

CHAPTER II

LITERATURE REVIEW

This chapter describes the literature review. The literature review covers speaking skills, including the definition of speaking, speaking skills, speaking components, problems in speaking skills, principle of teaching speaking, the purpose of speaking skills, and how to assess speaking skills. In addition, it describes collaborative learning methods, including the definition of CLM, steps in teaching CLM, the role of teachers and students in collaborative learning, types of CLM, and the advantages and disadvantages of CLM, and the procedure in teaching speaking using CLM. Furthermore, this section explains think pair share technique including, definition, the steps of teaching think pair share technique, characteristic, advantages and disadvantages. Then, explains about the audi-lingual method, including definition, types of teaching, the roles of teachers and students, and the steps involved in implementing the audio-lingual method. Finally, the author describes a previous study.

A. Speaking Skills

1. Definition of Speaking

Speaking is a tool for communicating or interacting with others to convey intentions, ideas, and suggestions to others. According to Sembiring and Dewi (2022) speaking serves to express feelings, opinions, emotions, and various thoughts, while the statement made by Umam (2020) speaking is a form of communication involving two

people where the speaker and listener interact to exchange information, ideas, and opinions.

As stated by Jumadi et al. (2025) speaking not only expresses feelings, ideas, and opinions but also interacts meaningfully with others. In other words, speaking also involves understanding when, where, why, and how a person produces sound as an act of speaking (Supeni & Pribadi, 2021). Furthermore, Govindasamy and Shah (2020) state that the most difficult skill students have to face is speaking because it involves pronunciation, vocabulary, fluency, and proper grammar.

Based on the above definitions, speaking is an important skill because it serves as a tool for interacting, exchanging ideas and opinions, and understanding the meaning of what is being discussed.

2. Speaking Skills

According to Abdelfattah and Badr (2020) speaking skills are defined as the ability to understand, pronounce, and fluently produce speech, making them an important component in language learning. Meanwhile, according to Gustina et al. (2024) The skill of speaking enables a person to convey information and opinions and maintain social relationships when interacting with others. In other words, speaking skills are interactions between two or more people in exchanging ideas and processing information (Rai, 2024).

Productive abilities, which consist of several components such as pronunciation, grammar, vocabulary, and discourse to convey meaning and purpose verbally to others, are referred to as speaking skills (Murad et al., 2021). Meanwhile, Supeni and Pribadi (2021) state that English-speaking skills are very important in the modern era because they are useful in job applications, school education, and trade.

Based on the above explanation, speaking skills are interactions between two people to convey information by paying attention to vocabulary and fluent pronunciation. In addition, these skills are important for work, education, and trade.

3. Speaking Components

Several aspects of speaking that must be fulfilled, such as comprehension, grammar, vocabulary, pronunciation, and fluency, can help improve speaking skills or maintain social relationships. According to Salih and Abdelameer (2022) state that the development of students' speaking skills is related to elements of English such as grammar, spelling, and punctuation. Meanwhile, Abdelfattah and Badr (2020) states that speaking skills consist of several parts, especially pronunciation. Pronunciation requires students to pronounce words correctly. The second is grammar, where grammar is used correctly. Third is fluency, where students learn to speak without prior planning and are characterized by fluent words, phrases, and ideas. By speaking

fluently, listeners can more easily understand the speaker's meaning. The final component is appropriateness, where students use their language with the right purpose, situation, and vocabulary.

As explained by Umam (2020) pronunciation is an important part of speaking. As a result, good pronunciation is very important for students to be easily understood. When students learn to speak, they must have sufficient vocabulary because, without vocabulary, they cannot speak. Fluency is an important process in speaking because it makes it easier for speakers and listeners to understand what they are saying. One element that students must have when speaking is comprehension because it allows them to understand the purpose of what is being conveyed.

So, comprehension, grammar, vocabulary, pronunciation, and fluency are important components of speaking. Proper pronunciation and fluent grammar help students speak without planning, which makes them easier to understand. In addition, comprehension is also necessary because it is important to understand the purpose of what is being conveyed.

