

BIBLIOGRAPHY

- Awofala, A. (2012). *Cypriot Journal of Educational Sciences. Sciences*, 7(1), 33–44.
- Bratt, C. (2008). The jigsaw classroom under test: No effect on intergroup relations evident.
- Altun, S. (2015). The effect of cooperative learning on students' achievement and views on the science and technology course. *International Electronic Journal of Elementary Education*, 7(3), 451-468.
- Bratt, C. (2008). The jigsaw classroom under test: No effect on intergroup relations evident.
- Depdiknas. 2006. STANDAR ISI. Jakarta: Depdiknas*
- Dawson, C. 2009. *Introduction to Research Methods: A practical guide anyone undertaking a research project.* Oxford: How To Books, Ltd.
- Gay, L. R., Mills, Geoffrey E., & Airasian, Peter. 2012. *Educational Research: Competencies for Analysis and Applications.* New Jersey: Pearson Education, Inc.
- Hatlen, P. H., (2004). Is social isolation a predictable outcome of inclusive education? *Journal of Visual Impairment and Blindness*, 98 (11), 289-292.
- Harasim, L., (1989). *On-Line Education: A New Domain.* In Mason, R., and Kaye. A (Eds.), *Mindweave: Communication, Computers and Distance Education.* Oxford: Pergamon Press.5062.
- Johnson, D. W., Johnson, R. T., & Smith, K. A. (2014). Cooperative Learning: Improving University Instruction by Basing Practice on Validated Theory. *Journal of Excellence in College Teaching*, 25(January 2015), 85–118.
- Kagan, S. (1994). *Cooperative Learning.* San Clemente: Kagan Publications. ----
----- (2001). *Cooperative Learning structures can increase students achievements.* Retrived on August 22, 2017 From https://www.kaganonline.com/free_articles/research_and_rationale/311/Cooperative-Learning-Structures-Can-Increase-Student-Achievement
- Kessler, C. (Ed.). (1992). *Cooperative learning: A teacher's resource book.* Englewood Cliffs, NJ: Prentice Hall
- Krashen, S. (2002). *Second Language Acquisition and Second Language Learning.* University of Southern California

- Lie, A. (2002). *Cooperative learning: mempraktikkan cooperative learning di ruang ruang kelas*. Jakarta: PT. Gramedia
- Lyman, F. (1981). The Responsive Classroom Discussion. In A. S. Anderson (Ed.), *Mainstreaming Digest* (pp. 109-113). College Park, MD: University of Maryland College of Education.
- Magal, S , K (2007). *Educating Exceptional Children: An introduction to Special Education*. New Delhi, Prentice-Hall of India Private Ltd.
- Rao, P.S., 2019. The importance of speaking skills in English classrooms. *Alford Council of International English & Literature Journal (ACIELJ)*, 2(2), pp.6-18.
- Sanjani, D. A., (2015). *Improving students' speaking ability using think-pairshare of cooperative learning for the 8th grade students of MTsN Karangmojo in the Academic Year of 2014/2015*. (Published Doctoral Dissertation). Yogyakarta State University.
- Slavin, R. E. (1980a). Effects of student teams and peer tutoring on academic achievement and time on-task. *The Journal of Experimental Education*, 48(4), 252-258. <https://doi.org/10.1037/e450142004-001>
- Slavin, R. E. (1980b). Cooperative learning. *Review of Educational Research*, 50(2), 315-342. <https://doi.org/10.2307/1170149>
- Slavin, R. E. (1983). When does cooperative learning increase student achievement? *Psychological Bulletin*, 94(3), 429-445. doi.org/10.1037//0033-2909.94.3.429
- Slavin, R. E. (2014). Cooperative learning and academic achievement: Why does groupwork work? *Anales De Psicologia*, 30, 785-791. doi.org/10.6018/analesps.30.3.201201nd
- Sugiyono. 2008. *Metode Penelitian Statistik*. Bandung: Pustaka Karya
- Widiawati, U. & Cahyono, B. Y. 2006. The Teaching of EFL Speaking in the Indonesian Context: The State of Art. *Language Journal*, Year 32, No.2 retrieved at <http://languagejournal.speakingefl> on November 14th , 2012.

APPENDICES

1 PRETEST

PRE-TEST

Read and respond based on the situation bellow then do think-pair-share and make a dialogue according to the situation.

