

THE EFFECT OF DIGITAL THINK-PAIR-SHARE STRATEGY VIA PADLET ON EFL STUDENTS' SPEAKING SKILLS AT SMKN 5 ENREKANG

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ABSTRACT

This research investigated the effect of the Digital Think-Pair-Share (TPS) strategy via Padlet on the speaking skills of eleventh-grade EFL students at SMKN 5 Enrekang. Speaking was identified as a persistent challenge for vocational high school students, who frequently demonstrated limited fluency, restricted vocabulary, inaccurate pronunciation, and high speaking anxiety as a result of teacher-centered instruction. A quantitative quasi-experimental design was employed, involving 45 students divided into an experimental group (n = 22), taught using Digital TPS via Padlet, and a control group (n = 23), taught using the Role Play method. Both groups completed a pre-test and a post-test assessed through a speaking rubric covering fluency, pronunciation, vocabulary, and grammatical accuracy. Data were analyzed using descriptive statistics, the Shapiro-Wilk normality test, Levene's homogeneity test, and paired and independent samples t-tests with SPSS version 25. The results showed that the experimental group's mean score increased from 46.45 to 64.14, a gain of 17.69 points, whereas the control group improved only marginally from 39.78 to 41.61. The independent samples t-test yielded $t = 5.040$, $df = 34.500$, $p < .001$, with a mean difference of 22.53 points favoring the experimental group, while the paired samples t-test confirmed a significant pre-to-post improvement in the experimental group ($p < .001$) but not in the control group ($p = .586$). These findings indicate that the Digital Think-Pair-Share strategy via Padlet was significantly more effective than the Role Play method in enhancing EFL students' speaking skills. The study recommends that English teachers adopt Digital TPS via Padlet as a structured, technology-supported, and student-centered approach to speaking instruction in vocational secondary schools.

Keywords: *Digital Think-Pair-Share, Padlet, speaking skills, EFL, cooperative learning*

ABSTRAK

Penelitian ini bertujuan untuk mengkaji pengaruh strategi Digital Think-Pair-Share (TPS) melalui Padlet terhadap keterampilan berbicara siswa EFL kelas XI di SMKN 5 Enrekang. Keterampilan berbicara diidentifikasi sebagai tantangan yang terus berulang bagi siswa SMK, yang sering menunjukkan kelancaran terbatas, kosakata yang sempit, pelafalan yang kurang akurat, serta kecemasan berbicara yang tinggi akibat pembelajaran yang berpusat pada guru. Penelitian ini menggunakan desain kuantitatif quasi-eksperimen dengan melibatkan 45 siswa yang terbagi menjadi

kelompok eksperimen ($n = 22$) yang diajar menggunakan Digital TPS melalui Padlet, dan kelompok kontrol ($n = 23$) yang diajar menggunakan metode Role Play. Kedua kelompok mengikuti pre-test dan post-test yang dinilai menggunakan rubrik berbicara mencakup kelancaran, pelafalan, kosakata, dan ketepatan tata bahasa. Data dianalisis menggunakan statistik deskriptif, uji normalitas Shapiro-Wilk, uji homogenitas Levene, serta uji-t berpasangan dan uji-t independen dengan bantuan SPSS versi 25. Hasil penelitian menunjukkan bahwa skor rata-rata kelompok eksperimen meningkat dari 46,45 menjadi 64,14, atau naik sebesar 17,69 poin, sedangkan kelompok kontrol hanya meningkat sedikit dari 39,78 menjadi 41,61. Uji-t sampel independen menghasilkan $t = 5,040$, $df = 34,500$, $p < ,001$, dengan selisih rata-rata 22,53 poin yang lebih unggul pada kelompok eksperimen, sementara uji-t sampel berpasangan menegaskan adanya peningkatan signifikan dari pre-test ke post-test pada kelompok eksperimen ($p < ,001$), namun tidak pada kelompok kontrol ($p = ,586$). Temuan ini menunjukkan bahwa strategi Digital Think-Pair-Share melalui Padlet secara signifikan lebih efektif dibandingkan metode Role Play dalam meningkatkan keterampilan berbicara siswa EFL. Penelitian ini merekomendasikan agar guru bahasa Inggris mengadopsi Digital TPS melalui Padlet sebagai pendekatan pembelajaran berbicara yang terstruktur, berbasis teknologi, dan berpusat pada siswa di sekolah menengah kejuruan.

