



**THE EFFECT OF TEACHING READING COMPREHENSION USING
THINK PAIR SHARE (TPS) TECHNIQUE FOR TENTH GRADE
STUDENTS AT SMA PAWIYATAN DAHA KEDIRI IN
ACADEMIC YEAR 2015/2016**

THESIS

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ABSTRACT

In comprehend a reading text, students often feel bored when they read to find and understand the paragraphs, sentences or even words. On the other hand, the teachers are mostly having problem dealing with the strategy for teaching reading. Considering the problems faced by the students, the researcher formulated the three problems in this research as follow: 1) is the students' reading comprehension before being taught using Think Pair Share (TPS) technique?; 2) is the students' reading comprehension after being taught using Think Pair Share (TPS) technique? And 3) Is effective the teaching reading comprehension using Think Pare Share (TPS) technique? Besides, this research was done to know whether there is TPS technique is effective in teaching reading comprehension or not; and to find out the effectiveness of students' reading comprehension using Think Pair Share (TPS) technique of the tenth grade students at SMA Pawiyatan Daha Kediri especially in their reading comprehension before and after using TPS.

The variables used in this research were reading comprehension as dependent variable and TPS technique as independent variable. Then, the approach applied in this research was quantitative approach, and the technique used was one group pre test and post test design. This research was held in SMA PawiyatanDaha Kediri. The data were obtained from the tenth year students, of which 34 students were taken as sample. To get the data, the pre-test and post-test were applied and then analyzed using t-test formula.

From the data analysis, the researcher had concluded that TPS technique is effective to be used to teach reading comprehension. The calculation result in hypothesis testing showed that mean of students' post-test result was increased from students' pre-test. It is proved by the result of this research that t-score (2.313) which is higher than t-table (2,042) at level of significance 5%. It means that the alternative hypothesis was accepted and it proved that TPS technique had significant effect to the students' reading comprehension.

In conclusion, the researcher concludes the conclusion of this research that Think Pair Share(TPS) technique is really appropriate in teaching reading comprehension and building vocabulary and also working together cooperatively. Based on the conclusion above, the writer suggests that: the teacher should be able to choose the best way to present the material,such as choosing TPS as a technique that used in teaching learning process so that the student will be able to follow teaching learning process as well as possible.

Keywords: reading, reading comprehension, TPS



I. 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. Based on Ontario Ministry of Education (2008: 3) states reading

“is the active process of understanding print and graphic texts. Reading is a thinking process. Effective readers know that when they read, what they read is supposed to make sense. They monitor their understanding, and when they lose the meaning of what they are reading, they often unconsciously select and use a reading strategy (such as rereading or asking questions) that will help them reconnect with the meaning of the text.”

Further, Pang et. al. (2003: 6) state that

“Reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consist of two related processes: word recognition and comprehension.”

In addition, Byrnes (1998: 2) stated that

“Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. From those statements above, it can be concluded that reading is the process of readers in understanding the written text including the content of the text or what the text

tells about and automatically to share and to get information.”

However, reading always has a purpose. It is the activity that we do everyday, reading is integral part of our daily lives, from reading we can search for simple information. The reason for reading depends very much on the purpose for reading. According to Wales (2008: 1),

“The purpose of reading is reading to obtain information”. It means that the reader attempts to gain knowledge and information.”

Further, Nunan (2003: 68) states that

“The goal of reading is comprehension ability to understand/generate meaning of text or to connect the message of the text to background knowledge. To be able to comprehend a text reader must use appropriate reading skill.”

So that, purpose of reading to help the students to find some information and opinions from the texts.



Teaching reading is one of processes of teaching English, from teaching we can find knowledge and information. According to Brown (1987: 7)

“teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand.”

It means that teaching is activity to help someone to learn, guiding in the study, and help someone to develop skill and knowledge.

Students generally faced some difficulties in reading, because they are less of vocabulary, and they not interest in reading for example they cannot understand the topic, main idea, implied meaning, stated information, reference word, synonym and antonym from the text. Thus, the teacher should persuade the students to read the text using their comprehension. For solving this problem, the teacher needs some effort

to persuade them with interested material and give them some award after they have completed read.

Therefore, reading comprehension, in fact, is not as easy as some people think. Most people read a text without comprehending on how they do it since they assume reading comprehension is not very important. Think Pair Share (TPS) is one of the teaching strategies which are used by teacher to teaching the students, it is simple technique. Some students may benefit from a discussion with the teacher to articulate their ideas before moving on to share with a partner and they can comprehend their reading using think pair share.

According to Fuji (2011) stated that

“Think-Pair-Share technique also can help the students, with or 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 to monitor their own learning and thinking.”

It means that think pair share is technique includes helping the students to develop reading comprehension through response individual to share with a partner before to do discuss in the classroom, from all that is get success in reading comprehension. And next, the students are required to get good result in English Learning.

On this research, the writer is going to use Think Pair Share to improve the student’s ability in reading comprehension. Think pair share is a good technique in teaching reading comprehension. The writer would like to conduct a research under the title “The Effect of Think Pair Share (TPS) Technique to the Tenth Grade Students’ Reading Comprehension at SMA

PawiyatanDaha Kediri in Academic Year 2015/2016”.

II. METHOD

The approach that is used in this research is quantitative approach because the data is presented in the form of number and analyzed using statistical formula. The data is also use to prove the research hypothesis.

McMilan& Schumacher said that

“The research designs of quantitative research objectively using numbers, statistics, structure, and control (2006: 23).”

