

ABSTRACT

Triwandi Putra, Kevin Daiva. (2026). The Effect of Technology-Enhanced Think-Pair-Share Strategy on Students' Speaking Skills in English Language Learning. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sunan Gunung Djati Bandung.

This study aimed to examine the effectiveness of integrating technology within the Think-Pair-Share (TPS) model to enhance the speaking skills of eleventh-grade EFL students. The integration of digital note-taking, mobile voice recordings, and audio broadcasting was specifically designed to reduce students' working memory overload and lower their speaking anxiety during oral production.

The research utilized a quantitative approach with a one-group pretest-posttest design. The study was conducted with 26 students of class 11.2 at SMA Al Islam during the 2025/2026 academic year. Data were collected through pre-tests and post-tests, which were evaluated by two independent raters using Brown's (2004) analytical speaking rubric. However, the data failed to meet the assumption of normality. As a result, the non-parametric Wilcoxon Signed-Rank Test was executed for the statistical analysis.

The findings revealed a low baseline competence in the pre-test ($M = 4.2692$), driven by high affective filters and cognitive load. Conversely, the post-test scores demonstrated a substantial increase in oral production ($M = 7.9808$). The statistical output confirmed a highly significant difference in students' speaking skills before and after the treatment ($Z = -4.472$, $p = 0.000$, $p < 0.05$). This indicates that the post-test speaking scores were significantly higher than the pre-test scores, proving that the Technology-Enhanced TPS strategy effectively improved students' speaking proficiency rather than by random chance, thereby explicitly rejecting the null hypothesis.

In conclusion, this study demonstrates that the technology-enhanced Think-Pair-Share model is highly effective and essential for driving EFL learners' communicative competence. Based on these findings, it is suggested that EFL teachers integrate digital tools into cooperative learning structures to alleviate speaking anxiety. Future researchers are also recommended to explore this model with a larger sample size or a control group to validate the generalizability of the results.

Keywords: technology integration, think-pair-share (TPS), speaking skills, one-group pretest-posttest design, EFL learners.