

# The Use of Think Pair Share of Cooperative Learning to Improve Weak Students' Speaking Ability

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**Abstract---** *This study aims to improve weak ESL learner's speaking abilities using Think Pair Share (TPS). The study intends to find out the difficulties faced by the learners in speaking, how Think Pair Share of Cooperative learning can improve speaking skills and ESL learner's perception on the use of TPS in speaking activities. The study employed an action research design. Twenty-four Form 4 ESL learners participated in this study. Data collection included teacher's reflective entry and focus group interviews with the ESL learners. The results show that Think Pair Share improves learners speaking abilities and has a huge impact in boosting learner's confidence level to speak in English.*

**Keywords---** *Think Pair Share, Cooperative Learning, L2 Speaking, Weak ESL Learners.*

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## I. INTRODUCTION

English in Malaysia is seen as important as it is learnt as a second language and not a foreign language. Although, English is a compulsory subject in schools, it is rarely practised among students in their daily life as they are highly influenced by their first language. Apart from that, the recent changed in the education system which replaced English with Bahasa Malaysia in the Science and Mathematics syllabus further hinders the students from having more exposure to the language. Therefore, students have the perception of English as a difficult language to master and avoid communicating in the language. One of the ways that English is used in communicating is speaking. Swaran, Mohtar, Abdullah and Mat (2015) in their research stated that English is seen as difficult for ESL learners when it comes to speaking. Hence, speaking skills has been a challenging skill to be developed for Malaysian learners. Although speaking is a problematic skill to teach to ESL learners, speaking skill is reviewed as a key skills. Sugito, Mulyani, Hartono and Supartono (2016) determines that speaking is a paramount skill to grasp out of all the other four skills when it comes to effective communication. Previous study by Koran (2015) suggested that speaking has an imperative role in language learning. As he puts it:

According to language learners, speaking skills is appraised to be paramount.

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The ability to speak to speak in English to a certain degree is often used to assess whether learners have achieved a favourable result in language learning. (Koran, 2015:400)

In the recent Malaysian Education Blueprint (2013-2025), emphasise has been given in learning English in schools. Among the three goals introduced by the Ministry for learning languages is produce future generations that are competent to work in a globalised economy by emphasising English as the international language of communication. By using the Common European Framework or known as CEFR to achieve this goal, the Ministry aims to developed independent English user. As defined by CEFR, independent user refers to the ability for learners to interact and have their own views in a social discourse. This further stress the importance of teachers to developed students speaking abilities in the classroom. IN other words, peaking skills should be emphasised in the ESL classroom as well. Students should be given a platform for them to practice using English language more so that they could communicate and interact effectively in English. By practising the language, students can improve their vocabulary, grammar, pronunciation and fluency in English.

Alharbi (2015) stated that majority of high school graduates lack the ability to speak English fluently and accurately. Although students are able to express themselves in English by writing, they faced the inability to express themselves orally in English (Sarwar et al, 2014). Sabri & Qin (2014) reported that student's inability to master speaking skills in the English language have repercussions specifically on students' academic performance. The Malaysian Examination Council reveals that most of the candidates taking the MUET examination perform poorly during speaking. The poor performance displayed will impact student's ability to meet the requirement needed to enrol in universities. In the recent Malaysian Education Blueprint, the operational proficiency in English is low with only 28% of the 2011 SPM examination paper obtained minimum credit against Cambridge 1119 standards.

One of the reasons for low oral skills is the lack of authentic language learning situations in or outside the ESL classroom. Apart from that, mother tongue influence inside and outside of the classroom, student's pessimist attitude towards the language, teacher-centred classroom lesson, teacher's use of mother tongue to teach in an ESL classroom and passiveness of students in the classroom contributes to the failure of a speaking lesson (Alharbi, 2015).

Hence, a more engaging classroom lesson should be implemented to gain students interest to speak up in the classroom. Teachers need to practise student-centred classroom lesson as well as create as an authentic situation to produce a fun language learning environment. The use of cooperative learning strategy in the classroom allowed collaborative learning that facilitates students in classroom discussion. Hence, students will be able to experience a positive and motivating atmosphere for learning in an ESL classroom.

In this action research, the teacher implemented Think Pair Share of cooperative learning strategy to improve weak students speaking skills. The implementation of Think Pair Share method helps students to engage students in classroom activities and introduced students to an interactive way of learning English.

