

**ENHANCING THE SPEAKING PARTICIPATION OF GRADE 9 STUDENTS
THROUGH THE THINK-PAIR-SHARE STRATEGY**

An Action Research Presented to
the Faculty of College of Education
Misamis University
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In Partial Fulfillment
of the Requirements for the Degree
Bachelor of Secondary Education
Major in English

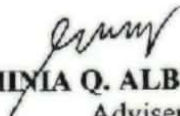
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Marvilen

DEDICATION

I, the researcher, wholeheartedly dedicate this humble academic work:

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who have been my constant source of strength,

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my academic journey;

To my family and loved ones,

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with passion and excellence, this work is for you.

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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*

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Chapter 1

INTRODUCTION

Rationale of the Study

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).

Strategy

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).

Statement of the Problem

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?

Null Hypotheses

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

H₀₂: There is no significant difference in the speaking participation of Grade 9 students before and after the implementation of the Think-Pair-Share strategy.

RESEARCH METHODOLOGY

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

The study used the following instruments for data collection:

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 assess 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	2.60-2.39	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 Consideration

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 JAMOV 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.

COST ESTIMATES (Grade 9)

The estimated budget in the conduct of this study is broken down below from the personal money of the proponent. The proponent has a personal laptop and printer.

Materials	Amount
1 ream A4 US bond paper	Php 180.00
1 set 664 ink	Php 1,179.00
2 sliding folders	Php 15.00 x 2 (Php 30.00)
Tokens (ballpen)	Php 1, 000.00
snacks	Php 1, 520.00
Total	Php 3, 909.00

RESULTS AND DISCUSSION

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	50.0	26.8	1.548
Overall Performance	38	100.00	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	50.0	46.6	1.21
Very Satisfactory	12	31.6	42.2	1.11
Satisfactory	7	18.4	38.1	1.07
Overall Performance	38	100.00	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	3.60	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 Post-Cognitive Engagement	47.2***	0.001	Reject Ho ₂
Pre-Affective Engagement Post-Affective Engagement	54.5***	0.001	Reject Ho ₂
Pre-Behavioral Engagement Post-Behavioral Engagement	36.2***	0.001	Reject Ho ₂
Pre-Motivation in Speaking Participation Post-Motivation in Speaking Participation	56.8***	0.001	Reject Ho ₂

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

Chapter 4

SUMMARY, FINDINGS, CONCLUSION, AND RECOMMENDATION

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 of the study, the following conclusions are 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.

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Appendix A

Name: _____ Section: _____

School: _____ Score: _____

Directions: Read each item carefully and encircle the letter of the correct answer.

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B. Ad Hominem
C. False Dilemma
D. Appeal to Authority
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41. Which is the best response when someone makes a value judgement without evidence on a critical issue?

- A. Ignore their opinion
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- C. Agree immediately
- D. Attack the person personally

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- A. Take immediate action
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43. Which of the following demonstrates sound analysis of a value judgement?

- A. Checking relevant data before forming an opinion
- B. Accepting a popular opinion as fact
- C. Reacting emotionally
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- A. Emotional appeal without analysis
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50. Why is it important to evaluate lay value judgements before acting?
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Name: Charly Grace G. MaganteSection: G9-CurieSchool: Ozamiz City National High SchoolScore: 27/50

Directions: Read each item carefully and encircle the letter of the correct answer.

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Name: Chen Grace G. MaglanteSection: Gen-GenSchool: Ozama City National High SchoolScore: 40/45

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 - D. Hasty Generalization

27. "She is wrong about math because she is not smart." This is:
A. Straw Man
B. Post Hoc
C. Appeal to Pity
☒ D. Ad Hominem
28. Assuming all members of a group are the same based on a few is:
A. Slippery Slope
☒ B. Hasty Generalization
C. Red Herring
D. False Dilemma
29. "Either we cancel the trip or everyone will get sick." This is:
A. Appeal to Authority
☒ B. False Dilemma
C. Straw Man
D. Appeal to Pity
30. Blaming one event for another just because it happened first is:
A. Ad Hominem
B. Red Herring
☒ C. Post Hoc
D. Slippery Slope
31. "We shouldn't talk about the low grades; let's discuss the upcoming school festival instead." This is:
A. Appeal to Authority
B. Hasty Generalization
☒ C. Red Herring
D. Straw Man
32. "You are either with us in the project or against teamwork." This is:
A. Appeal to Pity
☒ B. False Dilemma
C. Red Herring
D. Post Hoc
33. "If you get a low grade once, you will fail school and never graduate." This is:
A. Straw Man
☒ B. Slippery Slope
C. Appeal to Authority
D. Hasty Generalization
34. "Two rude students mean all students are rude." This is:
A. Appeal to Pity
B. Ad Hominem
☒ C. Hasty Generalization
D. Red Herring
35. A fallacy that presents only two choices when more exist is:
A. Appeal to Pity
B. Straw Man
☒ C. False Dilemma
D. Hasty Generalization

36. "The students passed the exam right after the teacher changed the classroom layout, so the layout caused them to pass." This is:
A. Red Herring
B. Slippery Slope
C. Post Hoc
D. Appeal to Pity
37. "Stop talking about school fees. What about the new basketball court?" This is:
A. Straw Man
B. Red Herring
C. Appeal to Authority
D. False Dilemma
38. "The doctor on TV said this, so it must be true." This is:
A. Hasty Generalization
B. Appeal to Authority
C. Post Hoc
D. Straw Man
39. "If we allow one late submission, no one will ever submit on time again." This is:
A. Slippery Slope
B. False Dilemma
C. Appeal to Pity
D. Red Herring
40. Friend: "I think we should recycle more at school." Other Friend: "Oh, so you want everyone to carry trash home every day?" This is:
A. Post Hoc
B. Ad Hominem
C. Appeal to Authority
D. Straw Man
41. Which is the best response when someone makes a value judgement without evidence on a critical issue?
A. Ignore their opinion
B. Critically examine their claims
C. Agree immediately
D. Attack the person personally
42. A layperson claims, "This project is useless because I don't like it," without looking at facts. The proper reaction is:
A. Take immediate action
B. Ask for evidence and analyze the issue
C. Dismiss the concern entirely
D. Share the statement on social media
43. Which of the following demonstrates sound analysis of a value judgement?
A. Checking relevant data before forming an opinion
B. Accepting a popular opinion as fact
C. Reacting emotionally
D. Ignoring opposing views
44. When urgent action is required on a critical issue, the most important step is:
A. Conduct thorough analysis first
B. Decide based on public sentiment
C. Delay decision until everyone agrees
D. React impulsively

45. "We must act now because we might regret it later," without facts, illustrates:
- ☒ A. Emotional appeal without analysis
 - B. Reasoned analysis
 - C. Evidence-based decision
 - D. Sound judgement
46. When a public figure makes a claim about climate change without evidence, you should:
- ☒ A. Examine scientific data and analyze the claim
 - B. Agree because they are popular
 - C. React angrily online
 - D. Avoid thinking about it
47. Which demonstrates prompt action based on sound analysis?
- ☒ A. Reviewing all available evidence before deciding
 - B. Acting on rumor alone
 - C. Ignoring the issue
 - D. Following personal preference
48. A value judgement on a public health issue can be misleading if:
- ☒ A. It lacks scientific evidence
 - B. It is supported by reliable data
 - C. It is based on peer-reviewed studies
 - D. It is analyzed critically
49. What is the first step in responding to a lay value judgement on environmental policy?
- ☒ A. Identify the claim and its basis
 - B. Ignore opposing views
 - C. Make a decision based on feelings
 - D. Spread the claim further
50. Why is it important to evaluate lay value judgements before acting?
- A. To act immediately
 - B. To conform to popular belief
 - ☒ C. To ensure decisions are based on facts, not just opinion
 - D. To rely solely on emotions

Appendix B

Learners' Speaking Participation and Engagement Checklist (Think–Pair–Share Strategy)

Directions: The following statements relate to your participation and experiences during English class activities, particularly during Think–Pair–Share. Please indicate the extent to which each statement reflects your experience by selecting the appropriate response. 5- Strongly Agree; 4-Agree; 3- Neutral; 2-Disagree; 1; Strongly Disagree

Constructs/Indicators	5	4	3	2	1
A. Cognitive Engagement					
1. I think carefully about my ideas before sharing them during the Think phase.					
2. I organize my thoughts before discussing them with my partner.					
3. I focus on improving my speaking skills during Think–Pair–Share activities.					
4. I consider feedback from my partner to improve my spoken responses.					
5. I apply what I learn from Think–Pair–Share discussions to class speaking activities.					
B. Affective Engagement					
6. I feel more confident speaking in class when using the Think–Pair–Share strategy.					
7. I enjoy sharing my ideas during partner discussions.					
8. I feel motivated to speak when I have time to think before answering.					
9. I feel less anxious when speaking in class during Think–Pair–Share.					
10. I feel encouraged when my partner listens to my ideas.					
C. Behavioral Engagement					
11. I actively participate in pair discussions during Think–Pair–Share activities.					
12. I willingly share my ideas with the class after discussing them with a partner.					
13. I stay on task during Think–Pair–Share discussions.					
14. I make an effort to speak clearly during partner and class sharing.					
15. I collaborate respectfully with my partner during speaking activities.					
D. Motivation in Speaking Participation					

Constructs/Indicators	5	4	3	2	1
16. I challenge myself to speak more often during Think–Pair–Share activities.					
17. I set personal goals to improve my speaking participation in class.					
18. I feel motivated to try again even when I make mistakes while speaking.					
19. I believe Think–Pair–Share helps me improve my oral communication skills.					
20. I prefer Think–Pair–Share over traditional question-and-answer methods for speaking activities.					

