CHAPTER IV

FINDINGS AND DISCUSSION

This chapter reports the findings and the discussion of the data to explain the result of the research. In this research, the chapter obtains the data from observations, questionnaire and interview. Moreover, this chapter contains two points. Firstly, it analyzed and discussed the process of implementing Think-Pair-Share technique to enhance EFL students' interaction. Secondly, it reports students' responses to implementing Think-Pair-Share technique to enhance their interaction. The data used in this research would be answering the research questions;

1) How is the process of using Think-Pair-Share technique to enhance EFL students' interaction?

2) How are students' responses of using Think-Pair-Share technique to enhance their interaction?
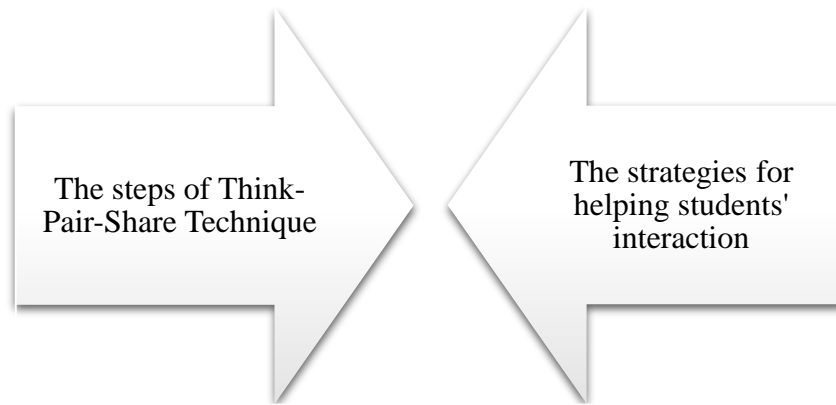
A. Findings

1. Process of Using Think-Pair-Share Technique to Enhance EFL Students' Interaction

This section discussed the finding of the data from observation and interview that aims to find out the process of implementing Think-Pair-Share technique at SMP Negeri 1 Cileunyi Bandung. The observation and interview are conducted to answer the first research question. Data regarding the steps of Think-Pair-Share technique as the technique to improve students' interaction in the class. The steps of Think-Pair-Share technique have three main activities; there are think, pair, and share (McTighe & Lyman, 1988). In this process, the teacher and students give personally to build the process until finish. So, the steps of Think-Pair-Share technique becomes to listen, think, discuss in pair, and share their answers.

In observation section, the process of TPS technique is combining between the steps of the technique proposed by McTighe & Lyman (1988),

Lasnami (2015), and Desti (2017) with strategies to help students' interaction which was proposed by Dagarin (2004) and Wray (2012).

The scheme of using Think-Pair-Share technique to enhance EFL students' interaction shown as follows:

The steps of Think-Pair-Share Technique

The strategies for helping students' interaction

4.1. The scheme of Process of Using TPS technique to Enhance EFL Students' Interaction

The observation and interview section was conducted to answer and find out the first research question. The research findings were analyzed systematically and accurately in order to give the interpretation and draw a conclusion.

a. **The Process of using Think-Pair-Share Technique to Enhance EFL Students' Interaction by Observation**

The observation conducted to know the process of TPS technique to enhance EFL student's' interaction in the class. The classroom observation was conducted in 2019 at the eight-grade class in the first semester of SMP Negeri 1 Cileunyi Bandung. In the observation section, the researcher conducted the classroom observation in two meetings. In two meetings, the material delivered by the teacher (researcher as observer active) by using Think-Pair-Share technique that was about *Comparative Sentence.* It was held on July 22nd and 24th 2019.

The purpose of the observation section to find out how the process of Think-Pair-Share technique can enhance EFL students' interaction at SMP Negeri 1 Cileunyi Bandung. The teaching-learning process was

observed by video-recorded that focuses on the steps of technique and students interaction when teaching English in the class. The video recording was transcribed and coded based on the steps of TPS technique by Lyman (1988) and strategies for helping students' interaction by Dagarin (2004) and Kumpulainen (2012). as the following **Table 4.1 Students' Interaction through TPS technique.** From all the indicator that increase students' interaction through TPS technique, it was shown how the Think-Pair-Share technique could be enhanced EFL students' interaction.

a) **The first meeting observation**

The first observation was conducted on Monday, July 22, 2019, (07.50 – 09.10). The first that is going to be analyzed was the steps of Think-Pair-Share technique. The steps were according to the theory offered by Lyman (1988), shown as follows:

Table. 4.1 The Steps of TPS Technique in the 1st Meeting

(McTighe & Lyman, 1988); (Desti, 2017); (Silya Lasnami, 2015)

Indicator	Descriptions	Implementing		Field Note
		Yes	No	
Process of Think Pair Share Technique	**The teacher poses an issue or gives instruction to the students**	√		The teacher gives the instruction for students to listen and re-write the sentence. Teacher: "*Now, please open your task book! Miss will read 1 sentence and you must re-write a sentence that was said. Then, analyze it, is there any comparison. Nah, re-write the comparison and analyze the basic sentence. Like I told you before, the*

Indicator	Descriptions	Implementing		Field Note
		Yes	No	
				comparison in the first picture is smaller and?"
	The teacher gives the students' time to think	√		The teacher gives time to think when students re-write the sentence
	The students discuss in pair	√		The teacher delivers the student to discuss in pair. Teacher : *"Now, I want you to make the discussion with your friends"*
	The students share their answer in front of the class	√		The teacher invites one group to share their result's discussion in front of the class Teacher; *"Time is over. Ok, I will invite you to your group to share your discussion. Who wants? (Egi and Lufi raise their hand) Lufi and Egi, please come forward*!"#1

1) The Teacher poses an issue or gives instruction to the students

In the first meeting, the teacher used Think-Pair-Share as the technique in the class by explaining one material. In the first steps, the teacher made the class pay attention to the teacher's pose instruction. The sentence is according to the teacher book 'When English Rings a Bell" that is used on eight-grade of SMP Negeri 1 Cileunyi Bandung. The teacher cannot explain the technique itself, just implemented the steps when teacher-learning process begins. The dialogue in the classroom between teacher and students shows that the teacher poses

an issue or give instruction to the students. It is represented by dialogue below:

Table 4.2 Dialogue the teacher gives instruction

T : *"Dalam statement tadi, kalimat yang membedakannya apa?"* [In the previous sentence, which one that includes comparison word?]
S1 : *"Kecil"* [small] #2
S2 : *"Besar"* [big] #3
T : "Smaller?" #4
S : "Smaller and bigger" #5
S3 : *"Yang besar dan yang kecil"* #6
T : "True. Do you get my point? Understand?" #7
S : "Yes" #8
T : ***"Now, please open your task book! Miss akan membacakan 1 sentence and you must rewrite atau tulis kembali kalimat yang telah miss ucapkan. Setelah itu kalian analysis apakah terdapat kalimat perbandingan. Nah, tuliskan kembali kalimat perbandingan tersebut dan analisis kalimat itu kata aslinya berasal dari apa. Seperti tadi, kalimat perbandingan di picture awal yaitu smaller and?"* [Now, please open your task book! Miss will read 1 sentence and you must re-write a sentence that was said. Then, analyze it, is there any comparison. Now, re-write the comparison and analyze the basic sentence. Like I told you before, the comparison in the first picture is smaller and?]** #9
S : "Bigger" #10
T : *"Ya, miss akan bacakan setelah itu kalian tuliskan ya kalimatnya ya. Do you get my point?"* [Yes, I will read it, then you re-write the sentence. Do you get my point?] #11
S : "Yes" #12

The statement #9 showed that the teacher could give instruction to the students by explaining the first activity. The teacher explained the first activity and gave the task to re-write the sentence. Before it, the teacher tried to explain the material to make sure that students understand about "comparative sentence". The teacher asked the example of word comparative in statement #1 to know the student understand the material, such as stated in the dialogue on the findings. After that, the teacher gave the instruction to listen and re-write what the teacher said as the first activity in Think-Pair-Share technique #9. The term was related to the theory offered by Brown (2001) that the

advantages of TPS technique for the teacher as the instructions takes the opportunity to undertake the confusion, misinterpretations, and errors understanding.

2) The teacher gives the students' time to think

The next step of Think-Pair-Share is thinking. Based on the first meeting on observation, the teacher constructed the steps of TPS technique clearly, such as in the dialogue on the findings. The teacher gave the students time to think when the students re-write the sentence. Time for thinking a purpose to build a correct and constructive answer. According to Murniyati (2019) cited in Lasnami (2015) cited thinking need critical thinking and cannot answer spontaneously. **Figure 4.1** showed the students' think.

Figure 4.1 Students' think

Based on the classroom observation, the teacher gave time to think after she read the sentences. The teacher gave a pause when the students analyze and re-check their writing to make sure what they listened. In finding record video, the teacher asked the students by saying *"Finish?"* into the students said "*Yes"*. It means, the time is up for thinking. So, the teacher next to another activity.

3) The students discuss in pair

The next step of Think-Pair-Share technique is discussed in pair. This is the next step of Think-Pair-Share technique implemented by the teacher in teaching-learning process. In the classroom observation on July 22, 2019, the lesson had designed by grouping students in doing the project to discuss the task by pair. The dialogue in the classroom that indicated the students' discussion could represent below:

Table 4.3 Dialogue discuss in pair

T   : **"Now, I want you to make a discussion with your friends.** #1 S1   : *"sama temen sebangku aja miss?"* [With my classmate, miss?] #2 T   : "***Ya, berpasangan.*** *Nah tugas adalah kalimat yang sudah kalian tuliskan dikoreksi bareng-bareng sama temennya dan silahkan analisis bareng-bareng dengan teman sebangkunya. Miss kasih waktu, 15 minutes to discuss. Ready?"* [Yes, in pairs. The task is to correction the sentence that you have written and analyzed with your friend by discussing. It is 15 minutes to discuss. Ready?] #3 S   : "Yes miss" #4

In the dialogue findings, the teacher re-told the instruction for discussing the activity. It could help the students when they did not clearly understand what the teachers' instruction. The students make sure that the discussion was divided onto two people, mean pair group by pairing #2. Then, the teacher said "*Yes, in pairs. The task is correction the sentence that you have written and analyzed with your friend by discussing. It is 15 minutes to discuss. Ready?"*.

