
THINK-PAIR-SHARE AS A STRATEGIC SOLUTION TO STRENGTHEN SELF-CONFIDENCE IN ARABIC SPEAKING SKILLS

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Abstract

This quantitative study aims to analyze the Think-Pair-Share (TPS) learning model as a strategic solution to strengthen students' confidence in speaking Arabic. The low self-confidence of students in speaking Arabic at MA Alamiriyyah in Banyuwangi, East Java, provides the background for this research. The population consists of all tenth-grade students, and a sample of 50 students was selected using purposive sampling based on similarities in initial abilities and demographic characteristics. The sample was divided into an experimental group (n = 25) and a control group (n = 25). A quasi-experimental design with an unequal control group was used. Data were collected through pretest and posttest speaking performance tests that have been validated for validity and reliability, and analyzed using descriptive statistics and the Mann-Whitney U test. The results show that the TPS model significantly increases confidence, as evidenced by the difference in posttest means between the experimental group (M = 83.20) and the control group (M = 73.40) at $p < 0.001$, with a large effect size ($r = 0.50$) and a moderate N-Gain (0.65). Thus, the TPS model can serve as a strategic solution through a collaborative approach that not only strengthens linguistic competence but also the affective aspects in Arabic language learning at madrasahs. This study recommends implementing TPS to address psychological issues in second-language acquisition.

Keywords

Arabic Language Learning; Self-Confidence; Speaking Skills; Think-Pair-Share.



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INTRODUCTION

Learning Arabic is a crucial component in Islamic education, as it serves as the primary language of the Qur'an and various Islamic scholarly works (Iswanto et al., 2024). The teaching of Arabic speaking skills has been studied through various approaches, including strategies based on behavioral theory that emphasize habituation and reinforcement (Ihwan et al., 2024). However, these strategies tend to focus on linguistic aspects and do not adequately address the affective domain, such as self-confidence. Therefore, this study examines the Think-Pair-Share (TPS) model as an alternative cooperative approach expected to improve speaking skills and build students' confidence.

At the Madrasah Aliyah level, the learning process is designed to develop students' ability to speak actively and confidently. However, the learning conditions in the 10th grade at MA Alamiriyyah for the 2024/2025 academic year indicate that some students still have a low level of self-confidence when speaking Arabic. They tend to hesitate, worry about making mistakes, and feel pressured when asked to express their opinions in front of the class. The situation hinders the suboptimal development of *Maharah Kalam*. The impact of low self-confidence is not limited to reluctance to speak; it can also directly hinder the development of aspects of verbal performance, such as fluency. This is supported by recent studies that confirm a close relationship between linguistic self-confidence and the achievement of L2 speech fluency (Szyszka et al., 2026). Furthermore, research indicates that innovative learning interventions, such as the application of gamification, have been proven highly effective in enhancing speaking skills while reducing language anxiety (Kholifia et al., 2025). Therefore, it is necessary to implement a learning strategy specifically designed to address these challenges and improve students' speaking skills, as has been identified in the context of Islamic education (Jaga et al., 2024). This is in line with the findings of Al-Khresheh & Alruwaili (2025), which states that the success of communication in a foreign language is also influenced by affective factors, especially self-confidence (Abdillah et al., 2025). Thus, students' low confidence in speaking Arabic has become an empirical problem that needs to be addressed immediately.

In an effort to address low self-confidence while improving Arabic-speaking skills, various learning models have been tested, including the cooperative model. Research by Dimyati & Mila (2021) proved that the Jigsaw type cooperative model is effective in improving students' speaking skills. However, such studies still tend to focus on cognitive or linguistic aspects. Meanwhile, the

exploration of the Think-Pair-Share (TPS) model, particularly for enhancing affective aspects such as self-confidence in madrasahs, remains very limited. Therefore, this study aims to analyze the effectiveness of the TPS model in strengthening students' self-confidence in Arabic speaking skills.

The Think-Pair-Share (TPS) model has been widely utilized as a cooperative approach that can encourage interaction, collaboration, and student confidence in foreign language learning (Ningsih et al., 2025). Specifically, Hidayati et al. (2023) demonstrated that the TPS-type cooperative model effectively improves students' speaking skills in a quasi-experimental design. By using the TPS method, students learn from one another and strive to exchange ideas within their groups. Students' confidence increases, and all students have the opportunity to participate in class because they have already thought about the answers to the teacher's questions, unlike before, when only certain students would answer (Li & Tu, 2024). The TPS method, which involves three main stages: thinking individually (Think), discussing in pairs (Pair), and sharing discussion results in front of the class (Share), is expected to reduce students' anxiety and increase their confidence in speaking in public (Annisa Annisa et al., 2025). Recent research findings also affirm that the TPS learning structure is effective in improving students' speaking performance (Wu et al., 2025).

