THE EFFECTIVENESS OF USING TPS (THINK-PAIR-SHARE) STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION OF THE FIRST GRADE AT MTSN ARYOJEDING REJOTANGAN TULUNGAGUNG 2013/2014

THESIS

By:
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ENGLISH EDUCATION PROGRAM
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC INSTITUTE (IAIN)
TULUNGAGUNG
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ADVISOR'S APPROVAL SHEET

Thesis with the title "The Effectiveness of Using TPS (Think-Pair-Share) Strategy to Improve Students' Reading Comprehension of The First Grade at MTsN Aryojeding Tulungagung 2013/2014 " that is written by Afrilianti NIM. 3213103002 has been approved by the thesis advisor and for further approval by the Board of Examiners.

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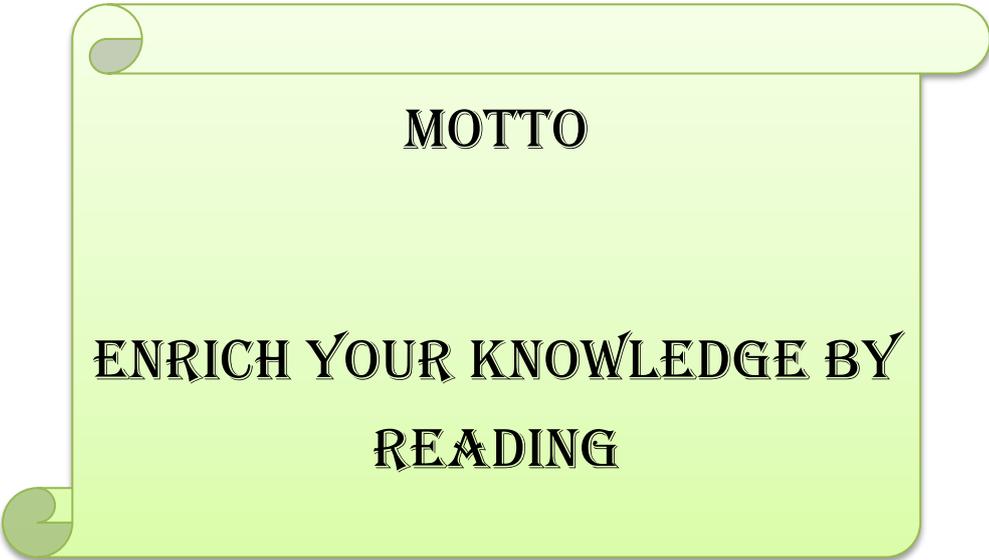| Board Examiners Chair **:**	Signature
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MOTTO

ENRICH YOUR KNOWLEDGE BY READING

DEDICATION

From the deepest love in my heart, I dedicate my thesis to:

❋ Allah, who has given blessing, chancing, and loving to finish this thesis.

❋ My beloved parents Mr. M. Nurrudin with Mrs. Eka Nurmelia Solekah and my grandmother Mrs. Nisah, who have given a lot of motivation, pray and love for me.

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DECLARATION OF AUTHORSHIP

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Semester   : VIII

State that the thesis entitled "**The Effectiveness of Using TPS (Think-Pair-Share) Strategy to Improve Students' Reading Comprehension of The First Grade at MTsN Aryojeding Tulungagung 2013/2014**" is truly my original work and helped by the expert of this matter. It is written and published as the requirement for the degree of Sarjana Pendidikan Islam In English Education Program, Institute Islamic Collage of Tulungagung in 2013/2014 Academic Year. Due the fact , I am responsible for the thesis, if there is any objection or claim from other.

Tulungagung, July 10th , 2014

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ABSTRACT

Afrilianti. Register Student. 3213103002. *The Effectiveness of Using TPS (Think-Pair-Share) strategy to Improve Students Reading Comprehension of The First Grade at MTsN Aryojeding Rejotangan Tulungagung in Academic Year 2013/2014.*Thesis. English Education Program. Institute Islamic Collage (IAIN) of Tulungagung. Advisor: Dr. Erna Iftanti

Keywords: Effectiveness, Think-Pair-share Strategy, Reading Comprehension.

English has four skills, namely reading, writing, speaking and listening. Reading is one of those, which is the proses interaction between the reader and the text. Usually, to interact with the text the students find out some problem, like the meaning of vocabulary. And some of them feel that reading is boring activity. As an English teacher, we should help them to love reading activities which find out the interesting method or strategy in English teaching and learning, especially in mastering reading comprehension. Based on explanation above, the writer interested to find out the effect of treatment by Think-Pair-Share strategy to improve students' reading comprehension of the first grade at MTsN Aryojeding Rejotangan Tulungagung in academic year 2013/2014.

The problems proposed in this study are: (1) how is the students' achievement in reading comprehension before being taught by using TPS strategy? (2) How is the students' achievement in reading comprehension after being taught by using TPS strategy? And (3) is there any significant before and after being taught by using TPS strategy?

Purposes of this research are: (1) to investigate the students' reading comprehension before being taught by using TPS strategy. (2) To investigate the students' reading comprehension after being taught by using TPS strategy. (3) To find out the significant differences of students' reading comprehension before and after being taught by using TPS strategy.

Method of this research: This research uses pre-Experimental Design using quantitative approach with one group pre-test and post-test design. It is intended to find out any significant difference on the students' reading achievement before and after taught using TPS strategy. The population of this study was all the 7th grade students at MTs Negeri Aryojeding Rejotangan Tulungagung. While, the sample was VII F class that consists of 39 students. The research instrument that was used is test. Test is administered toward one group of students that is class 7F. It administered before conducting treatment that is called pre-test and also administered

after conducting treatment that is called post-test. Treatment that is used is by TPS srategy. The data of this research is students score in pre-test and post-test, and to analysis that data the writer used t-test manual with formula.

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

The result of this study showed that the mean of students' score of pretest before they are taught being using TPS strategy to improve reading comprehension was (64.3). While the mean of students 'score after they are taught being using TPS strategy was (81.2). The t-count was (7.507), whereas t-table with significant level 5% was 2.021. So, t-count was greater than t-table. It means that H_a which states that there is significance different in using TPS strategy to improve students' reading comprehension of the 7th grade at MTs Negeri Aryojeding Rejotangan Tulungagung is accepted. Whereas, H_o which states that there is no significant different in using TPS strategy to improve students' reading comprehension of the 7th grade at MTs Negeri Aryojeding Rejotangan Tulungagung is rejected. In other words, TPS strategy to improve students' reading comprehension can be used as an alternative strategy to improve students' reading comprehension at junior high school, especially for 7th grade.

ABSTRAK

Afrilianti. NIM. 3213103002, 2014. *The Effectiveness of Using TPS (Think-Pair-Share) strategy to Improve Students Reading Comprehension of The First Grade at MTsN Aryojeding Rejotangan Tulungagung in Academic Year 2013/2014.* Skripsi. Jurusan Tadris Bahasa Inggris. Fakultas Tarbiyah dan Ilmu Keguruan. Istitut Agama Islam Negeri (IAIN) Tulungagung. Dosen Pembimbing : Dr, Erna Iftanti

Kata Kunci: Efektifitas, membaca, strategi Think-Pair-Share

Bahasa inggris mempunyai empat ketrampilan, yaitu reading, writing, speaking and listening. Reading merupakan salah satu dari ketrampilan tersebut, reading adalah proses interaksi antara pembaca dengan teks atau bacaan. Biasanya, dslam proses tersebut siswa menemukan permasalahan, seperti pemahaman kosa kata.dan sebagian murid berpikir bahwa membaca adalah aktivitas yang membosankan. Sebagai guru bahasa inggris, kita harus mengajak mereka untuk mencintai aktivitas membaca, yang mana kita harus menemukan metode atau strategi yang menarik dalam mengajar, khususnya dalam mengajar Bahasa Inggris pada bidang reading comprehension. berdasarkan penjelasan diatas penulis tertarik untuk mengetahui keefektifan menggunakan Think-Pair-Share Strategy untuk mengembangkan reading comprehension siswa di MTsN Aryojeding Rejotangan Tulungagung tahun akademik 2013/2014

Rumusan masalah dalam penelitian ini adalah (1) bagaimana kemampuan membaca peserta didik sebelum diterapkan dengan menggunakan TPS strategy? (2) bagaimana kemampuan membaca peserta didik sesudah diterapkan dengan menggunakan TPS strategy? (3) apakah ada perbedaan yang signifikan dalam kemampuan membaca peserta didik sebelum dan sesudah diterapkan dengan menggunakan TPS strategy?

Tujuan dari penelitian ini adalah: (1) mengetahui kemampuan membaca peserta didik sebelum diterapkan dengan menggunakan TPS strategy (2) mengetahui kemampuan membaca peserta didik sesudah diterapkan dengan menggunakan TPS strategy (3) untuk mengetahui perbedaan yang signifikan dalam kemampuan membaca peserta didik sebelum dan sesudah diterapkan dengan menggunakan TPS strategy

Metode dalam penelitian ini adalah: penelitian ini menggunakan desain pre-experimental dengan pendekatan kuantitatif menggunakan satu grup pretest dan posttest. Hal ini dimaksudkan untuk mengetahui apakah terdapat perbedaan kemampuan pencapaian membaca yang signifikan

antara sebelum dan sesudah diajar menggunakan TPS strategy. Populasi dalam penelitian ini adalah seluruh siswa kelas 7 dari MTs Negeri Aryojeding, sedangkan samplenya adalah siswa kelas 7F yang terdiri dari 39 siswa. Instrument penelitian yang digunakan adalah test. Tes dilakukan sebelum siswa diberi treatmen TPS strategy yang disebut pre-test dan setelah pemberian treatmen disebut post-test. Data dalam penelitian ini adalah nilai hasil menulis siswa pada pre-test dan post-test. Untuk menganalisis data yang diperoleh menggunakan hitungungan secara manual dengan rumus t-tes.

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Hasil penelitian ini menunjukan nilai rata-rata dari nilai pretest adalah 64.3. Sedangkan dari nilai post-test adalah 81,2. Nilai t-hitung adalah 7.057, sedankan nilai t-table pada level significant 5% adalah 2.021. Jadi, nilai t-hitung lebih besar dari nilai t-tabel. Hal ini berarti alternative hipotesis yang mengatakan terdapat perbedaan yang signifikan antara sebelum dan sesudah diajar menggunakan TPS strategy diterima dan hipotesis null ditolak. Dapat disimpulkan bahwa penggunaan TPS strategy sangat efektif untuk pengajaran membaca pada siswa tingkat menengah pertama, khususnya bagi siswa kelas 7.

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   The writer relize that this study is far from being perfect. Therefore, any constructive critism and suggestion will be gladly accepted.

<div align="right">

Tulungagung, July 10th, 2014

The Writer

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CHAPTER I

INTRODUCTION

This chapter presents seven aspects in introducing the research. Those are covering background of the study followed by research problems, objectives of the research, research hypothesis, significance of the research, scope and limitation of the research and the last is definition of key terms.

A. Background of Study

Language is the primary tool for communication purposes, for establishing peace and order in our society, for showing authority and power, and for attaining goals and objectives. Generally, every country has a national language, and every city has local language. It is really showed that language is the main factor to interact with other people.

According to Wibowo (2001:3), language is a system of symbols that are meaningful and articulate sound (generated by said tool) which are arbitrary and conventional, which is used as a means of communicating by a group of human beings to give birth to feelings and thoughts. It means that every people are given ability to process sound and it has important role for communicating with people around us.

