

ENHANCING STUDENTS' SPEAKING SKILL BY USING THINK PAIR SHARE COLLABORATED WITH VIDEO AT SMPN 2 LUBUKLINGGAU

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Abstract: Students' speaking ability in English remains a common challenge in junior high schools, particularly in Indonesia, where many learners struggle with confidence, vocabulary mastery, and fluency. Conventional teaching methods often fail to engage students effectively in communicative activities. Therefore, innovative strategies are needed to improve speaking skills. This study aims to determine the effectiveness of the Think Pair Share (TPS) strategy combined with video in improving students' speaking skills at SMPN 2 Lubuklinggau. A pre-experimental method was applied using a one-group pre-test and post-test design, involving 38 eighth-grade students. The sampling technique used was random sampling. The prerequisite analysis used a normality test, while the hypothesis was tested using a paired sample t-test. The pre-test showed an average score of 58.57 with a standard deviation of 10.47, where only 29% of students reached the "Mastered" level. After four sessions of treatment using TPS with video, the post-test average increased to 70.89 with a standard deviation of 7.39, and 58% of students achieved the "Mastered" qualification. The t-test result showed that $t_{count} = 4.54$ was greater than $t_{table} = 1.687$ at $\alpha = 0.05$, indicating a statistically significant improvement. Thus, the hypothesis proposed in this study is accepted. It can be concluded that the TPS strategy combined with video significantly enhances students' speaking performance. This finding suggests that integrating collaborative learning with multimedia can improve learning outcomes in EFL classrooms. Future studies are recommended to apply this model in other skills or broader contexts.

Keywords: Think Pair Share, Video, Speaking Skill

INTRODUCTION

English has become an international language because almost all countries know it and use it in daily activities. In Indonesia, this language is a mandatory subject that must be taught to students from elementary school to university. According to Syaprizal & Triyogo (2021:91), English is a very important subject to learn. In the world of education that continues to grow, it requires every individual who is in the circle of globalization of education to participate in learning English. It is divided into four skills that students must master, namely writing, reading, listening, and speaking. Speaking is especially a productive skill that should be comprehended by students.

According to Pardede et al. (2022:43-48), there were several problems students faced in learning to speak, such as lack of fluency, poor pronunciation, and especially the fear and shyness to speak. In English language instruction in Indonesia, students struggle with speaking skill, fluency, and pronunciation due to inadequate practice and inconsistent teaching methods, which alternate between English and Indonesian. Jaya et al. (2022:105-112) state that this causes students' reluctance to participate and difficulty in translating questions, highlighting the need for improved instruction and encouragement to foster confidence and language proficiency. This intentional expression allows individuals to convey thoughts and ideas, while purpose-driven communication influences others or triggers action, as seen in academic settings where scholars leverage English to facilitate meaningful exchange.

Furthermore, based on the results of interviews conducted with VIII grade students of SMPN 2 Lubuklinggau on Wednesday, January 22nd, 2025, several challenges were identified in their speaking learning process. First, lack of vocabulary made it difficult for most students to understand English learning. This made students less interested in learning, but they enjoyed English classes that used pictures and presentation media because it was fun and joyful. Second, students did not understand the meaning of texts. Third, they had difficulty

translating English words and usually asked for help from their friends or teachers.

These findings raise an important research question: How can students' speaking skills be effectively improved using engaging and collaborative learning strategies? This question reflects the urgency to find practical and motivating solutions for students who struggle with vocabulary, pronunciation, and confidence when speaking English.

Based on these problems, the researcher applied *Think-Pair-Share* (TPS) collaborated with video in teaching speaking. According to Pardosi (2022:490), *Think-Pair-Share* is a cooperative learning strategy that includes three components: time for thinking, time for sharing with a partner, and time for sharing among pairs to a larger group. This strategy encourages active student participation and peer interaction, which may help overcome the fear of speaking.

The researcher has considered *Think-Pair-Share* collaborated with video a good teaching strategy and media for enhancing students' speaking skills in conversation. However, for the *Think-Pair-Share* strategy to be effective, suitable learning media are required. Fauzia & Afrita (2020:101-110) state that interesting and relevant learning media could enhance student learning outcomes. Videos, as a form of multimedia, can provide authentic input, model pronunciation, and create a meaningful context for speaking activities.