4. Problems in Speaking Skills

Students still face problems such as lack of confidence, anxiety, and limited vocabulary, which make teaching speaking skills a challenge for teachers. According to Geetha and Karthiga (2020) the problems that students often face when learning speaking skills are a lack of topics, confidence, vocabulary, pronunciation, and knowledge about the topics

to be discussed. In addition, students are afraid of making mistakes and find it difficult to find the right vocabulary and phrases. Meanwhile, Fathana et al. (2024) said that students are not very interested in learning English.

Furthermore, when speaking, they feel unable to convey their feelings, ideas, and arguments clearly. Sometimes, a person can understand what others are saying, but they cannot convey their own arguments (Andini et al., 2024).

According to Jaya et al. (2022) five factors cause problems in speaking, as follows:

a. Anxiety

Students sometimes cannot demonstrate their knowledge when speaking because they may be afraid of being laughed at when they make mistakes.

b. Difficult lessons

c. Lack of general knowledge

Students' lack of knowledge makes them afraid to express their opinions or ideas.

d. Lack of vocabulary

Difficulties in students' academic speaking skills, such as grammar, vocabulary, and pronunciation, make them less likely to participate actively in class.

e. Lack of practice

Lack of practice speaking a foreign language without looking at a dictionary makes students lazy, anxious, and unconfident when given English speaking assignments by their teachers.

So, there are several common problems that often arise when improving speaking skills, such as a lack of confidence, anxiety, limited vocabulary, pronunciation, grammar, and fluency. Students often experience these problems because they have not spoken much.

5. Principle of Teaching Speaking

As stated by Fachrurrazy (2011) speaking is a productive or active skill. The goal of speaking is to express ideas. There are several principles in teaching speaking:

- a. Pay attention to students' interests and language proficiency. If the topic of conversation matches their interests, goals, and language proficiency, students will be able to talk a lot.
- b. Group students based on their abilities and interests.
- c. Introduce new styles of language and dialects. English dialects such as British, American, Australian, and Singaporean have formal and informal styles.
- d. Do not be overly critical of language and content. The purpose of speaking, especially for beginners, is to train students to speak as

much as possible. So, let them focus on ideas. After the speaking activity is over, correct mistakes wisely.

- e. Show students that they have made progress. Students often feel that speaking activities are of no benefit, even though they are actually gaining new vocabulary, fluency, and knowledge that they did not have before.

6. The Purpose of Speaking Skills

Speaking is used to convey ideas, thoughts, opinions, messages, and to solve problems with others. Speaking can provide information, convince listeners, entertain, and show that a person's speech reflects their personality (Putra et al., 2024). However, according to Akib et al. (2021) the purpose of teaching speaking is to teach students how to produce sounds, speech patterns, and intonation in English by paying attention to the appropriate topics, phrases, vocabulary, grammar, and situations. The statement made by Umam (2020) speaking has three purposes. First, to provide listeners with various ideas, knowledge, feelings, and opinions. Second, to entertain, which means the speaker wants to make the listener feel happier with the topic being conveyed. Third, to persuade, which means the speaker convinces the listener to do something.

7. How to Assess Speaking Skills

The assessment used by researchers in the learning process of collaborative and audio-lingual methods consists of several criteria, namely as follows:

a. Grammar

Examinees are evaluated based on their ability to construct and speak sentences correctly and accurately, as well as to avoid grammatical errors when speaking.

b. Vocabulary

Through the use of a wide and appropriate vocabulary in conversation, test takers demonstrate their level of proficiency.

c. Pronunciation

Pronunciation relates to the number of pronunciation errors and how these errors cause discomfort in communication.

d. Fluency

Fluency relates to students speaking smoothly, with appropriate pauses and uninterrupted speech flow.

e. Comprehension

Comprehension relates to the content of the material explained by students during the speaking skills test.

B. Collaborative Learning Method

1. Definition of Collaborative Learning Method

Collaborative learning is a learning method where students are divided into large or small groups and asked to work together on tasks to achieve the task objectives. This method allows students to communicate more actively with each other and exchange ideas and opinions. Collaborative learning can make students feel comfortable and happy because they can learn with their peers.

