Available online at http://jurnal.abulyatama.ac.id/dedikasi
ISSN 2548-8848 (Online)
Universitas Abulyatama
Jurnal Dedikasi Pendidikan

THE IMPACT OF THE THINK PAIR SHARE STRATEGY ON STUDENTS' SPEAKING SKILL

Wisda Hakim[1*], Ugahara[2], Ema Dauyah[3], Khairiah Syahabuddin[4]

[1,2,3]Prodi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Abulyatama, Aceh Besar, Indonesia.

[4]Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Ar-Raniry, Banda Aceh, Indonesia

* Email Korespondensi: wisdaam@gmail.com[1]

Diterima Maret 2024; Disetujui Mei 2024; Dipublikasi 31 Juli 2024

Abstract: *This research investigated the impact of the Think-Pair-Share strategy on the speaking skills of tenth-grade students at MAS Dayah Darul Ihsan. Employing a quantitative approach with a quasi-experimental design, the study utilized pre- and post-tests to measure the development of speaking abilities in both a controlled class and an experimental class, each consisting of 25 students. The consistent implementation of the Think-Pair-Share strategy within the experimental class resulted in significant improvements in their speaking abilities. Students demonstrated a noticeable enhancement in their confidence and effectiveness in communication, as evidenced by their final scores: 72.92 in the experimental class compared to 56.88 in the controlled class. This study suggests that by providing opportunities for interaction, discussion, and idea-sharing, the Think-Pair-Share strategy not only enhances speaking skills but also fosters greater self-confidence in communication. Consequently, it holds significant potential for improving students' speaking abilities across various educational settings.*

Keywords ***: Impact, Think Pair Share, Student, Speaking Skill***

Abstrak: Penelitian ini menyelidiki dampak strategi Think-Pair-Share terhadap keterampilan berbicara siswa kelas sepuluh di MAS Dayah Darul Ihsan. Dengan menggunakan pendekatan kuantitatif dengan desain kuasi-eksperimental, penelitian ini menggunakan tes sebelum dan sesudah untuk mengukur perkembangan kemampuan berbicara di kelas kontrol dan kelas eksperimen, yang masing-masing terdiri dari 25 siswa. Penerapan strategi Think-Pair-Share secara konsisten pada kelas eksperimen menghasilkan peningkatan yang signifikan dalam kemampuan berbicara mereka. Siswa menunjukkan peningkatan nyata dalam kepercayaan diri dan efektivitas komunikasi mereka, sebagaimana dibuktikan dengan nilai akhir mereka: 72,92 di kelas eksperimen dibandingkan dengan 56,88 di kelas kontrol. Studi ini menunjukkan bahwa dengan memberikan kesempatan untuk berinteraksi, berdiskusi, dan berbagi ide, strategi Think-Pair-Share tidak hanya meningkatkan keterampilan berbicara tetapi juga menumbuhkan kepercayaan diri yang lebih besar dalam berkomunikasi. Oleh karena itu, hal ini memiliki potensi yang signifikan untuk meningkatkan kemampuan berbicara siswa di berbagai lingkungan pendidikan.

Kata kunci : Dampak, Think Pair Share, Siswa, Keterampilan Berbicara

INTRODUCTION

In the field of Teaching and Learning English as a Foreign Language (EFL), mastering the art of speaking poses a significant challenge for many students, impeding their ability to fully express themselves and actively participate in classroom

interactions. According to Rao (2019), effective communication serves as a foundation, enabling individuals to articulate thoughts, express opinions, and share ideas. Additionally, language serves as a vital conduit for communication, fortifying community ties and interpersonal connections (Suparsa *et al.,* 2017).

Communication encompasses both verbal and nonverbal forms. Verbal communication, as described by Rocci and Saussure (2016) cited in Arnbjörnsdóttir (2022), relies on spoken or written language to convey messages, while nonverbal communication, according to Hall (2019), includes facial expressions, body language, and vocal cues, all of which significantly impact interactions.