Since English is supposed as second language after national language, many of Indonesian people want to learn and master it as their foreign

language, they are aware that English language has become important in the future for communication with other and deal with globalization era. To learn or master language is easy because many of formal or non-formal institutes have been taught the English language in Indonesia. Saukah in (Choi and Spolsky 2009: 01) states English as a foreign language is taught as compulsory subject at junior and senior high school in Indonesia. It is also taught as a local content-optional on the basis of the needs judge by the school personnel – at elementary school, but in practice almost every elementary school offers English starting at grade4, and some events at much lower grade, as low as kindergarten.

English language is spoken by most people in the world, with English language we can communicate between the people with different country, and it is also the language of computers program that help to communicate with people around the world through internet technology and e-mail.

In teaching and learning of language, there are four skills; namely speaking, writing, listening and reading. According to William (Cahyono and Widiati, 2011; 49) reading is one of the four language skills which can be classified into two types; initial reading and reading comprehension. Initial reading is an effort made by those who have not been able to read to learn reading (e.g. how to read the alphabet and combination of letters or simple words), whereas reading comprehension is an activity aimed to understand the message of a particular text. The teaching of reading as a foreign language (EFL reading) in Indonesia can be generally included in the teaching of

reading comprehension. This is because it aims to improve the skills of learners, who have been able to read in their first language and in EFL, in understanding the meaning of a written text.

Reading is an activity that involves a thinking to catch the information that provided. Reading activities show the interaction between the reader and the text. Generally, theories underlying reading instruction involve three theories: the text structures theory, schema theory, and metacognitive theory. In which, the importance of the text in facilitating reading signifies the importance of the text structure theory. The roles of the reader's knowledge in understanding messages in a reading text are the emphasis of the schema theory. The interaction of the reader and the text has been the focus of the metacognitive theory (Cahyono & Widiati, 2011:52).

Reading is an important part of learning English; with reading we can improve our vocabulary and writing skill and when students have a good habit reading, they will have much knowledge. But several EFL learners find it difficult to understand what they read and they did not know the ways to become a good reader. Based on Carver (in I. S. P Nation 2001: 148) argues that for learners to use reading to increase their vocabulary size, they need to read material that is not easy for them, otherwise they will meet few unknown word. Easy reading may increase depth of vocabulary knowledge, but it is unlikely to increase breadth of vocabulary knowledge. It is also strengthened by Harmer (2007: 99) who states reading are useful for language acquisition. Provided that students more or less understand what they read, the more they

read, the better they get at it. Reading also has a positive effect on students' vocabulary knowledge, on their spelling and on their writing.

Reading is useful for some purposes, perhaps it require for carrier, study and for pleasure. Reading not only embraced some skills and language components but also can enlarge the knowledge to get more information. According to Harmer (2007: 99) states there are many reason for getting students to read English texts is an important part of the teacher's job. In the first place, many students want to be able to read texts in English either for careers, for study purposes or simply for pleasure.

In reading class, some of the students feel bored with these activities; beside they don't know about the meaning, they also don't have interesting to read. Students' problem can be solved by giving information to students that reading is very important which has aims to: (a) introduce and develop reading skills which are useful outside the classroom (b) introduce or practice language (Lindsay and Knight: 74). By knowing the aims of reading, students will be motivated to love the reading activities. Besides, the problem faced by students it can be about their background knowledge of the topic selected in reading or the vocabulary building. Gebhard (1996: 212) states that students' ability to comprehend the content of reading, material depends in part on their knowledge about the topic of the reading selection. The vocabulary building problem, it is not just beginners who need lots of vocabulary. All students need to work constantly on building vocabulary and teacher can show students how to do this on their own.

EFL learners are not understanding the English text maybe it caused by the difficult vocabulary. Comprehension means understanding a text fully meaning and relevance, comprehension is often difficult to teach directly, however because it encompasses so much and relies on so many different skill. As a teacher should be solve this problem, maybe by creating a confidence classroom by using the best strategies, perhaps it will help them to comprehend what they read. In encyclopedia of educational, written "Reading comprehension is the ability to read text, process it and understand it meaning. An individual ability to comprehend text is influenced by their traits and skill, one of which is the ability to make inferences".

Based on the problem stated above, there is problem that also face by students of MTsN Aryojeding Tulungagung which is one of strategies area of Rejotangan district. Almost all the students are native population, according to the writer experiences when conducted teaching practice and the information got from the teacher of MTsN Aryojeding Tulungagung, the native population are having difficult to build vocabulary in English reading texts. Perhaps, it caused by learning English that they get is less or in everyday life English language not used, so the vocabulary cannot improve.

The use of effective comprehension strategies is highly important to solve the student's problem reading comprehension in MTsN Aryojeding Tulungagung. Learning strategies are steps taken by students to enhance their own learning. Strategies are especially important for language learning because they are tools for active, self-directed involvement, which essential

for developing communicate competences (Oxford: 1990). Strategies are one of the important to manage the classroom, by using the best strategies we will easy to manage class and the learners will easy to understand what being studied.

Related with statement above, the writer uses Think-Pair-Share strategy that can be applied in reading. Think-Pair-Share strategy is one kinds of cooperative learning method which is useful for students not only to comprehend the English text but also the students can learn the sociality of life, because this strategy requires the students to discuss, share and respect of their friend. Based on Goor & Schween, 1993 (in Kindsvatter & friends 1996:309) five common formats used for cooperative learning activities are: STAD, Think-pair-share, jigsaw, Team accelerated instruction, and group investigation. Think-Pair-Share; the students first try to answer a question or learn material by themselves, then discuss their taught and understandings with their partners, and finally share with their whole group or the class (Kagan, 1992).

The strategies mentioned above can be said effective to use in teaching learning process, especially in reading. It is strengthened by Jones (2012) states that strategies for reading comprehension is Think-Pair-Share which knowing students learn, in part, by being able to talk about the content. But we do not want that to be a free-for-all. Think-Pair-Share is helpful because it structures the discussion. Students follow a prescribed process that limits off-task thinking and off-task behavior, and accountability is built in

because each must report to a partner, and then partners must report to the class. The activities of Think-Pair-Share states by Mctighe (1988) Think-Pair-Share is multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs. And finally share responses with the large group.

To prove that strategy is effective to be used can be seen from the previous studies. The first is thesis written by Sormin (2012) conducted a research entitled *improving students' achievement in reading comprehension through Think Pair Share technique at senior high school.* The research conducted in Classroom Action Research (CAR). It consists of two cycles and each cycle consists of three meeting. The result of the research showed that TPS technique can improve students' reading achievement in reading comprehension.

The second is thesis written by Malik (2011) conducted a research entitled *the effectiveness Think Pair Share method in improving students' reading comprehension of descriptive text*. The research conducted in experimental study that has a result there is improvement in experiment class after they are taught using Think Pair Share method.

Based on the previous studies above can be concluded that Thin-Pair-Share strategy is effective to be used in teaching and learning process, especially in reading comprehension. In relation the condition above, the writer intended to apply Think Pair Share strategy to improve students'

reading comprehension of the first grade at MTsN Aryojeding Tulungagung in Academic year 2013/2014.

B. Research Problem

Based on the background of the study above, the writer can state the research problems as follows:

1. How is the students' achievement in reading comprehension before being taught by using TPS strategy?

2. How is the students' achievement in reading comprehension after being taught by using TPS strategy?

3. Is there any significant difference before and after being taught by using TPS strategy?

C. Objectives of the Research

Based on the research problems above, the objectives of the research are as follows:

1. To investigate the students' reading comprehension before being taught by using TPS strategy.

2. To investigate the students' reading comprehension after being taught by using TPS strategy.

3. To find out the significant differences of students' reading comprehension before and after being taught by using TPS strategy.

D. Research Hypothesis

Research Hypothesis is a tentative explanation for certain behaviors, phenomena, or events that occurred or will occur. A hypothesis states the researcher's expectations concerning the relationship between the variables in the research problem; hypothesis is the most specific statement of problem (Gay, 1992: 66).

There are two types of hypothesis that are null hypothesis and alternative hypothesis. Null hypothesis states that there is no relationship (or difference) between variables, and that any relationship found will be a chance relationship, not true one. While, alternative is conversely.

In this research the null hypothesis (Ho) is: The TPS (Think- Pair- Share) strategy cannot improve significantly the students' reading comprehension. Alternative hypothesis (Hi): The TPS (Think- Pair- Share) strategy can improve significantly the students' reading comprehension.

E. Significance of Research

The result of this research is expected to provide some information for teachers to improve students' reading comprehension by using TPS strategy in the future at junior high school level.

The writer hopes that the result of this study will be increasing the writer's knowledge about the affective method used in teaching reading comprehension.

The writer also requires if the result of this study can be used as references in teaching English especially in reading comprehension by using TPS strategy.

F. Scope and Limitation of the Research

The scope of this study is about cooperative learning strategy. Based on Goor & Schween, (in Kindsvatter & friends 1996:309) five common formats used for cooperative learning activities are: Student Team-Achievement Divisions (STAD), Think-pair-share, jigsaw, Team accelerated instruction, and group investigation.

The limitation of this study, the writer limits the issue of how to improve students' reading comprehension through the application of TPS (Think Pair Share) strategy for the students at MTsN Aryojeding Tulungagung.

G. Definitions of Key terms

1. Reading comprehension

Reading Comprehension is a highly complex cognitive process involving the intentional Interaction between the reader and the text to create meaning (National Reading Panel, 2000). In other words, comprehension doesn't just happen; it requires effort. Readers must intentionally and purposefully work to create meaning from what they read (Chard, 2008:1).

2. Cooperative learning

   Cooperative learning is an instructional strategy that uses small groups of students working together and helping one another on specific learning tasks with an emphasis on group members supporting one another (Silver, 2008: 2)

3. Think-Pair-Share

   Think-Pair-Share is a cooperative learning strategy that can promote and support higher-level thinking. The teacher asks students to think about a specific topic, and then pair with another student to discuss their thinking and, after that, share their ideas with the group (Ontario, 2006: 1).

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents the highlight of what be covered in this study. Those are General Concept of Reading, General Concepts of Reading comprehension, Cooperative Learning Strategy, Think Pair Share (TPS) Strategy and Some Previous Studies. The explanation of them will be stated as followed.

A. The General Concepts of Reading

1. Definition of Reading

There are four skills in English language that known by common people such as speaking, listening, reading and writing. All of those skills exactly have tight relation and all of them are very important to be mastered. Absolutely, each skill has purpose and function in English.

The term of reading may not strange in our life; everywhere we can get information from reading, even less in school every day we can't separate with these activities. Teacher always asks the student to read and understand the text. Rarely, most of them don not know what reading means.

Reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that

the author is assumed to have intended, based on data from the text and from the reader's prior knowledge (Mikulecky, 1990 : 5).

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.

From those definition, the writer can says that reading is some activities that involves a thinking to catch the information that given. An activity in reading shows the interaction between a thinking and text, not only the prior knowledge can help students to understand reading but also strategies the way they do are important too.

