



The Effects of Teaching Strategic and Self-Confidence on Students' Speaking Competency (An Experimental in the 8th Grade Students of SMP Muslimin Panyawungan)

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ABSTRACT

The aim of this study was to investigate the effect of the Think-Pair-Share teaching strategy and self-confidence on students' speaking competency. This study was conducted with 8th-grade students of SMP Muslimin Panyawungan in the academic year 2023/2024. There were 99 students selected as the sample and divided into experimental and control groups. The study used a post-test-only control group design. The analysis was conducted using MANOVA facilitated by SPSS version 21.0 for Windows. The results indicated that (1) there was a significant effect of Think-Pair-Share on students' speaking competency ($F = 17.189, p = 0.000 < 0.05$); (2) there was a significant effect of self-confidence on students' speaking competency ($F = 14.502, p = 0.000 < 0.05$); and (3) simultaneously, there was a significant effect of Think-Pair-Share and students' self-confidence on students' speaking competency ($F_{hitung} = 20.938 > F_{tabel} = 3.15$).

INTRODUCTION

This research explores the implementation of Think-Pair-Share activities and their effect on students' self-confidence and speaking competency. It investigates improvements in students' self-confidence through Think-Pair-Share activities and their impact on speaking competency (Johnson & Johnson, 2019; Slavin, 2021). Learning a foreign language is essential in this millennial era, especially English (Jiang, 2020). In Indonesia, the government recognizes that English competencies influence global development for educational purposes (Sari & Yuliana, 2022). Furthermore, studies have shown that collaborative learning strategies like Think-Pair-Share can enhance students' speaking skills by encouraging active participation and peer interaction (Kessler & Plakans, 2021). Therefore, integrating Think-Pair-Share activities in language classrooms can significantly improve students' self-confidence and overall language proficiency (Hernández, 2021).

In foreign language education, acquiring proficient speaking skills is an essential objective (Darancik, 2018; Ghafar & Raheem, 2023; Saptiany & Prabowo, 2024). In this field, the Think-Pair-Share strategy has emerged as an innovative pedagogical approach, promoting collaboration and interactive learning. However, its impact is closely linked to students' self-confidence. As these factors intersect, they can reshape language learning. This thesis examines the synergistic relationship between Think-Pair-Share activities and students' self-confidence in shaping speaking competency, unveiling insights to revolutionize English as a foreign language teaching. When education is delivered and received properly, it enables individuals

to develop professionally and contributes to national success in economy, politics, science and technology, arts, and medicine (Balan, 2011).

According to the content standards for English teaching issued by *Badan Standar Nasional Pendidikan* (BSNP), English instruction in Indonesia aims to develop students' communicative competence (BSNP, 2006). Communicative competence enables Indonesian students to interact in English with native speakers or others in everyday life. The four core skills—listening, speaking, reading, and writing—must be mastered for effective communication. Among these, speaking is often the most critical for language learning success and achieving goals in English as a foreign language.

Speaking is a core skill in learning English as a foreign language, yet it is challenging. Students must master elements such as fluency, pronunciation, vocabulary, grammar, comprehension, and overall speaking competency. Speaking competency involves communicating orally in clear, coherent, and persuasive language suited to the purpose, occasion, and audience. Many students study English for years yet struggle to speak fluently due to factors like clustering, redundancy, reduced forms, performance variables, colloquial language, rate of delivery, intonation, and interaction (Brown, 2001). Low self-confidence exacerbates this, making students shy and afraid to speak.

Self-confidence is crucial for learners developing English speaking skills. Teaching materials and activities that build enthusiasm, courage, and stimulation—such as when teachers encourage students to share ideas—prevent monotonous and boring lessons. To foster confidence in speaking, teachers need effective strategies. English as a foreign language students require motivation, attitude, and emotion regulation to build self-confidence through interactions (Chou, 2004). Think-Pair-Share activities address this by promoting student interaction.

Limited observations of 8th-grade students at SMP Muslimin Panyawungan in Bandung revealed widespread hesitation to speak in class, with few responding to questions. This can be addressed through Think-Pair-Share (TPS) activities, which enhance self-confidence and speaking competency in EFL classrooms (Budianti, 2019). TPS improves self-confidence, higher-order thinking, and motivation to speak (Budianti, 2019; Sampsel, 2013). It encourages active participation, enhances vocabulary and pronunciation, and offers formative assessment opportunities, proven effective for increasing involvement and speaking ability (Syafii, 2018).