Sabri & Qin (2014) states that the difficulties faced by learners in speaking English has become a critical issue among the Malaysian context. Based on the observation carried out among 4 Lambda students in the classroom,

students revealed that majority faced difficulties in speaking in English. Among the major factors of speaking problems faced by students were psychological factors and the lack of exposure to the language.

Students of 4 Lambda showed resistant when they were asked to answer questions or give feedback. They would often use Malay to share their opinion. Juhana (2012) listed the psychological factors such as fears of making mistakes, shyness, anxiety, lack of confidence and lack of motivation hinders students from speaking in class.

Manurung (2017) proposed that students who learned English faced difficulties when speaking in English. The study shows that students had a hard time expressing their opinions and views using the language. Secondly, the resistant occurs due to weak mastery of pronunciation and grammar. Thirdly, students also find it difficult to choose the right words in expressing themselves.

Apart from that, students also lack the exposure to the language. The observation showed that students were not given much opportunity to speak up in classroom. They were not exposed to real life language learning situations. Hence, English is practiced in class by following the traditional method. Manurung (2017) suggested practising Think-Pair-Share method in speaking class to make it enjoyable.

A previous study conducted by Zaim and Radjab (2014) on the use of think-pair-share to improve speaking skills proposes that Think-Pair-Share is an effective method to develop a different learning environment in the classroom context. Think-Pair-Share are divided into three parts which is (1) think, (2) pair, (3) share. During the thinking stage, students are instructed to work independently on the questions posed. Then, they paired up to discuss their ideas with their partner. Lastly, they share the information they have gained with the whole class.

Manurung (2017) proposes in her research entitled Using Think-Pair-Share to Improve Speaking Achievement of the Second Semester English Study Program of Tridianti University Palembang that this technique is beneficial for students as it allows them to organise their thoughts before speaking. As students are given time to structure their thought in a proper sentence, they will feel less hesitant to speak as they are confident of themselves.

The purpose of this study was to explore the use of Think Pair Share to improve weak ESL learners speaking ability. Therefore, this study investigates the problems faced by ESL learners in a Malaysian secondary school and their perception on the use of Think Pair Share of Cooperative Learning during speaking lessons. This is an intervention study which focuses on the Cooperative Learning strategy which was Think Pair Share.

According to Alfi (2015), speaking is an action that requires a person which is seen as a speaker to produce words and utterances in order to in which the speaker produces utterances to convey message or information. Raya (2016) defined speaking skills as an ability that requires speech or oral language by an individual to express themselves. Speaking is a requisite tool needed for communication to share ideas, convey thoughts, expresses feelings and emotions with other people. As it promotes thinking and learning, it allows thoughts to be shaped, modified, extended and organized. Overall, speaking involves a social interaction in which an individual produces utterance to communicate and express themselves to another person. Burns (2017) disclose that speaking is complex as it is fast and continuously progressing which involves elements of carrying out different things at one particular time. A combination of different skills, knowledge and processes is needed in order to acquire competence in

speaking that would produce speeches that is appropriate and suitable to the interlocutors. Goh and Burns (2012) propounded that proficiency in speaking can be seen as combinatorial as it requires linguistic competence, fundamental speaking skills and effective communicative approach. All of these elements need to work together to build competency in speaking to produce articulate and purposeful speech production.

There are a few difficulties that students encounter among ESL learners in classroom. These difficulties were also faced by the students of 4 Lambda in SMK Bandar Tun Hussein Onn. Among the problems are students feels shy to talk in classroom, students feel embarrassed and are afraid of being making fun of by their peers, students faces difficulties in articulating their thoughts in English, students struggle to find the right vocabulary when speaking and students struggle to pronounce the word correctly. The problems above are supported by Lai and Ahmadi (2017) which suggests that problem in regards of speaking skills include inhibition. Inhibition refers to student's hesitancy to speak the language because they fear of the errors made while speaking. They feel embarrassed by the spotlight put upon them as their friends listened to them speaking.

Lai and Ahmadi (2017) also suggests lack of topical knowledge, low participation and mother tongue use to be the difficulties in speaking among ESL learners. They stated that students lack the motivation to express themselves as can be influenced by the teacher's selection of topic plays a vital role for students to speak. Students sometimes struggles to express themselves when they do not have enough knowledge about it. Next is low participation. In a class, there will be a dominant student that has no problem with speaking. This will hinder other students from having the opportunity to talk more in class.