Figure. 4.2 Students discuss in pair 1st

Based on the classroom observation, the teacher gave instruction for students to do the task with discussion activity #1 by saying "*Now, I want you to make the discussion with your friends*". Pair discussion activity was carried out after the teacher gave instructs for the students to continue the previous task by pairing. It was same as the goal of the theory that related with pairing partner. Pairing with partners' discussion in the part of the point of Think-Pair-Share technique to reach general agreement on answering the question (Desti, 2017).

4) The students share their answer in front of the class

The last step of Think-Pair-Share technique is sharing activity. It was the last activity in teaching-learning process to check their results' discussion and to interact with each group. This time for each group to share back to their answer to the whole class, exchange, give and receive the information from their friends and the last statement is commented each other answer to exchange ideas together (Murniyati (2010) cited in Silya Lasnami, 2015).

Table 4.4 Dialogue sharing activity

T   : "**Time is over. Ok, I will invite you by your group to share your discussion. Who wants? (Egi and Lufi raise their hand) Lufi and Egi, please come forward!**"#1

Based on the classroom observation, the teacher gave instruction for the student to share their discussion in front of class #1. The teacher has invited some groups for sharing their discussion by saying "*Time is over. Ok, I will invite you by your group to share your discussion. Who want?*". Lufi and Egi as the volunteer to share the answer.

The figure below shows that there is a group when sharing activity. Lufi and Egi as the volunteer in the first meeting to share their result discussion. It was presented below:

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Figure. 4.3 The students share their discussion 1st meeting

Furthermore, in the first meeting, the researcher observed the students'' interaction that was used by Think-Pair-Share technique. The theory of students' interaction in the first meeting was proposed by Dagarin and Wray (2012). Those are the analytic dimensions of interaction to build the peer group interaction by the students. The students' interaction analytic as follows:

Table. 4.5 The Students' Interaction Analytic in the First Meeting

(Kumpulainen & Wray, 2012); (Dagarin, 2004)

Indicator	Descriptions	Implementing		Field Note
		Yes	No	
Exploratory	The students explore and criticize the activity that related to the task by planning, evaluating, and experimenting	√		The most student doing activities step by step
Procedural	The students keep the focus on doing the task and manage their activity to get the product	√		There are some students doing the task and manage their answer in the discussion
Collaborative	The students join with their partner to finish the task	√		Most students discuss the task with their group
Tutoring	The students helping and assisting another student	√		There are some students help their pair in discussion
Argumentative	The students give the statement to resolved and justified the topic in discussion	√		Most students contribute to the discussion activity
Individualistic	The students work on individual and no share or joint with their partner in the discussion		-	The students discuss in a pair group
Domination	The student play domination in the discussion		-	There are no students play domination
Conflict	The students display conflict with their partner in doing discussion activity		-	There are no students display a conflict
Confusion	The students did not understand teachers' instruction and keep silent to do the task		-	Most students understand the teachers' instruction

Indicator	Descriptions	Implementing		Field Note
		Yes	No	
Informative	The students provide the information when they speak in doing discussion	√		The students provide the information when they are sharing
Reasoning	The students have the reason to shows their own idea in a discussion activity	√		The students explain their reason in a discussion activity
Interrogative	The students pose the questions in doing discussion	√		There are some students ask questions for groups that are sharing in front of the class
Responsive	The students replay the questions with their partner in the discussion		-	There are no students replay questions when sharing activity because they give argument only
Judgementational	The students express agreement or disagreement when doing discussion	√		Most students express agree or disagree when sharing their result's discussion
Argumentational	The students justifying information, opinions or actions	√		The students give information and action when sharing activity
Repetition	The students repeating spoken language in a discussion activity	√		Several students repeat the dialogue in a discussion activity

In the first meeting, the overview of students' interaction analytic was summarized by several analytic dimension of interaction, it is shown below;

1) **Exploratory**

Based on the classroom observation finding in the first meeting, the students explored the activity step by step. Some of the students carried out think, pair, and share activities based on the teachers' instruction (see **Table 4.1 The Steps of TPS Technique in the 1ˢᵗ Meeting**) during teaching-learning process. These activities were related to the theory argued by Kumpulainen and Wray (2012). that explained exploratory means explore the process of students' activity to know their deep understanding of problem,-solving in the task.

2) **Procedural**

In the first meeting of classroom observation at second-grade of SMP Negeri 1 Cileunyi, most students managed their activities based on the procedure that teacher said. In procedural term as the cognitive processing of students' interaction, most students organize some activities procedurally as the implementation of Think-Pair-share technique. This term was related to the theory argued by Kumpulainen and Wray (2012). that procedural on-task activity makes students focuses on handling, organizing and executing the task.

3) **Collaborative**

Based on the classroom observation findings, the students made the interaction in the class. The figure below is the most

students discussed the task with their group, in order to apply the collaborative of teaching-learning process. It was related to the steps of Think-Pair-Share technique; discuss in pair (see the **Table. 4.1 The Steps of TPS Technique in the First Meeting**).

Figure. 4.4 Students' Collaboration

4) **Tutoring**

Tutoring is the specific character of peer group interaction by the students. In the first meeting of classroom observation, the students helped their partner in pairing discussion. It is related to the theory argued by Kumpulainen and Wray (2012) cited tutoring modes of interaction characters is the natural collaboration between the partner.

5) **Argumentative**

Argumentative means the students have gotten the conflict in their interaction and academic to justify their opinion. Based on the classroom observation findings, the students faced their argumentation in discussing and sharing activities. Based on the steps of Think-Pair-Share technique by Murniyati (2010) cited in Lasnami (2015), discuss

and share their thinking give justify and receive the information to a large group.

6) Individualistic

In the first meeting of classroom observation, there were no students shared or joined during the process of learning. It was because Think-Pair-Share technique gave some steps for students to do some activities by collaborative.

7) Domination

Based on the classroom observation findings, some students have the participants to do the task. It means that there are no dominated in the class.

8) Conflict

A conflict could appear in a social and academic environment. In the first meeting of classroom observation, the most pair discussion not displayed conflict with their partner.

9) Confusion

In the first meeting of classroom observation findings, the students did not confuse when the teacher gave the instruction. It showed when most students apply some steps procedurally and finish their task.

10) Informative

Informative is one character of the language function in peer interaction when the students imply, suggest, or appear their speaking literally in discussing (Kumpulainen & Wray, 2012). Based on the classroom observation some students provide the information when they compare their answer. It is related to the theory cited by Sharma (2018) that the students must share their information that students have when they pair and share the answer to produce a closing answer.

11) Reasoning

In the first meeting of classroom observation, Ega as the volunteer to share their discussion with their partner provided the reason. It is represented by the statement below:

Table 4.6 Dialogue of Reasoning

Egi : "*Susi is taller than her sister. **I don't know, because ee I tidak kenal. Kalimat comparative taller yang artinya lebih tinggi***   [Susi is taller than her sister. I don't know, because eeee I don't know her. The comparative sentence is taller, means taller]" #1

Based on the findings in classroom observation, Ega as the volunteer explained their result of pair discussion by saying "*I don't know, because eeee I don't know her. The comparative sentence is taller, means taller*". When Ega and his partner shared their results' discussion, they also posed the reason and opinion about their answer. This character is almost closer to the characteristic of peer group interaction that is the reasoning for the speaker to justify, suggest and practice the students' interaction (Kumpulainen & Wray, 2012).

12) Interrogative

Based on the classroom observation. There were some students make the interrogation when their practice in pair and share activity. It was shown in dialogue 4.4 below.

Table 4.7 Dialogue of Interrogative

T   : "**Okays, everyone is it true?**" #1 S1   **: "True miss"** #2 S 2   **: "Yes, yes"** #3

The interrogative is one of the characters in peer group interaction takes place based on the seat of implication (Kumpulainen & Wray, 2012). Based on the dialogue findings, the teacher posed the question for student #1 by saying *Okays, everyone is it true?*. It is the

stimulus by the teacher to make students focuses on what they were talking, in order to implement the communicative strategies in the classroom interaction. The students said #2 "*true miss*", or #3 "*Yes, yes*". This implementation was related to the theory argued by Dagarin (2004).

13) Responsive

Based on the first meeting observation on July 22, 2019, the students built their interaction during the teaching learning process. When Eiros and Lufi as the volunteer explained their discussion, the student gave the response. It means that most students were responsive to discussed during the discuss activity. It is represented by dialogue below:

Table 4.5 Dialogue of Responsive

T   : Next number 3 #1
Lufi : I'm stronger than Ella. Eee maybe. #2
S4   **: *Tapi bisa aja kan miss kalo Ella nya tukang olahraga.. haha* [but I think it can be strong miss, maybe Ella is sportgirls]** #3
T   **: Yaa, it can be** #4

According to Kumpulainen and Wray (2012), responsive is one of the characters in peer-group interaction by student utterances. In this meeting, the student posed a response when Lufi shares discussion #3.

14) Argumentational

In the first meeting of classroom observation, the dialogue findings in the classroom show that the students could give argumentation when they would be learnt.

