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Enhancing Student Skills in English Speaking through Cooperative Learning Strategies

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ABSTRACT

This study aimed to examine the effectiveness of cooperative learning strategies: Jigsaw, Role Playing, and Think-Pair-Share in enhancing the English-speaking skills of 122 Grade 7 students at Pasian National High School. Using a quasi-experimental research design with a pretest-posttest approach, the study involved three intact classes, each exposed to a distinct cooperative strategy over four weeks. The participants consisted of early adolescents, both male and female, enrolled in regular English classes. Data were collected through oral pretests and posttests using a rubric assessing grammar, pronunciation, and interactive communication. The statistical tools employed included Mean for descriptive analysis, Paired Sample t-tests to compare pretest and posttest results, and One-Way ANOVA to assess the differences in effectiveness among the three strategies. Findings showed that all three cooperative learning strategies led to notable improvement in students' speaking performance. Moreover, a significant difference was observed among the posttest results, indicating that one strategy was more effective than the others. Overall, the study affirmed that cooperative learning strategies are effective interventions for developing students' English-speaking confidence and proficiency.

Keywords: English language teaching, cooperative learning strategies, English speaking, speaking skills, Philippines

INTRODUCTION

The Problem and Its Background

Speaking is one of the most complex and demanding skills in any language. It requires knowledge of grammar and vocabulary, fluency, confidence, and the ability to interact spontaneously. Among the four macro skills in language learning, speaking is often considered the hardest to acquire and develop by non-native students, mainly because they have not been put into a real-life communicative situation. Many students articulate their ideas poorly due to not having a broad vocabulary, being afraid to make mistakes, and being shy, among others. Speaking also comes with constant practice and participation, which are not always facilitated in the confines of a classroom. Learners now struggle to participate in discussions, lack confidence while answering questions orally, and find it hard to share opinions in English for this very reason, resulting in a constraint to overall communicative competence and academic performance (García & Vaca-Cárdenas, 2022).

Globally, students' lack of English-speaking proficiency continues to be a concern. Results of a study by Wardhani et al. (2023) reveal data that among 36 students investigated, only 28% (10 students) from class XII at a public senior high school in Tarakan, Indonesia, could speak English. This shows that

many students find it quite difficult to talk to English because of limitations in vocabulary, complicated grammatical structures, and difficult pronunciation. The foregoing indicates that an intervention should be undertaken targeting speaking skills in the students in English. Similarly, a study by Gobena (2024) in Eastern Ethiopia found that a substantial majority, 75% of students, recognize psychological barriers (fear, anxiety, shyness, lack of confidence, and motivation) as a critical factor in their poor English-speaking skills. These findings highlight the urgent need for effective teaching strategies to address the issue of speaking skills among students.

In the Philippines, English is a medium of instruction, yet many students still exhibit low speaking performance in class. Garcitos et al. (2024) evaluated the English Communication Skills (ECS) of Grade 9 students at Escalante National High School, Escalante, Negros Occidental. They found a significant gap in proficiency, as reflected in the country's low ranking in global assessments. This gap highlights the urgent need for interventions to improve students' communication skills. The study stresses the importance of educational reforms and targeted strategies to address this issue. Implementing these recommendations will enable educators to better support students in achieving higher proficiency in English communication.

Despite evidence supporting Cooperative Learning Strategies in enhancing students' speaking skills, research on its impact among the learners remains limited. Most studies focus on older students or general English proficiency, overlooking the early secondary level, where communication skills are still developing. Many students in Pasian National High School suffer from low confidence and English vocabulary skills, limiting their ability to express ideas during class discussions. Addressing this gap is crucial to understanding how cooperative learning can build confidence in young learners. This study is timely and necessary to provide evidence-based strategies that English teachers can adapt to enhance speaking performance among Pasian National High School students.

Review on Related Literature

A discussion of relevant literature on the key concepts, theories, and previous research regarding speaking skills and the methods of instruction intended for the improvement of English communication skills for students is presented in this section.

Cooperative Learning Strategy. Cooperative learning has emerged as a widely recognized and effective pedagogical approach across various educational levels and disciplines. This student-centered strategy involves structured group work where students collaborate to achieve common learning goals (Simkins et al., 2023). The method has gained significant traction in higher education, particularly in language classrooms, where it fosters transferable skills and encourages language use (Harianingsih & Jusoh, 2022).

In physical education, cooperative learning has shown promising results. A systematic review of 44 studies published between 2000 and 2020 revealed a partial association between various cooperative teaching strategies (including Jigsaw, Learning Team, Complex, and Complex Instruction) and learning outcomes in social, physical, affective, and cognitive domains (Zach et al., 2023). However, the review also highlighted the need for additional research to provide a more comprehensive understanding of the strategy's effectiveness in physical education.

The application of cooperative learning in engineering education has been explored through a systematic literature review of 176 articles published between 2010 and 2020. The study found that while cooperative learning theory is well-established, many records equate it with teamwork, grouping strategies, and collaborative learning. The research spanned various engineering disciplines and

primarily focused on developing competencies at the lower levels of Bloom's taxonomy (Baligar et al., 2022). In the context of English language teaching, cooperative learning has been found to be particularly beneficial. A review of literature on cooperative learning in English language classrooms revealed that many students who experienced group work, both online and offline, had positive perceptions. The strategy was found to increase self-confidence and motivation, create a more student-centered environment, and encourage students to take responsibility for their learning (Harianingsih & Jusoh, 2022).

The effectiveness of cooperative learning in improving mathematical representation abilities among junior high school students has been examined through a Systematic Literature Review (SLR) of 22 articles. The study found that Student Teams Achievement Division (STAD) and Think-Pair-Share (TPS) were the most widely used cooperative learning models for enhancing representation abilities. The research indicated that cooperative learning models could significantly improve students' mathematical representation abilities, especially when combined with appropriate media, strategies, and approaches (Nur'Aini & Waluya, 2023).

Cooperative learning structures range from ad hoc pairs working on short tasks to semester-long fixed teams tackling complex, real-world cases. These structures allow for simultaneous engagement of all students in a class, promoting powerful learning strategies supported by learning sciences research (Simkins et al., 2023).

The impact of cooperative learning on students' academic performance, attitudes, anxiety, motivation, and interest has been extensively studied. A literature review found that cooperative learning is an effective teaching method worldwide in the 21st century. Studies using various research methods and data collection instruments consistently showed that cooperative learning could help improve students' academic performance and foster positive attitudes among both students and teachers. In English classrooms, cooperative learning reduced anxiety and increased motivation and interest (Chen, 2021).

In elementary science education, cooperative learning has been identified as a potential strategy for developing students' critical thinking skills. A systematic literature review examined different cooperative learning models with an environmental focus, aligning with the Sustainable Development Goals (SDGs). The study found that strategies such as game or role-playing, Jigsaw, TGT, STAD, and learning could enhance students' critical thinking capacity (Hayati et al., 2023).

At the secondary school level, cooperative learning has been recognized for its ability to strengthen students' learning through face-to-face interaction, positive interdependence, shared responsibility, and continuous communication of achieved results. The strategy provides essential support for students' integral development, enhancing their capacities, abilities, skills, and values in problem-solving situations (Salgado et al., 2022).

Instead of learning individually, the students are expected to work together in small groups to achieve mutual goals in learning. Research shows that this method helps build a supportive learning environment, encouraging students to practice speaking English more confidently. For instance, Wahyurianto and Sylvia (2024) pointed out that cooperative learning techniques truly affect the improvement of reading comprehension skills among students and correlate with language proficiency. Similarly, a study conducted by Chrismaretta and Abrar (2024) found that students were more relaxed and learnt better using cooperative learning strategies in Marketing for Tourism; hence, the same could be said regarding learning a language.

Jigsaw Group. The Jigsaw technique is a specific cooperative learning method in which each group member learns and teaches some part of the material. This common approach is said to improve the speaking abilities of students because they have to explain their understanding to their peers. According to Faisal (2022), the Jigsaw method compares with the Think-Pair-Share technique for reading comprehension and both are found effective in improving reading comprehension which indicates that Jigsaw may be helpful for developing one's speaking skills. Moreover, according to Al-Kreimeen (2024), the Jigsaw strategy facilitated students' learning in a vocational education context, emphasizing the versatility of this strategy across disciplines.

The Jigsaw strategy has been shown to significantly improve academic performance across different subjects and educational levels. In a study on secondary school biology students, the Jigsaw model led to a notable improvement in posttest performance compared to traditional teaching methods, highlighting its effectiveness in enhancing academic achievement (Kebede et al., 2025). Similarly, in nursing education, the Jigsaw strategy was found to significantly boost students' academic performance and attitudes towards learning, suggesting its potential as a valuable pedagogical tool in healthcare education (Abdel-Mordy et al., 2022).

Furthermore, studies have consistently shown that the Jigsaw technique enhances academic performance across different subjects, including programming, biology, nursing, and physics. According to Garcia (2021), cooperative learning using the Jigsaw technique significantly increases attitude and self-efficacy in novice programmers. Traditional programming instruction primarily focuses on individual learning, despite novice students often forming peer discussions to navigate difficult topics. A quasi-experimental study found that after a 14-week programming course, students taught using the Jigsaw technique showed significantly higher post-test scores than those in the control group. These findings suggest that structured cooperative learning enhances student engagement and learning outcomes in introductory programming courses.

Thus, Abobaker et al. (2024) emphasized that employing innovative teaching strategies like the Jigsaw cooperative learning model is essential for improving nursing education. A randomized controlled trial involving 160 nursing students examined the effectiveness of this strategy on academic achievement and student perceptions. Findings revealed a significant improvement in the academic performance of the experimental group over time, while the control group showed only minimal changes. Statistical analyses, including repeated measure ANOVA and paired t-tests, confirmed the effectiveness of the Jigsaw strategy in enhancing learning outcomes. These results highlight the importance of adopting cooperative learning models to strengthen nursing education and training.