Lastly, the use of mother tongue in an ESL speaking classroom (Gudu, 2015). Learners who share the same L1 would communicate using their L1 in the speaking class because they find it easier (Tuan & Mai, 2015). If a teacher instructs students to discuss a topic, it is likely for them to spontaneously use their mother tongue when they have lack of knowledge to express their ideas using English.

## **II. TEACHING OF SPEAKING**

Anuradha et al (2014) states that teachers have a big influence in the teaching of speaking in an ESL classroom. Teachers should often ask questions to students in the classroom to drill their speaking abilities and teachers must be fluent and accurate in spoken elements to act as an exemplary for students to acquire from. There are a few principles of teaching speaking skills. The principles includes practise speaking from the first class, allows students to repeat the same words or phrases, allows one word answer at the beginning, do not penalised students when they make technical errors, propose new sentence structure, phrases or words and drill students to use them often, encourage back-chaining or tail-forwarding techniques to help students constructs longer sentences by combining more than ten sentences, promote collaborative learning such as role-play and pair work with supervision, be prepared with material and lesson planning and provide room for mistakes at the early stage (Anuradha et al, 2014). Another research by Yanti (2017) proposed that the principles in teaching speaking skills focuses on the language aspects of speaking. The language aspects are pronunciation, syntax, rhythm, vocabulary, thought organization and making meaning in using the language. Hence, speaking skills are taught to achieve communicative efficiency among learners in an ESL classroom.

### **III. COOPERATIVE LEARNING**

Sanjani (2015) describes cooperative learning as one of the most significant and a productive area of theory, research, and practice in education. Cooperative learning exists when students work with their peers to reach a certain learning goal. Hence, all of the students would participate in classroom discussion which leads to the production of spoken language (Johnson et al., 2000: 2). Cooperative learning as suggested by Stenlev (2003:25) is among the many teaching and learning technique which involves students interaction in order to grasp and apply the elements of subject matter and to achieve standardised learning objectives. On the other hand, Macpherson (2007: 1) claimed that cooperative learning refers to structured interaction in small groups which is meticulously developed through a set of common principles. Based on the above definition, cooperative learning strategies are learning techniques used in classroom which requires students to interact with their peers to achieve the learning target in classroom. Students need to rely on their knowledge as well as other skills such as communication skills and leadership skills to ensure success in completing the task given.

### **IV. THE ELEMENTS OF COOPERATIVE LEARNING**

Cooperative learning has several components that needs to be taken into account. The components are key to guarantee a favourable outcome of cooperative learning. Kaufman et al., (1997: 37) listed six key elements of cooperative learning in the teaching and learning process.

#### ***1) Positive-interdependence***

1) Positive interdependence needs students to work together and be interested in learning. The teacher supports this by providing rewards and continuously increasing the ability to build and maintain relationship with people. In positive interdependence, students are required to depend on one another in order to produce output to complete a task. This refers to students providing help, assistance, encourage and support one another in learning.

#### ***2) Social Skills***

Social skills are built as students need to rely on their ability to have command and lead their peers, to communicate and interact effectively, to build trust among the group members and to solve conflict to achieve effective and efficient learning in order to complete a task.

#### ***3) Face-to face Interaction***

Face to face interaction in classroom provides active learning process. Students are required to explain, argue, elaborate and link new material to their previous knowledge. This promotes students to actively interact with one another in order to succeed in a given task.

This statement is supported by Schmidt (1989) which stresses on personal interaction that requires person-to-person contact. Certain type of group work does not necessarily require all the members of the group to complete it as it can be done individually. However, some group work needs to be carried out in a two way communication manner with group members which produces exchanges in giving feedback, challenging reasoning and conclusions, and teaching and encouraging one another (Felder and Breat, 2007:1).

#### ***4) Individual Accountability***

Individual accountability requires the responsibility of all the students in a group to play their role in a group work. Each student is given a part to play in an interactional pattern. According to Stenlev (2003:36), everyone feels

acknowledge when they are able to share the knowledge that is useful to others.

### **5) Group Processing**

In group processing, students are required to set group goals. They evaluate their skills to cooperate and evaluate the approaches taken to improve in order to achieve favourable results and effectively complete an instructional material as well as to exceed expectations in test (Felder and Brent, 2007:2). The objective of group processing is to structure and refine the efficacy of achieving group goals.