A. 1. You will have a birthday party next week. You want to invite your friends to come to your party. Use the expression of inviting to invite your friends.

2. One of your friends invite you to her birthday party but you cannot because you have to come to your sister wedding party. How do you decline her/his invitation politely?

B. 1. There is Peter pan Band's concert tonight. You have two tickets for the concert. You want to invite your close friend to go to the concert with you. How do you invite him/her?

2. There is an Ungu Band's concert tonight. You are one of Ungu Band's fans. Fortunately, you are invited by your close friend to go to the concert with him/her. How do you respond her/his invitation?

C. - Ask each student two or three questions about their favorite things in the room, e.g. *what's this? How do you spell it? Why do you like it?* Possible topics: the room itself and furniture, e.g. Mobile phone, book, watch, clothes etc.

- Ask each student two or three questions about their beloved animals/pet,

2

POSTEST

POSTEST

Read and respond based on the situation bellow then do think-pair-share and make a dialogue according to the situation.

A. 1. You will have a birthday party next week. You want to invite your friends to come to your party. Use the expression of inviting to invite your friends.

2. One of your friends invite you to her birthday party but you cannot because you have to come to your sister wedding party. How do you decline her/his invitation politely?

B. 1. There is Peter pan Band's concert tonight. You have two tickets for the concert. You want to invite your close friend to go to the concert with you. How do you invite him/her?

2. There is an Ungu Band's concert tonight. You are one of Ungu Band's fans. Fortunately, you are invited by your close friend to go to the concert with him/her. How do you respond her/his invitation?

1. You are a new student of Junior High School. You want to invite your friend sitting on the same table with you to go to a bookstore this afternoon. How do you invite him/her?

2. You are invited to go to a book store by your new friend. You have English course this afternoon. How do you decline his/her invitation?

C. - Ask each student two or three questions about their favorite things in the room, e.g. *what's this? How do you spell it? Why do you like it?*

Possible topics: the room itself and furniture, e.g. Mobile phone, book, watch, clothes etc.

- Ask each student two or three questions about their beloved animals/pet,

3

LESSON PLAN

Appendix 2. Lesson Plan

Teacher: Ms. Fzh and Mr. R	Name of School: SLB-A Yapti Makassar	Class: 11 grade	Meeting/Topic : 2/invitation	Date: 7 th November 2019
Objectives	Ss are able to interact verbally and in writing with T and friends by using utterances of accepting / rejecting an invitation.			
Indicator	<ul style="list-style-type: none"> - Discussing the theme; - Stating the utterances of accept / reject the invitations; - Expressing the results that have been discussed; 			
Competency Standard /Basic Standard	Ss are able Understand and respond to simple transactional and interpersonal conversations by using a variety of spoken language accurately, fluently, and acceptably to interact with the environment that involves the speech act of accepting / rejecting invitations.			
Material	"Do You Want to Come with me?"			
Time allotment	80'			
Learning Activities	<p>A. Early Activities (5 minutes)</p> <ul style="list-style-type: none"> - T greets in English; Ss answered greetings. - T checks student attendance - T explains the invitation material and the think-pair-share rules - Ss listen to the explanation from T. - T asks Ss to make groups of 2 people <p>B. Main Activities (50 minutes)</p> <p>1. Presentation</p> <ul style="list-style-type: none"> - The teacher shows the material to be given and discusses it together with students - The teacher presents how to implement think-pair-share at this meeting. <p>2. Practice</p> <ul style="list-style-type: none"> - Students are asked to learn dialogue which will be practiced in the future class - Students in groups answer the questions based on dialogue 			

	<p>- Ss are given 30 minutes to discuss with their partners and get ready to demonstrate the dialogue they make in front of the class.</p> <p>3. Production</p> <p>- Each group must demonstrate the dialogue they have answered</p> <p>C. Final Activity (5 minutes)</p> <p>- T provides an evaluation of the activities that have been done.</p> <p>- T reviews the material about the invitation again.</p> <p>- T asks Ss to prepare material for the next meeting.</p> <p>- T closed the lesson.</p>
Resources, Materials, Tools:	WhatsApp Application, Phone/Laptop
Closing and feedback	
<ul style="list-style-type: none"> ○ T allows Ss to ask some questions 	

Complete the following dialogue with the suitable expressions.

