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| --- | --- | --- | --- | --- |
| **Meeting / date** | **Topic** | **Thinking activities** | **Pairing activities** | **Sharing activities** |
| 1 /  Wednesday  16-03-2017 | Beauty pageant  (Should we stop it?) | Writing down the ideas | Random—the students choose their pair freely to discuss with their pair about their own ideas | Divided into five groups, share the ideas ideas to the group and having a representative from each group to share to the whole class |
| 2/  Thursday 17-03-2017 | Prostitution  (What is the best way to stop it?) | Merely thinking (trying out)—for the lower ability, writing down is allowed | Different Sex (male student paired with female student) and discussed about the ideas they derived from the thinking activity | Divided into two large groups and having a representative from each group to share their ideas to the other group |
| 3/  Wednesday  23-03-2017 | Education in Indonesia  (How to improve the quality of education in Indonesia?) | Random—the students may write down their possible answer or merely thinking | Paired in different level of speaking ability and asked to discuss their ideas | Divided into 4 assigned groups (Government, Parents, Teacher, students), asking them to share to the whole class—other groups argue. |
| 4/  Thursday 24-03-2017 | The Love Test | Merely thinking—prohibiting to write down their ideas | Calling on in pair randomly and asking them to discuss their answer | Share their ideas or answer to the whole class—teacher argues them |
| 5/  Thursday 24-03-2017 | Final Speaking Test | | | |

**The Schedule of the Meetings in Cycles**

**Scoring Rubric for Speaking Assessment**

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| --- | --- | --- | --- |
| **No** | **Language elements** | **score** | **Description** |
| 1 | Content | 5 | Able to deliver the whole content and comprehensible |
| 4 | Able to deliver the content with a few grammatical errors but still comprehensible |
| 3 | Able to deliver the content with some grammatical errors and influence the comprehensibility |
| 2 | Able to deliver the content with a lot of grammatical errors and make incomprehensible |
| 1 | Cannot deliver the content and make incomprehensibility |
| 2 | Fluency | 5 | Speak with little hesitation but the fluency is not clearly affected. |
| 4 | Hesitations in one or two places but immediately continued. |
| 3 | Occasional hesitations but recovered well |
| 2 | Noticeable gaps that catch listeners’ attention usually followed by recovery |
| 1 | Several short periods of silence. Several gaps disrupt the flow of information. |
| 3 | Pronunciation | 5 | Few errors; intelligible or near native-like pronunciation |
| 4 | One or two errors, but communication is mostly clear. |
| 3 | Several pronunciation errors, but main ideas are understood without problem. |
| 2 | Noticeable pronunciation errors that occasionally confuse meaning. |
| 1 | Language is marked by errors. Listeners’ attention is diverted to the errors rather than the message. Meaning is often unclear. |
| 4 |  | 5 | Correct selection of words and idioms. Using extensive variety of vocabulary. |
| Vocabulary | 4 | Correct selection of words and idioms. Using some variety of vocabulary. |
| 3 | Mostly correct choice of vocabulary. Meaning is clear. |
| 2 | Noticeable vocabulary errors that occasionally confuse meaning. Reliance on simple vocabulary to communicate. |
| 1 | Many vocabulary errors. Listeners’ attention is diverted to the error rather than the message. |

To decide the students’ final speaking score, the researcher used formula of computation as follow:

The students’ speaking score =



The students’ scores obtained in each language element were accumulated then the result of the accumulation was divided into four as the number of the language element. The result of the division became the students’ final speaking score.

The students’ final speaking score were then categorized into five categories. They were excellent, very good, good, fair and poor speaking performance. If the students’ final score achieved 5, those students were categorized into **Excellent** speaking performance. If their final score achieved 4 to 4.9 they were categorized as **Very good** speaking performance. If their final speaking score achieved 3 to 3.9 they were categorized into **Good** speaking performance. If their final speaking score achieved 2 to 2.9 they were categorized into **Fair** speaking performance. And if their final score achieved 1 to 1.9 they were categorized into **Poor** speaking performance.

**The Steps of Implementing The Think-Pair-Share Strategy**

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| **Phase** | **Focus** | **Teacher’s activities** | **Students’ activities** |
| Pre-activity | Arousing students’ motivation and activating their background knowledge. | * Greeting and asking the students’ condition * Giving warming-up games * Activating the students’ background knowledge by showing some pictures or playing video and asking several questions related to the pictures or video given. | * Answering or responding the teacher’s questions * Doing the game * Paying attention and answering teacher’s questions. |
| Whilst-activity | Facilitating the students to perform their speaking ability by the following activities: | * Explaining the steps and activities the students will do in TPS strategy. * Giving problem or questions to the student to solve. | * Paying attention and Following the teacher’s instruction of doing TPS |
| * **Think** | * Asking the students to think of the possible answer | * Thinking of the possible answer of the problem |
| * **Pair** | * Assigning the students to sit in pair * Asking them to discuss with their pair about their ideas derived from the thinking time. * Encouraging them to help each other | * Pairing with their pair and discussing the answer. * Helping their pair to find and decide the appropriate answer |
| * **Share** | * Asking the pair to report or share to the group or the whole class | * Sharing the best answer to the group or to the whole class and others may add, comment, or argue the answer. |
| Post-activity | * Giving feedback and Summarizing the students’ answer in the form of class discussion * Concluding the lesson and reflecting | * Giving feedback and summarizing the students’ answers * Asking students to draw conclusion * Closing the class | * Taking notes on teacher’s feedback. * Drawing conclusion |
| Follow-up activities | * Providing the students the chance to have individual learning activity | * Asking them to find another problem-solving * Asking them to share for the next meeting | * Finding the problems-solving to share for the next meeting |