



## The Effect of Think Pair Share (TPS) to Improve Speaking Ability of Grade VII Students in Junior High School

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### Abstract

Mastery of English-speaking skills is crucial in today's globalized era, yet many students face challenges in achieving fluency. This research is used to find out the effect of the Think-Pair-Share (TPS) learning model on the speaking ability of seventh-grade students at SMP Negeri 1 Siantar. Grounded in Brown's (2004) theory of speaking, which highlights fluency, grammar, comprehension, pronunciation, and vocabulary, and Lyman's (1985) TPS framework, the study emphasizes cooperative learning through structured interaction. A quasi-experimental design with a quantitative approach was employed, involving an experimental class using the TPS model and a control class with conventional teaching. Pre-test and post-test data were collected to measure speaking performance. The findings showed a significant improvement in the experimental class, with the average pre-test score rising from 44.0 to 75.2, compared to the control class's increase from 40.8 to 68.53. The results confirm the TPS model's effectiveness in enhancing students' English-speaking skills. In conclusion, the Think-Pair-Share learning model is a proven instructional method for improving English-speaking skills in junior high school students, contributing to evidence supporting cooperative learning models in language education.

**Keyword:** Think-Pair-Share (TPS); Speaking Skills; Cooperative Learning

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## INTRODUCTION

English plays an important role in the world as a global language. It is the most widely used communication tool and has spread widely across the globe. Syafitri et al. (2019, p.2) argued that English helps people to communicate across countries. In almost every country, people learn English as their second language because they consider it very important and useful for the future (Herlambang & Adri, 2024).

In Indonesia, some people have combined two languages in communication, such as English and Indonesian (Rofiah, 2019). Pentiyas and Sasmianti (2019, pp. 1-2) explained that since childhood, some parents have introduced English to their children so that they become proficient in using the language and find it easier to study both at home and abroad. Furthermore, Widyasari (2016, p. 32) noted that many parents now choose international curriculum-based schools for their children, where English is generally used as the daily language in both the school environment and society. As a result, English has been included in the education curriculum in several countries as a foreign language (EFL), including Indonesia. This condition strengthens the view that English is a competence skill that must be learned and mastered.

In learning English, learners must master four basic skills: speaking, listening, reading, and writing (Al-Jiboury, 2024). All four skills are equally important to master, but speaking ability is considered the primary skill in English learning. Leong and Ahmadi (2017, p.34) stated that speaking is a part of daily life through which people communicate and exchange information with others. In the school environment, students also need to communicate with their peers to express feelings or ideas. Therefore, developing speaking skills in students is essential, as it supports their ability to interact effectively in various situations within their society.

Some schools have also created a learning system that hones students speaking skills using English. By mastering speaking skills, students facilitate contacts around the world and open the door to technological

advances and global knowledge. Therefore, speaking skills must be honed as early as possible, especially in junior high school (Irawan 2020, p.4).

The goal of speaking skills in the Junior High School curriculum, as stated in the Minister of National Education of the Republic of Indonesia's (Permendiknas) regulation number 23 of 2006, is for students to be able to communicate meaning transactionally and interpersonally in everyday situations that people can understand. Speaking in this case, is a cognitive ability that requires vocabulary, grammar, subsystems, sounds, and structures. According to Putra (2017, p.36), students should practice various kinds of conversations and speaking activities that are useful for them to interact in daily life and it is clear that the ability to communicate orally is a must for junior high school students.

Until now, the learning process of speaking is still conducted in one direction, preventing students from interacting with each other in the classroom. Teachers too often assign tasks such as memorizing dialogues and reading during speaking lessons. As a result, students may be able to memorize sentences but remain less capable in terms of pronunciation and expression. Murti, Jabu, and Samtidar (2022, p.51) emphasized that teachers should carefully prepare strategies and methods before the learning process to ensure effective English teaching, particularly in speaking skills, by using approaches that make learning enjoyable and help students overcome difficulties.