Reading is a mental process. Although the eyes are involved in sending information about print to the brain, the brain performs the real act of reading. The mental process we call "reading" has two parts: word recognition and comprehension Gough, Hoover, & Peterson (in Collin, 2005:13).

a. Word recognition

Word recognition occurs when a reader sees a sequence of letters (a word) in print and matches that sequence of letters with a pronunciation and meaning(s) located in his or her brain where information about words is stored. It means that the reader tries to match between the first paragraphs with another paragraph.

b. Comprehension

Comprehension requires the reader to combine the meanings of a number of words in his working memory until he can think about their collective meaning. It means the reader try to find the meaning from what they read.

2. **Why is Study Reading?**

There are several reasons why we study reading. According to Collin (2005) as follows:

a. Reading is essential to success in school and in an information-driven society.

b. A significant number of young children experience difficulties in learning to read. The proportion of students in American schools who are identified as learning disabled is increasing, and the most common characteristic of these children is difficulty in reading.

c. The debate over reading instruction continues to be heated and divisive. This debate does not appear, however, to engage teachers in collective inquiry into instructional practices.

d. Teachers would benefit from a deeper, while still practical, understanding of how children actually learn to read and develop as readers.

e. Knowledge of how teachers can use what they know about individual children, their family environments, and the larger community in which the children live to predict and prevent reading difficulties is available but not typically accessible to teachers.

At the point, reading is much needed for us, whereas we in school or in societies environment. Reading should give to children since in children. We have to guide them if reading is very useful in life. As teaching and learning English we should try the best way to get read come habit.

3. The Purposes of Reading

Similar with other skill, reading have purpose and strategies to develop reading skill. Rivers and Temperly (1978) suggest there are seven main purposes of reading:

a. To obtain information for some purpose or because we are curious about some topic.

b. To obtain instructions on how to perform some task four our work or daily life (e. g. knowing how an appliance works)

c. To act in play, play game, do a puzzle.

d. To keep in touch with friend by correspondence or to understand business letter

e. To know where and where something will take place or available

f. To know what is happening or has happened (as reported in newspaper, magazine, reports)

g. For enjoyment or excitement.

From the writer side, reading has purposes to get information and knowledge, everything what read, surely provide some information, whether it was novel, magazine, text book, story, and announcement.

4. What Reading Skill Should Students Acquire?

Reading need some proses, both the learner and the teacher have one goal in reading activities, the students are able to comprehend about the text and the teacher also hopes so. To comprehend the text the students should have common skill of reading which is commonly can be called scanning or skimming. The students, who have this skill, will be easy to comprehend the text than the learner who is not. According to Harmer (1988: 69) states students, like the rest of us, need to be able to do a number of things with a reading text. They need to be able to scan the text for particular bits of information they are searching for. Then, students need to be able to skim a text – as if they were casting their eyes over its surface- to get a general idea of what it is about.

To perceive explanation above, Lindsay and Knight (2006: 72) also argues that the ability to read something quickly and efficiently is an important skill for learner to acquire; scanning and skimming are two ways of doing this. Scanning is kind of reading you do when you want to find out about something specific, while skimming is kind of reading you do when we read for gist or skim a text we do not try to understand everything in it- we read through it fairly quickly to get a general idea of what it is about.

Based on the explanation above, the writer can conclude that scanning and skimming are basic skills for reading comprehension. Scanning is an activity where the readers try to get the specific information, while skimming is an activity where the readers try to get the general idea of a passage.

5. Kinds of Reading

There are two kinds of reading; intensive and extensive reading. According to Harmer (2007: 99) states the term extensive reading refers to reading which students do often (but not exclusively) away from the classroom. Meanwhile, intensive reading refers to detailed focuses on the concentration of reading texts which takes place usually (but not always) in classroom.

Furthermore, Extensive reading can be called reading for pleasure. It is enhanced if the students have a chance to choose what they want to read. For example; they may read novels, web pages, magazines or story. Intensive reading is usually accompanied by study activities; teacher may ask students to work out what kind of text they are reading, tease out details of meaning, look at particular uses grammar and vocabulary, and then uses information in the text to move on to other learning activities. Both intensive and extensive are needed for the students, in every day the students not always read intensively, they also need read extensively.

6. **Models of The Process of Reading**

In the context of ESL/EFL reading, there three models of reading known by common people that are bottom-up model, the top-down model and the interactive model. According to Cahyono and Widiati (2011: 51) states bottom-up model- reading is basically fostered practices in reading instruction which built up learners' decoding abilities from bottom-up, starting with the smallest units, single letters, "letters blends", and building up to word and phrase. With the emergence of the more recent model, that is, top-down model, this model of reading which viewed that   reading takes place by matching sound and letters became outdated. The alternative model called interactive model of the process of reading, puts together the earlier two model of reading, the bottom-up and the top-down.

Perceive the states above, the writer concluded that all model has completed each other. Bottom up-model is the reader uses single word or phrase to build meaning. In other hand, when the reader knows about the topic, they will start to get idea from top-down by applying their knowledge to a passage. And interactive model involves the interplay of all meaning –gathering activities.

7. **Teaching Reading**

What are the principles behind the teaching of reading? According to Harmer (1998: 70) there are six principles in teaching reading. Those are:

Principle 1: reading is not a passive skill.

Principle 2: students need to be engaged with what they are reading.

Principle 3: students should be encouraged to respond to the content of a reading text, not just to the language.

Principle 4: prediction is a major factor in reading

Principle 5: match the task to the topic.

Principe 6: good teachers exploit reading texts to the full.

What problems do some EFL/ESL teachers have as reading teachers? Based on that question Gebhard (1996: 209) states the problems some EFL/ ESL teacher face include the following:

a. The "I want to read faster" problem. Students want to read faster, but they don't know how to increase their reading speed. Rarely, we found some students do this activity because when they read slowly, the other friends supposed that she or he can't read fluently. So, that's why they better choosing to read faster than feeling shy.

b. The "vocabulary building" problem. It is not just beginners who need lots of vocabulary. All students need to work constantly on building vocabulary, and the teachers can shows students how to do this on their own. The second problem is all about vocabulary. Vocabulary have important role to guide our reading. Every child has different ways to save their memories. Most of them forget about the vocabulary in English, perhaps it caused by our daily communication that we doesn't speak in English particularly time in real life.

c. The "background knowledge" problem. Most teachers recognize that before students read, it is important to build students' background knowledge. And they can do this in interesting and creative ways. For example, before ask student to read we ask them the general question of that text, we have to stimulate them.

d. The "getting students to read" problem. It is sometimes difficult to get young students to read outside class. Meeting students' real life interest

could be the catalyst to spark an interest in reading. The last problem and the big problem, to make or persuade students to read are very difficult. The role of environment and family of the learners is influences. For solving this problem, we need some effort to persuade them and give them some award after they have completed read.

8. Testing Reading

Similar to listening skill, reading skill is a receptive skill. The task of the language tester is, then, to set reading task which will result in behavior that will demonstrate their successful completion.

The reading- macro skills (directly related to course objective) are scanning text locate specific information, skimming text to obtain general idea, identifying stages of argument, and identifying example presented in support of an argument. The micro-skill underlying reading skill are identifying references of pronouns, using context to guess meaning of unfamiliar words, and understanding relation between parts of text.

The technique that might be used to test reading skill are multiple choice, true/false, completion, short answer, guided answer, summary cloze, information transfer and so on (Isnawati, 40)

This research has conducted by using short answer and true/false to test reading skill. From the writer opinion, short answer was not giving choice so they can't only guess the answer, beside this they didn't confuse

what they will have answered like we do in multiple choices; they just give the fix answer, where they are answering question by what they have understood.

Short answer is test takers are simply asked question which requires a brief response, in a few words, as in the example below (not just Yes/No or True /False). The justification for this technique is that it is possible to interpret students' response to see if they have really understood, whereas on multiple choice items students give no justification for the answer they have selected and may they have chosen by eliminating others. (Alderson, 2000:227).

While, true false give students the exact statement, they have choosing whether it's true/false. It means, when they have understood the text, they didn't hesitate to choose the best statement.

B. **General Concepts of Reading Comprehension**
   1. **What is Reading Comprehension?**

Comprehension understands a text full meaning and relevance. Comprehension requires the reader to combine the meanings of a number of words in his working memory until he can think about their collective meaning Collin (2005, 14).

Based on William (in Cahyono, 2011) whereas reading comprehension is an activity aimed to understand the messages of a

particular text. Reading comprehension involves taking meaning to a text in order to obtain meaning from the text Turner (in Alexander 1988:159).

So, the writer concluded that reading comprehension is a process reading by which the reader tries to understand meaning of the text totality. Everyone can't be understanding text directly; they need some effort to catch it. Their prior knowledge and basic reading are needed. Some people who have familiar with the topic will get an ease to understand than some people who are not familiar with it.

Comprehension activity is important because to avoid some misunderstanding information that given, when we did not get the meaning it means we have some mistake information or we can comprehend the text. Based on Turner (in Alexander 1988: 181) states reading comprehension centers on the ability to derive meaning from what is reading. Without comprehension, a child does not really read.

2. The Factors Influencing of Reading Comprehension

To get reading is very difficult; only for several students who have habit. They read because they hobby or parents role. Turner (in Alexander, 1988: 161) states the reading material; the total program of reading instruction; the child's own personality. Attitude, interest, motivation, and habits; and his out of school environment all influences development of reading comprehension.

Reading instruction that given by teacher should help the students to read, don't get them more confused with our Instruction and to get the students reading easy to understand the text, we give general question about the topic. Automatically, they have view or imagine what the content of the text is.

Based on Irvin in Turner book, (1988:161) Reading rate also may have some influences on comprehension. Optimal reading comprehension requires that the individual reader be able to vary reading rate. There is no verification from research that readers with a fast reading rate comprehend less well than reader with slower rates. Fast reading simply saves time, and the proficient reader will use the rate demanded by the occasion. However, repeated of material or concentration on easy material seems to increase both comprehension and rate.

Reading fast not means they have understood about what they read; reading fast also not always the criterion in successful comprehension. Again Turner (in Alexander, 1988: 159) states an individual may be said to comprehend a text fully when they can:

a. Recognize the words and sentences of the text and know what these words and sentences mean.

b. Associate meaning, both denotative or connotative, from personal experiences with the printed text

c. Recognize how all these meaning ands and or his perceptions of them fit together contextually

d. Make a value judgments about, and based on, the reading experiences

It was rare, everybody who has read fast can comprehend the text, and maybe reading fast includes scoring a pronunciation or spelling component. Again, reading comprehension is activities that need a high thinking, to interact with a written language or text. Turner (in Alexander, 1988:181) also states a number a factors are believed to influence reading comprehension. Although it is true that readers with a fast rate do not comprehend less well than readers with a slower rate, the ability to adjust rate is important. Reading instruction can actually retard growth in reading comprehension if it draws the pupil's attention exclusively to such factors as word recognition or oral reading or if it gives insufficient guidance. Setting purposes for reading that are meaningful and motivating the pupil facilitates comprehension.

3. The Strategies of Reading Comprehension

Reading comprehension is very influences in real life, when we can't comprehend the message, we have some understand meaning or information. To be a successful comprehends a reading material. Gebhard (1996: 199) states several strategies of reading comprehension:

1. Skip the word that they do not know

2. Predicting meaning

3. Guess the meaning that of unfamiliar words from the context

4. Have knowledge about the topic

5. Do not constantly translate

6. Draw inferences from the title.

When we read, try to predict what is being happened in the end and also avoid some unfamiliar vocabulary for a while until u can guess what the exact meaning.