The design of this research is pre-experimental design in the form of One Group Pretest–Posttest Design. It means that is a group which is given a treatment then the researcher observer the result of the pre-test and post-test of the treatment.

The instrument that used in this research is test. The tests are given in a text, and then answer the questions. The first test is called as

pre-test that the purpose is to measure the students' reading comprehension before they are taught using Think Pair Share technique. So, the writer gives the pre-test before taught using. Here, the writer chooses t-test in this research because she wants to analyze whether or not there is an effect of Concept Attainment strategy on the students' reading comprehension before and after treatment.

The formulation of T – Test non independent sample:

$$t = \frac{\bar{D}}{\frac{s_D}{\sqrt{n}}}$$

Where,

t : the result of t – test

D : differences between post – test minus pre - test

n : number of students

: Result of total differences

from pre – test and post – test

divided by number of students.

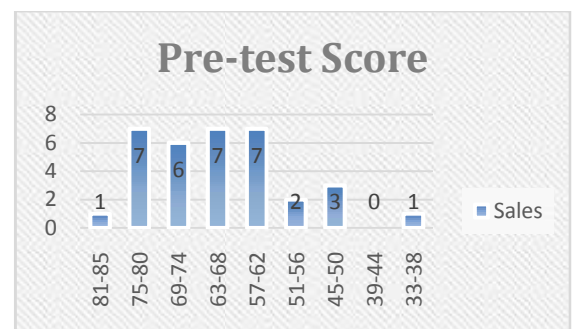
III. FINDINGS AND CONCLUSION

A. FINDINGS

Some data were used to support this research in order to clarify the result of the research. Here is the result of pretest:

Diagram 1

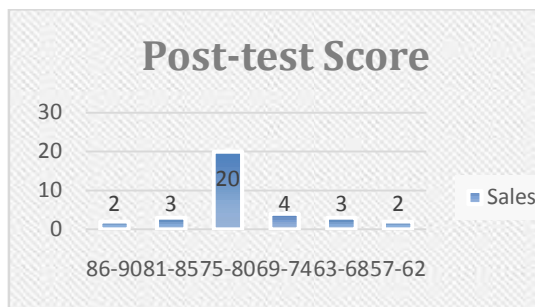
Pre-test Score Frequency



From the chart above, we can conclude that the students who passed the test only as much as 23%, they were the students who got the score 75 and above. It can be seen that there are only 8 students who get score 75 and above. There are so many that get lower score and didn't pass the pre-test. The number

of students who cannot passed the test was higher that the students who passed the test.

Diagram II
Pre-test Score Frequency



From the chart above, we can conclude that the students who passed the test only were increased and more than half students who got the score 75 and above. After getting the data, the following step was to analyze the data by using the statistical formula. It can be seen from the mean score of post-test that is:

The total score of post-test was 2555, the mean post-test was 75,15. Thus, the post-test score was higher than pre-test score.

Table 4.6

Mean Score between Pre-Test and Post-Test

N (34 students)	Pre-test	Post-test
Total score	2210	2555
Mean	65	75,14

It can be seen from the table above that total score of pre-test is different from post-test. In pre-test, it was obtained 2210 and the score increased in post-test to 2555. In other hand, post-test's mean is better than pre-test's mean. The Think Pair Share technique gives significant influence to the students' reading comprehension. It can be seen from the table of difference level of significance from t-table and t-score below:

Table 4.7

The Difference Level of
Significance from t-table and t-score

Df	t-score	t-table 5%	t-table 1%	Significant Ha
33	8,075	2,042	2,750	significant

Based on the computation on the table above, the result of this research showed that t-score is 8,075 at the degree of freedom 33 and t-table is 2,042 at level of significance 5%. It means that t-score (8,075) > t-table at the level of significance 5% (2,042). The data shows that t-score is higher than t-table. Therefore, the alternative hypothesis (Ha) is accepted and it can be concluded that Think Pair Share technique has significant effect to the students' reading comprehension in the tenth grade students of SMA PawiyatanDaha in academic year of 2015/2016.

B. CONCLUSION

Based on the result of the study that

had been described before, the researcher took some conclusions. The conclusions were about the students' reading comprehension before and after treatment and the influence of teaching narrative text using Think Pair Share technique to the students' reading comprehension of the tenth grade students of SMA PawiyatanDaha Kediri in academic year of 2015/2016. The conclusions are as follows:

1. The students' reading comprehension before taught by using Think Pair Share technique got the average score only 65 with the highest score that they had gained was 85 and the lowest was 35. Here, only 23% of the students got passed the test, it means that the students' reading comprehension was poor.
2. The students' reading comprehension after being taught using Think Pair Share technique got the average score 75,14 with the highest score was 90 and the lowest was 60. There was the



improvement of their score, so that their average score increased. It means that there was a significant improvement of the students' reading comprehension after being taught using Think Pair Share technique.

3. The influence of the students' reading comprehension before and after being taught by using Think Pair Share technique can be known from data analysis. The t-score was 2,313 at the degree of freedom 33, and the t-table was 2,042 at the level of significant 5%. After comparing the result of t-result and t-table, it can be seen that t-result was higher than t-table of significant (5%) $2,313 > 2,042$. Since the t-table was lower than t-result, the null hypothesis was rejected. In conclusion it can be said that there was any significant effect of using Think Pair Share technique to the students' reading comprehension of tenth grade students of SMA

PawiyatanDaha Kediri at the academic year of 2015/2016.

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