In a speaking class, many students from different backgrounds will affect their level of understanding, both in terms of culture and behavior (Sari & Yüce, 2020, p.91). However, this is often ignored by teachers when they are in the classroom and assume that all students have the same ability and understanding. In fact, this diversity requires a more adaptive approach so that the learning process can run effectively. One way to overcome this problem is to apply a learning model that can adjust to the needs of diverse students. Effective learning models not only pay attention to academic abilities, but also to the cultural and social aspects of students. Thus, learning can provide space for all students to develop according to their potential.

Cooperative learning, one of the learning models that can be used to address diversity in the classroom, promotes collaboration among students in small groups in order to meet shared educational objectives (Zhou & Colomer, 2024). This model provides opportunities for students to exchange ideas, share understanding, and work together in solving tasks or problems. In cooperative learning, each group member has a responsibility to contribute, thus encouraging active engagement and building effective communication skills (Silva et al., 2021). According to Falentina et al. (2022, p. 3), the cooperative learning model is a methodology that purposefully incorporates interactions between students and mirrors social life. The teacher acts as a guide and mentor to ensure that the group dynamics work well and all students get the maximum benefit from this collaborative process. This method helps students learn to value diversity and develop essential social skills, as well as improve their speaking skills.

One type of cooperative learning that is effectively applied in speaking classes is Think-Pair-Share (TPS). This model offers a transparent framework for collaboration, with three major steps: first, consider each individual (think), then discuss it with a partner (pair), and finally, share the outcome of the conversation with the rest of the class (share). Through TPS, students have time to process information independently before sharing ideas with others, thus increasing their confidence in speaking. Discussion with a partner also helps students to complement each other's understanding and strengthen arguments before presenting their opinions in front of a larger group. In this way, TPS fosters an inclusive and collaborative learning environment that aligns with the principles of cooperative learning and promotes students' speaking abilities, as explained by Sunandar (2023). According to Hidayati et al. (2023, p. 938), the cooperative learning model with the Think-Pair-Share (TPS) type gives pupils an equal chance to interact with one another in the classroom, which enhances their speaking abilities. Although previous studies have examined TPS in improving general language skills, research focusing on its specific effect on junior high school students' speaking ability—particularly in the context of SMP Negeri 1 Siantar—remains limited. This gap highlights the novelty of the present study and becomes the main reason for selecting the title “*The Effect of Think-Pair-Share (TPS) on Improving Speaking Ability of Grade VII Students at SMP Negeri 1 Siantar.*”

The same situation also occurs with seventh grade students at SMP Negeri 1 Siantar. In speaking classes, students often feel shy and hesitant to express their opinions, resulting in less effective English learning outcomes. Several factors contribute to this challenge, including a lack of confidence and limited opportunities

to practice speaking in a supportive environment. This emphasizes the necessity for a distinct and more engaging learning paradigm in order to address these challenges and enhance students' speaking proficiency. Students can have more chances to participate, interact, and gain confidence in expressing themselves in the classroom if the Think Pair Share (TPS) strategy is used to organize the learning process (Phan, 2021). The following section will provide a detailed overview of the speaking class at SMP Negeri 1 Siantar and how the TPS model is expected to improve learning outcomes. So that is the reason that makes researcher want to make research on The Effect of Think Pair Share (TPS) to Improve Speaking Ability of Grade VII in SMP Negeri 1 Siantar.

METHOD

The research design was a crucial aspect of academic writing in research, providing a systematic plan to study a scientific problem (Indu & Vidhukumar, 2020, p.64). Based on the research design employed and the title of this study on the effect of one variable on another, the method used in this research is a quantitative method with a quasi-experimental research design.

A quasi-experimental design involves a minimum of two groups, where one group serves as the experimental group and the other as the control group (Akbar et al., 2023, p.470). In this study, the experimental variable was the Think-Pair-Share (TPS) cooperative learning model, and the dependent variable was students' speaking ability. The TPS model was applied in the experimental class, while the control class was taught using conventional methods.