### **6) Appropriate Grouping**

*Teacher provides support and guidance to students to build and practice trust building, leadership, decision-making, communication, and conflict management skills. Apart from that, each group should consist of students that complements one another through different attributes in order to develop a strong problem solving and social skill among the group members.*

(Felder and Brent, 2007:2)

Sanjani (2015) divulged that student's resistance and the nature of assignments are among the challenges faced by teachers who implements cooperative learning in their classroom. A study by SCIMAST (1994:3) and Knight (2009:3) proposes a framework that provides structure and guidance. Among the classroom cooperative learning strategies are:

#### **Think-Pair-Share**

*Two students work together by exchanging their response to a question. Then, students are encouraged to participate in classroom discussion by sharing their ideas. Arends (2008: 15) shared three steps in TPS technique. The first step is thinking. The teacher proposed a question or issue related to the lesson and provides one minute for students to think about the answer independently. Second step is pairing. After independent thinking, teacher instructs students to pair up and exchange the ideas that they have. The third step is sharing. In this step, teacher elicit student's responses to share the outcome of their discussion as a whole class.*

*Sanjani (2015:27)*

A study conducted by Utama et. al (2013) on the use of Think Pair Share to improve students speaking skills showed positive outcome. The sampling of the research was among students aged seven to eight years old of SMPN 6 Singaraja. This study was carried out to test second grade student's English oral test. The instruments design for samples includes experimental group and control group design. The findings of the research showed that students who used Think Pair Share has higher self-confidence and speaking competency compared to the controlled group designed students. Another similar research was carried out by Sari (2016) which conducted a research focusing on weak ESL learners with low final exam score. The research was carried out among 50 English Department students aged 16 to 17 years old of SMK Pelayaran Putra Samudera Yogyakarta in academic year 2015/2016. 25 students were chosen in the experimental designed which implement the use of Think Pair Share in their lesson while another 25 was placed in the control group designed. The researcher proposed that students in the experimental group showed incredible refinery in their speaking abilities as compared to the control group designed.

A research on the effect of Think Pair Share strategy on students' speaking ability was carried out by Anggraini

(2017). The findings of this research showed a significant influence on nursing students speaking ability. Manurung (2017) investigates the use of TPS to improve the speaking achievement of the second semester students of Tridinianti Palembang. Her research also finds a significant improvement in her students speaking achievement.

Yanti (2017) uses TPS technique to improve speaking skills among Eleventh grade students AP1 of SMKN 5 Pontianak. There were 28 students of Eleventh Grade from Akomodasi Perhotelan class. The findings show that there were improvements in speaking skills among the students in each cycle of the research. On the other hand, Cahyani (2018) investigates the Use of Think Pair Share technique through a quantitative method of an experimental study. The researcher conducted a pre-test and post-test control group design in her research. The test conducted showed improvements in the score of speaking tests among the learners involved in the research.

Based on the research conducted by Ma'arif & Aslihin (2017) to investigate student's response to the use of Think Pair Share strategy in an English-speaking classroom, it supports the effective use of Think Pair Share strategy in an English-speaking classroom. The research emphasises on student's active communication and participation which proves as a positive response to the use of Think Pair Share. Ardhy (2018) concludes that Think Pair Share strategy significantly improves students speaking ability. The method used in the research paper was quasi-experimental research with pre-test, ten meetings of treatment, and post-test. Through the analysis of questionnaire, it indicates that the students' liked the application of Think Pair Share strategy.

Based on previous research, Think Pair Share is effectual in enhancing students speaking abilities. Through the use of TPS strategy it promotes active participation and motivates students to speak in an English class. Apart from that, the research also proves that the strategy helps to reduce student's fear of making mistakes. Hence, the application of Think Pair Share can be concluded to have a positive impact on students speaking abilities in an English classroom.

This research paper uses the qualitative method approach in collecting the data. Astalin (2013) states that qualitative research is general and provides various methods and structures that can be accepted. In a qualitative research, the research objective, the researcher's role, the research process and data analysis method is described implicitly or explicitly. Qualitative research involves researcher's reflection at the pre-stage and post-stage of the research. Reflection in this research approach is important to provide understanding and context to the readers (Sutton and Austin, 2015).

As the aim of this research was to improve weak ESL learner's speaking ability by using the cooperative learning method which is the Think-Pair-Share strategy among the Form 4 students. The focused of this study is on weak ESL learner's speaking ability and an approach to improve their speaking performance. This research was categorised as action research. Mills (2007, p.5) defines action research as a structured research which focuses on teacher as a researcher, who collects data on the activities carried out in classroom, their teaching method and effective students learning strategies. In conclusion, action research is self-reflective and is student-centred as it helps teachers to improve their teaching strategies. As Pine (2009, p.293) quoted,

*“Undertake an action, exploring initiatives, refining instructional situation and practising those initiatives to create an impact among students derives from a decent research question. No action without research—no research without action.” In case study or descriptive review, the goal of these research often focuses on developing insights*

and comprehension of a student. Hence, in these type of research, the information gained is used to improve the teacher's instructional and pedagogical skills in order to ensure student's advancement and development. .”