Nevertheless, most previous research has focused more on linguistic aspects rather than affective dimensions such as self-confidence, which have not been explored in depth. Furthermore, studies on the implementation of TPS in the context of madrasahs, particularly for beginner students with limited learning facilities, are still relatively scarce (Listiana et al., 2025). There is a gap between the theoretical potential of the TPS model to build students' psychological aspects and the still-limited empirical evidence, especially in religious education settings such as madrasahs. Therefore, research is needed that specifically examines the effectiveness of TPS in the affective domain, particularly self-confidence, in the context of Arabic language learning in madrasahs.

Based on the identified gap, this study aims to analyze the effectiveness of the Think-Pair-Share (TPS) learning model in strengthening students' confidence in maharah kalam. The problem statement proposed is: Is the Think-Pair-Share (TPS) learning model effective in strengthening students' confidence in maharah kalam? Based on the problem formulation, the following research hypothesis is proposed: the Think-Pair-Share (TPS) learning model is effective in strengthening students' self-confidence in maharah kalam. The novelty of this research lies in its specific focus on the affective construct (self-confidence) in the application of TPS in the context of madrasahs. This environment has rarely been explored in similar studies. Thus, this research is expected to provide

empirical contributions that complement previous studies, which have focused more on cognitive aspects.

METHOD

This study employed a quantitative approach with a quasi-experimental design, specifically the Non-Equivalent Control Group Design (Abraham & Supriyati, 2022). This design was chosen because complete randomization is not feasible in a school environment (Naseer et al., 2025). Two existing classes were assigned to the experimental and control groups. The effectiveness of the Think-Pair-Share (TPS) learning model was analyzed through this design (Nurhaliza et al., 2025). The population of this study consists of all tenth-grade students at MA Alamiriyyah, Banyuwangi, East Java, in the 2024/2025 academic year. A sample of 50 students was selected using purposive sampling based on similarities in initial Arabic speaking skills and demographic characteristics (Suriani et al., 2023). The sample consisted of 25 students in the experimental group, who received instruction using the TPS model, and 25 students in the control group, who were taught using conventional methods (interactive lectures and individual exercises). This research was conducted at MA Alamiriyyah, located in Banyuwangi, East Java, during the even semester of the 2024/2025 academic year.

Primary data were obtained from students' speaking performance test scores (pretest and posttest). Secondary data included student attendance documentation, teaching materials, and school records related to student characteristics. The data collection technique used oral tests in the form of pretests and posttests. This instrument was designed to measure confidence through indicators such as fluency, readiness to start a conversation, eye contact, and body language. Content validity was ensured by referring to the principles of academic speaking assessment (Setyawan et al., 2026; Becerra et al., 2026). The instrument used a rubric with a scoring range of 0–100 (Nuruddin et al., 2025). Before the study, the instrument was tested with 25 students outside the sample. Validity was tested using Pearson correlation; 25 items had $r > 0.30$ and were significant at $\alpha < 0.05$, indicating validity (Field, 2024). Reliability was evaluated using Cronbach's Alpha, resulting in a value of 0.910, which indicates very good internal consistency (Cronbach, 1951; Maulana, 2022).

The intervention was conducted over eight sessions, twice a week. Each session in the experimental group followed the TPS stages: Think (5 minutes for individual preparation), Pair (10 minutes for discussion and paired practice), and Share (15 minutes for presenting results to the class)

(Suci & U.S., 2024). The topics discussed included contextual themes such as self-introduction, daily activities, and descriptions of the environment in Arabic. The control group received instruction through interactive lectures and individual exercises on the same topics.

Data were analyzed using descriptive statistics to present pretest and posttest scores. The Shapiro-Wilk test was used to examine the normality of the data (Isnaini et al., 2025). Because the assumption of normality is not fully met, the Mann-Whitney U test was used to examine the initial equivalence and post-test differences between groups (Inayah et al., 2025). Effect size (Cohen’s *r*) was calculated to measure the strength of the treatment effect (Cohen, 1992), and N-Gain (Normalized Gain) was calculated using Hake's formula (Hake, 1998; Christman et al., 2024) to determine the level of improvement.