Name: Chayenne G. Maglente

THINK-PAIR-SHARE SPEAKING PARTICIPATION QUESTIONNAIRE

Directions: The following statements relate to your participation and experiences during English class activities, particularly during Think-Pair-Share. Please indicate the extent to which each statement reflects your experience by selecting the appropriate response. 5- Strongly Agree; 4-Agree; 3- Neutral; 2-Disagree; 1- Strongly Disagree

Constructs/Indicators	5	4	3	2	1
A. Cognitive Engagement					
1. I think carefully about my ideas before sharing them during the Think phase.	/				
2. I organize my thoughts before discussing them with my partner.	/				
3. I focus on improving my speaking skills during Think-Pair-Share activities.	/				
4. I consider feedback from my partner to improve my spoken responses.	/				
5. I apply what I learn from Think-Pair-Share discussions to class speaking activities.	/				
B. Affective Engagement					
6. I feel more confident speaking in class when using the Think-Pair-Share strategy.	/				
7. I enjoy sharing my ideas during partner discussions.	/				
8. I feel motivated to speak when I have time to think before answering.	/				
9. I feel less anxious when speaking in class during Think-Pair-Share.	/				
10. I feel encouraged when my partner listens to my ideas.	/				
C. Behavioral Engagement					
11. I actively participate in pair discussions during Think-Pair-Share activities.	/				
12. I willingly share my ideas with the class after discussing them with a partner.	/				
13. I stay on task during Think-Pair-Share discussions.	/				

Constructs/Indicators	5	4	3	2
14. I make an effort to speak clearly during partner and class sharing.	/			
15. I collaborate respectfully with my partner during speaking activities.	/			
D. Motivation in Speaking Participation				
16. I challenge myself to speak more often during Think-Pair-Share activities.		/		
17. I set personal goals to improve my speaking participation in class.		/		
18. I feel motivated to try again even when I make mistakes while speaking.		/		
19. I believe Think-Pair-Share helps me improve my oral communication skills.		/		
20. I prefer Think-Pair-Share over traditional question-and-answer methods for speaking activities.		/		

Appendix C

WEEK 1 LESSON PLAN (3I's + TPS)

Grade: 9 | Time: 1 hour

Topic: Relevance and Worth of Ideas

Teacher Activity	Student Activity
Preparation: Apperception (5 min) - Greet students. Ask: "When you give advice to a friend, how do you choose which ideas are important to share?" - "Have you ever listened to someone talk, but some of their ideas were not important to the topic?" - Call on 2–3 students to share experiences.	Students respond orally: "I choose ideas that help my friend solve the problem." "Yes, sometimes people talk about things that don't relate to the topic, like their hobbies." Other students nod and listen.
Motivation (5 min) - Display on board: 1) "Studying every night helps improve test scores." 2) "My favorite color is blue." - Ask: "Which statement is more helpful if our topic is about improving academic performance? Why?" - Have students discuss with a partner for 1 minute, then call selected students to share.	Students discuss with partner: "Statement 1 is more helpful because it gives advice on improving academically." "Statement 2 is irrelevant because it doesn't relate to studying." Selected students share with class.
Statement of Aim (2 min) - Say: "Today, we will learn how to identify relevant and worthwhile ideas and practice sharing and defending them using Think–Pair–Share." Write aim on board.	Students copy aim into notebooks and nod in understanding.
Introduction / Concept Development (10 min) - Explain <i>Relevance</i> ("Does the idea connect to the topic?") and <i>Worth</i> ("Is the idea useful or meaningful?") - Give examples and non-examples: "Study daily → relevant and worthwhile; I like chocolate → irrelevant." - Ask: "Can someone give another example?"	Students answer: "Relevant: Doing homework daily; Irrelevant: Watching TV all night." Take notes and respond to teacher prompts.
Interaction / TPS Activity 1 – Guided Practice (18 min) - Present paragraph: "Many students feel tired in class. Some say they stay up late using phones. Others skip breakfast. One says he likes basketball shoes." - Instructions: Think (3 min) – Identify relevant and irrelevant ideas. Pair (5 min) – Discuss with partner and agree on relevant ideas.	Think: "Staying up late using phones → relevant; Skipping breakfast → relevant; Likes basketball shoes → irrelevant." Pair: Discuss and agree: "Phones and breakfast are main reasons for being tired." Share: Pairs explain: "We chose phones and breakfast because they

Teacher Activity	Student Activity
Share (10 min) – Selected pairs share and justify. - Ask guiding questions: “Why do you think skipping breakfast is relevant? Why is liking basketball shoes irrelevant?”	directly affect energy and attention.”
Interaction / TPS Activity 2 – Application (7 min) - Question: “What are the most important ideas when giving advice to a friend who wants to improve English speaking?” - TPS Steps: Think (2 min) – Write 2 ideas; Pair (3 min) – Discuss and select best idea; Share (5 min) – Share with reasoning. - Prompt: “Explain why your idea is relevant and worthwhile.”	Think: “Practice speaking daily; Listen to English videos.” Pair: “We both think practicing daily is the best because it improves fluency faster.” Share: “We chose practicing daily because it helps build confidence and improve speaking skills.”
Integration – Generalization (5 min) - Ask: “How do we know if an idea is relevant and worthwhile?” - Guide students: 1) Connected to topic; 2) Useful and meaningful; 3) Helps explain or solve a problem.	Students answer: “Relevant: Connected to topic; Worthwhile: Useful; Helps explain problem.” Provide examples from TPS activities.
Integration – Valuing (4 min) - Ask: “Why is it important to share only relevant and worthwhile ideas in class or in real life?” - Lead discussion on clarity, understanding, and confidence in communication.	Students respond: “So that others understand us clearly.” “To save time and make our ideas helpful.” “To build confidence when speaking in class.”
Assessment (4 min) - Present 3 statements: 1) “Do homework every day” 2) “I like ice cream” 3) “Sleep well at night” - Ask: “Mark R if relevant, IR if irrelevant. Explain your answers.”	Students mark: “Do homework → R; I like ice cream → IR; Sleep well → R.” Explain: “Homework and sleep improve performance; ice cream doesn’t relate.”
Assignment / Wrap-up - Instruct: “Write a short paragraph on ‘How students can improve their study habits.’ Underline 2 ideas that are most relevant and worthwhile. Be ready to explain next class.”	Students write paragraph, underline key ideas, and prepare to justify choices in the next session.

WEEK 2 LESSON PLAN (3I's + TPS)

Grade: 9 | Time: 1 hour

Topic: Soundness of Author's Reasoning (Fallacy, Ad Hominem, Appeal to Authority, and Appeal to Pity)

Teacher Activity	Student Activity
Preparation: Apperception (5 min) - Greet students. Ask: "Have you ever read or heard an argument that sounded convincing but didn't make sense?" - "Can you think of a time someone tried to prove a point, but their reasoning was weak?" - Call 2–3 students to share examples.	Students respond: "Yes, someone said we shouldn't study Math because the teacher doesn't like it." "My friend said, 'Eat chocolate to become smart'—it sounded funny but not true." Other students listen attentively.
Motivation (5 min) - Display examples on board: 1) "You shouldn't listen to her advice; she failed the test." 2) "The famous actor says this medicine works, so it must be true." - Ask: "Are these strong reasons or weak? Why?" - Students discuss with partner for 1 minute; selected students share.	Students discuss: "Example 1 is weak because it attacks the person, not the idea (Ad Hominem)." "Example 2 is weak because it relies on someone famous, not facts (Appeal to Authority)." Selected students share reasoning with class.
Statement of Aim (2 min) - Say: "Today, we will learn how to identify fallacies and evaluate the soundness of an author's reasoning. We will practice analyzing arguments using Think–Pair–Share." - Write aim on board.	Students copy aim into notebooks and nod in understanding.
Introduction / Concept Development (10 min) - Explain key concepts: • Fallacy – A flaw in reasoning that weakens an argument. • Ad Hominem – Attacking the person instead of the idea. • Appeal to Authority – Using a famous or "important" person to prove a point instead of evidence. • Appeal to Pity – Trying to win agreement by invoking sympathy rather than reason. - Give examples and non-examples for each. - Ask: "Can someone give another example of a fallacy they noticed?"	Students respond: "Ad Hominem: Saying 'He's wrong because he is lazy.'" "Appeal to Authority: 'The president says it's safe, so it must be.'" "Appeal to Pity: 'Please let me pass, I studied all night.'" Students take notes.
Interaction / TPS Activity 1 – Guided Practice (18 min) - Present short text with multiple fallacies: "You shouldn't believe Maria's opinion; she got a low grade. Besides, my favorite YouTuber says it's true, and you should trust them. Also,	Think: Identify: Ad Hominem (Maria's grade), Appeal to Authority (YouTuber), Appeal to Pity (how sad it would be). Pair: Discuss and agree: "These all weaken the argument because they don't rely on facts." Share: "We found three

