the experimental and control groups, the post-test scores were analyzed using descriptive statistics, including frequency, percentage, mean, and standard deviation. The distribution of students' speaking achievement based on the achievement categories is presented in Table 1.

Table 1. Frequency, Mean, and Standard Deviation of Students' Speaking Scores Based on Achievement Level (N = 30)

Variable	Achievement Level	Experimental Class Mean	SD	Frequency (%)	Control Class Mean	SD	Frequency (%)
Speaking	Good to Excellent	80.44	0.881	9 (30%)	–	–	0 (0%)
	Average to Good	73.52	3.682	21 (70%)	71.13	4.384	30 (100%)
	Poor to Average	–	–	0 (0%)	–	–	0 (0%)
	Poor	–	–	0 (0%)	–	–	0 (0%)
Total		76.98	4.563	30 (100%)	71.13	4.384	30 (100%)

The results presented in Table 1 indicate differences in students' speaking achievement between the experimental and control groups. In the experimental group, 9 students (30%) achieved the Good to Excellent category, with a reported mean score of 80.44, while 21 students (70%) were classified in the Average to Good category, with a reported mean score of 73.52. These findings indicate that students who received instruction through the Think-Pair-Share strategy achieved scores across two achievement categories, with some students reaching the higher performance level.

In contrast, all 30 students (100%) in the control group were classified in the Average to Good category, with a reported mean score of 71.13. None of the students in this group reached the Good to Excellent category. These descriptive findings suggest that the experimental group demonstrated a more favorable distribution of speaking achievement than the control group. However, the statistical significance of the difference needs to be established through inferential statistical analysis.

Results of Statistical Analysis

The data were analyzed using paired-samples and independent-samples t-tests. The paired-samples t-test was conducted to examine the differences between students' pre-test and post-test scores within each group. Meanwhile, the independent-samples t-test was used to determine whether there was a statistically significant difference in speaking achievement between the experimental and control groups.

Results of Paired-Samples t-Test

The paired-samples t-test was used to investigate students' progress in speaking achievement before and after the instructional treatment. The analysis covered five speaking components: grammar, pronunciation, vocabulary, fluency, and comprehension. The results for the experimental group are presented in Table 2.

Table 2. Results of Paired-Samples t-Test in the Experimental Group

Speaking components	Pre-test	Post-test	Mean difference	t-value	Sig.
Grammar	5.26	7.50	2.23	13.07	.000
Pronunciation	4.93	7.10	2.16	12.49	.000

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Vocabulary	5.83	7.83	2.00	12.04	.000
Fluency	5.56	7.83	2.26	11.48	.000
Comprehension	5.33	7.53	2.20	10.69	.000
Total	53.866	75.60	21.73	23.41	.000

The results in Table 2 show that students' speaking scores increased across all five assessed components after the implementation of the Think-Pair-Share strategy. The reported significance values for all components were .000, which should be interpreted as p less than .001 rather than an exact probability of zero. Fluency showed the largest reported mean difference (2.26), followed by grammar (2.23), comprehension (2.20), pronunciation (2.16), and vocabulary (2.00). These results indicate statistically significant improvements in students' performance across the assessed speaking components following the instructional treatment.

The paired-samples t-test was also conducted in the control group to examine changes in students' speaking achievement without the Think-Pair-Share treatment. The results are presented in Table 3.

Table 3. Results of Paired-Samples t-Test in the Control Group

Speaking components	Pre-test	Post-test	Mean difference	t-value	Sig.
Grammar	5.23	7.00	1.76	8.10	.000
Pronunciation	4.76	6.83	2.06	16.37	.000
Vocabulary	5.80	7.23	1.43	9.14	.000
Fluency	5.60	7.26	1.66	7.35	.000
Comprehension	5.16	7.23	2.06	9.90	.000
Total	53.13	73.13	18.00	21.39	.000

As shown in Table 3, the control group also demonstrated improvements in all five speaking components between the pre-test and post-test. All reported significance values were below .001, indicating statistically significant differences between the two testing periods. These findings suggest that students' speaking performance improved even without the implementation of Think-Pair-Share. Nevertheless, the extent of improvement should be compared with the experimental group to determine the relative contribution of the instructional strategy.

Results of Independent-Samples t-Test

An independent-samples t-test was conducted to determine whether there was a statistically significant difference in students' speaking achievement between the experimental and control groups. The results are presented in Table 4.

Table 4. Results of Independent-Samples t-Test

Statistical measurement	Equal variances assumed	Equal variances not assumed
Levene's test F	.034	—
Levene's test Sig.	.855	—
t-value	3.908	3.908
df	58	57.979
Sig. (2-tailed)	.000	.000
Mean difference	4.467	4.467
Std. error difference	1.143	1.143
95% CI lower	2.179	2.179
95% CI upper	6.755	6.755

Based on Table 4, Levene's test produced a significance value of .855, which was greater than .05. Therefore, the equal variances assumed results were used for interpretation. The independent-samples t-test yielded a t-value of 3.908 with 58 degrees of freedom and a significance value below .001. Since the calculated t-value exceeded the critical t-value of 2.001, the

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null hypothesis was rejected and the alternative hypothesis was accepted.