The proposed research hypothesis was: The Think-Pair-Share (TPS) learning model is effective in strengthening students' self-confidence in Arabic speaking skills. The null hypothesis (H_0) stated that there is no significant difference in self-confidence between students taught using the TPS model and students taught using conventional methods.

FINDINGS AND DISCUSSION

Findings

Descriptive Statistics

The research results show that the application of the Think-Pair-Share (TPS) learning model significantly increases students' self-confidence in maharah kalam. This is evidenced by the Mann-Whitney test results, which indicate a significant difference between the experimental and control classes.

Table 1. Descriptive Statistics for Pretest and Posttest Scores

	N	Range	Minimum	Maximum	Sum	Mean	Std.Deviation
Pre-Test Experiment Group	25	40	40	80	1535	61,40	10,259
Post-Test Experiment Group	25	25	70	95	2080	83,20	7,343
Pre-Test Control Group	25	36	39	75	1352	54,08	11,676
Post-Test Control Group	25	30	60	90	1853	73,40	8,981
Valid N (listwise)	25						

Source: Processed Primary Data (2025)

Based on Table 1, the mean pretest score for the experimental group is 61.40, and the posttest score is 83.20. The mean pretest score for the control group is 54.08, and the posttest score is 73.40.

Table 2. Shapiro-Wilk Normality Test Result

Class		Statistic	df	Sig	Statistic	df	Sig
Class Learning Outcomes	Pre-Test Experiment Group	,159	25	,103	,959	25	,402
	Post-Test Experiment Group	,183	25	,031	,929	25	,084
	Pre-Test Control Group	,157	25	,116	,915	25	,039
	Post-Test Control Group	,169	25	,064	,934	25	,109

Source: Processed Primary Data (2025)

The Shapiro-Wilk normality test on the pretest data for the control group yielded a p-value of 0.039 ($p < 0.05$).

Initial Equivalence Test (Pretest)

The results of the Mann-Whitney U test on pretest scores show a U value of 280.500 and a p-value of 0.856 ($p > 0.05$).

Table 3. Results of the Mann-Whitney U Test and Effect Size on Posttest Scores

		N	Mean Rank	Sum of Rank
Class Learning Outcomes	Experimental Class	25	32,70	817,50
	Control Class	25	18,30	457,50
	Total	50		

Source: Processed Primary Data (2025)

The Mann-Whitney U test on posttest scores yielded a U value of 132.500, with a p-value of < 0.001 . The Z-score value is -3.540. The calculated effect size (Cohen's r) is 0.50.

Table 4. N-Gain Calculation Results for the Experimental Group

Class		N	Percent	N	Percent	N	Percent
NGain-Score	Experiment	25	100,00	0	0,0	25	100,0
	Control	25	100,00	0	0,0	25	100,0

Source: Processed Primary Data (2025)

The N-Gain value for the experimental group is 0.65 (medium category), while the control group's N-Gain is 0.38 (low category).

Discussion

The findings of this study confirm that the Think-Pair-Share (TPS) learning model is effective in strengthening students' self-confidence in Arabic speaking skills at MA Alamiriyyah, Banyuwangi, East Java. The significant increase in posttest scores in the experimental group (mean = 83.20) compared to the control group (mean = 73.40), supported by a significant Mann-Whitney U test value ($p < 0.001$) and a large effect size ($r = 0.50$) according to Cohen's criteria (in Field, 2024; Indrastoto & Mahmudi, 2025), indicates that the TPS model intervention has a strong and meaningful impact (Haloho et al., 2025). The results of the initial equivalence test ($p = 0.856$) guarantee that this difference in outcomes indeed stems from the treatment, not from differences in initial abilities. The N-Gain value of 0.65 (moderate category) in the experimental group further strengthens the notion that the improvement is real and substantial (Aminah, 2025). These findings clearly address the research problem formulation and support the proposed hypothesis.