Kata Kunci: Digital Think-Pair-Share, Padlet, keterampilan berbicara, EFL, pembelajaran kooperatif

A. Introduction

In the contemporary global landscape, English holds a pivotal position as the primary medium of international communication in education, technology, business, and global cooperation. Survey data indicate that approximately 25.6% of the population in countries included in English-language surveys are English speakers, either as native or second-language users, while an estimated 30.8% of Indonesians possess some English-speaking ability. However, the EF English Proficiency Index (2024) reports that Indonesia's proficiency level remains relatively low, with an

EPI score of 468, below the global average. This condition reflects an urgent need to strengthen English competence across educational levels, particularly in oral communication, which is essential for students to remain competitive in academic and professional contexts.

Among the four English skills, speaking is considered one of the most essential because it is directly related to learners' ability to convey ideas, opinions, and information orally in real-life communication. Brown (2001) describes speaking as an interactive process of meaning construction involving the production,

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reception, and processing of information, while Harmer (2007) emphasizes that speaking reflects learners' communicative competence. For vocational high school students, speaking skills are particularly important as a foundation for meeting workplace and industry demands that increasingly require global communication competence (Richards, 2008). At SMKN 5 Enrekang, English speaking ability is therefore regarded as a crucial competency that students must master, yet this skill has not developed optimally.

Classroom observations and microteaching activities conducted at SMKN 5 Enrekang revealed that most students experienced considerable difficulty expressing ideas orally in English. Speaking instruction was largely dominated by memorized dialogues, oral reading of texts, and limited question-and-answer activities. Nunan (2015) argues that speaking practices relying heavily on scripted and mechanical activities provide insufficient opportunities for learners to develop spontaneous oral communication, a condition consistent with Thornbury's (2005) observation that limited meaningful speaking

practice hampers fluency and real-time language production. Many students also displayed low self-confidence and high speaking anxiety, which Horwitz, Horwitz, and Cope (1986) identify as a major affective factor that negatively influences learners' oral performance.

These observations are reinforced by preliminary learning outcome data. Based on the English teacher's assessment records for eleventh-grade students in the odd semester of the 2023/2024 academic year, approximately 60-70% of students failed to achieve the Minimum Mastery Criterion (KKM) for speaking, particularly in fluency, pronunciation, and vocabulary mastery, the core components of speaking assessment identified by Hughes (2003). A further contributing factor was the predominant use of teacher-centered instructional methods, in which interaction is largely controlled by the teacher while students remain passive recipients of information (Richards & Rodgers, 2014). Without interactive and collaborative strategies, students struggled to develop fluency, pronunciation, vocabulary, and self-confidence (Brown, 2007).

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One promising strategy to address these challenges is Think-Pair-Share (TPS), a cooperative learning technique that encourages students to think individually, discuss ideas with a partner, and share their responses with others. Kagan (2009) states that TPS promotes equal participation and increases opportunities for oral communication practice, while Gillies (2016) notes that TPS reduces speaking anxiety by allowing students sufficient time to organize ideas and build confidence through peer interaction before speaking in front of the class. TPS can further be integrated with digital technology through Digital Think-Pair-Share (DTPS), since technology integration has been shown to enhance interaction and learner engagement (Chapelle, 2003).

One digital platform that effectively supports DTPS is Padlet, which enables students to write ideas, respond to peers, and collaborate in a virtual learning space before engaging in oral communication. Fuchs (2014) explains that Padlet offers a low-anxiety environment that encourages students to express ideas more freely. Based on observations at SMKN 5 Enrekang, students responded

positively to technology-enhanced learning activities, and Padlet was found to provide a flexible, supportive environment that allows students to prepare ideas, collaborate with peers, and build confidence before speaking directly in front of the class.

Several relevant studies support this direction. Zidnia (2024) found that TPS provides a structured learning framework that enhances speaking performance and confidence, although the study did not incorporate digital tools. Naja and Dangin (2024) demonstrated that Padlet supports brainstorming and idea organization in the Think phase, but did not implement the full TPS structure. Alastal (2022) confirmed that Padlet-based activities significantly improved confidence, idea organization, and pronunciation among junior high school students. Building on these findings, the present study offers novelty by integrating the complete TPS structure (Think, Pair, Share) with Padlet within a quasi-experimental design at the vocational high school level, an approach that has not been examined in prior research on EFL speaking instruction in Indonesia.

