

**TEACHING READING SKILL THROUGH WRITE PAIR  
SHARE TECHNIQUE AT THE EIGHTH YEAR  
STUDENTS OF SMPN 9 PALOPO**



**A THESIS**

*Submitted to the English Language of SI Tarbiyah Department of the State College  
for Islamic Studies of Palopo in Partial Fulfillment of the Requirement for S.Pd  
Degree in English Study Program*

**By,  
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**ENGLISH STUDY PROGRAM OF TARBIYAH DEPARTMENT  
OF THE STATE COLLEGE FOR ISLAMIC STUDIES  
(STAIN) PALOPO  
2014**

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**IAIN PALOPO**

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2014**

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Palopo, January 27<sup>th</sup> 2014

**The Researcher**

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## ABSTRACT

**Dewi Sartika, 2014. “TEACHING READING SKILL THROUGH WRITE PAIR SHARE TECHNIQUE AT THE EIGHTH YEAR STUDENTS OF SMPN 9 PALOPO”.** Thesis English Study Program of Tarbiyah Department in State College for Islamic Studies (STAIN) Palopo. Supervised by Jumharia Djamereng and Wisran.

**Keyword :** *Teaching reading skill, Write pair share*

This thesis was focused on finding out the best way in teaching reading skill by using write pair share technique, the problem statement of this thesis : What is the effective way in teaching reading skill by using write pair share technique at the eighth year students of SMPN 9 Palopo?

This research used Classroom Action Research (CAR) method. The procedure of the research used two cycles namely cycle I and cycle II to find out the students reading ability. Each cycle consisted of four parts namely Planning, Action, Observation, and Reflection. There were five meetings. Three meetings for cycle I and two meetings for cycle II. The target of this research were the eighth year students of SMPN 9 Palopo in 2013/2014 academic year. The sample of this research was class VIII<sup>2</sup> consists of 32 students. In collecting data the researcher used test, photograph, and observation.

In this research, the effective ways to apply in teaching reading skill through write pair share technique were made situation of class more effective and effisien to read the text of reading and answer the questions. First, each students read the text and answered the questions by writing the answer on the paper. Then, the students paired with their friend. And then, each pair did sharing about the text and their each answers. After that, the researcher and the students discussed about students' sharing of the test paper. The result of analysis of the research showed that using write pair share technique improved the students' reading skill. The result of this research revealed that the cycle II was better than the cycle I. It can be shown the mean score of students test from cycle I to cycle II was increased. The students ability in English reading was increased after they got reflection. It means that using write pair share technique was effective in teaching reading at SMPN 9 Palopo.

# CHAPTER I

## INTRODUCTION

### *A. Background*

Language is tool of communication. One of language in the world is English as an international language. English is very important and has many interrelationship with the various aspects of life which is owned by humans because with language we can arrange communication or relation toward fellow member of society. Through communication, we can exchange information and knowledge.

In English, there are four skills that must be mastered, namely: listening, speaking, reading, and writing. The reading skill become very important in education field, students need to be exercised trained in order to have a good reading skill. Reading is something important crucial and indispensable for the students because of the success of their study depends the greater part of their ability to read. If reading skill is poor, the students have difficulty in making progress.

Reading is now important way for the general population to access information and make meaning. Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency. It is fundamental in learning all branches of knowledge. Everyone should have the ability to read because reading has great significant for learning. That is why, in this research the researcher just focus in reading skill.

Based on the research experience in teaching reading of SMPN 9 Palopo, the researcher showed that students have in understanding the low quality of reading. The students can read the text of the mechanical, but they find many difficulties to answer the reading question in order to get main idea and information. Basically, the students just applied the classical method of reading with a direct reading is really all part of the text without the use of systematic. After they faced difficulty in reading, they make assumes that reading is the difficult subject to learn. Consequently, many students approach reading as a single-step process. They open the book, read, and close the book. Reasearch reveals that effective reading is not single-step process, but a complex set of skills, involving activities before, during, and after reading. To solve these problem, the researcher consider to improve the quality of students in reading narrative text by using cooperative learning namely write pair share technique. This technique is suitable for the student because they will be motivated and interested in learning English, especially in reading. It is hoped by using this technique, the students' reading skill can be improved.

