

CHAPTER II

LITERATURE REVIEW

A. Concept of Speaking

1. The Nature of Speaking

Speaking are one of the most important productive skills for English language proficiency since they are the primary mode of oral communication. This skill is defined as the ability of an individual to express their thoughts, ideas, and emotions verbally using suitable, fluent language for the socio-cultural setting (Mansurov, 2025). Proficiency in verbal communication within the framework of acquiring English as a foreign language (EFL) include more than just the ability to pronounce words correctly; they also include mastery of linguistic, sociolinguistic, and pragmatic competencies that allow learners to communicate effectively (Yan et al., 2024).

According to Harmer (1998:123), speaking is the capability to express thoughts, ideas, and feelings orally and to communicate using the language. He emphasizes that speaking is a two-way communication activity that requires the ability to generate meaningful utterances while also interpreting messages from the interlocutor. holli underlines that successful speaking is governed not only by language factors, but also by the speaker's interpersonal abilities, boldness, and performance. Nunan and Carter (2001:16) define speaking as a productive aural/oral ability that entails using voice to convey meaning to others. They emphasize that speaking is the most difficult skill because it needs students to reply promptly,

utilize suitable language and vocabulary, and analyze the context and goal of the communication. Thus, speaking abilities are critical in building general communicative competence. According to Ambawani, Astasari, and Rukiati (2025), speaking skills include multidimensional aspects such as linguistic abilities, cognitive processing, and affective involvement, which require learners to produce language spontaneously while paying attention to meaning, social norms, and listener responses.

Meanwhile, Hollingsworth, Hoggatt, and Upton (2021:45) define speaking as the process of producing and communicating meaning using verbal and nonverbal symbols in a range of circumstances. They underline that speaking is not merely a verbal ability, but also a social and cognitive competence that requires awareness of the audience, situational context, and critical thinking abilities. As a result, speaking skills are considered as communicative talents that combine phonological, grammatical, sociolinguistic, and pragmatic elements into a single, cohesive language process.

In line to the perspectives from several experts stated above, speaking skills can be defined as productive skills that involve a person's ability to transmit and interpret meaning verbally through the use of suitable, fluent language that is acceptable to the socio-cultural context. This skill includes not only mastery of language qualities such as grammar, spelling, and pronunciation, but also the capacity to think fast, be aware of one's audience, and communicate confidently. Thus, speaking abilities are a two-way process that involves the ability to successfully negotiate meaning in order to attain communication objectives in actual-life situations.

2. Component of Speaking

Within the framework of acquiring English as a foreign language (EFL), the verbal component of speaking skills refers to the linguistic factors that influence a person's ability to generate clear, precise, and meaningful speech. Pronunciation, grammar, vocabulary, and fluency are the four basic verbal components of speaking skills. (Harmer 1998; Nunan and Carter 2001; Hollingsworth, Hoggat, and Upton 2021).

a. Pronunciation

The ability to accurately and naturally produce language sounds, pronunciation include segmental features like as vowels and consonants, together with suprasegmental elements including stress, intonation, and speech rhythm. According to Hollingsworth, Hoggatt, and Upton (2021:45), strong pronunciation enhances communication clarity, makes presenters sound more confident, and allows listeners to understand them better. Effective verbal contact requires consistent command of pronunciation.

b. Grammar

Grammar serves as a collection of guidelines that enable speakers to formulate accurate and significant sentences. According to Harmer (1998:123), proper grammar usage not only promotes clarity of meaning but also displays the speaker's linguistic competency. In the context of speaking, grammar mastery refers to the capacity to syntactically order words and phrases while maintaining spontaneity in communicating

c. Vocabulary

Vocabulary is a component that allows speakers to communicate their ideas and feelings in a flexible manner. According to Nunan and Carter (2001:17), the larger a person's vocabulary, the better they are at selecting words that are appropriate for the occasion and goal of communication. Vocabulary mastery also allows speakers to convey messages with finer shades of meaning, making communication more natural and expressive.

d. Fluency

Fluency denotes the capacity to articulate speech continuously, naturally, and smoothly without excessive pauses. According to Harmer (1998:343), fluency is an indicator of the extent to which learners are able to maintain spontaneous and communicative speech while maintaining accuracy of meaning. Fluency indicates a high level of automation in language use and the ability to manage ideas in real time during conversation.