Table 4.5 Dialogue of Argumentative

Lufi : Today, we are going to read our final discussion so ya, Ok. The first, the horse cart is still faster than the car. **It's wrong, I think, the horse car is faster than the old car.** #1
T   : okeys, everyone is it true? #2
S   **:** True miss #3

S3   : Yes, yes #4
Egi   : Susi is taller than her sister. **I don't know, because ee I tidak kenal. Kalimat comparative taller yang artinya lebih tinggi** [Susi is taller than her sister. I don't know, because eeee I don't know her. A comparative sentence is taller, means taller] #5
T   : Next number 3 #6
Lufi   : I'm stronger than Ella. **Eee maybe.** #7
S   : *Tapi bisa aja kan miss kalo Ella nya tukang olahraga.. haha* [but I think it can be strong miss, maybe Ella is sportsman] #8
T   : **Yaa, it can be** #9
Egi   : *Trus nomor 4. The helicopter is flying higher than the plan. **Tapi aku tidak setuju karena sepertinya kalo aku liat helicopter terbang lebih rendah dari pada pesawat.*** [Next no 4. The helicopter is flying higher than the plan. But I do not agree, because, I think and I see the helicopter flying lower than plan] #10

The statement #1 shows that the students gave the argument when determining the answer by saying, "…..*It's wrong, I think, the horse car is faster than the old car*". Besides, in statement #5 #7 and #10 shows that Egi and Lufi as the volunteer to share the discussion put the answer by justifying the opinion and information based on their prior knowledge. It was related to the theory proposed by Tint and Nyunt (2015) that explained Think-Pair-Share technique is cooperative learning which motivated students to describe on a question or teachers' instruction then share their opinion with their partner. In dialogue findings, Lufi and Egi put the answer by using argumentation in sharing activity (see **Figure. 4.3 The students share their discussion 1ˢᵗ meeting**), in order to used TPS as the technique of teaching and learning process in the class.

15) **Repetition**

In the first meeting of the classroom observation findings, there were some students repeat what the teacher said. Repetition could be explored by the teacher to check students understand and made the teaching-learning process was memorable. It is the effort of the teacher to build the interaction in the classroom. Based on the

theory argued by Sundari (2017), the interaction in the class involves students and teacher to interact by using the target language.

In sum, the first meeting has been conducted on the procedures. There were all students has been implemented some activities, such as listen to teachers' interaction, think individual, pair discussion, and share in front of the class. The evaluation of this meeting is the needs of teacher instruction clearly when continuing to next activity. It can be seen that some students did not understand when the teacher continue to pair activity and some pair group did not dare to share the discussion in the last activity. Besides, the students' interaction has applied by language function and social process, it can be found when pairing and sharing discussion.

b) **The second meeting observation**

The second observation conducted on Wednesday, July 24, 2019, (10.50-12.10). The first analyzed using Think-Pair-Share technique to enhance students' interaction that implemented in this research is the step of TPS technique. The theory applied from a combination of Lyman (1988) and Lasnami (2015).

Table. 4.10 The Steps of TPS Technique in the 2nd Meeting
(McTighe & Lyman, 1988); (Desti, 2017); (Silya Lasnami, 2015)

| | Descriptions | Implementing | | Field Note |
		Yes	No	
Process of Think Pair Share Technique	The teacher poses an issue or gives instruction to the students	√		The teacher gives the instruction for students to make a sentence. Teacher: "*well, I want you to make an example of a comparative sentence. This sentence is appropriate with things around us. For example, a pencil. Your*

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	Descriptions	Implementing		Field Note
		Yes	No	
				pencil is smaller than your pen."
	The teacher gives the students' time to think	√		The teacher gives time to think when students write a sentence
	The students discuss in pair	√		The teacher delivers the student to discuss with the group consist of 4 people Teacher: "*after that, please discuss it which consist of four partners that near you. Check each other, it is true or not of this sentence, also summarize the result discussion in one paragraph.*"
	The students share their answer in front of the class	√		The teacher invites several groups to share their result's discussion in front of the class Teacher: "*Ok, good. Now, I will invite some group to share their discussion in front of the class. So, which group will share your result discussion in front of the class? Please don't be shy.*"

1) **The teacher poses an issue or gives instruction to the students**

   In the second meeting, the teacher implemented the Think-Pair-Share technique, in order to continue previous material at the second-grade of SMP Negeri 1 Cileunyi Bandung in the classroom. In the first step, the teacher posed the instruction for the students to make a

comparative sentence based on the things around us. The sentence guidance according to the student book 'When English Rings a Bell'. The dialogue findings in the classroom showed that the teacher posed the instruction for the student when they would be learned.

Table. 4.11 Dialogue the teacher gives instruction 2nd meeting

T   : "**Well, I want you to make an example of a comparative sentence.** *Kalimatnya sesuai dengan barang-barang yang ada di sekitar kalian. Misalnya, pensil. Pencil kalian lebih kecil daripada balpen kalian.* **For example, my pencil is smaller than pen**" [well, I want you to make example of comparative sentence. This sentence based on things around us. For example, pencil. Your pencil is smaller than your pen] #1
S   : "*Miss boleh membandingkan orang?"*[Miss, can I compare a people?] #2
T   : "*Boleh, perbandingan misalnya tinggi badan*" [it's okay, for example the height] #3
S   : "*Kalo barang miss?*" [If a tool?] #4
T   : "*Bisa, for example kerudung Laila lebih besar dari pada miss.*" [it can be, for example Lailas' veil is bigger than my veil] #5
S   : "*Oh iya iya*" [Okay] #6
T   : "Are you ready guys? Ok, please do this" #7

Based on the classroom observation finding, the teacher delivered the first step of the TPS technique by giving the instruction for the student. The statement #1 showed that teacher could give instruction to the student as the implementing of the first step. After that, the teacher provides the example based on things around us to check the students' understood by saying, "*it can be, for example Lailas' veil is bigger than my veil*". The term was related to the theory offered by Dagarin (2004) that applying a lower cognitive level is the stimulate teacher to do interaction in the classroom. It means that the teacher provided the instruction was common from the student.

2) The teacher gives the students' time to think

The next step of the Think-Pair-Share technique is thinking. In the second meeting, the teacher implemented the TPS technique by continuing the previous material to check the students understood. The teacher gave the student time to think when they make some sentence related to things around us. It was until 10 minutes the teacher gave the students' time until the teacher said "*Finish*". It means that the

time is over to think.

Figure 4.5 Students' think

Figure 4.5 shows that the teacher guided the students to think when they write several sentences. In finding record video, the teacher gave a pause before the students continue to the next step of the technique. According to Murniyati (2010) cited in Lasnami (2015), time for thinking builds a constructive answer because any issue cannot answer spontaneously and needs critical thinking. It means that the teacher built the student to improve their innovation of thinking in doing the task.

3) The students discuss in pair

In the second meeting, the steps in using the Think-Pair-Share technique according to the theory by Lyman (1988) that the student should pair in group discussion. Before it, the teacher determined for the student to make a group consist of four people. Meanwhile, the

student had the opportunity to check their partners' sentence; the sentence was needed to appropriate based on things around us. It is represented by dialogue below.

Table. 4.12 Dialogue discuss in pair

T   : "Finish?" #1
S   : "Yes" #2
T   : ***"Setelah itu, silahkan kalian bediskusi dengan 4 orang teman yang dekat dengan bangku kalian. Saling cek sama-sama apakah kalimat compare itu benar dan simpulkan hasil diskusinya dalam satu paragrap, mengerti?"*** [After that, please discuss it which consist of four partners that near you. Check each other, is it true of the sentence, also summarize the result discussion in one paragraph] #3
S   : "*Ya miss*" [yes miss] #4

In the second meeting of classroom observation, the teacher instructed to continue the task by discussing in pair #3. Previously, the teacher makes sure that the students had finished to think#1 by saying "*Finish?*" into the student gave the response #2. In this step, the teacher built students' interaction to communicate with their partner to check and compare their idea base on the task that the teacher gives. According to Eller (2013), pair activity means students pair up to talk about their own idea and compare their answer. Then, **figure 4.6**

showed the students' pair discussion in the classroom.

Figure 4.6 Students discuss pair group 2nd meeting

4) The students share their answer in front of the class

In the last step of Think-Pair-Share, there were several groups that share their discussion in front of the class. It was the last activity in the teaching-learning process in the classroom. In the dialogue findings, the teacher invited some groups to share their result, in order to check together with the sentence that written. It is represented by dialogue below.

Table. 4.13 Dialogue sharing activity 2nd Meeting

T : "*Oke, Finish? Semuanya sudah membuktikan apakah kalimat compare dari temannya benar?*" [Ok, finish? Everything has proven whether the comparison sentence from your partner is correct?] #1   S : "*Udah*" [finish] #2   S : "*Udah bener miss*" [it is clear, miss] #3   T : **"Ok, good. Now I will invite some group to share their discussion in front of the class.** *nah, group siapa yang mau share hasil diskusinya di depan kelas? Please, don't be shy.*" [Ok, good. Now, I will invite some group to share their discussion in front of the class. So, which group will share your result discussion in front of class? Please don't be shy] #4   T : "*Nanti temen-temen yang dibangku kita sama-sama buktiin apakah benda atau apapun yang di compare nya itu benar atau tidak. Okey, who want? Group siapa yang mau?. Okey. Ayo, ayo*" [Later, your partner proof whether the object or anything that compare it is true or not. Ok. Who wants? Whom do groups want? Alright come on!] #5

The statement #4 showed that teacher invites some groups to share their result discussion in front of the class. Furthermore, statement #1 showed that the teacher re-checked the previous activity, in order to continue to the next activity. It was related to the theory proposed by Eller (2013) that share means the teacher calls for pair or share their thinking in the class.

Here, there were two groups as a volunteer to share their discussion in the class based on their sentence that relates to things around us. In this step, some student also kept attention when several groups explain their sentence. It was the last activity in the teaching and learning process by using the TPS technique, in order to check together what the comparative statement based on the teacher statement #5. It can be seen in figure 4.6.

