

THE EFFECT OF THINK PAIR SHARE TEACHING STRATEGY TO STUDENTS' SELF-CONFIDENCE AND SPEAKING COMPETENCY OF THE SECOND GRADE STUDENTS OF SMPN 6 SINGARAJA

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Abstract

The aim of this study was to investigate the effect of think pair share teaching strategy to students' self-confidence and students' speaking competency. This study was conducted towards students of the second grade in SMPN 6 Singaraja, in the academic year 2012/2013. There were 121 students selected as sample put in experimental and control group. The study used a post-test only control group design. The analysis was made by using Manova facilitated by SPSS version 16.0 for windows. The result indicated that (1) there was a significance effect of Think Pair Share on students' self-confidence ($F = 754.104$ and $\text{sig} = 0.000$; $p < 0.05$). (2) there was a significance effect of Think Pair Share on students' speaking competency ($F = 60.325$ and $\text{sig} = 0.000$; $p < 0.05$). (3) simultaneously, there was significance effect of Think Pair Share on students' self-confidence and students' speaking competency ($F_{\text{observed}} < 0.05$).

Key words: Think Pair Share, students' self-confidence, speaking competency

INTRODUCTION

English as a language for communication is important in this globalization era where people from many countries used English as a language to communicate with each others in daily activities. In Indonesia, the government realizes that English competency has an impact on global development not only for education purpose but also for carrier purpose. That is why English course is presented since early ages. The primary goal of teaching English as a foreign language (TEFL) in Indonesia is the mastery of English in addition to the national language. The success of English learning is usually seen from learners' ability to communicate with the native speaker of English or people who speak English in daily life. There are four main skills that must be mastered to be able to communicate well in English. Those are listening, speaking, reading and writing.

Among those four skills that must be mastered by the students, speaking skill may be the most important skill for success in learning a language. However, mastering this skill is not an easy matter to do. It can be seen from the reality that there are many English learners who are still incapable to speak English in Indonesia despite they have learnt the language for many years. These may be caused by the lack of vocabulary, limitation to speaking practice, or psychological factor which influences the use of English to communicate with each others. Speaking in a foreign language is a complex process because of two reasons (Brown, 1994 in Celce-Murcia, 2001:103). The first, fluent speech contains reduced forms, such as contractions, vowel reduction; so that learners who are not exposed to or who do not get sufficient practice with reduce speech will retain

their rather formal sounding full forms. The second, spoken English is almost accomplished via interaction with at least one other speaker. It means that a lot of exposures and practice are needed in improving speaking achievement.

Moreover, Lazaraton (2001) states that language proficiency needed by students consists of four aspects: grammatical, sociolinguistic, discourse, and strategic. Grammatical competence includes knowledge of vocabulary, pronunciation, spelling, and sentence formation. Sociolinguistic competence means knowledge to appropriately understand and produce language according to the topic, status of participants (super ordinate or sub ordinate), and purposes of the interaction. Discourse competence is the ability to form cohesive and unified oral discourses in different genres that are well construct and make sense. Strategic competence involves the ability to communicate or convey topics in appropriate approach according to the circumstance to match the audience's needs and moods.

However, speaking skill was considered difficult. It was observed from students' ability to communicate in English. The students' difficulties in speaking were caused by a number of factors. Wendi (2008:3) states that the students' speaking difficulties could be caused by inside and outside factors. The inside factors such as lack of self-confidence and lack of motivation could make students felt ashamed to speak, scared to make mistake, and felt not confidence. Meanwhile, the outside factor is related to the teacher. The teacher should be able to recognize the students' problem and create a good atmosphere in teaching learning process in the classroom that can raise students' enthusiasm to speak English. The teacher should provide time for the students to practice their speaking skill because through practice students can learn to express their feeling, emotion, thought, and their intention (Widiawati&Cahyono, 2006:271).

In relation to the problems in speaking, the students of SMPN 6 Singaraja could be considered as having

poor speaking skill. This is due to teaching strategy used which is teacher-centered (in nature). Teachers in the learning process rarely connect the material taught to the real-world situations and teaching and learning activities rarely emphasize the skills that the students to need to be able to express their ideas orally. This phenomenon makes the students silent in the classroom. They answer the question with low voice means that they are not confident with their English. Widiawati and Cahyono (2006:278) states that the students tended to keep silent in the classroom because they lack self-confidence, lack prior knowledge of the topics and because of poor teacher-learner relationship. It will certainly have an impact on students' low speaking competence. Most of English learners in Indonesia are passive in speaking activities.