In addition Gebhard (1996: 200) also state that reading comprehension is often done in academic and other setting where complete comprehension is necessary. Successful reader can read critically. Critical reading requires that a reader evaluate what they read, considering whether or not they convinced by the author's argument or position. Finally, successful readers read extensively.

To be good readers we are required to think critically to know what the message correct or incorrect is.

According to Brown (2001: 306) there several strategies, each of which can be practically applied to your classroom technique, there are:

a. Identify the purpose of reading

To get the meaning in reading, make sure our purposes in reading something. We often ask the learners to read but they don't know what is the purpose exactly, efficient reading consist of clearly

identifying, by doing it, you know what you are looking for and can weed out potential distracting information.

b. Scan the text for specific information

We have often hearing about this strategies, scanning, especially in reading, this strategies commonly uses in reading activities. Scanning can be called as searching for some particular piece or pieces information in a text. The purpose why we do this strategy is to save times, because we can find specific information without reading through whole the text. Scanning exercise may ask student to look for name, date, definition of key concept or list certain number of supporting detail.

c. Use semantic mapping or clustering

Readers can easily be overwhelmed by a long string of ideas or even the strategies mapping or grouping ideas into meaningful cluster, help the reader to provide some order to chaos. It means, they have drawing my mapping to get meaningful idea.

C. Cooperative Learning Strategy

1. Definition of Cooperative Learning

Cooperative learning is a teaching strategy that involves the participation of students in a small group to interact each other. (Rusman, 2012: 203)

Based on (Stenlev; 2003) cooperative learning is learning in small groups where interaction is structured according to carefully worked-out principles. The method, which was developed in USA, arose among other things out of concern that the traditional school was creating far too many losers, destroying the spontaneous joy of learning in many young people and failing to develop one of the most important things one will need in later life, i.e. the ability to cooperate with others. Cooperative learning can be used at all age levels, from kindergarten to university. It is much more than just a bag of tricks to make teaching run more smoothly. It is a different way of conceiving teaching.

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his or her own learning and is motivated to increase the learning of others (Kessler, 1992:8).

At the point, cooperative learning is learning strategy that each students work in small team. They are learning how to discuss some topic in a group. In this case, students unconsciously learn how to respect, open-minded, responsible to their self or their group itself.

When interaction happens, the students who don't know about the topic, they will know. While the students who have understand the topic

they can share what they know to their friend. So, cooperative learning have a good feedback to improve the student's knowledge.

2. **The Purposes of Cooperative Learning**

As similar to other strategies, cooperative learning strategies have purpose. According to Kindsvatter, Wilen, and Ishler (1996: 308) the purpose of this strategy, as bellow:

a. To increase achievement through group collaboration that enable Students to learn from each other.

b. To provide an alternative to competitive structure of most classrooms today that discourages the poorer students.

c. To improve human relation in the classroom by promoting interdependent activities that teaches collaborative skills.

Clearly, from the statements above the writer can concluded that cooperative learning can increase and develop the learner skill, human relation, and appreciate to other. Bedside they learn the material, they also learn how to social and it can be practiced in their real life.

3. **Procedure and Role the Teacher and the Learner in Cooperative Learning**

       Cooperative learning famous with team group in teaching learning, some teacher may afraid to apply this technique because of can raises some noisy or disorganized from the learners itself, and perhaps the diligent student who have work it and another just give sign or name only. And until now many teachers feel difficult to apply cooperative learning in classrooms. To avoid some problems in above, we should have a good procedure and divide whereas the role of teacher and learner. Based on Suprijono (1990:65) there six steps in cooperative learning strategies, there are:

Table 2.1 the procedure in cooperative learning

Steps	Teachers
Steps 1 : present goal and set	Conveying the indicator of study and prepare the student to get ready for learning material
Steps 2 : present information	Presenting information to learners verbally
Steps 3: organize students into learning teams	Explaining to the learners about the ways to become good teams.
Steps 4: assist team work and study	Guide the team learners during they work
Steps 5: test on the material	Evaluate the students' comprehend about material or team presenting the result of their work
Steps 6: provide Recognition	Give them reward.

Based on Kessler (1992:15) Role of teacher is generally one of facilitating, monitoring students' engagements with process, or clarifying information, rather than primarily one of providing information,

In addition, (Kindsvatter & friends, 1996: 308) states the teacher role differs considerably in this strategy from traditional approaches to instruction. Teachers act as facilitators in cooperative learning by establishing groups whose member work together on shared goals. While, role of learner in this strategy gives students much control within the group structure. They become both teachers and learners as they practice communication and group skills, as well as leadership skills. Each student is expected to utilize this skill to promote group success. Students are to give and receive assistance, feedback, reinforcement and support each other.

In this strategy, the roles both of the teacher and learner have tight relationship, the teacher as facilitator and the learners have promoted their skill in team group. We can imagine when the teachers didn't apply a good procedure the activities can't run well, learners feel confused, then spend the times or didn't get anything. So, as teacher to think or to select a good procedure is very important.

4. Class Activities of Cooperative Learning

Based on Goor & Schween, (in Kindsvatter & friends 1996:309) five common formats used for cooperative learning activities are: STAD, Think-pair-share, jigsaw, Team accelerated instruction, and group investigation. The each explanation as follows:

a) STAD (Student Teams – Achievement Division) complete common work assignment in groups of four or five, and then are tested individually. A team score is calculated by noting result of individual students' improvement over past performance (Lewis & Doorlag, 1991).

b) Think-Pair-Share

Students first try to answer a question or learn material by themselves, then discuss their thoughts understanding with partners, and finally share with their whole group or the class (Kagan, 1992)

c) Jigsaw

Each group member is given one piece of information and is responsible for teaching it to the group. In jigsaw II, students obtain their own information and share it with the group. Students then are tested individually (Kagan, 1992)

d) Team Accelerated instruction

This approach involves individualized instruction because students are assigned materials at their own achievement level and are assisted by their group members in learning the material. Group points are

obtained through improvement on individual tests (Olson & Platt, 1992).

e) Group Investigation

In using a constructivism approach to challenge groups at a higher level in which students take responsibility for their own learning. The group decides what to investigate, what contribution each will make, and how each will communicate what he/she has learned (Lewis & Doorlag, 1991).

5. Key Elements of Cooperative Learning

Kessler (1992:8) state five key elements of cooperative learning, as follows:

a. Positive interdependence

Positive interdependence occurs when the gains for one individual are associated with gains for other; that is, when one student achieves, other benefit, too.

The successful in doing the task is depend on some effort by team work, and the successful team work is determining by each individuals. That's why, positive interdependence was happened.

b. Team formation

Positive interdependence implies that grouping has occurred, either by assignment or chance. Students can group themselves; "leader" can take turns selecting teammates; or teacher can assign

students team. It means, team formation can be selected by student itself to find teammates or the teacher can selected the team for the learner.

c. Accountability

Students may be made individually accountable by assigning each students grade on their own portion of the team project or by the rule that the group may not go on to the next activity until all team member finish the task.

In accountability, each individual have task and responsible that should share in team work itself. So every individual have accountability to finish the task.

d. Social skills

Social skills include ways students interact with each other to achieve activity or task objectives (e. g, asking and explaining) and ways students interact as teammates (e. g, praising and recognizing).

When they have interaction, spontaneously social skill behavior occurs. They have appreciated another opinion and sharing what they comprehend based on the task.

e. Structuring and structures

Structures are generic, content-free ways of organizing students' interaction with content and with each other.

For thus statement we can give example, (step 1) one student talks while other listen, then (step 2) the next students talk. Structures describe different ways students are to interact.

6. The Advantage and Disadvantage of Cooperative Learning

a. Advantage of Cooperative Learning

There are some advantages of cooperating learning Linda Lungren (Ibrahim, 2000:18) in Majid (2013), as follows:

1. Increase the outpouring of time on task
2. Self-esteem is higher
3. The dropout rate is low
4. Conflict between personal is reduced
5. reduced apathy
6. Increasing motivation
7. Increase the goodness of mind, character and tolerance

At the point, the advantage of cooperative learning is facilitating students to learn together with their friend, and from togetherness the student can learn how to respect with each other.

b. Disadvantage of Cooperative Learning

Disadvantage of the cooperative learning based on The Expert Educator (Jones, et al. 1994), as follows:

1) Learning to facilitate cooperative learning expertly requires training, experience, and perseverance. It may take 2 to 3 years before an instructor can use these techniques routinely.

2) Groups finish work at different times. Sometimes learners argue or refuse to do the work. Perhaps, it caused by the ability or the students are different, so when work in group they cannot finish in time. Meanwhile, some of the students confident work individually, so when work in group the learners feel cannot concentrate with the discussion.

3) Some learners don't know how to get along with others and settle their differences. Some learners want to work alone.

4) Initially, the teaching of collaborative/social skills takes up a great deal of class time, affecting the amount of content covered.

5) Some learners do not like to work in groups. If individual accountability is not in place, some learners do all of the work and the other group members let them.

6) Cooperative learning does not work well in easy lessons.

7) Processing skills take time to learn and to carry out in the classroom. Conflicts may arise for which the instructor may not be prepared.

8) Working in cooperative groups creates a level of "noise" that may be uncomfortable for some instructors. This point is situation where the most of teacher feels, because there are many group in class and each group consist 3-4 students. And who group finished in the first, rarely will disturb other group. So, the situation in class did not conducive. As a teacher, should have solution to solve the problem above, perhaps by manage the solid time.

D. Think-Pair-Share

1. Definition of Think-Pair-Share

Think-Pair-Share (TPS) is a co-operative learning strategy developed by Lyman in 1978 and can be defined as "a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group" (McTighe & Lyman, 1988, p.2). It gets its name from the three stages of student action, with emphasis on what students are to be doing at each of those stages.

Think-Pair-Share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to think individually about a topic or answer to a question and share ideas with classmates. Discussing an answer with a partner serves to maximize

participation, focus attention and engage students in comprehending the reading material.

2. How does it Work?

The teacher decides upon the text to be read and develops the set of questions or prompts that target key content concepts. The teacher then describes the purpose of the strategy and provides guidelines for discussions. As with all strategy instruction, teachers should model the procedure to ensure that students understand how to use the strategy. Teachers should monitor and support students as they work.

a) **T: (Think)** Teachers begin by asking a specific question about the text. Students "think" about what they know or have learned about the topic.

b) **P: (Pair)** Each student should be paired with another student or a small group.

c) **S: (Share)** Students share their thinking with their partner. Teachers expand the "share" into a whole-class discussion.

Based on article updated by TeacherVision.com requires how the teacher make Think-Pair- Share can run well, the states as follows; The Think –Pair- Share strategy is ideal for teachers and students who are new to collaborative learning. It can be used in a variety of contexts. However, to be effective, students must consider a question or issue. It could be a complex question, such as, "What do you think were the key

issues that led to <u>World War I</u>?" It could be a more straight forward request, such as, "Create a pattern that could be described as 'a, b, a, b.'"

As students consider the question or issue, they should derive some benefit from thinking about it further with partners, such as when there are multiple correct answers to a question. For instance, in the previous example, students could provide many examples of "a, b, a, b" patterns and seeing multiple answers will reinforce this concept. On the other hand, providing students with questions that have only one correct response, such as, "What is 5 + 2?" soon becomes tedious to students, as there is not much to share with partners or the whole class.

The "think" step may require students merely to be quiet for a few moments and ponder their thoughts about the question. They may write some thoughts in response to the question.