By using *Think-Pair-Share* collaborated with video, teachers can enhance students' speaking skills. The benefits include increasing motivation and interest in learning, improving understanding of language context and structure, developing speaking skills, and making it easier for teachers to deliver material and monitor student progress. In previous research, Yudiartawan et al. (2024) published a journal article titled "*The Use of Think Pair Share Combined With Video to Improve Speaking Skill in SMA (SLUA) Saraswati 1 Denpasar.*" The

result of the research showed that the *Think-Pair-Share* strategy was effective in teaching speaking skills.

The significance of this research lies in its potential to provide empirical evidence that combining collaborative learning and multimedia can improve students' speaking performance. In addition, technology helps access varied learning resources, improves visual and audio quality, and enables flexible learning. It can also stimulate and help students understand material better by watching videos. When they understand the learning material, they can produce better speaking outcomes than their previous abilities.

Therefore, the researcher was motivated to conduct a study entitled “Enhancing Students' Speaking Skill by Using Think Pair Share Collaborated with Video at SMPN 2 Lubuklinggau,” with the goal of offering an effective and enjoyable learning method that fosters students' speaking confidence and ability.

II. RESEARCH METHODOLOGY

This research uses a quantitative methods are the processes of identifying, collecting, analyzing, interpreting, and writing the results of samples and populations and investigating the quality of relationships, activities, situations, or materials. In general, quantitative research methods will be divided into two types, namely experimental and non-experimental. The experiment is a quantitative research method for establishing cause and effect relationships between two or more variables. Experimental research can be further divided into True Experimental, Quasy Experimental, and Pre Experimental while the Non-experimental is Ex Post Facto (comparative), survey, and correlation (Creswell, 2023; Fraenkel et al. 2023). The pre-experimental design is single-group and provides intervention in the experiment. This design does not have a control group to compare with the experimental group (Creswell, 2023). Pre-experimental with one group pre-test and post-test can find out the results of the treatment more accurately because it can compare the results before and after being given the treatment (Fraenkel et al. 2023). Therefore, this research used a pre-experimental

design with one group pre-test and post-test. This research uses a one-group pretest-posttest type, which is carried out without the presence of a comparison group or class. The research design data is described as follows:

Table 1 The One-Group Pretest-Posttest Design

<i>O</i>	<i>X</i>	<i>O</i>
Pre-test	Treatment	Post-test

The population in this study is the fourth-grade students of SMPN 2 Lubuklinggau in the 2024/2025 academic year, which is detailed in the table below.

Table 2 Population of The Research

CLASS	NUMBER
VIII.1	35
VIII.2	38
VIII.3	38
VIII.4	38
VIII.5	38
VIII.6	38
VIII.7	38
VIII.8	38
VIII.9	38
VIII.10	36
VIII.11	37
TOTAL	412

(Source: SMPN 2 Lubuklinggau 2025)

The research sample consisted of 38 students from class VIII.9 of SMPN 2 Lubuklinggau, selected using simple random sampling technique. The research instrument was in the form of an oral test that had been tested for validity and reliability. Data were collected through pre-test and post-test. Data analysis was performed through prerequisite tests (normality test) and hypothesis testing using a t-test sample to determine the significant difference between the pre-test and post-test scores. The proposed hypothesis was "Student learning outcomes after the application of the TPS model are significantly mastered".

The instrument of this research is test. The test had given to measure the students speaking skill. Kind of test namely pre-test and post-test. The pre-test was intended to see the students' speaking ability before being given treatment, while the post-test was intended to determine the students' improvement in speaking. To find out the students' speaking skills, it was viewed from the four components, and they were: Grammar, Vocabulary, comprehension, fluency, pronunciation

The procedure of implementing teaching using think pair and share strategy according to Yudiartawan et al (2024 15) are as follows:

- a. Think. In this step, the teacher gives a question and problem by using video media which is related to the materials and asks students to think independently about the question that has been posed, forming ideas of their own. This is the time for students to think and not to talk or act.
- b. Pair. Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
- c. Share. Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three step process.