In speaking a foreign language, there are many factors influence the learners, one of the factors is self-confidence. Self-confidence is a factor that influences the learners in mastering speaking skill. In fact, self-confidence inspire the students to rich their goals. Dornyei (2001) suggests that the ways to promote students' self-confidence were through providing experience of success, encouraging the learners and reducing anxiety. The learners have to be enthusiastic in achieving the goal of learning a foreign language to be success in mastering well target language.

The importance of self-confidence for learners is crucial part in leaning speaking English. This can achieve teaching material and activities that can give enthusiasm, brave and stimulation to learners, when the teacher present the material and ask student to perform with their ideas, they will not to monotonous and boring in learning process.

The most teachers in teaching speaking are the challenging task to developing learners' oral communication skills. Although more practicing activities is the best way to help learners speak the language fluently, competence in English language speaking they may not be enough. According Dörnei (2001) states

that learners need not only to be able to communicate but also be willing to communicate. Dornyei, Clement, and Noels (1994) states self-confidence significantly contributes to the learner's willingness to communicate in a foreign language. According to them, affective factor such as motivation, personality, intergroup climate, and self-esteem underlie willingness to communicate, and the factor of self-esteem and self-confidence in communication play an important role in determining the learners' willingness to communicate.

Self-confidence is how far people have confidence in their judgment to their abilities and how can feel the "decency" to succeed. Ignoffo (1999) defines that self-confidence means having confident in yourself. According to Neill (2005) states that self-confidence is a combination of self-esteem and self-efficacy.

Lauster (1992:4) states that self-confidence is an attitude or feeling confident in the ability of self so that the person concerned is not too anxious in his actions, feel free to do things and take responsibility for his actions, warm and polite in interacting with others, have encouragement to participate and get to know the advantages and disadvantages.

In addition, Coopersmith (1967) explains that when individuals are more active, which aims to behave, eager to run day today life like the individual and the group are likely to have high self confidence. Bandura (1997) defines that self-confidence as a person's beliefs are able to behave as expected and desired.

Based on explanation above it can be concluded that self-confidence is feeling confident in oneself that includes good or bad judgment and can act to interact in accordance what is expected by others so that the individual can be accepted by others and their environment.

Speaking refers to an activity involving two or more people in whom the participants are both hearers and speakers having reacted to what they hear and make their contributions at high speed (Johnson and Morrow, 1981). In addition, Speaking is an interactive process of constructing meaning that involves

producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Therefore, speaking involves speaker and hearer for the communication occur. In short, speaking is an action to communicate with other for shared thoughts, ideas and to acquire information.

According Hornby (1984:256) states that speaking is to utter words to express thought by words, to utter speech, discourse, or argue, to talk, to make mention, to tell by writing, to communicate ideas in matter. Based on definition above, speaking includes some component which should be mastered, like: vocabulary, pronunciation, structures, fluency and comprehension for oral communication.

In learning a foreign language, learners should be more practice into interaction of the target language with others. When people do interaction between one and another, they construct and express their ideas, perception, feelings and intentions. In contrast, when people do not have practice speaking, their does not acknowledge the language, they cannot grasp meaning and ideas of the interlocutors. However, the learners cannot called success in learning English if they did not have interaction in conversation between others. So, for people who want to speak English well, besides learning the knowledge of the language, they need to practice it. Speaking skill requires two aspects in speaking, namely linguistic and non-linguistic aspect.

Linguistic aspect involves comprehension, pronunciation, grammar, word order, vocabulary, general speed of speech, sentence length, and etc. This aspect is the main requirement that the English learner should possess in order to speak it well. Non-linguistic aspect involves personality dimensions, such as self-esteem and extroversion. It is an aspect to support learners to achieve a success in acquiring speaking skill. To be success in learning English speaking, learners should master the linguistic aspect and possess the non-linguistic aspect.

There are some criteria to be considered in speaking. Those criteria are

variety, clarity, audience and tone. Variety includes supra segmental aspect of language such as emphasis, speed, volume, pauses, rise and fall of voices. Clarity is that the speaker should be able to give clear, complete and whole information which is understandable to hearer. Audience and tone from informal and formal audience. These factors influence how people speak.

