1. **Technique of Data Collection**

 In this research, the researcher will conduct observation techniques and direct communication as the technique of data collection.

1. Observation Technique

 Based on Arikunto (2006: 124) observation technique is one of the data collections that observes an object in the present circumstances, including various activities related to the research of objects using tools. In this research, as a non-participant observer, the researcher comes and observes the process of implementation of the Think-Pair-Share strategy in teaching speaking. When observing the class situation, the researcher writes descriptive reflective notes in the field notes. The aim of observation technique is to know the student engagement when the teacher implements the Think-Pair-Share strategy in teaching speaking.

1. Direct Communication Technique

 In the direct communication technique, the researcher directly participates in the research process and meets participants. Through this technique, the researcher interviews the participant face to face with the teacher and students to know firsthand the experience of the implementation of the Think-Pair-Share in teaching learning speaking skills.

1. **Tools of Data Collection**

 In this research, the researcher will take field notes, semi-structured in-depth interviews, and documents as the tools of data collection.

1. Field Notes

 Field notes were utilized to record all of the details of events that occurred during the learning process as part of observation. The researcher will take notes of the learning teaching the way the teacher teaches, student engagement, and class activities that happen during the implementation of Think-Pair-Share in teaching speaking, and then confirm it with the teacher.

1. Semi-structure in Depth Interview

 In this research, the interview will be conducted by the researcher asking a series of open-ended questions to the students and teacher after the implementation of Think-Pair-Share in teaching speaking. New questions will appear depending on the answers given by the participants, therefore during the interview session, an in-depth exploration of information from participants will be gain. Interviews were used to know the strengths and weaknesses of the Think-Pair-Share strategy based on students’ viewpoints and teacher reflection. The interview will be recorded on an audio recorder.

**Instruments**

**Observational Field Note**

|  |
| --- |
| Activities and notes |
| Students | 1. Only two students actively answered material questions at the pre-teaching.
2. Pay attention and listen to the teacher's explanation. There were some who chatted with their seatmates but not for long.

Think Stage1. Some of students continue to engage in casual conversation when the teacher gives instructions to think and identify the task. However, after the teacher has finished giving instructions, all students focus on identifying the task without chatting anymore.

**Pair Stage**1. Some students protested a little because they did not want their group members to be determined by the teacher.
2. When forming their groups, the students initially engaged in off-topic conversations. However, once the teacher provided instructions to discuss the task, all groups promptly shifted their focus, engaging in productive discussions and idea exchanges.
3. Asking some difficult points to the teacher

**Note:**1. One student who was not at all active in discussing with his group members.
2. One student who was not very active in discussions but was assigned to write.
3. Every group managed to successfully accomplish the task.

**Share Stage**1. Present the results of their discussions.

**Note:**1. Most of the students tried to deliver their presentations in English.
2. Some of them use a mixture of Indonesian and English.
3. When some of the students had problems pronouncing some difficult words, their group members helped them.

**Post-Teaching Activity**1. When the teacher asks them about the that day learning point, almost all students actively give their opinions regarding learning points.
 |

**Students’ Interview Guideline**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Related Aspect** | **Theme** | **Question** |
| 1. | Strengths | Building Critical Thinking | 1. In the Think stage, do you get the point and ideas of the task?
2. In the Pair stage, do you discuss your idea and the task with your group?
 |
| Opportunities for Practice | 1. In the Share, what do you think about speaking English in front of your friends?
 |
| Active Engagement | 1. Are you actively involved in every Think-Pair-Share stage?
 |
| Collaboration | 1. In the Pair stage and Share stage, do you and your groupmate help each other?
 |
| Confidence Building | 1. What do you think about your speaking skills after the implementation of Think-Pair-Share?
2. In the Share stage, do you feel confident when you are sharing and presenting your group discussion results in front of the class?
 |
| Immediate Feedback | 1. In the Share stage, does the teacher give you feedback after you share and present your group discussion result in front of the class?
 |
| 2. | Weaknesses | Student Engagement | 1. What do you think about this learning material?
2. Do you prefer the Think-Pair-Share strategy or do you prefer learning independently?
 |
| Dependence on Peers | 1. Do you and your groupmate equally distribute the part of the task?
 |