This finding aligns with previous research showing the advantages of the cooperative model in the affective domain. Agustina (2021) found that TPS increases student participation and academic achievement. The results of this study complement those findings with a specific focus on the construct of self-confidence, which has been less explored compared to cognitive aspects (Mahfud Effendi, 2024). Furthermore, the observed increase in self-confidence in this TPS intervention aligns with broader evidence on active learning approaches. For example, Khasanah & Insania (2025) demonstrate that Project-Based Learning (PBL) significantly enhances students' confidence in Arabic reading skills within the Merdeka Belajar Curriculum. Although differing in methodological structure (PBL vs. TPS) and language skill focus (reading vs. speaking), both studies emphasize a consistent pattern: a collaborative, student-centered framework effectively fosters psychological safety and self-confidence in language learners.

The TPS (Think-Pair-Share) stage mechanism, which provides space for gradual preparation and collaborative practice, has proven effective in creating a safe learning environment, reducing anxiety, and building confidence. The Think stage allows students to prepare independently, without pressure. The Pair stage allows students to practice in smaller, safer, and more supportive groups. The Share stage provides an opportunity to present to the class with support from their discussion partner. This gradual structure psychologically helps students build confidence incrementally. Thus, this research not only confirms the effectiveness of TPS but also extends its

empirical evidence to the psychological realm in the context of Arabic language learning in madrasahs, which has been rarely studied until now (AMRUL LUHFI, 2025).

Theoretically, these findings strengthen the foundation of cooperative learning theory by demonstrating that structured social interaction (such as in TPS) acts as a potential catalyst in the development of affective competencies, particularly in foreign language learning (Gillies, 2016). In practice, this research provides a strong foundation for Arabic language teachers, particularly in madrasah environments, to adopt and adapt the TPS model for teaching speaking skills. The implementation of TPS is expected to transform the classroom atmosphere from teacher-centered to more participatory and supportive (student-centered), so that not only linguistic abilities but also students' confidence develop. For educational institutions, these findings can serve as a reference for developing curricula and teacher professional development programs oriented toward active learning approaches. The findings of this research also have implications for developing a competitive Arabic curriculum in the digital era. As Kholiq (2025) stated, an effective Arabic language curriculum must integrate traditional educational values with modern pedagogical approaches. The TPS model, with its proven effectiveness in building self-confidence, can be an innovative approach to creating a responsive, learner-centered Arabic language curriculum.

This research has several limitations that need to be acknowledged. First, the quasi-experimental design with purposive sampling and without full randomization limits the ability to make absolute causal inferences (Ballance, 2024). Second, the research was conducted over a limited period (8 sessions) and at only one madrasa, so generalizing the findings to broader contexts requires caution. Third, the measurement of self-confidence relies on a speaking performance test instrument; although it has been empirically validated, the measurement is combined with other tools, such as a psychometric scale (self-confidence scale), and in-depth interviews in a triangulative approach (Wei, 2023), can provide a more comprehensive picture and strengthen construct validity. Fourth, this study has not explored other variables that may mediate or moderate the relationship, such as learning motivation, language anxiety, or family environmental factors, which have been identified as important factors in recent research (F.z, B. J et al., 2025).

Based on the findings and limitations above, several suggestions for future research are proposed. First, the study needs to be replicated with a true experimental design and a larger, more diverse sample to strengthen internal and external validity. Second, further research can investigate the role of mediator variables (e.g., speaking anxiety) and moderator variables (e.g., teacher support

or learning styles) in the relationship between the TPS model and increased self-confidence. Third, modules or guidelines for implementing TPS in kalam skills learning, integrated with technology or authentic materials, can be developed to observe a more optimal impact. Fourth, a longitudinal study should be conducted to examine the retention effect of increased self-confidence post-intervention and its long-term impact on Arabic communication skills.

CONCLUSION

Based on the research findings conducted at MA Alamiriyyah, Banyuwangi, East Java, it can be concluded that the Think-Pair-Share (TPS) learning model is effective in strengthening students' confidence in Arabic speaking skills. This conclusion is supported by statistical evidence showing a significant difference between the experimental and control groups, with an effect size categorized as large. These findings address the research problem formulation and align with the cooperative learning theory framework, which emphasizes the importance of structured social interaction in the development of affective aspects. This research makes a significant contribution to developing a more holistic, learner-centered approach to Arabic language learning. These findings expand the understanding that language learning effectiveness is not measured solely by linguistic proficiency but also by learners' psychological development. Thus, the TPS model is recommended as a strategic alternative for teaching maharah kalam in madrasahs to build students' confidence while also improving their Arabic-speaking competence.

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