3. The Function of Speaking

According to some language acquisition specialists, speaking abilities serve three primary functions: social engagement, information exchange, and formal speech performance. According to Jack C. Richards (2008), these functions are referred to as talk as transaction, talk as performance, and talk as interaction (Richards, 2008:21).

a. Talk as Interaction

The purpose of speaking as interaction highlights the importance of spoken language in forming, sustaining, and deepening social bonds. Speaking in this environment is

intended to generate interpersonal intimacy through greetings, small conversation, laughter, expressions of empathy, and courteous responses to interlocutors, rather than to communicate new information. According to Rahmat, Shahabani, and Ibrahim (2020) the primary goal of this function is Maintaining social interaction and interpersonal relations. (Rahmat et al., 2020) with speaking skills serving as a tool for achieving social harmony. This means that the success of engagement in this function is determined by the speaker's ability to apply politeness techniques, turn-taking, and pragmatic sensitivity to maintain comfortable and sustainable communication relationships.

b. Talk as Transaction

The transactional function explains that speaking is a means of efficiently conveying information and achieving certain communicative goals, such as seeking clarification, issuing directions, solving issues, or negotiating meaning. In this function, speaking success is judged by the message's clarity, meaning accuracy, and ability to achieve the targeted communication results. According to Torky (2006:50), the transactional function is engaged when speakers uses spoken language to exchange information and negotiate meaning to accomplish a communicative goal. Thus, the instructional emphasis on this function is on accuracy, logical message structure, and appropriate questioning and answering abilities in informative communicative settings.

c. Talk as Performance

Speeches, academic presentations, lectures, debates, and formal interviews are examples of oral performances before an audience that fall under the performative function. Compared to spontaneous conversation, this function is more organized, formal, and structured, requiring methodical structuring of ideas, precision of diction, and more rhetorical use of language. "Talk as performance resembles written language," (Lara Freire et al., 2022) since oral discourse requires cohesion, coherence, and audience awareness. As a result, performative speaking abilities require a combination of linguistic control, fluency, voice projection, and rhetorical awareness, all of which are necessary for academic and professional objectives.

4. The Importance of Speaking in English Language Learning

Speaking are essential in English language acquisition because they allow learners to articulate meaning, negotiate ideas, and develop their communicative identity in social interactions. According to an international bibliometric review, research on teaching and learning speaking skills is growing significantly in global publications, as speaking is regarded as the core of communicative competence in the context of EFL and 21st century education (J. Wang et al., 2022). This rise demonstrates that speaking skills are inextricably linked to the primary goal of English language learning: effective, coherent, and contextualized oral communication.

Furthermore, speaking mastery is linked to kids' self-esteem, classroom engagement, and readiness for academic and professional communication. According to systematic review

research, pedagogical strategies such as Digital Storytelling (DS) can significantly improve students' fluency, cohesion, and performance in speaking by providing repeated oral practice opportunities and more personalized feedback (Nair & Yunus, 2021).

Affective elements, such as motivation and speaking anxiety, have also been found to influence speaking success. A study on speaking learning in the digital era confirms that using media such as YouTube can reduce speaking anxiety and significantly increase students' motivation and frequency of oral practice by providing authentic context and real speaker models (Habibi et al., 2024). This demonstrates that successful speaking learning is dependent not only on linguistic proficiency, but also on learning design that considers learners' psychological needs.

Thus, speaking skills should be taught holistically, not simply by honing pronunciation or remembering dialogues, but through meaningful, real, task-based, and technology-supported communicative activities. In the past decade, the combination of digital media, structured practice, and reflective feedback has proven to be the most successful technique for enhancing students' speaking ability across a variety of EFL contexts (Habibi et al., 2024; Nair & Yunus, 2021; J. Wang et al., 2022). This strategic perspective elevates speaking to the level of a core ability that must be addressed in modern English curriculums.

B. Concept of Student Performance in Speaking English

1. The Nature of Speaking Performance

Speaking performance denotes learners' actual capacity to articulate ideas, opinions, and information verbally in authentic communicative situations. It represents the observable realization of learners' language competence during speaking tasks, where they are required to integrate linguistic knowledge, communicative competence, and strategic skills simultaneously. Fan and Yan (2020) explain that speaking assessment involves observing test takers' performance on speaking tasks and using the observed performance to make inferences about their speaking abilities and skills. This indicates that speaking performance and speaking ability are related but conceptually different constructs. Speaking ability refers to the underlying capacity or proficiency that enables learners to use spoken language, whereas speaking performance refers to the actual and observable manifestation of that ability when learners perform a speaking task in a particular context. In other words, speaking ability represents what learners are capable of doing in speaking, while speaking performance represents how that ability is demonstrated through their actual oral production. Ogawa (2022) explains that speaking performance is demonstrated through authentic oral tasks and should be viewed as the practical manifestation of learners' communicative ability rather than merely their linguistic knowledge.

Speaking performance is a complex language skill because learners are required to perform several cognitive and linguistic processes simultaneously. During oral communication, students need to generate ideas, organize information logically, select

appropriate vocabulary, apply grammatical rules accurately, pronounce words clearly, and maintain fluency while interacting with others. These processes occur within a limited time and therefore require learners to coordinate various language components effectively. According to Diep et al. (2022), successful speaking performance depends on learners' ability to communicate meaning intelligibly while managing linguistic accuracy and communicative effectiveness during interaction.

Furthermore, speaking performance consists of several interrelated dimensions that determine the quality of oral communication. These dimensions generally include fluency, comprehension, vocabulary, grammar, and pronunciation. Because these components operate simultaneously during communication, speaking performance should be assessed holistically rather than by examining isolated language elements. Ogawa (2022) argues that oral performance represents the integration of multiple linguistic features, making holistic assessment more appropriate for evaluating learners' actual speaking ability.