The action research model used in this research was proposed by Kemmis and Mctaggart (1998). Burns (2010) stated that there are four phases in one cycle of action research. The steps are as follows:

### 1. Planning

The researcher carries out investigation before doing the research. This is in order to identify the problem or issue that the teacher faced in the classroom during lesson. By having the problem at hand, teacher can find ways to solve or improve the problem. In this research, the problem identified was student's weak speaking abilities and the method used to solve this problem was by implementing Think Pair Share of cooperative learning.

### 2. Action

Action is carried out once the problem or issues has been identified. The researcher implements the use of Think-Pair-Share in speaking lessons to improve weak ESL learner's speaking abilities.

### 3. Observation

Observation of the action implemented is done in this phase. The researcher observed students' improvements in speaking lessons after applying the Think-Pair-Share strategy. The observations are recorded and documented in terms of context and perception of learners on speaking.

### 4. Reflection

This phase is the last phase in each cycle. The researcher make notes and evaluates the improvements that takes place after the implementation of the plan.

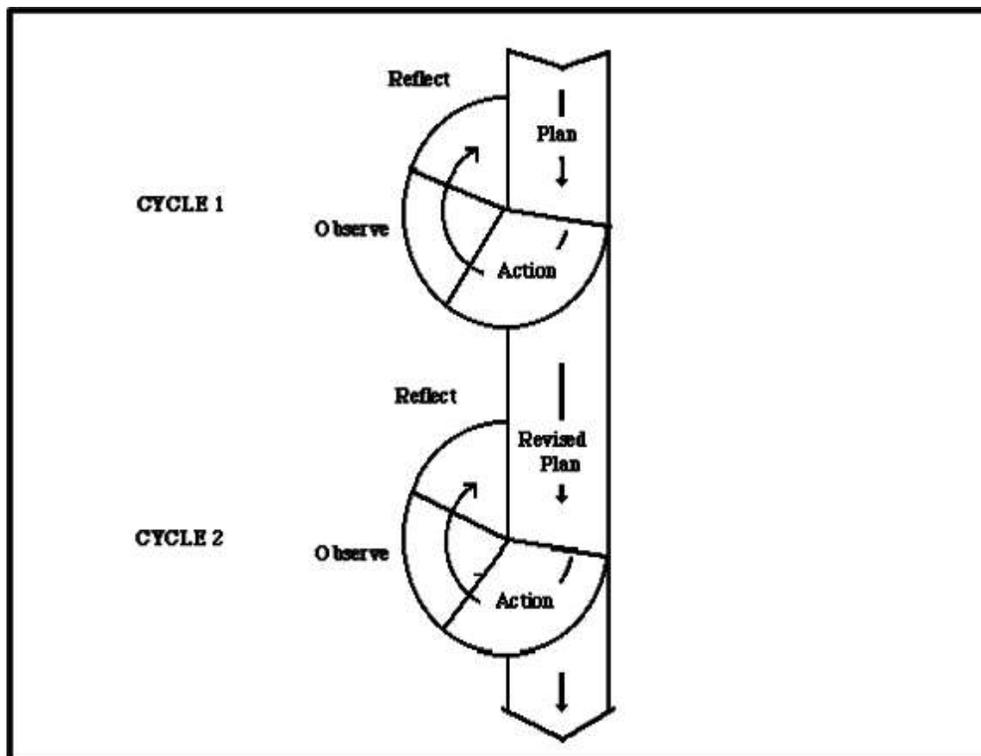


Figure 4.0 Action Research Model by Kemmis&Mctaggart (1998)

By doing this, it helps the researcher to reflect on the ability of Think-pair-Share to improve the speaking problem among weak ESL learners. If the actions were successful, the same action would be repeated in the next cycle. However, if the researcher finds that the action to be unsuccessful, change and other improvements would be made.

The data collected in this research was in the form of qualitative method. Qualitative data were collected through the means of interview, teacher's reflective journal and open-ended questions for the students.