Figure 4.7 Students share their discussion 2nd meeting

Furthermore, in the second meeting, the researcher observed the students' interaction based on the implementing Think-Pair-Share technique. The theory of enhancing students' interaction in the second meeting was guidance by Dagarin (2004) and Kumpulainen and Wray (2012). The students' interaction analytic as follow:

Table. 4.14 The Students' Interaction Analytic in the Second Meeting

(Dagarin, 2004); (Kumpulainen & Wray, 2012)

Indicator	Descriptions	Implementing		Field Note
		Yes	No	
Exploratory	The students explore and criticize the activity that related to the task by planning, evaluating, and experimenting	√		The most student doing activities step by step
Procedural	The students keep the focus on doing the task and manage their activity to get the product	√		There are some students doing the task and manage their answer in a discussion
Collaborative	The students join with their partner to finish the task	√		Most students discuss the task with their group
Tutoring	The students helping and assisting another student	√		There are some students that help their pair in discussion
Argumentative	The students give the statement to resolved and justified the topic in discussion	√		Most students contribute to a discussion activity
Individualistic	The students work on individual and no share or joint with their partner in the discussion		-	The students do not work on individual
Domination	The student play domination in the discussion		-	There are no students play domination
Conflict	The students display conflict with their partner in doing discussion activity		-	There are no students display a conflict
Confusion	The students did not understand teachers'		-	Most students understand the

Indicator	Descriptions	Implementing		Field Note
		Yes	No	
	instruction and keep silent to do the task			teachers' instruction
Informative	The students provide the information when they speak in doing discussion	√		The students provide the information when they are sharing
Reasoning	The students have the reason to shows their own idea in a discussion activity	-		The students do not explain their reason in a discussion activity
Interrogative	The students pose the questions in doing discussion	√		There are some students asking questions for groups that are sharing in front of the class
Responsive	The students replay the questions with their partner in the discussion	√		The students replay questions when sharing activity
Argumentational	The students justifying information, opinions or actions	√		The students give information and action when sharing activity
Repetition	The students repeating spoken language in a discussion activity	√		Several students repeat the dialogue in a discussion activity

The overview of students' interaction analytic in the second meeting was summarized by several dimension of interaction, it is shown below:

1) **Exploratory**

In the second meeting of classroom observation findings, the teacher applied Think-Pair-Share as the technique in teaching and learning process. According to Kumpulainen and Wray (2012), exploratory is the cognitive dimension that shows the students to explore or interpret the students' activity, in order to find out they understand of the material surely. Most students accepted some activities that relate to the technique. In every step, the student implemented listen, think, pair, and share activities based on the teacher' instruction (see **Table. 4.10 The Steps of TPS Technique in the 2ⁿᵈ Meeting**)

2) **Procedural**

Procedural is common modes deliver in the character of peer group activity by the student that the routine execution of task without planning or thinking (Kumpulainen & Wray, 2012). Based on the classroom observation finding, the student as usual think their answer based on the common media. Therefore, this procedure appeared when the students do the task directly. It was related to the theory proposed by Dagarin (2004) that the teacher must know what the students prefer to talk about happening. Furthermore, the implementation of TPS technique helped the students to practice in the task by common activities, such as think, pair, and share (see **Table. 4.10 The Steps of TPS Technique in the 2ⁿᵈ Meeting**).

3) **Collaborative**

In the second meeting of classroom observation, the teacher built the students' interaction by using Think-Pair-Share technique. In this stage, the teacher implemented this technique based on the steps

of the TPS technique, namely pair discussion (see **Table 4.10 The Steps of TPS Technique in the 2ⁿᵈ Meeting**).

It was related to the theory adapted by Marzano (2005) that explained the steps of TPS technique deliver with an emphasis on

what students doing in peer discussion. It can be seen in figure 4.8.

Figure 4.8 Students' Collaboration

Figure 4.8 shows that the students discuss in pair base on the teachers' instruction (see **Table. 4.12 Dialogue discuss in pair**).

4) **Tutoring**

Based on the classroom observation finding, there were some students help their partner in discussion. It shows when the student doing the discussing activity and sharing activity in the teaching and learning process (see **Figure 4.6 and Figure 4.7**). According to Murniyati (2010) cited in Lasnami (2015), time for discussing and sharing means the students compare their own ideas, exchange, give, and receive information to each partner.

5) **Argumentative**

According to the second meeting of classroom observation on July 24ᵗʰ, 2019, the student still argumentative when doing some

activity based on the Think-Pair-Share technique. In TPS technique, there were some activities (see **Table 4.10 The Steps of TPS Technique in 2nd Meeting**) to make the students active and critical thinking. This term was related to the theory offered by Sharma (2018) that the technique develops students' thinking and construct of the students' knowledge.

6) Individualistic

Based on the steps of the Think-Pair-Share technique by Lyman (1988), there is no individualistic in a discussion. Individualistic means the students working on an individual with no sharing or joint meaning-making (Kumpulainen & Wray, 2012). In the second meeting, most students were share and join with their partner in teaching and learning process (see **Figure 4.6 Students discuss in pair group 2nd meeting**).

7) Domination

In the second meeting of classroom observation, there were no students to dominate in the class. Because there not showed in several activities that must require to have a partner to finish the task.

8) Conflict

Conflict is the social process of students to develop students' interaction that describes disagreement (Kumpulainen & Wray, 2012).. Meanwhile, in the second meeting of classroom observation finding, the students do not display several conflicts with their partner in doing discussion.

9) Confusion

In the process of teaching and learning at the second meeting, most students finished the task based on the teachers' instruction. It means that there were some students can understand the teachers' guidance.

10) Informative

Informative is the functional analysis for the students'
interaction that purpose for verbal language (Kumpulainen & Wray,
2012). Based on the classroom observation finding, most students
were informative when applying time to think and share in front of
the class (**see Figure 4.5 and Figure 4.7**). In the step of thinking,
some student wrote the comparative sentence based on their visual
context around them. After that, in sharing time, the students provide
several sentences written previously. In this stage, the students
utilized the information to share what students' know.

11) Reasoning

In the second meeting of classroom observation, there is no
reason that students said in discussion activities. Because the
discussion only mentions the statement and check together based on
the teachers' instruction (see **Table 4.13 Dialogue sharing activity
2nd meeting**).

12) Interrogative

In the second meeting of classroom observation, interrogative
functions inflicted when students discuss extensively in the class.
The dialogue findings in the classroom show that the teacher asked
their partner when they would be discussed.

Table 4.14 Dialogue of Interrogative

Raja : "And then, Lufi is shorter than Talia." #1 S1 : "***Coba sandingkan***" [Let's try it] #2 S2 : "***Ayo coba***. [Let's try] #3 (Lufi stand up beside Talia) T : "*Nah, audience apakah benar Lutfi is shorter than Talia*" [Nah, audience is it true Lufi is shorter than Talia] #4 S : "Yes" (together) #5

The statement #2 shows that the student investigated Raja's
statement #1 when sharing activity by saying "*Coba sandingkan*".

Moreover, other student asked Raja by statement #3 to confirm that the utterance is true. It was related to the theory proposed by Kumpulainen and Wray (2012) that interrogative is the function of interaction that intends to find out students' interaction by verbal langue context.

13) Responsive

Responsive is one of the characters that investigate student utterance in interaction in the classroom (Kumpulainen & Wray, 2012). Based on the classroom observation finding in the second meeting, the students were responsive when they are discussed. It was shown in the dialogue below:

Table 4.15 Dialogue of Responsive

T   : "*Coba bisa disebutkan lagi kelompok Lufi compare apa saja?*" [Let's mention what Lufi's group compare?] #1
S1   : "**Table**" #2
S2   : "**Raja's table is taller than Talia's chair**" #3
T   : "Ok, another?" #4
S3   : "**Handsome**" #5
S4   : "Rajaa handsome miss" #6
T   : "hahaa, oke. *Berarti tadi kita compare object apa saja?*" [haha, Ok. So, what objects have been compared?] #7
S5   : "*Barang*" [thing] #8
S6   : "*Barang dan orang*" [thing and people] #9
S7   : "*Table is taller berarti compare things, Raja handsome berarti compare people*" [Table is taller means compare thing, Raja handsome means compare people] #10

Based on the dialogue findings, some students gave the responses when teaching and learning process. According to Wray (2012), responsive is the character of students to shows their verbal interaction in communicating strategies, in order to indicate their interaction based on the situation. In this stage, the student delivered a responsive character when sharing activity. The statement #1 shows that the teacher asked the students to provoke whether they are still focused. Then, most student answer by statement #2 #3 #5

#6 until the teacher makes sure the student mentions the right sentence #10.

14) Argumentational

In the first meeting observation on July 24, 2019, the students gave the argument when sharing activity. When Lina and her group as the volunteer to share their discussion distributed in the class, the student gave the argument what he knows. It is represented by dialogue below:

Table 4.16 Dialogue of Argumentation

Lani : "Assalamualaikum wr, wb, okey. Here, my group wants to share my statement. The first sentence, the class is cleaner than the canteen" #1 S1 : "Miss I think no. *kalo kantin sekolah rapih*" [I think no miss, if canteen of school is neat] #2 Lani : "*maksud aku kantin yang dibelakang. Kan emang kotor dan banyak sampah*" [I mean the canteen behind. It is dirty and a lot of trash] #3 S : "*ooooh ya ya ya*" [Oh ya] (together) #4

In the second meeting of observation, Lina gave the argument when she shares her statement. Besides, the student interrupted what Linas' said #2 by saying, "I think no miss, if canteen of school is neat". Before it, statement #1 shows that Linas' statement which is the first sentence. Therefore, Lina gave the argument by statement #3, in order to justify what she means because a student doubts it. It was related to the theory proposed by Wray (2012) that argumentational means the student justifying information, opinions, or action in each interaction situation.

15) Repetition

Repetition is one of the functional analytic as the implication of student' interaction that appears in students' utterance (Kumpulainen & Wray, 2012). Based on the observation in the second meeting, there were some students repeat students' understanding of

sharing activity (see **Table 4.15 Dialogue of Responsive**). The teacher checked students understand and make meaningful learning, in order to build classroom interaction.

In conclusion, the second meeting of using TPS technique has been conducted on the procedure. In the last meeting, the activity is more effective than the previous meeting. The adventages in this meeting, most pair group discussions have antusiastic to perform in front of class, in order to share the result discussion in the last activity on TPS technique. So, the students enjoy in teaching and learning process.