Based on this background, the present research formulates the

following problem: does the implementation of the Digital Think-Pair-Share strategy via Padlet significantly improve the speaking skills of EFL students at SMKN 5 Enrekang? Accordingly, this research aims to investigate the effect of the Digital Think-Pair-Share strategy via Padlet on the speaking skills of EFL students at SMKN 5 Enrekang. The findings are expected to contribute theoretically to the literature on technology-enhanced cooperative learning, and practically to provide teachers, students, and schools with an evidence-based alternative for developing students' speaking skills through structured, collaborative, and technology-supported instruction.

B. Research Method

This research employed a quantitative quasi-experimental design to examine the effect of the Digital Think-Pair-Share (TPS) strategy via Padlet on the speaking skills of Grade XI EFL students. As Creswell (2017) notes, quantitative research provides a systematic framework for objectively measuring variables and analyzing numerical data to determine whether significant changes occur following an

intervention. This design is appropriate for an intact classroom context in which random assignment is not feasible, yet empirical evidence of instructional impact can still be obtained.

Table 1. Quasi-Experimental Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	O ₁	X	O ₂
Control	O ₃	-	O ₄

O₁/O₃ = pre-test; X = Digital TPS via Padlet treatment; O₂/O₄ = post-test

The research involved two variables: the independent variable, namely the use of the Digital Think-Pair-Share strategy via Padlet as a digital-based collaborative learning method, and the dependent variable, namely students' speaking skills, referring to their ability to speak English smoothly and clearly with minimal hesitation after the learning process.

This research was conducted at SMK Negeri 5 Enrekang during the second semester of the 2025/2026 academic year, beginning in February 2026. The population comprised all 45 eleventh-grade students, consisting of class XI TKJ (22 students) and XI TKR (23 students). A total sampling technique was employed, in which all members of the population were

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included as participants (Creswell, 2014). Class XI TKJ was designated as the experimental group, receiving instruction through Digital TPS via Padlet, while class XI TKR served as the control group, taught using the Role Play method without Digital TPS integration.

Data were collected through a pre-test and post-test using an identical speaking instrument, assessed with a speaking rubric covering four aspects: fluency, pronunciation, vocabulary, and grammatical accuracy, adapted from Harris (1969) and Brown (2004). Scores were categorized on a five-level scale ranging from Very Poor (0-20) to Excellent (81-100). The validity of the instrument was confirmed through expert judgment by a lecturer in English Education and statistically analyzed using a t-test, while reliability was measured using Cronbach's Alpha with the assistance of SPSS version 25.

All numerical data were analyzed using SPSS version 25 through several systematic stages (Sugiyono, 2020). Descriptive statistics (mean, standard deviation, minimum, and maximum scores) were first calculated to provide an overview of students'

speaking performance. A Shapiro-Wilk normality test was then applied, as it is suitable for sample sizes smaller than 50 (Ghasemi & Zahediasl, 2012), followed by Levene's test of homogeneity of variance (Field, 2013). Hypothesis testing was conducted using a paired samples t-test to examine within-group changes and an independent samples t-test to compare post-test scores between the experimental and control groups, with a significance level of $\alpha = 0.05$. The decision criterion was that if the significance value (p) was below 0.05, the null hypothesis (H_0) would be rejected and the alternative hypothesis (H_1) accepted, indicating a statistically significant effect of the Digital Think-Pair-Share strategy via Padlet on students' speaking skills.

C. Findings and Discussion

Findings

This research was conducted at SMKN 5 Enrekang, involving 45 eleventh-grade students from two classes (XI TKJ and XI TKR), assigned as the experimental and control groups respectively. Before the treatment, both groups completed a

pre-test to assess their speaking skills across four aspects: fluency, pronunciation, vocabulary, and grammatical accuracy. The pre-test results indicated that a significant number of students experienced difficulties in speaking English, including limited vocabulary, frequent grammatical errors, unclear pronunciation, and a lack of fluency in expressing ideas.

The experimental group received eight learning sessions using the Digital Think-Pair-Share strategy via Padlet, while the control group was taught through Role-Play-Based Instruction. After the treatment, both groups completed a post-test using the same assessment criteria. The results revealed that the experimental group showed greater improvement than the control group across all speaking aspects, indicating that the Digital Think-Pair-Share strategy via Padlet had a positive effect on EFL students' speaking skills.