Jigsaw strategies have been effective in building students' learning confidence and collaborative skills. In a qualitative study involving nursing students, the integration of Jigsaw with concept maps and cooperative learning significantly increased students' learning confidence and critical thinking skills (Lin et al., 2024). This approach encourages students to engage deeply with the material, promoting a sense of progress and recognition that enhances their confidence and collaborative abilities.

By working in groups, students improve their collaborative skills, which are crucial for both academic and professional success. This includes better communication, teamwork, and the ability to respect and integrate diverse perspectives. Chang and Benson (2020), the Jigsaw-based learning method effectively enhances collaboration in cloud-based learning environments. A study conducted on a master's course with 42 students from 17 countries found that the Jigsaw method significantly influenced individual learning, while the usefulness of Google Classroom and slides impacted group learning. Regression

analysis also revealed that cultural differences played a role in collaboration, which in turn affected the sense of classroom community. The findings suggest that increasing the use of Jigsaw strategies and cloud platforms can enhance learning experiences, while leveraging cultural diversity can strengthen social connections. These insights highlight the potential of collaborative learning models to improve student engagement in diverse, technology-driven classrooms.

Similarly, Anwar (2023) highlighted that Jigsaw cooperative learning strategy is an effective approach to enhancing student engagement and achievement in Islamic religious education. A qualitative case study conducted at SMP Negeri 3 Lelea, Indramayu Regency, examined the implementation of this method in an online learning setting. Findings revealed that Jigsaw learning encouraged active student participation and fostered collaboration, though challenges such as internet connectivity and group division were noted. The study also highlighted benefits for educators, including improved student cooperation and respect for differing opinions, while students experienced enhanced learning outcomes. These results suggest that the Jigsaw strategy is a valuable tool for promoting interactive and meaningful learning experiences, even in online education.

In the context of STEM education, particularly in programming courses, the Jigsaw strategy has been adapted to address challenges such as fragmented content and high complexity. A study on high school programming courses demonstrated that a Jigsaw-integrated task-driven learning model significantly improved students' motivation, computational thinking, and collaborative skills, although its impact on programming performance was more pronounced in less complex tasks (Zhan et al., 2024). This indicates that while Jigsaw strategies are beneficial for fostering collaborative skills and motivation, their effectiveness may vary depending on task complexity.

The Jigsaw technique is also noted for its ability to reduce racial conflict and promote teamwork among students. By dividing tasks and encouraging peer cooperation, the Jigsaw method fosters an inclusive learning environment that enhances student engagement and teamwork (Torabi et al., 2021). This cooperative approach improves academic outcomes and contributes to a more harmonious and collaborative classroom atmosphere.

Innovative adaptations of the Jigsaw strategy, such as the Jigsaw Design Challenge, have been implemented in engineering courses to promote problem-solving and teamwork. This approach involves students working together on authentic design problems, applying course content in practical settings, and enhancing their learning through peer collaboration (Calkins & Rivnay, 2022). Such innovations demonstrate the versatility of the Jigsaw strategy in various educational contexts and its potential to enrich learning experiences.

The Jigsaw approach encourages critical thinking and problem-solving as students must understand their segment well enough to teach it to others, fostering deeper learning and comprehension. Blajvaz (2022) stated that the implementation of the Jigsaw cooperative learning technique in physics education significantly enhances students' achievement, metacognitive awareness, and motivation. In their study conducted on seventh-grade students found that those taught using the Jigsaw technique outperformed those who received traditional teacher-directed instruction. The findings suggest that cooperative learning fosters deeper understanding and engagement, making physics more accessible and enjoyable for students. Given these benefits, the Jigsaw technique is recommended for everyday practice in lower secondary physics education to improve learning outcomes and student motivation.

Think-Pair-Share (TPS) is a cooperative learning technique that encourages students to reflect on a question, discuss it with a peer, and share their ideas with the class. According to Sriyanda and Priyana

(2024), TPS was originally developed by Frank Lyman in 1981 to enhance student engagement and promote critical thinking by encouraging students to think individually, discuss their ideas with a partner, and then share their insights with the larger group. Moreover, research indicates that TPS increases student participation and comprehension by allowing structured discussions (Nafisah et al., 2024).

Similarly, studies by Hernando et al. (2023) suggest that TPS helps student's process information effectively through peer interactions before presenting their ideas. The method has been widely used in various subjects, including language learning and science, to promote active learning and collaborative problem-solving. Furthermore, TPS has been shown to significantly increase in-class participation, particularly among shy students. By allowing students to first think individually, then discuss with a peer, and finally share with the class, TPS reduces state anxiety and encourages more students to participate actively (Mundelsee & Jurkowski, 2021).

In the context of English language teaching, the TPS strategy has proven to be highly effective, with an overall large effect size of 1.41, demonstrating its strong influence across different contexts (Elismawati et al., 2021). Specifically, its impact varies by region in Indonesia and educational level, with the highest effectiveness observed in Senior High School. Additionally, TPS is particularly beneficial for developing speaking skills (effect size = 1.84), followed by reading and writing. Its structured approach—encouraging individual reflection, peer discussion, and group sharing—fosters active engagement and collaborative learning. However, factors such as teacher implementation, student familiarity, and specific learning objectives can influence its effectiveness, highlighting the need for further research.

Likewise, TPS aligns with modern educational trends emphasizing active learning and student engagement. Empirical evidence supports its effectiveness in English language teaching, making it a valuable instructional tool (Ebidor & Ikhide, 2024). Nevertheless, TPS should not be seen as a universal solution, as its impact may vary depending on learning contexts, student needs, and objectives. Thus, educators should integrate TPS with other teaching methods to create a well-rounded and effective language learning environment.

Moreover, in the context of English as a Foreign Language (EFL) learners, TPS has been found to improve vocabulary achievement and oral communication skills. For example, Omani learners showed significant improvements in vocabulary and expressed positive perceptions of TPS as a beneficial learning strategy (Al-Sahi & Al-Mekhlafi, 2024). Similarly, TPS has been effective in literature classes, where it has improved students' writing performances. By engaging students in collaborative discussions, TPS helps develop cognitive and meta-cognitive skills, leading to better writing outcomes (Hernando et al., 2023).

Beyond language learning, TPS has also been applied in other academic disciplines. Notably, the strategy fosters a collaborative and interactive learning environment, which enhances students' ability to solve complex mathematical problems in engineering mathematics (Alsmadi et al., 2023). Likewise, research has identified the "pair" stage as the most effective component of TPS, where students benefit from peer interaction and collaborative problem-solving. This stage has been found to significantly enhance academic performance in subjects like mathematics (Kombat et al., 2023).

Additionally, a meta-analysis of TPS in English language teaching in Indonesia revealed a large effect size, indicating its effectiveness in enhancing English skills such as speaking, reading, and writing across different educational levels and regions (Elismawati et al., 2021). Correspondingly, studies have

demonstrated a significant positive correlation between the use of TPS and improved academic performance across various subjects (Nuris, 2023).

However, some studies have questioned the necessity of the "share" component in TPS, suggesting that it may not always be critical for achieving learning goals. Therefore, alternatives to public sharing have been proposed to accommodate students who may feel uncomfortable speaking in front of the class (Cooper et al., 2021).

Role Playing. Role-playing models have led to significant improvement in the speaking skills of students through real-life contexts that can be identified in the study by Wasilah and Sukasih (2024). The method also provides for the varied learning capacities of students and their active engagement, all of which can improve the speaking ability in an overall greater extent. In line with that, Herafa et al. (2024) describe role-playing as the acting out of scenarios as students that serves contexts for talking to develop speaking skills. This study, therefore, confirms that the approach has substantially improved the communication abilities among students in dealing with challenges such as the following: the infrequency of practice or insufficient opportunities, and problems in pronouncing words.

Role-playing is a student-centered approach that involves learners taking on specific roles or characters to simulate real-life situations or scenarios. This strategy has been found to enhance student engagement, promote active learning, and develop critical thinking skills across different subject areas (Polat, 2023). In the context of language learning, role-playing has been particularly effective in improving communication skills and boosting confidence among students (Basir et al., 2024).

One of the key advantages of role-playing is its ability to create an immersive and interactive learning environment. By participating in simulated scenarios, students can apply theoretical knowledge to practical situations, bridging the gap between abstract concepts and real-world applications (Karasova & Nehyba, 2023). This hands-on approach not only enhances understanding but also promotes retention of information, as students actively engage with the material rather than passively receiving it.

In the field of language education, role-playing has been shown to significantly improve students' ability to read and comprehend complex texts, such as the Qur'an (Basir et al., 2024). By incorporating role-playing exercises, educators can boost students' confidence and facilitate interactive learning, leading to improved phonetic skills and memorization. This strategy has proven particularly effective when combined with other teaching methods, such as repetitive recitation and group readings.

The integration of role-playing in digital learning environments has also gained attention in recent years. As educational technology advances, role-playing scenarios can be enhanced through interactive multimedia features and personalized learning systems (Panda, 2024). These digital adaptations of role-playing can address individual learning needs and improve content retention, making them valuable tools in online and blended learning settings.

However, it is important to note that the effectiveness of role-playing strategies can be influenced by various factors. The success of role-playing activities often depends on careful design based on instructional goals, context, and the specific needs of students (Polat, 2023). Educators must consider these elements when implementing role-playing exercises to ensure they serve their intended purpose effectively.

One of the challenges in implementing role-playing strategies is maintaining consistent student engagement levels, especially in large class sizes (Basir et al., 2024). To address this issue, educators may need to provide additional support and guidance to ensure all students actively participate and benefit from the role-playing activities. Additionally, the integration of technology in role-playing

exercises may be limited by resource availability, which can impact the overall effectiveness of the strategy.

