

Enhancing the Speaking Participation of Grade 9 Students through the Think-Pair-Share Strategy

Marvilen C. Pino¹, Herminia Q. Alburo², Lilibeth Y. Abamonga², Genelyn R. Baluyos¹

¹College of Education, Misamis University, Ozamiz City, Misamis Occidental, Philippines

²Ozamiz City National High School, Ozamiz City, Misamis Occidental, Philippines

DOI: <https://doi.org/10.47772/IJRISS.2026.100801148>

Received: 09 September 2026; Accepted: 14 September 2026; Published: 25 September 2026

ABSTRACT

Think-Pair-Share (TPS) has been recognized as an effective cooperative learning strategy in improving students' confidence and participation in speaking activities in English classes. This study examined the effect of the Think-Pair-Share Strategy on the speaking participation of Grade 9 students in English class during the School Year 2025–2026 in one of the public secondary schools in Ozamiz City. A one-group pretest-posttest design was utilized through instructional sessions that incorporated pair discussions, collaborative speaking activities, and structured oral communication tasks using the Think-Pair-Share Strategy. The participants were purposively selected and completed pretest and posttest assessments on students' confidence in speaking English and speaking participation, including cognitive engagement, affective engagement, behavioral engagement, and motivation in speaking participation. Statistical tools such as frequency, percentage, mean, standard deviation, and paired t-test were used to analyze the data. Findings revealed that before the implementation of the Think-Pair-Share Strategy, learners demonstrated fairly satisfactory confidence in speaking English and good levels of speaking participation. After the implementation of the strategy, learners' confidence and speaking participation improved to outstanding and excellent levels, respectively. The results further revealed a statistically significant difference between the learners' scores before and after the implementation of the Think-Pair-Share Strategy. These findings confirm that Think-Pair-Share is an effective instructional strategy for enhancing learners' confidence, participation, motivation, and engagement in speaking English activities.

Keywords: Think-Pair-Share Strategy, confidence, English, speaking participation, cognitive engagement, affective engagement, behavioral engagement, motivation, oral communication

INTRODUCTION

Speaking is a universal skill that enables students to articulate ideas, negotiate meaning, and engage in collaborative learning, making it essential in both academic and real-life contexts (Hidayati et al., 2023). However, many Grade 9 students remain reluctant to participate in speaking tasks due to anxiety, low confidence, and limited opportunities to express themselves. Recent regional findings from SEAMEO INNOTECH (2021) emphasize that traditional teacher-centered approaches in Southeast Asian classrooms hinder students' oral communication development, calling for more interactive and student-centered strategies. In response, studies such as Darmawan and Lestariningsih (2023) show that the Think-Pair-Share (TPS) strategy effectively boosts students' confidence, teamwork, and speaking participation, making it a promising approach for improving Grade 9 learners' engagement in English classes.

The Think-Pair-Share (TPS) method has been widely recognized as an effective cooperative learning approach that encourages student involvement in classroom discussions. It provides learners with a safe environment to share ideas, listen to others, and construct knowledge collaboratively (Apriyanti & Ayu, 2020). By promoting interaction and teamwork, TPS not only strengthens speaking ability but also enhances students' comprehension and critical thinking skills. Several studies have reported improvements in students' performance and engagement when this method is applied across various subjects, highlighting its potential to create a more student-centered classroom atmosphere (Ismail et al., 2023). Despite these promising outcomes, there is still limited focus on its specific application in enhancing speaking participation among secondary school learners,

particularly in English classes.

Recent findings further support the role of TPS in improving students' communication skills and classroom involvement. For example, a study conducted at the Universidad Técnica de Ambato revealed that students who participated in TPS-based activities demonstrated greater confidence and fluency in expressing their ideas in English (Lascano, 2021). Similarly, learners who previously struggled with motivation and self-confidence became more active and engaged when exposed to cooperative strategies such as TPS (Putri et al., 2020). These results suggest that when students are given structured opportunities to interact and reflect, they develop both linguistic competence and social skills essential for effective communication. Furthermore, research indicates that TPS fosters positive attitudes toward learning and helps students overcome anxiety associated with speaking in front of others (Haryadi & Eryandi, 2024).

The TPS strategy has also been proven effective in improving students' academic performance across different learning areas. Studies have shown that students taught through TPS perform better than those taught through traditional methods, as it allows them to process information deeply and collaboratively (Kombat et al., 2023). In language learning contexts, this strategy enhances vocabulary usage, sentence construction, and pronunciation, resulting in higher speaking proficiency scores (Sriyanda & Priyana, 2024). Moreover, students have expressed positive perceptions toward TPS, noting that it promotes meaningful participation, encourages idea sharing, and develops critical thinking skills (Mena Alarcon, 2022). These findings confirm that TPS not only strengthens speaking ability but also nurtures learners' confidence and creativity in using the English language (Wahid, 2020).

Several researchers have validated the effectiveness of TPS in improving speaking performance among learners at various academic levels. For instance, TPS enables students to practice speaking collaboratively (Aeni, 2020), and it has shown success among visually impaired students in enhancing their communication skills (Rahmat et al., 2021). Likewise, TPS significantly increased the speaking proficiency of Grade XI students (Serigar, 2021), and it proved valuable in junior high school English classes (Sitompul, 2025). Other studies revealed that TPS helps students articulate their thoughts more clearly, increases classroom interaction, and enhances motivation to participate in speaking tasks (SunArdan et al., 2024). Collectively, these studies highlight the adaptability and effectiveness of the TPS approach in developing learners' oral communication skills across diverse educational settings.

There appears to be a population gap in the existing literature on the use of TPS to enhance speaking participation. Most previous studies have focused on college students, senior high school learners, or students from specialized programs. At the same time, limited research has examined its impact on Grade 9 students in English-speaking classes. Given that early adolescence is a crucial stage for developing communication confidence and language competence, it is important to explore how TPS can support learners at this level. Addressing this gap will provide valuable insights into how cooperative learning strategies can be tailored to meet the needs of junior high school students and strengthen their speaking performance (Miles, 2017).

The purpose of this study is to determine how TPS can enhance the speaking participation of Grade 9 students. Specifically, it seeks to identify the challenges students face in speaking English, evaluate how TPS influences their participation and confidence, and assess students' perceptions of this approach. Through this research, teachers may gain practical ideas for making English classes more interactive, inclusive, and communicative. Ultimately, this study aims to contribute to the continuous improvement of English instruction by promoting collaborative learning practices that empower students to express themselves confidently and effectively in the classroom (Wijaya, 2025).

This study strongly aligns with Sustainable Development Goal 4 (Quality Education), which seeks to ensure inclusive, equitable, and high quality education for all. By employing the Think-Pair-Share strategy to boost speaking participation and confidence among Grade 9 students, the research promotes active, cooperative, and learner-centered pedagogy, core elements of equitable and quality education.

The findings of this study are expected to contribute to the growing body of research on cooperative learning and speaking development by providing practical insights that teachers can easily integrate into their classroom practices. By addressing the identified population gap, this research aims to demonstrate that even structured

and low-cost strategies like TPS can significantly enhance students' participation, confidence, and communication skills (Wijaya, 2025). Moreover, the study seeks to encourage teachers to adopt more interactive and learner-centered approaches that promote collaboration and critical thinking. In the long run, this initiative hopes to cultivate classrooms where students are not only active participants but also confident and competent communicators who can express their ideas effectively in English (Wijaya, 2025).