### ***Interviews***

Interviews were used as one of the instruments in collecting data. The objective of the interviews are to find out the current problems that the learner's experience with regards to speaking. A qualitative research has three types of interview namely semi-structured, light-structured and in-depth. This research uses the semi-structured interview method. Oakley (1998) states that semi structured-interview method can be carried out either individually or in a group. It is done only once and can take up to 30 minutes to one hour. This type of interview uses the semi-structure interview guide in which it is a set of questions or topics that is outline by the interviewer and needs to be explored. Semi structured interview questions comprise of open-ended questions. In order to ensure that the interviewer did not miss any important information, recording of the interview is taken. Hence, the interview transcripts were results of the interview. Interview was used to observe students' perception on using Think Pair strategy. There were ten items asked to the students. Four students were selected to be interviewed. The four students selected were based on their attitudes in the English classroom lesson.

### ***Teacher's Reflective Journal***

According to Connelly & Clandinin (1990), reflective journals written by researchers in a practical setting constitute a source of narrative research. In this research, teacher's reflective journal is used to show the occurrences after a change is implemented. It also helps to keep track of the process and evaluate the outcome of the change. Teacher's reflective journal in this research consists of teacher's on perception on the occurrences or events happening in the classroom. Reflective journal is also used in order to record teacher's experiences and challenges in the classroom using Think Pair Share strategy.

Teacher's reflective journals were used to identify problems that students faced in speaking English. Teacher observes student's participation the occurrences of students sharing opinion, give ideas and provides feedback to students. The teacher which acts as a researcher in this study observes the classroom in three conditions:

1. Lessons without think-pair-share,
2. Lessons using think-pair-share after a month,
3. Lessons using think-pair-share at the end of two months.

#### ***a) Open-ended Questions for Students***

Open-ended questions are given to students to find out whether Think Pair Share strategy of Cooperative

learning assist students in improving their speaking skills. There are five items in the open-ended questions asked to the students that reflects their learning experience using Think Pair Share strategy in a speaking class. The questions were distributed among 24 students of 4 Lambda after experiencing the application of Think Pair Share in the speaking lesson.

## V. FINDINGS

There are some problems that was noted down during the first phase in the teacher's reflective entry. Students mostly experience lack of confidence when they are required to speak in English as it is their second language. They were mostly hesitant to speak in class.

The critical incident that has helped me to realise this problem was when I asked for volunteers to present their work. None of the students want to volunteer speaking in front of the class. Most of them were shy to answer and share their work.

When they answer the questions asked, they would mostly sit at their table and use *Bahasa Malaysia* to respond or give opinions in classroom discussion. Another problem that I noticed faced by my students was lack of vocabulary. When they were speaking in front, students often struggled to find the right words to speak. They were mostly able to convey their ideas well in Bahasa Malaysia but they find it challenging to express their thoughts in English. Hence, while presenting they were not able to convey their thoughts. Lastly, the problem that most of my students have was pronunciation. When speaking in English, they have difficulties to pronounce certain words especially long words.

In the second cycle, students showed effort to speak in class. They were more interested during classroom discussion in giving ideas and responding to questions compared to the first cycle. The students also volunteered to present their work when they were asked to. Although students still have errors in pronunciation, their vocabulary has improved.

They asked more questions in this lesson in terms of appropriate vocabularies to use. Students seemed to be more excited in classroom activities as I can see them diligently discussing with their partner. Some students called me a few times to ask my feedback on their work. This time around, the influence of *Bahasa Malaysia* in their speech were less. They really tried to use English fully in their speaking.

In the third cycle, the students showed better progress in their speaking abilities. The most prominent improvements that can be made was students were less hesitant to speak in English and ask questions. Students seemed to be more confident and comfortable in speaking activities now. I can see that some students became more talkative compared to the first cycle. Apart from that, student's pronunciation also increasingly improved as they stuttered less when pronouncing words. Students also were able to use appropriate words in their sentences. The two quietest students in the classroom were able to perform well in their role-play after implementing Think-Pair Share technique.