Based on the assumption above, the researcher said that is necesarry to find out the other way to stimulate the student to improve their reading skill is conducted under the topic “Teaching Reading Skill Through Write Pair Share Technique at the Eighth Year Students of SMPN 9 PALOPO”.

### ***B. Problem Statement***

Based on the background above, the researcher formulated one problem statement allows:

“What is the effective way in teaching reading skill by using write pair share technique at the eighth year students of SMPN 9 Palopo?”

### ***C. Objective of the Research***

The researcher question set above the researcher state the specific objective this research as follow:

“To find out effective way in teaching reading skill by using write pair share technique at the eighth year students of SMPN 9 Palopo.”

### ***D. Significance of the Research***

The result of this research was expected to be useful information to the English learner in general who wants to improve students' English reading skill. Beside, the result of this research will be expected:

1. To give contribution to the students of SMPN 9 Palopo to find out the way to improve English reading skill through write pair share technique.
2. To give contribution for the English teacher in general, especially at SMPN 9 Palopo in the effort to motivate the students and improve the quality of English learning especially in reading skill through write pair share technique.
3. To give solution and suggestion how to improve English reading skill.

4. To stimulate other researchers who want to conduct the further research.

***E. Scope of the Research***

The scope of the research was limited to use write pair share technique to teaching reading narrative text of SMPN 9 Palopo. The researcher use narrative text because it is to entertain, to gain and hold students' interest.



## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### *A. Previous of Study*

There have been some reseachers about the improving reading skill :

- a. Suparman AR in his thesis under the title of *Improving Students Reading Skill through Scanning and Skimming at the second year of Madrasah Aliyah Negeri (MAN) Palopo*. The students should be active throughly and fully in the teaching learning process of reading comprehension.<sup>1</sup>
- b. Nurdiana in her thesis entitled “*Improving Students’ Reading Skill through Pairs Work at the Second Years Students of SMP Negeri 1 Masamba*”. She concludes that the students’ reading skill improved by pairs work technique to the tenth year students of SMP Negeri 1 Masamba in 2011/2012 academic year.<sup>2</sup>
- c. Musriana in her thesis entitled “*Teaching Reading Skill through Anecdotes at the eleventh year of SMAN 4 Palopo (A classroom Action Research)*”. She concludes that the effective way in teaching reading at the eleventh year of SMAN 4 Palopo by using anecdote is recognize a core of words, and interpret word order

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<sup>1</sup> Suparman AR., *Improving Students’ Reading Skill through Scanning and Skimming at the Second Year of Madrasah Aliyah Negeri (MAN) Palopo*, (Palopo: Stain Palopo, 2008), p. 55.

<sup>2</sup> Nurdiana, *Improving Students’ Reading Skill through Pairs Work at the Second Year Students of SMP Negeri 1 Masamba*, (Palopo: Stain Palopo, 2011), p. 67.

patterns and their significance and recognize that a particular meaning may be expressed in different grammatical forms.<sup>3</sup>

From the three researches above, it can be seen that there are many kinds of teaching technique of reading. Each method can be applied in any ways as long as it is suitable for the students. It is clear that success of English learning depends on the materials of reading where it must be suitable with the students' interest. It is important to find out materials that can stimulate the students' interest to read and learn English. However, the researcher would like to focus on the research dealing with improving students' reading skill through write pair share technique at the eight year students of SMPN 9 Palopo.

### ***B. Definition of Reading***

According to oxford learners' pocket dictionary, reading is act of reading something, such as books, articles, etc. that are intended to be read.<sup>4</sup> Reading is one of four language skill (listening, speaking, reading, and writing) is important to be learned and mastered by every individual. As a matter of fact, basically reading deals with ability of people in articulating a written text, and understanding meaning that is conveyed in it. So, the teacher will catch the idea through adjustment of his or her language and thought. Reading does not simply spell word in a sentence. Moreover,

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<sup>3</sup> Musriana, *Teaching Reading Skill through Anecdotes at the Eleventh Year of SMAN 4 Palopo*, (Palopo: Stain Palopo, 2013), p. 68.