According to Putra et al. (2024) state that collaborative learning prioritizes group work to exchange ideas and information, encouraging students to be active, cooperative, and independent. Teaching English as a foreign language (EFL) requires a collaborative and interactive approach (Abdullah et al., 2023). Meanwhile, Irzawati (2023) state that collaborative learning aims to complete material in groups. Thus, this method improves students' speaking skills, motivation, and social experiences, which are influenced by socio-psychological components such as self-confidence, motivation, and social relationships. This method helps reduce anxiety and increase students' self-confidence, thereby improving learning outcomes.

Furthermore, Lev Vygotsky's theory of social constructivism, as discussed in Subiyantoro (2022) book developed in the 20th century and supports collaborative learning methods. According to social constructivism, individuals can acquire and develop knowledge through

cooperation, social interaction, and reflection with others. Social interaction is a key component of constructivism because it facilitates the exchange of knowledge, the discussion of new ideas, and the acquisition of new perspectives. A key concept supporting social constructivism is the Zone of Proximal Development (ZPD), which means that with the help and encouragement of others, a person can achieve a better understanding.

Based on Rai (2024) states that collaborative learning is an educational approach that involves both teachers and students and focuses on the social aspects of the learning process as well as the development of life skills, work skills, and learning skills.

Based on the above explanation, it can be concluded that collaborative learning is a method used by teachers in the learning process that divides students into groups or pairs with social interaction between groups to achieve learning objectives. In collaborative learning, students have the opportunity to interact with others who have extensive knowledge, solve problems, create new ideas, and provide feedback.

2. Steps in Teaching Collaborative Learning Method

Collaborative learning is a learning method that requires several steps to achieve success. According to Umam (2020) states that seven steps can be used in collaborative learning, namely:

- a. Providing learning objectives and motivation to students

Teachers provide objectives and motivation to students as the first step in collaborative learning

- b. Teachers deliver lessons

Material can be delivered directly or through reading materials

- c. Dividing students into study groups

- d. Guiding study groups

Teachers guide students in completing assigned tasks

- e. Assessing the material that has been learned

Teachers check and assess students' work and ask them to present it.

- f. Giving rewards to groups and individuals

Teachers reward students for their work in groups and individually.

Meanwhile, Ntobuo (2018) states that there are five steps in the use of collaborative learning, namely:

- a. Orienting students

Collaborative learning requires students to take on new roles and acquire skills that are different from those they already possess.

- b. Forming groups

In collaborative learning, groups usually consist of two to six students, but it is possible to form smaller groups, for example, two to three students. The formation of groups depends on the type of task assigned, the amount of time available to complete the task, and the classroom environment.

c. Developing learning tasks

Some things that teachers should consider when designing tasks for collaborative learning are:

- 1) Create appropriate learning tasks to achieve learning objectives.
- 2) Design tasks according to students' abilities.
- 3) Develop strategies to actively engage students in completing tasks.
- 4) Ensure each group's responsibilities.
- 5) Plan each stage of collaborative activities, from group formation to group performance assessment.

d. Facilitating student collaboration

Teachers should assist groups after designing learning tasks. There are several things to consider, namely:

1) Introducing the activity

Introducing the activity can help students understand the task better. The introduction includes an explanation of the activity, its objectives, steps, and time limits. It also allows students to ask questions about what they are doing and check their work.

2) Observing and interacting with students

Observing the group helps teachers understand how group interactions take place and identify problems to determine whether students have achieved the learning objectives.

3) Handling problems

These problems can be solved by identifying students' weaknesses and talking to them individually.

e. Giving students grades

Evaluating and grading collaborative learning can be done by ensuring each group's responsibilities and making important decisions to grade the collaborative work.

Based on these steps, the researcher implemented several collaborative learning steps, including orienting the students, explaining the learning objectives and motivation, designing learning tasks, presenting the learning material, forming groups, guiding and facilitating the groups, and evaluating each group.

The purpose of following these steps in implementing collaborative learning in the classroom is to ensure that the learning process is orderly and disciplined. In addition, the steps above make it easier for teachers to conduct lessons and present the material. Not only teachers, but students can also easily accept and follow the learning process comfortably and actively.