Someone's ability to speak in regard of criteria of good speaking is called speaking competence. Of this, there are many scholars agree that being competent in speaking a particular language does not mean to become exactly like the native speaker of the language. There are many scholars in EFL or ESL teaching has general constituents of a competent speaker.

Speaking competence is the ability to communicate orally in clear, coherent, and persuasive language appropriate to purpose, occasion, and audience. Speaking competence is called also the ability to perform oral communication. There are various theories regarding the dimension of speaking competence, which are proposed by Swan (1984), Lazaraton (2001), Bygate (1991), and Harmer (2001).

Swan (1984) states that language proficiency needed by students consists of four aspects: grammatical, sociolinguistic, discourse, and strategic. Grammatical competence includes knowledge of vocabulary, pronunciation, spelling, and sentence formation. Sociolinguistic competence means knowledge to appropriately understand and produce language according to the topic, status of participants (super ordinate or sub ordinate), and purposes of the interaction. Discourse competence is the ability to form cohesive and unified oral discourses in different genres that are well construct and make sense. Strategic competence involves the ability to communicate or convey topics in appropriate approach according to the circumstance to match the audience's needs and moods.

Theory of speaking competence also proposes by Lazaraton (2001), it is a restatement, if not a reformation of Swan's

theory. He suggests that speaking competence is based on four dimensions or competence. These dimensions involve grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Learners should develop all these abilities to acquire a high oral level of the foreign language. However, she noted some addition, with the influence of the communicative approach, more important is given to fluency, trying to achieve a balance with accuracy. Another theory by Bygate (1991) proposes domains of speaking competence. Bygate states that there are two aspect in order achieve a communicative goal through speaking; knowledge of the language and skill in using this language. Knowledge of the language involves mastery of grammar, pronunciation, vocabulary, structure, fluency and accuracy. Skill in using the knowledge is a matter of social, discourse and strategic competence. Therefore, Bygate divided speaking competence into two aspects; production skill and interaction skill. Both skills are affected by two factors namely processing condition and reciprocity condition. Processing conditions means that speech is produced under certain pressure of time, while reciprocity condition lies on fact that there should be mutual relationship between interlocutors.

In addition, Harmer (2001) states that there are two distinctive features of elements of speaking which are necessary for fluent oral production. The two aspect are; (1) knowledge of language features such as grammar, vocabulary, and structure. (2) ability to process information on the spot (mental/social processing).

The language features which are necessary for production of fluent and competent speaking involve the following features: connected speech, expressive devices, lexis and grammar, and negotiation language. Connected speech includes conveying fluent connected speech including assimilation, elision, linking 'r', contraction and stress patterning. Expressive devices include of pitch, stress, speed, volume, physical and non-verbal means for conveying meanings

(super segmental features). Lexis and grammar include supplying common lexical phrases for different functions (agreeing, disagreeing, expressing, shock, surprise, approval, etc.) as well as using correct grammar are two domains of judgment. The last sub domain of language features is negotiation language. Negotiation language means to ask for clarification and to show the structure of what we are saying which also involves coherence of the ideas (Harmer 2001, 269-270).

Mental/social processing is a factor in order to produce a successful language interaction. Mental/social processing includes three features language processing, interacting with others and on the spot information processing. (a) Language processing; processing the language in the head and putting it into coherent order, which requires the need for comprehensibility and convey of meaning (retrieval of words and phrases from memory, assembling them into syntactically and proportionally appropriate sequences). (b) Interacting with others; including listening, understanding of how the other participants are feeling, a knowledge of how linguistically to take turns or allow others to do so. (c) On the spot information processing; for example processing the information the listener is told the moment he/she get it (Harmer, 2001, 271).

From theories above, it can be concluded that there are two poles of theories. First Lazaraton (2001) and Swan (1984) proposes four dimensions of competence in speaking; grammatical, sociolinguistic, discourse and strategic. Those four dimensions of competence, if observed from the angle of skill, are divided into two parts. The first part is knowledge of language and the second part is how to use the knowledge of language. The knowledge of language involving grammatical and sociolinguistic competence, while discourse and strategic competence deal with how to use knowledge of language is practically used in interaction with others. This two main parts of competence are in accordance with second pole proposed by Bygate

(1991) and Harmer (2001) who states that speaking competence are of two main parts; the knowledge of the language and the ability to use the language.

Related with the explanation above, the students must be given a chance to construct their own learning, and they must be given a lot of exposure to the target language uses and exercise in using it in real life situation (Burns and Joyce, 1997:54). Cooperative learning is approach can be implemented by the teacher.