The process of using Think-Pair-Share technique to enhance EFL students' interaction has been implemented based on observation. Every meeting, the process of TPS technique has been implemented which use the step of TPS technique guides from (McTighe & Lyman, 1988; Desti, 2017; Silya Lasnami, 2015). The aim of the step with four activities (listen, think, pair, and share) was the students finished until the last section of study every week by guiding the teacher. Some students at eight-grade of SMP Negeri 1 Cileunyi have the character of peer group interaction guide from (Dagarin, 2004; Kumpulainen & Wray, 2012) by cognitive process (exploratory and procedural), social process (collaborative, tutoring, argumentative) and language function in pair and share the discussin (informative, interrogative, judgementational, argumentational, and repetition).

b. **The Process of Using Think-Pair-Share Technique to Enhance EFL Students' Interaction by Interview**

In the interview section, the researcher conducted on the last day school visit, July 29th 2019. The interview question was asked in order to validate the observation findings with some students that were chosen (see **Table 3.1 Participated Students).**

To validate the observation details findings of point one in the observation scheme;the steps of the Think-Pair-Share technique, the

researcher asked some related questions to Students. The researcher asked:

> "*Ketika belajar dikelas kemarin, apakah ada kendala ketika guru memberikan tugas? Jika ada, kendala apa dan kapan?*"
>
> "When studied in the class tomorrow, is there any problem when the teacher gives the task or the instruction? If yes, what is the problem, and when?"

Almost students in the interview tell that the teacher clear enough to explain the instruction in the teaching and learning process. The statements are represented below:

Student#1 : *Menurut saya tidak ada masalah karena instruksinya mudah dimengerti*

[I think, there is no problem because I really understand the instruction]

Student#2 : *Tidak ada masalah selama guru memberikan instruksi, karena miss selalu mengulang-ngulang instruksinya*

[There is no problem during the teacher give the instruction. Because miss always explain the instruction repeatedly]

Student#3 : *Gak ada masalah sih, biasanya kan suka dikasih contoh dulu jadi lumayan ada gambaran*

[I think there is no problem, as usual the teacher provide the example first, so it was the illustrated]

Student#4 : *emmm gak ada sih miss, paling kalo suara miss kecil jadi kadang kurang kedenger.*

[emmmm there is no miss, maybe if your sound is small so I don't really hear that]

Student#5 : *gak ada miss, semuanya aman terkendali*

[I think no miss, everything is safe]

Student#6 : *gak ada miss sama. Soalnya nanti bisa nannya lagi*

[No miss, because I can ask later]

Student#7   : *Menurut saya tidak ada masalah miss, karena tugasnya gampang gampang.*

[In my opinion there is no problem miss, because the task was easy]

Student#8   : *sama gaada masalah*

[Same, I think no miss]

Student#9   : *Instruksinya jelas. Jadi kita bisa mudah mencernanya miss.*

[The instruction is clear. So we can easy to understand]

In conclusion, the first point of observation is implemented by the teacher and students when using Think-Pair-Share technique in teaching and learning process. The statement of Students#9 said that "the instruction is clear, so and can be easy to understand". The supporting statement of Student#1 said that "miss always explain the instruction repeatedly". The result of the interview shows that the students do not have the problem seriously.

To validate the observation details findings of point two in the observation scheme;students' interaction analysis, the researcher asked some related questions to the students. The researcher asked:

"Bagaimana proses berdiskusi dengan temanmu? Apakah terdapat kesulitan atau lebih memudahkan? Mengapa?"
"How is the process of discussion with your partner? Is there any difficult or easy for you? Why?"

Almost students in the interview say that they are doing discussion, sharing their knowledge, and finishing the task with their partner. The statement is represented below:

Student#1   : *Diskusinya lancar. Mengerjakannya juga gampang. Kalo pembagian tugasnya bisa lah bareng-bareng meskipun ya kadang telmi temennya. Hehe*

[Discussion smoothly. It's easy to do. If the division of task yaa we do together-*lah*, even though sometimes my friend is *"telmi"*]

Student#2 : *Pas diskusi rame, jadi kita bisa bertukar pikiran kan. Tapi kadang suka gak seimbang kalo disuruh mikir. Jadi mending pilih teman diskusi yang teppat aja.*

[My discussion was fun. So we can exchange my mind. But sometimes, there is no balance if we are thinking. So, I choose my friend first to discuss together]

Student#3 : *Ya gitu weh miss, jalan aja. Bertukar pikiran, kalo gak ngerti ya saling Tanya, kalo gak ngerti juga ya nanya ke kelompok yang lain. Terus pekerjaannya jadi cepet selesai*

[Yaa, that's it miss, smoothly. I exchange my idea, if there is difficult *yaa* ask together, if there is no understand I ask another group. Then, the task can becompleted quickly]

Student#4 : *Alhamdulillah berjalan baik. Kita berdiskusi sampe menemukan jawaban yang tepat, terus pembagian tugasnya rata. Kalo gak ngerti biasanya nannya bareng-bareng ke guru.*

[*Alhamdulillah* work smoothly. We diskuss yntil find out the appropriate answer, then the division of task is equal. If there is difficult to understand, we ask to the teacher]

Student#5 : *Pas diskusinya dibecandain miss. Kalo temennya hereuy wae mah suka ikutan miss. Kan kalo diskusi ngerjainnya bareng, ya kalo temen kita gak ngerjain,*

kita juga engga.. hahaa. Tapi kalo diskusi sama orang pinter enak miss, suka nyambung

[when the discussion we make a joke miss. If my friend always play, and I follow him. Because it is the discussion so we work together, if my partner did it work, and I do.. *haha.* But if my friend is clever, I continue it]

Student#6 : *Diskusinya lancar. Kalo ngerjain bareng-bareng emang suka cepet beres. Terus temen sebangkunya yaa oke lah.. haha*

[The discussion went smoothly. If we work together, the task can be completed quickly]

Student#7 : *Kalo pas diskusi berjalan dengan lancar. Pembagian tugasnya adil. Tugasnya juga bisa sampe beres tepat waktu*

[The discussion went smoothly. The division of group is fair. The the task can be finished on time]

Student#8 : *Tergantung sama temen yang segrup nya miss, kalo enak diajak ngomong ya enak ngerjainnya. Apalagi kalo kita udah deket sama temennya, jadi ya gitu. Kata aku sih memudahkan kalo lagi ngerjain tugas.*

[Its' depend on my peers miss, if there is nice to chatting *yaa* easy to do. Moreover if I ready know my friend, so that's it. It think that it is easier to do the task]

Student#9 : *Selama diskusi pembagian tugasnya lancer, kalo ada yang dimengerti saling nannya ke temen. Apalagi kalo temennya enak diminta pendapat biasanya suka muncul banyak ide.*

[During discussion, the division of work is fluent, if there is the problem we ask together. Moreover if my

friend is nice to get the opinion, and usually I got the
ideas]

The result of the interview which based on the answer in finding
shows that the students were doing interaction in the classroom. The
analysis of students' interaction found in several answers by the student. In
cognitive process are exploratory and procedural, it can be seen from
Student#7 that the students manage their task with their partner until finish
on time. In social process are collaborative, tutoring, it can be seen the
students enjoy the discussion and get some idea when discussion. But there
was a conflict when the parter of group did not join the discussion and
different prior knowledge to determin the ideas. In language function, the
students apply responsive, argumentational, informative and repetation
when pairing and sharing discussion.

2. **Students' Responses of Using Think-Pair-Share Technique to
   Enhance Their Interaction**

This section discussed the finding of the data from the questionnaire
and interview that aims to find out the students' response to using Think-
Pair-Share technique at SMP Negeri 1 Cileunyi Bandung. This data is
gathered to answer the second research question in this research.

The purpose of the questionnaire was to determine the students'
response to using TPS technique to enhance their interaction in the class.
The researcher also implemented an interview, in order to validate the
questionnaire findings. The students' responses of using TPS technique to
enhancing their interaction is the combining between the theory proposed by
Dagarin (2004)and Wray (2012).

a. **The Students' Responses of Using Think-Pair-Share Technique to
   Enhance EFL Students' Interaction by Questionnaire**

The questionnaire with the students was done in July 29th 2019 at
the eight-grade class in the first semester of SMP Negeri 1 Cileunyi
Bandung. The questionnaire was coded based on the questions adapted

by Dagarin (2004) and Wray (2012) that investigated the strategies for helping students' interaction. The questionnaire was done to obtain 9 (ninth) students based on the simple of research which classified into high, medium, and low level based on the previous semester of English speaking class. The questionnaire findings was to know their responses and reasons students' interaction which were used Think-Pair-Share technique in teaching and learning process.

In the questionnaire section, there are eight questions that asked the students to know the students' response to using TPS technique to enhance their interaction.

a) **The Analysis of The First Question**

Table 4.17 Questionnaire & Students' Responses: No 1

Question 1#			
Selama proses belajar, apakah kamu berdiskusi dengan temanmu tentang pelajaran tersebut? [During the learning process, did you discuss with your friends about the lesson?]			
Respondents	**Answer**		**Reasons**
Student#1	Yes		*Ya, berdiskusi pas guru menyuruh untuk diskusi dengan teman* [yes, discussion when the teacher asked to discuss with a friend]
Student#2	Yes		*Iya berdiskusi sesuai yang miss suruh* [yes, I discuss based on teachers' interaction]
Student#3	Yes		*Iya sesuai yang dipertintah guru* [yes, appropriate with teachers' instruction]
Student#4	Yes		*Saya dengan teman saya berdiskusi tentang pelajaran* [I with my friend discuss the material]
Student#5		No	*Egga miss, dibecaandain aja* [No miss, just make a jock]
Student#6	Yes		*Saya berdikusi dan*

			mengumpulkan pendapat. Dan pendapat tersebut bisa jadi sebuah ide bagus [I discuss and collect the opinion. The opinion also become a good idea]
Student#7	Yes		*Saya berdiskusi dengan teman ketika guru memberikan tugas untuk berdiskusi* [I discuss with my friend when the teacher gives the task to discuss]
Student#8	Yes		*Aku berdiskusi dengan Lufi tentang jawaban-jawaban kami* [I discuss with Lufi about our answer]
Student#9	Yes		*Berdiskusi sesuai dengan instruksi guru* [discuss base on teachers' instruction]
Frequency	8	1	
Percentage	**88.89%**	**11.11%**	