RESULTS AND DISCUSSION

RESULT

This research was conducted in class VIII of SMPN 2 Lubuklinggau in the 2025 academic year, starting from April 24, 2025 to May 25, 2025. The total number of students in class VIII is 38 students. In this research, learning used the Think Pair Share (TPS) strategy with the material used in English Language Education learning, namely the material Asking and Giving Opinion. The author carried out this research which was carried out directly with the research schedule that had been approved by the principal and the homeroom teacher of class VIII

with a total of six meetings. With details of 1 time giving a pre-test, 4 times the learning process by applying the Think Pair Share (TPS) strategy, and 1 time for the post-test. The questions given are in the form of an oral test consisting of 1 question which is the result of the validity test that has been carried out with experts. The implementation of this research begins by conducting a pre-test, this is done with the aim of knowing the initial ability of students in learning English Language Education material Asking and Giving Opinion. Based on the results of the calculation on the pre-test students can be seen in the table below.

Table 3 Recapitulation of *Pre-Test* Data

NO	Category	Information
1	The Highest Score	80
2	Lowest Score	40
3	Average Score	58.57
4	Number of Students Completed	11
5	Number of Students	38
6	Total Score	2226

From the table of recapitulation of pre-test data above from 38 students of class VIII SMP Negeri 2 Lubuklinggau, the number of students who have completely reached KKTP is 11 students with the highest score obtained of 80 and the lowest score of pre-test results of 40 with an average score of 58.57. Therefore it can be concluded that in learning English education class VIII.9 is still no complete or many have not reached the KKTP that has been determined so that the author used the alternative Think Pair Share Strategy in learning English education material asking and giving opinion in class VIII SMP 2 Lubuklinggau. Referring to the percentage of the students; score above, it was shown that there were 11 student (29%) who were include in the “Mastered” qualification, in contrary, there were still 27 students (71%) who were included in the “Failed” qualification. It was note that students’ mean score was 58.57. It was means that the mean ability of the students in speaking English was in “Failed” qualification. Indirectly, it stated that the students’ speaking ability still needs improvement.

Table 4 Recapitulation of *Post-test* Result Data

NO	Category	Information
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1	The Highest Score	84
2	Lowest Score	56
3	Average Score	70.89
4	Number of Students Completed	22
5	Number of Students	38
6	Total Score	2694

Based on table 4 it can be seen that the average post-test score of 70-84 and above out of 20 students of students are complete. This shows that students in class VIII SMP Negeri 2 Lubuklinggau can be said to be complete because the average value or exceeds the KKTP value of 70. Referring to the percentage of the students; score above, it was shown that there were 22 student (58%) who were include in the “Mastered” qualification, in contrary, there were still 16 students (42%) who were included in the “Failed” qualification. It was note that students’ mean score was 70.89. It was means that the mean ability of the students in speaking English was in “Mastered” qualification. Indirectly, it stated that the students’ speaking ability had been better and increase significantly.

Hypothesis Testing

Based on the data calculations, the results of the hypothesis test for the post-test data can be seen in the table 5 below.

Table 5. Recapitulation of Post-Test Data Hypothesis Test Results

Test	t_{count}	t_{table}	Information
<i>Post-test</i>	4,54	1,68	$t_{count} \geq t_{table}$, H_a accepted

Based on the calculation results obtained $t_{count} = 4.54$. Furthermore, comparing t_{count} with t_{table} on the t distribution list with a significant level ($=5\%$) obtained t_{table} 1.68. The test criteria are if $t_{count} \geq t_{table}$, then H_0 is rejected and H_a is accepted. If $t_{count} < t_{table}$, then H_a is accepted and H_0 is rejected. Based on the above calculations, it is obtained that $t_{count} \geq t_{table}$ ($4.54 \geq 1.68$), then H_0 is rejected and H_a is accepted. In other words, the hypothesis proposed in this study can be accepted, meaning that “the learning outcomes of VIII grade students of SMPN 2 Lubuklinggau after applying the Think Pair Share learning strategy in English Education learning are significantly completed”.

