The Effect of Cooperative Learning Model with Think Pair Share Type on Speaking Skill

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This research aimed at find out if there is a positive effect on the use of the Cooperative Learning model with Think Pair Share (TPS) type in the speaking skills at the study program of Indonesian Language and Arts in Institute of Teacher Training and Education "PGRI" Bojonegoro. It is a quasi-experimental research type. The populations were 172 first year students, the samples were 24 students in Class 1A serving as the control group and 29 students in Class 1B as the experimental group. The data on the speaking skill were collected using an evaluation rubric on speaking based on the students' performance. The data were then tested using the variance-polled t-test. The results showed that there was a significant difference in speaking skill between the students taught using the Cooperative Learning model with Think Pair Share type and those taught using the Conventional Learning model. The average comparisons in the speaking skill between the experimental and the control groups were 15.12 and 9.67. The significant difference showed that the application of the Cooperative Learning Model with the Think Pair Share type positively gave effects on the students' speaking skill.

Keywords: cooperative learning model, think pair share, speaking skill, language learning, speaking, learning

INTRODUCTION

Education plays the most important part in the development of a country (Coroners, 2020). Malik (2018) argues that education becomes the spearhead of a nation development. If the education of a country is good, the nation will be good too. Education gets vital role as the pioneer determining the quality of the development of a country. Thus, good education will create a greater chance to build a better condition for a nation. On the contrary, backwardness of education often becomes a serious hindrance in the development process of community.

The importance of good education for a country shows that it is necessary to make efforts to improve the quality of education in Indonesia (Affandi et al., 2021). There are many aspects that cause the low quality of education in Indonesia, one of which is the low quality in each education level and unit, especially in higher education (Agustang, 2020). The problem is not merely from the students, but also from the educational staffs, facilities and infrastructures, curriculum, and other supporting factors (Widodo, 2018). The conclusion is that to improve the quality of education, one of the components should be implemented, among others: the quality of the lecturers and learning method (Supena et al., 2021).

Lecturers serving as the facilitator in the learning process should be able to create learning activities which are more innovative and appropriate for students' ability. To create such innovative learning activities, lecturers as the learning implementers, are expected to be able to arouse their creative ideas to develop learning strategies based on the curriculum and the students' condition in the field (Darmuki et al., 2023). Naturally, learning is a communication process to convey a message from the message sender through a certain channel or medium to the message receiver (Tegeh, 2018). Lecturers serving as resourceful persons should be able to convey learning concepts to the students, as the receivers of the concepts. The conveyance of the messages or learning concepts should be done well to avoid any conceptual mistakes. To avoid such mistakes, lecturers should pay attention to two things: the way to convey the concept or the learning method used, and the medium to convey the learning concept (Darmuki & Hidayati, 2019). The learning method should be well designed to motivate and activate the students, avoid their boredom, and create pleased learning activities, so that students can accept and remember the learning concepts given in the long term (Hidayati & Darmuki, 2022). This learning method also applies to learning to speak.

Among the subjects taught in the study program of Indonesian Language and Arts, speaking is considered to play an important role for the students' success in the future (Hidayati & Darmuki, 2021) Speaking belongs to an expertise course given in the first semester and becomes the prerequisite course to take the following courses. A good mastery of speaking skill may help someone more easily convey ideas and information to others (Darmuki et al., 2023). Speaking skill plays a very important role for human beings in various daily activities (Nurgiantoro, 2018). Speaking is one of the language linguistic competences serving to convey information orally (Suwandi & Budi, 2018). Speaking means the way to express ideas or oral messages actively. In conveying the message, the information given should be easily understood by others to smooth

communication (Darmuki et al., 2018). Based on this opinion that speaking is required to skillfully communicate, to state minds, ideas, and feelings, to grasp and convey information received during the exchange.

However, not all persons have good and correct speaking abilities. The level of students' speaking ability varies, from good or fluent, moderate, to stuttering or poor (Darmuki et al., 2023). Some students may fluently state their desires, good or bad feelings, sickness or tiredness. Even they may be able to state their opinions on something well although at a simple level. However, based on initial observations some other students have not been able to state themselves efficiently. They are still afraid of standing before their classmates. Some students can say nothing, stand stiff and sweat heavily when they should speak in front of other students.