<sup>4</sup> *Oxford Learner's Pocket Dictionary New Edition*, (New York: Oxford University Press, 2005), p. 357.



reader is able to comprehend the whole ideas conveyed by writer through written text. He or she also associates meaning of sentences connected in each paragraph. Reading is not easy to do since the reader does not know how to read effectively. Reader who knows many vocabularies certainly will facilitate him or her to comprehend and interpret the author's idea.

Based on the definition above, the researcher concludes that reading is one of skills in English that must be mastered. It would be impossible to understand from magazines, books, newspapers, etc. without through reading.

### ***C. Purpose of Reading***

1. For pleasure or personal person.
2. To find out the spesific in a book or article.
3. To find general information such as what a book or a text.
4. To learn subject matter that is required for class.

### ***D. The Way of Improving the Reading Skill***

1. Styles of reading

There are three styles of reading which we use in different situations:

a. Scanning: for a specific focus

Scanning is the ability to locate specific information (you know what you are looking for).<sup>5</sup> Scanning is used to find particular words or phrases in the text with move the eyes quickly over the page. It is useful to scan parts of texts to see if they're going to be useful to you:

1. the introduction or preface of a book.
2. the first or last paragraphs of chapters.
3. the concluding chapter of a book.<sup>6</sup>

b. Skimming: for getting the gist of something

Skimming is the ability to identify main idea.<sup>7</sup> The technique you use when you're going through a newspaper or magazine. You read quickly to get the main points, and skip over the detail. It's useful to skim:

1. to preview a passage before you read it in detail.
2. to refresh your understand of a passage after you've read it in detail.

Use skimming when you're trying to decide if a book in the library or bookshop is right for you.

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<sup>5</sup> Team of Five, *Improving Reading Skill in English*, (Jakarta: Kencana, 2002), p. 40.

<sup>6</sup> University of Southampton. 2008. *Reading Skills*. ([http://reading\\_skills.htm](http://reading_skills.htm).accessed 1December2012).

<sup>7</sup> Team of Five, *Improving Reading Skill in English*, (Jakarta: Kencana, 2002), p. 40.

c. Detailed reading: for extracting information accurately.

Where you read every word, and work to learn from the text. In this careful reading, you may find it helpful to skim first, to get a general idea, but then go back to read in detail. Use a dictionary to make sure you understand all the words used.

## 2. Active reading

When you're reading for your course, you need to make sure you're actively involved with the text. It's a waste of your time to just passively read, the way you'd read a thriller on holiday. Always make notes to keep up your concentration and understanding. Here are four tips for active reading:

### a. Underlining and highlighting

Pick out what you think are the most important parts of what you are reading. Do this with your own copy of texts or on photocopies, not with borrowed books. If you are a visual learner, you'll find it helpful to use different colours to highlight different aspects of what you're reading.

### b. Note key words

Record the main headings as you read. Use one or two keywords for each point. When you don't want to mark the text, keep a folder of notes you make while reading.

c. Questions

Before you start reading something like an article, a chapter or a whole book, prepare for your reading by noting down questions you want the material to answer. While you're reading, note down questions which the author raises.

d. Summaries

Pause after you've read a section of text. Then, put what you've read into your own words; skim through the text and check how accurate your summary is and; fill in any gaps.

3. A tip for speeding up your active reading

You should learn a huge amount from your reading. If you read passively, without learning, you're wasting your time. So train your mind to learn.

a. Survey

Gather the information you need to focus on the work and set goals. First, read the title to help prepare for the subject. Then, read the introduction or summary to see what the author thinks are the key points. Then, notice the boldface headings to see what the structure is. Then, notice any maps, graphs or charts. They are there for a purpose. Then, notice the reading aids, italics, bold face, questions at the end of the chapter. They are all there to help you understand and remember.

b. Question

Help your mind to engage and concentrate. Your mind is engaged in learning when it is actively looking for answers to questions. Try turning the boldface headings into questions you think the section should answer.

c. Read

Read the first section with your questions in mind. Look for the answers, and make up new questions if necessary.

d. Recall

After each section, stop and think back to your questions. See if you can answer them from memory. If not, take a look back at the text. Do this as often as you need to.

e. Review

Once you have finished the whole chapter, go back over all the questions from all the headings. See you if can still answer them. If not, look back and refresh your memory.