In the EFL classroom, effective communication is crucial for enhancing students' speaking skills and fostering interactive learning environments. As per Elenein (2019), strong communication skills equip students to meet academic demands and actively participate in classroom discussions, thereby facilitating a conducive learning atmosphere. Despite its significance, many students face challenges in mastering speaking skills, as outlined by Crisianita and Mandasari (2022) and Riadil (2020). Fear of making mistakes, lack of confidence, and psychosocial factors hinder their ability to express themselves fluently.

Acknowledging the necessity of effective teaching strategies, the Think-Pair-Share (TPS) strategy emerges as a promising approach. According to Ehsan et al (2019), cooperative learning methods like TPS encourage students to think critically, reflect, and share ideas collaboratively. This student-centered approach not only develops speaking proficiency but also promotes engagement, critical thinking, and the creation of a supportive learning environment (Gillies *et al.,* 2023).

This study, conducted at MAS Dayah Darul Ihsan Aceh Besar, examines the impact of the Think-Pair-Share strategy on students' speaking skills. According to TPS, this research aims to enhance students' oral proficiency and foster active participation in classroom conversations.

LITERATURE REVIEW

Speaking Skill

Speaking, an essential skill in English teaching and learning, has been defined in various ways by experts. According to Sihotang et al (2021), it involves conveying messages verbally. Pinatih (2021) defines it as actively using language for information exchange between individuals. Additionally, Solissa and Wariunsora (2022) stress that speaking goes beyond mere words, serving as a tool for conveying well-structured ideas.

Effective communication skills, especially in social settings, contribute significantly to students' knowledge acquisition and public speaking abilities. Noom-Ura (2013) emphasizes its role in facilitating idea exchange and effective communication in classrooms, as cited in Suvarnaphaet and Suvarnaphaet (2023). Moreover, speaking not only aids in learning English but also fosters social interaction, enabling students to engage with others in their social circles circles (Aziz and Kashinathan, 2021).

Cooperative Learning

ISSN 2548-8848 (Online)

Cooperative Learning (CL) fosters collaborative interactions among students and is an instructional approach where they work together in small groups to achieve specific learning goals (Slavin, 1980). Additionally, Johnson and Johnson (1999), cited in Yang (2023), define cooperative learning as small-group teaching to help individuals learn and improve their knowledge collaboratively.

Cooperative learning is effective in promoting mindset improvement and better social networks in terms of learning attitudes, skills, and self-confidence to (Tran, 2019). Widely considered an effective instructional method, cooperative learning enhances student engagement and performance (Ismail *et al.,* 2023). Various learning strategies can be applied within cooperative learning, including Student Team Achievement Division (STAD), Jigsaw, Numbered Heads Together (NHT), Think-Pair-Share (TPS), etc.

Think Pair Share.

The Think-Pair-Share strategy is a cooperative learning approach designed to encourage students to share ideas and deepen their understanding through collaborative interaction. According to Akdeniz (2016), Think Pair Share is a cooperative learning strategy utilized in classroom group discussions, and is regarded as a fundamental method for learning. It aims to promote student reflection on a particular topic by encouraging the development and discussion of their own ideas. According to Lyman (1981) as cited in Dewi (2023), Think Pair Share is an instructional tactic that fosters independent thinking among students by encouraging collaboration with a partner to arrive at a consensus on a teacher-provided problem or topic.

Lyman (1981) as cited in Apriyanti and Ayu (2020) suggests that Think-Pair-Share is a cooperative language learning strategy that offers various benefits, including :

1. The Think-Pair-Share method is quick and requires little planning.
2. Because students have time to consider their ideas before sharing them with the class, the Think-Pair-Share method makes class discussions more fruitful.
3. Children get the chance to pick up higher-order thinking techniques from their classmates and develop confidence when they present ideas to the class.
4. The "pairing" process ensures that nobody is left out of the debate.
5. All pupils have the chance to speak, and they can practice their verbal and mental responses.
6. There are more opportunities for teachers and students to reflect and participate in group discussions.
7. Think-Pair-Share methods can be used in classes of any size and grade level

In implementation the steps of the Think-Pair-Share strategy, these are important because they encourage individual understanding, collaboration and sharing of their ideas in the learning process, helping participants active and engaging in their learning. According to Usman (2015) there are three stages that students must follow, these stages are :

1. Think: Students contemplate or think about the given question or problem individually. They attempt to find solutions or answers

based on their own understanding before discussing with their peers.