Indonesia ranks 74th in English proficiency per the 2020 EF EPI, underscoring the need for better English education (Zulkifli, 2015). While reading develops language skills, conversation and speaking activities foster critical thinking and confidence (Saepudin & Mentari, 2016). SMP Muslimin Panyawungan struggles with student engagement and self-confidence in English lessons, worsened by traditional methods. This research examines how TPS improves both self-confidence and speaking competency, filling a gap in existing studies. It involves 64 8th-grade students from two classes at SMP Muslimin Panyawungan to assess TPS's impact on their speaking skills and self-confidence.

Based on the background above, this research addresses these questions: How does the Think-Pair-Share activity impact students' speaking competency? How does self-confidence

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influence students' speaking competency? What is the combined effect of Think-Pair-Share activities and self-confidence on students' speaking competency?

The objectives are to investigate the influence of Think-Pair-Share activities on students' speaking competency, examine the influence of self-confidence on students' speaking competency, and analyze their combined effect.

This research enhances understanding of how Think-Pair-Share activities improve students' self-confidence and speaking competency. Theoretically, the findings support these activities' effectiveness in building confidence and speaking skills. It offers teachers practical insights into strategies for boosting self-confidence and speaking competency in English lessons.

RESEARCH METHOD

This study, conducted with 8th-grade students at SMP Muslimin Panyawungan in Bandung, West Java, employed an experimental research method to examine the impact of the Think-Pair-Share (TPS) teaching method and students' self-confidence on their speaking abilities. The research used a 2x2 factorial design, with teaching strategies (TPS vs. conventional) and self-confidence levels (high vs. low) as independent variables, and students' speaking ability as the dependent variable.

A sample of 64 students, divided into experimental and control groups, was selected using simple random sampling. The experimental group received TPS treatment, while the control group used conventional methods. Data was collected through pre- and post-tests assessing speaking skills and self-confidence, along with a questionnaire to gauge changes in self-confidence. Statistical analysis, including normality and homogeneity tests, and ANOVA, was performed using SPSS to examine the effects of teaching strategies and self-confidence on speaking ability. The results indicated significant differences in speaking competency, with TPS and self-confidence both having a positive impact, confirming the hypotheses tested.

RESULT AND DISCUSSION

Data Description

In this study, three variables are examined: the teaching method and students' self-confidence as independent variables, denoted as variable X, and students' speaking ability as the dependent variable, referred to as variable Y. Data were collected through a combination of speaking tests to assess students' speaking abilities and questionnaires to measure students' self-confidence in speaking English.

1. Group of students' speaking abilities taught using Think-Pair-Share Method (A1)

Of the 32 sampled students who received treatment using the Think-Pair-Share Activities method, the data obtained revealed the lowest score to be 50, the highest score to be 88, an average score of 68.16, a median of 67, a mode of 67, and a standard deviation of 11,110.

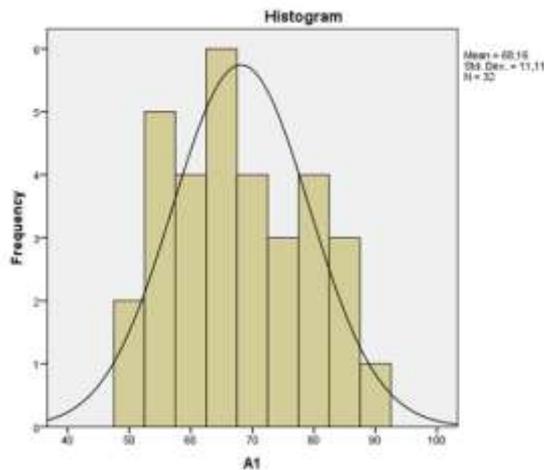


Figure 1. Histogram of the Speaking Ability of Students Taught Using the Think-Pair-Share Method (A1)

From the histogram and polygon diagrams above, it can be concluded that most students have a score of 67, with the highest score being 88 and the lowest score being 50.

2. Group of students' speaking abilities taught using Conventional Teaching English Method (A2)

Of a sample of 32 students who received treatment using conventional methods, the data revealed the lowest score to be 40, the highest score to be 78, an average score of 59,72, a median of 60, a mode of 60, and a standard deviation of 8,978.