1. Hery: Hi, Gusti. There will be a great film tonight.
The title is Parakang. *Would you like to go to the movie with me?*
Gusti: *Of course. I'd love to.* When will you pick me up?
Hery : I'll pick you up at 7.30. Be ready.
Gusti: OK.

2. Asrul: I plan to go to the National Library this afternoon.

Hery: _____

3. Liza: Why don't you go shopping with me?
Gusti: _____ What time shall we go?
Liza: At 8: 00 a.m.
Gusti: _____

4. Gusti: My family is going to have a barbeque party tonight. _____
Dahlia: _____ barbeque is my favorite food.

5. Dahlia: How would you like to go to a movie on Friday night?

Asrul: Thanks for inviting me.

Study the following dialogue. Then, put mark if the statement is true and/or false.

Liza and Asrul are talking about Liza's bedroom

Liza : Guess wha!

Asrul : what?

Liza : I have a nice bedroom now.

Asrul : really? Tell me about it.

Liza : Well, it has light blue wall. There is a wardrobre for my clothes. There is also shelf full of books and dolls and a cage of my hamster.

Asrul : A cage in yout bedroom? Are you positive?

Liza : absoulutely, I love my hamster so much that I wan to be with him every time.

Asrul : Are you sure it is clean?

Liza : Of course, I clean it everyday, both my hamster and the cage.

Asrul : Is there a bathroom in your bedroom?

Liza : Yes, there is

Asrul : Are thre any posters in your bedroom wall?

Liza : No. My father won't let me. I hang some of my pictures intead.

Asrul : I see.

Complete the following dialogue with the suitable expressions.

1. Robi : Hi, Sandra. There will be a great film tonight.

The tittle is Up. Would you like to go to the movie with me?

Sandra : Of course. I'd love to. When will you pick me up? Robi : I'll pick you up at 7.30. Be ready.

Sandra : OK.

2. Ahmad: I plan to go to the National Library this afternoon.

Rudi : _____

3. Mega : Why don't you go shopping with me? Clara : _____ What time shall we go? Mega : At 8 : 00 a.m. Clara : _____
4. Ina : My family is going to have a barbeque party tonight. _____ Rini : barbeque is my favorite food.
5. Ana : How would you like to go to a movie on Friday night? Billy : Thanks for inviting me.

Appendix 2. Lesson Plan

2.1. Lesson Plan Meeting 3

Teacher: Ms. Fzh and Mr. R	Name of School: SLB-A Yapti Makassar	Class: 11 grade	Topic: Invitation/speaking	Date: 12 th November 2019
Objectives	Ss are able to interact verbally and in writing with T and friends by using utterances of accepting / rejecting an invitation.			
Indicator	<ul style="list-style-type: none"> - Discussing the theme; - Stating the utterances of accept / reject the invitations; - Expressing the results that have been discussed; 			
Competency Standard /Basic Standard	Ss are able Understand and respond to simple transactional and interpersonal conversations by using a variety of spoken language accurately, fluently, and acceptably to interact with the environment that involves the speech act of accepting / rejecting invitations.			
Material	"Do You Want to Come with me?"			
Time allotment	80'			
Learning Activities	<p>A. Early Activities (5 minutes)</p> <ul style="list-style-type: none"> - T greets in English; Ss answered greetings. - T checks student attendance - T explains the invitation material and the think-pair-share rules - Ss listen to the explanation from T. - T asks Ss to make groups of 2 people <p>B. Main Activities (50 minutes)</p> <p>1. Presentation</p> <ul style="list-style-type: none"> - Teacher uploads a dialog about situations with its questions via WhatsApp application - T presents how to implement the Think-Pair-Share strategy - T also shows examples of correct dialog. <p>2. Practice</p> <ul style="list-style-type: none"> - Ss read the dialog and answer the questions individually. 			

	<ul style="list-style-type: none"> - Ss discussed answers of their questions in groups for 30 minute. - Ss present their answers based on the result of their discussion in front of the other groups (20 minutes) <p>3. Production</p> <ul style="list-style-type: none"> - Each group must demonstrate the dialogue they have made in front of the class. <p>C. Final Activity (5 minutes)</p> <ul style="list-style-type: none"> - T provides an evaluation of the activities that have been done. - T reviews the material about the invitation again. - T asks Ss to prepare material for the next meeting. - T closed the lesson.
Resources, Materials, Tools:	WhatsApp Application, Phone/Laptop
Closing and feedback <ul style="list-style-type: none"> o T allows Ss to ask some questions 	

Complete the following dialogue with the suitable expressions.