2. Pair: After thinking about the question, students pair up with their classmates. They discuss to share their ideas, concepts, or answers regarding the same question or problem. During this discussion, students can ehange information and perspectives.
3. Share: After the paired discussion, each student shares the results of their discussion with the entire group or class. Each pair can share their findings, discovered solutions, or emerging perspectives during the paired discussion.

By implementing these three stages, students can actively participate in learning, interact with their peers, and enhance their understanding of the subject matter.

METHODS

This research employs a quantitative approach with a quasi-experimental design. This design was chosen because it allows for investigating the impact of the Think-Pair-Share strategy on students' speaking skills effectively. The research sample consists of tenth-grade students at MAS Dalyah Darul Ihsan, selected using random sampling with 25 students for each class in both the controlled and experimental classes.

The intervention involves implementing the Think-Pair-Share strategy in EFL teaching, where each class receives four sessions, with each session lasting for 90 minutes. The source material used in this research is from the 2013 English book published but the Ministry of Education and Culture (Kemendikbud). Data collection instruments include pre-tests and post-tests, aiming to assess students' abilities before and after the treatment.

The data analysis in this research utilizes various techniques with SPSS to ensure a thorough examination of the findings. Normality tests assess data distribution, homogeneity tests confirm variance equality, and t-tests compare pre-test and post-test results to determine the impact of the Think-Pair-Share strategy on students' speaking skills. Additionally, effect size analysis quantifies this impact, while hypothesis testing evaluates research hypotheses' validity. These techniques aim to provide a comprehensive understanding of the strategy's effectiveness in improving students' speaking abilities.

RESULT AND DISSCUSION

Result

The results of this study suggest a positive impact of using the Think-Pair-Share strategy on students' speaking skills. This is supported by the analysis of average test scores, normality tests, homogeneity tests, effect size, and hypothesis testing.

The Averege Test Scores of Students'

In this study, the average pre-test scores of the students showed a nearly equal comparison, where the controlled class scored 52.16 and the experimental class scored 52.08. However, after the implementation of the Think Pair Share strategy, the post-test results of the experimental class students showed higher scores compared to the controlled class. The experimental class obtained a score of 72.92, while the controlled

ISSN 2548-8848 (Online)

class obtained a score of 56.88. These scores are presented in the table below:

Table 1. The Averege Test Scores Of Students'

NO	Controlled Class	Pre Test	Post Test	Experiment Class	Pre Test	Post Test
1	S1	51	54	S1	49	70
2	S2	45	49	S2	54	80
3	S3	45	49	S3	50	69
4	S4	55	56	S4	45	70
5	S5	56	58	S5	56	80
6	S6	54	55	S6	51	70
7	S7	55	58	S7	45	70
8	S8	45	50	S8	55	72
9	S9	49	52	S9	51	72
10	S10	49	52	S10	51	75
11	S11	56	60	S11	54	75
12	S12	50	52	S12	54	76
13	S13	50	55	S13	45	69
14	S14	51	70	S14	49	65
15	S15	51	57	S15	55	65
16	S16	51	70	S16	56	76
17	S17	56	57	S17	50	79
18	S18	51	52	S18	56	72
19	S19	50	52	S19	51	73
20	S20	60	63	S20	60	73
21	S21	54	58	S21	51	72
22	S22	55	57	S22	49	80
23	S23	54	60	S23	49	73
24	S24	60	63	S24	56	75
25	S25	51	63	S25	60	72
Total Score		1304	1422	Total Score	1302	1823
Mean		52.16	56.88	Mean	52.08	72.92

Normality Test

Normality testing is conducted to determine whether the sample follows a normal distribution or not. In this research, the normality test utilizes the Kolmogorov-Smirnov method, which is performed with the assistance of SPSS software version 18. The testing criterion is that the data is normally distributed if the largest absolute difference is smaller than the critical value, where the critical value for Kolmogorov-Smirnov at n=25 is 0.264. Another criterion can be observed through the significance level. If the significance level is greater than 0.05, then it can be considered normally distributed.