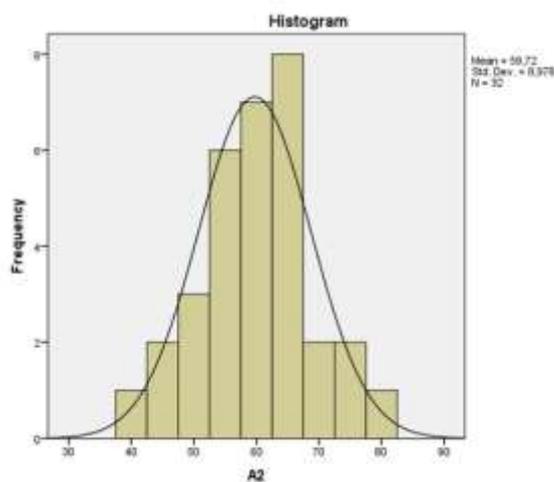


Figure 2. Histogram of the Speaking Ability of Students Taught Using the Conventional Method (A2)

The histogram and polygon diagrams above showed that the majority of students have a value of 60, with the highest value being 78, and the lowest value at 40.

From all the data above, it can be stated that the class taught using the Think-Pair-Share Method (A1) has an average English's speaking ability of 68,16. Based on these results, it can be said that the English's speaking ability taught using the Think-Pair-Share Method is better.

3. Group of Students' Speaking Abilities with High Self-Confidence (B1)

Of the 32 students sampled with high confidence, the data generated a minimum score of 47, a maximum score of 88, an average score of 67,81, a median of 67, a mode of 60, and a standard deviation of 1,516.

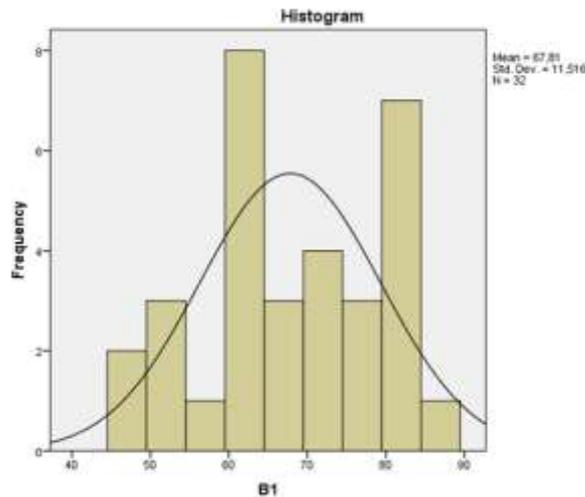


Figure 3. Histogram of students' speaking ability with high confidence (B1)

From the above histogram and polygon, it can be concluded that the majority of students have a value of 60, with the highest value being 88 and the lowest value being 47.

4. Group of Students' Speaking Abilities with Low Self-Confidence (B2)

Of the sample of 32 students with low self-confidence, the gained data displays the lowest score to be 40, the highest score to be 78, an average score of 60,06, a median of 60, a mode of 60, and a standard deviation of 8,784.

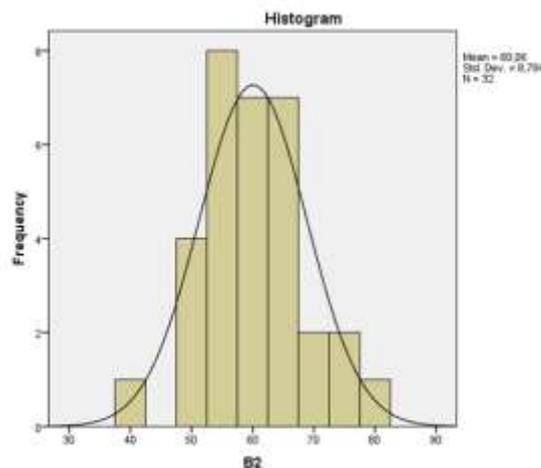


Figure 4. Histogram of students' speaking ability with low confidence (B2)

The histogram and polygon diagrams above determined that the majority of students have a value of 60, with the highest value being 78 and the lowest being 40.

From all the data above, it can be concluded that the class with a high level of self-confidence has an average speaking ability of 67,81. Based on the results, it can be identified that students with high self-confidence have enhanced speaking abilities.