3. The Role of Teachers and Students in Collaborative Learning Methods

As stated by Umam (2020) the role of teachers in collaborative learning is to focus on students. They must choose the right material and time, set

goals, make decisions, create structured tasks, and divide students into groups. Meanwhile, the students' roles include collaborating in groups, planning, actively participating in completing tasks, documenting group activities, evaluating their own learning, and presenting the results of group discussions.

4. Types of Collaborative Learning Method

According to Mimhamimdala et al. (2022) argue that there are several types of collaborative learning, as follows:

a. Teams-Games-Tournament (TGT)

After learning together, groups of students will compete based on their respective abilities. The number of points awarded to each group determines the assessment. Thus, this method focuses on competition between groups to increase student motivation and enthusiasm for learning.

b. Learning Together

This method combines students with different skills. Students with different talents can work together to complete complex tasks. The assessment of these tasks is based on how well they work in completing group tasks.

c. Group Investigation (GI)

Effective research requires group work. Each group member must plan the research together and develop strategies to solve problems.

After the group discusses their ideas, they decide on an action plan and are responsible for completing it. This includes creating a presentation based on the results of their work. The process and results of the group's work determine the assessment.

d. Role-Playing

Role-playing is an interesting and effective approach for students because it encourages interaction, collaboration, and language advancement in English lessons. Role playing hones students' creativity and develops active communication.

e. Jigsaw Procedure (JP)

In group learning, students are given different tasks related to the topic of discussion. This helps them understand the topic as a whole. In addition, students are given tests that cover all the material. Assessment is based on their overall understanding of the topic.

f. Think-Pair-Share

Think-Pair-Share is an active learning method that can motivate students to participate in learning activities. Students not only gain understanding of the topic but also develop their communication and problem-solving skills. TPS has been proven successful in enhancing participation and improving student learning outcomes in the classroom.

g. Student Team Achievement Divisions (STAD)

Students are divided into small groups and learn from each other, allowing for interaction and information exchange among students. This method focuses on how the success of one student affects the success of the group and vice versa. Individual and group learning outcomes will determine the assessment of group work.

h. Cooperative Learning Structures (CLS)

Each collaborative learning group has two students who work together. The student acting as the tutor will ask questions that must be answered by the student acting as the tutee. Within a specified time frame, the two students will switch roles. The number of points collected by each student will determine the group's work score. Therefore, this learning approach focuses on mastering the material through the exchange of questions and answers.

Based on the types of collaborative learning above, the author will use collaborative learning with the think pair share technique on the topic of descriptive text. Teachers can use one or more of these types of learning. Applying these types of learning will facilitate teachers in the learning process and attract students' interest in improving their English speaking skills.

5. The Advantages and Disadvantages of Collaborative Learning

Methods

The statement made by Murad et al. (2021) there are three benefits to implementing collaborative learning, as follows:

a. Social benefits

Collaborative learning provides social benefits to students. These include better communication skills, increased learning support, and a broader understanding of others.

b. Psychological benefits

The implementation of collaborative learning provides psychological benefits for students, namely reduced anxiety when they work together and higher self-confidence as a result of student-centered teaching.

c. Academic benefits

The integration of collaborative learning in the learning process can improve students' academic performance, such as through active participation in the learning process, enhanced critical thinking abilities, and the ability to apply appropriate problem-solving strategies.

Meanwhile, according to Astawa and Ardiasa (2022) the purpose of implementing collaborative learning is to improve students' leadership skills, self-confidence, and academic achievement. Meanwhile, Fathana et al. (2024) state that there are several advantages and disadvantages of

collaborative learning. The advantages of collaborative learning are as follows:

- a. Increasing student interest in learning
- b. Expanding the scope of learning
- c. Facilitating the implementation of learning
- d. Achieving optimal learning outcomes

On the other hand, the weaknesses of collaborative learning are as follows:

- a. Collaboration is ineffective if students do not interact
- b. The group experience will decline if members are not fully involved
- c. Requires a considerable amount of time

Based on this explanation, it can be concluded that collaborative learning not only benefits students academically but also psychologically, such as by increasing self-confidence and reducing anxiety. In addition, collaborative learning can improve students' ability to interact with others. The benefit of social interaction is that it provides a broader understanding. Meanwhile, the disadvantage of collaborative learning is that it will not be effective if students fail to interact and members are not fully involved.