Teacher Activity	Student Activity
think about how sad it would be if we ignored this advice.” - TPS Instructions: Think (3 min) – Identify fallacies in the text. Pair (5 min) – Compare answers with partner and agree on which reasoning is flawed. Share (10 min) – Selected pairs share findings. - Teacher asks: “Why is each reasoning unsound? Which fallacy is used?”	fallacies: Ad Hominem, Appeal to Authority, Appeal to Pity. They are unsound because they don’t give logical proof.”
Interaction / TPS Activity 2 – Application (7 min) - Question: “Read this statement: ‘You must agree with this plan because everyone in our class says it is the best.’” - TPS Steps: Think (2 min) – Identify the fallacy; Pair (3 min) – Discuss why it’s unsound; Share (5 min) – Explain to class.	Think: “This is an Appeal to Authority or Bandwagon fallacy.” Pair: “It’s unsound because popularity doesn’t make an idea correct.” Share: “We identified it as a Bandwagon fallacy. Just because everyone agrees doesn’t mean it’s correct.”
Integration – Generalization (5 min) - Ask: “How can you quickly check if an author’s reasoning is sound?” - Guide students to conclude: 1) Look for evidence; 2) Check for attacks on person instead of idea; 3) Avoid emotional appeals or irrelevant authorities.	Students answer: “Check if the reasoning is based on facts.” “Ignore attacks on people.” “See if they try to make us feel sorry or rely on famous people instead of proof.”
Integration – Valuing (4 min) - Ask: “Why is it important to evaluate the soundness of arguments in daily life?” - Lead discussion on critical thinking and decision-making.	Students respond: “To make better decisions.” “To avoid being tricked by weak arguments.” “To think clearly and not be persuaded by emotions or fame.”
Assessment (4 min) - Present 3 statements: 1) “Don’t listen to him, he’s lazy.” 2) “This celebrity says it’s safe, so it must be.” 3) “Please vote for me, or my dog will be sad.” - Ask: “Identify the fallacy used in each.”	Students mark: 1) Ad Hominem, 2) Appeal to Authority, 3) Appeal to Pity. Explain reasoning: “1 attacks the person; 2 relies on celebrity; 3 appeals to sympathy.”
Assignment / Wrap-up - Instruct: “Write 3 sentences that contain different fallacies (one Ad Hominem, one Appeal to Authority, one Appeal to Pity). Underline the type of fallacy in each. Be ready to share in the next class.”	Students write sentences and underline the fallacy type. Prepare to share and explain reasoning in the next session.

WEEK 3 LESSON PLAN (3I's + TPS)

Grade: 9 | Time: 1 hour

Topic: Soundness of Author's Reasoning (Straw Man, False Dilemma, and Hasty Generalization)

Teacher Activity	Student Activity
Preparation: Apperception (5 min) - Greet students. Ask: "Have you ever heard someone twist someone else's argument or make it sound weaker than it is?" - "Can you recall a time when someone said there were only two options, even though there were more?" - Call 2–3 students to share experiences.	Students respond: "Yes, my friend said 'If you don't like ice cream, you must hate all desserts.'" "Someone said, 'Either you are with me or against me.'" Other students listen attentively.
Motivation (5 min) - Display examples on board: 1) "You want stricter school rules? So you think students can never have fun!" 2) "Either you support this project fully, or you don't care about the environment." 3) "Three students from our class failed Math; therefore, everyone is bad at Math." - Ask: "Do these arguments seem fair and logical? Why or why not?" - Students discuss with partner for 1 minute; selected students share.	Students discuss: "Example 1 is a Straw Man because it misrepresents the argument." "Example 2 is a False Dilemma because it gives only two options." "Example 3 is a Hasty Generalization because it jumps to a conclusion based on too few examples." Selected students share reasoning.
Statement of Aim (2 min) - Say: "Today, we will learn how to identify Straw Man, False Dilemma, and Hasty Generalization. We will practice analyzing arguments using Think–Pair–Share." - Write aim on board.	Students copy aim into notebooks and nod in understanding.
Introduction / Concept Development (10 min) - Explain key concepts: • Straw Man – Misrepresenting someone's argument to make it easier to attack. • False Dilemma – Presenting only two options when more exist. • Hasty Generalization – Drawing a conclusion based on too little evidence. - Provide examples and non-examples. - Ask: "Can anyone give another example of one of these fallacies?"	Students respond: "Straw Man: 'She wants less homework, so she wants to skip all school.'" "False Dilemma: 'You must choose either chocolate or vanilla, nothing else.'" "Hasty Generalization: 'My two friends failed English, so everyone will fail.'" Students take notes.
Interaction / TPS Activity 1 – Guided Practice (18 min) - Present short argument: "Student A: We should have more art classes. Student B: So you think no one should study Math?" "Teacher: Everyone who disagrees with me hates	Think: "Example 1 → Straw Man; Example 2 → False Dilemma; Example 3 → Hasty Generalization." Pair: Discuss: "Straw Man misrepresents argument; False Dilemma ignores other options; Hasty Generalization uses too

Teacher Activity	Student Activity
school.” “Friend: I saw two kids cheat on the exam; all students cheat.” - TPS Instructions: Think (3 min) – Identify fallacies. Pair (5 min) – Compare answers with partner; decide which fallacy each example shows. Share (10 min) – Selected pairs share findings. - Ask: “Why is each reasoning unsound?”	few examples.” Share: Pairs explain reasoning to class.
Interaction / TPS Activity 2 – Application (7 min) - Question: “Which fallacy is used in this statement? ‘If you don’t eat vegetables, you will never grow healthy.’” - TPS Steps: Think (2 min) – Identify fallacy; Pair (3 min) – Discuss why it’s unsound; Share (5 min) – Explain to class.	Think: “This is a False Dilemma.” Pair: “It’s unsound because it assumes only eating vegetables affects health; other options exist.” Share: “We identified it as False Dilemma. Other foods or activities can also make you healthy.”
Integration – Generalization (5 min) - Ask: “How can we check if an argument is sound?” - Guide students to conclude: 1) Look for misrepresented arguments; 2) Check if only two options are presented; 3) Avoid conclusions based on insufficient evidence.	Students answer: “Check if the argument is misrepresented.” “See if it gives only two choices.” “Check if the evidence is enough to make a conclusion.”
Integration – Valuing (4 min) - Ask: “Why is it important to recognize these fallacies in daily life?” - Lead discussion on critical thinking, decision-making, and avoiding manipulation.	Students respond: “To make better decisions.” “To avoid being misled by weak arguments.” “To evaluate information critically before believing it.”
Assessment (4 min) - Present statements: 1) “You want less homework? So you hate learning.” 2) “Either you vote for me, or you don’t care about the school.” 3) “Three students failed the quiz; therefore, everyone must be failing.” - Ask: “Identify the fallacy in each.”	Students mark: 1) Straw Man, 2) False Dilemma, 3) Hasty Generalization. Explain reasoning: “1 twists the argument; 2 presents only two options; 3 jumps to conclusion based on few examples.”
Assignment / Wrap-up - Instruct: “Write 3 sentences containing different fallacies (one Straw Man, one False Dilemma, one Hasty Generalization). Underline the fallacy type. Be ready to share in the next clas	

WEEK 4 LESSON PLAN (3I's + TPS)

Grade: 9 | Time: 1 hour

Topic: Soundness of Author's Reasoning (Slippery Slope, Red Herring, and Post Hoc)