Speaking skills in the learning process at school are needed as a medium for expressing opinions, ideas, giving information or receiving information (Darmuki et al., 2019). To have good speaking skills students need to be trained in terms of pronunciation, pronunciation, intonation, choice of words, and good use of language (Hughes, 2020). There are four components that must be considered in speaking skills, namely, phonology (sound), sentence structure, vocabulary, and fluency (Brown, 2018). The problems in learning student speaking skills are the lack of student self-confidence, the lack of motivation and interest of students in speaking, the lack of application of interesting learning models and methods and the learning process is still based on teacher centered (Robillos, 2023).

There are two factors that affect the low level of speaking skills including external factors and internal factors (Thornbury, 2019). External factors are influenced by family, home environment and community environment. Speaking skills are also influenced by internal factors, including the use of models, media, approaches and strategies used by teachers have an influence on students' speaking skills.

One will be able to communicate well in Indonesian language if one is trained earlier since in language learning. It is necessary to have a situation to habituate students to enter a communication environment to have an adequate vocabulary. The process of language learning will be more effective if the language is naturally taught through a real communication situation in the language learned (Bygate, 2020). Since the students' main need in learning a language deals with the need for communication, the aim of learning a language is to develop students' ability in communication (Iskandarwassid, 2019; Hughes, 2020). An effort that a lecturer can make as the solutions to students' problems in learning a speaking, especially in improving their speaking skill and ability is by applying Cooperative Learning method with TPS type (Rifa'i & Lestari, 2018).

The stages in the Cooperative Learning Model with TPS, according to Lie (2022) are as follows: 1) Students are divided into some small groups, 2) Students are given chances to discuss the topic given 3) Some groups join a group to form a small cycle, 4) Students stand around a cycle and face out, 5) Students from other groups join in and form a cycle outside the first cycle and they face inside, 6) A student pair, consisting of one student from the small cycle and from the bigger cycle share information. This

information exchange may be made by all pairs at the same time, 7) Students in the small cycle stay in the place, meanwhile those in the higher cycle shift one or two steps in a clockwise. Therefore, students get their new pairs to share information, 8) Then, students in the bigger cycle share information. These steps may be repeated until all students have experiences in sharing information to different pairs (Rifa'i & Lestari, 2018).

The steps are simplified as follows, TPS learning stages (Zubainur & Abidin, 2018): (1) Thinking (Thinking) the lecturer asks questions or issues related to the lesson, then students are asked to think about the question or issue independently for a few moments; (2) Pairing (Pairing) the lecturer asks students to pair up with other students to discuss what they have been thinking in the first stage. Interaction at this stage can share answers if a question has been asked or share ideas if a specific problem has been identified. Usually the lecturer gives 4-5 minutes to pair up; (3) Sharing. In the final stage, the lecturer asks the pairs to share with the whole class what they have talked about. This is effectively done by taking turns pair by pair and continued until about a quarter of couples have had a chance to report (Wahyuni, 2018; Zubainur & Abidin, 2018).

The Cooperative Learning method with TPS type will give equal chances to students in the class to communicate with each student in the class (Jelatu et al., 2019). By implementing the stages Cooperative Learning, students may exchange their minds and share new vocabulary to make a conversation. Through a direct conversation, the students will develop their speaking skill. Learning language by Cooperative Learning method with TPS type is expected to improve students' speaking ability better than those taught using a conventional learning model (Rifa'i & Lestari, 2018). Students taught using the conventional learning model are passive (Darmuki et al., 2018). They tend to accept the learning process in the class in one-way communication. They merely play the role as the information receivers, and most learning concepts are conveyed by the lecturers through lecturing (Vigotsky, 1978). In the speaking subject, the learning activity using such a lecturing method does not train the students optimally to develop their language skills, especially speaking skill. Speaking sill is a skill emerging due to direct practices and trainings. The Conventional Learning model (lecture model) does not give enough room for the students to get experiences ad exercises in speaking directly, since this model is lecturer-oriented (Darmuki & Hariyadi, 2019). Based on the description, it is clear that the Cooperative Learning method with TPS type more support the development of the students' speaking skill (Jelatu et al., 2019; Wahyuni, 2018). Moreover, this method gives more chances to the students to develop their speaking skill through discussions and direct communication with some pairs. Unlike the conventional learning method which tends to place the students in a passive position that may not develop students' creativity, the students taught by the Cooperative Learning method with TPS type are expected to have better speaking skills than those taught by the conventional learning method (Wahyuni, 2018).