C. Think Pair Share Technique

1. Definition of Think Pair Share Technique

According to Wijaya (2021) TPS is a learning approach that teaches students to solve problems and learn in groups. In other words, this approach explores subjects through solidarity-based collaboration between students. This method consists of three steps: students have the opportunity to think individually (think), pair up to discuss ideas (pair), and share the ideas or concepts they have previously developed with their classmates (share). Meanwhile, based on Latifah (2022) stated that think pair share technique allows students to work independently and collaborate. As stated by Istiadi et al. (2025) the think pair share technique is a learning technique developed by Frank Lyman in 1981 that involves three stages to increase student engagement: thinking individually (think), collaborating with a partner to complete a task (pair), and each group sharing the results of their discussion with the class (share). According to Raba (2017) the think pair share technique strengthens students' interpersonal skills because every student has the opportunity to discuss, speak, and participate.

2. The Steps of Think Pair Share Technique

According to Achadah (2025) states the steps for implementing the think pair share learning method as follows:

a. Think

In this step, the teacher asks questions or poses problems related to the subject matter. Students think about the questions individually without interference from the teacher. The goal is to encourage students to focus their attention on processing information deeply so that they can develop an initial understanding based on their knowledge of the topic being discussed. In addition, this stage allows students to build confidence in understanding the material before moving on to the next stage, which is pairing.

b. Pair

At this stage, students are asked to work with their friends to discuss their ideas. Teachers usually set a time limit for the discussion. This is done so that students can process and convey their main ideas clearly and effectively. During this interaction, students exchange opinions and answers and analyze the problems given by the teacher. This interaction allows students to gain knowledge and perspectives from others. In addition, these discussions can foster self-confidence because the atmosphere is more intimate and comfortable for expressing opinions and receiving feedback from their partners.

c. Share

Next, students are asked to share the results of their work with the whole class. The aim is to improve and develop each member. This sharing activity becomes a means of communication between each individual and others. Each pair has the opportunity to convey the ideas and solutions they have discussed to their classmates. Other students can listen, compare the information presented with their own opinions, and learn from different perspectives. In addition, the teacher circulates the classroom to help students who may not fully understand the material. This process creates effective and dynamic learning, where students feel cared for and encouraged.

As Hidayati (2023) also states, there are three stages in teaching using the think-pair-share technique:

- 1) Think: The teacher poses a question or problem related to the lesson material.
- 2) Pair: Students work in pairs to discuss their thoughts.
- 3) Share: Each pair shares the results of their discussion with the rest of the class.

3. The Characteristics of Think Pair Share Technique

According to Fadly (2022) the characteristics of learning that employs the think pair share technique are as follows:

- 1) A problem is presented
- 2) Students work in pairs or groups
- 3) The discussion is guided toward the material
- 4) Students present the results of their discussion

4. The Advantages and Disadvantage of Think Pair Share Technique

According to Istiadi et al. (2025) the benefits of the think pair share technique include increasing students' active participation during the learning process, improving students' confidence in speaking, and helping to reduce students' anxiety when expressing ideas or opinions. Meanwhile, according to Apriliani and Purnamasari (2024) the benefits of the think-pair-share technique include students being able to respect their peers' opinions, this technique helps students develop their ability to remember information and discuss it before a class presentation, and it enhances students' self-confidence by giving them equal opportunities to actively participate in discussions.

On the other hand, the weaknesses of the think pair share technique, according to Latifah (2022) include the classroom potentially becoming quite noisy due to learning through group discussions, the

process taking a relatively long time, and the possibility that some students may try to dominate or control the group.

D. Audio-lingual Method

1. Definition of Audio-lingual Method

The audiolingual method emphasizes repetition and intensive oral practice to build language habits. This method was first used in the United States in 1950. Various technical aids, such as tape recorders and language laboratories, provide technical support for this method. Theoretically, this method is based on the research findings of structural linguists who developed theories in psychology and philosophy.