Some teachers find it helpful to set a time limit for the "think" and "pair" steps of the strategy. If you choose to do this, be sure to give students an idea of how much time they will have. Remember to allow sufficient time during the "pair" step to allow both students to talk about their thoughts.

In the "share" step of the strategy, students can share their ideas in several ways. One way is to have all students stand, and after each student responds, he or she sits down, as does any student with a similar response. This continues until everyone is seated. Another way is to

move quickly through the class, having students respond quickly, one after the other, or to have a class vote. Responses can be recorded on an overhead projector or on a graphic organizer for future discussions. Another variation is to stop after the "pair" step, and have students write their ideas. Collect students' responses and assess any problems in understanding.

At the point, Think-Pair-Share strategy have three steps; Thinking-Pairing-Sharing. Thinking- teacher should give a general question; the question should be related with text. In pairing activities, Let the learner work in pair with their friends; give them time to discuss the topic. And sharing is the activity where the students have final result when they learn in pair. The result should be discussed in front of students, and the teacher gives the explanation about topic by collecting the students' idea.

3. **Advantage and Disadvantage of Think-Pair-Share**

   a. Advantage of Think-Pair-Share

   The advantages of learning model TPS by Ibrahim et al. (2000:6):

   1) The use of methods of learning TPS require students to use the time to do the tasks or problems given by the teacher at the beginning of the meeting so that students are expected to understand the material well before the teacher pass at the next meeting.

2) Improving attendance. The task given by the teacher at each meeting in addition to actively engage students in the learning process is also intended for students to always try to be present at each meeting. For the students who did not attend the student did not do the work and it will affect their learning outcomes.

3) Reduced dropout rates. TPS learning model is expected to motivate students in learning so that students' learning can be better than conventional models.

Think-Pair-Share always give the learner chance to think what their thinking in question who given by the teacher. Based on Budd-Rowe (in Kessler, 1992: 21) states an advantage to TPS is that students have increased wait time, the opportunity to think about their answer before thinking about who they will share with. Low-consensus information, unfamiliar topics, or "higher-order" analysis, synthesis, or evaluation application may require more thinking time than high-consensus information.

b. Disadvantage of Think-Pair-Share

There are disadvantage of Think-Pair-Share strategy

1) Time consuming

The time consuming means when the teacher who did not prepare the lesson plans accurately or the students feel confident to work individually better than in group.

2) The teachers hard to assist all the trainers during the discussion since they have so many groups. Because of there are many group in class, some of the teacher hard assist the learner works in group.

3) Can be very noisy

The students works in group, when they discuss the text or the topic they can talk each other can be noise with another students.

4) Puts time pressure on some

The strategy not always perfect, there an advantage and disadvantage. So, as a teacher should have ability to manage the time, to monitor the students during discussion in pair or group, and make sure that every student is working in group.

E. Some Previous Studies

Several researchers interested in improving students' reading comprehension by Using TPS strategy. Like a Malik (2011), Sormin (2012) and Jannah (2013)

Malik (2011) conducted a research entitled the effectiveness Think Pair Share method in improving students' reading comprehension of descriptive text. The research conducted in experimental study that has a result there is improvement in experiment class after they are taught using Think Pair Share method.

Sormin (2012) conducted a research entitled improving students' achievement in reading comprehension through Think Pair Share

technique at senior high school. The research conducted in Classroom Action Research (CAR). It consists of two cycles and each cycle consists of three meeting. The result of the research showed that TPS technique can improve students' reading achievement in reading comprehension.

Jannah (2013) conducted a research entitled the effectiveness of Think-Pair-Share Technique in Teaching Reading at Junior High School. The research conducted in Quasi Experimental Design. The result of the research is there is not significant different between the pretest and posttest score. Finally, this study led to the conclusion that teaching reading using TPS was as good as conventional technique.

Based on the previous studies above about the use of Think-Pair-Share strategy, here, the writer conducted a research in teaching reading comprehension by using Think-Pair-Share too. Although in the same strategies on the use Think-Pair-Share, but it is also have the differences whether on research design or finding result. The first previous study written by Malik, the design is experimental study Experiment class is taught in Think Pair Share method, and control class is taught without Think Pair Share method. Second, the thesis written by Sormin) it consists of two cycles and each cycle consists of three meeting. The last is thesis written by Jannah. It is experimental research using quasi experimental research design. Meanwhile, in this study the writer uses experimental research design using one group pre-test and post-test, and investigates the effectiveness of using Think-Pair-Share strategy to

improve students' reading comprehension by comparing the students' score before being taught by using Think-Pair-Share strategy and after being taught by using Think-Pair-Share strategy.

Generally, to perceive the research finding above, it showed that Think-Pair-Share strategy can improve the students' reading comprehension. Although, the result of Jannah (2013) showed there is not significant different between pretest and posttest score. At least, Think Pair Share did not make the students' score low.

CHAPTER III

RESEARCH METHOD

This chapter presents seven topics dealing with the research method. Those are: research design, population and sample, data collection method, research instrument, validity and reliability testing, and data analysis.

A. Research Design

Research has important role in educative process, which is to know or to solve the certain problem that happens in the teaching and learning process. Besides, Research is a process or steps used to collect and analyze information in order to increase our understanding of a topic or issue. Educational research is the application of the scientific approach to the study of educational problem. Educational research is the way in which people acquire dependable and useful information about the educative process. Educators usually conduct research to find solution to some problem or gain insight into an issue they do not understand (Ary, 2010: 19).

Ary (2010, 22) also states that educational research is typically classified into two broad categories: quantitative and qualitative research. Quantitative research uses objective measurement to gather numeric data that are used to answer question or test predetermine in this study, while Qualitative, in contrast, focuses on understanding social phenomena from the perspective of the human participant in natural setting. In this study, the

writer used quantitative research and the data form is numeric data that are to test hypothesis. Quantitative research may be further classified as either experimental or non-experimental design. Experimental research involves a study the effect of the systematic manipulation of one variable (s) on another variable. The manipulated variable is called the experimental treatment or the independent variable. The observed measured variable is called the dependent variable. Non-experimental the researcher identifies variables and may look for relationship among them but does not manipulate the variable (Ary, 2010: 26).

Based on the explanation above, the independent variable in this study concerning about the effectiveness of Think-Pair-Share strategy to improve students' reading comprehension is Think-Pair-Share strategy. Meanwhile, the dependent variable of this study is students' reading comprehension. The writer conducted research by using an experimental research because this study is about to know the effectiveness of using Think-Pair-Share strategy to improve students' reading comprehension. The experimental research conducted in this study is pre- experimental design which is one group pre-test and post-test, because it has little or no control of extraneous variable.

According to Ary ((2010, 303) this experimental design used pre-experimental research, this design classified as pre-experimental research design because it has little or no control of extraneous variable, and the pre-experimental design is one-group pretest-posttest which usually involves three steps, as follows:

1. Administering a pretest measuring the dependent variable

2. Applying the experimental treatment X to subjects

3. Administering posttest, again measuring the dependent variable.

Differences attributed to application of the experimental treatment are then evaluated by comparing the pretest and posttest scores.

Table the design of One-Group-Pretest-Posttest Design

Pre-test	Independent variable	Posttest
Y1	X	Y2

This research is intended to investigate the effectiveness of using think-pair-share strategy to improve students reading comprehension at MTsN Aryojeding Tulungagung in academic year of 2013/2014. By applying the treatment, it is expected to know whether the scores are increasing or not. So, the effectiveness of TPS strategy knows by the writer after get score both pretest and posttest.

B. Population and Sample

1. Population

According to Gay (1992: 124) population is the group of interest to the researcher, the group which she or he would like the result of the study to generalizable. In encyclopedia of educational evaluation, written "a population is a set (or collection) of all elements processing one or more attributes of interest". Based on explanation above a population are the entire subjects who have some interest for researcher. The population

of this study is all students of the first grade of MTsN Aryojeding Tulungagung in academic year 2013/2014 consisting of 370 students.

2. Sample

Selection of sample is very important steps in conducting a research study. The goodness of the sample determines the generalizability of the result. According to Gay (1992: 126) a good sample is one that is representative of the population from which it was selected. From those explanations, the sample selected was first – grade-class F that consists of 39 students at MTsN Aryojeding Tulungagung in academic year 2013/2014.

Technique to take sample is called sampling and in this study the writer used purposive sampling. This school was chosen purposively because to apply the experimental research, the samples must not be too "good" and too "bad" in their English achievement, especially reading comprehension. Its intended to reduce the extraneous variable may appears since the design is pre-experimental research without control group, while in MTsN Aryojeding Tulungagung the classes divided into two groups; the best class and general class. The best classes can be called smart class where places in class A and B and the general class places in class C until class I. VII C until VII I are relatively better in English achievement but the difficulty of reading comprehension often appears in VII F rather than in other general class. So, the writer decided VII F as recommendation by the teacher who handle English lesson in

MTsN Aryojeding Tulungagung and hopes VII F is the most representative ones. Based on Ashley (2014) states a purposive sample, also commonly called judgmental sample, is one that selected based on the knowledge of a population and the purpose of the study.

C. Data Collecting method

Data collection method is a systematical and standard procedure used to collect data (Tanzeh 2011:57). In this research, the data collecting method is administering test that consists of pre-test and post-test. The procedure of administering test was clarified as follows:

1. Pre-test

   At the first meeting, the writer gave a pre-test to the students. There 20 question; 10 questions are in the form of short answer and the other questions in the form of True/False. It was conducted to know the scores of the students reading before being taught the treatment. The pre-test was administered on 11 February 2014.

2. Post-test

   The post-test is given to the students after conducting the treatment of using think-pair-strategy to improve the students' reading comprehension. Similar to pre-test, the writer ask students to answer the twenty question in the

form of short answer and true or false. The post-test was administered on 25 February 2014.

D. Research Instrument

Instrument is tool of collecting data. According to Arikunto (2006: 126) Instrument is the device the researcher uses to collect data is called instrument. The instrument in this research is test. Test is a means of measuring knowledge, skill, feeling, intelligences, or aptitude of an individual group (Gay, 1992: 154).

The test of this study is the writer made by adapted the material module book at MTsN Aryojeding Tulungagung. The tests were in the form of objective test that are short answer and true or false. The writer requires 20 questions which is 10 question of short answer and 10 true or false. To score the objective tests the writer treats them without any difference. Means, there was only one correct answer for each items. The scoring guide is as the formula follow:

$$\text{Score} = \frac{\text{number of correct items}}{20} \times 100$$

The forms of short answer and true false an effective technique to test a reading comprehension. The technique that might be used to test reading skill are multiple choice, true/false, completion, short answer,

guided answer, summary cloze, information transfer and so on (Isnawati, 40).

The test form of short answer was not giving choice so the learner can not only guess the answer, besides they did not confuse to answer like learners do in form of multiple choices test; the learners just give the fix answer, based on their comprehending of the text. While, true false give students the exact statement, they have choosing whether it is true or false. It means, when the learners have understood the text, they did not hesitate to choose the best statement.

According to Alderson (2000: 227) short answer is test takers are simply asked question which requires a brief response, in a few words, as in the example below (not just Yes/No or true /false). The justification for this technique is that it is possible to interpret students' response to see if they have really understood, whereas on multiple choice items students give no justification for the answer they have selected and may they have chosen by eliminating others.