Table 2. Descriptive Statistics of Pre-Test and Post-Test Scores

Test	Group	Mean	SD	Min	Max
Pre-test	Experimental	46.45	17.23	25	87
	Control	39.78	8.86	25	56
Post-test	Experimental	64.14	17.99	31	93
	Control	41.61	11.00	25	62

Note. N = 22 (Experimental), N = 23 (Control).

As shown in Table 2, the experimental group (N = 22) achieved a pre-test mean score of 46.45 (SD = 17.23), which increased to 64.14 (SD = 17.99) in the post-test, an improvement of approximately 17.69 points. In contrast, the control group (N = 23) showed only a marginal increase from 39.78 (SD = 8.86) to 41.61 (SD = 11.00), a gain of merely 1.83 points. The higher standard deviation in the experimental group indicates more varied individual gains, whereas scores in the control group remained more closely clustered around the mean.

Assumption Tests

A Shapiro-Wilk normality test was conducted given the sample size of fewer than 50 in each group (Pallant, 2020). As shown in Table 3, the pre-test scores of the experimental group yielded a significance value of .005 ($p < .05$), indicating non-normal distribution, whereas the remaining three datasets, namely the control group's pre-test (.072), the experimental group's post-test (.202), and the control group's post-test (.060), were all normally distributed ($p > .05$).

Table 3. Shapiro-Wilk Test of Normality

Test	Group	Stat.	df	Sig.
Pre-test	Experimental	.861	22	.005
	Control	.922	23	.072
Post-test	Experimental	.940	22	.202
	Control	.918	23	.060

Note. Sig. > .05 indicates normally distributed data.

Although one of the four datasets deviated from normality, the analysis proceeded with parametric testing. Field (2009) asserts that parametric tests, including the t-test, are robust to minor violations of normality, particularly when such violations occur in only a limited number of groups. Moreover, since the primary analytical focus of a pre-test post-test design lies in the post-test data, and all post-test datasets were normally distributed, the use of parametric testing in this study remains statistically defensible.

Levene's test was subsequently conducted to examine the homogeneity of variance between groups. As presented in Table 4, the test yielded $F = 7.307$ with a significance value of .010 ($p < .05$), indicating that the variances between the experimental and control groups were not homogeneous.

Table 4. Levene's Test of Homogeneity of Variance

Test	Variance	F	Sig.
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Post-test	Equal var. assumed	7.307	.010
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Given this violation, the interpretation was based on the "Equal variances not assumed" row of the Independent Samples T-Test output, corresponding to Welch's t-test, which Field (2009) maintains is a statistically sound alternative when the homogeneity assumption is not met.

Hypothesis Testing

A paired samples t-test was conducted to examine whether a significant difference existed between the pre-test and post-test scores within each group. As shown in Table 5, the experimental group yielded a mean difference of -17.68182, $t(21) = -5.433$, $p < .001$, indicating that the Digital Think-Pair-Share strategy via Padlet significantly improved students' speaking performance. In contrast, the control group yielded a mean difference of -1.82609, $t(22) = -.553$, $p = .586$, indicating no significant improvement following the Role Play method.

Table 5. Paired Samples T-Test of Experimental and Control Groups

Group	Mean Diff.	t	df	Sig.
Experimental	-17.682	-5.433	21	<.001
Control	-1.826	-.553	22	.586

An independent samples t-test was then conducted to compare post-test scores between the two groups. As presented in Table 6, the result yielded $t(34.500) = 5.040$, $p < .001$, with a mean difference of 22.52767 points in favor of the experimental group. Since the significance value was substantially below 0.05, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted, confirming a statistically significant difference in speaking skills between students taught using Digital TPS via Padlet and those taught using the Role Play method.