5. The group of students' speaking abilities taught using the Think-Pair-Share method and students with high self-confidence (A1B1)

Of the 16 students selected as samples, who were subjected to the Think-Pair-Share teaching method and possessed high self-confidence, the data showed a minimum score of 67, a maximum score of 88, an average score of 76,69, a median of 78,50, a mode of 70, and a standard deviation of 6,780.

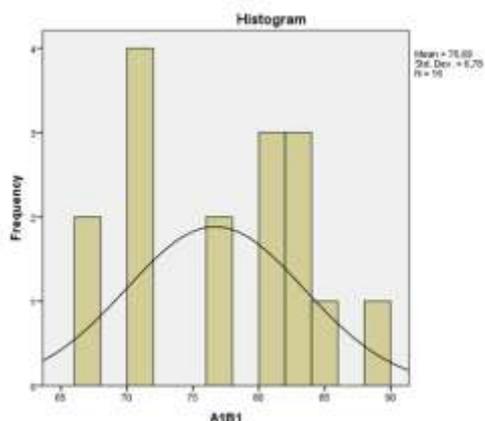


Figure 5. Histogram of the speaking abilities of students taught using the Think-Pair-Share method with high self-confidence (A1B1)

From the above histogram diagram, it can be concluded that many students have a value of 70, with the highest value being 88, and the lowest being 67.

6. The group of students' speaking abilities taught using the Think-Pair-Share method and students with low self-confidence (A1B2)

Of the 16 students selected as samples, who were subjected to the Think-Pair-Share teaching method and possessed low self-confidence, the data showed a minimum score of 50, a maximum score of 77, an average score of 59,63, a median of 60, a mode of 60, and a standard deviation of 7,338.

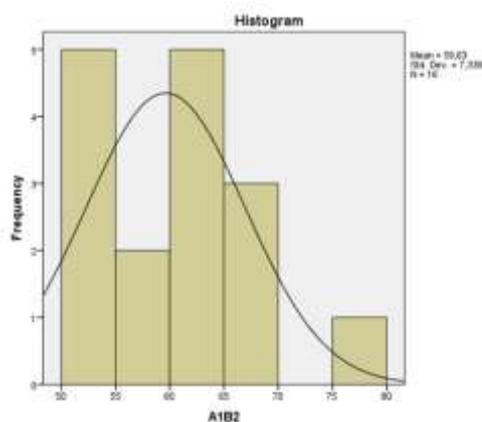


Figure 6. Histogram of the speaking abilities of students taught using the Think-Pair-Share method with low self-confidence (A1B2)

From the above histogram diagram, it can be concluded that many students have a value of 60, with the highest value being 77, and the lowest being 50.

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From all the data above, it can be concluded that the class taught using the Think-Pair-Share method and students with high self-confidence (A1B1) have an average speaking ability of 76,69. Based on these results, it can be said that the speaking abilities of students taught using the Think-Pair-Share method and with high self-confidence are better.

7. The group of students' speaking abilities taught using the Conventional Teaching method and students with high self-confidence (A2B1)

Of the 16 students selected as samples, who were subjected to the Conventional teaching method and possessed high self-confidence, the data showed a minimum score of 47, a maximum score of 77, an average score of 58,94, a median of 60, a mode of 60, and a standard deviation of 7,750.

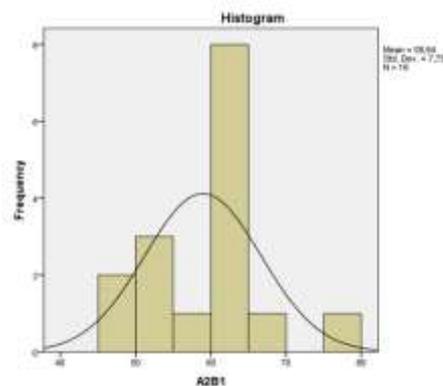


Figure 7. Histogram of the speaking abilities of students taught using the Conventional teaching method with high self-confidence (A2B1)

From the above histogram diagram, it can be concluded that many students have a value of 60, with the highest value being 77, and the lowest being 47.

8. The group of students' speaking abilities taught using the Conventional Teaching method and students with low self-confidence (A2B2)

Of the 16 students selected as samples, who were subjected to the Conventional teaching method and possessed low self-confidence, the data showed a minimum score of 40, a maximum score of 78, an average score of 60,50, a median of 60, a mode of 53, and a standard deviation of 10,257.