The writer used achievement test, Isnawati (2012: 14) states in contrast to proficiency test, achievement test are directly related to language course. The purpose of this kind of test is to establish how successful individual students, group of students, or the courses themselves have been in achieving objectives. Its means that, achievement test that is used to measure the process that students making after learn

something in achieving objectives. This test used to measure the students

achievement in reading comprehension before and after they taught by

using Think-Pair-Share strategy in MTsN Aryojeding, Tulungagung.

E. Validity and Reliability Testing

As mentioned above, the writer's instrument is test. The good instrument

should be valid and reliable; the more explanation about it will be discussed

as follows:

1) Validity

The most simplistic definition of validity is that is the degree to which a

test measures what is supposed to measure (Gay, 1992: 155). To measure

whether the test has good validity, the researcher analyzed the test from

content validity, face validity and construct validity.

a. Content validity

Content validity is the degree to which a test measures an

intended content area (Gay, 1992: 156). In this study, the test had

content validity because the content of the test had been adjusted with

the material. The test adapted from the guide book "module of English

lesson of first grade". Besides, the writer deal with the curriculum of

the first grade English teacher of MTsN Aryojeding Tulungagung.

Based on the curriculum and the syllabus, there are two kind genres of

text taught and learned on the first grade, those are descriptive text and

procedural text. Because of when the writer conducted the study in MTsN Aryojeding Tulungagung and the learners was study about the genre text of descriptive text. So, the writer decided to focus on the descriptive text.

b. face validity

A test is said to have validity if it looks as if it measure what is supposed to measure. Face validity is hardly a scientific concept, yet it is very important (Isnawati, 2012: 29). In this study, the item of the tests was in the form of objective tests consists of short answer test and true/false test. The writer ensured face validity by consulting to English teacher of MTsN Aryojeding Tulungagung.

c. Construct validity

A test is said to have construct validity if it can be demonstrated that it measures just the ability which is supposed to measure (Isnawati, 2012:29). Construct validity is one kind of validity that is measures the ability which is supposed to measure. The word 'construct' refers to any underlying ability which is hypothesized in a teory of language ability. As mention by Brown in Isnawati (2012:30) mentioned that construct is any theory, hypothesis or model that attempts to explain observed phenomena in our universe of perception.

In addition, as what Isnawati (2012:40) states, the sub skills being tested in reading assessment are classified in to two. The first is

reading macro sub skills. It includes scanning text to locate specific information, skimming text to obtain general idea, identifying stages of argument, and identifying examples presented in support of an argument. While the micro-subs kill underlying reading skills are identifying referents of pronouns, using context to guess meaning of unfamiliar words, and understanding relations between parts of text.

2) Reliability

The next way to know a good test is by reliability. A Reliable test is consistent and dependable. If the students are given the same test on two different occasions, the test should produce similar results. The word "similar" is used here because it is almost impossible for the test-takers to get exactly the same scores when the test is repeated the following day. This is because of the fact that human beings do not simply behave in exactly the same way on every occasion, even when the circumstances seem identical (Isnawati, 2012:18). In this case, for reliability the writer took test from teachers test so that is assumed that the test is reliable.

F. Data Analysis

In quantitative research to analyze the data is by using statistical data analysis. The data should in the form of number.

Data analysis is a technique to analyze data in order to know the result of a research. In this study, the writer provides some formula based on Arikunto (2010:349) as follows:

$$t = \frac{Md}{\sqrt{\frac{\sum x^2 d}{N(N-1)}}}$$

Where:

Md   : means of different pre-test and post-test

Xd   : deviation in every subject (d – Md)

$\sum x^{2d}$: total of quadrate deviation

N   : subject of sample

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents three topics related to research finding that are the description of data, hypothesis testing and discussion.

A. The Description of Data

In this study, the writer wants to know the effectiveness of using Think-Pair- Share strategy to improve students' reading comprehension. The effectiveness can be seen from the significant different score of students reading comprehension before and after using think-pair- share strategy. The presentation of the data were answers based on the formulated of research problems in chapter I.

That are: a). the students' achievement in reading comprehension before being taught by using TPS strategy. b). the students' achievement in reading comprehension after being taught by using TPS strategy and c).whether there is significant difference before and after being taught by using TPS strategy.

Then, the presentation of the data is as follows:

1. Students' Reading Achievement before being given think-pair- share strategy (pre-test score).

Table: 4.1 The students' Reading achievement before being using think-pair-strategy

No.	Subject	Pretest Score
1	A	45
2	B	70
3	C	40
4	D	65
5	E	75
6	F	65
7	G	60
8	H	55
9	I	40
10	J	65
11	K	70
12	L	75
13	M	80
14	N	70
15	O	75
16	P	80
17	Q	60
18	R	65
19	S	80
20	T	75
21	U	70
22	V	50
23	W	60
24	X	45
25	Y	40
26	Z	75
27	A1	55

28	A2	55
29	A3	50
30	A4	80
31	A5	85
32	A6	75
33	A7	65
34	A8	70
35	A9	45
36	A10	65
37	A11	75
38	A12	70
39	A13	70

The pretest was followed by 39 students of the experimental group. The researcher allocates 40 minutes for conducting pre-test. The pretest was in the form of short answer and true or false. It was done before treatment process using think-pair-share strategy.

This test was intended to know the basic competence of the students reading comprehension before giving the treatment. The pre-test was administered on 11th of February 2014.

Based on the calculation, the results are as follows:

a. Mean $= \dfrac{\Sigma(X)}{N}$

$= \dfrac{2510}{39}$

$= 64.36$

b. Median $= \dfrac{N+1}{2}$

$= \dfrac{40}{2}$

$$= 20$$

The median is the value of 20th items. That is 65.

c. Mode is the most existing score that is 70.

d. Standard deviation

$$S = \sqrt{\frac{Sxx}{N-1}}$$

$$Sxx = \sum x^2 - \frac{\sum (x)^2}{N}$$

$$= 167600 - \frac{6300100}{39}$$

$$= 167600 - 161541.026$$

$$= 6058.97$$

$$S = \sqrt{\frac{6058.97}{38}}$$

$$= \sqrt{159.45}$$

$$= 12.63$$

From the calculation result of students score before taught using Think-Pair-Share strategy, the highest score achieved by students is 85 and the lowest one is 40. From the calculation result of statistics, the mean score (X) achieved by students is 64.36, the mode score is 70, the median score is 65, and the standard deviation is 12.63.

2. Students' reading achievement after being given think-pair- share strategy

(post-test score)

Table 4.2. The students' reading achievement after being using

Think-Pair- Share Strategy

No.	Subject	Posttest Score
1	A	80
2	B	85
3	C	70
4	D	60
5	E	80
6	F	95
7	G	95
8	H	80
9	I	80
10	J	95
11	K	95
12	L	90
13	M	95
14	N	95
15	O	90
16	P	95
17	Q	95
18	R	70
19	S	85
20	T	75
21	U	95
22	V	95
23	W	55
24	X	55
25	Y	85
26	Z	85
27	A1	75
28	A2	60
29	A3	55

30	A4	95
31	A5	90
32	A6	70
33	A7	65
34	A8	85
35	A9	60
36	A10	95
37	A11	70
38	A12	85
39	A13	90

The post-test was also followed by 39 students of the experimental group. The researcher allocates 40 minutes for conducting post-test. The post-test is same as pre-test that is in the form of short answer and true or false. It was done after treatment process using think-pair-strategy.

This test was intended to know the result or the effect of treatment toward students reading achievement. The post-test was administered at 25th of February 2014. Based on the calculation, the results are as follows:

a. Mean $= \dfrac{\Sigma(X)}{N}$

$= \dfrac{3170}{39}$

$= 81.28$

b. Median $= \dfrac{N+1}{2}$

$= \dfrac{40}{2}$

$= 20$

The median is the value of 20th items. That is 85.

c. Mode is the most existing score that is 95.

d. Standard deviation

$$S = \sqrt{\frac{Sxx}{N-1}}$$

$$Sxx = \sum x^2 - \frac{\sum(x)^2}{N}$$

$$= 264600 - \frac{10048900}{39}$$

$$= 264600 - 257664.1$$

$$= 6935.89$$

$$S = \sqrt{\frac{6935.89}{38}}$$

$$= \sqrt{182.52}$$

$$= 13.51$$

From the calculation result of students score before taught using Think-Pair-Share strategy, the highest score achieved by students is 95 and the lowest one is 55. From the calculation result of statistics, the mean score *(X)* achieved by students is 81.28, the mode score is 95, the median score is 85, and the standard deviation is 13.51.

3. The significance different of students' reading achievement before and after given think-pair-strategy.

   After the writer got the data in the form of score of pre-test and post-test, then the researcher analyzed the data to get the value of t-count which then it was be compared with the value of t-table to know the significances

Table: 4.3 the analysis of students score in pre-test and post-test

No.	Pretest (X)	Posttest (Y)	Y-X	(Y-X)2
1	45	80	35	1225
2	70	85	15	225
3	40	70	30	900
4	65	60	-5	25
5	75	80	5	25
6	65	95	30	900
7	60	95	35	1225
8	55	80	25	625
9	40	80	40	1600
10	65	95	30	900
11	70	95	25	625
12	75	90	15	225
13	80	95	15	225
14	70	95	25	625
15	75	90	15	225
16	80	95	15	225
17	60	95	35	1225
18	65	70	5	25
19	80	85	5	25
20	75	75	0	0

21	70	95	25	625
22	50	95	45	2025
23	60	55	-5	25
24	45	55	10	100
25	40	85	45	2025
26	75	85	10	100
27	55	75	20	400
28	55	60	5	25
29	50	55	5	25
30	80	95	15	225
31	85	90	5	25
32	75	70	-5	25
33	65	65	0	0
34	70	85	15	225
35	45	60	15	225
36	65	95	30	900
37	75	70	-5	25
38	70	85	15	225
39	70	90	20	400
	$\sum = 2510$	$\sum = 3170$	$\sum = 660$	$\sum = 18700$

The steps to get the value of t-count are as follows:

a. The researcher found the average of the difference of the score. The formula is as follows:

$$Md = \frac{\sum d}{N} = \frac{660}{39} = 16.92$$

b. And then the researcher found the $\sum X^2{}_d$ by using formula:

$$\sum X^2{}_d = \sum d^2 - \frac{(\sum d)^2}{N}$$

$$= 18700 - \frac{(660)^2}{39}$$

$$= 18700 - \frac{435600}{39}$$

$$= 18700 - 11169.23$$

$$= 7530.77$$

c. After the researcher got the result of the $\sum X^2{}_d$, the researcher can start to find the value of "t".

The formulation as follow:

$$t = \frac{Md}{\sqrt{\dfrac{\sum X^2{}_d}{N(N-1)}}}$$

$$= \frac{16.92}{\sqrt{\dfrac{7530.77}{39\,(39-1)}}}$$

$$= \frac{16.92}{\sqrt{\dfrac{7530.77}{1482}}}$$

$$= \frac{16.92}{\sqrt{5.081}}$$

$$= \frac{16.92}{2.254}$$

$$= 7.507$$

So, the t- count = 7.507

d. to know the degree of freedom, it is found the result from the formula below:

df   = N − 1

     = 39-1

     = 38

So, the df = 38

Where:

Md   : means of different pre-test and post-test

Xd   : deviation in every subject (d − Md)

$\sum x^{2d}$: total of quadrate deviation

N   : subject of sample

B. Hypothesis Testing

Based on the calculation above the value of "t" is (7.507) which the Ttable (2. 021) so, the Tcount is bigger than Ttable , in significant level 5%. Therefore, the null hypothesis state there is no significant different score before and after using Think Pair Share strategy is rejected. On the other hand, the alternative hypothesis states there is significant different score before and after using Think Pair share strategy is accepted. It can be concluded that there is significant the effectiveness of using Think Pair

Share strategy to improve students' reading comprehension of the first grade at MTsN Aryojeding Tulungagung.