This method is used to train people to speak a foreign language. In this method, oral forms, such as speaking and listening, must take priority over reading and writing. This method is similar to learning one's native language. The stages of this method involve listening to sounds and trying to understand them. After that, try to repeat the sounds. Mastering sounds, learning vocabulary, and speaking fluently like a native speaker are the goals of the audiolingual method.

2. Types of Learning and Teaching Activities

The basic teaching practices of the audio-lingual method involve dialogues and classroom exercises. Repetition and memorization can be achieved through dialogues. During dialogue practice, emphasis is placed on pronunciation, rhythm, and intonation. After the dialogues have been

learned and memorized, specific language patterns are used for various exercises. As stated by Larsen et al. (2011) there are several teaching techniques using the audio-lingual method that can be implemented in the classroom.

a. Dialogue Memorization

New lessons usually begin with a short conversation or dialogue between two people. Students memorize the dialogue through role-playing, such as by having one student play one character in the dialogue and the teacher play the other. Additionally, students can practice both roles by having half the class take one role and the other half take the other.

b. Backward Build-up (Expansion) Drill

The teacher breaks the sentence into several parts. The students repeat some parts usually the last phrase and then repeat the other parts as instructed by the teacher until they are able to repeat the complete sentence. This exercise is used when students encounter long sentences in a dialogue.

c. Repetition Drill

Students should repeat the examples given by the teacher as accurately and as quickly as possible. This exercise is often used when teaching dialogues.

Example:

T : I cook in the morning

S1 : I cook in the morning

T : I cook in the afternoon

S2 : I cook in the afternoon

d. Chain Drill

One by one, the students ask and answer each other's questions, sparking conversations throughout the room. The chain begins with the teacher greeting the students or asking them a question. The student who answers then passes it on to the student sitting next to them. The first student greets or asks a question of the second student, and the chain continues.

e. Substitution Drill

The teacher says a sentence. Then, the teacher says another word or phrase. The students repeat the sentence and substitute the word or phrase into the correct sentence.

f. Transformation Drill

The teacher taught students specific sentence patterns, such as affirmative sentences. Students were also asked to convert active sentences into passive ones and questions into statements.

Example:

T : The bag is new

S1 : Is the bag new?

g. Question and Answer Drill

The students are practicing answering questions in this exercise. The teacher asks the students to answer the questions quickly and encourages them to ask questions.

3. The Roles of Teacher and Students in Audio-lingual Method

The statement by Richards and Rodgers (1986) states that in teaching with the audio-lingual method, there are three roles for the teacher. First, the teacher acts as a model to provide examples of new structures that students can repeat. Next, the teacher serves as a skilled facilitator. Finally, the teacher is required to act as a manipulator that is, to ask questions, give commands, and provide other cues to help students speak correctly.

In the early stages of learning, the students' task is to listen to and repeat the teacher's instructions and respond to questions. Students do not have full control over the learning instruction.

4. Steps for Teaching Using the Audio-lingual Method

As stated by Setiyadi (2020) there are five teaching procedures using the audio-lingual method, as follows:

- a. The teacher provides a brief summary of the dialogue's content but does not translate it. However, students receive translations of key phrases to help them understand the dialogue

- b. Students listen carefully as the teacher reads or repeat the dialogue at a normal pace several times.
- c. Students repeat each line one by one, depending on the length of the sentence and the student's accuracy. Each sentence can be repeated up to six times. If there is a mistake, the students who made it will be corrected and asked to repeat the sentence
- d. The repetition continues with students divided into small groups
- e. Students learning individually come to the front of the class to practice speaking. At this stage, students must have memorized the text.