The Think-Pair-Share (TPS) strategy is a cooperative learning approach that systematically promotes student engagement, interaction, and oral participation in the classroom. In this method, students first think individually about a question, prompt, or problem, allowing them to organize their ideas and prepare responses (Sriyanda & Priyana, 2023). Next, students pair up to share and discuss their thoughts with a peer, providing constructive feedback and refining their understanding (Haryadi & Eryandi, 2024). Finally, they share their insights with the whole class, fostering collaborative learning, active listening, and meaningful discussion (Pajrina et al., 2022).

The structured process of TPS not only enhances speaking participation and fluency but also builds confidence, critical thinking, and peer collaboration. Teachers can implement TPS by preparing clear, relevant prompts aligned with lesson objectives, grouping students strategically, and guiding discussion while providing scaffolding as needed. Reflection sessions and formative assessments, such as observation checklists or oral rubrics, allow teachers to monitor progress and provide feedback. Repeated TPS cycles with varied topics reinforce linguistic competence and social skills, making English classes more interactive, inclusive, and communicative for Grade 9 learners.

To implement the Think-Pair-Share (TPS) strategy in enhancing the speaking participation of Grade 9 students, begin by identifying clear learning objectives focused on oral communication and critical thinking. Prepare discussion prompts or questions that are meaningful, relevant, and appropriately challenging. Instruct students to think individually first, allowing them to organize their ideas, plan their responses, and build confidence. Then, have students pair up to share thoughts, provide feedback, and refine their answers through peer interaction. This stage fosters collaboration, critical reflection, and confidence, especially for students who are hesitant to speak in front of the whole class.

After the pairing stage, guide students to share their ideas with the larger group, promoting active listening, engagement, and constructive discussion. Integrate reflection sessions to consolidate learning, highlight key points, and address communication challenges. Use formative assessments such as rubrics or observation checklists to evaluate speaking participation, fluency, and clarity, while providing feedback to support improvement. Repeated TPS cycles with varied topics help progressively strengthen oral communication skills. Consistent application of TPS encourages student-centered learning, nurtures confidence, promotes collaboration, and significantly enhances the speaking participation of Grade 9 learners (Sriyanda & Priyana, 2023).

This study aimed to determine the effect of the Think-Pair-Share strategy on the speaking participation of Grade 9 students in English class during the School Year 2025–2026 in one of the public secondary schools in Ozamiz City. Specifically, it sought to answer the following questions:

1. What is the level of students' confidence in speaking English before the implementation of the Think-Pair-Share strategy?
2. What is the level of students' confidence in speaking English after the implementation of the Think-Pair-Share strategy?
3. What is the level of speaking participation of Grade 9 students before the implementation of the Think-Pair-Share strategy?
4. What is the level of speaking participation of Grade 9 students after the implementation of the Think-Pair-Share strategy?
5. Is there a significant difference in the level of students' confidence before and after the implementation of the Think-Pair-Share strategy?

6. Is there a significant difference in the level of speaking participation before and after the implementation of the Think-Pair-Share strategy?

METHODS

Research Design

This study employed a classroom-based quantitative approach using a one-group pretest–posttest design to evaluate the effectiveness of the Think-Pair-Share (TPS) strategy. A pretest–posttest design assesses an instructional strategy by measuring students' performance before and after its implementation (Sriyanda & Priyana, 2023). This design is deemed appropriate as it will allow the researchers to determine how the TPS strategy influences Grade 9 students' speaking participation and confidence in English class (Haryadi & Eryandi, 2024).

Research Setting

This study was conducted in one of the public secondary high schools in Ozamiz City, Misamis Occidental, Philippines. The school offers a complete junior high school program, including Grade 9 English classes that focus on developing oral communication, vocabulary, and critical thinking skills.

A single section of Grade 9 students was selected as the respondents for this study. This group was ideal for examining the effects of the Think-Pair-Share (TPS) strategy on speaking participation and confidence, as these learners are in a crucial stage of developing communicative competence and self-assurance in using English. By assessing their experiences with TPS, this study aims to determine how structured cooperative learning activities influence students' willingness to participate, fluency, and ability to express ideas effectively in a classroom setting.

Respondents of the Study

This study included thirty-eight (38) Grade 9 students enrolled in one of the public secondary high schools in Ozamiz City, Misamis Occidental, Philippines, for the S.Y. 2025–2026. Purposive sampling was employed to ensure that the selected respondents are actively participating in the English subject and are directly engaged in speaking activities. Only students who provided consent to their participation were included, ensuring adherence to ethical research standards. This selection aimed to address the gap in research on the effectiveness of the Think-Pair-Share (TPS) strategy in enhancing junior high school learners' speaking participation and confidence. By focusing on this group, the study provides insights into how TPS-based cooperative learning activities can foster active engagement, oral fluency, and communicative competence in Grade 9 English classrooms.

Research Instrument

This study used the following tools to collect data:

A. Students' Confidence in Speaking English Before the Implementation of the Think-Pair-Share Strategy Questionnaire (Appendix A). This researcher-designed English Speaking Confidence Questionnaire, consisting of 50 items, measured the students' level of confidence in speaking English before the implementation of the Think-Pair-Share strategy. The questionnaire includes clear, student-friendly statements that assess different aspects of speaking confidence, such as pronunciation, vocabulary use, participation, students' knowledge about the topics, and their ability to express ideas in English. The items range from simple speaking situations to more interactive communication tasks, allowing students to reflect on their confidence in various contexts.

To ensure validity, the scale was reviewed by language and education experts for clarity, relevance, and appropriateness. A pilot test was conducted to determine if the items were suitable and understandable for the target learners. Reliability was assessed using Cronbach's alpha, with a value of 0.70 or higher indicating that the instrument is consistent and reliable in measuring students' speaking confidence.

This scale was used to determine students' level of confidence:

Scores	Remarks
45–50	Outstanding
40–44	Very Satisfactory
35–39	Satisfactory
30–34	Fairly Satisfactory
1–29	Did Not Meet Expectations

B. Learners' Speaking Participation and Engagement Checklist (Appendix B). This researcher-made questionnaire was designed to assess students' engagement and confidence levels in English-speaking activities using the Think-Pair-Share (TPS) strategy. The instrument will use a 5-point Likert scale, with responses ranging from Strongly Disagree (1) to Strongly Agree (5), adapted from Darmawan and Lestariningsih (2023) and Sriyanda and Priyana (2024). It will comprise 20 items categorized into four key constructs: Cognitive Engagement, which will measure students' focus, critical thinking, and thought processes during TPS activities; Affective Engagement, which will assessed interest, enthusiasm, and emotional involvement in speaking tasks; Behavioral Engagement, which will evaluate participation, peer interaction, and contribution during class discussions; and Speaking Confidence, which will measure students' self-assessed ability and willingness to express ideas verbally in English.

The questionnaire was administered as both a pre-assessment before the TPS intervention and a post-assessment after completing all TPS sessions, allowing for a comparative analysis of changes in engagement and speaking confidence. Previous studies have shown that TPS enhances classroom participation, peer interaction, and learners' willingness to communicate in English, making this instrument highly relevant to the study (Haryadi & Eryandi, 2024).

The validity and reliability of the questionnaire were established through expert consultations, pilot testing, and statistical validation. English language educators and specialists will review the items to ensure alignment with Grade 9 English competencies and TPS instructional objectives. A pilot study was conducted to assess clarity, coherence, and relevance, and Cronbach's alpha will be calculated to determine internal consistency (target $\alpha \geq 0.70$).