In English as a Foreign Language (EFL) classrooms, speaking performance is influenced by both learner-related and instructional factors. Internal factors include language proficiency, motivation, self-confidence, anxiety, and willingness to communicate, whereas external factors involve classroom interaction, learning environment, assessment methods, and teaching strategies. Research by Homayouni (2022) demonstrates that collaborative learning supported by peer assessment and scaffolding enables pupils to enhance their oral performance, receive feedback, and practice speaking more extensively. These

interactive learning experiences augment significantly to the advancement of students' speaking ability.

Recent educational research also suggests that speaking performance is not a fixed ability but one that can be developed through appropriate pedagogical interventions. Student-centered learning approaches, collaborative activities, self-assessment, and authentic speaking tasks provide learners with meaningful opportunities to practice oral communication continuously. Alfianti and Aminin (2022) found that implementing self-assessment significantly improved EFL students' speaking performance because learners became more aware of their strengths and weaknesses through reflection on their own oral production. Similarly, Sintayani and Adnyayanti (2022) concluded that self-assessment enhances speaking performance by encouraging learners to evaluate their progress, identify areas for improvement, and develop greater responsibility for their process of learning.

Based on the explanations above, speaking performance can be defined as learners' observable ability to communicate orally in English by integrating pronunciation, grammar, vocabulary, fluency, comprehension, and communicative strategies in authentic communication. It serves as an important indicator of students' English proficiency because it reflects not only their linguistic proficiency but also their capacity to effectively employ English in practical scenarios. Since speaking performance develops through meaningful interaction, continuous practice, and appropriate instructional support, it can be improved through

effective teaching strategies that actively engage learners in authentic communication.

2. Characteristics of Performance Speakers

Speaking performance is characterized by incorporating linguistic knowledge and communicative skills, learners' capacity to effectively communicate ideas through spoken English during authentic interaction. It is reflected in the quality of learners' oral production rather than merely their knowledge of language rules. Effective speaking performance enables learners to express ideas clearly, maintain communication, and respond appropriately to different communicative situations. According to Genanew et al. (2023), speaking performance can be evaluated through several observable dimensions, including fluency and coherence, lexical resources, grammatical accuracy, and pronunciation, because these components collectively determine the quality of oral communication.

One important characteristic of speaking performance is fluency, which refers to the capacity of learners to articulate speech fluently at an adequate pace with minimal pauses. Fluent speakers are able to organize ideas naturally without excessive pauses that interrupt communication. Fluency allows listeners to understand messages more easily and supports effective interaction. Ghane and Razmi (2023) explain that fluency represents one of the major indicators of successful speaking performance because it reflects learners' ability to communicate spontaneously in English.

Another essential characteristic is accuracy, which pertains to the appropriate use of grammatical structures and vocabulary during oral communication. Learners with good speaking

performance produce utterances that are grammatically acceptable and lexically appropriate, enabling them to express ideas precisely and minimize misunderstanding. Besides grammatical accuracy, learners are also expected to demonstrate sufficient lexical resources to support meaningful communication. Research conducted by Ghane and Razmi (2023) emphasizes that speaking performance develops through improvements in both linguistic accuracy and language complexity, indicating that effective communication requires more than grammatical correctness alone. Pronunciation also constitutes a major characteristic of speaking performance because intelligible pronunciation helps listeners understand spoken messages accurately. Good pronunciation includes the correct production of sounds, appropriate stress, rhythm, and intonation rather than achieving a native-like accent. Thomas and Sun (2023) found that improvements in pronunciation contribute directly to better comprehensibility and overall speaking performance, allowing learners to communicate more confidently and effectively in English.

According on the explanations above, the characteristics of speaking performance include fluency, grammatical accuracy, vocabulary use, pronunciation, coherence, and discourse management. These characteristics collectively reflect learners' ability to communicate effectively in authentic situations and therefore serve as important indicators in assessing English speaking performance. Since these aspects can be improved through continuous practice and appropriate instructional strategies, speaking performance is regarded as a dynamic skill that develops through meaningful language use.

3. Factors Influencing Students' Performance in Speaking English

Students' speaking performance is influenced by various internal and external factors that interact throughout the language learning process. These factors determine how effectively learners are able to express ideas, communicate meaning, and perform oral tasks in English. Internal factors generally include learners' linguistic competence, cognitive strategies, and individual characteristics, whereas external factors involve task characteristics, classroom environment, instructional methods, and assessment conditions. Given that speaking is a multifaceted productive ability necessitating concurrent utilization of multiple language components, speaking performance is shaped by the interaction of these factors rather than by a single variable.

One important factor influencing speaking performance is linguistic competence, including vocabulary knowledge, grammatical accuracy, pronunciation, and fluency. Learners with adequate linguistic resources are better able to organize ideas, produce comprehensible utterances, and maintain communication during speaking tasks. Conversely, limited vocabulary and insufficient grammatical knowledge often reduce learners' ability to express ideas effectively. According to Ogawa (2022), oral performance reflects the integration of complexity, accuracy, and fluency (CAF), indicating that improvements in these linguistic components contribute directly to better speaking performance.