6. Hery: Hi, Gusti. There will be a great film tonight.
The tittle is Parakang. *Would you like to go to the movie with me?*
Gusti: *Of course. I'd love to.* When will you pick me up?
Hery : I'll pick you up at 7.30. Be ready.
Gusti: OK.

7. Asrul: I plan to go to the National Library this afternoon.

8. Liza: Why don't you go shopping with me?
Gusti: _____ What time shall we go?
Liza: At 8: 00 a.m.
Gusti: _____

9. Gusti: My family is going to have a barbeque party tonight. _____

Dahlia: _____ barbeque is my favorite food.

10. Dahlia: How would you like to go to a movie on Friday night?

Asrul: Thanks for inviting me.

Study the following dialogue. Then, put mark if the statement is true and/or false.

Liza and Asrul are talking about Liza's bedroom

Liza : Guess wha!

Asrul : what?

Liza : I have a nice bedroom now.

Asrul : really? Tell me about it.

Liza : Well, it has light blue wall. There is a wardrobre for my clothes. There is also shelf full of books and dolls and a cage of my hamster.

Asrul : A cage in yout bedroom? Are you positive?

Liza : absoulutely, I love my hamster so much that I wan to be with him every time.

Asrul : Are you sure it is clean?

Liza : Of course, I clean it everyday, both my hamster and the cage.

Asrul : Is there a bathroom in your bedroom?

Liza : Yes, there is

Asrul : Are thre any posters in your bedroom wall?

Liza : No. My father won't let me. I hang some of my pictures intead.

Asrul : I see.

Appendix 2. Lesson Plan

2.1. Lesson Plan Meeting 4

Teacher: Ms. Fzh and Mr. R	Name of School: SLB-A Yapti Makassar	Class: 11 grade	Topic: Invitation/speaking	Date: 7 th November 2019
Objectives	Ss are able to interact verbally and in writing with T and friends by using utterances of accepting / rejecting an invitation.			
Indicator	<ul style="list-style-type: none"> - Discussing the theme; - Stating the utterances of accept / reject the invitations; - Expressing the results that have been discussed; 			
Competency Standard /Basic Standard	Ss are able Understand and respond to simple transactional and interpersonal conversations by using a variety of spoken language accurately, fluently, and acceptably to interact with the environment that involves the speech act of accepting / rejecting invitations.			
Material	"Do You Want to Come with me?"			
Time allotment	80'			
Learning Activities	<p>A. Early Activities (5 minutes)</p> <ul style="list-style-type: none"> - T greets in English; Ss answered greetings. - T checks student attendance - T explains the invitation material and the think-pair-share rules - Ss listen to the explanation from T. - T asks Ss to make groups of 2 people <p>B. Main Activities (50 minutes)</p> <p>1. Presentation</p> <ul style="list-style-type: none"> - Teacher uploads a dialog about situations with its questions via WhatsApp application - T presents how to implement the Think-Pair-Share strategy - T also shows examples of correct dialog. <p>2. Practice</p> <ul style="list-style-type: none"> - Ss read the dialog and answer the questions individually. 			

	<ul style="list-style-type: none"> - Ss discussed answers of their questions in groups for 30 minute. - Ss present their answers based on the result of their discussion in front of the other groups (20 minutes) <p>3. Production</p> <ul style="list-style-type: none"> - Each group must demonstrate the dialogue they have made in front of the class. <p>C. Final Activity (5 minutes)</p> <ul style="list-style-type: none"> - T provides an evaluation of the activities that have been done. - T reviews the material about the invitation again. - T asks Ss to prepare material for the next meeting. - T closed the lesson.
Resources, Materials, Tools:	WhatsApp Application, Phone/Laptop
Closing and feedback	
<ul style="list-style-type: none"> o T allows Ss to ask some questions 	

Here are some others examples you may use.