This research is very important to be done in learning speaking to students. Think pair share learning model is one of the simplest models of cooperative learning, which

involves students actively learning in a group atmosphere to solve learning problems and have a sense of responsibility for their own learning and the learning of others (Kagan, 2019). Previous research conducted by Zubainur & Abidin (2018) which states that learning with the TPS model can improve the quality of mathematics learning. The difference between this study and that study is that the subjects are different, this study focuses more on the effectiveness of learning to speak using the TPS model.

This research aimed at identifying the differences on the speaking skill among the university students taught by Cooperative Learning model with Think Pair Share (TPS) type and by Conventional Learning model at the study program of Indonesian Language and Arts in Institute of Teacher Training and Education "PGRI" Bojonegoro.

Theoretical Review

Speaking Skill

Darmuki et al. (2018) states that speaking is a second language activity made by human beings in the language life, after the listening activity. On the basis of the sounds (language) listened to, human beings then learn to pronounce sounds and at last they are able to speak. To be able to speak of a language well, a speaker should master the pronunciation, structures, and vocabulary concerned. Moreover, it is also necessary for the speaker to master the problem and/or ideas conveyed and to understand the language of the interlocutors.

Suwandi & Budi (2018) define speaking as an ability to pronounce the sounds of articulations or words to express, state, and convey minds, ideas, and feelings. As the elaboration of this term, it can be stated that speaking is a system of audible and visible signs that make use of a number of muscles and fibers of human body for communicating ideas. Speaking is aimed at conveying and communicating messages to others using certain principles with the hope that either speaker or listener understands one to another. Iskandarwassid and Sunendar (2019) explain the objective of speaking skill in higher education is to make students able to (1) convey information; (2) participate in conversations; (3) explain self-identity; 4) re-explain the results of listening or reading; 5) take part in interviews; (6) play roles, and (7) convey ideas in discussions, speech, or debates.

Speaking skill may merely be acquired and mastered through a lot of practices and exercises. Training a speaking skill means training a thinking skill. The speaking skill is like a knife. If it is rarely sharpened, it will be dull. Without training and guidance, one's speaking skill will be stagnant. Learning to speak should be done by creating a learning situation enabling students to develop their speaking skill as optimal as possible (Brown, 2018). The teaching learning activity done should always give students opportunities to train their speaking skill. Based on the thoughts above that the speaking skill may be mastered by students if they are given opportunities to speak as maximum as possible.

The Cooperative Learning Model with Think Pair Share (TPS) Type

The Cooperative Learning model is based on Lei (2022) opinion that a strategy that is most often used to activate students is by involving them in discussion with the class as

a whole. This learning model leads students to interact with either their own group or the other groups (Darmuki et al., 2018). Students share their opinions and formulate answers based on their think and cooperation with their groups (Rifa'i & Lestari, 2018). The cooperative model in this study used the Think Pair Share type.

The TPS method was developed by Lyman, et al. (2018) in the University of Maryland (Lyman, 2020). The TPS method gives students time to think and respond and to help one another. Lyman et al. (2018) made the following steps: a) Step 1 - Think. The teacher asking a question or an issue related to the lesson and the students are given one or two minutes to think by themselves on the answer to the question or the issue; b) Step 2 - Pair. They in pairs discuss what they have thought, c) Step 3- Share. Students in pairs share to cooperate with the class as a whole about what they have talked about.