4. Spotting authors' navigation aids

Learn to recognise sequence signals, for example:

*"Three advantages of..."* or *"A number of methods are available..."* leads you to expect several points to follow. The first sentence of a paragraph will often indicate a

sequence: *"One important cause of..."* followed by *"Another important factor..."* and so on, until *"The final cause of..."*

General points are often illustrated by particular examples, for example:

**General** : Birds' beaks are appropriately shaped for feeding.

**Particular:** Sparrows and other seed-eating birds have short, stubby beaks; wrens and other insect eaters have thin pointed beaks; herons and other fish hunters have long, sharp beaks for spearing their prey.

Whatever you are reading, be aware of the author's background. It is important to recognise the bias given to writing by a writer's political, religious, social background. Learn which newspapers and journals represent a particular standpoint.

## 5. Words and vocabulary

When you're a graduate people expect you to use a vocabulary which is wider than a school-leaver's. To expand your vocabulary:

Choose a large dictionary rather than one which is 'compact' or 'concise'. You want one which is big enough to define words clearly and helpfully (around 1,500 pages is a good size).

Avoid dictionaries which send you round in circles by just giving synonyms. A pocket dictionary might suggest: 'impetuous = rash'.

A more comprehensive dictionary will tell you that impetuous means 'rushing with force and violence', while another gives 'liable to act without consideration', and add to your understanding by giving the derivation '14th century, from late Latin impetuous = violent'. It will tell you that rash means 'acting without due consideration or thought', and is derived from Old High German *rasc* = hurried. So underlying these two similar words is the difference between violence and hurrying.

There are over 600,000 words in the *Oxford English Dictionary*; most of them have different meanings, (only a small proportion are synonyms). Avoid dictionaries which send you round in circles by using very complicated language to define the term you're looking up, leaving you struggling to understand half a dozen new words. Keep your dictionary at hand when you're studying. Look up unfamiliar words and work to understand what they mean. Improve your vocabulary by reading widely. If you haven't got your dictionary with you, note down words which you don't understand and look them up later.<sup>8</sup>

### ***E. Kinds of Reading***

According Geoffrey Broughton, et al, categorizes reading into some categories:

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<sup>8</sup> University of Southampton, *Reading Skills*, 2008, [http://reading\\_skills.htm](http://reading_skills.htm). Accessed December 1<sup>st</sup> 2012.

## 1. Reading aloud.

Reading aloud involves understanding the black marks first and then production of the right noises. Most people, if they are asked to read something aloud, like have an opportunity to 'glance over' what it is they are being asked to read. In the actual process of reading aloud to they usually find that their eyes are several words if not lines a head of their tongues.

If reading involves only the first two of the components, A-B, the results is 'barking at print'. It is perfectly easy to learn to read an exotic language in this sense. One can learn to make the right noises to correspond with the squiggles on the page without having the slightest understanding of what the sense of it is.

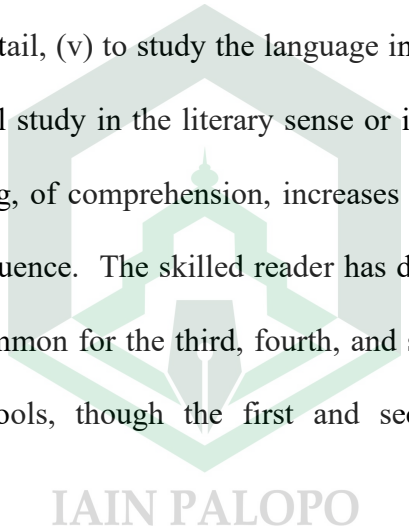
It must be recognized that reading aloud is primarily an oral matter. For those who teach foreign language it is closer to 'pronunciation' than it is to 'comprehension'. While it is perfectly proper to try to develop the skill of reading aloud it clearly cannot be done using an unfamiliar text the content and language are clearly understood, detailed explication and practice of special pronunciation problems in it, and small group techniques. It must also be admitted that the usefulness of the skill of reading aloud is limited. Few people are required to read aloud as a matter of daily routine, radio newscasters, clergymen, perhaps actors and that is all. To the huge majority its importance is minimal.