Another influential factor is the use of metacognitive strategies. During speaking activities, learners employ strategies including planning, monitoring, problem-solving, and evaluation

to regulate their speech production. These strategies help learners organize ideas before speaking, monitor language use while speaking, and evaluate their performance afterward. Zhang et al. (2022) reported that learners differ in their use of metacognitive strategies depending on task demands and individual characteristics. Although metacognitive strategies alone do not always predict speaking scores, they play an essential function in helping learners manage the cognitive demands of speaking tasks and enhance the quality of oral production. Furthermore, task characteristics significantly affect students' speaking performance. Speaking tasks vary in complexity, cognitive demand, preparation time, and interaction patterns, all of which influence learners' oral production. More demanding tasks require greater attention, planning, and language processing, simpler activities enable learners to devote greater cognitive resources on fluency and communication. Zhang et al. (2022) found that differences in task demand influence learners' strategy use during speaking activities, suggesting that appropriately designed speaking tasks can facilitate better speaking performance by reducing unnecessary cognitive load.

The learning environment and instructional support also contribute substantially to speaking performance. A classroom that encourages interaction, provides constructive feedback, and offers meaningful opportunities for communication enables learners to practice speaking more frequently and confidently. Effective instructional strategies, collaborative activities, and authentic communicative tasks help students develop not only linguistic competence but also communicative effectiveness. Ogawa (2022)

emphasized that speaking performance should be evaluated through authentic speaking tasks because they provide a more accurate representation of learners' actual oral communication ability than isolated language exercises.

Considering the prior discourse, it can be inferred that students' oral proficiency is affected by the interaction of a variety of both internal and external variables, including linguistic competence, metacognitive strategy use, task characteristics, and the learning environment. These interconnected factors collectively influence learners' ability to produce effective and meaningful oral communication in English. Therefore, enhancing students' speaking performance requires the implementation of well-designed instructional practices that provide meaningful speaking opportunities, appropriately structured communicative tasks, supportive classroom interaction, and continuous guidance to strengthen both learners' linguistic competence and their strategic communication skills.

4. Strategies to Improve Students' Performance in Speaking

Performance or self-efficacy in speaking English is a significant strategies that influences students' speaking skills as EFL (English as a Foreign Language) learners. For example, Gan, Yan, and An (2022) discovered that speaking self-efficacy is made up of three components: self-efficacy in terms of performance, self-regulation, and linguistic abilities, all of which are strongly connected with students' speaking learning strategies. Another study by Ningias and Indriani (2021) found that while EFL students show sufficient self-efficacy in online learning, many still select the neutral choice while speaking, indicating that their

performance is not yet optimal. Furthermore, Y. Wang and Sun (2024) discovered that affective and physiological elements (e.g., anxiety/nervousness) are the strongest predictors of speaking self-efficacy, with vicarious experiences or peer models having a minor impact. Thus, interventions that directly target feelings of accomplishment (enactive mastery), self-regulation, and affective conditions are critical for increasing students' performance in speaking.

Based on the social cognitive theory paradigm, pedagogical interventions aimed at improving speaking self-efficacy have received widespread attention in the literature. For example, Chen and Hsu (2022) found that positive feedback in an online environment, even if it takes the form of emojis, can greatly boost EFL learners' performance. Meanwhile, collaborative methods and peer contact have been shown to improve self-efficacy in oral presentations. (Hao & Chen, 2024) discovered that co-regulation tactics such as peer assistance, joint self-regulation, and joint evaluation directly increase speaking self-efficacy components (linguistic, delivery, and organization). In agreement with this, Haryadi and Eryandi (2024) discovered that the use of the Think-Pair-Share (TPS) collaborative strategy in English education has been empirically reported that TPS dramatically boosted student engagement, peer interaction, and performance in English class discussions.

Based on empirical data from current research, one of the most pedagogically effective strategies for increasing EFL students' speaking performance is the The Think-Pair-Share (TPS). TPS builds students' performance through a gradual and low-

anxiety speaking process that begins with solo thought, progresses to group cooperation, and culminates in public sharing, ensuring that learners do not feel instant psychological strain when speaking. This phased engagement is consistent with Bandura's concepts of enactive mastery and social persuasion, as students build performance through modest successful tasks before performing in front of the entire class. When students rehearse ideas with a partner, they receive emotional support, corrective feedback, and linguistic scaffolding, all of which help to reduce anxiety and improve communication readiness. This means that TPS not only improves linguistic performance, but it also creates an affective educational setting where students feel safer, more encouraged, and more inclined to talk, making it a viable strategy for increasing English-speaking performance in EFL settings.