Responses	Continuum	Interpretation
5 – Strongly Agree	4.20 – 5.00	Excellent
4 – Agree	3.40 – 4.19	Very Good
3 – Neutral	2.60 – 3.39	Good
2 – Disagree	1.80 – 2.59	Poor
1 – Strongly Disagree	1.00 – 1.79	Very Poor

C. Lesson Plan (Appendix C). In this study, the Think–Pair–Share (TPS) strategy was integrated into the Grade 9 English curriculum to enhance students' speaking participation and oral communication. Each 60-minute session will begin with a brief warm up to engage students, followed by teacher-led instruction introducing the lesson's content. Students then thought individually about a prompt, paired up to discuss their ideas collaboratively, and finally shared their responses with the class. At the same time, the teacher offered feedback and modeled appropriate language use. Observations will be made on student participation, clarity, confidence, and engagement. By analyzing these observations across sessions, the study will evaluate whether TPS leads to improved willingness to speak, greater oral participation, and enhanced ability to articulate ideas in English (Sriyanda, R., & Priyana, J., 2024).

Data Collection

Prior to data collection, the researcher secured formal approval to conduct the study by submitting request letters to the appropriate school authorities, including the School Principal of the selected public secondary high school

in Ozamiz City. Upon approval from the Principal, subsequent letters were addressed to the Grade Level Head and the Class Adviser, and their consent was obtained prior to the implementation of any data collection procedures. Each letter will clearly outline the objectives, methodology, and scope of the study to ensure transparency and adherence to institutional and ethical guidelines. Following the approval process, informed consent forms will be distributed to the parents or guardians of the Grade 9 students, together with assent forms for the students, to ensure voluntary and ethical participation.

The study focused on enhancing speaking participation and confidence in English through the Think–Pair–Share (TPS) strategy. Data collection was conducted over four instructional sessions, each lasting approximately 60 minutes. Each session began with a brief review of previous lessons, followed by teacher-led instruction on the day's speaking topic. Students then engage in TPS activities, wherein they think individually, discuss ideas with a partner, and share their responses with the class. These structured activities allowed students to practice oral communication, collaborate with peers, and participate actively in class discussions.

To assess students' progress, a pre-assessment was administered before the first TPS session to determine baseline levels of speaking participation and confidence. After the final TPS session, a post-assessment was conducted to measure improvement. Students' speaking participation and confidence were rated using the Speaking Participation and Confidence Test (Instrument A), with scores analyzed to determine changes in performance. Standardized scoring criteria on the 5-point Likert scale and the use of a speaking rubric will ensure reliable, objective, and consistent measurement of students' growth throughout the study.

Ethical Considerations

Before conducting the study, ethical considerations were carefully established to prioritize the well-being, rights, and privacy of all participants. Approval was sought from the Misamis University Research Ethics Board (MUREB) to ensure compliance with institutional and ethical research standards. Additionally, the researcher ensured that all ethical standards were followed to protect the well-being of the respondents. Approval to conduct the study was sought from the School Principal, the Grade Level Head, and the Class Adviser, with each authority's consent being obtained prior to any data collection. These approvals confirmed that the study will comply with institutional and research guidelines.

Informed consent procedures were strictly observed for all participants. Parents or legal guardians of the selected Grade 9 students will be asked to provide written informed consent. In contrast, the students themselves will give assent to signify their voluntary participation in the study. Prior to data collection, participants were clearly informed about the purpose of the study, the research procedures involved, the expected benefits, and any potential risks. They were assured of their right to withdraw from the study at any stage without any academic or personal consequences.

Confidentiality and anonymity were strictly maintained. All collected data will exclude personally identifiable information, and participants will be assigned coded identifiers. Both digital and physical data were securely stored, with digital files encrypted and physical copies kept in a locked cabinet accessible only to the researcher. These measures complied with Republic Act No. 10173 (Data Privacy Act of 2012), ensuring participants' privacy, dignity, and security. By adhering to these ethical considerations, the researcher safeguarded participant welfare while maintaining the integrity and credibility of the study.

Data Analysis

This study utilized the following statistical methods for data analysis using JAMOVI software:

Frequency and percentage were employed to examine students' speaking participation and engagement levels before and after the implementation of the Think-Pair-Share (TPS) strategy.

Mean and standard deviation were used to measure students' speaking confidence and overall oral performance.

A *paired t-test* was used to determine whether significant differences exist in students' speaking participation and confidence before and after the TPS intervention.

Dissemination Plan

The findings of this study were shared with school administrators, cooperating teachers, Grade 9 students, and their parents through reports, discussions, and clear summaries, highlighting the benefits of the Think–Pair–Share (TPS) strategy in enhancing speaking participation and confidence in English. Ethical considerations, including informed consent and assent procedures, were strictly observed when presenting results to students and parents. The results were also disseminated to the university community and other educators through seminars, presentations, and publications to provide practical insights and recommendations for implementing TPS-based cooperative learning strategies to improve students' oral communication skills in secondary English classrooms.

Utilization Plan

The results of the study will be disseminated through poster presentations and publications. A poster summarizing the key findings, conclusions, and recommendations will be prepared and displayed during academic or research dissemination events, allowing educators, school stakeholders, and other researchers to understand the study's outcomes and apply its insights easily. Additionally, the study will be prepared for publication in an academic journal or institutional research repository, ensuring that its contributions reach a wider audience and support further research on enhancing the speaking participation and confidence of Grade 9 students through the Think–Pair–Share (TPS) strategy.

RESULTS AND DISCUSSIONS

Level of Students' Confidence in Speaking English Before the Implementation of the Think-Pair-Share Strategy

The data in Table 1 present the level of students' confidence in speaking English before the implementation of the Think-Pair-Share Strategy. Overall, the students' performance was fairly low, with an overall mean score of ($M = 31.47$, $SD = 1.27$), interpreted as Fairly Satisfactory. This suggests that Grade 9 students had limited confidence in expressing themselves orally in English and were not yet fully engaged in speaking activities that require spontaneous communication. The relatively low overall mean indicates that students may still be experiencing hesitation, anxiety, and lack of preparedness when required to speak in English inside the classroom.

Among the performance levels, the highest proportion of students fell under the Did Not Meet Expectations category ($n = 19$, 50.0%, $M = 26.8$, $SD = 1.548$). Those followed this in the Fairly Satisfactory level ($n = 14$, 36.8%, $M = 31.8$, $SD = 1.424$). Meanwhile, only a small number of students reached the Satisfactory level ($n = 5$, 13.2%, $M = 35.8$, $SD = 0.837$), and notably, no students achieved the Very Satisfactory or Outstanding levels. This distribution indicates that most learners were operating below the desired level of speaking confidence, suggesting limited exposure to communicative speaking tasks and insufficient opportunities to use English in meaningful classroom interaction actively.

The findings indicate that Grade 9 students generally lacked confidence in speaking English prior to implementing the Think-Pair-Share Strategy. The high number of students in the lowest performance category suggests that speaking anxiety, fear of making grammatical errors, and limited vocabulary knowledge may have significantly affected their willingness to participate in oral communication. The absence of students in higher performance levels further implies that traditional classroom practices may not have provided enough structured opportunities for meaningful speaking engagement. In language learning contexts, students often struggle to develop oral fluency when instruction is dominated by teacher-centered approaches that limit interaction and peer collaboration, resulting in low communicative confidence and participation.

Interactive and structured learning strategies such as Think-Pair-Share have been shown to address these challenges by giving learners time to organize ideas before speaking, which helps reduce anxiety and increase participation (Phan, 2021). Classroom interaction becomes more meaningful when students are given opportunities to collaborate with peers, as this promotes confidence and encourages gradual participation in oral

tasks (Sari & Sormin, 2022). Likewise, cooperative learning environments support students in developing speaking skills by fostering communication, peer support, and active engagement in learning tasks (Singh et al., 2020). These approaches create a more supportive atmosphere where learners are more willing to express ideas, thereby improving both confidence and speaking participation in English classrooms.

