



**THE EFFECT OF THINK PAIR SHARE TECHNIQUE TOWARD
STUDENTS' READING ABILITY TO THE FIRST GRADE STUDENTS
OF SMAN 3 KEDIRI IN ACADEMIC YEAR 2014-2015**

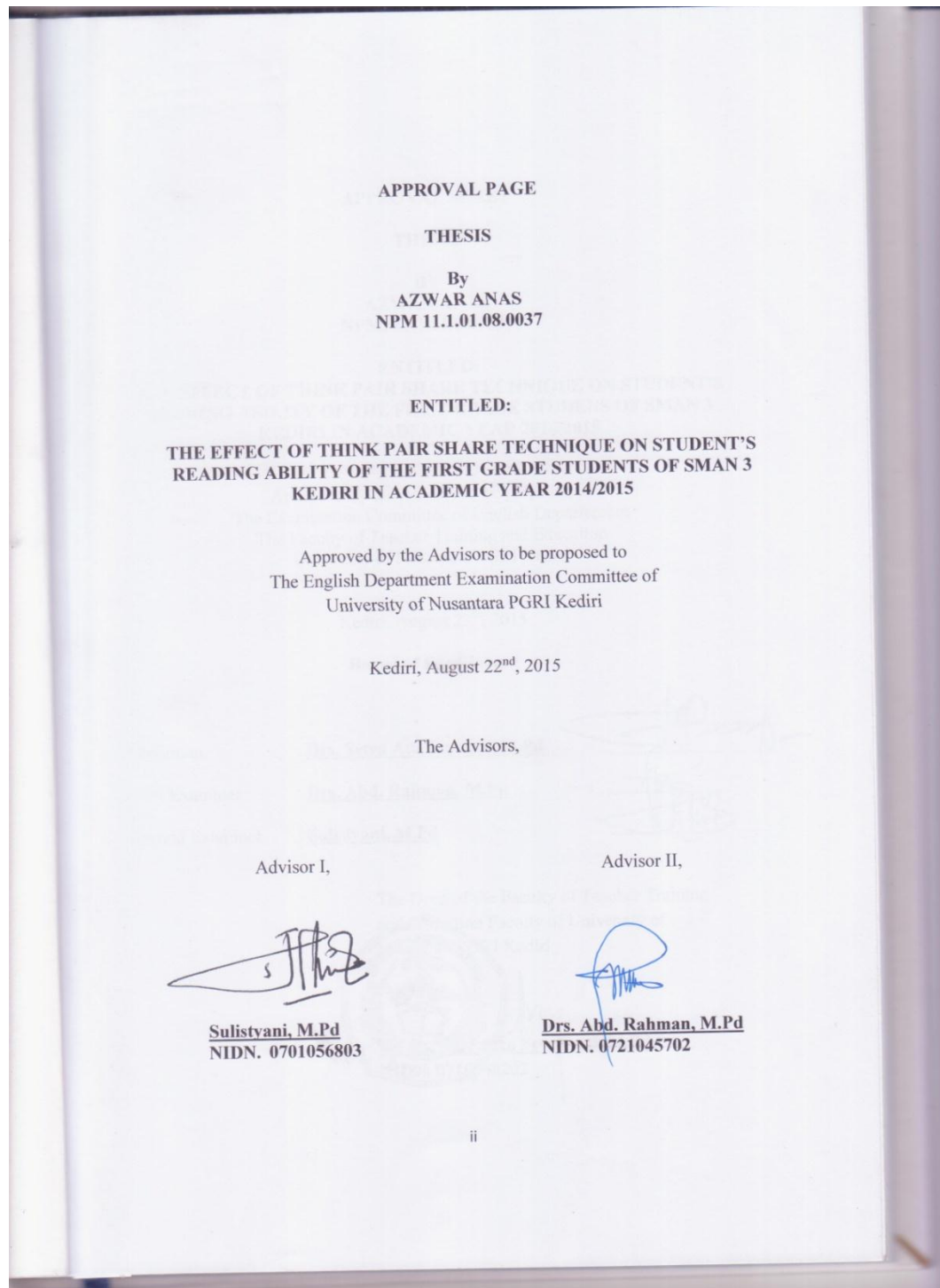
THESIS

Presented as a Partial Fulfillment of the Requirements to Obtain
The Sarjana Degree of Education of English Department
Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri



**By
AZWAR ANAS
NPM: 11.1.01.08.0037**

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
2015**



APPROVAL SHEET

THESIS


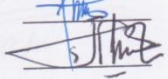
BY
AZWAR ANAS
NPM: 11.1.01.08.0037

ENTITLED:
**THE EFFECT OF THINK PAIR SHARE TECHNIQUE ON STUDENT'S
READING ABILITY OF THE FIRST GRADE STUDENS OF SMAN 3
KEDIRI IN ACADEMIC YEAR 2014/2015**

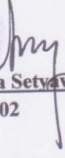
Approved by the Advisor to be proposed to
The Examination Committee of English Departement
The Faculty of Teacher Training and Education
University of Nusantara PGRI Kediri

Kediri, August 23th, 2015

Board of Examiners :

Chairman	: <u>Drs. Setya Adi Sancaya, M.Pd</u>	
First Examiner	: <u>Drs. Abd. Rahman, M.Pd</u>	
Second Examiner	: <u>Sulistiyani, M.Pd</u>	

The Dean of the Faculty of Teacher Training
and Education Faculty of University of
Nusantara PGRI Kediri


Dr. H. Sri Panca Setyawati, M.Pd
NIDN: 0716046202

iii



**THE EFFECT OF THINK PAIR SHARE TECHNIQUE TOWARD
STUDENTS' READING ABILITY TO THE FIRST GRADE STUDENTS
OF SMAN 3 KEDIRI IN ACADEMIC YEAR 2014-2015**

Azwar Anas

11.1.01.08.0037

English Education Department

University of Nusantara PGRI Kediri

Email: azwaranas085@gmail.com

Advisor I

Sulistiyani, M.Pd

NIDN. 0701056803

Advisor II

Drs. ABD.Rahman, M.Pd

NIDN. 0721045702

ABSTRACT

To study reading is very important because there are many advantages from study reading. By reading, we will be able to increase our knowledge on culture. If we read every rule in written English from our country, we will know what our country is like. For instance read novel from another country, we will get more knowledge about the other country with its culture. In this modern developing age, people are demanded to facilitate the development of their knowledge in any sectors in order to be able to answer any supplicated problems related to the progress of any modern development, especially in Indonesia. But, as in reading, the readers are demanded to understand of the text, it seems difficult to comprehend the text. So, this research focusing on how the use of Think Pair Share method can effect teaching reading comprehension of descriptive text to the first grade students of SMAN 3 Kediri in the academic year 2014/2015.

The population of this research is the first grade student of SMAN 3 Kediri . and the sample is the X-iis 3 Class that consists of 35 students. The design used in this research is true experiment design. In this way the writer would like to know the effect of the use of think pair share method in improving the students' reading ability. In analyzing the data, the writer uses a statistic formula. It means that the writer uses quantitative approach. The instrument used in this research is test, they are pretest and posttest.

Key words: Think, Pair, & Share, Reading Comprehension, Descriptive Text

1. BACKGROUND

Reading is a process of readers to find the interpretation from the text. In reading, the readers should understand the meaning of the text to understand the message. According to Patel and Jain (2008: 114), "Reading is not only a source of information and a pleasurable activity but also as a means of consolidating and extending one's knowledge of the language". It is also a joyful activity because from reading one knows the knowledge from the entire world. But it is not a simple way to build the student's reading interest, especially English reading. Reading cannot be separated from comprehension because the purpose or the result of reading activity is to comprehend what has been read (Astiyandha, 2012:111). Reading comprehension as the process of readers interacting and constructing meaning from the text, implementing the use of prior knowledge of English grammar and their decoding skills, developing their reading fluency and extending their ability to comprehend what they read and view from the literal level to the inferential and critical levels. Furthermore, reading comprehension is the process of making meaning from a text (G. Woolley : 2011, p.15). It is useful to help the students for gaining the information about the text that they read. There are some aspect reading