C. Concept of Think-Pair-Share (TPS) Strategy

1. The Nature of Think-Pair-Share

The Think-Pair-Share (TPS) strategy is a collaborative educational framework comprising three phases: think, pair, and share. This framework was initially presented by Frank Lyman in 1981, together with his colleagues from the University of Maryland (Ambarwati & Hali, 2021), as an effort to create a learning process that provides space for students to process information independently before discussing and articulating their viewpoints in front of the classroom. TPS allows each student to first generate their own ideas (think), then reconstruct and deepen those ideas through intensive conversation with one partner (pair), and then publish or synthesis the outcomes of the discussion to a larger group or the full class (share) (Cooper et al., 2021). In

instructional practice, Think-Pair-Share is more appropriately positioned as an instructional strategy because it provides a structured sequence for organizing students' learning activities rather than prescribing the entire instructional system. Li and Tu (2024) explicitly refer to TPS as a "strategy" and demonstrate that it can be integrated into a broader learning model, such as Project-Based Learning. This distinction indicates that a learning model generally provides a broader framework for organizing the overall teaching and learning process, whereas a strategy provides a planned approach for facilitating particular learning activities. Therefore, in the present study, TPS is treated as an instructional strategy because its Think, Pair, and Share phases organize students' individual thinking, peer interaction, and classroom participation within the broader learning process.

From the perspective of active learning and equitable participation, TPS is viewed as a strategy that increases the involvement of students who are typically passive or less willing to perform in front of the class, because the think phase allows students to process answers without public time pressure, whereas the pair phase reduces social barriers through small-scale interaction. According to a research by Guenther and Abbott (2024), TPS can foster more equitable involvement by reducing the dominance of particular students during general class discussions, allowing alternative perspectives to emerge and be built. TPS thus functions as a structural mechanism to increase chances for academic contributions from the entire student body.

TPS theoretically combines social learning and constructivist principles: the think phase emphasizes individual

thinking to internalize ideas, the pair phase provides a learning experience through social interaction (social negotiation), and the share phase provides a public context for receiving feedback and reinforcing learning through verbal elaboration. Cooper et al. (2021) investigate the function of each of these phases and conclude that the share aspect frequently needs to be reconstructed to result in meaningful knowledge transfer--for example, by varying the format of the share (pair representative, small-group share, or structured public share) based on instructional objectives. This structured but flexible sequence further supports the classification of TPS as a strategy rather than a complete learning model. Although individual activities within TPS, such as questioning, providing wait time, pairing students, and asking students to report their responses, may function as teaching techniques, the combination of these activities into the Think-Pair-Share sequence constitutes a broader instructional strategy. Thus, the techniques serve as specific procedures within the implementation of the strategy, while TPS itself provides the overall structure for organizing students' participation in the learning activity. This remark emphasizes that TPS is not a strict protocol, but rather an adaptive framework that must be customized to the learning objectives and classroom dynamics.

Recent empirical evidence and empirical syntheses demonstrate that TPS is effective in improving a variety of learning outcomes like engagement, discussion quality, specific academic scores, and higher-order thinking skills, particularly when combined with challenging and clear task design and adequate thinking time support. For example, Guenther and Abbott (2024)

discovered that the TPS strategy enhanced student engagement and elevated the level of discourse, with students appreciating the time allocated for reflection and collaboration. However, the meta-analysis revealed that effects varied depending on the age of the participants, the subject, the duration of the intervention, and the quality of pairing/pairing, so the practice recommendations emphasize the importance of context-aware implementation design (Cooper et al., 2021).

2. Theoretical Basis of Think-Pair-Share

Think-Pair-Share (TPS) is based on cooperative learning and social constructivist theory, both of which highlight the importance of social contact and structured debate in the development of knowledge. The TPS concept, which divides the process into three stages: (1) individual thinking (think), (2) discussion in pairs (pair), and (3) sharing in front of a large group (share), provides a framework for increased student engagement and social scaffolding for idea exchange (Guenther & Abbott, 2024). This strategy is congruent with Johnson & Johnson's cooperative learning pillars of positive interdependence, promotive contact, and individual accountability, so TPS promotes both participation and structured collaborative learning (Silva et al., 2022).

Cognitively, TPS employs key elements that reduce cognitive and affective inhibitions when responding to questions: think time increases processing time, resulting in more reflective and high-quality answers, while pair discussions allow for peer correction and vicarious rehearsal before performing in front of the class, lowering speaking anxiety and increasing student performance (Guenther & Abbott, 2024; Silva et al., 2022).

Cooper, Schinske, and Tanner (2021) emphasize the importance of carefully designing the share part: they point out that sharing does not always result in quality or inclusive discourse, so sharing practices must be structured (e.g., directed rotations, sampling ideas from partners, or alternative methods) in order to achieve cognitive and social goals.

From a higher-order learning perspective (e.g., critical thinking, 21st century abilities), empirical research and recent systematic reviews/meta-analyses suggest that TPS has a beneficial effect when used effectively. An applied meta-analysis on the STEM-based TPS strategy in the Indonesian context concluded a large effect on 21st century thinking skills ($ES \approx 0.95$), demonstrating the consistent effect of TPS on improving critical thinking, collaboration, and academic communication (Ahmad Zain Sarnoto et al., 2024). A quasi-experimental study at the elementary level found that TPS enhanced critical thinking skills and debate quality when compared to standard approaches (Silva et al., 2022). TPS's social-cognitive mechanism (think $\rightarrow$ pair $\rightarrow$ share) is theoretically sound and empirically supported when well-practiced and structured.