Despite these challenges, the benefits of role-playing in education are well-documented. Research has shown that role-playing can enhance students' motivation and engagement, which are crucial factors in academic success (Soto et al., 2024). By creating an engaging and interactive learning environment, role-playing activities can foster a sense of enjoyment in the learning process, particularly in foreign language education.

Furthermore, role-playing has been found to positively impact teacher-student relationships, which can indirectly influence academic performance. Studies have shown a significant constructive correlation between teacher-learner interpersonal relationships and learners' academic achievement (Zhang, 2022). Role-playing activities can contribute to building rapport and creating a sense of belonging among students, which are essential for improving educational performance.

In the context of higher education, role-playing can be particularly beneficial for international students. By engaging in role-playing exercises, international students can practice cross-cultural interactions and develop social support networks, promoting a sense of belonging within the academic community (Atobatele et al., 2024). This can be especially valuable in helping international students overcome cultural and linguistic barriers, leading to improved academic outcomes and overall well-being.

Role-playing is a student-centered pedagogical approach that encourages active participation and practical application of knowledge. It aligns closely with project-based learning (PBL) principles, which emphasize real-world problem-solving and skill integration (Huang, 2023). In role-playing activities, students are assigned specific roles or characters, allowing them to explore different perspectives and apply theoretical knowledge in simulated real-life scenarios.

The implementation of role-playing strategies varies across educational levels and subjects. In high school contexts, role-playing has been particularly effective in practical subjects such as geography, science, chemistry, and physics (Huang, 2023). The strategy has also shown promise in language learning environments, where it is often integrated with Task-Based Learning (TBL) approaches to create purposeful language use situations (Sholeh, 2023).

One of the key benefits of role-playing is its ability to create a relaxed and enjoyable learning environment. This aspect is crucial for successful implementation, as it encourages student participation and reduces anxiety associated with traditional learning methods (Huang, 2023). The collaborative nature of role-playing activities further enhances the learning experience by promoting peer interaction and collective problem-solving.

In the context of language learning, role-playing has been found to be particularly effective in improving students' confidence and interactive skills. For instance, in Qur'anic reading instruction at Madrasah Ibtidaiyah Negeri 3 Banjarmasin, role-playing exercises were implemented alongside traditional methods to boost students' confidence and engagement in learning (Basir et al., 2024). This combination of traditional and contemporary strategies demonstrates the versatility of role-playing in complementing existing pedagogical approaches.

Implementing role-playing strategies in education presents challenges, particularly in student motivation, participation, and teacher workload. Some students may feel uncomfortable with the performative aspect, making equal engagement difficult. Additionally, the success of role-playing depends on well-designed pre-class, in-class, and bridging activities, such as research, role-play execution, and reflective debriefing. Furthermore, technology integration, including videos, can enhance role-playing by

providing context and modeling scenarios. However, limited access to technology in some educational settings may hinder its full potential (Satparam & Apps, 2022).

However, the implementation of role-playing as a teaching strategy aligns well with the principles of Research-Based Learning (RBL). RBL, like role-playing, is a multi-faceted approach that can be applied through various instructional strategies and techniques (Arifin et al., 2022). Both approaches aim to develop skills needed in the 21st century, such as critical thinking, problem-solving, and communication. The integration of role-playing within an RBL framework could potentially maximize its effectiveness and provide a more comprehensive learning experience.

Speaking skills play a crucial role in reading comprehension, as oral fluency and pronunciation impact a learner's ability to understand texts effectively. Raj Jr and Baisel (2024) emphasizes that developing speaking skills enhances vocabulary acquisition and reading proficiency. Studies show that integrating speaking activities in reading instruction improves comprehension, as students engage in discussions and verbal summaries (Fadila et al., 2024). Furthermore, oral reading practices, such as repeated reading and storytelling, help develop fluency and phonological awareness, essential for literacy development (Babadjanova, 2022). Effective speaking strategies, therefore, contribute to students' overall reading achievement.

Language proficiency is a significant factor influencing speaking confidence, as evidenced by various studies. Speaking proficiency, a complex aspect of language learning, is essential for effective communication and is influenced by multiple factors, including language proficiency itself (Ghafar & Raheem, 2023).

The use of metacognitive, affective, and social strategies has been shown to enhance speaking proficiency, which in turn boosts confidence. Students employing these strategies demonstrate improved pronunciation, grammar, and vocabulary, leading to better speaking outcomes and increased confidence (Nandiah et al., 2025). Additionally, project-based learning strategies, like the "gallery walk," have been found to improve both speaking abilities and self-confidence, particularly among students with varying levels of proficiency (Jaya et al., 2024).

A study examining the correlation between students' self-confidence and speaking achievement found a significant relationship, suggesting that higher proficiency levels contribute to increased confidence in speaking (Novia & Ramayanti, 2023). This correlation underscores the importance of language proficiency as a foundational element in building speaking confidence.

Despite proficiency, some learners still experience public speaking anxiety, which can affect their confidence. This anxiety is not always directly correlated with language proficiency, indicating that other factors, such as psychological barriers, also play a role in speaking confidence (Khaidzir et al., 2024).

Speaking confidence is a critical component of language learning, particularly in developing oral communication skills. Anxiety is known to hinder language learning, particularly affecting speaking performance. Studies have shown that language anxiety correlates with poorer speaking abilities, especially in vocabulary and comprehension. This anxiety often stems from fear of making mistakes, lack of confidence, and fear of evaluation, which can significantly reduce speaking confidence (Daymiel et al., 2022). Similarly, teaching students to practice speaking in front of the class gradually and setting achievable performance standards can help overcome foreign language anxiety and increase their motivation in learning foreign languages (Syahrani et al., 2024).

Several factors contribute to speaking anxiety, including limited vocabulary, pronunciation difficulties, and social pressure. These factors create a complex web of worry that inhibits students from engaging in vocal communication, thereby affecting their speaking confidence (Hanake, 2024). Internal factors such as fear of making mistakes and external factors like limited vocabulary are prevalent contributors to speaking anxiety (Indahyanti et al., 2023).

There is a notable relationship between self-efficacy and speaking anxiety. A weak negative correlation exists, indicating that as speaking anxiety decreases, self-efficacy in speaking a second language increases. This suggests that higher anxiety levels can deter students from engaging in spoken language learning, thereby affecting their confidence (Anudin et al., 2022).

Various strategies have been proposed to reduce speaking anxiety and enhance speaking confidence. These include role-playing games, small group conversations, use of technology, and public speaking workshops. Such strategies aim to create a supportive learning environment that promotes language proficiency and confidence (Bashori et al., 2020).

Prior speaking experiences play a significant role in influencing speaking confidence, particularly in the context of language learning and developing oral communication skills. A study of Halili et al. (2022) on Libyan students found that a lack of prior English learning experience, coupled with language anxiety, posed challenges to their academic speaking abilities. This suggests that students with more extensive prior learning experiences may develop better strategies to overcome speaking challenges, thereby enhancing their confidence in oral communication.

Moreover, the study of Wahyuni and Afrianti (2021) emphasizes the importance of speaking practice with native speakers as a form of prior speaking experience that boosts confidence. The research conducted with junior high school students demonstrated that engaging in conversations with native speakers positively contributed to students' speaking abilities. This practice not only improved their vocabulary and familiarity with everyday expressions but also significantly increased their confidence in using the language. The study highlights that such interactions help students become more comfortable with grammar, vocabulary, accuracy, and fluency, all of which are crucial for building speaking confidence

The classroom environment plays a significant role in influencing speaking confidence among language learners. A supportive classroom environment is crucial for enhancing students' speaking skills. For instance, a study on Telesecundaria students found that a supportive learning environment, characterized by controlled speaking tasks and real-life materials, significantly enhanced students' speaking skills and reduced anxiety levels. This environment allowed students to feel more confident speaking in public (Mejía, 2024). Similarly, the use of interactive multimedia in classrooms has been shown to improve speaking and presentation skills, suggesting that a technologically enriched environment can boost confidence (Mahdi, 2022).

Instructor-interactive strategies in face-to-face classes have been found to positively influence students' speaking confidence. Activities such as group work, class reporting, and role-playing exercises were particularly effective in boosting confidence among first-year college students. These strategies highlight the importance of active instructor participation and collaboration in creating a conducive learning environment (Arabis et al., 2023).

Flashcard media has been identified as an effective tool for improving speaking skills, especially for elementary school students with specific learning difficulties (Ramdhani, 2022). The use of flashcards creates a conducive and enjoyable learning environment, attracting students' attention and facilitating

vocabulary acquisition. This approach helps students recognize letters, pronounce words, and develop their storytelling abilities. As a result, students' imaginations expand, critical thinking skills improve, and their enthusiasm for learning increases.

Podcasts have emerged as a valuable resource for foreign language learners to enhance their listening and speaking skills (Budiasningrum & Rosita, 2022). These audio-based tools offer numerous benefits, supporting students in their language learning journey. The literature review indicates that podcasts can be effectively used as learning support to improve both listening and speaking abilities.

The flipped learning approach has gained attention as an innovative teaching and learning pedagogy for improving pupils' speaking skills (Santhanasamy & Yunus, 2021). A systematic literature review based on the PRISMA methodology identified four key themes that promote the benefits of flipped learning: self-regulated learning, interaction, motivation, and achievement. This approach has shown promise in enhancing speaking skills across various levels of education.

Design research has been conducted to address the challenge of developing foreign language speaking skills among secondary school students who are reluctant to speak English in class (Kerbey & Roiha, 2021). The study identified factors affecting speaking production, such as anxiety, confidence, lack of vocabulary, and insufficient practice. A series of six lessons focusing on developing students' speaking skills was designed and evaluated, showing positive effects on students' perception of their speaking abilities. This research encourages teachers to explore alternative methods beyond textbooks to increase student speaking time in foreign language education.