## 2. Silent reading.

Silent reading is the interpretation which is most likely for the reading term. This is perhaps the nearest approach to the essence of reading, the A-C of it. It is



obvious that by far the greatest amount of reading that is done in world is silent. A reading room is a silent room. But the nature of the silent reading skill is far from uniform. It varies according to the use to which it is being put. Some of the uses are (i) to survey material which is to be studied, to look through indexes, chapter headings and outlines, (ii) to skim particularly when one item of information is being sought in a mass of other printed information, (iii) to gain superficial comprehension as when reading for pleasure or preparing to read aloud, (iv) to study the content of what is read in some detail, (v) to study the language in which the material is written this may involve textual study in the literary sense or it may need to do. The depth and detail understanding, of comprehension, increases as we go through these ways of using reading, in sequence. The skilled reader has developed all of these ways of using reading. It is common for the third, fourth, and sometimes the fifth of these to be encouraged in schools, though the first and second are almost completely neglected.



### 3. Extensive reading.

Of these five kinds of reading activity the first three, survey reading, skimming, and superficial reading are sometimes grouped together and called extensive reading. The object of such reading is to cover the greatest, possible amount of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant – as is the case for example with newspaper reports. The label indicates that those who use it are not concerned

with the actual skills involved but with the effects which the employments of those skills produce, that is to say a familiarity, albeit not a very thorough familiarity, with a large body of reading material. It is by pursuing the activity of extensive reading that the volume of practice necessary to achieve rapid and efficient reading can be achieved. It is also one of the means by which a foreigner may be exposed to a substantial sample of the language; he may wish to learn without actually going to live in the country to which that language is native.

#### 4. Intensive reading.

The remaining two kinds of reading activity, content study together and linguistic study reading are also often grouped together and called intensive reading. Once again the term indicates that it is not the nature of the skills involved that is most interest but the results, in this case a deep and through understanding of the black marks on the paper. The concern is for detailed comprehension is very short texts. Intensive reading is typically concerned with texts of not more than 500 words in length. The objective is to achieve full understanding of logical argument, the rhetorical arrangement or pattern of the text, of its symbolic, emotional and social overtones, of the attitudes and purposes of the author, and of the linguistic means that he employs to achieve his end.

#### 5. Reading speed.

Closely related to degree of understanding is reading speed. Obviously the rate at which may be covered becomes slower as depth and detail of understanding increase, but there are number of other factors which enter in here. One of these may

be the clarity of the text itself. Another factor is the extent to which the content of a text is already familiar to the reader. Nevertheless it is possible to develop reading speed, and efficient reading involves high reading speeds with high levels of comprehension.<sup>9</sup>

#### ***F. The Form of Writing in Reading***

There are four forms of writing. The first form of writing is narrative. This is the form of writing that tells a story. It can be non-fiction or fiction. This form of writing has a beginning (character development and introduction to the plot line), middle (additional plot, climax of the story) and end (conclusion or resolution of the story).<sup>10</sup> The researcher uses narrative text in this research in order to more interesting for students.

Expository writing is the second form. This form of writing exists to give facts. It does not require the plot line of narrative writing, nor the character development. You will find this form of writing most frequently in news stories, articles, and reports. The information in expository writing develops the main idea and provides additional details to support this evidence, including facts or quotations. As in all writing, it should have a introduction, body and conclusion that support the main idea.

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<sup>9</sup> Geoffrey Broughton, et. al., *Teaching English as a Foreign Language*, (London, 1985), p. 90-94.

<sup>10</sup> Rathnash. 2013. *What are the Four Forms of Writing?*. (<http://Whatarethefourformsofwriting.htm>.accessed10February2013).

Descriptive writing is generally the third form of writing that a student will learn. This form of writing includes using descriptive phrases and figurative language. This includes (but is not limited to) metaphors, similes, onomatopoeia, alliteration, personification, hyperbole, etc. The writing is used often to create a feeling or visual experience. Words that are strong to the senses are often used, as well. The reader should be imagine how to see, hear, feel, touch, and/or smell what the author is describing. Descriptive writing is found in literature and poetry, but it is also found in advertisements, menus and a slew of other daily reads.