In summary, Think-Pair-Share (TPS) strategy may be regarded as a learning strategy that combines cognitive, affective, and social components to boost students' performance and communication skills, particularly while speaking English. TPS is based on cooperative learning theory and social constructivism, and it establishes a structured learning environment in which students think independently, talk with a partner, and then express their ideas in front of the group. Each of these stages contributes

significantly to students' mental and linguistic preparedness for public speaking.

3. Procedures of Implementing Think-Pair-Share Strategy in Speaking Class

TPS application in speaking classes must begin with the development of specific questions/tasks, teachers should create unambiguous speaking questions or tasks (measurable cognitive level: description, analysis, evaluation) and disclose the learning objectives before the TPS session begins. Good speaking class questions give stimuli that enhance language organization (for example, "Describe your most memorable vacation experience and what you learned from it"), resulting in more planned language production rather than spontaneous responses (Guenther & Abbott, 2024). Furthermore, it is critical to provide concise written instructions (key sentences or brief assessment rubrics) so that students grasp the requirements for good speaking (e.g., fluency, coherence, vocabulary, pronunciation).

Based on Apriyanti and Ayu (2020) study, Think-Pair-Share (TPS) strategy in oral lessons is carried out through three main stages in stages, namely Thinking, Pairing, and Sharing.

a. The Thinking process

The teacher asks questions, and students are allotted time to reflect on them autonomously. This level assists students in developing their basic comprehension of the content as well as critical thinking skills. By thinking independently, students can get a greater understanding of the material, improve their reasoning skills, and build self-reliance in articulating ideas. Thus, the Thinking stage is critical in creating the cognitive

groundwork for the subsequent stages, guaranteeing that when students move on to the Pair and Share phases, they are more confident, focused, and prepared to contribute meaningfully to the collaborative learning process.

b. The Pairing Process

In this stage the students are paired to discuss ideas they have previously thought about. Students practice speaking in pairs, providing each other criticism, and improving their pronunciation, intonation, and fluency. This stage is critical in the context of speaking courses because it allows students to practice speaking with minimal fear, gain performance, and enhance verbal interaction skills in communicative circumstances. According to Apriyanti and Ayu (2020), this partnered interaction can promote students' utilization of English more organically in the classroom.

c. The Sharing process

In the end, the group was instructed to present their discussion to the class as a whole. In pairs, students discussed the weaknesses and strengths of their respective groups' work. In this phase, students present the outcomes of their talks to their classmates, receive feedback, and debate the strengths and faults of each other's presentations. In terms of speaking, the Share stage is a performative activity that helps students to apply their thinking and conversations to real-world communication in front of an audience.

Thus, the application of Think-Pair-Share allows students to develop their oral communication abilities through a cooperative, reflective, and participatory approach. This cooperative strategy encourages students to actively participate, lowers uneasiness when speaking, and increases performance in presenting their views orally. This strategy has demonstrated efficacy in enhancing student involvement. and speaking performance since each stage provides a meaningful learning experience and promotes the cultivation of communicative proficiency in English.

4. The Benefit of Think-Pair-Share Strategy

The Think-Pair-Share (TPS) strategy has been shown to greatly enhance verbal involvement in the classroom, particularly among students who are shy or hesitant to speak in public. The Think-Pair-Share (TPS) strategy has been demonstrated to consistently increase student engagement in the learning procedure. TPS fosters a more inclusive learning environment for all students by utilizing a three-stage structure that includes engaging in autonomous thought, collaborating with a partner, and disseminating the results of the dialogue. According to research findings, this strategy can minimize state anxiety and inspire formerly passive to encouraging students engage more actively in classroom discussions. Thus, TPS helps to increase learner engagement, extend participation chances, and give students the performance to share their thoughts in public (Mundelsee & Jurkowski, 2021).

TPS not only increases involvement but also helps students improve critical and collaborative thinking skills. Students are encouraged to study, compare, and critique ideas in pairs before

presenting them to the entire group. This approach improves higher-order thinking skills like analysis, assessment, and reflection. A meta-analysis study found that using TPS, particularly when integrated with the STEM approach, results in a considerable rise in 21st-century thinking skills with a high effect value (Ahmad Zain Sarnoto et al., 2024). Thus, TPS is a powerful learning medium for promoting critical, creative, and collaborative thinking in modern education.

The TPS strategy also has demonstrable effects for students performance and speaking abilities. In language learning, TPS lets students to practice speaking on a small scale before presenting in a large audience, minimizing their fear of public criticism. Students feel more prepared, trained, and confident about the concepts they will present. According to research findings by (Sriyanda & Priyana, 2024) children who study utilizing TPS have improved their verbal fluency, performance to express viewpoints, and capacity to deliver concepts with a more logical structure. It can be concluded that TPS is critical in establishing communication skills and increasing student performance in the setting of interaction-based learning.