These results suggest the need for instructional improvement among English teachers and school administrators to strengthen students' speaking confidence and participation. Teachers may consistently implement the Think-Pair-Share Strategy by providing structured opportunities for students to think individually, interact with peers, and share responses in a supportive environment. Classroom activities such as guided pair discussions, role-playing, storytelling, and structured speaking drills may also be used to build confidence gradually. School administrators may support these efforts through teacher training on interactive teaching strategies and by promoting programs such as English speaking clubs, classroom debates, and communication-focused activities. These interventions may help address students' speaking anxiety and improve their overall communicative competence in English.

Table 1

Level of Students' Confidence in Speaking English Before the Implementation of the Think-Pair-Share Strategy

Performance	Frequency	Percentage	M	SD
Satisfactory	5	13.2	35.8	0.837
Fairly Satisfactory	14	36.8	31.8	1.424
Did Not Meet Expectations	19	50	26.8	1.548
Overall Performance	38	100	31.47	1.27

Note: 42-50 (Outstanding); 38-41 Very Satisfactory); 34-37 (Satisfactory); 30-33 (Fairly Satisfactory); 1-29 (Did Not Meet Expectations)

Level of Students' Confidence in Speaking English After the Implementation of the Think-Pair-Share Strategy

The data in Table 2 present the level of students' confidence in speaking English after the implementation of the Think-Pair-Share Strategy. Overall, the students' performance improved and was interpreted as Outstanding, with an overall mean score of ($M = 42.3$, $SD = 1.13$). This indicates a substantial increase in students' confidence in speaking English following the implementation of the strategy. The result suggests that Grade 9 students became more capable and willing to express their ideas orally in English, demonstrating greater comfort, fluency, and engagement in speaking activities. The relatively high mean score further implies that the Think-Pair-Share Strategy contributed to creating a more supportive and interactive learning environment that enhanced students' communicative confidence.

Among the performance levels, the highest proportion of students fell under the Outstanding category ($n = 19$, 50.0%, $M = 46.6$, $SD = 1.21$). This was followed by the Very Satisfactory level ($n = 12$, 31.6%, $M = 42.2$, $SD = 1.11$). Meanwhile, a smaller proportion of students remained in the Satisfactory level ($n = 7$, 18.4%, $M = 38.1$, $SD = 1.07$). Notably, no students were classified under Fairly Satisfactory or Did Not Meet Expectations after the implementation. This distribution indicates that most learners achieved higher levels of speaking confidence, suggesting that students were more actively engaged and more willing to participate in English-speaking tasks within the classroom setting.

The findings indicate that Grade 9 students demonstrated a marked improvement in speaking confidence after implementing the Think-Pair-Share Strategy. The high proportion of students in the Outstanding and Very Satisfactory categories suggests that structured peer interaction and guided discussion significantly reduced speaking anxiety and encouraged active participation. The absence of students in the lower performance levels further implies that the intervention effectively addressed common barriers such as fear of making mistakes, limited vocabulary, and hesitation in speaking English. This improvement highlights the effectiveness of providing students with opportunities to process ideas individually, discuss with peers, and share responses in a

gradual and supportive manner, which ultimately enhances oral communication confidence.

The improvement observed in this study is consistent with findings that structured cooperative learning strategies enhance students' speaking confidence by promoting interaction and reducing anxiety during oral communication tasks (Hidayati et al., 2023). In addition, students exposed to Think-Pair-Share activities tend to demonstrate higher participation and improved oral performance due to increased peer support and engagement opportunities (Agustina et al., 2024). Furthermore, collaborative learning strategies have been found to significantly improve students' willingness to communicate as they provide a safe environment for idea sharing and gradual confidence building (Darmawan & Lestariningsih, 2023). These patterns suggest that structured interaction not only enhances speaking confidence but also fosters active engagement and communicative competence in language learning contexts.

These results imply that English teachers and school administrators should sustain and further strengthen the use of the Think-Pair-Share Strategy in classroom instruction to maintain students' high level of speaking confidence. Teachers are encouraged to consistently integrate structured speaking activities such as pair discussions, group sharing, role-playing, and short oral presentations to enhance fluency and confidence further. Schools may also support these efforts by providing professional development programs focused on cooperative learning strategies and by encouraging English-speaking initiatives such as classroom debates, storytelling activities, and communication clubs. These interventions may help sustain students' speaking confidence and ensure continuous improvement in their English oral communication skills.

Table 2

Level of Students' Confidence in Speaking English After the Implementation of the Think-Pair-Share Strategy

Performance	Frequency	Percentage	M	SD
Outstanding	19	50	46.6	1.21
Very Satisfactory	12	31.6	42.2	1.11
Satisfactory	7	18.4	38.1	1.07
Overall Performance	38	100	42.3	1.13

Note: 42-50 (Outstanding); 38-41 Very Satisfactory); 34-37 (Satisfactory); 30-33 (Fairly Satisfactory); 1-29 (Did Not Meet Expectations)

Level of Speaking Participation of Grade 9 Students Before the Implementation of the Think-Pair-Share Strategy

The data in Table 3 present the level of speaking participation of Grade 9 students before the implementation of the Think-Pair-Share (TPS) Strategy. Overall, the learners were classified as having a good level of speaking participation, with an overall mean score of ($M = 2.70$, $SD = 0.22$). This indicates that students were generally involved and participative during speaking activities in English classes. The findings suggest that learners already demonstrated a satisfactory level of engagement, confidence, and willingness to participate in oral communication tasks even before the implementation of the TPS Strategy. However, there is still room for improvement to strengthen their speaking participation and communication skills further.

The learners' cognitive engagement was rated as good, with a mean score of ($M = 2.63$, $SD = 0.251$). This implies that students showed a satisfactory level of mental involvement in speaking activities. Learners were able to think, process ideas, and participate in discussions to some extent during classroom interactions. The relatively low standard deviation indicates that the students shared similar perceptions regarding their cognitive engagement in speaking participation. Although the students were already engaged cognitively, the findings suggest that some learners may still have experienced difficulty in organizing thoughts, expressing ideas clearly, and sustaining meaningful communication during speaking tasks.

In terms of affective engagement, the learners obtained a mean score of ($M = 2.71$, $SD = 0.178$), which is interpreted as good. This indicates that students generally possessed positive feelings and attitudes toward

speaking participation in English classes. Learners may have shown interest, enjoyment, and willingness to engage in oral activities despite possible feelings of nervousness or hesitation. Since affective engagement influences students' confidence and comfort in expressing themselves, the result suggests that students had a relatively positive emotional connection toward speaking activities. Nevertheless, some learners may still have experienced anxiety or fear of making mistakes while speaking in front of others.

For behavioral engagement, the mean score was ($M = 2.71$, $SD = 0.278$), which also falls under the good category. This means that learners demonstrated satisfactory participation, attentiveness, and involvement during speaking activities and classroom discussions. Behavioral engagement includes volunteering answers, cooperating with peers, participating in oral tasks, and following classroom instructions. The findings imply that students were generally active participants during speaking lessons; however, not all learners consistently participated at the same level, as some may still have been passive or reluctant during discussions and speaking exercises.

Regarding motivation in speaking participation, the learners obtained a mean score of ($M = 2.75$, $SD = 0.172$), which was likewise interpreted as good. This suggests that students possessed a positive level of motivation to participate in speaking activities and improve their oral communication skills. Learners may have recognized the importance of speaking skills in academic and social contexts, encouraging them to engage in classroom interactions. The low standard deviation further indicates that the learners shared relatively similar levels of motivation toward speaking participation. However, some students may still have lacked full confidence or persistence when asked to speak spontaneously or perform oral tasks individually.