Table 6. Independent Samples T-Test of Post-Test Scores

Statistic	Post-Test (Welch's t-test)
Variance assumption	Not assumed
t	5.040
df	34.500
Sig. (2-tailed)	<.001
Mean Difference	22.528

Discussions

The effectiveness of the Digital Think-Pair-Share strategy via Padlet in improving students' speaking skills can be attributed to the structured nature of its three phases and the role of Padlet as a digital collaborative platform. The Think phase provided students with dedicated time to organize their ideas independently,

reducing cognitive overload and preparing them linguistically before peer interaction, consistent with Rowe's (1986) observation that sufficient thinking time encourages more elaborate and syntactically complex responses. The Pair phase created a low-pressure environment that alleviated speaking anxiety, allowing students to practice pronunciation, vocabulary, and grammatical accuracy through peer interaction, aligning with Long's (1996) Interaction Hypothesis that negotiation of meaning facilitates second language acquisition. The Share phase then provided opportunities for public speaking with reduced anxiety, since students had already completed two preparatory stages. Padlet further enriched this process by enabling multimodal contributions (text, voice, and video) and by allowing students to revisit peer feedback across sessions, supporting reflective and continuous improvement, as affirmed by Çetin and Mirici (2021) and Novawan et al. (2021).

These findings are theoretically grounded in Vygotsky's (1978) Sociocultural Theory, which posits that learning occurs through social interaction within the Zone of Proximal

Development. The Digital TPS strategy provided meaningful scaffolding through its sequential phases, enabling learners to progress from assisted performance in the Think and Pair phases to independent oral performance in the Share phase, reflecting the Vygotskian model of learning development.

The results are further corroborated by previous related studies. Zidnia (2024) found that TPS effectively strengthened students' fluency and confidence in EFL speaking contexts, consistent with the 17.69-point improvement observed in the experimental group of the present study. Kristian (2024) reported that TPS promoted greater clarity and articulateness in oral production, consistent with the gains observed here. Regarding the role of Padlet, Alastal (2022) confirmed that Padlet-based activities significantly enhanced students' confidence and pronunciation, corroborating the present finding that Padlet integration contributed meaningfully to speaking improvement, while Malissa and Tahira (2024) demonstrated that Padlet fosters collaborative engagement, mirroring the interactive

dynamics observed during the Pair and Share phases of this study.

In terms of pedagogical implications, the Digital Think-Pair-Share strategy via Padlet demonstrated considerable potential as an innovative instructional approach for EFL speaking instruction at the vocational senior high school level. The strategy effectively addressed key challenges identified at SMKN 5 Enrekang, including limited fluency, speaking anxiety, restricted vocabulary, and poor pronunciation, by providing a structured, collaborative, and technology-supported learning environment consistent with the student-centered principles advocated by Richards and Rodgers (2014). Overall, the experimental group consistently outperformed the control group across all assessed speaking components, and the difference was both statistically significant and practically meaningful.

D. Conclusion

This study concludes that the Digital Think-Pair-Share strategy via Padlet had a significant positive effect in improving the speaking skills of EFL students at SMKN 5 Enrekang. This

was clearly demonstrated by the post-test mean score of the experimental group (64.14), which was considerably higher than that of the control group (41.61), across all assessed speaking components: fluency, pronunciation, vocabulary, and grammatical accuracy. The experimental group improved by approximately 17.69 points from pre-test to post-test, whereas the control group improved by only 1.83 points.

The independent samples t-test yielded $t = 5.040$, $p < .001$, with a mean difference of 22.53 points favoring the experimental group, while the paired samples t-test confirmed a significant pre-to-post improvement in the experimental group ($p < .001$) but not in the control group ($p = .586$). These results provide compelling empirical evidence that the Digital Think-Pair-Share strategy via Padlet was significantly more effective than the Role Play method in developing students' speaking skills. The null hypothesis (H_0) is therefore rejected, and the alternative hypothesis (H_1) is accepted, confirming that the implementation of Digital Think-Pair-Share via Padlet significantly improved the speaking skills of EFL students at SMKN 5 Enrekang.

Based on these findings, English teachers, particularly at the vocational senior high school level, are encouraged to adopt the Digital Think-Pair-Share strategy via Padlet as a structured alternative to conventional speaking instruction, while familiarizing themselves with Padlet's multimedia features to maximize its collaborative potential. Students are encouraged to actively engage in each phase of the strategy and to make use of Padlet's collaborative features to refine their vocabulary, pronunciation, and grammatical accuracy. Schools are encouraged to support the integration of digital learning platforms by providing adequate technological infrastructure and teacher professional development. Future researchers are encouraged to replicate this study with larger samples, different educational levels, or different geographical settings, and to examine the long-term effects of Digital TPS on speaking skills beyond the immediate post-test period.

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