Table 2. The Normality Test Results of Pre-Test in Experimental Class and Controlled Class

One-Sample Kolmogorov-Smirnov Test

		Pre-test of Eksperimental Class	Pre-test of Controlled Class
N		25	25
Normal Parameters[a,b]	Mean	52.08	52.16
	Std. Deviation	4.173	4.069
Most Extreme Differences	Absolute	.162	.172
	Positive	.162	.172
	Negative	-.117	-.114
Kolmogorov-Smirnov Z		.811	.861
Asymp. Sig. (2-tailed)		.527	.449

a. Test distribution is Normal.
b. Calculated from data.

Based on the table above, it can be observed that the largest absolute difference values for the pretest data in the experimental and controlled classes are 0.162 and 0.172, respectively. Both of these values are smaller than the table value of 0.264. The significance values for the pretest data in the experimental and controlled classes are 0.527 and 0.449, respectively. Both of these values are greater than 0.05. The results in the table indicate that both criteria have met the assumption that the data is normally distributed

Table 3. Normality Test Results of Post-Test in Experimental Class and Controlled Class

One-Sample Kolmogorov-Smirnov Test

		Post-test of Eksperimental Class	Post-test of Controlled Class
N		25	25
Normal Parameters[a,b]	Mean	72.92	56.88
	Std. Deviation	4.153	5.725
Most Extreme Differences	Absolute	.132	.142
	Positive	.132	.142
	Negative	-.093	-.084
Kolmogorov-Smirnov Z		.662	.712
Asymp. Sig. (2-tailed)		.774	.691

a. Test distribution is Normal.
b. Calculated from data.

Based on the table above, it can be seen that

the largest absolute difference values for the post-test data in the experimental and controlled classes are 0.132 and 0.142, respectively. Both of these values are smaller than the table value of 0.264. The significance values for the post-test data in the experimental and controlled classes are 0.774 and 0.691, respectively. Both of these values are greater than 0.05. The results in the table indicate that both criteria have met the assumption that the data is normally distributed.

Homogeneity Test

Based on the normality calculations, it can be determined that the pre-test and post-test data of both the experimental and controlled classes follow a normal distribution. Next, a homogeneity test was conducted to determine whether the data is homogeneous or not. This test was computed using SPSS v.18. The criteria for data to be considered homogeneous can be observed from a significance value greater than 0.05

Table 4. Pre-Test of Homogeneity of Variances both Experimental Class and Controlled Class

Test of Homogeneity of Variances			
Pretest			
Levene Statistic	df1	df2	Sig.
.055	1	48	.815

The table above shows the significance value of the pretest data for the experimental and controlled classes, which is 0.815. This value is greater than 0.05, indicating that the pretest data for the experimental and controllede classes are homogenous. Next, a homogeneity test was conducted on the post-test data for the experimental and controlled classes. The results of the test are displayed in the table below :

Table 5. Post-Test of Homogeneity of Variances both Experimental Class and Controlled Class

Test of Homogeneity of Variances			
Post			
Levene Statistic	df1	df2	Sig.
1.746	1	48	.193

Based on the table above, it is known that the significance values of the post-test data for the experimental and control classes are greater than 0.05, specifically 0.193 > 0.05.

T-Test

After conducting a pre-requisite statistical analysis test, it can be concluded that the data follows a normal and homogeneous distribution. Subsequently, the data is analyzed using a t-test to determine whether there is a significant difference in students' speaking ability between the experimental class as the X variable and the controlled class as the Y variable.

Table 6. The T-Test Result of Post-Test Score Both Experimental Class and Conrolled Class

Group Statistics

	Factor	N	Mean	Std. Deviation	Std. Error Mean
Post test	Eksperimental Class	25	72.92	4.153	.831
	Controlled Class	25	56.88	5.725	1.145

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

ISSN 2548-8848 (Online)

Post test	Equal variances assumed	1.746	.193	11.340	48	.000	16.040	1.414	13.196	18.884
	Equal variances not assumed			11.340	43.778	.000	16.040	1.414	13.189	18.891