In this research, the researcher gathered data on the English language proficiency of seventh-grade pupils at SMP Negeri 1 Siantar using an oral examination as the primary instrument. According to Lasmana et al. (2024, p.71), the selection of appropriate instruments is crucial because the quality of data depends on their validity and reliability. The oral test was administered both before and after the implementation of the TPS model to evaluate its impact on students' communication skills.

The steps of the research were as follows: 1) Pre-Test: Conducted prior to the TPS treatment to assess students' initial speaking skills. Students were asked to perform a speaking task related to their English curriculum, such as asking and giving opinions. The pre-test results served as baseline data for comparison with post-test outcomes; 2) Treatment: The experimental class received the TPS cooperative learning model, which involved thinking individually, discussing with a partner, and sharing in front of the class. The control class was taught using conventional methods; 3) Post-Test: Conducted after the TPS treatment to measure the improvement in students' speaking skills. The post-test included tasks similar to the pre-test to maintain consistency, while varying the specific content to avoid repetition and keep students engaged; 4) Assessment: Both pre-test and post-test results were evaluated using five aspects of speaking according to Brown (2004, as cited in Afifah, 2024, p.6-7), namely fluency, pronunciation, grammar, vocabulary, and comprehension, with specific assessment indicators for each aspect.

This systematic approach ensured that the data collected could reliably measure the effectiveness of the TPS learning model on students' speaking abilities.

FINDINGS AND DISCUSSION

The data analysis described here is the product of the Think. Learning model based on Pair Sharing. This research employed a quasi-experimental approach, as mentioned earlier. The goal of this research is to determine whether the Think Pair Share learning model, when used in the experimental class, has any impact on enhancing students' oral communication skills. The pretest and posttest method was used to collect data. The tests were administered at the start and conclusion of the research.

Table 1. Result value of Pre-test and Post-test in the Experimental Class

No.	Name	Experimental Class	
		Pre-test	Post-test
1	SAS	20	76
2	JEC	48	76
3	VHP	44	76
4	JMQ	52	60

No.	Name	Experimental Class	
		Pre-test	Post-test
5	CL	44	68
6	EJBS	36	68
7	VAYP	32	80
8	NFR	44	80
9	MQL	28	76
10	IS	60	68
11	APP	60	80
12	NK	36	84
13	IWSN	60	84
14	STS	72	72
15	KCS	52	72
16	AXS	28	76
17	ES	36	60
18	YDS	36	80
19	NAR	24	72
20	SPP	44	80
21	DAS	48	80
22	ARH	48	92
23	RPS	24	72
24	CNA	60	64
25	FMN	48	60
26	HA	48	64
27	ACM	40	92
28	DA	64	84
29	DFM	32	84
30	INH	52	76
Mean		44	75,2
Median		44	76
Score Min		20	60
Score Max		72	92

Table 1. result value of pre and post-test in the experimental class). Thirty students in the experimental class achieved an average pre-test score of 44 and an average post-test score of 75. 2. In addition, the pre-test had a minimum score of 20 and a maximum score of 72. The post-test, on the other hand, had a maximum score of 92 and a minimum score of 60. The grades of the students in the experimental class improved dramatically. According to the test results shown above, students' English-speaking fluency improved by using the Think Pair Share learning approach.

### The Analysis of The Data

#### Normality Test

#### Normality of Pre-test

Table 2. Normality Test of Pre-test

Tests of Normality							
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Pretest	control	.129	30	.200 <sup>*</sup>	.947	30	.141
	Experiment	.100	30	.200 <sup>*</sup>	.975	30	.692

Based on the test results above, the significance of the Kolmogorov- Smirnov test on the pre-test results in the control class was  $0.200 > 0.05$  and in the experimental class was  $0.200 > 0.05$ . Based on the decision-making

criteria for the Kolmogorov-Smirnov test, the significance values were both above the 0.05 significance level. This meant that H1 was rejected, and H0 was accepted. It could be concluded that the pre-test data in the control class and experimental class were in normally distributed.