In the context of Arabic language learning, appropriate methods for developing listening and speaking skills have been explored (Wahyuni et al., 2023). The study emphasizes the importance of listening skills as the primary means of human interaction and highlights various activities for improving these skills, such as listening to conversations, short stories, and verbal questions. Speaking skills are addressed at different levels, from beginner to advanced, with a focus on articulating words and conveying information through ideas and responses.

A review of learning strategies for speaking skills in the modern era identified meta-cognitive and cognitive strategies as the most frequently used approaches (Kehing & Yunus, 2021). Compensation and social strategies were also found to be popular, while memory and affective strategies were the least utilized. These findings can help teachers' select suitable teaching methods in the current learning environment.

The flipped classroom model has shown promise in developing students' speaking skills (Sönmez, 2020). An integrative review of eight studies revealed that this model enhances speaking skills by providing an environment that fosters confidence and autonomy in language learning. Students benefit from exposure to language both inside and outside the classroom. However, some negative impacts were noted, such as a lengthy learning process and affective factors.

Verbal-linguistic intelligence has been identified as a significant factor influencing Indonesian students' ability to speak English (Setyaningsih et al., 2022). A systematic literature review found that this internal factor needs to be supported by other internal and external factors to determine mastery of speaking skills. The use of digital media, particularly audio-visual resources, in the classroom can help address this challenge.

The implementation of the Communicative Language Teaching (CLT) approach in ESL classrooms has been investigated to improve spoken interaction among pupils (Hui & Yunus, 2023). A systematic review based on the PRISMA methodology revealed that both teachers and pupils view the CLT

approach positively regarding its effectiveness in sustaining speaking skills. However, challenges in implementation were also noted.

The socio-affective elements present in the classroom also play a significant role. A study on Indonesian EFL students indicated that self-confidence, motivation, and anxiety are significant predictors of students' willingness to communicate in both face-to-face and digital environments. This suggests that a classroom environment that fosters positive socio-affective interactions can enhance speaking confidence (Mulyono & Saskia, (2021).

The mindset of learners, influenced by the classroom environment, can also affect speaking confidence. A growth mindset, which believes in the malleability of language learning ability, positively predicts speaking self-confidence. Conversely, a fixed mindset can increase speaking anxiety, highlighting the need for a classroom environment that encourages growth and reduces anxiety (Ozdemir & Papi, 2021).

The influence of peers and teachers is another critical factor. A study found that affective factors such as shyness and lack of self-confidence, often exacerbated by peer and teacher interactions, can hinder speaking abilities. Therefore, creating a supportive peer and teacher dynamic is essential for overcoming these barriers (Hali et al., 2024).

Teacher support and feedback play a significant role in influencing speaking confidence among language learners. In the context of EFL learning, teacher guidance and feedback are crucial components that contribute to learners' speaking confidence. A study involving Vietnamese EFL learners found that teacher support, along with opportunities for authentic conversations with native English speakers, not only improved learners' speaking and listening skills but also enhanced their confidence in using English (Tran et al., 2024). This suggests that teacher involvement in creating supportive learning environments can positively impact students' speaking confidence.

Interestingly, while technology-based solutions like AI-powered speech evaluation systems can provide convenient and motivational aspects for speaking practice, they may not fully replace the role of teacher feedback. A study on EAP Talk, an AI-based speech evaluation system, revealed that while it enhanced various speaking skills, learners still felt the need for more comprehensive explanations and corrective guidance, which are typically provided by teachers (Zou et al., 2024). This highlights the continued importance of teacher feedback in building speaking confidence, even in technology-enhanced learning environments.

Correlational Measures between Means. Several studies have demonstrated the effectiveness of cooperative learning in enhancing speaking skills among English as a Foreign Language (EFL) learners. For instance, cooperative learning strategies have been shown to significantly improve learners' speaking abilities by fostering a supportive environment that encourages participation and creativity (Meena, 2020). Moreover, the use of group activities such as Think-Pair-Share and Roleplay has been particularly effective in improving vocabulary, grammar, pronunciation, and interactive communication (Montaño & Patiño, 2024). Additionally, cooperative learning approaches like Numbered Heads and Think-Pair-Share have been found to enhance oral fluency, with learners in cooperative settings outperforming those in traditional teacher-centered environments (Namaziandost et al., 2020).

Furthermore, the shift from teacher-centered to student-centered learning is a key benefit of cooperative learning strategies. This transition allows students to engage more actively in their learning process, reducing the performance pressure typically associated with teacher-led instruction. Specifically, studies have shown that cooperative learning creates a more interactive and supportive classroom environment,

which is conducive to language learning and helps students feel more comfortable and confident in speaking (Gonfa, 2023).

Similarly, cooperative learning not only reduces anxiety but also improves speaking skills. It provides a supportive environment where students can practice speaking without fear of judgment, leading to improved fluency and confidence (Meilasari et al., 2023). Likewise, the method encourages social interaction through group work, which includes discussions, rephrasing, and peer motivation, ultimately leading to more confident and fluent speakers.

In addition, students generally perceive cooperative learning positively, as it helps them overcome speaking anxiety and increases their confidence. For example, students in a study reported that cooperative learning made them more active in class and helped them understand material more easily, thus reducing their speaking anxiety (Aini et al., 2022). This positive perception is crucial, as it indicates that students are more likely to engage in speaking activities when they feel supported by their peers.

Moreover, the role of cooperative learning in boosting learners' confidence is well-documented. Cooperative learning provides a supportive environment where students can practice speaking without fear of making mistakes, thereby increasing their confidence. A study focusing on secondary-level students found that collaborative learning engaged them in meaningful interactions, enhancing their language and social skills (Rai, 2024). Thus, cooperative learning has been shown to increase intrinsic motivation, which is closely linked to confidence in speaking.

Additionally, cooperative learning strategies have been shown to significantly impact speaking confidence and reduce anxiety among language learners. Studies have demonstrated that cooperative learning significantly boosts self-confidence among learners. For instance, incorporating cooperative learning principles in EFL speaking classes has been shown to lower communication apprehension and increase self-confidence (Gordani et al., 2021). Likewise, cooperative learning has been found to be superior to competitive learning in enhancing both speaking ability and self-confidence, as it encourages deeper idea development and greater participation (Safa & Afzalimir, 2021).

Finally, cooperative learning not only enhances speaking skills but also fosters social skills. The collaborative nature of these strategies encourages students to interact meaningfully, which can translate into improved communication abilities and confidence. A study at Universidad Technical de Cotopaxi highlighted that cooperative learning activities helped students communicate better and develop social skills, such as mutual respect and problem-solving (Morán & Iza, 2024). Furthermore, research in Malaysia emphasized that cooperative learning strategies are crucial for improving ESL students' speaking skills and social interactions (Vellayan et al., 2021).

The foregoing presentation and discussion of the various literatures had helped bring into focus the importance of cooperative learning strategy has a great impact on the confidence of students' in English speaking

Theoretical Framework

This study is anchored to Vygotsky's Sociocultural Theory (1978), which proposed that learning occurs through social interaction, where students develop skills through collaboration with peers and more knowledgeable individuals. One of the key concepts in this theory is the Zone of Proximal Development (ZPD), which refers to the gap between what a learner can do independently and what they can achieve with guidance and social support. In language learning, students gain confidence when they engage in meaningful conversations within their learning environment. Through interactions with peers, learners

receive feedback, corrections, and encouragement, which help them refine their speaking skills and become more comfortable expressing themselves in English.

Presented in Figure 1 is the conceptual framework of the study. The independent variable of this study is the cooperative learning strategy with the following strategies: jigsaw group, which refers to a method where students work in small groups, each responsible for learning and teaching a segment of the material to others; role playing, which refers to an activity where students assume specific roles in a scenario to understand different perspectives and enhance problem-solving skills; and think-pair-share, which refers to a collaborative technique where students first think about a question individually, then discuss their thoughts with a partner, and finally share their insights with the larger group. The dependent variable is the students' skill in English speaking. This refers to the level of comfort, willingness, and perceived ability of students to communicate effectively in English in structured and informal activities. It is measured by comparing the students' speaking skills in their pretest and posttest scores.

Statement of the Problem

This research was to determine the effect of the use of cooperative learning strategies to enhance skills in English speaking of the Grade 9 students at Pasian National High School. Specifically, this study sought to answer the following questions:

1. What is the level of competency of the students in the pretest speaking skills scores in the following groups:
1.1 jigsaw;
1.2 role playing; and
1.3 Think-pair-share?
2. What is the level of competency of the students in posttest speaking skills scores in the following groups:
2.1 jigsaw;
2.2 role playing; and
2.3 Think-pair-share?
3. Is there a significant difference between the pretest and posttest results in the speaking skills of the experimental group?
4. Which cooperative strategy is the most effective in enhancing English speaking skills?

Null Hypothesis

In order to treat the problems extensively and accurately, the following hypothesis was formulated and tested at $\alpha = 0.05$:

H_o1 There is no significant difference between the pretest and posttest results in the speaking skills of the experimental group.

H_o2 There is no significant difference in the effectiveness of the cooperative strategies in enhancing English speaking skills.

Scope and Delimitation of the Study

This study focused on enhancing students' skills in English speaking through the implementation of cooperative learning strategies such as jigsaw, role playing and think-pair-share. It specifically examines the impact of interactive peer-based activities on students' speaking skills, engagement, and anxiety levels. The study is limited to 122 students in Grade 7 enrolled in an English subject at Pasian National

High School for School Year 2025 - 2026, ensuring that the findings are relevant to learners at this educational level. Data collection includes pretests and posttests to assess improvements in speaking skills and student feedback to evaluate the effectiveness of the strategies used.

The study does not cover other language skills such as reading, writing, or listening, as it primarily targets speaking proficiency. Additionally, external factors affecting students' skills, such as personal motivation or exposure to English outside the classroom, are beyond the scope of this research. The findings are specific to the selected school and may not be fully generalizable to other institutions with different learning environments or curriculum structures.