To further enhance the students' speaking participation, the Think-Pair-Share Strategy can be implemented as an interactive and learner-centered approach in English instruction. Although the learners already demonstrated good levels of cognitive, affective, behavioral, and motivational engagement, the findings reveal a need to strengthen students' confidence, participation, and communication skills during speaking activities. Through Think-Pair-Share, learners are provided opportunities to think individually, discuss ideas with a partner, and share responses with the class, thereby promoting active participation and reducing anxiety in speaking tasks.

Think-Pair-Share promotes cognitive engagement by allowing students to organize their ideas before speaking and encouraging deeper understanding through peer interaction. Studies by Abubakar (2023) and Aeni (2020) revealed that the TPS Strategy effectively improves students' speaking skills and classroom participation by creating opportunities for meaningful interaction and collaborative learning. Similarly, TPS increases student participation and engagement in speaking activities (Agustina et al., 2024). Furthermore, TPS actively engages learners in speaking tasks and encourages confidence in oral communication (Apriyanti & Ayu, 2020). Cooperative learning through TPS positively affects students' speaking skills and participation (Hidayati et al., 2023). These studies support the idea that the Think-Pair-Share Strategy can significantly improve students' speaking participation by creating a more collaborative, supportive, and interactive classroom environment.

Overall, the Think-Pair-Share Strategy can help create a more meaningful and participative learning environment in English classes. It provides learners with opportunities to express ideas, collaborate with peers, and build confidence in speaking through structured interaction and communication. Through improved cognitive, affective, behavioral, and motivational engagement, students are more likely to become active participants and effective communicators in classroom discussions and speaking activities. The implementation of Think-Pair-Share can therefore strengthen students' speaking participation and contribute to the development of their oral communication skills.

Table 3

Level of Speaking Participation of Grade 9 Students Before the Implementation of the Think-Pair-Share Strategy

Constructs	M	SD	Remarks
Cognitive Engagement	2.63	0.251	Good

Affective Engagement	2.71	0.178	Good
Behavioral Engagement	2.71	0.278	Good
Motivation in Speaking Participation	2.75	0.172	Good
Overall Level of Speaking Participation	2.7	0.22	Good

Note: Note: 4.20-5.0 (Excellent); 3.40 -4.19 (Very Good); 2.60-3.39 (Good); 1.80-2.59 (Poor); 1.0-1.79 (Very Poor)

Level of Speaking Participation of Grade 9 Students After the Implementation of the Think-Pair-Share Strategy

The data in Table 4 show the level of speaking participation of Grade 9 students after the implementation of the Think-Pair-Share (TPS) Strategy. Overall, the learners' level of speaking participation was rated as excellent, with an overall mean score of ($M = 4.80$, $SD = 0.19$). This indicates that students became highly engaged and actively involved in speaking activities during English classes. The findings suggest that learners demonstrated strong participation, enthusiasm, confidence, and willingness to communicate after implementing the Think-Pair-Share Strategy. The strategy likely played a significant role in improving students' speaking participation by creating a more interactive, collaborative, and learner-centered classroom environment.

The level of cognitive engagement among learners was also rated excellent, with a mean score of ($M = 4.85$, $SD = 0.166$). This means that students became highly involved in thinking, processing ideas, and expressing their thoughts during speaking activities. Learners were able to organize ideas more effectively, respond critically, and engage meaningfully in oral discussions through the structured stages of Think-Pair-Share. The strategy encouraged students to think independently before sharing ideas with peers and the class, which enhanced their confidence and critical thinking skills in speaking tasks. According to Sriyanda & Priyana (2024), the Think-Pair-Share technique promotes critical thinking and improves students' engagement in speaking classes by encouraging meaningful interaction and active communication.

In terms of affective engagement, the learners obtained a mean score of ($M = 4.79$, $SD = 0.191$), which also falls within the excellent category. This indicates that students developed a stronger emotional connection and more positive attitudes toward English-speaking activities. Learners likely felt more comfortable, confident, and motivated to express themselves because they were first given opportunities to share ideas with partners before speaking in front of the whole class. The collaborative nature of Think-Pair-Share may have helped reduce fear, anxiety, and hesitation during oral participation. Think-Pair-Share interactional activities improve learners' willingness to communicate and increase their confidence in speaking tasks (Zohrabi & Jafari, 2020).

For behavioral engagement, learners achieved a mean score of ($M = 4.73$, $SD = 0.215$), reflecting an excellent level of participation. This means that students consistently participated in classroom discussions, cooperated actively with peers, and became more involved in speaking activities after the implementation of the strategy. The Think-Pair-Share Strategy encouraged learners to interact, exchange ideas, and collaborate during oral communication tasks, resulting in more active classroom participation. Students were more attentive, responsive, and willing to contribute during speaking lessons. The Think-Pair-Share model significantly increases student participation and active involvement in speaking skill activities (Agustina et al., 2024). Similarly, Think-Pair-Share effectively enhances students' participation in English class discussions (Haryadi & Eryandi, 2024).

Regarding motivation in speaking participation, learners obtained a mean score of ($M = 4.82$, $SD = 0.185$), which was also interpreted as excellent. This suggests that students became highly motivated to participate in speaking activities and improve their oral communication skills. The supportive and interactive learning environment created by Think-Pair-Share likely encouraged learners to become more confident and persistent in expressing ideas orally. Students may have become more interested and enthusiastic in participating because they were actively engaged in collaborative discussions and communication tasks. Think-Pair-Share significantly improves students' speaking skills and participation by promoting interaction, collaboration, and confidence in speaking activities (Abubakar, 2023). Likewise, Think-Pair-Share engages students actively in speaking activities and

increases learners' motivation and participation in classroom communication (Apriyanti & Ayu, 2020).

The Think-Pair-Share Strategy addressed all aspects of speaking participation, including cognitive, affective, behavioral, and motivational engagement. By incorporating collaborative interaction, structured discussion, and active participation, learners became more confident and involved in speaking activities. TPS transformed the classroom into a more supportive and interactive environment where students were encouraged to think critically, share ideas, and communicate effectively with peers. As a result, learners developed stronger communication skills, increased confidence, and more positive attitudes toward speaking English.

Think-Pair-Share enhances cognitive engagement by encouraging learners to think critically and organize ideas before speaking (Sriyanda & Priyana, 2024). It also improves affective engagement by creating a supportive environment that reduces anxiety and builds learners' confidence in oral participation (Zohrabi & Jafari, 2020). Behavioral engagement is strengthened through active collaboration, classroom interaction, and cooperative participation during speaking activities (Agustina et al., 2024). Motivation in speaking participation is likewise enhanced because learners are encouraged to communicate, exchange ideas, and participate meaningfully in discussions (Abubakar, 2023). Furthermore, cooperative learning through Think-Pair-Share positively affects students' speaking performance and classroom interaction (Hidayati et al., 2023).

Overall, the Think-Pair-Share Strategy created a more engaging, interactive, and learner-centered environment for speaking activities in English classes. The implementation of TPS improved students' participation, confidence, motivation, and communication skills across all dimensions of speaking participation. With strong cognitive, affective, behavioral, and motivational engagement, learners became more active, confident, and enthusiastic speakers. The shift from traditional teaching methods to the Think-Pair-Share Strategy effectively addressed learners' communication needs and improved their speaking participation. As a result, students became more willing to express ideas, collaborate with peers, and participate actively in oral communication activities.