Teacher Activity	Student Activity
Preparation: Apperception (5 min) - Greet students. Ask: "Have you ever heard someone say that one small action will lead to extreme consequences?" - "Can you recall a time when someone distracted from the main topic with unrelated information?" - Call 2–3 students to share experiences.	Students respond: "Yes, someone said if I skip homework once, I will fail the whole year." "My friend talked about movies instead of answering the question." Other students listen attentively.
Motivation (5 min) - Display examples on board: 1) "If we allow students to use calculators, soon they won't be able to do any Math without technology." 2) "We shouldn't worry about recycling because there are more important things like fashion trends." 3) "I ate ice cream before the test, and then I failed, so ice cream caused me to fail." - Ask: "Do these arguments seem logical? Why or why not?" - Students discuss with a partner for 1 minute; selected students share.	Students discuss: "Example 1 is a Slippery Slope because it exaggerates consequences." "Example 2 is a Red Herring because it distracts from the real issue." "Example 3 is Post Hoc because it assumes one event caused another without proof." Selected students share reasoning.
Statement of Aim (2 min) - Say: "Today, we will learn to identify Slippery Slope, Red Herring, and Post Hoc fallacies. We will practice analyzing arguments using Think–Pair–Share." - Write aim on board.	Students copy aim into notebooks and nod in understanding.
Introduction / Concept Development (10 min) - Explain key concepts: • Slippery Slope – Claiming a small step will inevitably lead to extreme consequences. • Red Herring – Introducing irrelevant information to distract from the main argument. • Post Hoc – Assuming that because one event followed another, it was caused by it. - Provide examples/non-examples. - Ask: "Can you think of real-life examples of these fallacies?"	Students respond: "Slippery Slope: 'If we allow phones in class, students will never study.'" "Red Herring: 'Don't talk about homework, think about lunch.'" "Post Hoc: 'I wore my lucky shirt and we won, so the shirt caused the win.'" Students take notes.
Interaction / TPS Activity 1 – Guided Practice (18 min) - Present short argument: "Teacher: If we allow students to submit assignments late, soon no one will do homework on time." "Student: Forget	Think: "Example 1 → Slippery Slope; Example 2 → Red Herring; Example 3 → Post Hoc." Pair: Discuss: "Slippery Slope exaggerates results; Red Herring distracts from main topic; Post Hoc

Teacher Activity	Student Activity
grades, let's talk about sports uniforms.” “Friend: I drank coffee before the quiz, and then I failed, so coffee caused me to fail.” - TPS Instructions: Think (3 min) – Identify the fallacy. Pair (5 min) – Discuss why each argument is unsound. Share (10 min) – Selected pairs present their findings.	assumes cause without proof.” Share: Pairs explain reasoning to class.
Interaction / TPS Activity 2 – Application (7 min) - Question: “Identify the fallacy in this statement: ‘If you eat candy before dinner, you will fail school.’” - TPS Steps: Think (2 min) – Decide fallacy; Pair (3 min) – Discuss reasoning; Share (5 min) – Present to class.	Think: “This is Slippery Slope.” Pair: “It exaggerates consequences; eating candy doesn’t cause failing school.” Share: “We chose Slippery Slope because it assumes one action will inevitably lead to disaster.”
Integration – Generalization (5 min) - Ask: “How do we evaluate if an argument is logically sound?” - Guide students to conclude: 1) Avoid exaggerations; 2) Stay focused on the topic; 3) Do not assume cause-effect without proof.	Students answer: “Check if argument exaggerates consequences.” “See if it distracts from main issue.” “Check if cause-effect is proven.”
Integration – Valuing (4 min) - Ask: “Why is it important to identify these fallacies in real life?” - Lead discussion on critical thinking and informed decision-making.	Students respond: “To avoid being misled.” “To make better choices.” “To understand arguments clearly and critically.”
Assessment (4 min) - Present statements: 1) “If we allow free time in class, soon no one will study at all.” 2) “Forget the homework issue; let’s talk about cafeteria food.” 3) “I wore green socks and got an A; the socks made me get the grade.” - Ask: “Identify the fallacy.”	Students mark: 1) Slippery Slope, 2) Red Herring, 3) Post Hoc. Explain reasoning: “1 exaggerates consequences; 2 distracts from topic; 3 assumes cause without proof.”
Assignment / Wrap-up - Instruct: “Write 3 sentences containing one Slippery Slope, one Red Herring, and one Post Hoc fallacy. Underline the type. Be ready to share in the next class.”	Students write sentences, underline fallacy type, and prepare to share in the next session.

WEEK 5 LESSON PLAN (3I's + TPS)

Grade: 9 | Time: 1 hour

Topic: Effectiveness of the Presentation

Teacher Activity	Student Activity
Preparation: Apperception (5 min) - Greet students. Ask: "Have you ever attended a presentation that was really clear or really confusing?" - "What made it effective or ineffective?" - Call 2–3 students to share experiences.	Students respond: "It was clear because the speaker used visuals and spoke slowly." "It was confusing because the speaker went too fast and skipped important points." Other students listen attentively.
Motivation (5 min) - Display on board: 1) "A speaker shows clear slides, speaks confidently, and answers questions." 2) "A speaker reads long paragraphs from slides without eye contact." - Ask: "Which presentation is more effective? Why?" - Students discuss with partner for 1 minute; selected students share.	Students discuss: "Statement 1 is more effective because it is clear, engaging, and interactive." "Statement 2 is ineffective because it is boring and hard to follow." Selected students share reasoning.
Statement of Aim (2 min) - Say: "Today, we will learn how to evaluate the effectiveness of a presentation and practice identifying key features of effective presentations using Think–Pair–Share." - Write aim on board.	Students copy aim into notebooks and nod in understanding.
Introduction / Concept Development (10 min) - Explain the key features of an effective presentation: • Clear and organized content • Confident delivery and good body language • Use of visual aids • Ability to engage the audience and answer questions - Give examples and non-examples. - Ask: "Can someone give an example of a presentation they liked and why?"	Students respond: "I liked a presentation about recycling because the speaker used images and asked us questions." "I didn't like a presentation about planets because the speaker just read slides." Students take notes.
Interaction / TPS Activity 1 – Guided Practice (18 min) - Show a short video clip of a presentation (2–3 minutes). - TPS Instructions: Think (3 min) – Identify strengths and weaknesses. Pair (5 min) – Compare observations with partner. Share (10 min) – Selected pairs share findings with the class. - Teacher prompts: "Which part of the presentation was effective? Which part could be improved?"	Think: "Strengths: good visuals, confident speaker; Weaknesses: too much text on slides." Pair: Discuss and agree: "We noticed strong engagement but slides could be simplified." Share: Pairs explain: "The visuals helped understanding, but the text was too long to read quickly."

Teacher Activity	Student Activity
Interaction / TPS Activity 2 – Application (7 min) - Question: “You will evaluate a short oral presentation by your classmate.” - TPS Steps: Think (2 min) – Identify one strong point and one area for improvement. Pair (3 min) – Discuss with partner and select best feedback. Share (5 min) – Share feedback with class.	Think: “Strong point: confident delivery; Improvement: use fewer slides.” Pair: Agree on best feedback: “The speaker was clear but slides could be simpler.” Share: Students present feedback respectfully to classmate.
Integration – Generalization (5 min) - Ask: “How do we know if a presentation is effective?” - Guide students to conclude: 1) Organized and clear content; 2) Engaging delivery; 3) Visual aids help understanding; 4) Audience feels involved.	Students answer: “Effective presentations are clear and organized, engage the audience, use helpful visuals, and keep attention.”
Integration – Valuing (4 min) - Ask: “Why is it important to evaluate presentations carefully?” - Lead discussion on learning from examples, improving skills, and giving constructive feedback.	Students respond: “So we can learn to present better.” “To give helpful feedback to others.” “To understand content more clearly and critically.”
Assessment (4 min) - Present two mini-examples of presentation descriptions: 1) “Speaker used visuals, spoke clearly, asked questions.” 2) “Speaker read long slides, mumbled, no visuals.” - Ask: “Which presentation is effective and why?”	Students answer: “1 is effective because it is clear and engaging; 2 is ineffective because it is confusing and boring.”
Assignment / Wrap-up - Instruct: “Prepare a 2-minute mini-presentation on a topic of your choice. Focus on one strength and one area to improve based on what we discussed. Be ready to present in the next class.”	Students select topics, plan key points, and think about strengths and areas to improve for next session.