Expression	Function
<ul style="list-style-type: none"> • Would you like to come to.....? • Could you come to.....? • Come and 	Inviting someone
<ul style="list-style-type: none"> • I would. Thank you very much. 	Accepting an invitation
<ul style="list-style-type: none"> • Thank you very much for inviting me, but • I am sorry, I can't. 	Declining an invitation

Hery : Have you got any plan for our holiday?

Asrul :I have no idea. What about you, Ester?

Ester : I want to feel the fresh air.

Hery :I have an idea. My Uncle live in Malino. Shall we sepnd our holiday there?

Asrul : I'd love to.

Ester : That would be great. What about you, Liza?

Liza : I'd love to, but my family and I are going to visit our grandparents in Jogjakarta.

Hery : That's ok

Questions

1. How does Hery invite his classmate to go to Malino?
2. What is Asrul's answer to Hery's invitation
3. How does Ester respond to Hery's invitation
4. Why does Liza refuse to join Hery and her classmate?
5. What does Liza say to refuse Hery's invitation?

2.1. Lesson Plan Meeting 4

Teacher: Ms. Fzh and Mr. R	Name of School: SLB-A Yapti Makassar	Class: 11 grade	Topic: Text Description/speaking	Date: 7 th November 2019
Objectives	Ss are able to describe their favorite things in a piece of writing (writing a descriptive text)			
Indicator	<ul style="list-style-type: none"> - Discussing the theme given; - Mentioning the characteristics of the descriptive text - Revealing the results that have been discussed; 			
Competency Standard /Basic Standard	Ss are able to express meaning in a simple short monologue by using a variety of spoken language accurately, fluently, and acceptably to interact with the environment in descriptive and recount text			
Material	Activity book, pictures, additional worksheet			
Theme	My Favorite Things and beloved animals			
Learning Method	PPP			
Time allotment	70'			
Learning Activities	<p style="text-align: center;">A. Early Activities (10 minutes)</p> <ul style="list-style-type: none"> - T greets in English; Ss answered greetings. - T checks student attendance - T explains how to describe favorite things and beloved animals material, and also the think-pair-share rules - Ss listen to the explanation from T. - T begin to implement think-pair-share. <p style="text-align: center;">B. Main Activities (50 minutes)</p> <p>1. Presentation</p> <ul style="list-style-type: none"> - Teacher uploads a dialog about situations with its questions via WhatsApp application - T presents how to implement the Think-Pair-Share strategy - T also shows examples of correct dialog. <p>2. Practice</p> <ul style="list-style-type: none"> - Ss read the dialog and answer the questions individually. - Ss discussed answers of their questions in groups for 30 minute. 			

	<ul style="list-style-type: none"> - Ss present their answers based on the result of their discussion in front of the other groups (20 minutes) <p>3. Production</p> <ul style="list-style-type: none"> - Each group must demonstrate the dialogue they have made in front of the class. <p>C. Final Activity (10 minutes)</p> <ul style="list-style-type: none"> - T provides an evaluation of the activities that have been done. - T reviews the material about the invitation again. - T asks Ss to prepare material for the next meeting. - T closed the lesson.
Resources, Materials, Tools:	WhatsApp Application, Phone/Laptop
Closing and feedback	
<ul style="list-style-type: none"> o T allows Ss to ask some questions 	

My name is Putri. I am a student of Grade VIII. I want to tell you my favourite things. I have a red bag. Today I bring some things in it. I bring my purse. It is a white purse. There is a plastic pencil case. It is a pink pencil case. There are also a hat, our note book, and four text books. I bring my hat because there will be a flag ceremony. Math, English, Biology and History are the lessons for today:

Questions:

1. Who is Putri?
2. What are her favorite things?
3. What colour is her new bag?
4. What items has she got in her bag?
5. What is her pencil case like?
6. How many lessons will she have today?

Appendix. 3.