Table 4

Level of Speaking Participation of Grade 9 Students After the Implementation of the Think-Pair-Share Strategy

Constructs	M	SD	Remarks
Cognitive Engagement	4.85	0.166	Excellent
Affective Engagement	4.79	0.191	Excellent
Behavioral Engagement	4.73	0.215	Excellent
Motivation in Speaking Participation	4.82	0.185	Excellent
Overall Level of Speaking Participation	4.8	0.19	Excellent

Note: Note: 4.20-5.0 (Excellent); 3.40 -4.19 (Very Good); 2.60-3.39 (Good); 1.80-2.59 (Poor); 1.0-1.79 (Very Poor)

Significant Difference in the Level of Students' Confidence Before and After the Implementation of the Think-Pair-Share Strategy

The data in Table 5 show the significant difference in the level of students' confidence in speaking English before and after the implementation of the Think-Pair-Share (TPS) Strategy. The mean score before the implementation of TPS was (M = 29.8, SD = 3.60), indicating a lower level of confidence in speaking English among Grade 9 students. After the implementation of the Think-Pair-Share Strategy, the mean score significantly increased to (M = 43.7, SD = 3.51), reflecting a much higher level of confidence in speaking English. The computed t-value of (t = 32.4) with a p-value of (p < .001) indicates a very highly significant difference between the students' confidence levels before and after the implementation of the strategy. Since the p-value is less than 0.001, the

null hypothesis is rejected, confirming that the Think-Pair-Share Strategy significantly improved the students' confidence in speaking English.

The lower mean score before implementing Think-Pair-Share suggests that students initially experienced difficulty and hesitation in expressing themselves orally in English. Learners may have lacked confidence due to fear of making mistakes, limited vocabulary, anxiety in speaking before classmates, or insufficient opportunities to practice oral communication. Traditional teacher-centered approaches may not have fully encouraged students to participate actively in speaking activities. Students often encounter difficulties in speaking English because they are afraid of making errors and lack opportunities for interactive communication in the classroom (Aeni, 2020). Similarly, learners with low willingness to communicate tend to participate less in oral activities due to anxiety and low self-confidence (Zohrabi & Jafari, 2020).

In contrast, the substantial increase in the posttest mean score highlights the effectiveness of the Think-Pair-Share Strategy in improving students' confidence in speaking English. Through TPS, learners were given opportunities to think individually, discuss ideas with a partner, and share responses with the whole class in a supportive environment. This structured interaction allowed students to practice speaking gradually and comfortably before participating in larger discussions. The collaborative nature of TPS helped reduce speaking anxiety and encouraged learners to become more confident communicators. Think-Pair-Share significantly improves students' speaking skills and confidence by encouraging active participation and collaborative interaction (Abubakar, 2023). Likewise, TPS engages students actively in speaking activities and helps learners become more confident in expressing ideas orally (Apriyanti & Ayu, 2020).

The slight decrease in standard deviation from (SD = 3.60) before the implementation to (SD = 3.51) after the implementation of TPS indicates that students' confidence levels became more consistent. This suggests that the improvement in confidence was experienced not only by highly confident learners but also by students who were initially shy or reluctant to participate in speaking activities. The strategy provided equal opportunities for learners to communicate, collaborate, and practice speaking in a less threatening environment. Think-Pair-Share increases students' active involvement and participation in speaking activities by creating a cooperative and supportive learning atmosphere (Sari & Sormin, 2022). This consistency in students' confidence reflects the positive impact of TPS on learners with varying levels of speaking ability.

The findings of this study are further supported by (Hidayati et al. 2023), who emphasized that cooperative learning through Think-Pair-Share positively affects students' speaking skills and classroom interaction. Similarly, Think-Pair-Share improves students' speaking ability and encourages active participation in English classes (Annisa et al., 2024). Furthermore, TPS effectively enhances learners' speaking ability and confidence through structured peer interaction and collaborative communication tasks (Sitompul et al., 2025). These studies collectively support the idea that Think-Pair-Share is an effective instructional strategy for improving students' confidence and participation in speaking English.

In conclusion, the results in Table 5 provide strong evidence that the Think-Pair-Share Strategy significantly improves students' confidence in speaking English. The very highly significant difference between the pretest and posttest scores confirms the effectiveness of TPS in addressing learners' speaking anxiety and enhancing oral communication confidence. By promoting active participation, peer collaboration, and meaningful interaction, Think-Pair-Share helps learners develop stronger speaking skills and greater self-confidence in using English. The findings support the integration of the Think-Pair-Share Strategy as an effective instructional approach to improve students' confidence, participation, and communication skills in English classes.

Table 5. *Significant Difference in the Level of Students' Confidence Before and After The Implementation of the Think-Pair-Share Strategy*

Performance	M	SD	T-value	P-value	Decision
Before the Implementation of the Think-Pair-Share Strategy	29.8	3.6	32.4***	<.001	Reject H_{01}

After the Implementation of the Think-Pair-Share Strategy	43.7	3.51			
---	------	------	--	--	--

Note: *** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)

H₀₁: There is no significant difference in the students' confidence in speaking English before and after the implementation of the Think-Pair-Share strategy.

Significant Difference in the Level of Speaking Participation Before and After the Implementation of the Think-Pair-Share Strategy

The data in Table 6 compares the speaking participation of Grade 9 students before and after the implementation of the Think-Pair-Share (TPS) Strategy. The results reveal a very highly significant improvement across all variables, as shown by the p-values of 0.001, which are within the level of significance. This led to the rejection of the null hypothesis (H₀₂), which stated that there is no significant difference in the speaking participation of Grade 9 students before and after the implementation of the Think-Pair-Share Strategy. The findings confirm that Think-Pair-Share has a strong positive effect on students' cognitive engagement, affective engagement, behavioral engagement, and motivation in speaking participation. The marked improvement from pre-assessment to post-assessment indicates that the strategy effectively enhanced students' active participation, confidence, interaction, and communication skills in English classes.

Specifically, the t-value for cognitive engagement is 47.2*** ($p = 0.001$), indicating a very highly significant improvement in learners' intellectual involvement after implementing the Think-Pair-Share Strategy. This suggests that students became more engaged in organizing ideas, analyzing information, and expressing thoughts during speaking activities. Through structured interaction and peer discussion, learners were able to think critically and communicate ideas more effectively before speaking in front of the class. Think-Pair-Share promotes critical thinking and meaningful participation in speaking classes by encouraging learners to process ideas actively before sharing responses (Sriyanda & Priyana, 2024). Similarly, Think-Pair-Share positively influences students' oral communication skills and classroom interaction (Darmawan & Lestariningsih, 2023).

For affective engagement, the result shows a t-value of 54.5*** ($p = 0.001$), which also indicates a very highly significant improvement. This means that learners developed more positive attitudes, enjoyment, and emotional connection toward speaking English after the implementation of TPS. Students likely became less anxious and more confident in expressing themselves because the strategy provided a supportive and collaborative environment. Learners had opportunities to discuss ideas with peers before participating in larger discussions, which reduced fear of making mistakes. Think-Pair-Share interactional activities improve learners' willingness to communicate and help reduce speaking anxiety (Zohrabi & Jafari, 2020). Likewise, Think-Pair-Share creates a more comfortable learning environment that encourages students to participate confidently in speaking activities (Aeni, 2020).

Regarding behavioral engagement, the t-value is 36.2*** ($p = 0.001$), showing a very highly significant difference between the pre- and post-implementation results. This indicates that students became more active, participative, and involved in speaking activities after implementing the Think-Pair-Share Strategy. Learners consistently participated in discussions, cooperated with peers, and contributed ideas during classroom speaking tasks. The collaborative structure of TPS encouraged students to interact actively and engage meaningfully in oral communication activities. Think-Pair-Share significantly increases students' participation and active involvement in speaking skill activities (Agustina et al., 2024). Similarly, TPS effectively improves students' participation in English class discussions and collaborative communication tasks (Haryadi & Eryandi, 2024).

