

**THE EFFECT OF THINK PAIR SHARE TO THE EIGHT GRADE
STUDENTS' READING COMPREHENSION
IN SMP N 1 PAPAR KEDIRI ACADEMIC YEAR
2014-2015**

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THESIS

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ENTITLED :
**THE EFFECT OF THINK PAIR SHARE TO THE EIGHT GRADE
STUDENTS' READING COMPREHENSION**
(An experimental Research in SMP Negeri 1 Papar
Academic Year 2014/2015)

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ABSTRAK

RISKA NUR BETTY, 11.1.010.08.0168, The Effect of Think Pair Share to the eighth grade students' reading comprehension (an experimental research at SMP N 1 Papar in Academic Year 2014/2015). Skripsi. Nusantara PGRI Kediri University. The Faculty of Teacher Training and Education. English Department, 2015.

Ability or skill of comprehending a message in the text is the goal of reading in a language instruction. However, comprehending a text message is not easy, especially in English. It can be seen from the students' reading comprehension that is still far from what is being expected. This happens to be case found in SMP N 1 Papar where most students still encounter difficulty dealing with English reading texts. In this skripsi the researcher wants to introduce the technique named Think Pair Share technique to lose them mind about reading and make their reading comprehension can be better.

This research investigates using Think-Pair-Share Technique in teaching reading comprehension. It is an experimental research to the eighth grade students of SMP N 1 Papar in academic year 2014/2015. This research aimed to find out ability of the students reading comprehension with and without using Think-Pair- Share Technique. To prove whether there is significant effect or not of using think pair share technique to the students' reading comprehension, the researcher taken only one class consists of 36 students. The research was done in two meeting and the technique of analyzing the data use pre-test and pose-test and than using the T-test formula the count the result of the test. The researcher serves the instrument to get the data involving: syllabus, lesson plan, treatment and question from pre-test and post-test to know whether the ability in reading is increase or not after giving the Think Pair Share technique.

The result of the data analysis mentioned, the researcher found that $t_{\text{observed}} = 11,69 > 2,750$ at the level of significance of 1%. It means that t_{observed} was significant in which the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis was accepted. So the students have responsibility and feel enjoy the learning process. It means that Think-Pair- Share Technique is effective in teaching reading comprehension to the eighth grade students at SMP 1 Papar.

In reference to the result of study, the researcher recommend that this study, especially the research about Think-Pair- Share Technique that can improve students' reading comprehension need to be more elaborate by student learning English in order to improving their reading comprehension. Thus, further research is suggested to conduct the investigation of other teaching method or strategy that can be applied by teacher to encourage their student in reading comprehension.

Keyword: think pair share, reading comprehension

I. Background of the Research

English is an international language and it is used all over the world. In Indonesia, English as a foreign language and it is a compulsory subject for Junior High School and Senior High School also from Local Load for Elementary School student.

The goal of teaching English in different levels of education are different and the materials are also different. Undang-Undang Sisdiknas (2013:15) State that Bahasa asing dapat digunakan sebagai bahasa pengantar pada satuan pendidikan tertentu untuk mendukung kemampuan berbahasa asing peserta didik. It is clear that in Junior high school, the main goal of teaching English is to introduce English as a foreign language. The student are expected to have skill of the foreign language at least in simple communication. The student are generally easy in learning English. But some of them have been learning English for some times.

There are four basic English skill: Listening, Speaking, Reading and Writing. And Reading is its existence can't be separated from one skill that must be learned by student in learning English. It is a kind of activity to comprehend the researcher's ideas or the researcher's way communicates.

Brindle Susan, 2000 in the National Curriculum in state that:

“Reading is much more than the decoding of black mark upon a page: it is a quest for meaning and one which requires the readers to be an active participant. It is a prerequisite of successful teaching of reading... that whenever techniques are taught, or books chosen for children's use, means should always be in the foreground.”

From the Statement clear that more reading makes student more developed and understood in reading skills. Teaching Reading as one of the English language skills must be taught clearly and the materials must be well understood by the student.

The conventional method of English language is teaching that is still only transferring knowledge from the teacher to the student was felt ineffective any more. Because of that the student will feel bored and have no change to improve their skill. So, the experts begin to look for a model of teaching learning process that also dig the student' ability to master the knowledge.

Reading is one of the crucial activities in everyone's life. By reading people know things that happen around the world. Even people can also explore anything and anywhere they want without going anywhere. There is so much information communicated in written form. So everyone will get a lot of knowledge and experience also develop good attitude by reading book, literatures, news, and magazines. Finally, the readers will get more experience about reading also knowledge.

Dr. Mary Wolfersberger from CSU Bakersfield state that "Reading is also something crucial and indispensable for student because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study."

Elizabeth (2003: 6) states that "Reading is about understanding written texts. It is a complex activity that involves both perception and thought. Reading consists of two related processes : word recognition and comprehension". It clear that in reading, to comprehend the text the readers should be able to manage every part of the text, because it is easy to gain the comprehension reading when the readers are able to organize the text.

The problem faced by teacher of SMPN 1 Papar Kediri in teaching reading to the eight grade student are the student feel bored in learning reading, because they have problems in vocabulary, student get difficulties in English learning process, student are still passive in the class and always ask the teacher to translate the text. To solved the problems that the teacher should have a plan as accurate as possible to get an effective way in the teaching learning process. Especially, to reach a good development in teaching reading, the teacher should create various teaching method to increase motivation of the student.

To make new condition of the classroom and to make the teaching-learning process lively, the researcher would like to propose an alternative other than teacher centered approach or others, that is the one which common known under the term "Think Pair-Share" strategy. This approach will give the

student opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all student to share their thinking with at least one other student; this, in turn, increase their sense of involvement in classroom learning

Based on the reason above, the researcher is interested in conducting the research entitled “The Effect Of Think Pair Share To The Eight Grade Student’ Reading Comprehension In SMP N 1 Papar Kediri in Academic Year 2014-2015.

II. METHODE

In this research, the research use One-Group Pretest-Post to get the data. Because as the researcher try told it by giving the students a pretest, treatment, then post test, and compare the result, and take a conclusion.

III. RESULT AND CONCLUSION

Think Pair Share (TPS) Technique exposes the students to various points of view and to the ways of supporting those view points; therefore, it help students to learn reading content, as well as teachers them how to know new content. Think Pair Share (TPS) Technique also can help the students with and without teacher presence, actively bring meaning to the written word. The technique chosen not only promotes reading comprehension but also provides opportunities for students to learn and monitor their own learning and thinking.

From the data analysis being mentioned in chapter IV the researcher concludes that t-observe was 11,69 at the Degree of Freedom of 36, t-table was 2,042 at the level significance of 5% and 2,750 at the level of significance 1%. So, it mean that t-observed (11,69) > t-table at the degree of significance of 5% and 1%. It means that t-observe was significant. So the Alternative Hypothesis (Ha) was accepted and the Null Hypothesis (Ho) was rejected. It means that there is significant of Think Pair Share (TPS) Technique on the Students Reading Comprehension. So, there is an effect of Think Pair Share technique in teaching reading comprehension to the eight grades students of SMP N 1 Papar. So, the students have responsibility and fell enjoy the learning process and the discussion technique can be used as one alternative to teaching reading.

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