E. Previous Studies

Researchers have found five previous studies relevant to this study, namely as follows:

The first study by Umam (2020) was titled "The Effectiveness of Collaborative Learning in Teaching Speaking at the First Grade Students of MA Darussalam Bermis Gerung in the Academic Years 2019/2020. The research question in this study was "Is there a significant effect of collaborative learning in teaching speaking skills to first-grade students at MA Darussalam Barem in the 2019/2020 academic year?" The aim of this study is to find out whether the use of collaborative learning was more effective in teaching speaking skills than other methods to first-grade students at MA Darussalam Baremi in the 2019/2020 academic year. This study used a

quantitative approach with a quasi-experimental design. The population in this study was first-year students at MA Darussalam, consisting of 2 classes with 20 students in each class. The results of this study indicate that collaborative learning has a significant effect on the speaking skills of students at MA Darussalam Baremi in 2019/2020. Students in the experimental group proved that the application of collaborative learning was more interesting and easier to answer and solve the material by working together.

The second study by Sembiring and Dewi (2022) was entitled “Implementing Collaborative Learning Method in Speaking Class: Students' View.” The research question is: How do students perceive and experience collaborative learning when it is implemented in their classroom? The purpose of this study is to determine how students perceive the implementation of collaborative learning in speaking classes. The object of this study is Panjura High School, Malang, East Java, Indonesia. The research method used was a questionnaire. The results of this study show that students have a positive view of the application of collaborative learning methods in speaking classes. Most students like working in groups. In addition, collaborative learning helps students reduce anxiety and fear, improves their communication skills, and stimulates their critical thinking.

The third study by Istiadi et al. (2025) was entitled “The Effectiveness of Think Pair Share Technique Towards Speaking Skills Giving and Asking Opinion.” The objectives of this study were to test the effectiveness of the

think pair share (TPS) technique in speaking classes. The research method used in this study was a quantitative approach with a quasi-experimental design. The subjects of this study were eleventh-grade students at SMA Negeri 15 Semarang. The results of this study indicated that the think pair share technique helped students focus more on their assignments, provided them with opportunities to practice speaking to convey their ideas, and enhanced their self-confidence.

The fourth study by Latifah (2022) was entitled “The Effectiveness of Think-pair-share strategy to Improve Speaking Skills at SMAN 2 Palopo.” The objective of this study is to investigate whether or not think pair share strategy improved students’ speaking skill in class XI. The research method of this study used experimental method. The subject of this study was eleventh grade of SMAN 2 Palopo. The result of this study stated that think pair share is effective in improving students’ “English for workplace” speaking skill. Through this method, students are expected to be able to convey idea, suggestion, and opinion to their group.

The fifth study by Raba (2017) was entitled “The Influence of Think-Pair-Share Technique on Improving Students’ Oral Communication Skills in EFL Classrooms.” The objective of this study is to measure the influence of think-pair-share on improving students’ speaking skills at English language center or An-Njah National University in Nablus. The research method used qualitative method with semi-structured interviews for EFL teachers and classroom observation of “English for workplace” at the An-Najah National

University. The result of this study show that think pair share technique helps students organize their thoughts and manage their sense of responsibility. In addition, this technique helps students build confidence in speaking a foreign language. For teachers, this technique creates an enjoyable learning environment and encourages students to improve their speaking skills.

In this study, the researcher analyzed the effectiveness of the collaborative learning method using the think pair share technique in teaching English speaking skills to eighth-grade students at SMP Islam Brawijaya Trowulan. The research subjects were the eighth-grade students at SMP Islam Brawijaya Trowulan. Meanwhile, previous studies had focused on senior high school students, college students, and teachers. The research question of this study is collaborative learning method using the think pair share technique is effective in teaching students' English speaking skills. The purpose of this study is to investigate whether the collaborative learning method using the think pair share technique is effective in teaching students' English speaking skills. This study employed the collaborative learning method using the think pair share technique when teaching speaking skills. The material used by the researcher was descriptive texts about describing people, while previous studies have used procedure texts and giving and asking for opinions. This study employed a quantitative method with a quasi-experimental pre-test and post-test design. The study population consisted of all eighth-grade classes at Brawijaya Islamic Junior High School in Trowulan. The sampling technique used was purposive sampling, with two eighth-grade classes selected in accordance

with the study's objectives. The data analysis techniques used were descriptive statistics, classical assumption tests (normality, homogeneity, linearity, validity, and reliability), and inferential tests in the form of ANCOVA. Meanwhile, previous studies, such as those by (Raba, 2017; Sembiring & Dewi, 2022), used qualitative research methods.