The result of the first question is that 11.11% of student say that he did not discuss the material in teaching and learning process, and 88.89% of students say that they are discussing. So, the students did discuss with their partner in teaching and learning process based on the teachers' instruction, in order to used TPS technique by Lyman (1988) . It can be seen when the teacher ordered the students to make a peer group as the steps of TPS technique in every meeting such as **Figure 4.9** shows:

(*The first meeting of pair discuss, 2019*)　　　(*The second meeting of pair discuss, 2019*)

Figure 4.9 The students' discuss

To sum up, the students did the discussion activity because there was one of TPS technique, in order to discuss in pair group.

b) **The Analysis of The Second Question**

Table 4.18 Questionnaire & Students' Responses: No 2

Question 2#			
Apakah kamu lebih berani mengemukakan pendapat ketika berdiskusi dengan temanmu? [Do you dare to express opinions when discussing with your friends?]			
Respondents	**Answer**		**Reasons**
Student#1	Yes		*Karena bersama-sama bertukar pendapat itu menyenangkan* [Because exchanging opinions by together is fun]
Student#2	Yes		*Iya karena tiba tiba suka dapet ide* [Yes, because suddenly I get the idea]
Student#3	Yes		*Iya, karena lebih gampang* [Yes, because it easier]
Student#4	Yes		*Iya, karena dengan mengemukakan pendapar kita jadi banyak ide* [Yes, because by expressing our opinions, there are many ideas]
Student#5	Yes		*Karena lebih terbuka* [Because more open minded]
Student#6		No	*Karena sudah pede sendiri. Tapi tergantung temannya* [Because, I believe myself. But it depends on partner].
Student#7	Yes		*Karena bisa secara luas menyampaikan pendapatnya* [Because It can broadly express their opinions]
Student#8	Yes		*Karena nantinya bisa saling bertukar pendapat jika ada yang tidak tau*

			[Because later, I can exchange opinions if someone doesn't know]
Student#9	Yes		*Karena bisa lebih terbuka dalam memunculkan ide* [Because it can more open minded in idea]
Frequency	8	1	
Percentage	**88.89%**	**11.11%**	

From the data, it can be known that 88.89% students dare to express their opinion with their partner in discussing an activity and only 11.11% say no. It means that there were some students who get interested in doing the discussion in the teaching and learning process. It can be seen in every meeting when the students discuss in pair and when the last section as the repost of student progress.

c) **The Analysis of The Third Question**

Table 4.19 Questionnaire & Students' Responses: No 3

Question 3#			
Apakah kamu senang ketika guru memberikan kesempatan untuk tampil didepan kelas? [Are you happy when the teacher gives an opportunity to appear in front of the class?]			
Respondents	**Answer**		**Reasons**
Student#1	Yes		*Saya lebih sering maju kedepan kalo guru menyuruh untuk tampil didepan kelas* [I often go forward if the teacher tells me to come forward]
Student#2	Yes		*Seneng, tapi aku jarang kedepan karna malu* [I'm happy, but I rarely go forward]
Student#3		No	*Kalo udah ada yang mau tampil duluan lebih baik yang lain* [If already someone wants to come forward, better the other]
Student#4		No	*Engga, karena malu*

			[No, because I'm shy]
Student#5		No	*Karena lebih baik yang bisa aja* [Because it's better that someone already]
Student#6	Yes		*Karena untuk melatih percaya diri* [Because to practice my confidence]
Student#7	Yes		*Saya senang karena bisa menambah nilai* [I'm happy because it can add my score]
Student#8	Yes		*Sebagai cara untuk kami lebih percaya diri jadi aku senang kalo diberi kesempatan* [as the way for us to make more confidence, so I'm happy if I give a chance]
Student#9	Yes		*Karena sebagai pembelajaran kalo aku sudah bisa mengerti dengan tugasnya atau belum* [Because as a lesson if I can understand the task or not]
Frequency	6	3	
Percentage	**66.67%**	**33.33%**	

The result of the third question is that 33.33% the students not happy when the teacher invited the student to share in front of the class and 66.67% they happy to do it. Based on their opinion in the data, the students feel shy when showing in the class. Moreover, some students clarify that if there is a friend already, its better there are. Besides, the other says happy when sharing in the class. It can be seen when sharing activity in every meeting, in order to do the last steps. The figure shows below:

The first meeting of sharing, 2019)   (*The second*

Figure 4.10 The student sharing activity

d) The Analysis of The Fourth Question

Table 4.20 Questionnaire & Students' Responses: No 4

Question 4#			
Apakah kamu langsung bertanya kepada guru ketika ada yang kurang kamu mengerti? [Do you immediately ask the teacher when you do not understand?]			
Respondents	**Answer**		**Reasons**
Student#1	Yes		*Karena suka penasaran kalo tidak tau jawabannya* [Because I'm curious if I don't know the answer]
Student#2	Yes		*Iya kalo gak paham suka nanyain* [Yes, if I don't understand, I ask]
Student#3		No	*Lebih baik diskusi dulu, nanti barengan nanyanya* [Better to discuss first, then ask together]
Student#4		No	*Seringnya nanya dulu ke temen, kalo temen gak bisa ya nanya bareng-bareng* [Frequently I ask first to my friend, if he can't, I ask together]
Student#5	Yes		*Iya kalo ada pertanyaan* [Yes if there are questions]
Student#6	Yes		*Iya, kalo ada yang susah baru sya tanyakan ke gurunya*

			[Yes, if I have a trouble I ask the teacher]
Student#7		No	*Lebih bertanya dulu ke temen, baru kalo temen gak bisa jawab langsung bertanya ke guru* [I ask first to my friends, then if friends can't answer directly, I ask the teacher]
Student#8	Yes		*Aku bertanya jika saya sudah merasa bingung untuk mengerjakan tugas atau tidak mengerti dengan tugasnya* [I asked if I'm confused to do the assignment or did not understand the task]
Student#9	Yes		*Karena lebih terjamin jawabannya* [Because the answer is more secure]
Frequency	6	3	
Percentage	**66.67%**	**33.33%**	

The result that 66.67% students ask the teacher when they do not understand and 33.33% of students discuss with their friends. Some students tell that its better if they do not understand teachers' instruction, they ask friend first. Then, some students ask the teacher together to know the right one. Meanwhile, the other students say that. It can be concluded that some students increase their interaction by exploration, argumentation, informative, and tutoring (see **Table 4.1** and **Table 4.14** about students' interaction analytic).

e) **The Analysis of The Fifth Question**

Table 4.21 Questionnaire & Students' Responses: No 5

Question 5#

Selama proses belajar, apakah kamu lebih suka mengerjakan tugas berkelompok atau mandiri? [When studying, do you prefer to discuss or do it yourself?]		
Respondents	**Answer**	**Reasons**
Student#1	Discuss	*Karena agar lebih gampang menemukan jawaban* [Because it's easier to find answers]
Student#2	Discuss	*Karena saat diskusi kita bisa mengemukakan pendapat bersama* [Because during discussions we can express our opinions together]
Student#3	Discuss	*Lebih suka berdiskusi, karena lebih gampang menemukan jawaban* [Prefer discussion, because it's easier to find answers]
Student#4	Discuss	*Karena bisa mengerjakan secara bersama-sama, dan mengerjakan menjadi cepat* [Because I can work together, and work faster]
Student#5	Discuss	*Karena bisa mengerjakan lebih cepat* [Because it can work faster]
Student#6	Discuss	*Karena berdiskusi akan mudahkan pekerjaan, dan dapat pahala lagi* [Because the discussion can easier the work, and getting rewarded]
Student#7	Discuss	*Karena saat berdikusi dapat memunculkan ide bersama-sama* [Because when discuss, it can bring up ideas together]
Student#8	Discuss	*Karena jika kami berdiskusi pekerjaan akan lebih cepat selesia* [Because if we discuss, the task will be faster to do]
Student#9	Discuss	*Karena lebih berani*

			mengemukakan pendapat [Because more confidence to express opinions]
Frequency	0	9	
Percentage	**0%**	**100%**	

Based on the reasons of students, there are 100% students that answer they prefer to discuss in teaching and learning process. It means that the students increase their interaction by using the TPS technique. On the other hand, there is the character of students in peer interaction propose by Kumpulainen and Wray (2012) such as the collaborative aspect.

f) The Analysis of The Sixth Question

Table 4.22 Questionnaire & Students' Responses: No 6

Question 6#		
Selama proses belajar kemarin, apakah kamu dapat memahami tugas yang diberikan guru dengan mudah? [During the learning process yesterday, can you easily understand the assignment that given by the teacher?]		
Respondents	**Answer**	**Reasons**
Student#1	Yes	*Saya paham* [I understand]
Student#2	Yes	*Iya saya paham dan langsung mempraktikannya* [Yes, I understand and immediately practice it]
Student#3	Yes	*Iya paham* [I understand]
Student#4	Yes	*Paham, karena miss mengulang-ngulang lagi perintahnya* [Understand, because miss repeats the orders]
Student#5	Yes	*Karena saya paham* [Because I understand]
Student#6	Yes	*Iya saya paham dengan tugasnya* [Yes I understand with the task]
Student#7	Yes	*Iya sayaa paham dengan*

Respondents	Answer		Reasons
			tugasnya
			[Yes, I understand with the task]
Student#8	Yes		*Aku memahami tugas-tugasnya*
			sesuai dengan perintah guru
			[I understand the orders based on
			the students' instruction]
Student#9	Yes		*Karena instruksinya jlas*
			[Because the instruction is clear]
Frequency	0	9	
Percentage	**0%**	**100%**	

From the data, it can be known that 100% of students explain that teachers' instruction is clear to understand. It can be seen when the students finish the task by following the steps, such as listen, think, pair, and share activities. It was related to the theory proposed by Lasnami (2015) that describe steps of TPS technique that focuses on many concepts in the following point.