Guided classroom observation form

Date :
Class : XI

Topic/Lesson :

1. Learner centered	
<p><u>Does the teacher:</u></p> <ul style="list-style-type: none"> ● Challenge the students? ● Give explanations of what is expected? ○ Give students choice and control? ● Encourage students to work together? ○ Ask open ended questions requiring thoughtful response from students? 	<ul style="list-style-type: none"> ● Provide material that is interesting and relevant? ○ Shows respect (knows names, is polite, etc.)? ○ Provide individual attention to personal learning styles? ● Encourages students to ask questions
Specific examples of learner centered behavior as checked above:	
2. Strategic End-Plan (Lesson Planning)	
<p><u>Does the teacher:</u></p> <ul style="list-style-type: none"> ● Provide the class with a plan for that class? (Either verbally or a written outline) ○ Provide a summary of the previous class to lead into the objective of the day? 	<ul style="list-style-type: none"> ○ Explain any and all materials needed for that class period? ● Follow a clear format throughout the class time? ● Summarize material presented? ● Come to the class prepared with notes, instructor aides, equipment needed, etc.?
Specific examples of learner centered behavior as checked above:	
3. Resource-Rich	
<p><u>Does the teacher use:</u></p> <ul style="list-style-type: none"> ○ Notes ○ Handouts ● Whiteboard ○ Videos 	<ul style="list-style-type: none"> ○ Computer presentations ○ Demonstrations ● Textbooks ○ Overheads ● Other resource materials
Specific examples of learner centered behavior as checked above:	
4. Interaction	
<p><u>Does the students:</u></p> <ul style="list-style-type: none"> ● Engage in each activity? ○ Do the pair practice? ● Work with the group well? 	<ul style="list-style-type: none"> ● Enthusiastic in learning process? ● Ask questions when they get difficulties? ○ Talk to their friends in English?
Specific examples of learner centered behavior as checked above:	

Appendix 4.

Rubric of Speaking Test

Mark band	Description	Performance
9 – 10	Very good	Can perform all tasks without assistance. Answers questions with little hesitation. Adequate vocabulary throughout. Uses sufficiently 'natural' English. Very few major errors (e.g. wrong verb form).
7 – 8	Good	Can perform all tasks with no or little assistance. Answers most questions with little hesitation. Vocabulary generally adequate for most tasks. When asking questions or discussing things there may be some difficulty. A few major errors may be present but not enough to hinder communication.
4 – 6	Satisfactory	Language level allows all tasks to be completed with little help but some effort is needed from the listener. Hesitation noticeable even when answering direct questions. Restricted vocabulary means that the student has to search for words, leading to unnatural English. Major errors noticeable throughout, some of which may hinder communication.
2 – 3	Weak	Language generally inadequate. Needs help to complete tasks. Frequent and long hesitations. Limited vocabulary. Insufficient language produced and/or major errors present throughout.
0 – 1	Very weak	Has great difficulty with all tasks. Teacher has to intervene constantly. Vocabulary clearly inadequate.

Appendix 5.**Questionnaire**

Nama : _____

NIS : _____

Petunjuk Pengisian:

⇒ Berilah tanda (√) pada kegiatan/interaksi kelas yang pernah anda lakukan atau alami di bawah ini.

Keterangan:

SS = Sangat Setuju

S = Setuju

R = Ragu-ragu

TS = Tidak Setuju

STS = Sangat Tidak Setuju

No	Indikator	Skor Penilaian				
		SS	S	R	TS	STS
1	Metode TPS strategy lebih menyenangkan dari pada metode konvensional (satu guru satu kelas)					
2	Pembelajaran Bahasa Inggris dengan metode TPS strategy membuat saya mudah memahami materi pelajaran					
3	Saya lebih mudah menyampaikan pendapat di dalam kelas dengan metode TPS strategy					
4	Dengan metode TPS strategy , Saya lebih mudah bertanya pada guru jika mengalami kesulitan dalam pembelajaran Bahasa Inggris					
5	Metode TPS strategy memberikan saya kesempatan yang lebih banyak untuk berbicara dalam bahasa Inggris					
6	Saya menyukai pembelajaran Bahasa Inggris menggunakan teknik TPS strategy					
7	Saya bisa lebih banyak berinteraksi di group diskusi (TPS strategy)					
8	Dengan metode TPS strategy , saya lebih percaya diri dalam berbicara menggunakan bahasa Inggris					
9	Dengan metode TPS strategy , saya mendapatkan perhatian yang maksimal dari guru					
10	Metode TPS strategy mampu meningkatkan kemampuan speaking saya					

Result on questionnaire

No	Students	Items										Total score	Classification
		1	2	3	4	5	6	7	8	9	10		
1	AAR	5	5	5	5	5	5	5	5	5	5	50	Very positive
2	SF	4	5	4	4	4	5	5	4	4	4	43	Positive
3	NPA	4	4	3	4	4	4	4	4	4	4	39	positive
4	EGL	5	5	5	5	5	5	5	5	5	5	50	Very Positive
5	NAY	5	5	5	5	5	5	5	5	4	5	49	positive
6	AMN	4	4	3	4	4	4	5	3	4	4	39	Positive