Significance of the Study

The findings would benefit the following:

Learners. This study would help students improve their skills in speaking English by utilizing cooperative learning strategies. Students could overcome anxiety and enhance their communication skills by engaging in interactive activities. As a result, they might develop better speaking proficiency, which is essential for academic and professional success.

Teachers. The findings would provide teachers with effective strategies to foster a more engaging and supportive learning environment. Educators could enhance students' speaking abilities and reduce language anxiety by integrating cooperative learning techniques. This study would also serve as a guide for refining instructional methods in English language teaching.

School Administrators. This study would offer valuable insights into improving language instruction and student engagement within the school system. By supporting the implementation of cooperative learning strategies, administrators could help create a more effective English language curriculum. Additionally, the findings might inform policies that promote innovative teaching approaches.

Department of Education. The study would contribute to curriculum development by emphasizing the importance of cooperative learning in English language instruction. It would provide data-driven recommendations for designing activities that enhance speaking confidence. This could lead to more student-centered and effective language learning programs.

Future Researchers. This study would serve as a reference for future research on language learning strategies and student speaking skills. It might inspire further investigations into innovative teaching methods that improve speaking skills. Additionally, future researchers could build upon this study to explore its applicability in different educational contexts.

METHODS

Research Design

This study employed a quasi-experimental design. This is appropriate because the respondents would be selected from pre-existing groups rather than randomly assigned (Morgan et al., 2000). The study used a single-group pretest-posttest design, where an experimental group underwent intervention without a control group for comparison. This design involves administering a pretest to all groups before the intervention and a posttest after the intervention to measure learning gains (Dimitrov & Rumrill, 2003). It allows the researcher to compare the effectiveness of different strategies by analyzing the differences in performance across the three groups.

Research Locale

This study was conducted at Pasian National High School, one of the 15 public secondary schools in the rural municipality of Monkayo, Davao de Oro. Located in Barangay Pasian—formerly known as Santa

Filomena and the second-largest barangay in Monkayo—the school serves as a key educational institution in a community known for its agricultural productivity and proximity to the gold-rich area of Mt. Diwata. Established through Republic Act No. 9862 in 1999, Pasian National High School is situated approximately 12 kilometers from the town proper and 50 kilometers from the division office, accessible via local transport such as buses and motorcycles. In the 2024–2025 school year, it had 566 enrolled students, supported by 25 teaching and 5 non-teaching personnel. The school provides education from grades 7 to 12 and plays a critical role in community development, making it a strategic site for examining educational practices and leadership in rural public schools.

Research Respondents

The study subjects were the three classes of Grade 7 learners for the school year 2025-2026, enrolled at Pasian National High School. These three heterogeneous sections served as experimental groups, namely Sapphire, Emerald, and Garnet. Each section used a different cooperative learning strategy in this study. The Sapphire used jigsaw, Emerald used role-playing, and Garnet used think-pair-share. Table 1 showed the distribution of the subjects of the study.

Table 1
Subject of the Study

Year and Section	Total	
	N	%
Gr. 7 – Sapphire	41	33.6
Gr. 7 – Emerald	40	32.8
Gr. 7 – Garnet	41	33.6
Total	122	100

Source: PNHS Registrar

Table 1 shows each group's total number of students and their corresponding percentages. A total of 63 male students were subjects of the study, 21 or 17.2% of theses belong to section Sapphire, 22 or 18% belong to section Emerald and 20 or 16.4% belong to section Garnet. A total of 59 female students, wherein 20 or 16.4%, 18 or 14.7% and 21 or 17.2%, belong to section Sapphire, Emerald and Garnet, respectively.

The study used a universal sampling technique, a non-probability sampling technique in which all members of the population who meet a specific set of criteria are included in the sample (Das et al., 2022). In other words, instead of selecting a subset, the researcher included the entire population that were available and relevant to the study. Before starting this research, a low level of English proficiency was noticed in the target population.

The three section were subjected to quantitative quasi-experimental research focusing on evaluating the effectiveness of the cooperative learning strategy in improving students' skills in English speaking. To determine its impact, this study compared students' performance and confidence levels before and after implementing cooperative learning activities.

Respondents included in the study were those among the selected Grade 7 sections who regularly attend English classes and were present during both the pretest and posttest phases. Students were excluded if they were chronically absent, transferred before the completion of the study, or had diagnosed learning

or speech disabilities requiring specialized instruction beyond the scope of the cooperative learning strategy used. Additionally, any respondents might voluntarily withdraw from the study without academic consequence. Withdrawal also applies to students who discontinue participation due to health or personal reasons affecting their consistent involvement.

Research Instrument

This study utilized a modified pretest-posttest questionnaire as the instrument for data collection. This instrument was appropriate for assessing the English proficiency level of the target population and evaluating their speaking skills. It consisted of five questions that students answered orally and included criteria such as grammar and vocabulary, pronunciation, and interactive communication. The assessment lasted approximately five minutes.

Thus, the researchers also designed a lesson guide on a cooperative learning approach to incorporate the lessons. This guide contained four classes and the different activities and tasks that the learners underwent during the experimental phase. The lessons from these four comprised the entire coverage for one month of lessons while the study was being conducted.

Validation of the Research Instrument

The set of pretest questionnaires was tested using item analysis on a group of 36 students who were not members of the experimental group. The questionnaire was also subjected to validity and reliability checks through appropriate statistical formulas using the Cronbach's Alpha coefficient. The reliability result of the instrument used in the study indicates a value of .893 for Cronbach's Alpha, interpreted as excellent internal consistency. This means that the items had a high correlation among themselves, representing essentially a single entity that is clearly defined. Therefore, the instrument remained reliable for administration.

Data Gathering Procedure

The researcher provided a letter of permission signed by all parties approving. First, the endorsement letter and ethical clearance were submitted to the Davao de Oro Schools Division Superintendent's office to seek permission to conduct the research at Pasian National High School. Afterward, a letter was given to the School Head of Pasian National High School. Once the school principal had approved the study, the experimentation began.

Before the intervention, a pre-test was administered as a baseline, while the post-test measured progress following the intervention. Then, the participants underwent the intervention.

During the intervention phase, all three sections: Sapphire, Emerald, and Garnet—received the same 45-minute lesson every Monday to Thursday, covering a different speaking topic each week: Week 1 – "Poetry: Descriptions and Imagery", Week 2 – " Poetry: Basic Elements", Week 3 – "Poetry: Context Clues, Affixes and Author" and Week 4 – "Poetry: Literary Devices". Although the content was the same across all groups, each section used a specific cooperative learning strategy: Jigsaw for Section Sapphire, Think-Pair-Share for Section Garnet, and Role-Playing for Section Emerald. These lessons followed the presentation, practice, and production model. Each Friday, students participated in a production activity such as a performance, presentation, or interactive discussion, demonstrating what they had learned by applying their group's strategy. This weekly structure was implemented over four weeks to foster student engagement, collaboration, and improved English-speaking skills.

The teacher provided constructive feedback and encouraged peer evaluations to reinforce learning outcomes. At the end of the study, post-tests of oral performance were given to the students. Then,

results were compared to measure the speaking performance level and the strategy's effectiveness to the group.

Statistical Treatment of Data

To analyze the data collected in this study, the following statistical treatments were employed:

Mean. This method was used to determine students' average scores in both the pre-test and post-test. This statistical measure helped assess the overall performance of the respondents in terms of their English-speaking skills before and after the intervention.

T-test. A paired sample t-test was used to determine if there is a significant difference between each group's pre-test and post-test scores. This test assessed whether the intervention had a statistically significant impact on the students' speaking skills.

ANOVA (Analysis of Variance). This method was used to compare the posttest scores of the three groups (Sapphire, Emerald, and Garnet) to determine if there were significant differences in their speaking skill improvement after applying different cooperative learning strategies and to identify the most effective strategy.

Ethical Considerations

Ethical consideration embodies the values and ideas that should be preserved during the research study (Bhashin, 2020). These principles ensure the protection of human subjects, preventing mistreatment and promoting ethical conduct throughout the research process. In this, the researcher would also make sure that the ethical standards very much are followed throughout the study in the areas that follow:

Social Value. The findings of this research were intended to improve the speaking skills of Grade 7 students, which is crucial for both academic and personal development. In addition, it was going to benefit the professional practices of English teachers through identification of instructional methods that are effective in the classroom. Such results would also enhance curriculum development and future methods of teaching, and thus, benefit the educational community at large.

Informed Consent. The researcher plots the distribution of Informed Consent Forms (ICF) to the parents or legal guardians of the identified participants of the study before their actual participation. Accordingly, the most relevant information-dissemination of purpose, procedures, possible risks and benefits, and, above all, voluntary participation-were explained so that consent would be given freely and with understanding.

Vulnerability of the Research Participants. The researcher acknowledges that Grade 7 students, as participants in the study, may fall under the description of being a vulnerable group because of their age and level of understanding. The researcher came up with measures such as parental consent and participant assent and ensured that all instructions and procedures to be followed were explained clearly and appropriately to uphold ethical treatment and informed participation.

Risks, Benefits, and Safety. The researcher explained the benefits of the participant's involvement in the study. While general development of the speaking skills of students and professional development of teachers of English as a foreign language through efficiency in teaching strategies and learning materials have been emphasized, individual respondents in this study may not receive direct financial benefit. Findings from this study could be used to improve teaching strategies and curricula. Minimal risks were involved in this study; however, precautionary measures were put in place to uphold the participants' safety and well-being from the onset of this research to the end.

Privacy and Confidentiality of Information. The researcher abided by the provisions of the Data Privacy Act of 2012 and ensured confidentiality and security of his/her respondent's personal

information and identity. All data collected were anonymized, and only aggregated results were reported. Files were safely stored in secured Google Drive accessible only by the researcher, with safeguards enforced in preventing unauthorized access.