Based on the statistical table, it can be observed that the average score of the experimental class is higher than that of the controlleed class, namely 72.92 > 56.8. Furthermore, the Independent Sample Test table indicates the value of t-statistic and significance. The obtained t-statistic value is 11.340, which is then compared to the t-table (t-table = 1.677). Additionally, there is a significance value of 0.000 compared to 0.05. The t-statistic value is greater than the t-table, which is 11.340 > 1.677, and the significance value is smaller than 0.05, which is 0.000 < 0.05. Both criteria have shown that there is a significant influence. Next, a t-test is performed using the Gain values, and the results are presented in the table below :

Table 7. The T-Test Result og Gained Score Both Experimental Class and Conrolled Class

Group Statistics

	Factor	N	Mean	Std. Deviation	Std. Error Mean
Gained Score	Eksperimental Class	25	20.84	5.014	1.003
	Controlled Class	25	4.72	4.869	.974

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
Gained Score	Equal variances assumed	.480	.492	11.532	48	.000	16.120	1.398	13.309	18.931
	Equal variances not assumed			11.532	47.959	.000	16.120	1.398	13.309	18.931

Based on the statistical table, it can be observed that the average difference (gain value) in the experimental class is higher than the control class, with values of 20.84 > 4.72. Furthermore, the Independent Sample Test table shows the t-test value and significance. The obtained t-test value is 11.532, which is compared to the t-table value (t-table = 1.677). Then there is a significance value of 0.000 compared to 0.05. The t-test value is greater than the t-table value, which is 11.532 > 1.677, and the significance value is smaller than 0.05, which is 0.000 < 0.05. Both criteria have indicated that there is a significant influence.

Test of the Effect Size

The extent of the impact of the Think Pair Share strategy on students' speaking skill can be calculated using the formula below :

$$d = \frac{\text{mean of group A} - \text{mean of group B}}{Pooled\ Standar\ Deviation}$$

In which:
Mean score of group A (experimental class) = 72,92
Mean score of group B (controlled class) = 56,88
Mean score of group A – Mean score of group B = 16,04
Standard Deviation of group 1 = 4,153
Standard Deviation of group 2 = 5,725
Pooled Standard Deviation = 5

$$d = \frac{72{,}92 - 56{,}88}{5}$$

d = 3,21

The criteria of the effect size level:
0.2 = small effect size
0.5 = medium effect size
0.8 = large effect size

Based on the criteria for effect size, it can be said that the results of the effect size calculation in this study are significant. This can be seen from the value of d, which is 3.21. This value indicates that the Think-Pair-Share strategy has a significant impact on students' speaking skills.

The Hypothesis Testing

After conducting calculations and analysis with the assistance of SPSS software version 18, the data calculations reveal that; the t-value is 11.340 and the degrees of freedom (df) are 48, resulting in a critical t-table value of 1.677 at a significance level of 0.05.

This indicates that the post-test results for the experimental and controlled classes show that the t-value (11.340) is higher than the critical t-table value (1.677) at a significance level of 0.05. Therefore, the decision is made to reject the null hypothesis (H0). In other words, the average scores of the experimental class are higher than those of the controlled class. Hence, it can be concluded that there is a significant influence of implementing the Think-Pair-Share strategy on students' speaking abilities.

Discussion

In the results of this study, students' speaking abilities in the experimental class and controlled class generally exhibited similar overall speaking proficiency. This result can be seen from the avarage scores. The result of experimental class (52.08) and controlled class (52.16). However, after implementation of the Think Pair Share strategy has a positive impact on the experimental class compared to the control class using conventional teaching methods. This is evident from the average scores, where the experimental class achieved 72.92, while the control class only reached 56.88.

The Think-Pair-Share method provides students with the opportunity to speak and discuss with their classmates, ultimately boosting their confidence in speaking and expressing their ideas. In contrast, the conventional method lacks encouragement for student interaction in speaking and discussing, resulting in a lack of improvement in their speaking abilities, leading to lower scores compared to the experimental class.