#### Normality of Post-test

**Table 3.** Normality Test of Post-test

		Tests of Normality					
		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Posttest	Control Class	.117	30	.200*	.964	30	.387
	Experimental Class	.137	30	.157	.956	30	.243

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

The results above showed that the significance value of Kolmogorov-Smirnov on the post-test results in the control class was  $0.200 > 0.05$  and the post-test results in the experimental class were  $0.157 > 0.05$ . Therefore, it could be seen that H0 was accepted and H1 was rejected for the Kolmogorov-Smirnov test in accordance with the test decision-making criteria. Thus, the post-test data in the control class and experimental class were normally distributed.

#### Homogeneity Test

##### Homogeneity of Pre-test

**Table 4.** Homogeneity Test of Pre-test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Pretest	Based on Mean	.665	1	58	.418
	Based on Median	.791	1	58	.377
	Based on Median and with adjusted df	.791	1	55.866	.378
	Based on trimmed mean	.719	1	58	.400

Based on the table above, the significance value in the section based on the mean score is 0.418. Where  $0.418 > 0.05$ . H1 is rejected and H0 is accepted. This means that the data from the pre-test results in the control and experimental classes fulfill the assumption of homogeneity.

##### Homogeneity of Post-test

**Table 5.** Homogeneity of Post-test

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Posttest	Based on Mean	.096	1	58	.758
	Based on Median	.152	1	58	.698
	Based on Median and with adjusted df	.152	1	57.916	.698
	Based on trimmed mean	.090	1	58	.765

Based on the table above, the significance value in the mean section is 0.758, where  $0.758 > 0.05$ . Then H1 is rejected and H0 is accepted. So, it can be concluded that the data from the post-test in the control and experimental classes fulfill the assumption of homogeneity.

#### Independent Sample T-Test

##### Independent Sample T-Test of Pre-test

**Table 6.** Independent Sample T-Test of Pre-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
PreTest	Equal variances assumed	.665	.418	-1.032	58	.306	-3.200	3.101	-9.407	3.007
	Equal variances not assumed			-1.032	56.214	.306	-3.200	3.101	-9.411	3.011

Based on the data listed above, the significance value (2-tailed) is stated as 0.306, where  $0.306 \geq 0.05$ . Therefore, H1 is rejected and H0 is accepted. This shows that the two sample classes have comparable initial abilities in speaking fluency using English before being given treatment. This equality of initial ability also supports the internal validity of the research because it shows that differences in results that may occur after treatment are not influenced by factors of students' initial abilities. Therefore, the Think pair Share learning model can be applied in the experimental class (VII-2) and conventional learning in the control class (VII-1).

#### Independent Sample T-Test of Post-test

**Table 7.** Independent Sample T-Test of Post-test

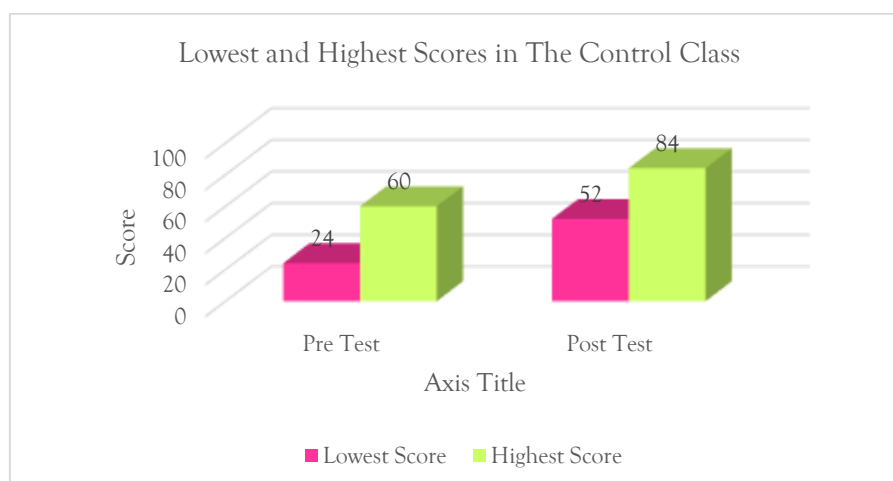
Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Posttest	Equal variances assumed	.096	.758	-2.936	58	.005	-6.667	2.270	-11.211	-2.122
	Equal variances not assumed			-2.936	57.916	.005	-6.667	2.270	-11.211	-2.122

Based on the results of the independent sample T-Test test, it can be concluded that there is a statistically significant difference between the post-test scores of the control class and the experimental class. The significance value (2-tailed) of  $0.005 < 0.05$ , indicates that the mean post-test scores of the control class and experimental class are significantly different.