The mean difference between the two groups was 4.467, with a 95% confidence interval ranging from 2.179 to 6.755. These findings indicate a statistically significant difference in speaking achievement between students taught using the Think-Pair-Share strategy and those receiving conventional instruction. Thus, the results provide statistical evidence supporting the effectiveness of Think-Pair-Share in improving students' speaking achievement in the context of this study.

Discussion

The findings of this study indicate that students who were taught using the Think-Pair-Share strategy achieved better speaking performance than those who received conventional instruction. The descriptive statistical results showed that students in the experimental group achieved a more favorable distribution of speaking scores, with 30% of students reaching the Good to Excellent category. In comparison, all students in the control group remained in the Average to Good category. These findings suggest that the implementation of Think-Pair-Share provided a more supportive learning environment for developing students' speaking abilities.

The improvement in the experimental group was also supported by the results of the paired-samples t-test, which indicated statistically significant progress across all five speaking components: grammar, pronunciation, vocabulary, fluency, and comprehension. This finding suggests that the Think-Pair-Share strategy provided students with opportunities to practice different aspects of oral communication. During the thinking stage, students could organize their ideas and consider appropriate vocabulary and grammatical structures before speaking. During the pairing stage, they had opportunities to exchange ideas and practice speaking with their partners. Finally, the sharing stage encouraged them to express their ideas in front of the class. This structured learning process is consistent with the explanation of Fisher and Frey (2007), who described Think-Pair-Share as a cooperative discussion strategy that allows students to discuss their responses with a peer before sharing them with the whole class.

The improvement in speaking performance may also be associated with increased opportunities for interaction and language practice. Through pair discussions, students could practice expressing their opinions in a smaller and potentially less intimidating setting before participating in whole-class discussions. This process may help reduce their hesitation and encourage greater participation in speaking activities. This interpretation is consistent with Aini et al. (2022), who discussed the contribution of collaborative learning to overcoming students' speaking anxiety. Similarly, Aziz et al. (2021) examined the implementation of Think-Pair-Share as an approach to addressing students' anxiety when speaking English. Meilasari et al. (2023) also highlighted the relevance of cooperative learning in alleviating speaking fluency anxiety among EFL students.

Furthermore, the findings are in line with previous research on the relationship between cooperative learning and speaking development. Namaziandost et al. (2020) investigated the contribution of cooperative learning to EFL learners' speaking fluency, while Abbasi and Anthony (2024) highlighted the role of group work in promoting language use and oral fluency in EFL classrooms. Frans et al. (2023) also investigated the use of Think-Pair-Share to improve students' speaking abilities. These studies provide relevant support for the present findings, particularly regarding the importance of interaction, collaboration, and opportunities for oral

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language practice in speaking instruction.

Although the control group also demonstrated statistically significant improvements in speaking performance, the experimental group showed a higher reported mean score in the independent-samples t-test comparison. This indicates that conventional instruction may also provide opportunities for students to develop their speaking abilities. However, the additional interaction and structured peer discussion provided by Think-Pair-Share may offer further opportunities for students to practice communicating in English. The findings therefore suggest that the strategy can serve as an alternative instructional approach to support speaking development.

The results of the independent-samples t-test further confirmed a statistically significant difference between the experimental and control groups, with a t-value of 3.908 and a significance value below .001. The mean difference of 4.467 indicates that the experimental group obtained a higher post-test score than the control group, based on the reported comparison. This finding supports the use of Think-Pair-Share as a cooperative learning strategy in English speaking instruction. As explained by Trianto (2007), Think-Pair-Share provides an effective variation for classroom discussions. By involving students in individual thinking, pair discussions, and classroom sharing, this strategy creates opportunities for active participation and collaborative learning.

Overall, the findings demonstrate that Think-Pair-Share can be an effective instructional strategy for improving students' speaking achievement in the classroom context examined in this study. Its implementation encourages students to organize their ideas, exchange opinions, and communicate with their classmates through structured speaking activities. Nevertheless, the findings should be interpreted within the context of the study, considering the use of purposive sampling and the involvement of students from one school. Further research involving different educational settings and larger samples would be useful to examine the applicability of this strategy in other EFL classrooms.

5. CONCLUSION

From the result and discussion above, it can be concluded that using Think Pair and Share strategy can improve Students' speaking skill of eighth grader of SMP N 1 PajarBulan because this strategy was quite interesting and can make students be active learner. The students' motivation in the experimental group increased as well as their participation during the teaching and learning process. It means that this strategy can be applied in teaching speaking skill.

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