Killen (1996:78) states that cooperative learning is a type of group work in which two or more students interact with the common goal of mastering specific academic material. In addition, Killen (1996:80) states that cooperative learning gives several advantages for students. Cooperative learning encourages students to verbalize their ideas and to compare them with ideas and feeling of other students. This approach also improves students' self esteem, positive interpersonal relations with others students, motivation to gain good mark, and positive attitudes towards schools. Richard and Rodgers (2001:193) states that one of language teaching goals by using cooperative learning is to enhance learner motivation and to reduce learner stress and to create a positive affective and classroom climate. Herrel and Jordan (2004:101) also states that cooperative learning provide an opportunity for communication, planning, research, oral, and visual presentation in the classroom. Cooperative learning improves students' self esteem, positive interpersonal relations with others students, motivation, positive attitudes in learning activity.

By seeing the advantages of cooperative learning, this study applied Think Pair Share teaching strategy as cooperative learning in teaching speaking in experimental class. Moreover, Think Pair Share becomes a strategy to facilitate the students to increase the students' self-confidence in speaking English. Frank Lyman (1981) purposes this strategy in order to solve or at least to minimize students' problems. Think Pair Share

teaching strategy is a strategy to accustom students practice in speaking by their ideas. Think Pair Share strategy can guide the students to their prior knowledge background and make the students active in participating classroom discussion.

The importance of self-confidence for learners is crucial part in leaning speaking English. This can achieve teaching material and activities that can give enthusiasm, brave and stimulation to learners, when the teacher present the material and ask student to perform with their ideas, they will not to monotonous and boring in learning process. Dornyei (2001) suggests that the ways to promote students' self-confidence were through providing experience of success, encouraging the learners and reducing anxiety. The learners have to enthusiasm achieved the goal of learning a foreign language to success in mastery a target language well. Students having to high self-confidence will maximize the feedback to improve their speaking competency and reach their excellent goal in learning.

In short, there are two factors to influence towards speaking competency. Those are the internal factor like self-confidence and external factor like teaching strategy. Therefore in this research, speaking strategy of cooperative learning by using Think Pair Share as external factor and self-confidence as internal factor are investigated. Specifically, this research tried to find: (1) significance effect of Think Pair Share on students' self-confidence, (2) significance effect of Think Pair Share on students' speaking competency, (3) significance effect of Think Pair Share on students' self-confidence and students' speaking competency.

METHOD

Population in this research is the students in second grade in SMPN 6 Singaraja in academic year 2012/2013.

This research is experimental. The experimental group was taught with think pair share teaching strategies and the control group was taught with conventional teaching strategies.

In selecting the sample, the researcher used cluster random sampling technique by lottery to classes. In this research, the researcher only uses random sampling technique toward classes.

There were four classes to be taken as sample which done by lottery consists of 8 B8 and 8 B9 as experimental group and 8 B4 and 8 B7 as control group. There were 121 students to be used as the samples consist of 59 students for experimental group treated by think pair share teaching strategy and 62 students for control group treated by conventional teaching strategy.

The design study based on the variables involved and influences each other. Data of the variables involved in this study is the result of the treatment of samples that have been applied. Data have been obtained then analyzed by using Manova.

Data collection of instrument in this study using two instruments, namely: (1) questionnaire to determine the level of students' self-confidence, (2) speaking test to determine students' speaking competency.

Normality data test by using Shapiro-Wilk test facilitated by SPSS 16.0 for windows and homogeneity test is a test of homogeneity variances. Then hypothesis testing by using Manova with facilitated by SPSS 16.0 for windows.

FINDING AND DISCUSSION

Details of data on students' *Self-Confidence* and *Speaking Competency* obtained general description of the data can be seen in table 1.