In data analysis, it is indicated that both classes, both the experimental and controlled classes, exhibited a normal distribution in both the pre-test and post-test. The absolute difference values (D) for the pre-test were 0.162 for the experimental class and 0.172 for the controlled class, both of which are lower than the critical points of 25 = 0.264. Then, the post-test also

ISSN 2548-8848 (Online)

showed normality with absolute difference values (D) of 0.132 for the experimental class and 0.142 for the controlled class, both of which are lower than the critical points of 25 = 0.264. In the homogeneity test, it is indicated that the variance homogeneity of the experimental and controlled classes is consistent. This is evident from the pre-test results, where the score of 0.815 eeeds the significance level of 0.05 (0.815 > 0.05). In the post-test, the score of 0.193 also surpasses the significance level of 0.05 (0.193 > 0.05), confirming the homogeneity of variance in the data.

Furthermore, based on the t-test calculations the post-test results for the experimental and controlled classes indicate a significant difference, with a t (48) = 11.340, p = 0.000. This suggests a significant difference between the experimental class (Mean = 72.92, Standard Deviation = 4.153) and the controlled class (Mean = 56.88, Standard Deviation = 5.725). Therefore, the tvalue (11.340) > ttable (1.677), and the two-tailed significance level (Sig. 2-tailed) of 0.000 < 0.05. Consequently, the null hypothesis (H0) is rejected, and the alternative hypothesis (Ha) is accepted. This means that the average scores of the experimental class are higher than those of the controlled class. It can be concluded that Think-Pair-Share strategy has an impact on students' speaking skill.

In conclusion, the implementation of the Think-Pair-Share strategy significantly improve the speaking skills of tenth-grade students at MAS Dayah Darul Ihsan, Aceh Besar. This is supported by a high effect size, reaching 3.21. Supporting evidence for this finding can also be gleaned from four previous studies. The first study was conducted by (Manurung, 2017) who demonstrates the positive influence of Think-Pair-Share in improving students' speaking skills. The second study by (Cahyani, 2018) reveals that the implementation of the Think Pair Share technique also effectively enhances students' speaking abilities. The third study by (Hanan & Budiarti, 2019) underscore the improvement in students' motivation and speaking competence through the use of Think-Pair-Share. Lastly, the research by (Apriyanti & Ayu, 2020) highlight an increase in students' speaking activity through the Think-Pair-Share approach. Therefore, it can be concluded that Think-Pair-Share has a significant positive impact on improving students' speaking abilities, particularly in the context of tenth-grade at MAS Dayah Darul Ihsan, Aceh Besar.

CONCLUSION

The results of this study demonstrate that utilizing the Think-Pair-Share strategy significantly improved the speaking skills of tenth-grade students at MAS Dayah Darul Ihsan in their ability to speak English. This is evidenced by the average post-test scores: 72.92 for the experimental class compared to 56.88 for the controlled class. This positive impact is further supported by tests confirming data normality, group homogeneity, a statistically significant difference between pre- and post-test scores within the experimental group (t-test), and a large effect size of 3.21. These findings, collectively, support the alternative hypothesis, suggesting that the Think-Pair-Share strategy not only enhances speaking abilities but also fosters greater confidence in speaking English compared to conventional methods. Therefore, the study

concludes that Think-Pair-Share is an effective strategy for improving speaking skills among tenth-grade students at MAS Dayah Darul Ihsan in Aceh Besar.

REFERENCES

Akdeniz, C. (2016). Instructional Process and Concepts in Theory and Practice.

Apriyanti, D., & Ayu, M. (2020). Think-Pair-Share: Engaging Students in Speaking Activities in Classroom. *Journal of English Language Teaching and Learning, 1(1), 13–19.*

Arnbjörnsdóttir, B., Bédi, B., Bradley, L., Friðriksdóttir, K., Garðarsdóttir, H., Thouësny, S., & Whelpton, M. J. (2022). Intelligent CALL, granular systems and learner data: short papers from EUROCALL 2022. Research-publishing. net.

Aziz, A. A., & Kashinathan, S. (2021). ESL learners' challenges in speaking English in Malaysian classroom. *Development,* 10(2), 983–991.