The final form of writing is persuasive. This is exactly what it sounds like. In persuasive writing, the author is trying to get the reader to believe in what he or she is writing. Political speeches and speeches given by lawyers in the courtroom are persuasive writing, as are reviews of movies or books and opinion articles in the newspaper. Persuasive writing includes a main idea, introduction, body and conclusion. The main idea encompasses what the author wants the reader to believe, and the remaining information supports that central idea. Good persuasive writing includes facts and strong arguments to make the author's opinion sound logical.<sup>11</sup>

### ***G. Cooperative Learning***

Learning is the one the primary activities of student in the classroom. Successful learning is only one the right way to lead the process. Good learning

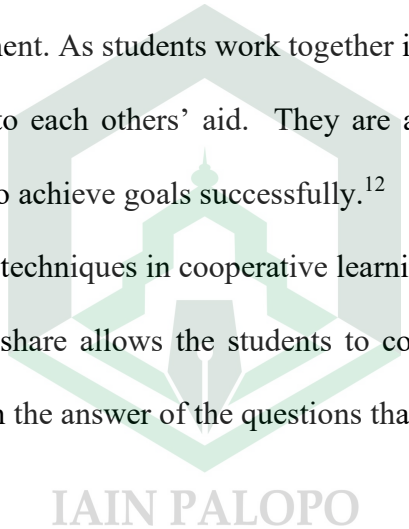
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<sup>11</sup> Rathnash. 2013. *What are the Four Forms of Writing?*. (<http://Whatarethefourformsofwriting.htm>.accessed10February2013).

atmosphere and method can guide the student to learn more and meaningful. To accomplish such condition, teachers must create variety and attractive methods for the class.

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. As students work together in pairs and groups, they share information and come to each others' aid. They are a "team" whose players must work together in order to achieve goals successfully.<sup>12</sup>

There are some techniques in cooperative learning. One of techniques is write pair share. Write pair share allows the students to contemplate a posed questions. The students write down the answer of the questions that researcher give in the text.



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#### ***H. Write Pair Share Technique***

Write pair share is a classroom learning device that merges reflective and active learning and, as the name suggests, involves three steps. First, students respond to a question or statement by writing an answer in their notes. Second, each learner discusses his or her result with a neighbor to solidify points of mutual agreement, debate and resolve disagreements, and to flesh out inadequacies in their

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<sup>12</sup> H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy (second edition)*, (California: Longman, 2000), p. 47.