Table 1: Teacher's Reflective Entry

No	Before the implementation		After the implementation	
	Indicators of success		Cycle 1	Cycle 2
1	Student's confidence	Students were shy and embarrassed to speak in front of the class or get involved in classroom discussion.	Students were still shy in expressing their ideas and giving their opinion. Some students took some time to start speaking when presenting in front of the class as though not prepared.	Students looked more confident when speaking in English. Most of them were excited to share their thoughts.
2	Pronunciation	The students have difficulties in pronouncing English words. They often stutter when they were not able to pronounce the words.	Students still have problems with pronunciation. However, they are able to pronounce it properly with the guidance of the teacher.	Pronunciation problem among students decreased although not totally solved. Students showed great improvements in pronouncing English words.
3	Intonation	Students often deliver their speech using their mother tongue dialect.	Students were still delivering their speech with the influence of their mother tongue dialect. However, the influenced imposed in their English-speaking abilities are not prominent.	Students were able to deliver their speech with the right intonation. There were less interruptions of their mother tongue dialect.
4	Fluency	Students hesitated when speaking.	Students were less hesitant in speaking. They were able to convey their speech although they were still times when they would stutter or stuck.	Student's hesitation in their speech decreases. They conveyed their speech fluently.
5	Accuracy	Students struggled with using appropriate vocabularies in speaking.	Students were able to make dialogue or give their opinions with guidance from teacher in using the appropriate words by asking the meaning of new words that they do not know.	Students were able to make dialogue or give their opinions with less guidance from teacher in using appropriate words as they already knew the meaning of some new words.
6	Student's motivation	Students had low motivation in class.	Students were not active and were reluctant to take part and be involve in classroom activities.	Students were active and volunteered to take part and was involved in classroom activities.

Based on the interview conducted among the 4 students selected, all the students agreed that Think Pair Share strategy is effective to be used in classroom lesson not only for speaking activities but also in English class. All four students shared that they have improved on their speaking skills.

Initially, students had negative perspective on speaking in English. All of the interviewee stated that speaking in English is difficult. Most of them have less exposure to the language as they rarely practise the language outside the classroom context. Hence, they find it difficult to pronounce English words.

Student 1 had stated that she had problems in speaking in front of audience during presentation. When she had to present in front, she could not find the right word nor the idea to speak. Student 1 supported the implementation of Think Pair Share strategy as she stated that she became more confident to speak in front of her classmates as it reduces her fear of speaking. Through the use of Think Pair Share she learned from her friend as she stated that through sharing, they corrected and helped each other. Apart from that, it helped her to prepare and plan before speaking up her ideas. Her vocabulary has also immensely improved through this strategy. Although her pronunciation still needs to be improved, she stated that her speaking skills are getting better:

*"I still find speaking a little bit difficult because of my pronunciation."*

*Actually, I have no problems with spelling but my pronunciation is very bad such as retry as but I speak retry as retree.*

*But, I feel that my speaking is getting better.”*

Student 2 also shared the same experience with student 1. She has less confidence when speaking in front of people. She shared that she knows what she wants to say but she doesn't know how to say it properly. The think pair share strategy helped her to exchange and elaborate ideas together. Through think pair share strategy, not only her confidence level increases but the discussion done in pairs is seen to be effective for Student 2. Her vocabulary and pronunciation significantly improved after using this strategy:

*“Urm, my confidence level increases and I get to know more idea from our discussion. When, I'm having discussion with my pair, we share our ideas and from there I get to know less mistakes. It feels better to do it with a pair than doing it alone.”*

According to Student 3, the strategy is a good idea as it has helped students to work with everyone in class in which they rarely talk to or do not get along with. Her speaking has improved a lot as this strategy supports peer teaching in which the students helped one another to correct each other's mistakes:

*“Yes because when we use the think pair share we don't have to be afraid of people laughing or make mistakes because that is what we have to learn make mistakes. Urm, when we use it in our class we have to not scared of our friends and we have to be confidence.”*

For Student 4 who were afraid of other people judgements finds that this strategy increases her confidence level. It reduces her fear as her friend helped her in speaking. As her confidence increased, her motivation level increases as well:

*“It can, this strategy can increase my confidence level.”*

In conclusion, the perception of students on the Think Pair Share strategy were positive in terms of improving their speaking skills. One of the students remarked that, this strategy is a new and better way to learn English. It has helped passive students to become active students in an English classroom. The aims of this study were to explain how Think Pair Share (TPS) strategy could improve weak ESL learner's speaking abilities. This strategy was implemented in three cycles. Based on the research findings, Think Pair Share showed success in improving learner's speaking abilities. After analysing through implementations of actions, observation and reflection, the outcome of the research helps the researcher to gain information on the use of Think Pair Share.

Firstly, TPS increases student's self-confidence (Andriani, 2016). Initially, students were shy to speak up as they were afraid of judgments. They were often embarrassed of being laughed by their peers. The implementation of TPS allowed students to share their ideas with a partner in classroom which requires them to interact with their peers. Through this interaction, students communicate more in English among their peers and this is a sort of encouragement for them. As proposed by Hamad & Eltom (2017), discussion with pair maximises participation.