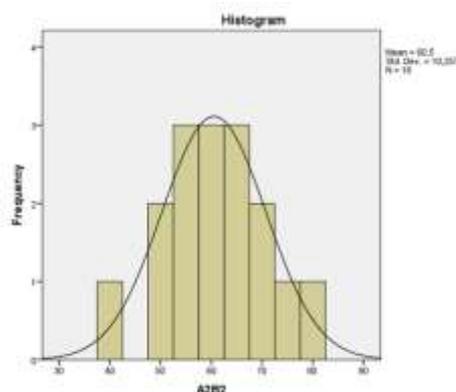


Figure 8. Histogram of the speaking abilities of students taught using the Conventional teaching method with low self-confidence (A2B2)

From the above histogram diagram, it can be concluded that many students have a value of 53, with the highest value being 78, and the lowest being 40.

From all the data above, it can be concluded that the class taught using the conventional method and students with low self-confidence (A2B2) have an average speaking ability of 60,50. Based on these results, it can be said that the speaking abilities of students taught using the conventional teaching method in the group with low self-confidence are better.

A summary of the research data above, which will be subsequently used for the analysis process, can be observed in Table 4.9.

Table 4.9 Summary of Research Data

	Think-Pair-Share (A1)	Conventional (A2)	Total
High Self-Confidence(B1)	$n_{A1B1} = 16$ $X_{A1B1} = 76,69$ $S^2 = 6,780$	$n_{A2B1} = 16$ $X_{A2B1} = 58,94$ $S^2 = 7,750$	$n_{B1} = 32$ $X_{B1} = 67,81$ $S^2_{B1} = 11,516$
Low Self-Confidence (B2)	$n_{A1B2} = 16$ $X_{A1B2} = 59,63$ $S^2 = 7,338$	$n_{A2B2} = 16$ $X_{A2B2} = 60,50$ $S^2 = 10,257$	$n_{B2} = 32$ $X_{B2} = 60,06$ $S^2_{B2} = 8,784$
Total	$n_{A1} = 32$ $X_{A1} = 68,16$ $S^2_{A1} = 11,110$	$n_{A2} = 32$ $X_{A2} = 59,72$ $S^2_{A2} = 8,978$	$n_T = 64$ $X_T = 63,94$ $S^2_T = 10,884$

Data Analysis Technique

1. Normality Test

In this research the normality test used Lilliefors from Kolmogorov-Smirnov (Uyanto, 2006: 35) with the assistance of software SPSS 21.0 for Windows. The normality test was conducted to test the following hypothesis:

- 1) Hypothesis
 - H_0 : data is normally distributed
 - H_1 : data is not normally distributed
- 2) Test criteria:
 - If P-value (sig.) $\geq \alpha$ (0,05), H_0 is accepted
 - If P-value (sig.) $< \alpha$ (0,05), H_0 is rejected

A summary of the results of the normality test using Lilliefors with a significance level of $\alpha = 0,05$ (5%) for each group of students' speaking ability data (and interactive quiz group) is presented as follows:

a. Group of Think-Pair-Share Method (A1)

Presented below a table of the normality test results for the Think-Pair-Share class using SPSS 21.0 for Windows.

Table 1. Normality Test Result of Lilliefors Kolmogorov-Smirnov One-Sample Kolmogorov-Smirnov Test

		A1
N		32
Normal Parameters ^{a,b}	Mean	68,16
	Std. Deviation	11,110

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Most Extreme Differences	Absolute	,112
	Positive	,112
	Negative	-,107
Test Statistic		,112
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

b. Group of Conventional Teaching Method (A2)

Presented below a table of the normality test results for the Conventional Teaching Method class using *SPSS 21.0 for Windows*.

Table 2. Normality Test Result of Lilliefors Kolmogorov-Smirnov One-Sample Kolmogorov-Smirnov Test

		A2
N		32
Normal Parameters ^{a,b}	Mean	59,72
	Std. Deviation	8,978
Most Extreme Differences	Absolute	,137
	Positive	,117
	Negative	-,137
Test Statistic		,137
Asymp. Sig. (2-tailed)		,129 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

d. Group of Students' Speaking Ability with High Self-Confidence (B1)

Presented below a table of the normality test results for the students' speaking abilities with high self-confidence class using *SPSS 21.0 for Windows*.