In addition to having a good impact on affective and social components, TPS has been shown to boost student learning results and retention. The collaborative approach of the pair phase allows students to expand their conceptual comprehension, whilst the share phase strengthens memory through verbal and reflective exercises. According to research findings, using TPS can result in considerable gains in academic performance when compared to traditional learning approaches. Students not only grasp the content better, but

they can also apply it more effectively in different circumstances (Huda & Rahmawati, 2024).

Based on the theories from various studies mentioned, it shown that the Think-Pair-Share strategy provides a wide range of benefits for boosting the quality of the learning experience. TPS not only increases student participation and engagement, but it also fosters critical, collaborative, and communication thinking abilities while enhancing learning results. TPS helps students develop performance and social responsibility through solo thinking, paired conversations, and knowledge sharing. As a result, this strategy should be used on a continual basis as an efficient pedagogical strategy for encouraging active participation, reflective, and student-centered learning.

5. Challenges of Think-Pair-Share Strategy

One of the most frequently reported challenges when implementing TPS is managing time and classroom noise. Cooper et al. (2021) observe that after the pair phase, teachers frequently encounter situations in which they must calm the class before moving on to the next activity, while also assessing the quality of the ideas that emerged during the brief conversation. Because the time allotted for thinking and pairing is usually short and simultaneous for the entire class, teachers risk missing important insights into the variety of ideas discussed (many quality ideas emerge in pairs but are not captured during sharing), as well as difficulty managing the duration so that the discussion does not become noisy and exceed the lesson time allocation. A situation like this needs strong classroom management abilities, such as the use of timers, clear directions, and quick monitoring procedures, to ensure

that TPS is productive while maintaining classroom control and learning objectives.

According to French and Prather (2020), they discovered that many teachers utilize TPS questions that are basic and lack challenge in terms of discipline representation or level of thinking, limiting TPS's capacity to promote fluency or critical thinking. This suggests that teachers require professional development to design effective and difficult TPS questions (French & Prather, 2020). Therefore, Clear rubrics and regular observation techniques are required for formative assessment to measure the contributions of pairs and individuals; without these, teachers tend to assess based on final class results or product scores rather than the collaborative process itself (Bakti & Yusuf, 2023).

Furthermore, while not explicitly a challenge, the utilization of TPS within the context of online/hybrid learning demonstrates that technical and socio-logistical adaptations are barriers. For example, how pairing is done virtually, how to ensure that all students in a 'pair' actually discuss rather than just wait, and how to divide them so that they are heterogeneous and do not reinforce dominant groups. This is also due to students' limited vocabulary and language structure, which means that students with linguistic limitations require more time to formulate ideas individually and in pairs; the time constraints of standard TPS can cause cognitive overload, reducing the quality of discussion and learning (Rosalia & Candraloka, 2023). Within the framework of studying English as a foreign language (EFL), the usage of TPS introduces new problems in the form of students' speaking anxiety and cross-cultural or linguistic misalignment during pair conversations.

In line with this explanation, the challenges of executing the Think–Pair–Share (TPS) are mainly related to time management, classroom control, and teacher readiness.

D. Previous Study

There have been several studies examining the relationship between students' performance in speaking and the Think Pair Share strategy. The first study by Apriyanti and Ayu (2020) looked into how the Think-Pair-Share (TPS) strategy engages students in orally activities in the EFL classroom. This research employed a qualitative descriptive methodology at Indonesian English department students. The researchers discovered that TPS provided an organized and low-anxiety environment for students to practice speaking, particularly those who were previously reluctant to talk. The think phase provided students with the opportunity to organize their thoughts; during pair, they rehearsed with peers, which helped them build performance; and in the final share stage, they were more willing to present their ideas in public. The results indicated a significant enhancement in students' involvement and performance in speaking exercises. The authors concluded that TPS fosters a collaborative environment that minimizes speaking anxiety and boosts performance in EFL learners.

The second study by Putri et al. (2020), examined the effect of Think-Pair-Share on the oral proficiency of students. This investigation implemented a classroom action research (CAR) methodology that encompassed planning, action, observation, and reflection cycles. The participants were English education students who had difficulty expressing their ideas orally. Following numerous cycles of TPS implementation, the study found that students' speaking fluency and vocabulary improved, as did their willingness and performance in

speaking English. The researchers stressed that the interactive and cooperative character of TPS made students feel more secure and supported, lowering their anxiety of making mistakes. This is consistent with the psychological principle that performance grows when students engage in successful communication in small, non-threatening groups.

The Third study by Mundelsee and Jurkowski (2021) looked at how collaboration in the Think-Pair-Share paradigm affected students' in-class participation and anxiety levels. Using a quantitative experimental design with control and treatment groups, this study found that students who went through the pair stage before sharing their responses publicly had significantly higher participation rates and lower speaking anxiety than those who shared their ideas directly without prior discussion. The authors suggested that the pair stage is critical scaffolding for cognitive rehearsal, helping students to fine-tune their language and ideas prior to public speaking. This strategy is especially effective for students who have poor working memory or lack performance since it allows them to prepare mentally and emotionally before speaking.