WEEK 6 LESSON PLAN (3I's + TPS)

Grade: 9 | Time: 1 hour

Topic: React to Lay Value Judgment on Critical Issues, Demand Sound Analysis, Call for Prompt Actions

Teacher Activity	Student Activity
Preparation: Apperception (5 min) - Greet students. Ask: "Have you ever heard people make judgments about serious issues without knowing all the facts?" - "What happens when decisions are made based on assumptions rather than careful analysis?" - Call 2–3 students to share experiences.	Students respond: "Yes, people sometimes blame others without proof." "Some decisions are made quickly without thinking about the consequences." Other students listen attentively.
Motivation (5 min) - Display two statements: 1) "We should ban all social media because it is bad." 2) "Before deciding, we need to analyze the effects of social media on learning, mental health, and social interaction." - Ask: "Which statement is better? Why?" - Students discuss with partner for 1 minute; selected students share.	Students discuss: "Statement 2 is better because it considers facts and consequences." "Statement 1 is a quick judgment without analysis." Selected students share reasoning.
Statement of Aim (2 min) - Say: "Today, we will learn how to react to lay value judgments on critical issues, conduct sound analysis, and make reasoned calls for action using Think–Pair–Share." - Write aim on board.	Students copy aim into notebooks and nod in understanding.
Introduction / Concept Development (10 min) - Explain: • Lay Value Judgment – Opinions formed without sufficient information or analysis. • Sound Analysis – Careful examination of evidence and reasoning before making conclusions. • Prompt Actions – Decisive and timely measures based on informed judgment. - Provide examples and non-examples. - Ask: "Can someone give a real-life example of a lay value judgment and how it could be analyzed better?"	Students respond: "Saying all students who fail exams are lazy is a lay judgment." "Analyzing why students fail, like lack of study or resources, is sound analysis." Students take notes.
Interaction / TPS Activity 1 – Guided Practice (18 min) - Present scenario: "A news report claims that a new school policy will harm all students. Some	Think: "Lay judgment: policy will harm all students; Sound analysis: review policy details and impact." Pair: Discuss: "Check data, talk to teachers/students, evaluate

Teacher Activity	Student Activity
people immediately criticize it online.” - TPS Instructions: Think (3 min) – Identify the lay judgment and suggest sound analysis. Pair (5 min) – Discuss with partner: What actions should be taken based on analysis? Share (10 min) – Selected pairs share findings. - Teacher prompts: “Why is the initial reaction a lay judgment? How can analysis change the conclusion?”	results.” Share: “The initial reaction is based on opinion; sound analysis helps us understand the real effects. We should collect evidence before responding.”
Interaction / TPS Activity 2 – Application (7 min) - Question: “A social media post claims that students who study at night always fail. What is your reaction?” - TPS Steps: Think (2 min) – Identify lay judgment; Pair (3 min) – Suggest analysis; Share (5 min) – Explain recommended actions.	Think: “Lay judgment: all students studying at night fail.” Pair: “Check results of students studying at different times, consider study habits, resources, and context.” Share: “We need evidence before concluding; suggest better study plans instead of assuming failure.”
Integration – Generalization (5 min) - Ask: “How can we respond responsibly to claims about critical issues?” - Guide students to conclude: 1) Identify opinions vs facts; 2) Analyze data carefully; 3) Take informed and timely actions.	Students answer: “Check if claims are facts or opinions.” “Analyze evidence before reacting.” “Act based on what analysis shows, not assumptions.”
Integration – Valuing (4 min) - Ask: “Why is it important to avoid lay judgments and act based on sound analysis?” - Lead discussion on responsible decision-making, credibility, and social impact.	Students respond: “To make fair and accurate decisions.” “To avoid spreading misinformation.” “To solve problems effectively and responsibly.”
Assessment (4 min) - Present three statements: 1) “All students who play video games are lazy.” 2) “Let’s analyze the performance and habits of students before judging.” 3) “Based on analysis, we recommend study schedules to improve learning.” - Ask: “Identify lay judgment, sound analysis, and prompt action.”	Students mark: 1) Lay Judgment, 2) Sound Analysis, 3) Prompt Action. Explain reasoning: “1 is opinion without evidence; 2 examines facts; 3 suggests informed measures.”
Assignment / Wrap-up - Instruct: “Write a short paragraph reacting to a current school or community issue. Identify any lay judgments, suggest a sound analysis, and recommend a prompt action. Be ready to share next class.”	Students write paragraph, underline lay judgment, analysis, and action, and prepare to share in the next session.

First Lesson Plan Application of Enhancing the Speaking Participation of Grade 9 Students through the Think-Pair-Share Strategy



Daily Lesson Plan (DLP)

Learning Area	English				
Grade Level	Grade 9	Time Allotment		1 hour	
Quarter	Fourth	Week	1	Day	1

I. OBJECTIVES	
A. Grade Level Standards	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of preserving unchanging values in a changing world; <u>also</u> how to use the features of a full-length play, tense consistency, modals, active and passive constructions <u>plus</u> direct and indirect speech to enable him/her competently <u>performs</u> in a full-length play.
B. Learning Competencies/ Learning Code	Judge The Relevance and Worth of Ideas, Soundness of <u>Author's Reasoning</u> and the Effectiveness of the Presentation, EN9VC-IVa-10:
C. Sub-tasked Learning Objectives	At the end of the lesson, the students are expected to: - identify whether an argument shows ad hominem, appeal to authority, or appeal to pity in given examples; - explain the importance of evaluating the author's reasoning; and - create a Venn diagram that shows the similarities and differences among ad hominem, appeal to authority, and appeal to pity.
II. CONTENT	
A. Concepts	Judging the Relevance and Worth of Ideas and the Soundness of an Author's Reasoning
B. References	
1. <u>Teacher's</u> Guide pages	
2. <u>Learner's</u> Material pages	
3. <u>Textbook</u> pages	
C. Learning Resources	
1. <u>Materials</u> from LR Portal	Quarter 4- Module 4 Judge the Relevance and Worth of Ideas, Soundness of Author's Reasoning <u>and</u> the Effectiveness of the Presentation pp. 1-16
2. <u>Other</u> Learning Resources	Instructional Materials/ Handouts/Laptop/ PowerPoint Presentation/Pictures



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B. Think Pair Share	because I feel very stressed.”	Pose: Hands on heart = Appeal to Pity
	4. “You should not believe his opinion because he is not popular in class.”	Pose: Head = Ad Hominem
	5. “This phone is the best because a famous YouTuber uses it.”	Pose: Point up = Appeal to Authority
	6. “Please let me submit late because my family had a problem.”	Pose: Hands on heart = Appeal to Pity
	7. “Her idea about the event is bad because she is always absent.”	Pose: Head = Ad Hominem
	8. “This method must work because a well-known teacher recommends it.”	Pose: Point up = Appeal to Authority
	9. “Please choose me as group leader because I will feel very sad if you don’t.”	Pose: Hands on heart = Appeal to Pity
	10. “Don’t agree with him because he failed the last test.”	Pose: Head = Ad Hominem
	Now that you have identified the different types of fallacies, let us practice explaining our ideas orally.	Students listen attentively.
	This activity will help you express your ideas clearly while working with others.	Students prepare to participate.



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C. Assessment	Excellent, everyone! You added <u>on</u> great ideas. It is important to point out fallacies so we are not misled and we make fair decisions. Test I. Direction: Read each question and <u>write</u> the letter of the correct answer on the space provided below. 1. Which of the following best defines Ad Hominem? a. Believing an idea is true because a famous person said it b. Attacking the person instead of addressing the idea c. Using emotions to make someone agree d. Supporting an argument with evidence 2. Which of the following best defines Appeal to Authority? a. Trusting an idea only because someone famous or important said it b. Attacking the person instead of the idea c. Using emotions to gain agreement d. Checking the evidence before deciding 3. Which of the following best defines Appeal to Pity? a. Using sympathy or emotions to convince others instead of logic or evidence	Knowing about fallacies allows us to think critically and respond wisely <u>instead of reacting</u> impulsively. 1.b 2.a 3.a
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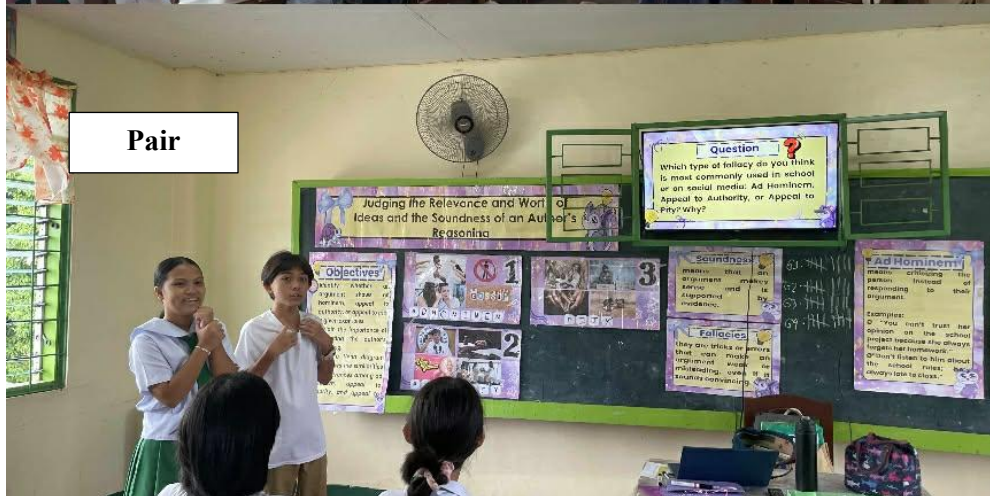


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Documentation

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



Reflection on the First Application of Enhancing the Speaking Participation of Grade 9 Students through the Think-Pair-Share Strategy

Applying my action research entitled *Enhancing the Speaking Participation of Grade 9 Students through the Think-Pair-Share Strategy* in my first teaching with Grade 9 Currie was both a meaningful and eye-opening experience. The lesson focused on judging the soundness of an author's reasoning, particularly identifying fallacies such as ad hominem, appeal to authority, and appeal to pity. It allowed me to see how theory can be translated into actual classroom practice.