This reduces their fear as their other classmates are also using the language. Therefore, students were not shy to speak in English as it was used in their social group during discussion or presentation.

Secondly, TPS provides a platform for students to express themselves by using English language. By applying TPS, it provides more chances for students to speak using English language (Sanjani, 2015). As it is used in classroom discussion and during interaction with their peers, students could practise the language more. Hence, it will help them to reduce their tendency to make mistakes as they have learned through more speaking practise in classroom.

Thirdly, students improve in pronunciation, vocabulary and fluency. Students showed improvements as they learned from their friends and correct each other. When students are given time to plan, they are able to structure their thoughts (Manurung, 2017). Hence, students spend less fillers when speaking in classroom. They can deliver their ideas well.

Lastly, TPS promotes student's motivation in speaking in English. Rufiana (2018) proposed that Think Pair Share contributes to achievements in motivating students to speak English. Before the implementation of TPS, I could see students fear whenever they have to present their work. However, after the implementation of TPS, students seemed to be more active and enthusiastic in speaking activities. They seemed eager to share what they have produced with their friends.

TPS strategy proved to be a successful strategy to improve students' speaking skills. The outcome of this research showed positive effects in students' speaking skills as well as psychological factors that hinder students from speaking. TPS supports the Social Development theory proposed by Vygotsky which emphasises on social interaction to develop cognition as students learned through shared experiences. Apart from that, TPS also supports Constructivism theory which proposed that as students learned from their friends, they construct their own understanding and knowledge.

Students showed significant improvements in their speaking abilities progressively in each cycle. The most tangible effects that TPS has on students were on their self-confidence and motivation level in a speaking classroom. Students showed willingness to participate in discussion and by the third cycle, the teacher finds that more students wanted to volunteer in work presentation. However, there are still improvements that the student wanted to make especially their pronunciation and grammar. The findings showed that some students still have little fear in speaking because of their pronunciation problem.

After using TPS, students are able to deliver their speech fluently with little amount of fillers in their speech. Students were also able to use appropriate vocabularies in their sentence structure. Overall, it has helped passive students to be able to be more expressive in giving their ideas and opinions in classroom. This strategy has provided more room for peer teaching as teacher facilitates students only.

From the conclusion obtained on the analysed results, this research proposed a few implications on the use of TPS strategy on speaking abilities among weak learners. The implications are as the following:

- a) The use of TPS strategy promotes collaborative learning in classroom. When the students pair up with their partner, they exchange their knowledge with each other. This helped students to scaffold previous knowledge as well. After that, they share with other classmates. Hence, students are required to socially interact and communicate with all their peers in order to complete the task.
- b) TPS strategy create an engaging learning atmosphere. Think Pair Share allows students to gain feedback not only from their teacher but also their peer either in pairs or in groups. Hence, it boosts student's confidence especially in pronouncing English works. They can repair each other's mistakes in terms of pronunciation.
- c) TPS allows students to practise the language more in classroom. It provides students with the opportunity to speak up their mind in English. Hence, students will learn by practising more.
- d) TPS helps students to be explore English through the use of classroom English. Classroom English is the practise of formal English in the classroom. Therefore, students will be more exposed to English as they learn how to use the language properly.
- e) TPS help to provide insights to teacher on catering to the suitable needs of the students to help them improve their speaking skills.
- f) TPS allows teachers to develop fun and enjoyable lesson activities that helps to promote student's motivation in language learning.

The following aspects could be explored in future studies:

a) Teachers

Teachers should explore students' needs and interest before designing speaking material. Apart from that, teacher should consider to increase the level of difficulties in the materials prepared in each cycle. This will help teachers to be able to fully evaluate the use of TPS strategy in classroom. Teachers need to ensure that the lesson plan can really analysed students speaking skills.

b) Students

Students gain a few advantages out of using TPS strategy, apart from their confidence level, TPS also helps students to enjoy English lessons in the classroom as they are able to move around and interact with their peers.

c) Other researchers

There are a few weaknesses of this research namely time constraint, limited number of participants and the nature of this research. Therefore, in order to get maximum result, it is better for researcher to carry out this research in a longer period of time. Next, researchers should vary the background of participants into different races to see how it caters to different students with different background. Lastly, to see significant result, researchers should apply experimental design group.

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