Justice. Inclusion criteria were in force for the selection of research participants: they must be Grade 7 learners, in Sections Sapphire, Emerald, and Garnet of the 2025-2026 school year, enrolled at the Pasian National High School. The above study provided all participants with equal opportunity to participate without discrimination or bias. Fair selection was done to ensure that none of the groups are inappropriately burdened or excluded from the potential benefits of the research.

RESULTS

Pretest results were obtained at the beginning of the study. Students answered the teacher's questions based on guided speaking prompts designed to assess their ability to respond to familiar and structured topics. Additionally, the teacher used a rubric to obtain numerical data; the results are presented according to its criteria.

Level of Competency in the Pretest Scores of the Jigsaw Group. Table 2 below shows the results of the mean competency of the pretest scores of the jigsaw group in terms of speaking skills.

Table 2
Level of Competency of the Pretest Scores of the Jigsaw Group

Questions	Mean	Interpretation
Overall Mean	2.00	Developing

The overall mean score of 2.00 indicates that students of the jigsaw group are at the Developing level (Band 2) according to Level A2 of the Common European Framework of Reference for Languages (CEFR) Speaking Scale. This suggests that students show some ability for the use of basic grammar and vocabulary but seriously lack fluency and pronunciation skills. The students are prompted and supported to keep the most basic conversations and would use isolated words or memorized phrases instead of forming full responses.

In general, it indicates that the students' performance on the pretest is quite low, actually still developing in their speaking proficiency. While they are able to answer simple questions about familiar topics, they lack the ability to elaborate on their thoughts, draw on a range of vocabulary, and engage in extended interaction-especially in tasks requiring more description or reflection.

Level of Competency in the Pretest Scores of the Role Playing Group. Table 3 below shows the results of the mean competency of the pretest scores of the role playing group in speaking skills.

Table 3
Level of Competency in Pretest Scores of the Role Playing Group

Questions	Mean	Interpretation
Overall Mean	2.46	Developing

Based on the CEFR A2 Band Descriptors, the general mean score of 2.46 indicates that students in the Role Playing group seem to be at Developing level speaking skills. This means that simple grammar and vocabulary are under their control, and they need assistance and prompting to express ideas and maintain

interactions. While they manage to communicate in familiar situations, improvement is still required in their fluency, vocabulary use, and pronunciation.

In summary, the results reveal that students under role playing strategy are developing in their speaking performance. Responding to relatively simple and familiar questions, students still need support to sustain longer, more detailed conversations; furthermore, instruction in vocabulary expansion, sentence construction, and interactive communication is essential in order for them to reach more acceptable levels of oral proficiency.

Level of Competency in the Pretest Scores of the Think-Pair and Share Group. Table 4 below shows the results of the mean competency of the pretest scores of the think-pair and share group in speaking skills.

Table 4
Level of Competency in Pretest Score in the Think-Pair and Share Group

Questions	Mean	Interpretation
Overall Mean	2.10	Developing

The overall mean score of 2.10 shows that students in this group are at the Developing level of speaking performance according to the CEFR A2 Band Descriptors. This indicates that students can express themselves somewhat in familiar situations, but their responses' complexity, vocabulary, and fluency are limited. They need to be prompted and supported in conversations and would often resort to fundamental phrases, if not isolated words, in their replies.

Overall, the level of students can manage simple rehearsed responses, but they still find difficulty in extended speaking tasks that require more description and reasoning. Hopefully, The results recommend additional practice or instruction focused on vocabulary growth, sentence formation, and interactional communication to help engage students further toward a more satisfactory level in speaking skills.

Level of Competency in the Posttest Scores of the Jigsaw Group. Table 5 below shows the results of the mean competency of the posttest scores of the jigsaw group in speaking skills.

Table 5
Level of Competency in Posttest Score in the Jigsaw Group

Questions	Mean	Interpretation
Overall Mean	2.94	Satisfactory

With a mean score of 2.94 on the Jigsaw Group's post-test level of competency, this value can be interpreted as "Satisfactory." This indicates that, on average, the students were only able to show moderate speaking ability, following the intervention using the Jigsaw strategy. Performance suggests that they were able to develop the speaking with some improvement, whereas some areas still require further development, such as fluency, vocabulary, and confidence when addressing simple speaking prompts.

This result implies that the Jigsaw cooperative learning strategy effectively fosters acceptable speaking competence among students, specifically in the context of known and structured questions. However, the lower scores in the more complex, descriptive questions indicate a need to develop ways to further improve student abilities in advanced expression and detailed explanation. This could suggest limited

vocabulary, a struggle to organize thoughts, and perhaps a lack of confidence in performing more complex speaking tasks.

Level of Competency in the Posttest Scores of the Role Playing Group. Table 6 below shows the results of the mean competency of the posttest scores of the role playing group in speaking skills.

Table 6
Level of Competency in Posttest Score in the Role Playing Group

Questions	Mean	Interpretation
Overall Mean	3.11	Satisfactory

The mean final posttest score of the Role Playing Group on the level of competency is 3.11, described as "Satisfactory." This means that the students, as a group, exhibited an average level of speaking competence immediately after the intervention." Though students did not score high enough to be placed in the "Good" category, it did seem that they could, to some extent, clearly and fluently articulate their ideas when using different speaking tasks.

In other words, the Role Playing strategy successfully impacted students' accomplishment of a satisfactory level of speaking performance, especially on the more interactive and imaginative end of the scale. The apparent disparity in scores between question types suggests that while students did become more comfortable speaking in a simulated social setting, they tended to struggle with articulating more descriptive or relational content. Hence, more practice in diverse speaking situations would still contribute to strengthening their verbal skills.

Level of Competency in the Posttest Scores of the Think-Pair and Share Group. Table 7 below shows the results of the mean competency of the posttest scores of the think-pair and share group in speaking skills.

Table 7
Level of Competency in Posttest Score in the Think-Pair and Share Group

Questions	Mean	Interpretation
Overall Mean	2.85	Satisfactory

The overall mean score for the level of competency in the posttest of the Think-Pair-Share Group is 2.85, interpreted as Satisfactory. Generally, this implies that the group students showed a minimum adequate level of speaking competence after the implementation of the Think-Pair-Share strategy. This means that students could communicate basic ideas, answer guided questions appropriately, and express ideas in simple, more familiar language patterns.

The result can be interpreted as the Think-Pair-Share strategy being useful in developing a satisfactory level of speaking competence, particularly with respect to simple, structured responses. However, with regard to scoring relatively lower on more complex, expressive questions, it could mean that while this technique does foster collaborative effort and the sharing of ideas, students may still be in need of further support to develop depth, vocabulary, and fluency when it comes to generating lengthier or more descriptive responses.

Result of the Hypothesis

Significant difference between the mean scores in the pretest and posttest mean scores of the students in jigsaw group.

Table 8 shows the results of the paired t-test that was conducted to test the significant difference between pretest and posttest scores of jigsaw group.

Table 8

Comparison of the Achievement of the Students in the Jigsaw Group

Paired Samples Test

Jigsaw	Paired Differences					T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest-Posttest	-.94667	.36779	.05483	-1.05716	-.83617	-17.266	44	.000

According to the data shown in Table 8, the difference in the means is -0.94667 of pretest and posttest scores, with a standard deviation of 0.36779 and a standard error mean of 0.05483. A negative mean difference implies that the posttest scores were better than pretest scores, indicating that the students' speaking performance improved after the implementation of the Jigsaw strategy.

It indicates that the true mean difference between scores is expected to lie within this range with a probability of 95%. The t value shows -17.266 with 44 degrees of freedom (df), and the p-value (Sig. 2-tailed) comes out as .000, which is much less than 0.05: thus, showing a record of statistically significant difference.

This result indicates that the use of Jigsaw cooperative learning strategy significantly and positively contributed to the students' speaking abilities. Between tests, the scores improved substantially, indicating the intervention worked well to increase speaking competence.

Significant difference between the mean scores in the pretest and posttest mean scores of the students in role playing group.

Table 9 shows the results of the paired t-test that was conducted to test the significant difference between pretest and posttest scores of role playing group.

Table 9

Comparison of the Achievement of the Students in the Role Playing Group

Paired Samples Test

Role Playing	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1	-.64444	.34082	.05081	-.74684	-	-	44	.000

Pretest-Posttest					.54205	12.684		

Referring to Table 9, for the role playing group, the Paired Samples Test showed that the mean difference between the pretest and posttest scores was -0.64444, which means that the standard deviation equals 0.34082, and standard error mean amounts to 0.05081. The fact that the mean difference is negative indicates that students scored higher in the posttest than they did in the pretest, implying enhancement of their speaking performance after being exposed to the role playing strategy.

The 95 % confidence interval for the mean difference covers a range between -0.74684 and -0.54205, indicating that we are 95 % confident the true mean difference falls within this interval. The t-value is -12.684 with 44 degrees of freedom, and p-value (Sig. 2-tailed) is .000, which is less than 0.05, indicating that there is a statistically significant difference between the pretest and posttest scores.

Therefore, this result implies that the role-playing strategy significantly positively affected students' speaking competency. Improvement in scores indicates that this strategy aided in enhancing their communication skills through active and expressive engagement in the learning process.

Significant difference between the mean scores in the pretest and posttest mean scores of the students in think-pair and share group.

Table 10 lists the result of the paired t-test that seeks to find significant difference between the pretest and posttest scores on think-pair and share group.

Table 10

Comparison of the Achievement of the Students in the Think-Pair and Share Group

Paired Samples Test

Think-Pair and Share	Paired Differences					t	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
				Lower	Upper			
Pair 1 Pretest-Posttest	-.75238	.26433	.04079	-.83475	-.67001	-18.446	41	.000

As shown in Table 10, the mean difference between pretest and posttest scores is -0.75238, with a standard deviation of 0.26433 and a standard error mean of 0.04079. This negative value, which defines the mean difference implies that the posttest scores obtained by students are generally higher than their pretest scores. This suggests that there was a considerable enhancement in the students' speaking skills when measured post-imposition of the Think-Pair and Share strategy.