Cahyani, F. (2018). The use of think pair share technique to improve students' speaking performance. *Research in English and Education Journal, 3(1), 76–90.*

Crisianita, S., & Mandasari, B. (2022). The Use of Small-Group Discussion to Improve Students' Speaking Skill. *Journal of English Language Teaching and Learning, 3(1), 61–66.*

Dewi, Y. P. (2023). Improving Students' Speaking Ability in Expressing Opinion through Think Pair Share: English. *Journal of English Development, 3(01), 29–37.*

Ehsan, N., Vida, S., & Mehdi, N. (2019). The Impact of Cooperative Learning on Developing Speaking Ability and Motivation Toward Learning English. *Journal of Language and Education, 5(3 (19), 83–101.*

Elenein, A. H. A. A. (2019). The Effect of Utilizing Digital Storytelling on Developing Oral Communication Skills for 5th Grade Students at Rafah Primary Schools. *International Journal of Language and Literary Studies, 1(1).*

Gillies, R. M., Millis, B., & Davidson, N. (2023). *Contemporary Global Perspectives on Cooperative Learning: Applications Across Educational* Contexts. Taylor & Francis.

Hall, J. A., Horgan, T. G., & Murphy, N. A. (2019). Nonverbal communication. Annual Review of Psychology, 70, 271–294.

Hanan, A., & Budiarti, H. A. (2019). Improving students' motivation and speaking competence by using Think-Pair-Share strategy. *Jo-ELT (Journal of*

English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP, 6(1), 41–50.

Ismail, F. A., Bungsu, J., & Shahrill, M. (2023). Improving students' participation and performance in building quantities through think-pair-share cooperative learning. *Indonesian Journal of Educational Research and Technology, 3(3), 203–216.*

Manurung, J. E. (2017). Using Think-Pair-Share to improve speaking achievement of the second semester English study program of Tridinanti University Palembang. *English Community Journal, 1(2), 86–95.*

Meutia, P. D. & Musriandi, R. (2019). Think-Pair-Share (TPS): Strategi Pembalajaran Untuk Meningkatkan Kemampuan Berpikir Kritis Dan Berkomunikasi Siswa. Prosiding SEMDI-UNAYA (Seminar Nasional Multi Disiplin Ilmu UNAYA) 3(1) 886-893.

Pinatih, I. G. A. D. P. (2021). Improving students' speaking skill through Role-Play technique in 21st century. *Journal of Educational Study, 1(1), 103–108.*

Rao, P. S. (2019). The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ), 2(2), 6–18.*

Riadil, I. G. (2020). A Study of students' perception: identifying EFL learners' problems in speaking skill. *IJELR: International Journal of Education.*

Sihotang, A. M., Sitanggang, F., Hasugian, N., & Saragih, E. (2021). The Effective Way to Develop Speaking Skills. *IDEAS: Journal on English Language Teaching and Learning, Linguistics and Literature, 9(1).*

Slavin, R. E. (1980). Cooperative Learning. *Review of Educational Research, 50(2), 315–342.*

Solissa, E. M., & Wariunsora, M. (2022). The Communicative Approach Implementation to Improve Speaking Ability Students of Class VIII-2 SMP Negeri 7 Ambon Indonesia. *International Journal of Social Science and Human Research, 5(11), 4893–4900.*

Suparsa, I. N., Mantra, I. B. N., & Widiastuti, I. A. M. S. (2017). Developing Learning Methods of Indonesian as a Foreign Language.

Suvarnaphaet, K. M., & Suvarnaphaet, P. (2023). Use of Podcasts to Develop Students' Speaking Skills. Humanities, *Arts and Social Sciences Studies (Former Name Silpakorn University Journal of Social Sciences, Humanities, and Arts), 1–8.*

Tran, V. D. (2019). Does Cooperative Learning Increase Students' Motivation in Learning? *International Journal of Higher Education, 8(5), 12–20.*

Usman, A. H. (2015). Using the Think-Pair-Share strategy to improve students' speaking ability at Stain Ternate. *Journal of Education and Practice, 6(10), 37–45.*

Yang, X. (2023). *A historical review of collaborative learning and cooperative learning*. TechTrends.

▪ *How to cite this paper :*

Hakim, W., Ugahara., Dauyah, E., & Syahabuddin, K. (2024). The Impact Of The Think Pair Share Strategy On Students' Speaking Skill. Jurnal Dedikasi Pendidikan, 8(2), 607–618.

ISSN 2548-8848 (Online)