Appendix 7

Students' score on pretest and post test

Name	Pretest	Classification	Percentage (%)	Posttest	Classification	Percentage (%)
Aar	3	Weak	23%	7	Good	22%
Sf	2	Weak	15%	5	Satisfactory	16%
Npa	2	Weak	15%	5	Satisfactory	16%
Egl	1	Very weak	8%	4	Satisfactory	13%
Hr	4	Satisfactory	31%	8	Good	25%
Amn	1	Very weak	8%	3	Weak	9%
Total	13		100%	32		100%

Appendix 9.

Interview Transcription

T = Teacher

S = Student

Student#1

T: Apa pendapatmu tentang TPS strategy?

S: saya sangat suka dengan metode TPS strategy karena berbeda dengan yang biasa diterapkan guru Bahasa Inggris. Tapi masih harus banyak belajar mengucapkan kosa kata yang tidak familiar.

T: Apa yang kamu suka dari TPS strategy?

S: saya suka karena kita berpasangan pada saat mengerjakan jadi saya bisa lebih fokus dalam belajar.

T: Apa yang kamu tidak suka dari TPS strategy

S: kadang teman – teman sibuk ribut dan sibuk sendiri.

T: Antara TPS strategy dan metode konvensional, kamu lebih suka yang mana?

S: saya suka TPS strategy karena bagus. Kita bisa berbagi jawaban di group diskusi.

Student#2

T: Apa pendapatmu tentang TPS strategy?

S: saya suka tapi masih harus banyak belajar cara menggunakan ekspresinya.

T: Apa yang kamu suka dari TPS strategy?

S: kusuka karena seru, ada gamenya. Kadang suka ketawa ketawa

T: Apa yang kamu tidak suka dari TPS strategy

S: kadang teman teman tidak serius belajar. Sibuk dengan Hp nya

T: Antara TPS strategy dan metode konvensional, kamu lebih suka yang mana?

S: TPS strategy karena menyenangkan ki.

Student#3

T: Apa pendapatmu tentang TPS strategy?

S: seru kurasa Ka tapi belum terlalu paham cara pengucapannya

T: Apa yang kamu suka dari TPS strategy?

S: kusuka caranya menjelaskan Guru karena lebih santai

T: Apa yang kamu tidak suka dari TPS strategy

S: saya nda tau. Bagus kurasa sih.

T: Antara TPS strategy dan metode konvensional, kamu lebih suka yang mana?

S: TPS strategy. Karena lebih gampangka mengerti pelajaran

Student#4

T: Apa pendapatmu tentang TPS strategy?

S: kusuka sekali karena beda dengan sebelumnya
T: Apa yang kamu suka dari TPS strategy?
S: mudah ka kurasa memahami pelajaran
T: Apa yang kamu tidak suka dari TPS strategy
S: Rusuh biasa karena teman suka bercanda.
T: Antara TPS strategy dan metode konvensional, kamu lebih suka yang mana?
S: TPS strategy karena seru. Kalau konvensional kurang seru kurasa.

Student#5

T: Apa pendapatmu tentang TPS strategy?
S: kusuka karena berkelompok
T: Apa yang kamu suka dari TPS strategy?
S: ada games dan biasa dikasi motivasi sama pengajar
T: Apa yang kamu tidak suka dari TPS strategy
S: Kadang teman ribut kare gossip sama pasangannya
T: Antara TPS strategy dan metode konvensional, kamu lebih suka yang mana?
S: TPS strategy. Karena bagus dan seru

Student#6

T: Apa pendapatmu tentang TPS strategy?
S: Biasa biasa saja tapi lebih berbeda dari cara mengajar Bahasa Inggris yang sebelumnya
T: Apa yang kamu suka dari TPS strategy?
S: Games nya dan kerja samanya
T: Apa yang kamu tidak suka dari TPS strategy
S: Nda ada kurasa.
T: Antara TPS strategy dan metode konvensional, kamu lebih suka yang mana?
S: suka lebih yang TPS strategy karena guru menuntun kita.