Moreover, Slavin (2019) states that the TPS technique is a part of the Cooperative Learning model with a simple but beneficial technique. When a teacher presents a lesson in the class, students sit in pairs with their own teams. The teacher asks a question to the class. Students are asked to think about the answer by themselves, and then in pairs, they reach an agreement about the answer. At last, the teacher asks the students to share the answer they have agreed to the whole class. In this kind of learning, students are expected to help, discuss, debate, or evaluate their knowledge by understanding each other. Slavin (2019) proposes three main concepts in Cooperative Learning namely: 1) respects to groups; 2) individual responsibility; and 3) equal chances to be successful. Learning group will accept a reward if it reaches successful criteria that have been determined by the teacher (Frank, 2022).

METHOD

Research Design

It is a quasi-experimental research since it is impossible for the researcher to control or manipulate all relevant variables, except some variables examined (Budiyono, 2021). The objective of a quasi-experimental research is to obtain information which is an estimation that may be gotten using a real experiment in a condition where it is not possible to control or manipulate all relevant variables. In this experiment, two groups of students, namely the control and the experimental groups, were used. Students in the control group were taught using a Conventional Learning model, while those in the experimental group got a special treatment, namely the Cooperative Learning model with TPS type. The objective of this research is to understand the difference of students' speaking skill between those taught by Cooperative Learning model with TPS type and those with the Conventional Learning model.

The experimental design used was the non-equivalent post-test only control group design (Sarwono, 2021) meaning that there are two groups that are randomly chosen. The first group is given a treatment, while the second group was not. The first group was given a treatment by the research, then it was measured, while the second group as the control group was not given any treatment, except measurement (Sarwono, 2021).

Table 1
Post-test only control group design

Random Group	Treatment	Final Test
Experimental Group	X1	Y1
Control Group	X2	Y2

Research Setting

The research was conducted in the study program of Indonesian Language and Arts in Institute of Teacher Training and Education "PGRI" Bojonegoro in the academic year of 2020/2021 from September to October 2021 This research was conducted with 2 groups, the experimental group and the control group. The experimental group used the TPS method, the control group used the lecture/conventional method.

Population, Sample, and Sampling

The population of this research was 172 first year students. The sampling technique was random sampling as it is a technique that gives chances to all members of a population to be chosen as samples. A simple random sample is used for random sampling and comes from members of the existing population. Although taken at random, each member of the population has a fair and equal chance of being selected to join the sample.

This technique was adopted since individuals in this population had been distributed into classes, so that it was impossible to randomize them in the population. In this research, two classes in study program of Indonesian Language and Arts at Institute of Teacher Training and Education PGRI Bojonegoro were used. The experimental class and the control class were selected simply randomly then the experimental class was given treatment while the control class was not given treatment.

To determine the sample, at the first stage, a test of equality with the significance level of 5% to the population was made. Result test the groups of students fulfilled the requirement to be used as the research sample. All population was randomized to determine two classes as the samples. The samples in this study were selected using random sampling from two class. The two classes chosen from the first randomization was then re-randomized to determine the experimental and the control classes. Based on the result of the lottery, Class 1-A served as the experimental group and Class 1-B as the control group. The two groups from the aspect of academic ability have the same abilities. Class 1-A as the experimental class was then treated using the Cooperative Learning model with TPS type and class 1-B was treated using the Conventional Learning model in their speaking lesson. Both classes got the speaking topic of unemployment, homeless, and poverty in Indonesia.

Both classes got the speaking topic of unemployment, homeless, and poverty in Indonesia. The material that will be provided has previously been validated by linguists and learning experts. The students were instructed to make an outline of short speech based on the topic given through 5W+1H questions. They had to elaborate the topic into the questions of who, what, where, when, why, and how. The answers elaboration were

then presented by students in front of the class and assessed by the lecturer using the aspect criteria of pronunciation, intonation, content, expression, and diction.

Data Collection Technique

Data collection methods used in this study are performance tests (Performance instruments use modifications from Suwandi and Budi, 2018), documentation, and observation. The test method is a systematic procedure in which the individual being tested is exposed to a set of response stimuli that can be shown in numbers. The test as a data collection instrument is a series of questions or exercises used to measure the knowledge, intelligence, abilities or talents possessed by individuals or groups (Budiyono, 2021). The test method is used to measure students' speaking ability. The test developed in this study was a speaking practice test. The performance test is assessed based on a rubric consisting of four dimensions, namely fluency, clarity, pronunciation, and expression. Each dimension has a range of five scores which then produces interval score data. Based on the scores obtained, students' speaking skills can be analyzed.