At the beginning of the lesson, I observed that many students were shy and hesitant to participate. They showed signs of nervousness when asked to share their ideas, which reflected their lack of confidence in speaking. This initial response reminded me of the importance of creating a safe and supportive learning environment where students feel comfortable expressing themselves.

Through the use of the Think-Pair-Share strategy, I noticed a gradual shift in their engagement. Giving students time to think individually, discuss with a partner, and then share with the class helped reduce their anxiety. As they collaborated with peers, they became more confident in explaining their understanding of the different fallacies and in judging the author's reasoning.

To further support and assess participation, I incorporated a rubric specifically designed for selected students—particularly those who are often silent, as well as those who are eager to share their ideas. The rubric guided and encouraged balanced participation using the following criteria: Think Phase (Idea Preparation), Pair Phase (Partner Interaction), Clarity and Relevance of Explanation, Confidence in Speaking, and Share Phase (Whole-Class Participation), with a total of 20 points. This helped provide structure, clear expectations, and motivation for students to actively engage in each stage of the activity.

This experience affirmed the effectiveness of the Think-Pair-Share strategy in enhancing students' speaking participation. It showed me that with proper guidance and structured interaction, students can overcome their fear and actively engage in learning. Moving forward, I am motivated to continuously apply and refine this strategy, along with appropriate assessment tools like rubrics, to further develop my students' confidence and critical thinking skills.

Second Lesson Plan Application of Enhancing the Speaking Participation of Grade 9 Students through the Think-Pair-Share Strategy



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Daily Lesson Plan (DLP)

Learning Area	English	Time Allotment	1 hour
Grade Level	Grade 9	Week	1
Quarter	Fourth	Day	2



I. OBJECTIVES	
A. Grade Level Standards	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of preserving unchanging values in a changing world; <u>also</u> how to use the features of a full-length play, tense consistency, modals, active and passive constructions <u>plus</u> direct and indirect speech to enable him/her competently <u>performs</u> in a full-length play.
B. Learning Competencies/ Learning Code	Judge The Relevance and Worth of Ideas, Soundness of <u>Author's Reasoning</u> and the Effectiveness of the Presentation, EN9VC-IVa-10:
C. Sub-task Learning Objectives	At the end of the lesson, the students are expected to: a. identify whether an argument shows straw man, false dilemma and hasty generalization in given examples; b. explain the importance of evaluating the author's reasoning; and c. apply fairness by listening to opposing views and responding without personal attacks.
II. CONTENT	
A. Concepts	Judging the Soundness of an Author's Reasoning
B. References	
1. <u>Teacher's</u> Guide pages	
2. <u>Learner's</u> Material pages	
3. <u>Textbook</u> pages	
C. Learning Resources	
1. <u>Materials</u> from LR Portal	Quarter 4- Module 4 Judge the Relevance and Worth of Ideas, Soundness of Author's Reasoning <u>and</u> the Effectiveness of the Presentation pp. 1-16
2. <u>Other</u> Learning Resources	Instructional Materials/ Handouts/Laptop/ PowerPoint Presentation/Pictures



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B. Think Pair Share	9. “<u>You</u> want to change the school rules? <u>So</u> you think the teachers are always wrong!” 10. “<u>You</u> either support my idea, or you don’t care about the team at all.”	SM FD
	Now that you have identified the different types of fallacies, let us practice explaining our ideas orally. This activity will help you express your ideas clearly while working with others. Class, we are going to do a Think-Pair-Share activity. First, you will think silently about a question I give you for one minute. Then, you will pair up with your seatmate and explain your ideas to each other for two minutes. Finally, we will share your answers with the class for three minutes. I will rate your answers and give points for oral participation. Why is it important to listen carefully before judging others? The teacher gives one minute for silent thinking. Turn to your seatmate and explain your answer. Make sure both of you speak.	Students listen attentively. Students prepare to participate. Students think individually.



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	The teacher walks around to monitor students' oral participation. After two minutes of sharing ideas in pairs, the teacher chooses three pairs from the class to share their ideas with everyone. Now, why is it important to listen carefully before judging others? Let the other partner in each pair share their answer. Excellent points! In addition, listening carefully allows us to gather all the facts before forming an opinion. It helps us develop empathy for others' situations and respond thoughtfully instead of reacting based on incomplete information. This also encourages fairness and respect in our interactions.	(Student, do as instructed) It is important to listen carefully before judging others because we might not understand their full situation or reason for doing something. Listening carefully helps us avoid misunderstanding and making unfair assumptions about someone. By listening first, we can make better decisions and treat others more fairly instead of reacting too quickly.
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Second Application of Enhancing the Speaking Participation of Grade 9 Students through the Think-Pair-Share Strategy



Reflection on the Second Application of Enhancing the Speaking Participation of Grade 9 Students through the Think-Pair-Share Strategy

The second application of my action research entitled *Enhancing the Speaking Participation of Grade 9 Students through the Think-Pair-Share Strategy* was a significantly more rewarding and affirming experience. During this implementation, I was able to clearly observe a remarkable difference in the level of student participation compared to my first teaching. The lesson focused on judging the soundness of an author's reasoning, particularly identifying fallacies such as straw man, false dilemma, and hasty generalization. What stood out the most was how eager the students had become to share their ideas, demonstrating not only improved understanding but also a noticeable growth in their confidence when speaking in front of others.

At the beginning of the lesson, unlike before, many students were already prepared and willing to engage. Instead of hesitation, I observed raised hands, active discussions, and genuine enthusiasm during the Think and Pair phases. Students took their time to analyze the statements, carefully identifying errors in reasoning, and confidently explained their answers to their partners. This shift showed that the consistent use of the Think-Pair-Share strategy had started to create a classroom culture where participation is normalized and valued. It became evident that the students were no longer afraid of making mistakes but were more focused on expressing their thoughts and learning collaboratively.

As the activity progressed to the Share phase, I witnessed a stronger sense of ownership among the students in presenting their ideas to the whole class. Many of them articulated their explanations clearly, using appropriate examples to justify why a statement represented a straw man, false dilemma, or hasty generalization. Their confidence was not only reflected in their willingness to speak but also in the quality of their responses. To ensure that participation remained guided and meaningful, I continued to use a rubric in rating their oral participation. The criteria Think Phase (Idea Preparation), Pair Phase (Partner Interaction), Clarity and Relevance of Explanation, Confidence in Speaking, and Share Phase (Whole-Class Participation) helped me assess their performance fairly while also encouraging them to actively engage in each stage of the process.

Overall, this second application strengthened my belief in the effectiveness of the Think-Pair-Share strategy as a powerful tool in enhancing students' speaking participation and critical thinking skills. The visible improvement in their confidence and willingness to communicate ideas was truly fulfilling to witness. It reinforced my understanding that consistent practice, structured interaction, and the use of clear assessment tools like rubrics can significantly transform students' attitudes toward participation. Moving forward, I am inspired to sustain and further refine this approach to continue nurturing a classroom environment where every student feels empowered to think, speak, and be heard.

Third Lesson Plan Application of Enhancing the Speaking Participation of Grade 9 Students through the Think-Pair-Share Strategy



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Daily Lesson Plan (DLP)

Learning Area	English				
Grade Level	Grade 9	Time Allotment	1 hour		
Quarter	Fourth	Week	1	Day	3

I. OBJECTIVES	
A. Grade Level Standards	The learner demonstrates understanding of how Anglo-American literature and other text types serve as means of preserving unchanging values in a changing world; <u>also</u> how to use the features of a full-length play, tense consistency, modals, active and passive constructions plus direct and indirect speech to enable him/her competently performs in a full-length play.
B. Learning Competencies/ Learning Code	Judge The Relevance and Worth of Ideas, Soundness of <u>Author's Reasoning</u> and the Effectiveness of the Presentation, EN9VC-IVa-10:
C. Sub-tasked Learning Objectives	At the end of the lesson, the students are expected to: a. identify whether an argument shows slippery slope, red herring, and post hoc in given examples; b. <u>construct own</u> examples for each <u>fallacy</u> ; and c. apply fairness by listening to opposing views and responding without personal attacks.
II. CONTENT	
A. Concepts	Judging the Soundness of an Author's Reasoning
B. References	
1. Teacher's Guide pages	
2. Learner's Material pages	
3. Textbook pages	
C. Learning Resources	
1. Materials from LR Portal	Quarter 4- Module 4 Judge the Relevance and Worth of Ideas, Soundness of Author's Reasoning and the Effectiveness of the Presentation pp. 1-16
2. Other Learning Resources	Instructional Materials/ Handouts/ Laptop/ PowerPoint Presentation Pictures