Table 1. Analysis Result of MANOVA test

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected	Self-confidence	40291.477 ^a	1	40291.477	754.104	.000

Model	Speaking Competency	560.373 ^b	1	560.373	60.325	.000
Intercept	Self-confidence	1967647.873	1	1967647.873	3.683E4	.000
	Speaking Competency	55853.100	1	55853.100	6.013E3	.000
Strategy	Self-confidence	40291.477	1	40291.477	754.104	.000
	Speaking Competency	560.373	1	560.373	60.325	.000
Error	Self-confidence	6358.127	119	53.430		
	Speaking Competency	1105.413	119	9.289		
Total	Self-confidence	2001562.000	121			
	Speaking Competency	57276.000	121			
Corrected Total	Self-confidence	46649.603	120			
	Speaking Competency	1665.785	120			

Based on data analysis, the followings are the findings of the study. First, the results of hypothesis 1 by using manova test generating significant score (sig.) < 0.050 at significant level is 0.050 which means that the null hypothesis (Ho) is **rejected** and the alternative hypothesis (Ha) states that, " There is a significant effect of Think Pair Share on students' self-confidence of the second grade students in SMPN 6 Singaraja.", is **accepted**. Further test of the hypothesis 1 shows that students' self-confidence following Think Pair Share strategy better than students who take the Conventional strategy. Analysis result on students' self-confidence show that there is a significant difference effect of Think Pair Share strategy on students' self-confidence and conventional strategy on students' self-confidence in SMPN 6 Singaraja. Mean score (\bar{X}) of the students' self-confidence who taught by using Think Pair Share strategy is in good qualifications with scores 145.81 and a standard deviation (Sd) is 6.49. While the mean score (\bar{X}) of the students' self-confidence who take the Conventional strategy is in good qualifications with scores 109.31 and a standard deviation (Sd) is 8.01.

Active students in the Think Pair Share strategy use the ideas, concepts

and skills they already have to discover new knowledge. Conjecture, intuition, and trial and error are encouraged teachers as guides that can help students to use ideas, concepts, and skills they already have to create new knowledge. Students can express freely in accordance with their capabilities in solving a problem. So that what students are learning not merely rote, but they really understand by understanding learning that has passed. All this will certainly have an impact on the ability to believe in own self and better learning competencies. This research seems with previous research that has been done by Trisiantari (2013) which examines the "The Effect of Cooperative Learning Model Implementation of TPS Type (Think Pair Share) to Speaking Ability and Creative Thinking Ability". This research shows that there are differences in the students' speaking ability and creative thinking ability who take the Think Pair Share than students who take Conventional. In addition, research conducted by Hedriyanto (2012) with the title "The Effect of Cooperative Learning Approach Think-Pair-Share (CTPS) and Achievement Motivation to Speaking Ability". It shows that students speaking ability of whom take the Think Pair Share is higher than speaking ability of who take

Conventional. Furthermore, research conducted by Kusrini (2012) with the title "Teaching Speaking For Senior High School Students Using Cooperative Learning Think Pair Share". This result shows that students are motivated to do speaking activity through Think Pair Share.

Second, results of hypothesis 2 by using manova test generating significant score (sig.) < 0.050 at significant level is 0.050 which means that the null hypothesis (Ho) is **rejected** and the alternative hypothesis (Ha) states that, "there is a significant effect of Think Pair Share on students' speaking competency of the second grade students in SMPN 6 Singaraja.", is **accepted**. Mean score (\bar{x}) of the students' speaking competency who take the Think Pair Share strategy is in good qualifications with scores 23.64 and a standard deviation (Sd) is 3.08. While the mean score (\bar{x}) of the students' speaking competency who take the Conventional strategy is in good qualifications with scores 19.34 and a standard deviation (Sd) is 3.01. Further test of the hypothesis 2 shows that students' speaking competence who taught by using Think Pair Share strategy better than Conventional strategy.

In Think Pair Share strategy provides the opportunity for students to bring up and develop aspects that support the speaking skill. Meanwhile, teachers in learning only serve as a motivator and facilitator. Students are more active in constructing understanding. So, what is gained is not easily forgotten because of his own experience and close to the daily lives of students. So that, if students know the purpose of the study they are doing and know the benefits in their everyday understanding of the construction will be able to run well. This result is related with research conducted by *Trisiantari* (2013), which shows that there are differences in the students' speaking ability who take the Think Pair Share than students who take Conventional. In addition, research from Hedriyanto (2012), it shows that there are differences between the students speaking ability of who take the Think Pair Share

and Conventional. Furthermore, research from Glomo (2012), it shows that the students who were subjected to the Think Pair Share had enhanced performance in the English Communication Skills course.