Table 2
Speaking skills assessment rubric

Rated aspect	value			
	1	2	3	4
fluency				
clarity				
pronunciation				
expression				

(Suwandi & Budi, 2018)

Documentation technique is done by collecting data in the form of notes and reviewing school documents related to the object of research. The data collected with this technique is the value of writing practice data as a reference material used to determine the balance of students' initial abilities in the research population.

The observation technique is to make observations directly to the object of research to see closely the activities carried out (Budiyono, 2021). The observation sheet is used to see the TPS model applied in the class supervised by the observer. The object of observation covers the entire process of teaching and learning activities in the classroom including the activities of lecturers and students as well as class conditions during the learning process.

Data Analysis Technique

Data analyses employed in this present research were descriptive analysis, prerequisite analysis, and hypothesis testing.　The descriptive analysis was made to understand the level of the students' speaking skill. To determine the quality of the variable, the mean score of each variable was conversed using ideal mean criteria and the standard deviation.　After the descriptive analysis was made, a prerequisite analysis test

consisting of normality and homogeneity tests was made. A hypothesis test may be made if the data are normally distributed and homogenous using the Chi-Square formula. The last stage in the data analysis was the hypothesis testing using t-test (polled variance).

Data Accuracy Validation

The assessment of speaking skill used test method in forms of performance tests. The pretest and posttest used the same perforem. The instruments that would be used to gain data had to be tested first. The instrument feasibility test was carried out in two steps, namely validity and reliability test. It was done to find out the quality level of the test items. Validity was an important quality of each test. It was the accuracy and accuracy of an instrument in carrying out its function (Sugiyono, 2021). Valid meant that the instrument could be used to measure. Before the questions were used to obtain the research data, the validity and reliability were tested. In testing validity, if r count > r table, the questions were valid. On the other hand, if r count < r table, the questions were invalid (Sugiyono, 2021).

The value of rXY is then used in the calculations on the t-test. The t-test is used because the respondents used in testing the instrument are samples, so generalization is needed into the population so that it can be considered to represent all the characteristics in it (Budiyono, 2021). The next step is to look at the distribution (Table t) for the significance level (α) = 0.05 and the degree of freedom (dk = N-2). The comparison results in a test decision are as follows. When the value of tcount <ttable, the item can be stated to be invalid. On the other hand, when the value of tcount > ttable, the item is stated to be valid. This stays true with a repeated test (Budiyono, 2021). Therefore, test questions are reliable when it provides the same results in the different times. To measure the reliability of test instruments and questionnaire items, the Cronbach Alpha test was utilized.

FINDINGS

The research was conducted in two classes of speaking course. Class 1-A serving as the experimental group was treated by Cooperative Learning Model with TPS type and class 1-B as the control group was treated using the Conventional Learning model or expository method. Both classes got the speaking topic of unemployment, homeless, and poverty in Indonesia. The students were instructed to make an outline of short speech based on the topic given through 5W+1H questions. They had to elaborate the topic into the questions of who, what, where, when, why, and how. The answers elaboration were then presented by students in front of the class and assessed by the lecturer using the aspect criteria of pronunciation, intonation, content, expression, and diction.

In class I-B, through expository method, the lecturer gave the example of topic and outline of 5W+1H questions, and then elaborated them into monolog. After that, the students were instructed to do the same thing. Meanwhile, in class I-A, the lecturer employed Think Pair Share method as the treatment for speaking. The students were instructed to think the topic individually, and then share the answers in pairs. Finally, they shared it with the whole class member in the form of speaking performance.

The results of the statistic descriptive data analysis are presented in Table 3.

Table 3
Description of the speaking skills data of the experimental and control groups

Statistic	Experimental Group	Control Group
Mean	15.12	9.67
Median	15.38	9.25
Mode	16.17	8.61
Variance	8.03	9.12
Standard of Deviation	2.83	3.02
Minimal Score	10	5
Maximal Score	20	15
Range	11	11

Before the hypothesis testing, some prerequisite tests to the data distribution consisting of normality test of students' speaking skill were made. This normality test was made to prove that the two samples were normally distributed. The results of the calculation of Q-Q plot for Normality test are presented in Table 4.