The fourth study conducted by Minh Huyen et al. (2021) looked at how TPS could help students with speaking lessons in a Vietnamese EFL context. Classroom observations and semi-structured interviews were used in the research's qualitative design to gather data. The data suggested that students saw TPS as a fun and supportive strategy that allowed them to express themselves more freely. Many participants indicated that the pair conversation helped them overcome their uneasiness, while peer feedback gave them the performance to speak during the share phase. This research observed that TPS boosts performance by encouraging peer collaboration and alleviating the fear

of unfavorable evaluation, which frequently prevents EFL learners from actively participating in oral communication tasks.

The final research by Raharja and Wahyuningsih (2024) evaluated at how Think-Pair-Share affected self-efficacy and oral English commitment in a learning community (Grow Bareng Community). The study included a pretest-posttest quasi-experimental with an experimental group that received TPS therapy and a control group; the instruments comprised a verbal self-efficacy scale and a measure of speaking practice commitment. The analysis (parametric statistical test) showed a significant increase in self-efficacy and speaking commitment in the TPS group ($p < 0.05$). The authors explain that the pair phase gives emotional and linguistic support through peer evaluation, so that participants are more bold in committing to speaking more frequently.

The results of several studies have found that the Think-Pair-Share strategy is an exceptional learning strategy for enhances students' performance in speaking English. TPS's three primary stages think, pair, and share which is allow students to prepare ideas individually, practice with others, and present their ideas openly in a supportive and pressure-free setting. This collaborative strategy fosters a psychologically safe learning atmosphere in which students exhibit increased confidence and prepared to speak publicly. Furthermore, interactions during the pair stage provide emotional and linguistic support, allowing students to enhance their speaking abilities while also increasing their performance and commitment to utilizing English. This means that TPS not only improves linguistic abilities, but it also addresses the affective components of learning by fostering a cooperative, supportive classroom environment that encourages students to actively engage in oral communication

E. Conceptual Framework

Based on Darmawan and Lestariningsih (2023), this study involves two variables: the independent variable (X) and the dependent variable (Y). The Think-Pair-Share Strategy (X) serves as the independent variable, while Speaking Performance (Y) serves as the dependent variable. The variables X and Y are defined as follows:

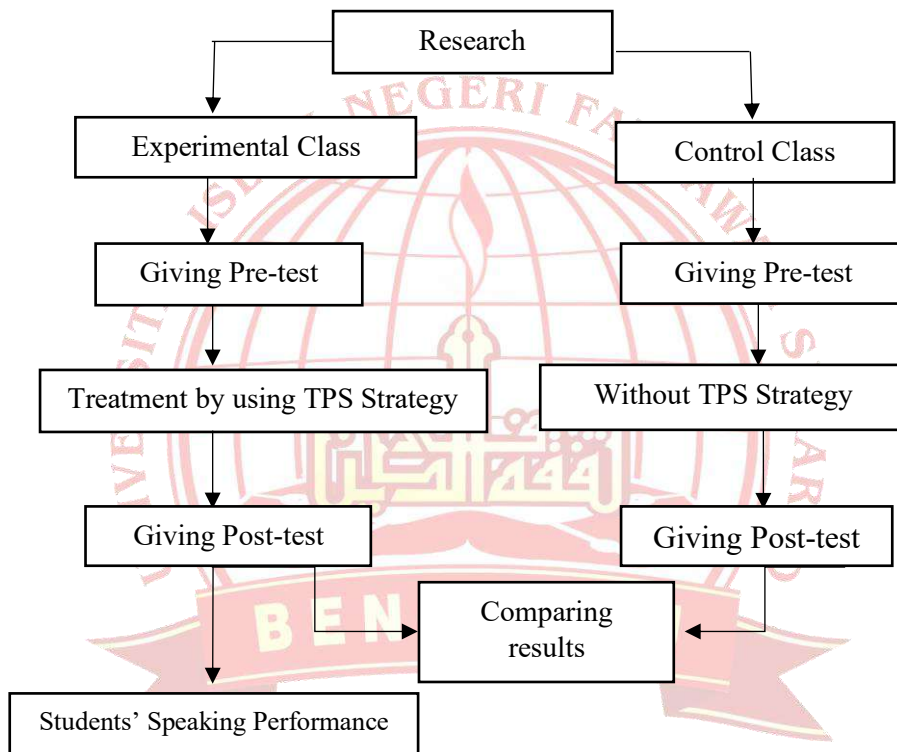


Figure 1. Conceptual Framework (designed by the researcher)

F. Research Hypothesis

A hypothesis is a preliminary assertion made by a researcher to explain a specific phenomena and steer the study process. Kothari (2004) characterizes a hypothesis as a provisional assumption established with the intention of identifying and testing its logical or empirical implications. This concept highlights that a hypothesis functions as a preliminary resolution to the research question that must be empirically validated through rigorous data gathering and analysis to determine its validity.

1. Null Hypothesis (H_0): The Think-Pair-Share Strategy (X) has no substantial positive influence on students' speaking performance (Y)
2. Alternative Hypothesis (H_a): The Think-Pair-Share Strategy (X) affected students' speaking performance (Y).