This difference indicates that the treatment given during the study had an effect on one of the classes resulting in an increase or change in the post-test results. These results indicate that the treatment applied was effective in improving the learning outcomes of the experimental class compared to the control class. Thus, this finding supports the research hypothesis that treatment using the Think Pair Share learning model has a significant impact on student learning outcomes in the experimental class (VII-2).

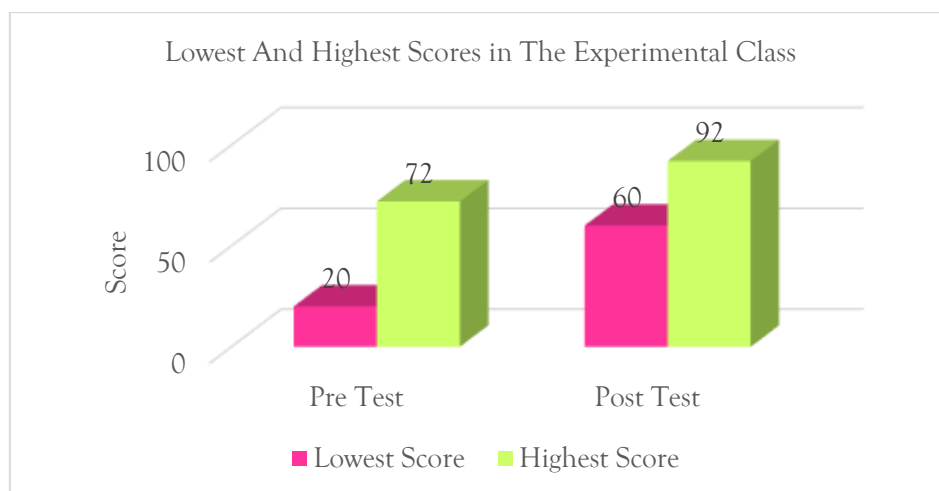
#### Finding

Based on the data analysis conducted by the researcher, this research concludes that the Think-Pair-Share learning model has a significant effect on the English-speaking ability of seventh-grade students at SMP Negeri 1 Siantar.



**Figure 1.** Scores in Control Class

The data graph above clearly shows the difference between pre-test and post-test scores in the control class. In the pre-test, the lowest student score was 24, and the highest score was 60. In the post-test, the lowest student score increased to 52, and the highest score reached 84. Students' scores in the control class improved in the post-test even without the application of the Think-Pair-Share learning model; however, the increase was not very significant. A comparison of the data graphs for the experimental class is presented in the figure below.



**Figure 2.** Score in Experimental Class

The data graph in Figure 2. shows the comparison of the lowest and highest scores during the pre-test and post-test in the experimental class. The graph shows a very significant difference in values when the pre-test and post-test were conducted. At the time of the pre-test, the lowest student score was at 20 and the highest score was at 72. Then, the experimental class applied the Think Pair Share learning model to improve students English speaking skills. The results of the use of the learning model can be seen in the lowest score of students during the post-test, which is at 60 and the highest score is at 92. From the data, it is clear that the increase in value occurs significantly.

From the two pictures above that show the comparison of student scores in the control and experimental classes, the question about the Think Pair Share learning model is answered. That the Think Pair Share learning model can improve students speaking skills using English. T-Test results were tested using IBM SPSS V 24 based on the values above. The post-test results in the control and experimental classes were obtained with a value of  $0.005 < 0.05$ , where the value indicates that  $H_0$  is rejected and  $H_1$  is accepted.