C. Discussion

As discussed of research method in chapter III, the teaching and learning process was divided into three steps. First step was preliminary study by which the writer conducted a preliminary study to know the students' reading comprehension by administering pre-test before being taught using think-pair-share strategy. The second was given treatment to the students; the treatment used in this study is think-pair-strategy. Think-pair-strategy is one of cooperative learning model that strategy developed by Frank Lyman and his colleagues in Maryland. It gets its name from the three stages of student action, with emphasis on what students are to be doing at each of those stages. In this treatment, the students should be able to read text comprehensively. The third was post-test by which it was conducted after given the treatment which it was conducted to know the students' achievement in reading comprehension after being taught think-pair-strategy

The score of students reading in pre-test is low, based on KKM in mastering English lesson is 70. It shows from the mean of total score in pre-test from 39 students is (64.3). After getting treatment, the mean score of reading comprehension is (81.2). It is improved by using *person product*

moment formula analysis that used by the writer. The result of T*count* is (7.507).

The value of t-count has been found, and then the writer considered the degrees of freedom or d.f = N − 1 so, the d.f is (38). The writer consulted to t-table, at the significance level of 0.05. The researcher cannot find the d.f (38) in t-table. There is d.f (40) stated on t-table and the writer rounded the d.f (38) becomes d.f (40). Finally, the writer got the critic value of t-table is 0.05 significance level that is (2,021).

By comparing the "t" is bigger than Ttable the Alternative Hypothesis (Ha) is accepted and the Null Hypothesis (Ho) is rejected. It means that there is different reading comprehension score of the first grade at MtsN Aryojeding, Tulungagung between before being taught by using think-pair-share and after using Think-Pair- Share strategy. The different significant, the total score before being taught by using think-pair-share strategy is (2510) after the students were taught by using think-pair-share strategy is (3170), the total score improves.

Based on the research finding, it can be said that think-pair-share strategy is effective to teach students reading comprehension, because Think-Pair- Share strategy provided higher thinking and do not making the student feel bored with the reading activity. Besides it, Think-Pair- Share strategy allowed students to think what their idea to the teacher's question or topic, and they can pair with their close friend to discussion the topic, they try to make conclusion or result from that topic and the term share,

refers to the result of discussion must be share in front of all their friends,

it can be done by representative one of them.

CHAPTER V

CONCLUSION AND SUGGESTION

Based on the descriptions of findings presented in the previous chapter, conclusion and suggestion are present in this chapter.

A. Conclusion

There are some conclusion related to this study, those are:

1. The students' score of reading comprehension before being taught by using think-pair-share strategy is low (based on KKM in mastering English Lesson is 70) because the mean of the total score of students is (64.3). While, KKM (minimum criteria of mastery learning) is the criteria most likely to declare learners achieve mastery (Halian: 2012).

2. The students' score of reading comprehension after being taught by using think-pair-share is good because the mean of the total score of students is (81.2).

3. There is any significant difference by which T*count* (7.507) is bigger than T*table* (2.021) of first grade students at MTsN Aryojeding in reading achievement before and after they are taught by using think-pair-share strategy in the class. It can be concluded based on the result of the data analysis.

It was found that the statistical test by using t-test shows that the t-test empiric value (t-count) is (7.507) and the t-critic value (t-table) at 0,05% level of significance is (2,021). It means that t-empiric value (t-count) was upper than t-critic value (t-table) with degree of freedom (df) 38 and the level of significance 5%.

Finally, based on the explanation above, it means that the null hypothesis (H_o) is rejected and the alternative hypothesis (H_a) is accepted. So, the using think-pair-share strategy can be improved the students' reading comprehension especially in the first grade at junior high school.

B. Suggestion

The finding of the the research score shows that there is significant difference of students reading achievement before and after given treatment of think-pair-strategy. Therefore, the writer tries to give some suggestion as follows:

1. For Institution

The teacher of MTsN Aryojeding Tulungagung can increase discipline, because discipline can influences students learning process and as a teacher, we should create the confident situation by applying the interesting method of learning, especially in teaching reading comprehension.

2. For Teachers

Reading activities in English language is more avoiding by some students, because they need to understand the whole of text while they did not

know some the meaning of them, especially in long text reading. By this strategy, the writer suggest to the teacher to apply this strategy in their teaching and learning process in reading class.

3. For other researchers

As this study is not perfect yet, it is suggested for the future writer to conduct further study in the same field, especially in using think-pair- share strategy to improve students' reading comprehension at junior high school.

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APPENDIX

Appendix I

The Table of "t" on The Significant

d.b.	Taraf Signifikasi							
	50%	40%	20%	10%	5%	2%	1%	0,1%
1	1.000	1.376	3.078	6.314	12.706	31.821	63.657	636.691
2	0.816	1.061	1.886	2.920	4.303	6.965	9.925	31.598
3	0.765	0.978	1.638	2.353	3.182	4.541	5.841	12.941
4	0.741	0.941	1.533	2.132	2.776	3.747	4.604	8.610
5	0.727	0.929	1.476	2.015	2.571	3.365	4.032	6.859
6	0.718	0.906	1.440	1.943	2.447	3.143	3.707	5.959
7	0.771	0.896	1.415	1.895	2.365	2.998	3.499	5.405
8	0.706	0.889	1.397	1.860	2.306	2.896	3.355	5.041
9	0.703	0.883	1.383	1.833	2.262	2.821	3.250	4.781
10	0.700	0.879	1.372	1.812	2.228	2.764	3.169	4.587
11	0.697	0.876	1.363	1.796	2.201	2.718	3.106	4.437
12	0.695	0.873	1.356	1.782	2.179	2.681	3.055	4.318
13	0.694	0.870	1.350	1.771	2.160	2.650	3.012	4.221
14	0.692	0.868	1.345	1.761	2.145	2.624	2.977	4.140
15	0.691	0.866	1.341	1.753	2.131	2.602	2.947	4.073
16	0.690	0.865	1.337	1.746	2.120	2.583	2.921	4.015
17	0.689	0.863	1.333	1.740	2.110	2.567	2.898	3.965
18	0.688	0.862	1.330	1.734	2.101	2.552	2.878	3.922
19	0.688	0.861	1.328	1.729	2.093	2.539	2.861	3.883
20	0.687	0.860	1.325	1.725	2.086	2.528	2.845	3.850
21	0.686	0.859	1.323	1.721	2.080	2.518	2.831	3.819
22	0.686	0.858	1.321	1.717	2.074	2.508	2.819	3.792
23	0.685	0.858	1.319	1.714	2.069	2.500	2.807	3.767
24	0.685	0.857	1.318	1.711	2.064	2.492	2.797	3.745
25	0.684	0.856	1.316	1.708	2.060	2.485	2.787	3.725
26	0.684	0.856	1.315	1.706	2.056	2.479	2.779	3.707
27	0.684	0.855	1.314	1.703	2.052	2.473	2.771	3.690
28	0.683	0.855	1.313	1.701	2.048	2.467	2.763	3.674
29	0.683	0.854	1.311	1.699	2.045	2.462	2.756	3.659
30	0.683	0.854	1.110	1.697	2.042	2.457	2.750	3.646
40	0.681	0.851	1.303	1.684	2.021	2.423	2.704	3.551
60	0.689	0.848	1.296	1.671	2.000	2.390	2.660	3.460
120	0.677	0.845	1.289	1.658	1.980	2.358	2.617	3.373
∞	0.674	0.842	1.282	1.645	1.960	2.326	2.576	3.291

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   **:** Mts Negeri Aryojeding

Mata pelajaran   **:** Bahasa inggris

Kelas/Semester   **:** VII/ F

Ketrampilan   **:** Membaca

A. Standar Kompetensi   :
- Memahami makna teks tulis fungsional dan esai pendek sangat sederhana   berbentuk   descriptive text untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar   :
- Memahami makna dalam wacana tertulis dalam bentuk deskripti dalam konteks kehidupan sehari-hari.
- Mampu mengungkapkan makna secara tertulis dalam bentuk deskriptif dalam konteks kehidupan sehari-hari.

C. Indikator   :
- Siswa dapat memahami struktur kalimat teks deskriptif.
- Siswa dapat membaca nyaring teks deskriptif.
- Siswa dapat memahami isi dari bacaan deskriptif
- Siswa dapat mempresentasikan isi dari bacaan deskriptif

D. Time allocation : 1 x 40 minutes (1 meeting)

E. Learning goals   :
- Pada akhir pelajaran siswa dapat memahami struktur kalimat teks deskriptif.
- Pada akhir pelajaran siswa dapat membaca nyaring teks diskriptif.
- Pada akhir pelajaran siswa dapat memahami isi dari bacaan deskriptif.
- Pada akhir pelajaran dapat mempresentasikan isi bacaan dari teks deskriptif.

F.   Materi Pembelajaran   :

➕ Pengertian tentang teks Deskriptif

Descriptive text

Descriptive is a text describing a particular person, place or thing. Descriptive describe someone or something in detail.

The purpose:

    a) To describe current activities or events
    b) To describe activities in the picture

Generic structure of descriptive text:

    a) Identification: identifies phenomenon to be described
    b) Description: describe parts, qualities and chararteristic

The language features:

    a) Specific participant
    b) The use of simple present and present continuous tense
    c) Action verb
    d) Adjective
    e) Using relational verbs (is, am, are) and (has, have)

➕ Contoh teks deskriptif

Hello, Arvi. How are you? I hope you are fine.

I want to tell you about my school. My school is a village school that is not easy to reach from the city center.it takes forty five minutes riding motorcycle from my house to my school.

My school has thirty teachers, seven office staffs and three hundred and sixty students. There is small gate in front of my school. There are nine classrooms with old chairs and tables, a not representative laboratory, a poor library, a small canteen and small a mosque. A large is behind the school. It used to have flag ceremony and sport activities. The staff office is besides the headmaster's office. There is a narrow park with some plants and flowers.

Ok arvi, that about my school. I'm looking forward to your reply. Tell me about your school.

You're truly,

Dea Rosiana

G. Model/ Metode Pembelajaran

a) Pendekatan : CTL
b) Model : Cooperative Learning
c) Strategi : Think-Pair-Share

H. Langkah-langkah kegiatan pembelajaran:

No	Langkah-langkah pembelajaran	Guru	Murid	Alokasi Waktu
1	Pembukaan	Salam dan Do'a	Berdoa bersama	1 menit
2	Main teaching	Mengulas sedikit tentang descriptive text.		
		• Menjelaskan Think Pair Share Strategi	• Memperhatikan penjelasan guru	5 menit
		• Guru memberikan pertanyaan secara umum	• Siswa menjawab pertanyaan berdasarkan pengetahuanya.	2 menit
		• Memberikan sisawa teks, meminta mereka untuk memahami isi dari teks tersebut.	• Siswa membaca dan berfikir.	10 menit
		• Guru menyuruh murid untuk berpasang-pasangan dengan temanya, untuk diskusi.	• Siswa diskusi dengan pasanganya	8 menit

		• Guru meminta mereka untuk mempresentasik an hasil dari diskusi bersama pasanganya.	• Siswa mempresentasi kan hasil diskusi didepan teman-temanya.	8 menit
3	Closing	Untuk mengetahui sejauh mana mereka paham tentang teks tsb, guru memberikan pertanyaan kepada murid	Menjawab pertanyaan guru	5 menit
		Salam dan Do'a pulang	Siswa berdoa bersama	1 menit

I. Sumber belajar

a) English module for Grade VII Student 2013 / 2014,

J. Media

Whiteboard an things around us.