**Interview Guideline with the English Teacher**

|  |  |  |  |
| --- | --- | --- | --- |
| **No.** | **Related Aspect** | **Theories** | **Question** |
| 1. | Strengths | Building Critical Thinking | 1. Do you think Think-Pair-Share strategy help building students’ critical? Why?
 |
| Opportunities for Practice | 1. Do you think Think-Pair-Share strategy provide opportunities the students to practice speaking? Why?
 |
| Active Engagement | 1. Are the actively involved in every Think-Pair-Share stage?
 |
| Collaboration | 1. Do you think Think-Pair-Share strategy fosters a sense of collaboration among students? Why?
 |
| Confidence Building | 1. What do you think about students’ speaking skills after the implementation of Think-Pair-Share?
2. Do you think Think-Pair-Share strategy help build students’ confidence? Why?
 |
| Immediate Feedback | 1. Do you give feedback after the students share and present their group discussion result in front of the class?
 |
| 2. | Weaknesses | Student Engagement | 1. Does strategy Think-Pair-Share suitable to teach speaking to the nine grade students?
2. Do you find any difficulties when you implement this strategy?
 |
| Dependence on Peers | 1. Does some students depend on their group mate?
 |

**Data Condensation Students’ Interview**

**(In Bahasa Indonesia)**

|  |  |  |  |
| --- | --- | --- | --- |
| **Tema** | **Pertanyaan Interview** | **Partisipan** | **Data Condensation** |
| Building Critical Thinking | 1. Pada tahap Think, apakah Anda memahami tugas dan mendapatkan ide yang sesuai dengan tugas?
 | S1 | Lumayan paham  |
| S2 | Memahami tugas dan bisa mendapatkan ide sesuai dengan tugas. |
| S3 | Memahami tugas dan bisa mendapatkan ide sesuai dengan tugas. |
| S4 | Lumayan memahami tugas dan bisa mendapatkan ide sesuai dengan tugas. |
| S5 | Memahami tugas dan bisa mendapatkan ide sesuai dengan tugas. |
| S6 | Awalnya bingung tetapi setelah bertanya ke guru akhirnya paham. |
| S7 | Memahami tugas dan bisa mendapatkan ide sesuai dengan tugas. |
| S8 | Memahami tugas dan bisa mendapatkan ide sesuai dengan tugas. |
| S9 | Memahami tugas dan bisa mendapatkan ide sesuai dengan tugas. |
| S10 | Memahami tugas dan bisa mendapatkan ide sesuai dengan tugas. |
| 1. Pada tahap Pair, apakah Anda mendiskusikan ide dan tugas dengan kelompok Anda?
 | S1 | Iya, diskusi. |
| S2 | Ya, berdiskusi dan bertukar ide tetapi ada satu teman kelompok yang tidak ikut diskusi. |
| S3 | Iya, diskusi. |
| S4 | Iya, ada diskusi. |
| S5 | Iya, berdiskusi. |
| S6 | Iya, diskusi. |
| S7 | Iya, diskusi. |
| S8 | Diskusi. |
| S9 | Diskusi. |
| S10 | Iya, berdiskusi. |
| Opportunities for Practice | 1. Pada tahap Share, apa pendapat Anda tentang berbicara bahasa Inggris di depan teman-teman?