This means that there is a difference between the experimental class using the Think Pair Share learning model and the control class using conventional methods. So it can be concluded that the Think Pair Share learning model can improve the fluency of English speaking of VII-2 grade students at SMP Negeri 1 Siantar.

## Discussion

This research was conducted with the main objective of improving students' speaking skills through the Think-Pair-Share (TPS) learning model. The study also aimed to determine whether this model significantly affects the speaking ability of seventh-grade students at SMP Negeri 1 and to compare the outcomes of classes taught using the TPS model with those taught using conventional methods. The sample consisted of two classes recommended by the English teacher, where students had similar initial speaking abilities. The control class was VII-1 with 30 students, and the experimental class was VII-2 with 30 students. Preliminary observations showed that students often struggled to express their opinions in English due to conventional teaching methods, which mainly involved memorizing sentences and performing them in front of the class. The study was conducted over a period of four weeks, with two meetings per week for each class. A pre-test was administered to both classes to assess their initial speaking abilities, which included tasks such as asking and giving opinions. The pre-test results showed that the control class had an average score of 40.8, while the experimental class had an average score of 44, indicating similar baseline abilities.

Following the pre-test, the experimental class underwent the TPS treatment, which consisted of three stages: thinking independently about a given topic (Think), discussing ideas with a partner or small group (Pair),

and sharing the discussion results with the whole class (Share). The teacher guided and supervised students throughout the process, providing additional support for those lacking confidence. The control class continued with conventional methods, practicing speaking individually or as a whole class without structured peer interaction. After completing the treatment, a post-test was conducted in both classes using tasks similar to the pre-test with varied content. The post-test results showed an average score of 68.53 for the control class and 75.2 for the experimental class, demonstrating a greater improvement in the experimental class. These results indicate that the TPS learning model effectively enhances students' speaking fluency, encourages critical thinking, collaborative discussion, and active participation, and provides a more engaging and supportive learning environment compared to conventional methods.

The sample chosen was a recommendation from the English teacher at the school, where they also have the same ability in speaking English. This study was conducted at SMP Negeri 1 Siantar, where the participants consisted of seventh-grade students. Two classes were selected as the research samples: class VII-1, which served as the control class with 30 students, and class VII-2, which served as the experimental class with 30 students. When conducting the analysis, the researcher made preliminary observations. Where from the results of preliminary observations when researchers conducted Field Experience Practices (PPL) at SMP Negeri 1 Siantar, students had difficulty in speaking English. In speaking classes, students are more dominantly taught by memorizing sentences and performing them in front of the class. So that students have difficulty in expressing their opinions using English in class. They are used to learning using conventional learning methods, where they are only centered on the teacher as the main source of learning material in the classroom. As a result, students are unable to develop their ideas because they do not have the opportunity to channel their thoughts. As a result, they have low scores in speaking class.

That is why researcher are interested in trying to apply the Think Pair Share learning model in the seventh grade of SMP Negeri 1 Siantar. Because through this learning model, students are invited to think critically independently (Think). After they have the results of their thinking, students can channel it to their peers or into small groups that they have formed or the teacher has formed (Pair). Students can discuss with each other to share the results of their previous thinking and practice making a collective decision from the results of their discussion before they share it with the class or a larger group. After the students discuss in their small groups, they can share the results of their group decisions or discussions with other groups or in front of the class (Share).

From the application of this learning model, the seventh-grade students are more trained in speaking and are more free to express their opinions without any awkwardness or fear of talking to their friends than with the teacher directly. So that when they are accustomed to expressing their thoughts, they are no longer too afraid when asked to speak suddenly.