Table 4
Results of the data normality test in speaking skill

Class	Kolmogorov Smirnov	KS_{Table}	Sig	Results	
				Explanation	Decition
Control	0,108	0,228	0,808	Sig > 0,05	Normal
Experiment	0,077	0,223	0,456	Sig > 0,05	Normal

Table 4. shows that the value (sig.) > 0.05, so the H0 test decision is accepted and it can be concluded that the data in the control class and the experimental class are normally distributed. Therefore, the data on the speaking skills of the students in the experimental group was normally distributed. The results of the homogeneity of the data variance of the speaking skill are presented in Table 5

Table 5
Results of the homogeneity test of the data on the speaking skill

Data Source	F_{count}	F_{table}	Status
Group Learning Achievement			
Experimental and Control Group	0.88	1.98	Homogenous

Table 5 reported that F_{count} of the data on the speaking skill of the students in the experimental and the control group was 0.88, while te F_{tab} with the $db_{numerator}$ of 29-1 = 28, $db_{denomerator}$ of 24-1 = 23 with the significance level of 5% is 1.98. It meant that F_{count} < F_{tab}, the data variance of the speaking skills in Indonesia in the students of the experimental and the control groups was homogenous. The research hypothesis tested is that whether there is a significant difference in the speaking skill between the students taught using the Cooperative Learning Model with TPS type and the Conventional Learning Method. The hypothesis was tested using an independent "uncorrelated sample" t-test. In Table 4 above, it is presented that the data of the learning results of the

experimental and the control groups are normal. In table 5, it is shown that the variance of the experimental and the control groups are homogenous. This uncorrelated sample t-test used the variance-polled t-test since the number of students in each class was different, either in the experimental or control group. The results of the analysis of the t-test is presented in Table 6.

Table 6
Results of hypothesis testing

Learning Achievement	N	X	Db	T_{count}	T_{table}	Conclusion
Experimental Group	29	15.12	51	6.812	2.021	H_0 is not accepted
Control Group	24	9.67				

The results of calculation of the t-$_{test}$ demonstrated that t-$_{count}$ was 6.812 while the t-$_{table}$ with the db of 51 and the significance level of 5% was 2.021. It meant that the t-$_{count}$ was higher than the t-$_{tab}$ (t-$_{count}$ > t-$_{tab}$), therefore H_0 was not accepted and H_1 was accepted. Thus, it could be interpreted that a significant difference in the speaking skill existed between the group of students taught using the cooperative learning method with TPS and conventional learning method among the first year students at the program study of Indonesian Education and Arts in the Institute of Teacher Training and Education PGRI Bojonegoro.

DISCUSSION

The discussion of the research results and the hypothesis testing is related to the speaking skill of the student in Class 1-B as the control group and class 1-A as the experimental group. The material of this research was the use of 5W+1H questions for speaking performance by the topic of poverty and unemployment in Indonesia. The material that will be provided has previously been validated by linguists and learning experts. Cooperative Learning model with TPS type was used in experimental group, while Conventional Learning model was employed in Control group.

On the basis of the data analysis results of hypothesis testing using the variance-polled t-test, the t$_{count}$ was 4.313, while the t-$_{tab}$ with the significance level of 5% and db of 51 was 2.021. The results of the calculation showed that the t-$_{count}$ was higher than that of t-$_{tab}$ (t-$_{count}$ > t-$_{tab}$) so that the result of this research was significant. It meant that there was a significant difference in the speaking skill in Indonesian between the students taught using the Cooperative Learning model with TPS type and those taught using the Conventional Learning Model among students in Class 1-A. The significant difference indicated that the application of the Cooperative Learning model with TPS type had significant effects on the students' speaking skill.

The degree of the effect between the Cooperative Learning Model with TPS type and the Conventional Learning Model may be seen from the descriptive analysis showing that the scores of the speaking skill among the students in the experimental group was higher than those of the students in the control group. This matter was based on the average score of the students' speaking skill and the tendency of the score of the speaking skill. The average score of the speaking skill of the students in the

experimental group was 15.11, which was the very high category, while the average core of speaking skill of the students in the control group was 9.67, under the moderate category.