Table 3. Normality test Result of Students' Speaking Ability with High Self-Confidence One-Sample Kolmogorov-Smirnov Test

		B1
N		32
Normal Parameters ^{a,b}	Mean	67,81
	Std. Deviation	11,516
Most Extreme Differences	Absolute	,105
	Positive	,099
	Negative	-,105
Test Statistic		,105
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

e. Group of Students' Speaking Ability with Low Self-Confidence (B2)

Presented below a table of the normality test results for the students' speaking abilities with low self-confidence class using SPSS 21.0 for Windows.

Table 4. Normality test Result of Students' Speaking Ability with Low Self-Confidence

One-Sample Kolmogorov-Smirnov Test		
		B2
N		32
Normal Parameters ^{a,b}	Mean	60,06
	Std. Deviation	8,784
Most Extreme Differences	Absolute	,133
	Positive	,133
	Negative	-,098
Test Statistic		,133
Asymp. Sig. (2-tailed)		,160 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

- f. The group of students' speaking abilities taught using the Think-Pair-Share method and students with high self-confidence

Presented below a table of the normality test results for the group of students' speaking abilities taught using the Think-Pair-Share method and students with high self-confidence using SPSS 21.0 for Windows.

Table 5. Speaking Skills of Students Taught with the Think-Pair-Share Method and High Self-Confidence

One-Sample Kolmogorov-Smirnov Test		
		A1B1
N		16
Normal Parameters ^{a,b}	Mean	76,69
	Std. Deviation	6,780
Most Extreme Differences	Absolute	,213
	Positive	,213
	Negative	-,187
Test Statistic		,213
Asymp. Sig. (2-tailed)		,051 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

- g. The group of students' speaking abilities taught using the Think-Pair-Share method and students with low self-confidence

Presented below a table of the normality test results for the group of students' speaking abilities taught using the Think-Pair-Share method and students with low self-confidence using SPSS 21.0 for Windows.

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Table 6. Speaking Skills of Students Taught with the Think-Pair-Share Method and Low Self-Confidence
One-Sample Kolmogorov-Smirnov Test

		A1B2
N		16
Normal Parameters ^{a,b}	Mean	59,63
	Std. Deviation	7,338
Most Extreme Differences	Absolute	,167
	Positive	,167
	Negative	-,095
Test Statistic		,167
Asymp. Sig. (2-tailed)		,200 ^{c,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

- h. The group of students' speaking abilities taught using the Conventional Teaching method and students with high self-confidence

Presented below a table of the normality test results for the group of students' speaking abilities taught using the conventional teaching method and students with high self-confidence using SPSS 21.0 for Windows.

Table 7. Speaking Skills of Students Taught with the Conventional Method and High Self-Confidence
One-Sample Kolmogorov-Smirnov Test

		A2B1
N		16
Normal Parameters ^{a,b}	Mean	58,94
	Std. Deviation	7,750
Most Extreme Differences	Absolute	,180
	Positive	,175
	Negative	-,180
Test Statistic		,180
Asymp. Sig. (2-tailed)		,178 ^c
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		

- i. The group of students' speaking abilities taught using the Conventional Teaching method and students with low self-confidence

Presented below a table of the normality test results for the group of students' speaking abilities taught using the conventional teaching method and students with low self-confidence using SPSS 21.0 for Windows.

Table 8. Speaking Skills of Students Taught with the Conventional Method and Low Self-Confidence
One-Sample Kolmogorov-Smirnov Test

		A2B2
N		16
Normal Parameters ^{a,b}	Mean	60,50
	Std. Deviation	10,257
Most Extreme Differences	Absolute	,143
	Positive	,143

	Negative	-,112
Test Statistic		,143
Asymp. Sig. (2-tailed)		,200 ^{e,d}
a. Test distribution is Normal.		
b. Calculated from data.		
c. Lilliefors Significance Correction.		
d. This is a lower bound of the true significance.		