The pre-test conducted in the control class resulted in an average score of 40.8, whereas the experimental class achieved an average score of 44. The similarity in these averages indicates that both classes initially had comparable speaking abilities. Once the students' initial abilities were identified, the researcher applied conventional learning methods in the control class and the Think-Pair-Share learning model in the experimental class. Following the treatment, a post-test was administered to both classes using the same set of questions as in the pre-test. The results showed that the control class achieved an average post-test score of 68.53, while the experimental class achieved 75.2. This difference demonstrates that the class taught using the Think-Pair-Share model experienced a greater improvement in scores compared to the class taught with conventional methods. Based on these findings, it can be concluded that the Think-Pair-Share learning model has a positive influence on improving speaking fluency among seventh-grade students at SMP Negeri 1 Siantar. According to Syafruddin et al. (2024, p.1326), the Think-Pair-Share (TPS) model encourages students to think independently, discuss with peers, and share ideas in groups, thereby enriching their understanding and strengthening their analysis and evaluation skills. The improvement in the experimental class highlights the advantages of a collaborative and interactive learning approach in language acquisition, especially in speaking skills. The TPS model fosters an engaging environment where students actively participate and practice their language skills, leading to better learning outcomes compared to conventional methods. The results of this research provide empirical support for the application of innovative teaching strategies to improve English speaking fluency among seventh grade students at SMP Negeri 1 Siantar.

In an effort to improve English speaking skills in seventh grade students at SMP Negeri 1 Siantar,

researcher used several learning models. Based on the results of the research by applying the Think Pair Share learning model, researcher focused on fluency in speaking English which is one of the aspects of speaking using Brown's theory (2004).

Based on the results of the research that has been done, the application of the Think Pair Share learning model in improving their fluency is proven to have increased the average score by 31.2. These results are in line with previous research conducted by Intaniya Fathanty Lukman (2016) on grade VIII students at SMP Negeri 3 Sinjai in improving their writing skills using the Think Pair Share learning model. Through this model, students are able to think more critically about what they want to write, work together in teams to share ideas that are in their minds before they present their results in front of the class.

Therefore, based on the results of this empirical research and the support of several previous research institutions, it is clear that the use of Think Pair Share learning model is one of the powerful techniques to improve students speaking skills. In this way, students can still learn independently, in groups and be trained in speaking in front of the class. The teacher can also play a role in the classroom to lead the class, supervise and direct students during discussions. Besides the teacher, students can also interact with their classmates. So that if there are students who lack confidence in class or lack of socialization, the teacher can help them so that they are more open in class and active. If there is something in the student, causing the student to be silent continuously in the classroom, the teacher can realize this and immediately take further action.

## CONCLUSION

Based on the findings of this study, it can be concluded that the use of the Think-Pair-Share (TPS) learning model has a significant effect on students' speaking ability. The statistical results of the post-test in the experimental class showed a significant improvement compared to the control class, which was taught using conventional methods. The average post-test score of the experimental class was 75, while the control class had an average post-test score of 69, indicating that the experimental class outperformed the control class.

The TPS treatment in the experimental class involved three main stages. First, students thought independently about a given topic or question (Think), which encouraged critical thinking and individual reflection. Next, they discussed their ideas with a partner or small group (Pair) to exchange understanding, clarify their thoughts, and practice collaborative decision-making. Finally, students presented the results of their discussions to the entire class (Share), allowing them to practice speaking in front of a larger audience while receiving feedback from peers and the teacher. This structured process provided guidance and support, especially for students lacking confidence, and encouraged active participation.

The results demonstrate that the Think-Pair-Share learning model is effective in improving students' fluency in speaking English. The significance value (2-tailed) obtained indicates that  $H_0$  is rejected, confirming that the TPS model can support seventh-grade students at SMP Negeri 1 Siantar in developing their speaking ability. Furthermore, the difference in results between the control class taught using conventional methods and the experimental class taught using TPS highlights the positive impact of this learning strategy. Observations during the teaching process further support this conclusion, showing that students in the experimental class exhibited greater engagement, enthusiasm, and confidence. This aligns with Frank Lyman's (1985) TPS theory, which emphasizes individual thinking, pair collaboration, and sharing in front of the class. The model also trains students to practice independently and receive feedback in small groups, fostering a more student-centered approach. TPS is effective not only in improving speaking fluency but also in enhancing grammar, pronunciation, vocabulary, and comprehension, offering a dynamic and interactive learning experience compared to the teacher-centered conventional method.

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