For motivation in speaking participation, the t-value is 56.8*** ($p = 0.001$), reflecting the highest level of significance among the speaking participation variables. This suggests that learners became more motivated, enthusiastic, and persistent in participating in speaking activities after exposure to Think-Pair-Share. The strategy encouraged students to communicate ideas, collaborate with peers, and participate actively in classroom interactions. Pair and group discussions helped learners feel more comfortable and motivated to speak in English. Think-Pair-Share significantly enhances students' speaking skills and motivation by promoting interaction and active participation (Abubakar, 2023). Furthermore, Think-Pair-Share effectively engages students in speaking

activities and increases their motivation to communicate orally in the classroom (Apriyanti & Ayu, 2020).

In conclusion, the findings in Table 6 provide strong evidence that the Think-Pair-Share Strategy significantly improves students' cognitive, affective, and behavioral engagement, as well as motivation in speaking participation. These results confirm that TPS is an effective instructional strategy in developing active participation, communication skills, confidence, and meaningful interaction among Grade 9 students. By engaging learners in collaborative and structured speaking activities, Think-Pair-Share transforms the classroom into a more interactive, supportive, and learner-centered environment that enhances students' speaking participation and oral communication skills in English.

Table 6

Significant Difference in the Level of Speaking Participation Before and After the Implementation of the Think-Pair-Share Strategy

Variables	T-value	P-value	Decision
Pre-Cognitive Engagement	47.2***	0.001	Reject Ho ₂
Post-Cognitive Engagement			
Pre-Affective Engagement	54.5***	0.001	Reject Ho ₂
Post-Affective Engagement			
Pre-Behavioral Engagement	36.2***	0.001	Reject Ho ₂
Post-Behavioral Engagement			
Pre-Motivation in Speaking Participation	56.8***	0.001	Reject Ho ₂
Post-Motivation in Speaking Participation			

*Note: *** $p < 0.01$ (Very Highly Significant); ** $p < 0.01$ (Highly Significant); * $p < 0.05$ (Significant)*

SUMMARY

This study aimed to determine the effect of the Think-Pair-Share Strategy on the speaking participation of Grade 9 students in English class during the School Year 2025–2026 in one of the public secondary schools in Ozamiz City. Specifically, it examined the students' confidence in speaking English and their level of speaking participation before and after the implementation of the strategy, as well as the significant differences in these variables. The study utilized a one-group pretest-posttest research design involving 38 Grade 9 students. Data were gathered using validated questionnaires on speaking confidence and speaking participation, covering cognitive, affective, and behavioral engagement, as well as motivation. The collected data were analyzed using frequency, percentage, mean, standard deviation, and a paired sample t-test.

FINDINGS

This study yielded the following findings:

1. The level of students' confidence in speaking English before the implementation of the Think-Pair-Share Strategy was fairly satisfactory, with most students classified under "Did Not Meet Expectations."
2. The level of students' confidence in speaking English after the implementation of the Think-Pair-Share Strategy was outstanding, with most students classified under the "Outstanding" and "Very Satisfactory" levels.
3. The level of speaking participation of Grade 9 students before the implementation of the Think-Pair-Share



Strategy was good.

4. The level of speaking participation of Grade 9 students after the implementation of the Think-Pair-Share Strategy was excellent.
5. There was a very highly significant difference in the level of students' confidence in speaking English before and after the implementation of the Think-Pair-Share Strategy.
6. There was a very highly significant difference in the level of speaking participation before and after the implementation of the Think-Pair-Share Strategy.

CONCLUSIONS

Based on the findings, the following conclusions were drawn:

1. Grade 9 students demonstrate fairly satisfactory confidence in speaking English before the implementation of the Think-Pair-Share Strategy.
2. Grade 9 students demonstrate outstanding confidence in speaking English after the implementation of the Think-Pair-Share Strategy.
3. Grade 9 students exhibit a good level of speaking participation before the implementation of the Think-Pair-Share Strategy.
4. Grade 9 students exhibit an excellent level of speaking participation after the implementation of the Think-Pair-Share Strategy.
5. There is a significant difference in the level of students' confidence in speaking English before and after the implementation of the Think-Pair-Share Strategy.
6. There is a significant difference in the level of speaking participation before and after the implementation of the Think-Pair-Share Strategy.

RECOMMENDATIONS

Based on the findings and conclusions of the study, it is recommended that:

1. English teachers may continuously integrate the Think-Pair-Share Strategy in speaking activities through pair discussions, role-playing, oral presentations, and collaborative classroom interaction to improve students' confidence and speaking participation further.
2. School administrators may provide seminars, workshops, and professional development programs that focus on interactive and cooperative learning strategies such as Think-Pair-Share to strengthen English instruction and classroom participation.
3. Curriculum developers may incorporate more learner-centered and communicative speaking activities in English learning materials to enhance students' oral communication skills, confidence, and engagement.
4. Learners may actively participate in Think-Pair-Share activities by expressing ideas, collaborating with classmates, and engaging in oral communication tasks to further develop confidence and speaking competence in English.
5. Parents may encourage students to practice speaking English at home through daily conversations, storytelling, and communication activities that support the development of oral fluency and confidence.
6. Future researchers may conduct similar studies using larger groups of participants, different grade levels, and other English communication variables to further validate the effectiveness of the Think-Pair-Share Strategy in

improving speaking confidence and participation.

ACKNOWLEDGMENT

I, the researcher, am forever grateful to the following individuals who made significant contributions to the realization of this professional piece of work:

The Almighty Father, for the gift of wisdom, strength, and countless blessings that guided me throughout my research journey.

Dr. Genelyn R. Baluyos, our dean, instructor, and statistician, for her invaluable insights, unwavering support, and expertise that greatly contributed to the development and improvement of this study.

Mrs. Herminia Q. Albuero, my research adviser, for her selfless guidance, encouragement, and dedication, which served as a pillar of strength in completing this work.

To our respondents, for their time, cooperation, and willingness to participate in the research activities.

To our families, for their unending love, support, and inspiration morally, spiritually, and financially.