2. Homogeneity Test

Homogeneity testing on the sample groups' data was conducted using the Bartlett test at a significance level of $\alpha = 5\%$. The summary of the homogeneity test results for each sample group is provided in the table below:

a. Homogeneity Test for Learning Method (A)

The summary of the homogeneity test calculations for the mentioned groups indicates a probability value (sig) of 0,114. Since the probability value (sig) is 0,114, which is greater than 0,05, the null hypothesis is accepted. In other words, the samples are derived from populations with homogeneous variances.

b. Homogeneity Test for Self-Confidence (B)

The summary of the homogeneity test calculations for the mentioned groups indicates a probability value (sig) of 0,066. Since the probability value (sig) is 0,066, which is greater than 0,05, the null hypothesis is accepted. In other words, the samples are derived from populations with homogeneous variances.

c. Homogeneity Test for All Groups of Think-Pair-Share Learning Methods and High Self-Confidence (A1B1), Think-Pair-Share Learning Methods and Low Self-Confidence (A1B2), Conventional Learning Methods and High Self-Confidence (A2B1), and Conventional Learning Methods and Low Self-Confidence (A2B2)

The summary of the homogeneity test results for all the groups shows a probability value (sig) of 0,356. Since the probability value (sig) is $0,356 > 0,05$, the null hypothesis is accepted, indicating that all four variances are equal. In other words, the samples are from populations with homogeneous variances.

Hypothesis Test

The hypothesis testing in this research was analyzed using a two-factor ANOVA to determine the influence and interaction between groups. This ANOVA analysis was conducted using SPSS 21. The following is the ANOVA table:

Table 9. Anova Table

Tests of Between-Subjects Effects					
Dependent Variable: Students_Speaking_Competerencies					
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	3487,625 ^a	3	1162,542	17,543	,000
Intercept	261632,250	1	261632,250	3948,049	,000
A	1139,063	1	1139,063	17,189	,000
B	961,000	1	961,000	14,502	,000

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A * B	1387,563	1	1387,563	20,938	,000
Error	3976,125	60	66,269		
Total	269096,000	64			
Corrected Total	7463,750	63			
a. R Squared = ,467 (Adjusted R Squared = ,441)					

The study tested three hypotheses using SPSS version 21. First, the hypothesis regarding the influence of the Think-Pair-Share (TPS) teaching method on students' speaking competencies showed a significant result, with a p-value of 0.000 (less than 0.05) and an F-statistic of 17.189, exceeding the critical value of 3.15. This indicates that TPS significantly affects students' speaking ability. Second, the hypothesis regarding the influence of self-confidence on speaking competencies also yielded a significant result, with a p-value of 0.000 (less than 0.05) and an F-statistic of 14.502, surpassing the critical value of 3.15. Third, the interaction between the TPS method and self-confidence was found to significantly influence students' speaking ability, with a p-value of 0.000 and an F-statistic of 20.938, exceeding the critical value of 3.15. Finally, a post-hoc Tukey test was conducted to examine the interaction effect between TPS and self-confidence on speaking competencies.

Table 10. Summary of Tukey Test Results

Multiple Comparisons							
Dependent Variable: Students_Speaking_Competencies							
	(I)	(J)	Mean	Std.	Sig.	95% Confidence	
	INTER	INTERA	Differen	Erro		Lower	Upper
	ACTIO	CTION	ce (I-J)	r		Bound	Bound
	N						
Tukey HSD	A1B2	A1BI	-17,06*	2,878	,000	-24,67	-9,46
		A2B1	,69	2,878	,995	-6,92	8,29
		A2B2	-,88	2,878	,990	-8,48	6,73
	A1BI	A1B2	17,06*	2,878	,000	9,46	24,67
		A2B1	17,75*	2,878	,000	10,14	25,36
		A2B2	16,19*	2,878	,000	8,58	23,79
	A2B1	A1B2	-,69	2,878	,995	-8,29	6,92
		A1BI	-17,75*	2,878	,000	-25,36	-10,14
		A2B2	-1,56	2,878	,948	-9,17	6,04
	A2B2	A1B2	,88	2,878	,990	-6,73	8,48
		A1BI	-16,19*	2,878	,000	-23,79	-8,58
		A2B1	1,56	2,878	,948	-6,04	9,17

Based on observed means.

The error term is Mean Square(Error) = 66,269.

*. The mean difference is significant at the ,05 level.