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah   **:** Mts Negeri Aryojeding

Mata pelajaran   **:** Bahasa inggris

Kelas/Semester   **:** VII/ F

Ketrampilan   **:** Membaca

F. Standar Kompetensi   :
   + Memahami makna teks tulis fungsional dan esai pendek sangat sederhana berbentuk descriptive text untuk berinteraksi dengan lingkungan sekitar.

G. Kompetensi Dasar   :
   + Memahami makna dalam wacana tertulis dalam bentuk deskripti dalam konteks kehidupan sehari-hari.
   + Mampu mengungkapkan makna secara tertulis dalam bentuk deskriptif dalam konteks kehidupan sehari-hari.

H. Indikator   :
   + Siswa dapat memahami struktur kalimat teks deskriptif.
   + Siswa dapat membaca nyaring teks deskriptif.
   + Siswa dapat memahami isi dari bacaan deskriptif
   + Siswa dapat mempresentasikan isi dari bacaan deskriptif

I.   Time allocation : 1 x 40 minutes (1 meeting)

J.   Learning goals :
   + Pada akhir pelajaran siswa dapat memahami struktur kalimat teks deskriptif.
   + Pada akhir pelajaran siswa dapat membaca nyaring teks diskriptif.
   + Pada akhir pelajaran siswa dapat memahami isi dari bacaan deskriptif.
   + Pada akhir pelajaran dapat mempresentasikan isi bacaan dari teks deskriptif.

F.   Materi Pembelajaran   :

⬦ Contoh teks deskriptife

My Favorite Pets

I have many pets, ones of them is my favorite. I love dog so much. I buy it at I still on junior high school. It's very cute, friendly but, many of you may not like. It eat grass, vegetables, etc. I put them beside my house.

They body was small, smaller than a rabbit, but larger than hamsters.All of it's skin covered by fur. It's fur is white with spot black and brown and the fur is short. The eyes can light red at dark. If not in the dark the color is red or black. It's ear is long. It's has four leg, two eyes, two teeth at up and two teeth at down.
I love it when they ran fast and they like to make a loud noise when they know it's my voice or if I want to give them grass or vegetables.

Woman Pop Singer From Indonesia Gisella Anastasia (Gisel)

Gisella Anastasia, usually called Gisel, is an Indonesian pop singer, actress and presenter. She was born on November 16, 1990 in Surabaya, East Java.
She began her career since joining Indonesian Idol in 2008. In the competition she was placed as runner up. Her star started to shine after the contest finished. She had a chance to release an album and become one of singer in Opera Van Java (OVJ).
Gisel has familiar appearance. Her face is oriental. It is easy to recognize her.She has slim body and looks tall and good looking. Gisel is good singer. Her voice is nice and easy listening. She likes to sing love songs. She has a hit single entitled "Pencuri Hati".

G. Model/ Metode Pembelajaran

d) Pendekatan   : CTL
e) Model   : Cooperative Learning
f) Strategi   : Think-Pair-Share

H. Langkah-langkah kegiatan pembelajaran:

No	Langkah-langkah pembelajaran	Guru	Murid	Alokasi Waktu
1	Pembukaan	Salam dan Do'a	Berdoa bersama	1 menit
2	Main teaching	Mengulas sedikit tentang descriptive text.		
		• Menjelaskan Think Pair	• Memperhatikan penjelasan guru	5

		Share Strategi		menit
		• Guru memberikan pertanyaan secara umum	• Siswa menjawab pertanyaan berdasarkan pengetahuanya.	2 menit
		• Memberikan sisawa teks, meminta mereka untuk memahami isi dari teks tersebut.	• Siswa membaca dan berfikir.	10 menit
		• Guru menyuruh murid untuk berpasang-pasangan dengan temanya, untuk diskusi.	• Siswa diskusi dengan pasanganya	8 menit
		• Guru meminta mereka untuk mempresentasik an hasil dari diskusi bersama pasanganya.	• Siswa mempresentasi kan hasil diskusi didepan teman-temanya.	8 menit
3	Closing	Untuk mengetahui sejauh mana mereka paham tentang teks tsb, guru memberikan pertanyaan kepada murid	Menjawab pertanyaan guru	5 menit
		Salam dan Do'a pulang	Siswa berdoa bersama	1 menit

I. Sumber belajar

English module for Grade VII Student 2013 / 2014,

J. Media

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Appendix VI

INSTRUMENT OF PRE-TEST

Pre-test about Reading Comprehension for First Grade of Junior High School at MtsN Aryojeding Tulungagung

Name or Absent Number   :
Class   :
Date   :

A. read this letter and answers the questions!

Hello, Arvi. How are you? I hope you are fine.

I want to tell you about my school. My school is a village school that is not easy to reach from the city center.it takes forty five minutes riding motorcycle from my house to my school.

My school has thirty teachers, seven office staffs and three hundred and sixty students. There is small gate in front of my school. There are nine classrooms with old chairs and tables, a not representative laboratory, a poor library, a small canteen and small a mosque. A large is behind the school. It used to have flag ceremony and sport activities. The staff office is besides the headmaster's office. There is a narrow park with some plants and flowers.

Ok arvi, that about my school. I'm looking forward to your reply. Tell me about your school.

You're truly,

Dea Rosiana

1. What is the tittle of the text above?
2. Who writers the letter?
3. What does the writer want to tell about?
4. Is Dea's school far from city?
5. Is it easy to reach the school?
6. How many teachers does the school have?
7. Does the school have a gate?
8. How long time does it take to go to school from the city?
9. Where is the large yard?
10. Where is the headmaster's office?

B. *Read the Text carefully!*

A true story of young Swedish sailor

In 1956, a young Swedish sailor on a ship at sea becomes bored. He wrote a massage and put it in a bottle. The massage gave his name and addresses and asked any pretty girl who found it to write to him. Two years later and Italian fisherman found the bottle and showed the message to his daughter just for joke, she wrote to the sailor. He replied, and soon they starting writing to each other regularly. Then they decided to meet. Shortly after the first meeting, the sailor and the fisherman's daughter got married.

TASK: Write True (T) or False (F)

11. Young Swedish sailor become bored on a ship in 1956 (   )

12. The sailor wrote an advertisement   (   )

13. He put his writing in a box   (   )

14. He wrote his name and his addresses   (   )

15. He asked any girl who found it to write to him   (   )

16. An Australian fisherman found it   (   )

17. The fisherman showed it to his son   (   )

18. She wasn't serious to write to the sailor at first   (   )

19. The sailor didn't replay her   (   )

20. Shortly, they became husband and wife.   (   )

KEY ANSWER of PRE-TEST

1. My school
2. Dea Rosiana
3. Telling about her School
4. Yes, it is
5. Not, isn't easy
6. Thirty teacher
7. Yes, it does
8. Forty five minutes
9. Behind the school
10. Besides the staff office
11. T
12. F
13. F
14. T
15. T
16. F
17. F
18. F
19. F
20. T

Appendix VII

INSTRUMENT OF POST-TEST

Post-test about Reading Comprehension for First Grade of Junior High School at MtsN Aryojeding Tulungagung

Name/ Absent Number:

Class   :

Date   :

A. *Read the Text, and then answers the Question!*

My Beloved Family

Hello my name's Santi. I have big family. There are my father, mother, two brothers, grandmother, grandfather and me, Santi.

I have two brothers, their name are Dino and Adam. I'm the only girl in my family. My family is harmonious. We love each other. My father's name is Mr. Raden and my mother name is Ratna. My father is 50 years old and my mother is 45. My father' job is pilot and my mother's job is teacher.

My grandmother and grandfather also live in my house, their name are Mrs. Wati and Mr. Rahmat. My grandmother is 67 years old and my grandfather is 79 years old. I very love them, because they are always accompanying me if my parents have work.

 We live in a small city in Tulungagung. The name of my village is Tanjungsari. It's around 7 km from the center of town. Our house is big enough. There are 2 living rooms, 5 bedrooms, a dining room, a kitchen, a bathroom and toilet.

Behind the kitchen there is a shelter. My father keeps many chickens there. I often help him feeding the chicken. I wish that my big family have happy forever.

Questions:

1. What kinds of the text above?
2. Mention the family member in the story above?
3. Are they harmonious?
4. Who is the writer of the story above?
5. Who is Santi's brother name?

6. How old is Mr. Raden age?
7. Where is the Santi's home?
8. Is Santi's house big?
9. What is behind the kitchen?
10. What is a Santi wish for her family?

B. *Read the Text carefully!*

My mother

Hello my friends, my name is Dina, I will tell you about my mother. My mother is a beautiful person. She is not tall but not short, and she has curly hair and brown. Her eyes color is brown and her color skin is white, and she has a beautiful smile. Her weight is 60 kg.

She is a very kind person. She is very lovely, friendly, patient, and she loves to help people. I love my mom, because she is a good example to me. She loves being in the Church, and she loves sing and dance too.

She is a very good mother. She always takes care of her family. She likes her house to be clean and organized. She a very organized person and all things in the house are in the right place. She doesn't like messes.

She always has a smile on her face. She is so sweet and lovely. I like when I am going to sleep or went I wake up or when I am going to go to some places, she always give me a kiss, and when the family have a problem she always be with us to helps us and to give us all her love.

TASK: Read this statement than write True (T) or False (F)

11. Dina is telling about her mother.   (   )
12. Dina's mother has black eyes color.   (   )
13. Dina's mother loves sport.   (   )
14. Dina's mother has medium body.   (   )
15. Dina does not love her mother.   (   )
16. Dina's mother is kind person.   (   )
17. Dina's mother loves sing and dance.   (   )
18. Dina's mother does not care about their family.   (   )
19. Dina's mother does not like to clean house.   (   )
20. Dina's mother always giving kiss when Dina going to some place.
                                                                                  (   )

KEY ANSWER of POST-TEST

1. Descriptive text
2. Father, mother, two brother, grandmother, grandfather and Santi it self
3. Yes, they are
4. Santi
5. Dino and Adam
6. 50 years old
7. Small city in Tulungagung, that are Tanjungsari village
8. Yes, she is
9. The shelter
10. She wishes her big family have happy forever
11. T
12. F
13. F
14. T
15. F
16. T
17. T
18. F
19. F
20. T

CURRICULUM VITAE

Name   : AFRILIANTI

Place,date of birth   : Palembang, April 30th 1993

Registered number   : 3213103002

Address   :Ds. Pulosari Kec. Ngunut, Kab. Tulungagung

Fakultas   :Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)

Program Studi   : Tadris Bahasa Inggris

Background of the study :

1. TK NU Sumber Agung, Oku   (1996 – 1998)

2. MI NU Sumber Agung, Oku   (1998 – 2004)

3. MTS RADEN PAKU Trenggalek   (2004 – 2007)

4. MAN 1 Trenggalek   (2007 – 2010)

5. IAIN Tulungagung   (2010 - 2014)