REFERENCES

1. Abubakar, P. F. (2023). Improving Students' Speaking Skill through Think Pair Share Strategy. *Langua: Journal of Linguistics, Literature, and Language Education*, 6(1), 35-42. <https://doi.org/10.5281/zenodo.7731245>
2. Aeni, Y. K. (2020). The use of Think Pair Share technique in teaching speaking. *PROJECT (Professional Journal of English Education)*, 3(5), 570-576. <https://tinyurl.com/6sz4pt9k>
3. Agustina, R. F., Muassomah, M., & Mufidah, N. (2024). Student participation in learning speaking skills with the think pair share model. *Thariqah Ilmiah: Jurnal ilmu-ilmu kependidikan & Bahasa Arab*, 12(1), 125-138. <https://jurnal.uinsyahada.ac.id/index.php/TI/artic...>
4. Amira, N. M. (2024). The Use Think-Pair-Share Strategy By Teacher For Students' Speaking Skills. *Jurnal Ilmu Multidisiplin Indonesia*, 1(2), 32-39. <https://jurnal.stkipahsingaraja.ac.id/index.php/jimi/article/view/897>
5. Annisa, N., Arifiyatun, A., & Mufaridah, F. (2024). The Implementation of Think-Pair-Share Technique to Improve Students' Ability in Speaking English at Tenth Grade of Senior High School 1 Jember. *Pubmedia Jurnal Pendidikan Bahasa Inggris*, 1(2), 10-10. <https://doi.org/10.47134/jpbi.v1i2.53>
6. Apriyanti, D., & Ayu, M. (2020). Think-pair-share: Engaging students in speaking activities in classroom. *Journal of English Language Teaching and Learning*, 1(1), 13-19. <https://tinyurl.com/2tcdbbet>
7. Ardan, M., Talib, A., & Radhiyani, F. (2024). THE USE OF THINK-PAIR-SHARE (TPS) STRATEGY TO ENHANCE SPEAKING SKILL OF THE STUDENTS OF THE PESANTREN DDI BARUGA, MAJENE. *International Journal of Business English and Communication*, 2(1), 37-42. <https://journal.unm.ac.id/index.php/ijobec/article/view/1486>
8. Budiarto, Y. R., & Lustyantje, N. (2020). Combining Think-pair-share and Role-play Techniques for Improving English Speaking Skill. <https://www.academia.edu/download/80212596/89943.pdf>
9. Darmawan, Y. R. R., & Lestariningsih, F. E. (2023). Students' views toward the use of Think Pair Share strategy on students' oral communication skill in an EFL context. *JOLLT Journal of Languages and Language Teaching*, 11(4), 798-809. <https://doi.org/10.33394/jollt.v11i4.8694>
10. Haryadi, R. N., & Eryandi, E. (2024). Strategies for Increasing Student Participation in English Class Discussions through the Think-Pair-Share Technique. *Journal of Applied Linguistics and English Education*, 2(1), 1-10. <https://doi.org/10.36456/akx7pn13>
11. Hidayati, N. A., Hariadi, T., Praheto, B. E., Kusnita, S., & Darmuki, A. (2023). The effect of cooperative learning model with Think Pair Share type on speaking skill. *International Journal of Instruction*, 16(3), 935-950. <https://doi.org/10.29333/iji.2023.16350a>
12. Ismail, F. A., Bungsu, J., & Shahrill, M. (2023). Improving students' participation and performance

- in building quantities through think-pair-share cooperative learning. *Indonesian Journal of Educational Research and Technology*, 3(3), 203-216. <https://tinyurl.com/3bc5tr8x>
13. Kombat, A., Asigri, V. N., Amanyi, C. K., Atepor, S., Adugbire, J. A., Akwensi, V. K., & Apari, M. B. (2023). Determining the most effective stage of the Think-Pair-Share teaching strategy. *British Journal of Education, Learning and Development Psychology*, 6(3), 7-24. <https://tinyurl.com/5n8tz6m5>
 14. Kurniawan, M. B. (2021). Classroom Interaction in the EFL Speaking Class in Junior High School. *Jurnal Pendidikan Bahasa Inggris*, 10(1). <https://doi.org/10.23887/jpbi.v10i1.47994>
 15. Lascano Pérez, M. J. (2021). Think-Pair-Share strategy in speaking skill development (Master's thesis, Pontificia Universidad Católica del Ecuador). <https://tinyurl.com/573378nt>
 16. Li, M. M., & Tu, C. C. (2024). Developing a project-based learning course model combined with the think-pair-share strategy to enhance creative thinking skills in education students. *Education Sciences*, 14(3), 233. <https://doi.org/10.3390/educsci14030233>
 17. Maghfiroh, A. (2023). Using Think Pair Share Strategy to Improve Speaking Ability at the Tenth Grader of SMAN 1 Metro (Doctoral dissertation, IAIN Metro). <https://repository.metrouniv.ac.id/id/eprint/8381/>
 18. Mena Alarcón, J. A. (2022). Think-pair-share strategy and the speaking skill. <https://tinyurl.com/3pevd45h>
 19. Pajrina, E., Amalia, S., & Jannah, S. R. (2022). How effective is the use of Think Pair Share strategy in improving secondary high school students' speaking performance? *Journal of Research in English Language Teaching*, 6(2), 1-16. <file:///C:/Users/Acer/Downloads/editorsatu,+1-16.pdf>
 20. Phan, H. (2021). Using think-pair-share strategy to support students in speaking lessons. *Journal of English Language Teaching and Applied Linguistics*, 3(4), 1-8. <https://tinyurl.com/y296p3td>
 21. Putri, H., Fahriany, F., & Jalil, N. (2020). The influence of think-pair-share in enhancing students' speaking ability. *Journal of Education, Teaching and Learning*, 5(1), 67-72. <https://www.learntechlib.org/p/218266/?nl=1>
 22. Rahmat, J., Pammu, A., & Jubhari, R. (2021). The effectiveness of think-pair-share strategy on improving visually impaired students' speaking skill at SLB-A Yapti Makassar. *ELS Journal on Interdisciplinary Studies in Humanities*, 4(2), 153-160. <https://journal.unhas.ac.id/index.php/jish/article/view/14016?articlesBySimilarityPage=9>
 23. Ramadhani, A., Karida, M. P., & Wahyuningsih, W. (2025). Understanding the Role of Think-Pair-Share Strategy in Mathematics Classroom. *Kognitif: Jurnal Riset HOTS Pendidikan Matematika*, 5(3), 1027-1039. <https://doi.org/10.51574/kognitif.v5i3.3414>
 24. Sari, I. P., & Sormin, R. K. (2022). The Implementation of Think-Pair-Share Technique to Increase Students' active Involvement in Their Speaking Ability. *Journal of Educational Sciences*, 6(3), 364-376. <https://tinyurl.com/44cvz33p>
 25. Singh, C. K. S., Ramachandran, A., Singh, T. S. M., Tek, O. E., Yunus, M. M., & Mulyadi, D. (2020). The use of think pair share of cooperative learning to improve weak students' speaking ability. *International Journal of Psychosocial Rehabilitation*, 24(05). <https://tinyurl.com/3knvk5n3>
 26. Siregar, F. A. (2021). The effect of think pair share (TPS) strategy on speaking mastery at TheEleventh Grade Students of MAS An-Nur Padangsidempuan (Doctoral dissertation, IAIN Padangsidempuan). <https://etd.uinsyahada.ac.id/7770/>
 27. Sitompul, H. T., Sinaga, Y. K., & Siahaan, M. M. (2025). The Effect of Think Pair Share (TPS) to Improve Speaking Ability of Grade VII Students in Junior High School. *JURNAL PENDIDIKAN BAHASA*, 15(3), 428-437. <https://ejournal.tsb.ac.id/index.php/jpb/article/view/3439>
 28. Sriyanda, R., & Priyana, J. (2024). Promoting Critical Thinking in Speaking Classes Using the Think-Pair-Share Technique. *Journal of Languages and Language Teaching*, 12(4), 1913-1925. <https://doi.org/10.33394/jollt.v12i4.12582>
 29. Sunarya, E., & Atmazaki, A. (2024). The Impact of the Think Pair Share Learning Model Assisted by Audiovisual Media on High School Learners' Indonesian Speaking Skills. *Journal of Languages and Language Teaching*, 12(4), 2040-2051. <https://ojspanel.undikma.ac.id/index.php/jollt/article/view/12638>
 30. Wahid, A. (2020). Implementing of Think-Pair-Share In Teaching Speaking Ability to The Seventh Grade Students of SMP Negeri 9 Parepare. *La Parole: Journal of Language Teaching and Pedagogy*, 3(1), 45-52. <https://tinyurl.com/57mj3v7t>



31. Wijaya, K. F. (2025). AN INTERNALIZATION OF THINK-PAIR-SHARE STRATEGY TO ELEVATE INDONESIAN EFL LEARNERS' SPEAKING SKILLS. *ELTR Journal*, 9(1), 42-54. <https://doi.org/10.37147/eltr.v9i1.222>
32. Zohrabi, M., & Jafari, H. (2020). The role of think-pair-share interactional activity on improving Iranian EFL learners' willingness-to-communicate. *Teaching English Language*, 14(1), 153-182. https://www.teljournal.org/article_106921_13588.html?lang=en