The Tukey test results show several significant differences in speaking abilities among the different teaching methods and self-confidence levels. First, students taught with the Think-Pair-Share method and high self-confidence (A1B1) exhibited higher speaking abilities compared to those with low self-confidence or those taught using the conventional method, with a significance value of sig < 0.05. Second, there was no significant difference in speaking ability between students with low self-confidence taught with the Think-Pair-Share method (A1B2) and those taught with the conventional method, with a significance value of sig > 0.05. Third, students with high self-confidence taught using the conventional method (A2B1)

showed a significant difference in speaking ability compared to those taught with the Think-Pair-Share method, with a significance value of $\text{sig} < 0.05$. Lastly, there was no significant difference in speaking ability between students with low self-confidence taught using the Think-Pair-Share method and those taught with the conventional method, as the significance value was greater than 0.05.

Discussion

1. The influence of using conventional teaching methods and the Think-Pair-Share teaching method on students' speaking abilities.

The study reveals a significant difference in students' speaking abilities when using the Think-Pair-Share (TPS) method compared to conventional teaching methods, with an F-value of 17.189, which exceeds the critical F-value of 3.15. This confirms the first hypothesis, indicating that students taught using TPS have higher speaking abilities than those taught with conventional methods. The study emphasizes the importance of selecting appropriate teaching methods and considering students' confidence levels in language learning. It highlights that TPS, combined with high self-confidence, improves students' speaking skills, while conventional methods with low self-confidence show lower speaking abilities. Cooper (2018) suggests that TPS enhances students' oral communication skills by allowing time for idea discussion, leading to more concise and intellectual responses. Moreover, TPS benefits both students and teachers by fostering an engaging classroom atmosphere where students feel motivated to express their ideas and participate actively in learning (Ageasta & Oktavia, 2018).

2. The Influence of Self-Confidence on Students' Speaking Abilities

The research results show a significant difference in speaking abilities between students with high and low self-confidence, with an F-value of 14.502, which is greater than the critical F-value of 3.15. This confirms the second hypothesis, indicating that students with high self-confidence generally exhibit higher speaking abilities. High self-confidence students tend to be more engaged and enthusiastic in class, view speaking challenges positively, and regard English as a skill to be mastered for daily use. Teachers should foster self-confidence to enhance students' motivation and speaking abilities (Anjaniputra, 2013; Derakhshan, 2015; Imane, 2015). Strategies such as creating a supportive learning environment, providing constructive feedback, and encouraging positive self-perception can help build students' confidence (Listyani, 2018). In contrast, students with low self-confidence are often reluctant to speak, lack motivation, and view assignments as mere obligations. The study highlights that self-confidence is crucial for effective speaking practice and that the traditional teaching methods may hinder the development of speaking skills for both high and low self-confidence students. According to Dornyei (2001) and Dornyei, Clement, and Noels (1994), self-confidence plays a significant role in students' willingness to communicate in a foreign language.

3. The Influence of the Interaction between the Use of the Think-Pair-Share Method and Self-Confidence on Students' Speaking Ability

The research confirms a significant interaction between the Think-Pair-Share (TPS) teaching method and students' self-confidence, with an F-value of 20.938, which is greater than the critical F-value of 3.15. This indicates that the TPS method, combined with high self-confidence, significantly improves students' speaking abilities. The TPS strategy enables active

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student engagement, allowing them to take an active role in constructing their understanding and improving their speaking skills. Research by Trisiantari (2013), Hedriyanto (2012), and Glomo (2012) supports this, showing that TPS enhances speaking abilities compared to conventional methods. The strategy fosters self-confidence by encouraging spontaneous speech and peer interaction, while the choice of topics enhances students' enthusiasm and deepens their understanding. TPS also promotes affective, cognitive, and psychomotor development, making it more effective than conventional teaching methods (Howe, 1992; Lyman, 1981).

COCLUSIONS

This study highlights the significant positive effects of the *Think-Pair-Share* (TPS) teaching method, students' self-confidence levels, and their interaction on enhancing 8th-grade students' speaking competency at SMP Muslimin Panyawungan. Key findings show substantial improvements in speaking abilities through TPS implementation, clear differences between high- and low-confidence students, and amplified gains from their combined influence, offering educators practical strategies to boost English as a foreign language proficiency. Future studies could explore the long-term retention of speaking gains post-TPS intervention or compare its efficacy across diverse cultural contexts and grade levels in Indonesian schools, incorporating digital adaptations like online TPS platforms.

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