If the scores in the speaking skill of the students in the experimental group of the data distribution is a negative squint or tended to be high. While in the control group the students' scores in their speaking skill is a positive squint, meaning that most of their scores tend to be low. Therefore, it can be concluded that The significant difference showed that the application of the Cooperative Learning Model with the Think Pair Share type positively gave effects on the students' speaking skill in Class 1-A in the Study Program of Indonesian Education and Arts in Institute of Teacher Training and Education PGRI Bojonegoro.

The research findings showed that the Cooperative Learning model with TPS type had positive effects on the students' speaking skill as most of students' score were high due to some factors (Darmuki et al., 2018). The first factor was factor of a model, teachers position themselves as facilitators and mediators in learning. The learning activities were students-centered and based on their initial knowledge (Jelatu et al., 2019). The students were also given chances to speak directly in a real situation on the basis of their initial knowledge in the form of vocabulary. They were also given chances to talk to some different pairs and corrected their pronunciation errors through direct experiences. In this case, the students' speaking skills could be developed through opportunities to practice speaking directly with their pairs so that they could practice a lot and found their own pronunciation errors. The language learning process will be more effective if the language is taught naturally through a real communication situation in the language learned (Darmuki et al., 2023; Bygate, 2020; Hughes, 2020; Thornbury, 2019; Darmuki et.al, 2018).

The first factor was the Cooperative Learning Model with TPS type. It could help students interacting with their peers and obtained direct experiences to develop new vocabulary that were used in the conversations and speaking performances. Students interacted in small groups to discuss certain topics intended to develop their new vocabulary and made simple conversations. Therefore, the lecturers should be able to guide students to avoid any domination made by a member over the others in a group. It means that students with high ability should have willingness to share with other members with low ability. Students with low ability should not be passive in discussions or in making observations. Each student was active to find the truth of a problem given and correct any errors. Consequently, the students' understanding of new concepts learned could be better and remembered in a long period of time since the students found the concepts by themselves. Moreover, in presenting the results of discussions, the students were also given some pairs who were their own classmates but in different groups. This gave them chances to interact more widely so that they could get new knowledge. It is through interactions with peers that students are expected to get more meaningful experiences (Kagan, 2019; Darmuki et al. 2018). Students were able to communicate with other students to build their own knowledge and to correct their errors through the process of discussion and conversations.

The results of this study indicate that the application of cooperative learning-based of TPS type has a significant effect on speaking skills on student. This study is in line with research conducted by Darmuki et al. (2018) and Jelatu et al. (2019) which states that cooperative learning-based of TPS type can create students active. Result Research Jelatu et al (2019) and Rifa'i & Lestari (2018) which states that has a significant effect on speaking skills on student psychomotor and affective learning outcomes through the application of cooperative learning-based of TPS type. Another research that supports this research was the research conducted by Zubainur, & Abidin, (2018) which found out that the application of cooperative learning-based of TPS type can improve learning outcomes, including thinking skills.

CONCLUSION

On the basis of the research results and discussion above, there was a significant difference in speaking skill between the students taught using the Cooperative Learning model with Think Pair Share type and those taught using the Conventional Learning model. The average comparisons in the speaking skill between the experimental and the control groups were 15.12 and 9.67. The significant difference showed that the application of the Cooperative Learning Model with the Think Pair Share type positively gave effects on the students' speaking skill. Some suggestions are offered. (1) For the lecturers, the lecturers teaching in the study program of Indonesian Language and Arts Education should implement the Cooperative Learning model with TPS type in solving problems encountered by students with low speaking ability. (2) They should be more innovative in their learning process by applying an innovative learning model which supported by a relevant learning technique. (3) For further researchers who are interested in conducting further research on the TPS type Cooperative Learning model, it can be applied to other subjects and with a broader object of research. Limitations in this study the number of objects studied is still not broad and limited, so it is still not optimal to describe the real situation.

ACKNOWLEDGEMENTS

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