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B. Think Pair Share	ignoring lessons entirely. 10. I wore my lucky socks, and then we won the basketball game. The socks must have caused the win. Now that you have identified the different types of fallacies, let us practice explaining our ideas orally. This activity will help you express your ideas clearly while working with others. Class, we are going to do a Think-Pair-Share activity. First, you will think silently about a question I give you for one minute. Then, you will pair up with your seatmate and explain your ideas to each other for two minutes. Finally, we will share your answers with the class for three minutes. I will rate your answers and give points for oral participation. Why is it important to listen carefully before judging others? The teacher gives one minute for silent thinking. Turn to your seatmate and explain your answer. Make sure both of you speak. The teacher walks around to monitor students' oral participation.	👂 Students listen attentively. Students prepare to participate. Students think individually. (Student, do as instructed)
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	After two minutes of sharing ideas in pairs, the teacher chooses three pairs from the class to share their ideas with everyone. Now, <u>Why</u> is it important to recognize slippery slope, red herring, and post hoc arguments in real-life situations, such as in school, social media, or news? Give an example of how ignoring these fallacies could lead to a wrong decision. <u>Let</u> the other partner in each pair share their answer.	It is important to recognize these fallacies because they can make an argument sound true even when it is not. For example, if we believe a slippery slope claim on social media, we might panic and make a decision that isn't necessary. Knowing about red herring and post hoc helps us think clearly and not get distracted by unrelated ideas or false cause-and-effect. In school, if I believe something just because it happened after another event, I might make a wrong choice in my studies. Recognizing these fallacies helps us make fair and smart decisions. For example, ignoring a post hoc fallacy could make us blame someone for something they didn't cause, which could
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C. Assessment	Excellent responses! You all showed that understanding slippery slope, red herring, and post hoc helps us think carefully, make fair decisions, and avoid being misled by arguments that sound convincing but are not reliable. By recognizing these fallacies in school, social media, or everyday situations, we can respond thoughtfully instead of reacting based on fear, distraction, or false cause-and-effect. Test I. Direction: Read each question and write the letter of the correct answer on the space provided below. little evidence. 1. Which fallacy occurs when someone says that one small action will lead to a series of bigger problems? a. Red Herring b. Post Hoc c. Slippery Slope d. Hasty Generalization 2. Which fallacy distracts from the main issue by bringing up something unrelated? a. Post Hoc	lead to conflicts or unfair treatment. 1.c 2.b
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Documentation

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



Reflection on the Third Application of Enhancing the Speaking Participation of Grade 9 Students through the Think-Pair-Share Strategy

The third application of my action research entitled *Enhancing the Speaking Participation of Grade 9 Students through the Think-Pair-Share Strategy* further highlighted the significant progress in my students' engagement and confidence in speaking. In this lesson, the focus was on judging the soundness of an author's reasoning, particularly identifying fallacies such as slippery slope, red herring, and post hoc. During this implementation, I observed that the level of participation was already very high, as most of the students were eager and willing to share their ideas. Compared to the earlier applications, there was a noticeable transformation in the classroom atmosphere—students were more active, expressive, and confident in communicating their thoughts. This growth clearly reflected the positive impact of consistently applying the Think-Pair-Share strategy.

As the lesson progressed, I was impressed by how students actively took part in each phase of the strategy. During the Think phase, they were able to organize their ideas independently, carefully analyzing examples of slippery slope, red herring, and post hoc fallacies. In the Pair phase, they confidently exchanged insights with their partners, clarifying misunderstandings and strengthening their reasoning skills. By the time we reached the Share phase, many students were already raising their hands and volunteering to present their answers. Their enthusiasm to participate was overwhelming in a positive way, as it showed that they were no longer hesitant or fearful of speaking in front of the class, but instead were motivated to contribute and be heard.

However, one challenge I encountered during this application was the limitation of time. Due to the large number of students who wanted to share their ideas, I was not able to accommodate all of them during the whole-class discussion. While this situation reflected the success of the strategy in increasing participation, it also made me realize the need to improve my time management and explore other ways to ensure that every student is given the opportunity to express their thoughts. Despite this, I continued to use the rubric in rating their oral participation, which helped me fairly assess their engagement across the Think, Pair, and Share phases and encouraged them to stay actively involved.

Overall, this third application strongly affirmed the effectiveness of the Think-Pair-Share strategy in enhancing students' speaking participation and critical thinking skills. The high level of engagement, confidence, and willingness to communicate ideas clearly demonstrated that the strategy is effective when applied consistently and purposefully. Although time constraints remain a challenge, this experience motivated me to refine my classroom management strategies and provide more inclusive opportunities for sharing. Moving forward, I am committed to sustaining this approach to further develop my students into confident, thoughtful, and active participants in the learning process.

Appendix D

ACTION RESEARCH WORK PLAN AND TIMELINE (Grade 9)

Week	Focus / Activity	Procedure / Implementation
Week 1	Introduction & Pre-Assessment	Introduce the lesson on identifying main ideas and supporting details in a text. - Explain the Think-Pair-Share (TPS) strategy and its purpose in enhancing speaking participation. - Conduct a pre-assessment to establish baseline levels of speaking participation and comprehension.
Week 2	Guided Practice	- Introduce the lesson on analyzing the author's reasoning. - Implement TPS: • Think: Individually identify strong and weak arguments. • Pair: Discuss observations with a partner. • Share: Selected pairs present their reasoning to the class.
Week 3	Partner Practice	Teach evaluation of presentation effectiveness (clarity, organization, style). - Students apply TPS in pairs to analyze a short video or oral presentation. - Selected pairs share findings with the class.
Week 4	Reinforcement & Collaborative Work	Introduce reacting to critical issues in society or school. - Implement TPS: • Think: Reflect individually on the issue. • Pair: Discuss reactions with a partner. • Share: Selected pairs present to the class.
Week 5	Independent Practice	- Teach value judgment on critical issues and supporting reasoning. - Students use TPS to discuss and refine their judgments: • Think: Formulate judgment individually.

		• Pair: Compare and provide feedback. • Share: Present judgment to the class.
Week 6	Culminating Task & Post-Assessment	- Conduct a comprehensive lesson integrating all prior skills: main idea identification, analyzing reasoning, evaluating presentations, reacting to issues, and stating judgments. - Students present orally using TPS to enhance participation and reasoning. - Administer post-assessment to measure improvement in speaking participation, reasoning, and overall critical thinking skills. .

Appendix E

PARENTAL CONSENT

Greetings!

I, a student researcher of _____ under the program of _____, respectfully request your permission for your child/children, who are under 18 years of age, to participate in our study.

This study aims to enhance the speaking participation of Grade 9 students through the use of the Think–Pair–Share strategy. As part of this research, the students will be given opportunities to think individually, discuss their ideas with a partner, and share their responses with the class during selected lessons. These activities are intended to encourage active participation, build confidence in speaking, and improve students' ability to express their ideas orally, leading to more meaningful classroom engagement.

Your participation will be a great help for the success of our study.

Thank you very much!

Respectfully yours,

Researcher

Noted:

ACKNOWLEDGMENT

I have read this consent form and give my consent for my child/children to participate in this study.

Guardian's name: _____

Date: _____

Contact no.: _____

Signature: _____

Approved:

Name: _____
 Ethics Review Board Chair
 Contact no.: _____

PARENTAL CONSENT

Maayong Adlaw!

Ako, usa ka estudyante-researcher sa _____ ubos sa programa sa _____, mapailubon nga nangayo sa inyong pagtugot aron ang inyong anak/anak nga wala pa moabot sa 18 anyos moapil sa among pagtuon.

Kini nga pagtuon nagtumong sa pagpalambo sa partisipasyon sa pagsulti sa mga Grade 9 nga estudyante pinaagi sa paggamit sa Think–Pair–Share nga estratehiya. Isip kabahin sa maong panukiduki, ang mga estudyante hatagan og higayon nga maghunahuna sa ilang kaugalingon, makig-istorya sa usa ka kauban, ug ipaambit ang ilang mga tubag sa tibuok klase sa panahon sa piniling mga leksyon. Kining mga kalihokan gituyo aron mapalambo ang aktibong partisipasyon, mapalig-on ang kumpiyansa sa pagsulti, ug mapauswag ang abilidad sa mga estudyante sa pagpahayag sa ilang mga hunahuna sa binaba nga paagi, nga maghatag og mas makahulugang partisipasyon sa klase.

Ang inyong pagtugot dako kaayong tabang alang sa kalampusan sa among pagtuon.

Daghang Salamat!