Tanya ke mereka dulu | S1 | Malu. |
| S2 | Seru, karena jarang berbicara Bahasa Inggris. |
| S3 | Suka tapi malu. Suka karena jarang kegiatan berbicara Bahasa Inggris. |
| S4 | Malu karena takut salah pronunciation. |
| S5 | Malu karena takut salah pronunciation. |
| S6 | Gugup tapi seru karena jarang berbicara Bahasa Inggris dengan kalimat yang panjang. |
| S7 | Malu karena takut salah pronunciation. |
| S8 | Malu karena takut salah pronunciation. |
| S9 | Malu karena takut salah pronunciation. |
| S10 | Gugup, tapi saya menyukainya karena saya jarang berbicara bahasa Inggris dikelas. |
| Active Engagement | 1. Apakah Anda terlibat aktif dalam setiap tahapan Think-Pair-Share?
 | S1 | Iya, terlibat aktif |
| S2 | Iya, terlibat aktif |
| S3 | Terlibat aktif. |
| S4 | Iya, terlibat aktif |
| S5 | Ya, semua kegiatan saya ikuti. |
| S6 | Iya, terlibat aktif |
| S7 | Iya, terlibat aktif |
| S8 | Terlibat aktif. |
| S9 | Terlibat aktif. |
| S10 |  |
| Collaboration | 1. Pada tahap Pair dan tahap Share, apakah Anda dan teman satu kelompok saling membantu?
 | S1 | Saling bantu, saya banyak dibantu teman kelompok. |
| S2 | Ada satu teman yang tidak bantu tetapi sebelum presentasi (ditahap Share) kami bantu cara ngomong Bahasa Inggrisnya. |
| S3 | Iya, saling bantu. |
| S4 | Saling bantu dalam mengerjakan tugas bersama, ada yang mentranslate kan ke Bahasa Inggris, satu orang lainnya mencatat. |
| S5 | Iya, saling bantu. |
| S6 | Saling bantu, saling bertukar ide, ada yang mentranslate kan ke Bahasa Inggris, satu orang lainnya mencatat. |
| S7 | Saling bantu. |
| S8 | Saling bantu. |
| S9 | Iya, saling bantu. |
| S10 | Iya, saling bantu. |
|  |  |
| Confidence Building | 1. Pada tahap Share, apakah Anda merasa percaya diri saat berbagi dan mempresentasikan hasil diskusi kelompok Anda di depan kelas?
 | S1 | Masih malu tapi bisa. |
| S2 | Percaya diri karena sudah persiapan. |
| S3 | Percaya diri karena sudah persiapan. |
| S4 | Malu tapi bisa. |
| S5 | Malu tapi bisa. |
| S6 | Gugup karena jarang berbicara Bahasa Inggris. |
| S7 | Malu karena kurang persiapan tapi bisa. |
| S8 | Malu tapi bisa karena dibantu teman kelompok dan guru. |
| S9 | Lumayan percaya diri. |
| S10 | Iya, percaya diri. |
| 1. Apa pendapat Anda tentang kemampuan berbicara Anda setelah penerapan Think-Pair-Share?
 | S1 | Meningkat karena ini pertama kalinya presentasi mengunakan Bahasa Inggris. |
| S2 | Meningkat. |
| S3 | Meningkat. |
| S4 | Maningkat. |
| S5 | Masih kurang tetapi saat presentasi (ditahap Share) bisa karena dibantu Guru dan teman kelompok. |
| S6 | Kepercayaan dirinya bertambah. |
| S7 | Ningkat karena ini pertama kalinya berbicara mengunakan Bahasa Inggris yang panjang. |
| S8 | Masih kurang karena jarang berbicara Bahasa Inggris dikelas. |
| S9 | Meningkat karena ini pertama kalinya berbicara Bahasa Inggris dengan kalimat yang panjang. |
| S10 | Sepertinya meningkat. |
| Immediate Feedback | 1. Pada tahap Share, apakah guru memberikan feedback setelah Anda berbagi dan mempresentasikan hasil diskusi kelompok Anda di depan kelas?
 | S1 | Ada. |
| S2 | Ada. |
| S3 | Ada. |
| S4 | Ada. |
| S5 | Iya, ada. |
| S6 | Iya, ada. |
| S7 | Ada. |
| S8 | Iya, ada. |
| S9 | Iya, ada. |
| S10 | Iya, ada. |
| Student Engagement | 1. Bagaimana pendapat Anda mengenai materi pembelajaran ini?
 | S1 | Sama seperti materi lainnya, lumayan mudah. |
| S2 | Mudah. |
| S3 | Lumayan mudah. |
| S4 | Lumayan mudah. |
| S5 | Mudah karena dijelaskan dan dibantu Guru. |
| S6 | Lumayan mudah. |
| S7 | Lumayan mudah. |
| S8 | Biasa saja. |
| S9 | Biasa saja. |
| S10 | Mudah. |
| 1. Apakah Anda lebih menyukai strategi Think-Pair-Share ini atau lebih suka belajar mandiri?
 | S1 |  |
| S2 | Lebih menyukai strategi Think-Pair-Share karena ini pertama kalinya presentasi Bahasa Inggris. |
| S3 | Lebih menyukai strategi Think-Pair-Share karena bisa presentasi dalam Bahasa Inggris. |
| S4 | Strategi Think-Pair-Share lebih seru karena biasanya mengerjakan tugas sendiri-sendiri. |
| S5 | Lebih menyukai strategi Think-Pair-Share karena jarang berbicara Bahasa Inggris. |
| S6 | Lebih menyukai strategi Think-Pair-Share karena bisa presentasi dalam Bahasa Inggris. |
| S7 | Lebih menyukai strategi Think-Pair-Share karena dikelas mata pelajaran Bahasa Inggris sebelumnya selalu tugas secara individu. |
| S8 | Lebih menyukai belajar secara mandiri. |
| S9 | Lebih menyukai strategi Think-Pair-Share karena bisa presentasi dalam Bahasa inggris. |
| S10 | Prefer the Think-Pair-Share strategy because we can discuss and then present in English. |
|  |  |
| Dependence on Peers | 1. Apakah Anda dan teman kelompok Anda membagi bagian tugas secara adil?
 | S1 | Saya ngikut teman kelompok saja. |
| S2 | Ada satu teman yang tidak bantu mengerjakan tugas. |
| S3 | Ada satu teman yang tidak bantu mengerjakan tugas. |
| S4 | Iya, dibagi adil. |
| S5 | Semua ada bagian tugasnya masing-masing. |
| S6 | Iya, dibagi adil. |
| S7 | Iya, dibagi adil. |
| S8 | Iya, dibagi adil. |
| S9 | Iya, dibagi adil. |
| S10 | Iya, dibagi adil. |