This means that with 95% confidence, the true average improvement in scores lies somewhere within a difference of -0.83475 to -0.67001. The calculated t-value is -18.446 with 41 degrees of freedom, and the resultant p-value (Sig. 2-tailed) is .000, less than .05 meaning that the improvement indeed is statistically significant.

This finding means that the Think-Pair and Share strategy had a significant and positive effect on students' speaking performance. The well-supported statistical finding suggests that this cooperative learning strategy was able to successfully develop the students' skills in expressing ideas, responding to questions, and carrying on meaningful communication.

Comparison between the mean scores in the posttest of the students across the cooperative learning strategies.

Table 11 shows the result of the Anova that seeks to find significant difference between the posttest scores of different cooperative learning strategy.

Table 11
Comparison of the Posttest Scores across Cooperative Learning Strategies

ANOVA

Posttest

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	1.504	2	.752	4.068	.019
Within Groups	23.843	129	.185		
Total	25.346	131			

Post Hoc Tests

Multiple Comparisons

Dependent Variable: Posttest

Games-Howell

(I) Groups	(J) Groups	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
1.00	2.00	.09460	.09727	.596	-.1379	.3271
	3.00	-.16444	.08195	.117	-.3598	.0309
2.00	1.00	-.09460	.09727	.596	-.3271	.1379
	3.00	-.25905*	.09747	.026	-.4920	-.0261
3.00	1.00	.16444	.08195	.117	-.0309	.3598
	2.00	.25905*	.09747	.026	.0261	.4920

*. The mean difference is significant at the 0.05 level.

ANOVA test reveals that statistically there was a difference in the posttest mean scores of the three different cooperative learning strategies, as indicated by 0.019 p-values which is lower than the customary significance level of $\alpha = 0.05$. This conveys that at least one group differed from others

significantly on posttest performance. But ANOVA alone doesn't indicate which of the groups differ from each other and requires a post hoc test to identify differences.

The results of the Games-Howell post hoc tests indicated that the posttest score outcomes of Group 1.00 (jigsaw) and Group 2.00 (role playing) did not differ significantly. It also indicated that the posttest score outcomes of Group 1.00 (jigsaw) and Group 3.00 (think-pair and share) did not differ significantly. However, there was found to be a statistically significant difference between Group 2.00 (role playing) and Group 3.00 (think-pair and share), with Group 3.00 (think-pair and share) performing significantly better than the other. This indicates that the cooperative learning strategy employed in Group 3.00 (think-pair and share group) resulted in higher posttest scores than that employed in Group 2.00 (role playing).

The findings suggest that using the Think-pair-share strategy was significantly better than the role-play strategy at improving students' scores on posttests. So, structured peer interaction and guided sharing may better accommodate speaking development. The Jigsaw group's performance did not show a statistically significant difference from either of the other groups, thus they were evaluated as equally effective. Thus, overall, the cooperative strategy would affect the improvement level of students' speaking skills.

DISCUSSIONS AND CONCLUSION

Discussions

The following discussions are arranged based on the presentation of problems of the study.

Level of Competency in the Pretest Scores of the Jigsaw Group. The result indicates that before the applied intervention, the Jigsaw group students were still at a developing level with their speaking ability. Responses indicated that their grammar and vocabulary use needed to be effective, heavily relying on rote-learned phrases or isolated words rather than full sentences. The students managed basic familiar-level questions while complex ones proved incredibly problematic, particularly in situations when they had to describe experiences and preference. Fluency and pronunciation were also affecting the students in long conversations, providing evidence for support in providing foundational speaking skills.

The result is accorded to numerous studies which record the difficulties facing learners in the initial stages of second language acquisition. Students are not confident in their speaking skills, which results in anxiety and fear of making mistakes that hinder students from spontaneously engaging in communication. Consequently, this dimension of anxiety or fear produces an ability to engage only in formulaic speech while decreasing their chance of confidently speaking with fluency (despite some errors) in an open dialogue (Ningrum & Listyani, 2022). Moreover, Ali and Ali (2023) say limited vocabulary and poor grammatical control consequently constrains students from being able to express themselves adequately in English and in such a way limits their understanding and articulation of more sophisticated concepts consequently affecting their overall academic success and educational experiences.

Additionally, Yildiz and Celik (2020) also affirmed that indeed novice students require heavy prompting and scaffolding for maintaining even the simplest dialogues. This scaffolding promotes skill and understanding development in students to build their independence eventually in learning the language as they advance. Also, Sharma (2024) explains that learners suffer from an incoherent spoken language because of an inadequate amount of practice and exposure. All these studies reinforce the need for

targeted strategies to help students move beyond memorized responses and towards more functional language use.

Level of Competency in the Pretest Scores of the Role Playing Group. It is concluded that the students taught using the Role Playing strategy are still within the Developing level in speaking. This shows that they can use grammar and vocabulary at a nominal level, but spontaneous expression of thoughts and sustaining conversations are areas where they still have limited skill. These students may function well in familiar contexts; however, when greater elaboration or complex language is called for, they often need prompting and support. There was better performance on questions about basic personal information and familiar topics, whereas greater struggle was shown when particular questions asked for further description or explanation. This suggests that Role Playing has given them some confidence in speaking, but fluency, vocabulary breadth, and pronunciation will still require concentrated attention in order for them to reach higher levels of proficiency.

Several studies emphasized the advantages and limitations of Role-Playing in language instruction. In their words, Role-Playing can stimulate spontaneity and build the learners' confidence in using the target language, enabling students to practice real-life conversations in familiar settings, which in turn refines their communication skills and increases motivation to speak in the classroom conversation in English (Ishak & Aziz, 2022). On the contrary, in the absence of a structured language input and feedback, Ablakulov (2023) claims, students might find it quite difficult to move beyond basic communication competence.

Similarly, Mashhura (2024) states that role-playing can significantly increase people's interest and involvement in language learning: it must go together with explicit instruction in forms of language for accuracy. This combination paves the way to having communicative competence and correct usage of language forms. Herrera et al. (2024), finally, asserted that despite the fact that interactive strategies afford learners opportunities to speak, practice in the developmental area of vocabulary and sentence structures is still a necessity to enhance their oral lacking proficiency.

Level of Competency in the Pretest Scores of the Think-Pair and Share Group. The results show that students within the Think-Pair-Share group are rated developing in their pretest speaking performance. They could answer simple and known questions but have to work their way up in completing more extended or intricate tasks. Their answers are not always elaborated and rely on rehearsed phrases or basic vocabulary. This means that, despite knowing the very basic aspects of English for everyday conversation, students still struggle to speak more fluently, clearly, and coherently when called upon for more description or reflection. Such lapses demonstrate that students still need to develop more meaningfully spontaneous and meaningful interaction opportunities for practice in various structures.

A series of academics attests to the results. Pérez and Carvajal (2023) asserted that the cooperative learning strategy, Think-Pair-Share, encourages student participation and the sharing of ideas in the learning process. However, in practicing these situations for developing fluency in speaking, guided practice is important so that students might even be able to express themselves in English. Andrian (2023) argues that, for oral language development to be meaningful, learners need regular practice in form-focused instruction alongside the communicative use of language. Dwigustini et al. (2022) also remarked that learners with low proficiency require scaffolding and interactive feedback in order to reach higher standards in their oral skills. Finally, Montaño and Patiño (2024) claimed that although collaborative strategies promote interaction and sharing, there is also a need for embedded vocabulary

enrichment and pronunciation practice directed toward assisting learners in advancing from fundamental to more proficient speaking levels.

Level of Competency in the Posttest Scores of the Jigsaw Group. The posttest results indicate that the students in the Jigsaw group reached a satisfactory level of speaking performance after intervention. This means that the strategy played a role in improving their speaking ability, particularly in responding to familiar, structured, and routine-based types of prompts. The students showed more confidence and fluency in answering simple and predictable questions. Noticeable progress was made; however, elaboration, richness of vocabulary, and fluency in complex responses still require a certain level of attention. The students were able to cope with short answers, but could not stretch out their answers into longer or more descriptive forms.

Jeppu et al. (2023) claimed that the Jigsaw method encourages cooperative interaction and increases engagement, which helps trainees improve their basic communicative competence. According to Daulay et al. (2024), cooperative learning strategies like Jigsaw also provide students with a chance to practice using the language with their peers, which is an effective strategy for building foundational speaking skills. Moreover, Abbasi and Anthony (2024) talked about how, through this cooperation, students are exposed to opportunities to rehearse constructing meaning, which beneficially impacts basic speaking fluency.

Moreover, Loor et al. (2015) mention that although cooperative learning promotes participation, it does not fully develop advanced speaking skills without integrating explicit instruction in vocabulary, grammar, and discourse strategies. For progressing in more complex speaking tasks, learners often need structured feedback and focused practice. Therefore, although Jigsaw strategy proved advantageous for promoting speaking among students, the strategy must be enhanced with targeted instruction to facilitate learners' further development into complex, fluent, and confident communication.

Level of Competency in the Posttest Scores of the Role Playing Group. The posttest results indicated that students in the Role Playing group attained satisfactory speaking performance after implementing the intervention. This signifies that the strategy effectively developed their ability to express themselves in familiar, conversational circumstances. With moderate fluency and clarity, students could express their ideas, demonstrating growing comfort in responding to situational and interactive prompts. While the students did not achieve a high level of oral proficiency, their performance represents a notable distance in advancement, especially in those interactions that were more personalized, role-oriented, and preference-sharing. Challenges, however, continued to persist for students relating to articulating more elaborate, descriptive, or emotionally charged topics, including personal narratives about family or anything requiring complex reasoning.