that should be understood. Pang et.al (2003:5) states that those aspect are phonological and phonemic awareness, fluency, vocabulary, and comprehension. Think-Pair-Share is an active learning strategy which involves pairs of students discussing answers to questions or problems. Students received instruction on a specific topic. They are then present a problem based on the topic and ask to solve it. Students are given a minute to solve the problem and write down their answer. The students then discuss their answer with a group of their pairs. In think pair share the students are actively engaged in thinking and more focused when it is discussed with a partner. According to Fisher and Nancy(2007:30) states,"Think-pair-share is a strategy form team that allows students to discuss their response with a peer before sharing with the whole class. It mean that, a process in learning to help students to give respons the individual before to do discuss in the class. Then, give a chance to students to think about the answer from the question before discuss in the class. At least, the teacher can listen about respons which given by students before there are comment from other students in classroom"

2. METHOD

There are many kinds of research design. The design of this

research is experimental design because in this way, the writer makes experiment to the first grade students of SMAN 3 Kediri. In this case, Nunan (2008: 25) cited that experiments carried out in order to explore the strength of the relationship between variables. It means that the writer wants to know the strength of the use think pair share method in teaching reading comprehension. According to Nunan (2008: 41) there are three kind of experimental design. One of them is true experimental design. Based on Nunan (2008: 41), in true experimental design, the writer will give pre-test and post-test to the students to know their speaking ability and between them, it will be treatment. The sample is chosen randomly. addition, this research used quantitative approach. Sugiono (2008: 7) states, "This method is called as a method of quantitative research because the data in the form of figures and analysis using statistics." It means that in quantitative research, the data are presented in numbers and they are analyzed using statistical formula. Moreover Nunan (2008; 3) cited, "Quantitative research is obtrusive and controlled, objective, generalisable, outcome oriented and assumes the existence of "facts" which are somehow external to and independent of the observer and researcher." It means that the result of quantitative research is not depend

on the writer. Here, the result is based on the students test given in pre-test and post-test. So, I this way, the writer uses statistic formula to measure the effectiveness of think pair share method in teaching reading.

1. Place of Collecting the Data

Based on the title, it is clearly mentioned that the place of this research is at SMAN 3 Kediri. It is located at JL. Mauni 88 kediri. The reason of choosing this school is it gives more attention to the students' English development. Furthermore, it has some facilities for example : classroom, teacher' and headmaster office, administration office, library, school clinic, parking area, basketball court, small canteen, and etc.

2. Time of Collecting the Data

Further, it is also needed to decided when the research will be taken place. The writer needs to confirm with the headmaster and the English teacher of SMAN 3 Kediri. This research was carried out in October in the first week.

3. Population and Sample

Before arranging the research to get the data, the research is going to mention both population and sample. Both of them have an important role in doing this research, so the writer can arrange the research the research easily and effectively

In this research, the technique of collecting the data that the researcher uses is written test. The

test is about reading comprehension in text. The process of collecting data is in the following:

1. Pre-test

In this stage, there was no treatment carried out by the teacher. Here, after greeting and preparing the class, the teacher gave text to each student. Here, the writer asked the students to read aloud the text for minutes the asked them to answer some comprehension question followed the text.

2. Treatment

The writer conducted treatment reading comprehension using think pair share method.

Pre-teaching

In this stage, the teacher greeted the students and prepared the class. First of all the teacher gave warming-up to the students. He asked some question about their experience during the holiday. Then, he decide the class into group of four.

3. Post test

The students are given multiple choice questions. The question is asking about general information, factual information, detail information, generic structures, meaning of word and language features of text. The post-test is giving after jigsaw procedure method

Pre-test was given in the beginning of the research. It has purpose to know the students' reading score before being given treatment by using think pair share method. The test was answering some comprehension questions followed the text. Here, the writer asked the students to read some description texts aloud. There were four different texts followed by five questions for each text.