g) The Analysis of The Seventh Question

Table 4.23 Questionnaire & Students' Responses: No 7

Question 7#			
Apakah kamu mengalami kesulitan selama berdiskusi dengan temanmu? [Are you having trouble during discussions with your friends?]			
Respondents	**Answer**		**Reasons**
Student#1		No	*Karena emang langsung ngerti dengan tugasnya*
			[Because I immediately understand the task]
Student#2	Yes		*Karena kadang saya lebih banyak kerja daripada teman saya*
			[Because sometimes I work more than my friend]
Student#3		No	*Karena menyenangkan kalo bersama teman, dan dibagi rata tugasnya supaya adil*
			[Because it's fun if I'm with

			my friends, and it's divided equally so it's fair]
Student#4	Yes		*Terkadang kita hanya mengerjakan sendirian* [Sometimes we only work alone]
Student#5	Yes		*Kadang tugasnya dikerjain lebih banyak oleh sendiri* [Sometimes the tasks are done more by myself]
Student#6		No	*Tidak, karena pembagian tugasnya sama rata. Semuanya bekerja dan tidak ada yang ambil enaknya aja* [No, because the division of tasks is equal. Everything works and nobody just takes it]
Student#7		No	*Karena teman sebaangku saya bisa membimbing saya untuk menyelesaikan tugas* [Because my friend could guide me to complete the task]
Student#8		No	*Karena aku sudah dekat dengan temanku, jadi kami bisa berdiskusi dengan baik* [Because I'm close to my friend, so we can a good discussion]
Student#9		No	*Karena saat berdiskusi bisa saling membantu dalam menyelesaikan tugasnya* [Because when discuss, it can help each other in completing the tasks]
Frequency	3	6	
Percentage	**33.33%**	**66.67%**	

In a sum of data, the students have not troubled during discussing with their friends, It was seen in the result that 66.66% of students tell that they like to discuss in their partner because when discussing with

friend, it helps each other in completing the task and their partner guide
him to make a good answer. It was implemented of character in students'
interaction, such as collaborative and guidance. But, 33.33% of students
say that they have trouble when discussing their friends. Based on the
reason in data, students tell that sometime they only think alone. So, it
was implemented of the character of peer group interaction, namely
individualist.

h) The Analysis of The Eighth Question

Table 4.24 Questionnaire & Students' Responses: No 8

Question 8#			
Ketika proses belajar kemarin, apakah kamu dapat memahami materi pembelajaran dengan mudah? [When the learning process yesterday, can you understand learning material easily?]			
Respondents	**Answer**		**Reasons**
Student#1	Yes		*Saya paham dan langsung mengerjakannya* [I understand and work it directly]
Student#2	Yes		*Iya saya memahami dengan mudah materinya* [Yes, I easily understand the material]
Student#3	Yes		*Paham karena gampang* [I understand because it easy]
Student#4	Yes		*Iya, materinya mudah dipelajari* [Yes, the material is easy to learn]
Student#5	Yes		*Saya paham* [I unserstand]
Student#6	Yes		*Paham karena gampang* [Understand, because it easy]
Student#7	Yes		*Saya dapat memahaminya sesuai dengan tugas guru* [I understand based on the teachers' instruction]
Student#8	Yes		*Karena pembelajarannya dibarengi dengan diskusi jadi lebih paham*

			[Because the material was accompanied by discussion so it's easy to understand]
Student#9	Yes		*Karena materi yang diberikan disampaikan dengan mudah* [Because the material delivered easier]
Percentage	100%	0%	

The result of the last questions is that 100% of student understand the material. The students tell that the material was delivered easier. Therefore, the teacher constructs the leaning by common topic to discuss. It was indicated the theory proposed by Dagarin (2004) that the appropriate topic is stimulated teacher to improve learning in classroom interaction. Besides, TPS technique helps the teacher have a minimal effort to monitor the students in the situation.

b. The Students' Responses of Using Think-Pair-Share Technique to Enhance EFL Students' Interaction by Interview

The interview with the students was done on July 29th 2019 after the students answered the questionnaire which took time about 8-10 minutes. The interview was aimed to explore and confirm their responses in the questionnaire section. The interview was adjusted to the students that were chosen (see **Table 3.1 Participated Students).** In the interview, the researcher asked several questions related to the questionnaire field in order to confirm the questionnaire.

To validate the questionnaire detail of students' interaction, the researcher asked some related questions to the students. The teacher asked:

> *"Ketika belajar dikelas, apakah kamu lebih sering memberikan pendapat, saran, dan pertaanyaan kepada guru atau kepada teman? Kapan dan mengapa?"*
> *"*When you study in the class, do you often give the opinions, suggestion, argumentation, and question to a teacher or to a friend? When and why?"

After the question was asked, the students answered that they express more expressly about the information about their activities in the class. The statement are represented below:

Student#1 : *Kalo bertanya pernah, nannyanya ke guru sama ke temen. Kalo memberikan opini biasanya bareng sama temen kalo lagi diskusi. kalo berpendapat biasanya guru suka memberikan kesempatan ke siswa. Nah dari situ suka kasih pendapat kalo kita tua sesuatu.*

[I once asked, I ask my teacher and friends. If giving opinion, I usually together with my friend in discussion. If I give the opinion when the teacher gives the opportunity for the student, in that time I give it when I know something]

Student#2 : *Tergantung miss, kalo ada yang kurang ngerti baru nannya ke guru. Kalo sugesti biasanya ke temen sih, kalo lagi males ngerjain tugas. Kalo ngasih pendapat kayanya jarang, paling kalo diskusi aja.*

[Maybe miss, if it is not understood so I ask the teacher. If give a suggestion, I usually give it with my friend, if she lazy to do the task. If giving the opinion, I think it was seldom, maybe in discussion]

Student#3 : *Bertanya pernah, ngasih pendapat kalo lagi diskusi, kalo ngasih sugesti gak tau. Lebih seringnya sama temen sih*

[I ever asked, giving an opinion when discussion, if giving suggestion I don't know. More often with my friend I think]

Student#4 : *Kalo lagi belajar biasanya suka nannya kalo gak ngerti, enaknya emang nyamperin guru ke mejanya. Kalo pendapat biasanya pas diskusi atau ngerjain tugas bareng-bareng.*

[When leaning, I usually ask when I do not understand, the easy way when I come up to the teachers' table. If giving an opinion, I usually use when discussion or doing the task together]

Student#5 : *Gatau, pernah meren mis.. hehe. Kalo ngasih pendapat ya sama temen aja paling*

[I don't know, maybe never miss… *hehe.* I giving opinion when I was discuss with my friend maybe]

Student#6 : *Kalo guru mempersilahkan untuk ngasih pendapat baru ngasih. Terus kalo ada yang mau ditanyakan biasanya langsung nanya ke guru. Kalo sama temen paling adu argument miss.*

[When teacher invite to give opinion, I do. Then, when I want to ask something, I ask to the teacher. I giving argument when I'm with my friend]

Student#7 : *Aku suka ngasih pendapat kalo diskusi. terus kalo ngasih argument paling sama temen. Kalo dikelas biasanya guru mempersilahkan buat nannya, kalo ada yang susah baru ditanyain.*

[I give opinion when discussion. Then I give argument when I'm with my friend. In the class, usually the teacher give the opportunity to ask. If I give the problem, I ask]

Student#8 : *Kalo ngasih pendapat sih pernah sama temen terus diekals juga pernah kaloo guru nyuruh ngasih pendapat. Terus kalo ada yang sulit baru ditanyakan ke guru. Atau bisa juga guru ngasih kesempatan buat nannya, jadi lumayan sering nannya. Hee*

[I ever give the opinion with my friend in the class, and also if the teacher invites me, I do. Then, when I

have a problem, I ask the teacher. Or as usual, the teacher invited to ask, I always ask]

Student#9 : *Iya suka ngasih pendapat kalo lagi diskusi. kalo dikelas paling sering nannya. Kalo ngasih argument ya sama aja pas diskusi, da enaknya bareng temen.*
[Yes, I ever give an opinion when discussion. In the class, I always ask. When giving the argument

In sum, most students are active in teaching and learning process because they have been implemented TPS technique by pair discussion, and share discussion in the class. Besides, most students say that they usually give the question and opinion as the language function (argumentative, responsive, informative and repetation) when interaction in the class. It is same as the theory from Kumpulainen and Wray (2012) that explained the character of peer group interaction include cognitive process, social process and language function.

The next question that could validate the questionnaire details findings of work activity (question#1, question#5, question#) and teacher's interaction (question#6 and question#8) by interview, the researcher applied related questions to the students:

> *"Bagaimana tanggapanmu dengan guru yang sering memberikan tugas? Apakah kamu dapat menyelesaikan tugas dengan baik? Berikan contohnya!"*
> "How is your response with the teacher who often gives an assignment? Can you complete the task well? Give an example!"

The result of the interview shows that the students say that they have positive responses to the teacher who often deliver a lot of assignments. Besides, the student provides some illustration and suggestion when the teacher gives them the instruction. The statement is indicated below:

Student#1 : *Bagus sih supaya kita banyak kegiatan dan lebih paham sama sama materinya. Kalo instruksinya jelas baru bisa ngerti dan ngerjain.*

[It's good because we have a lot of activities and more understand the material. If the instruction is clear, I understand and do it]

Student#2 : *Emmm bagus. Jadi banyak kegiatan dikelas. Tapi kalo yang susah-susah suka males ngerjainnya*

[Emmmm, good. So we have some activities in the class. but, if the task is hard, I'm lazy to do it]

Student#3 : *Tergantung sama tugasnya, kalo banyak dan susah suka males. Tapi kalo mudah ya dikerjakan*

[Based on this task, miss. If there are too much and difficult, I'm lazy. Then if it easy, I do this]

Student#4 : *Kalo dikasih kegiatan kan biasanya suka jdi sibuk sama tugasnya, jadi ya seneng kalo ada kegiatan. Tapi tugasnya harus yang mudah, apalagi kalo kerjainnya bareng kelompok.*

[Usually, do the task means we are busy, so it make me happy. But the task must really easy, moreover if it work together]

Student#5 : *Kalo tugasnya banyakmah suka males miss, hehee. Tapi tergantung sih tugasnya gimana dulu. Kalo dibanyakin game baru seru.*

[If the task too much, I'm really lazy miss, *hehee.* But it was depend on the task. I think its fun when we play a game]