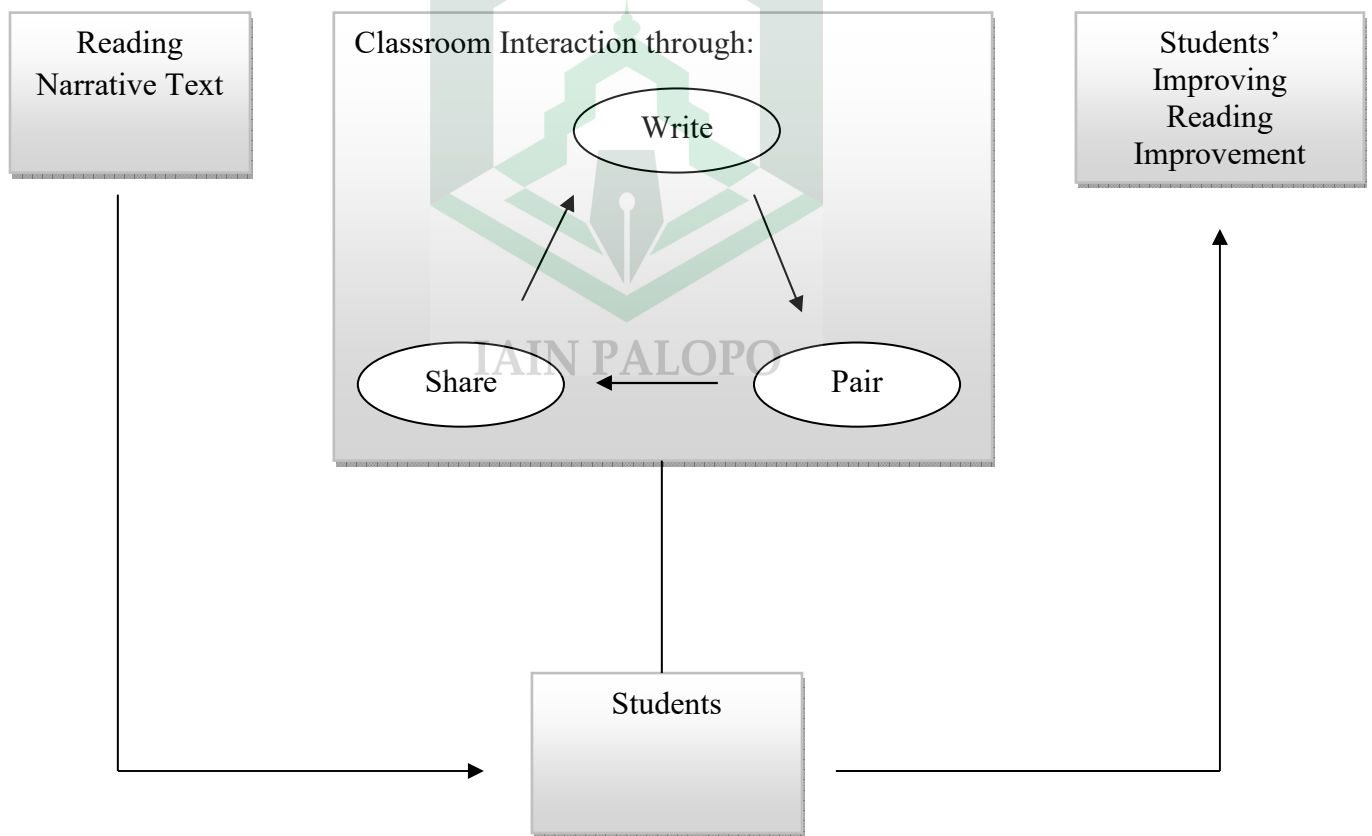
original written response. Third, responses are shared with the whole class with further clarification or questioning by the instructor. Each step of Write-Pair-Share helps promote the discussion of texts between the students and teacher.

The first step of Read-Write-Pair-Share allows students a given amount of time to read the text. The teacher should plan their lesson accordingly so students do not feel rushed while reading. If teachers choose to read during this step, other instructional strategies may also be incorporated, such as, echo or choral readings. In the next step of Write-Pair-Share, students are asked to respond to the text either with their initial reaction or to answer a specific question about the text in writing. This step requires that students have actually read the text; otherwise, students will not be able to respond in writing. This step also gives students extra time to either reread the text if they were initially confused or extra time to think over the question. This step eliminates classroom discussions that are dominated by students that respond to questions so quickly no other students have a time to think of an answer. The next step, students share their answers with a partner. This step of Write-Pair-Share allows students who would normally feel uncomfortable about answering a question in front of the class a smaller audience to compare their answer with. This step is especially important in math classrooms, where answers are normally right or wrong, because students who are afraid of saying a wrong answer can compare their answer with another. This step also allows students to expand their ideas by hearing the ideas of their partner. The final step of Write-Pair-Share is when the teacher guides classroom discussion about the text and student responses to the text. During this

step, teachers can feel free to call on any student and ask them to discuss what they or their partner thought about the text because all students have had time to come up with an answer and listen to other answers. Write-Pair-Share helps teachers avoid classroom discussion situations where students reply to questions with, “I don’t know,” or something similar because they didn’t have time think of an answer.<sup>13</sup>

### ***I. Conceptual Framework***

The conceptual framework of this research is shown in the program as follows:



<sup>13</sup> Melissa Tilashalski. 2010. *Read Write Pair Share*. ([http://instructional\\_strategy\\_JUDUL.Htm](http://instructional_strategy_JUDUL.Htm).accessed5November2012).