The effectiveness of role-playing as a speaking strategy is well-supported by literature. Role playing enables learners to simulate real-life conversations and thus helps develop communicative competence and encourages self-confidence (Korochentseva et al. 2020). Dewi et al. (2020) added that role playing spurs motivation and engagement to provide a context for practice in speaking. Luo and Lyu (2024) remarked that role playing, a communicative task, stimulates fluency through opportunities to negotiate meaning in interaction.

However, as Togimin and Jaafar (2020) noted, role-play interaction must be supplemented with purposeful feedback and language to help learners move beyond the internalised or situational end of their success. They will likely have difficulty producing complex or abstract language, even when vocabulary has been learned. Thus, while this role-playing strategy is beneficial for a majority of the

students in achieving tolerable speaking standards, much more practice in varied speaking situations and conjunction with systematic language input is still needed for deeper proficiency in speaking.

Level of Competency in the Posttest Scores of the Think-Pair and Share Group. The posttest findings indicate that students in the Think-Pair-Share group reached adequate speaking performance after the intervention. This indicates that the strategy facilitated the students' improved communication ability with simple language structure and familiar vocabulary. Likewise, learners could respond appropriately to common questions and express basic ideas fluently. The strategy has been effective in promoting participation and interaction. However, there appeared to be some students who were still limited in their skills to answer questions that required more detail, explanation, or personal reflection. There is a need for more development in the expressiveness of the language, such as elaborating on the idea and complex structuring of responses.

Sriyanda and Priyana (2024) cite the Think-Pair-Share technique as giving time for thought processing before responses, with increased participation levels and reduced anxiety associated with talking. Facilitate active learning and build confidence in learners when expressing their ideas. This was reinforced by Gaffar et al. (2024), who emphasized that this technique was active and facilitated students in expressing their ideas in small groups. Nurkhasanah (2023) discovered that through regular implementation in classroom discussion activities, Think-Pair-Share enhances the students' communication skills. Supplemental to that, Shaik (2024) observed that even if collaborative strategies develop basic conversation skills, vocabulary enrichment, grammar instruction, and pronunciation practice should all be included for higher-level speaking success.

Therefore, while Think-Pair-Share effectively fosters foundational speaking skills, its impact may be limited if not paired with additional instructional support that targets complexity, fluency, and vocabulary depth in student responses. For learners to move beyond simple conversational abilities, varied and intentional practice in extended speaking tasks is necessary.

Significant difference between the mean scores in the pretest and posttest mean scores of the students in jigsaw strategy. The results of a paired t-test show a statistically significant difference in speaking performance improvement between students in the Jigsaw group post-intervention. Observed posttest scores were significantly greater than those observed in pretest scores, which indicates that applying the Jigsaw strategy greatly improved the speaking abilities of learners. This implies that students benefited from study collaboration in terms of both practicing and purposeful speaking interaction when carrying out the jigsaw method. The improved performances are testimony to the effects of this collaborative learning approach in enhancing oral language skills.

This is in line with previous findings that found that using the Jigsaw strategy effectively improves language skills. Wang et al. (2023) reported that Jigsaw promotes mutual interdependence and individual accountability, resulting in increased motivation and learning gains in language classrooms. Sudin et al. (2021) noted that cooperative learning, such as the Jigsaw method, requires students to explain the concepts to one another, enhancing comprehension and verbal expression. In addition, Aznia et al. (2022) asserted that Jigsaw provides meaningful opportunities for interaction, which is critical in developing communicative competence.

Dorian and Ottilie (2024) reported the efficacy of structured cooperative learning environments on learning outcomes and social interaction skills, especially in second language acquisition. The current study's results reinforce that the Jigsaw strategy not only aids content understanding but also

significantly improves speaking performance through active participation, collaboration, and peer-supported learning.

Significant difference between the mean scores in the pretest and posttest mean scores of the students in role playing strategy. Paired t-test results indicate that the experimental Role Playing group students have significantly improved speaking performance after the intervention. Their posttest scores were significantly higher than their pretest scores, indicating that the role-playing strategy greatly affected their oral communication. The above shows that the students became fluent and more confident in production after being them in dramatized and interactive activities. The strategy seemed to develop their ability to answer questions more clearly and structure their responses better, and thus, speak more comfortable in English.

Many studies support the conclusion that role-playing would be effective in language development. As Salainti pointed out (2024), role playing nurtures spontaneous language use for creativity with meaningful interactions, which is paramount in developing speaking fluency. Alvarez (2024) further established that role play helps reduce anxiety and build automaticity by immersing learners in communicationally realistic situations in which language is functional and purposeful. Furthermore, Smelianska et al. (2024) stated that role playing gives students context-rich opportunities for language practice that mirror real-life interactions, thus enhancing both accuracy and fluency.

Yusupalieva (2024) pointed out that communicative strategies such as role playing best serve the interests of communicative competence, engaging the learners in real discourse and negotiation of meaning. Improved results in this study reaffirm such a belief, providing an impetus for role play as an effective teaching method for enhancing speaking competence through experiential learning with active involvement.

Significant difference between the mean scores in the pretest and posttest mean scores of the students in think-pair and share strategy. A paired t-test shows a statistically significant increase in spoken performance at post-intervention by students in the Think-Pair-Share group. There was a significant gain in posttest scores over pretest scores, indicating successful implementation of the Think-Pair-Share strategy for meaningful enhancement of students' oral communication skills. It further indicates improvement in organizing thoughts, articulating ideas, and responding better in terms of speaking task performance. The structured process of individual thinking, paired discussion, and group sharing created a supportive environment that facilitated verbal expression and language development.

This finding is corroborated by numerous studies that underscore the efficacy of Think-Pair-Share in language proficiency development. Apriyanti and Ayu (2020) contend that Think-Pair-Share improves student participation and verbal output through timed processing and delivery of thoughts before speaking. According to Sunarya and Atmazaki (2024), the method encourages active participation, critical thinking, and collaboration, which significantly enhance one's capacity to acquire languages. Furthermore, Hakim (2024) indicated that this method increases students' speaking confidence while collaboratively helping learners articulate their ideas clearly and coherently.

According to Pajrina et al. (2022), tasks that involve cooperation and interaction, such as Think-Pair-Share, increase the opportunities for students to use language meaningfully. The nature of the strategy facilitates turn-taking, listening, and negotiation of meaning, which are all vital for communicative competence development. Hence, the considerable improvement of this group confirms the usefulness of Think-Pair-Share as a strategy for improving the students' speaking performance through structured collaborative work and reflective conversations.

Comparison between the mean scores in the posttest of the students across the cooperative learning strategies. The ANOVA results show there was a statistically significant difference in students' speaking performance among the three cooperative learning strategies during the posttest. Although Jigsaw, Role Playing, and Think-Pair-Share were all successful at improving speaking skills among students, they also differed in spice of improvement for students. Further analysis through a post hoc test shows that the Think-Pair-Share strategy was significantly higher than Role Playing in terms of students' speaking performance. Meanwhile, there is no statistically significant difference between Jigsaw and the other two strategies, which implies it is comparable with them. These results underscore the fact that the kind of cooperative learning strategy would greatly affect how students generally would develop their speaking skills.

Much research demonstrated the importance of structured and reflective peer interaction for purposes of enhancing speaking skills. Think-Pair-Share allows for individual and collective information processing, improving verbal clarity and fluency, according to Sriyanda and Prinyana (2024). Nafisah et al. (2024) likewise observed that structured cooperative strategies that incorporate think time and peer dialogue develop a deeper understanding and articulate speaking performance. At the same time, Mundelsee and Jurkowski (2021) indicated that students engaged in Think-Pair and Share became more confident speakers, especially when such participation is scaffold and purposeful.

Martinez and Gomez (2025) look to further assert that while motivation and engagement may be somewhat enhanced by active learning strategies, those that foreground reflection before interaction (Think-Pair-Share strategy) seem to provide extra cognitive support that enhances oral production. Dewi (2023) stressed that the Think-Pair-Share method should help students express their opinions, thereby showing the importance of structured, reflective, and guided peer interaction in language learning. Hence, cooperative learning strategies have all been helpful. Still, the Think-Pair-Share group's superior performance further validates the importance of structured, reflective, and guided peer interaction in helping students speak better.

Conclusion

The study findings revealed that all three cooperative learning strategies, Jigsaw, Role-Playing, and Think-Pair-Share, successfully elevated students' speaking performance from a developing level in the pretest to higher levels in the posttest. In particular, groups exposed to Jigsaw, Role-Playing, and Think-Pair-Share achieved a satisfactory level about fluency, confidence, and organization of ideas in spoken English.

A major difference was discovered in the pretest and posttest scores between groups, indicating that all three strategies facilitated improvement in students' speaking performance. This was further validated by ANOVA and post-hoc tests, which revealed a statistically significant difference in posttest scores across strategies: Think-Pair-Share performed better than Role-Playing and did not differ significantly from Jigsaw. This means that while all strategies were effective, Think-Pair-Share had a greater impact in improving speaking competence. Consequently, of great importance then, are cooperative learning strategies especially those that encourage well-organized reflection and interaction when developing students' reading skills.

Recommendations

In light of the findings and conclusions, the following recommendations were offered:

1. Teachers are encouraged to incorporate cooperative learning strategies such as Think-Pair-Share, Jigsaw, and Role-Playing into the teaching of speaking skills to improve fluency, confidence, and organization of ideas in students.
2. Schools and curriculum designers should offer professional development and training so that teachers can acquire effective strategies for implementing cooperative learning methods within the classroom.
3. Educators should design learning activities that encourage student collaboration and organized thinking, essential in developing speaking and reading skills.
4. Future investigations may focus on the enduring effects of cooperative learning on students' speaking proficiency at an advanced period, which would determine gradual language growth over the years. This could also be done in different educational contexts and classes or as learners with varying proficiency levels to test the generalizability of their findings.

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