Student#6 : *Biasa aja sih miss, kalo tugasnya gak banyak ya kerjain. Nanti juga bisa liat ke yang lain kalo susahmah. Hehe*

[so-so miss, if the task is a lot. Later I can see to my friends]

Student#7 : *Kalo tugasnya mudah baru suka miss. Apalagi kalo dikerjain bareng-bareng. Yang lebih seneng kalo tugasnya sesuai dengan materi, jadi sambil belajar*

[If the task is easy, I think it was nice. Moreover, when the task is working together. It's happier if the task delivered with the material, so we study to]

Student#8 : *Kalo aku seneng miss, soalnya kalo cuman ngedenger guru menerangkan suka ngantuk, apalagi kalo jam terakhir. Biarin deh banyak tugas juga, kan nanti bisa di PR kan kalo belum beres*

[I like it miss, because when I just listen to the explanation of the teacher, I'm sleepy, moreover if the last lesson. No matter the task a lot, letter it can be the homework]

Student#9 : *Boleh sih miss, karena bisa bikin kita lebih paham sama pelajarannya*

[No matter miss, because it can be more understood with the material]

The conclusion of students' responses in using TPS technique and their interaction is a positive response. In work activity, all students choose collaboration in doing the task, it can be seen when the studets enjoy the discussion until finish the task. In teachers' interaction, most students allow to the teacher when giving some task. It can be seen the answer from Student#8 said that its' better then just listen to the teacher explanation, moreover the task is related to the material. It means that the TPS technique with some activities takes the part of students' interaction in the classroom.

B. Discussions

The following discussions are based on the research focuses. There is the process of using Think-Pair-Share technique to enhance EFL students' interaction and students' response to using Think-Pair-Share technique to enhance their interaction.

1. The Process of Using Think-Pair-Share Technique to Enhance EFL Students' Interaction

The first section to be discussed is the process of using TPS technique to enhance EFL students' interaction. There are two sections when analyzed the process in teaching and learning process. The first section is the steps of TPS technique in teaching that refers to the theory offered by Lyman (1988), Lasnami (2015), and Desti (2017). The second section is the students' interaction of using TPS technique in teaching and learning process that refers to the theory offered by Kumpulainen and Wray (2012) and Dagarin (2004).

Based on the classroom observation, it showed that in steps of TPS technique students could express their interaction by doing some activities, such as listen, think, pair, and share activities in teaching and learning process. Every meeting, the teacher implemented TPS as the technique in a material that according to the teacher book 'When English Rings a Bell' that used at eight-grade of SMP Negeri 1 Cileunyi. This term was related to the theory offered by Hasbullah (2017) that student could interact with other students when learning process activity and approach to repair their English skills.

Based on the first steps of TPS technique, the teacher posed the instruction for the student by a common topic. This topic in the first meeting was the comparative sentence that according to teacher book 'When English Rings a Bell'. The teacher gives instruction for the students to listen and re-write the sentence. Besides, in the second meeting, the teacher gives the instruction for students to make a sentence. The sentence must indicate the comparative of thing or people around the students. That topic is easy to explore for students in the teaching and learning process. It same as the theory proposed by Dagarin (2004), he stated that the topic is the stimulate teacher to

do interaction, in order the teacher must know what the students interest that something they really know well.

The next step in the TPS technique to enhance students' interaction is the teacher gives time to think for the students. The first meeting the teacher give pause when students re-write the sentence. In the second meeting, the teacher gives time for students when they write some sentences. Time for thinking aims to build students constructive the best answer and creative in thinking (Murniyati 2010 cited in Silya Lasnami, 2015). The teacher realizes that thinking the answer cannot appear spontaneously.

Furthermore, the next was observed that students use TPS technique is the student pair in a peer group. Before, the teacher makes a group in every meeting in the class. In the first meeting, the teacher delivers the students to discuss in pair, in order to continue the task. The task must be corrected with their partner and give the result in a discussion. The second meeting, the teacher also make a group that consists of four member students. The instruction is to check their sentence and produce into the paragraph. In time for pairing, the students check each other the sentences. Moreover, most groups in pair discussion exchange the ideas to get the best result. It was related to the theory proposed by Eller (2013) that pair activity means student to pair up to talk about their own idea and compare their answer.

One of the steps in the TPS technique, the students share the discussion in front of the class. According to Lasnami (2015), share activity means the group share to the whole class, exchange, give and take the information together. In the first meeting, there is one group as the volunteer to share their discussion. Lufi and Egi shared their discussion by putting the argument and the other students listen and response to their discussion. Besides, the second meeting, there are two groups that shared the discussion. They share and check together with the sentence that indicates a comparative sentence near the students.

In classroom observation findings, the researcher analyzes students' interaction also in the teaching and learning process. The dimension of

students' interaction was adapted by Kumpulainen and Wray (2012) and Dagari (2004) that was investigated strategies for helping students' interaction in the classroom. There are three dimensions analytic of students' interaction, such as the cognitive process, social process, and functional analysis.

Based on the classroom observation, there is some interaction that indicates students increase their interaction by using TPS technique. According to Wray (2012), cognitive process aims to highlight students' working strategies and situated positions towards learning, kn owledge and problem-solve in the teaching and learning process. In every meeting, the teacher posed the instruction for the students as the process that students do the task. Most students explore some activities that follow in TPS technique, such as listen, think, pair, and share. Those activities can be followed by the students by managing their activities until finish the task; share the result discussion in the class. It means that the students have the aspect of cognitive process, namely exploratory and procedural in doing the task.

Furthermore, the indicator of students' interaction appeared in the social process. It was seen in steps of TPS technique in every meeting, the student pair and share the discussion. It means that there was implemented character of peer group interaction, such as collaborative and tutoring dimension. It same as Wray (2012), he stated that social process focuses on the natural of the social relationships that increased during students' social activity. Overall, the social process has been appeared by the students.

Based on the classroom observation, every week students used verbal communication with their partner. It shows when the students discuss and share their answer, in order to implement TPS technique. It was related to the theory by Kumpulainen (2012) that functional analysis investigates the character and propose of students utterances in interaction. It can be seen in steps of TPS technique; share their discussion. When sharing activity, the students speak and deliver their utterance that indicates functional analysis, such as informative, reasoning, responsive, argumentation, and repetition.

In conclusion, the result of the classroom observation and interview, there is some strength of TPS technique that can students get from the process of using TPS technique to enhance their interaction such as increase their participation in the class, improve students' confidence in speaking, encourage collaboration, and increase students' interaction. The strength is nearly the same as proposed by Brown (2001) that discussed some advantages for the students. While, there is a weakness when using TPS technique to EFL students' interaction. Based on the findings, the weakness of TPS technique to enhance students' interaction are some students were difficult to build the concentration and the topic in discussing because students' prior knowledge may have differences and lack of the teacher attention. It also the challenge for using TPS technique is the teacher must use maximal service and the student must do several activities continuestly during teaching and learning process.

2. **Students' Responses of Using Think-Pair-Share Technique to Enhance Their Interaction**

The last section to be discussed was the students' responses to using TPS technique to increase students' interaction in EFL classroom. Based on the questionnaire, it received from students got various responses whether positive or negative in each question. From the questionnaire and interview data, the findings were classifieds into three points, namely; the teachers' instruction, students' activities, and groups' work during the process of teaching and learning process.

Based on the interview and questionnaire findings, the students' responses got during in teaching and learning process by using Think-Pair-Share technique. The respondents explained the teachers' instruction was clear and easy to understand. It found that 100% of all of the respondents in question #6 gives a positive response. Besides, the respondents explained the material in those meeting easy to understand. It found that 100% all of the responses in question #8 gives a positive response. The most responses say that the material

delivered easily to learn by doing discussion. It means that TPS technique has an influent of their interaction in teaching process.

The next question is about students' activities that explain in question 2#. It found that 88.89% of students dare to express their opinion with their partner in discussing the activity. The discussion is the implementation of TPS technique which has pair activity in these steps. It is nearly same as the students enjoy when pair discuss the activity. Lasnami (2015) said that TPS technique advantages for students to reduces stress and promote them to be active and interactive with their partner.

Another finding shows that most respondents are happy when they perform in the classroom in question 3#. This is nearly the same as Brown (2001), he stated that the TPS technique increases self-esteem for the student who is afraid to speak up un one condition. In every week, the teacher invited some group to share their discussion in front of the class at the last activity. It can be seen in sharing an activity that is the last activity for the students in TPS technique. Besides, the result of question 4# found the most of respondents explained that they ask the teacher when they do not understand directly. It means that most students got the identification of language function in peer group interaction such as argumentative, informative, interrogative, responsive, and reasoning. Those functions are nearly the same as stated by Wray (2012).

The next question is about group working that explains in question 1#. It found that almost all respondents give positive responses. The students explained that they have discussed in teaching and learning process. Every meeting, the teacher delivered the students to make a group and discuss the answer. It can be seen in the steps of TPS technique, in order to do pair discussion. Moreover, the result of question 5# is all of the respondents choose discussion activity to do the task in the teaching and learning process. It is nearly the same as Wray (2012), he stated that the character of peer interaction is a collaborative aspect in peer interaction.

Another finding of group working that explain in question #7 found that most of the respondents have no problem when discussing with their

friends. Otherwise, almost half of respondents explain that the students have trouble when discussing with their friends. Kumpulainen and Wray (2012) stated that in the social process of students' interaction there are have a specific character in peer group interaction, such as conflict and confusion modes. In the reason of questionnaire, almost half of students answered that sometimes students felt unequal to do the task.

In sum, the student responses of using Think-Pair-Share technique to enhance their interaction make a strength, weakness, and challenge. Based on the questionnaire and interview findings, the strength of using TPS technique are the students collaborating in the learning process, tutoring with their partner, and understanding easily with share and pair in the discussion. The weakness that students' feel when using TPS technique there is some conflict when their partner does not follow the discussion, the partner give not less focus and just playing, and the partner play domination in discussion. The challenge for students when using TPS technique is the student must understand some instruction, the students do some activities continually, and the students dare to confident to speak in front of the class