DISCUSSION

This study was conducted to examine the effectiveness of the Think Pair Share (TPS) strategy collaborated with video in improving the speaking skills of eighth-grade students at SMPN 2 Lubuklinggau. Based on the research findings, there was a significant improvement in students' speaking ability after the implementation of the strategy. In the pre-test, the average student score was 58.57, with only 11 out of 38 students (29%) achieving the "Mastered" qualification, while the remaining 27 students (71%) were still categorized as "Failed." This finding is consistent with the problems identified in the background of the study, where students generally lacked fluency, confidence, vocabulary mastery, and had difficulty expressing their ideas in English.

After being treated with the TPS strategy in combination with video media, the students' performance improved considerably. The average post-test score increased to 70.89, and 22 students (58%) achieved the "Mastered" category, while only 16 students (42%) remained in the "Failed" group. This data indicates a notable improvement in speaking competence, which was also observed through the students' increased fluency, more accurate pronunciation, and better vocabulary usage. The structured process of the TPS method—consisting of thinking individually, pairing up to discuss, and then sharing with the class—provided students with adequate time to formulate and refine their ideas. This process encouraged student participation and built their confidence to speak up in front of others. As stated by Pardosi (2022), TPS is an effective cooperative learning strategy that improves communicative competence through active engagement and structured interaction.

Moreover, the use of video in the learning process played a crucial role in enhancing students' interest and understanding. Visual media made the lessons more engaging and contextual, allowing students to observe real-life usage of language such as pronunciation, gestures, and tone. These elements are essential in developing speaking skills. According to Fauzia and Afnita (2020), relevant learning media such as video can stimulate learners and make it easier for them to

grasp the material. In this study, video helped students to understand expressions of asking and giving opinions, which was the main topic of the speaking lessons. As a result, students were able to present their thoughts more clearly and confidently.

In terms of statistical analysis, a normality test was first conducted using the Chi-Square (χ^2) method to determine whether the data were normally distributed. The result of the test showed that the Chi-Square calculated value (χ^2_{hitung}) was 7.4645, which is lower than the Chi-Square table value (χ^2_{tabel}) of 11.070 at the 5% significance level with 5 degrees of freedom. Since $\chi^2_{hitung} < \chi^2_{tabel}$, it can be concluded that the data were normally distributed. This allowed the researcher to proceed with the paired sample t-test.

The paired sample t-test was used to determine whether there was a significant difference between the students' scores before and after treatment. The result showed a mean difference of 12.32 points between the post-test and pre-test. The t-test analysis revealed that the calculated t-value exceeded the critical t-value at a 0.05 significance level with 37 degrees of freedom. Therefore, the results of these tests, it was obtained that $t_{count} = 4.54$, while with a significant level of $\alpha = 0.05$, the t_{table} obtained was 1.687. This indicates that $t_{count} > t_{table}$, which is $4.54 > 1.687$, then H_0 is rejected and H_a is accepted. In other words, the hypothesis proposed in this study can be accepted, meaning that "the learning outcomes of VIII grade students of SMPN 2 Lubuklinggau after applying the Think Pair Share learning strategy in English Education learning are significantly completed".

These results are in line with the study conducted by Yudiartawan et al. (2024), which also found that the Think Pair Share strategy, when combined with video, could effectively improve students' speaking skills. This strategy not only provides an enjoyable and collaborative learning atmosphere but also supports the development of students' confidence and communication abilities. In conclusion, the Think Pair Share strategy collaborated with video has proven to be an

effective instructional approach to overcome speaking difficulties and significantly enhance students' performance in English speaking tasks.

CONCLUSION

Based on the results of research that has been done in applying the Think Pair Share learning strategy in English Education learning class VIII SMPN 2 Lubuklinggau, the average value of the pre-test results is 58.57 and the number of students who reach the minimum completeness criteria (KKTP) is 11 students or 29% of 38 students. While the average value of the post-test results was 70.89 and the number of students who reached the minimum completeness criteria (KKTP) was 22 students or 58% of 38 students. Based on the results of the t-test analysis, the value is obtained because $t_{\text{count}} (4.54) > t_{\text{table}} (1.68)$. Thus it can be said that H_0 is rejected and H_a is accepted, the hypothesis proposed by this study can be accepted as true. So it can be concluded that the learning outcomes of English Education of grade VIII students of SMPN 2 Lubuklinggau in the academic year 2025 after participating in English Education learning with Think Pair Share strategy is significantly complete.

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