Respectfully yours,

 Researcher

 Noted:

ACKNOWLEDGMENT

Nasabtan nako kini nga porma ug naghatag ko og pagtugot nga moapil ang akong anak/anak sa pagtuon.

Ngalan sa Ginikanan: _____
 Contact no.: _____

Petsa: _____
 Pirma: _____

Giaprobahan:

Ngalan: _____

Ethics Review Board Chair

Contact no.: _____

26

PARENTAL CONSENT

Greetings!

I, a student researcher of Misamis University under the program of Bachelor of Secondary Education, respectfully request your permission for your child/children, who are under 18 years of age, to participate in our study.

This study aims to enhance the speaking participation of Grade 9 students through the use of the Think-Pair-Share strategy. As part of this research, the students will be given opportunities to think individually, discuss their ideas with a partner, and share their responses with the class during selected lessons. These activities are intended to encourage active participation, build confidence in speaking, and improve students' ability to express their ideas orally, leading to more meaningful classroom engagement.

Your participation will be a great help for the success of our study.

Thank you very much!

Respectfully yours,

Marvilen C. Pino
Researcher

Noted:

ACKNOWLEDGMENT

I have read this consent form and give my consent for my child/children to participate in this study.

Guardian's name: Carlito M. Maglinte Jr.
Contact no.: 09493788514

Date: 3-9-16
Signature: 

Approved:
Name: _____
Ethics Review Board Chair
Contact no.: _____

Appendix F

KASABUTAN SA PAGTUGOT SA BATA

Ako, si _____, tibuok kasingkasing nga mosugot nga mahimong bahin sa pagtuon nga gitawag nga **“Enhancing the Speaking Participation of Grade 9 Students Through the Think-Pair-Share Strategy”**. Apil sa pamaagi ang pag-obserbar sa akong partisipasyon sa klase ug ang paggamit sa exit pass aron masuta ang akong pokus ug pagka hinumdoman sa leksyon. Wala kini makadaot ug dili kini makahatag ug sakit o peligro sa akong lawas. Kini nga pamaagi himuon sulod sa takdang oras sa klase ug dili molapas sa kasagaran nga kalihokan sa eskwelahan.

Wala ko gipugos, gikulbaan, o giingnan sa bisan unsang paagi aron moapil niini nga pagtuon.

Pirma sa Estudyante

Petsa

Saksi:

Ngalan ug Firma sa Ginikanan

Petsa

ASSENT FORM

I, _____, willingly agree to take part in the study titled **“Enhancing the Speaking Participation of Grade 9 Students Through the Think-Pair-Share Strategy”**. Part of the procedure includes observing my participation in class and using an exit pass to check my focus and how well I remember the lesson. This activity is safe and will not cause any harm or discomfort. This procedure will be done only during regular class hours and will not go beyond our usual school activities.

I understand that I am not forced, threatened, or pressured in any way to join this study.

Signature of Student

Date

Witness:

Name and Signature of Parent/Guardian

Date

ASSENT FORM

I, Charyn Grace G. Maglinte, willingly agree to take part in the study titled "**Enhancing the Speaking Participation of Grade 9 Students Through the Think-Pair-Share Strategy**". Part of the procedure includes observing my participation in class and using an exit pass to check my focus and how well I remember the lesson. This activity is safe and will not cause any harm or discomfort. This procedure will be done only during regular class hours and will not go beyond our usual school activities.

I understand that I am not forced, threatened, or pressured in any way to join this study.

Signature of Student

3-9-26
Date

Witness:

CARLITO MAGLINTE JR.
Name and Signature of Parent/Guardian

3-9-26
Date

Appendix G



Misamis University

Ozamiz City



MISAMIS UNIVERSITY RESEARCH CENTER

CERTIFIED: ISO 21001: 2018 Educational Organizations Management System by DNV
ACCREDITED: Philippine Association of Colleges and Universities Commission on Accreditation (PACUCOA)

MU-RC-042/13 November 2024

Thesis/Research Data Gathering Approval Form

Date: _____

Name of Authors: _____

College/Department: _____

Research Title: _____

Data Gathering Procedure:

a. Type of Research: (Kindly check)

☐ Quantitative	☐ Qualitative	☐ Experimental
☐ Approved Research Title & Problem/Objectives	☐ Approved Data Gathering Procedure	☐ Approved Data Gathering Instrument/Data Sheets

b. Respondents/Participants/Subject/Samples to be Collected: _____

c. Procedure:

☐ Survey	☐ Interview	☐ Experimentation	☐ Laboratory Testing
---------------------------------	------------------------------------	--	---

d. Place of Implementation/Study Area: _____

If to be conducted outside the school campus, indicate the nature of transportation to be used:

☐ Own private vehicle	☐ public utility vehicle	☐ rental	☐ Others, please indicate _____
--	---	---------------------------------	--

e. Date/s of Implementation/Sampling: _____

Attachments:

☐	Approved Letter of Consent from the designated authority in the area/place where the study is to be conducted
☐	Signed Parents' Consent

The thesis proposal mentioned above is hereby recommended for the commencement of data gathering implementation.

Recommended by:

_____ Thesis/Research Adviser	_____ Thesis/Research Instructor
----------------------------------	-------------------------------------

Approved by:

College Dean

CONTROLLED DOCUMENT

Appendix H

INFORMED CONSENT FORM

1. I volunteer to participate in the research undertaken by Marvilen C. Pino from the College of Education, Misamis University. I understand that the research is designed to gather information about enhancing the speaking participation of grade 9 students through the think-pair-share strategy. I will be one of the participants who will be surveyed for this research.
2. My participation in this research is voluntary. I understand that I will not be paid for my participation. I may withdraw and discontinue participation at any time without penalty. If I decline to participate or withdraw from the study, no one will be told.
3. This research will involve my participation. I understand that most questions will find the discussion interesting and thought-provoking. If, however, I feel uncomfortable in any way during the survey session, I have the right to decline to answer any question or to end the survey.
4. The survey will last approximately 3-5 minutes.
5. I understand that the information to be gathered will be treated with confidentiality. I will not be identified in the paper. Only the researchers and their adviser will have access to the data of the research.
6. I understand that this research has been reviewed and approved by the DSAS Head of Misamis University.
7. I have read and understood the explanation provided to me. I have had all my questions answered to my satisfaction, and I voluntarily agree to participate in this study.
8. I have been given a copy of this consent form.

Participant's Signature

Date

For further information, please contact:

Marvilen C. Pino (09506915252/ marvilenp@gmail.com)

CURRICULUM VITAE

PERSONAL DATA

Name : Marvilen C. Pino

Address : P-2, Baybay Santa Cruz, Misamis
Occidental

Date of Birth : March 6, 2004

Place of Birth : Ozamiz City, Misamis Occidental

Sex : Female

Civil Status : Single

Parents : Mr. & Mrs. Helen C. Pino



EDUCATION

College : Bachelor of Secondary Education Major in English
Misamis University
Ozamiz City, Misamis Occidental
S.Y. 2022- Present

Secondary : Senior High School
Aloran Trade High School
Aloran, Misamis Occidental
S.Y. 2020-2022

Junior High School
Jimenez National Comprehensive High School
Corrales Jimenez, Misamis Occidental
2015-2019

Primary : Butuay Elementary School
Jimenez, Misamis Occidental
S.Y. 2009-2015



MISAMIS UNIVERSITY
Ozamiz City
College of Education



RESEARCH ROUTING FORM

Date: August 6, 2026

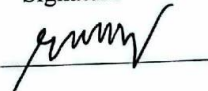
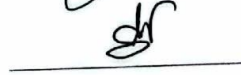
Name of Candidate: MARVILEN C. PINO

Sem./SY: 2nd Semester 2025-2026

Program: Bachelor of Secondary Education

Major: English

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

	Signature	Date
Adviser: <u>Mrs. Herminia Q. Alburo</u>		<u>8 - 10 - 2026</u>
Program Head: <u>Juby H. Vallejo, MAEd</u>		<u>8 - 10 - 2026</u>
Chairman: <u>Genelyn R. Baluyos, EdD</u>		<u>8 - 10 - 2026</u>

Grammarly Result: 99/100

Approved for REPRODUCTION/PUBLICATION:


GENELYN R. BALUYOS, EdD
Dean, College of Education

Report: PINO - THINK-PAIR-SHARE Action Research

PINO - THINK-PAIR-SHARE Action Research

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General metrics

80,536	10,566	836	42 min 15 sec	1 hr 21 min
characters	words	sentences	reading time	speaking time

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Sentence Length

12.6

Measures average sentence length

words per sentence

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99

Word count

Characters **80,535**
Words **10,566**
Sentences **836**

Reading time **42 min 15 sec**
Speaking time **1 hr 21 min**

Readability

Word length **5.8**
Sentence length **12.6**
Readability score **23** ⓘ

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