Third, results test of hypothesis 3 which analyzed with manova using the price of significant score (sig.) < 0.050 for *Pillai's Trace*, *Wilks' Lambda*, *Hotelling's Trace*, and *Roy's Largest Root* (sig. = 0.000). This case means the null hypothesis (Ho) is **rejected** and hypothesis alternate (Ha) which stating, "simultaneously, there is a significant effect of Think Pair Share teaching strategy on students' self-confidence and students' speaking competency of second grade students in SMPN 6 Singaraja" is **accepted**. Further test of the hypothesis shows that students self-confidence and students' speaking competence who taught by using Think Pair Share strategy better than Conventional strategy.

Differences in self-confidence and speaking competency that occur simultaneously, Think Pair Share strategy provides the opportunity for students to speak spontaneously so that it is able to train their courage and self-confidence when speaking. Thus students directly are invited to be active in the learning activities in the classroom. In addition, there was no intervention from the teacher when they spoke very supportive of the students in building their self-confidence. Topic also is a very important factor in students' attracting and enthusiasm. Students try to use all the senses, knowledge, and skills possessed to gather information about the topic that makes them become enthusiastic. The students are given the opportunity to exchange ideas with their friends to obtain an idea, to explore extensively, to try and to find out about the topics covered. So that, they are interest and enthusiasm be very high to be able to find the answers about the topics covered. Think Pair Share is a strategy designed to provide the students with "problem of though" on given topic, which enabling them to formulate individual ideas and share this idea. Think Pair Share incorporates the benefits of discussion. Howe (1992) describes pair talk as a "high

intensity talk arena" due to the responsibility placed on each person to become engaged directly in speaking and listening. In addition, Frank Lyman (1981) purposed Think Pair Share teaching strategy in order to solve or at least to minimize students' problems and this strategy to accustom students practice in speaking by their ideas.

The use of Think Pair Share strategy in this study seems to affect three aspects of the students, that is; affective, cognitive, and psychomotor that which of the three aspects of it can be seen from the involvement of the student in class and student outcomes. This proves there are significant influences of Think Pair Share strategy than Conventional strategy.

CONCLUSIONS AND SUGGESTIONS

The conclusions that can be drawn from the results of this study are as follows: (1) There is a significant effect in mean score of Think Pair Share strategy on students' self-confidence and Conventional strategy on students' self-confidence, Think Pair Share strategy on students' self-confidence with a mean is 145.81 and standard deviation is 6.49 and conventional strategy on students' self-confidence with mean is 109.31 and standard deviation is 8.01. Mean of students' self-confidence treated by Think Pair Share strategy higher than group of students treated by Conventional strategy. (2) There is a significant effect in mean score of Think Pair Share strategy on students' speaking competency and Conventional strategy on students' speaking competency, Think Pair Share strategy on students' speaking competency with mean is 23.64 and standard deviation is 3.08 and conventional strategy on students' speaking competency with mean is 19.34 and standard deviation is 3.01. Mean of students' self-confidence treated by Think Pair Share strategy higher than students group treated by conventional teaching strategy. (3) There is a significant effect of Think Pair Share strategy on students' self-confidence and students' speaking competency of the second grade students in SMPN 6 Singaraja. With F score for

Pillai's Trace, Wilks's Lambda, Hotelling's Trace, and Roy's Largest Root of Think Pair Share strategy implementation is less than 0.05. It means that all score of Pillai's Trace, Wilks's Lambda, Hotelling's Trace, and Roy's Largest Root is significant. Thus, simultaneously, there is effect of Think Pair Share strategy on students' self-confidence and students' speaking competency of second grade students in SMPN 6 Singaraja.

Based on the research findings and discussion of the study above, it can be proposed some suggestions to improve the quality of learning in speaking, such as; (1) The results showed that students who treated by Think Pair Share teaching strategy had higher self-confidence significantly than students who studied by conventional teaching strategy. Therefore, educators should use Think Pair Share teaching strategy in learning speaking to improve the students' self-confidence. (2) The results showed that students who studied by Think Pair Share teaching strategy had higher speaking competency significantly than students who studied by conventional teaching strategy. Therefore, educators should use Think Pair Share teaching strategy in learning speaking to improve the students' speaking competency. (3) The limited time and subject matter used in this study, it is suggested that other researchers to carry out similar research with the selection of a different subject and longer time to obtain more conclusive results about Think Pair Share teaching strategy on students' self-confidence and students' speaking competency. (4) This study focused on investigating the effect of Think Pair Share teaching strategy on students' self-confidence and students' speaking competency, the researcher suggest to further research to be conducted related to Think Pair Share teaching strategy in learning effect to other variables such as the ability to thinking.

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