The writer gave time to the students to understand the questions then, asked them to answer the questions. The questions were in the form of multiple choices. This kind of test can ease the writer in analyzing the data. Students' score obtained from this pretest is as follow:

$$\begin{aligned} M_{pre-test} &= \frac{\sum pre}{N} \\ &= \frac{1849}{33} = 56,03 \end{aligned}$$

From the chart above, it can be clearly known that there are only 2 students who got score about 63-66. It means that the students' reading ability is still poor.

b . Series of Treatment

Referring to the result of pre test above, it is necessary to give series of treatment to the students. It has purpose to help the students find another way to practice their reading ability and help them to work with

1. FINDING AND CONCLUSION

a. Finding

a. Pre-test

comprehension questions so that they can increase their score.

As in the first meeting, the writer conducted pretest, so the first treatment was conducted in the second meeting. After greeting the students and preparing the class the writer asked some question about their experiences during holiday. The writer asked the student into pair.

In whilst teaching, after asked the students into pair, the writer gave a text to each pair. Then, he gave time for the pair to read the text together. After a while, the writer asked the student to answer the question in the text. after five minutes, the teacher asks the students to discuss their answer with their partner. In this case, the students can ask their partner's opinion about the answer of the question. The last, the writer asks the students to share the

d. Conclusion

In this section, the writer would like to write about the conclusion of his research in investigating the effectiveness of using think pair share in teaching reading comprehension to the first grade students of SMAN 3 Kediri. Based on the research findings in chapter four, exactly in point pre test we can know that only 1 student got

questions with another. In the case, the students read and answer the question one by one. This technique is done for about twice or two different text.

c. Post test

This kind of test was given in the end of the research. It has purpose to know the student's reading ability after given some treatment

$$M_{post-test} = \frac{\sum post}{N} \\ = \frac{2593}{33} = 78,57$$

From the chart above, it can be seen a significant improvement for the students' score. There are 11 students who got 76 to 79 score and there are 7 students got 80-83 score, and there are 8 students got 84 to 87 score.

70 as the maximum score. The mean score is only 56,03. Due to this fact, it could be concluded that the most students' achievement in reading comprehension is still far from being good. Then, for the post test there are 2 students got 87 as the maximum score and the mean score is 78,57. Based on this fact, in fact, it can be concluded that the students' reading

ability was improved because the maximum score and the mean score reached by the student have increased. Besides, from the result of analyzing the data using statistic formula, it can be got the result of the test. The result is $t = 14,23$ while $t_{0,05}$ in t – table for $N - 1$ or 32 is 2,038. So H_0 is rejected and H_a is accepted. It means that using think pair share method in teaching reading comprehension is an effective way. And finally it could be concluded by writer that the use of think pair share method effective for

teaching reading to the first grade students of SMAN 3 Kediri . It is stated that think pair share method is effective for teaching reading because there are increasing score of the students' achievement in post test after treatments. These increasing scores could caused by the increasing interest of the students because of the usage of think pair share method, the students get more chance to answer the comprehension question in enjoyable atmosphere.

REFERENCES

Arikunto, suharsimi, 2006 . procedure penelitian . Jakarta : PT Rineka Cipta

Brown, Douglas, H., 2004 . *Principles of Language Learning and Teaching* .
London : Longman

Doff, Andrian, 1989 . *Teach English* . New York : Cambridge University Press

Harmer, Jeremy, 2001 . *The Practice of English Language Teaching* . London :
Longman



Husnul, 2007 . *Understanding Type of Text*

[.http://courses.nus.edu.eg/course/ellibst/understanding_types_of_text](http://courses.nus.edu.eg/course/ellibst/understanding_types_of_text), 10

may 2008

Iwai yuko, 2010 . Re-envisioning Reading Comprehension for English Language

Learners. <http://iteslj.org/Articles/Iwai-Reading.html>, 24 September 2010

Kingner ,janette K, et al. 2007 . Teaching Reading Comprehension to Students

with Learning Difficulties . New York : Devision of Godford Publishion

Inc.

Pang, Elizabeth et al, 1995 . *Teaching Reading*. Paris : SADAG