In this research, researcher gave the students the test paper. On the test paper, there were text narrative and five numbers of questions. First, students write the text. Second, they paired with their partner. Third, they shared about the meaning of the text and their each answer from the questions. So, by using write pair share technique, reading skill of students improved.





## CHAPTER III

### RESEARCH METHOD

#### *A. Setting of the Research*

The researcher did her research in SMPN 9 Palopo. The subject in this study was the class VIII<sup>2</sup> in the academic year 2013/2014 which is consist of 32 students. It is the classroom for the low level students.

#### *B. Design of the Research*

This research had done in two cycles, in order to find out the best way to teach reading through write pair share technique. The researcher would like to present a model of action research stated by John Lewin, where there are four stages in the procedure namely planning, action, observation, and reflection. The basic competence which has been focused in this classroom action research, namely the competence in mastering reading through write pair share technique. The preparation for the action was preparing the narrative text, test paper, and observation list. It means that a cycle consist of planning, action, observation, and reflection. We can look the figure 1 below:

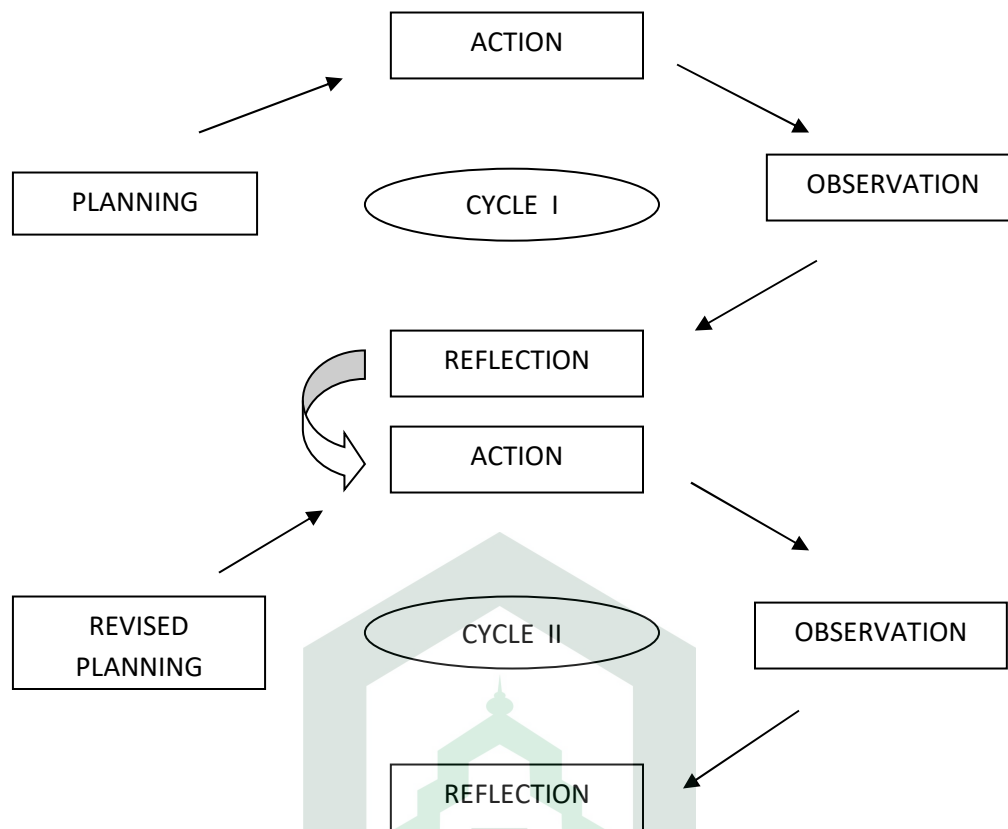


Figure 1 : Action Research Design By John Elliot.<sup>14</sup>

<sup>14</sup> Akhmad Sudrajat, *Penelitian Tindakan Kelas (Part II)*, 21 Maret 2008. Online: <http://www.AkhmadSudrajat.Wordpress.com/2008/03/21/penelitian-tindakankelas-part-II>. Accessed on Desember, 2013.

### ***C. Research Participant***

The participants of research are :

1. Students

The position of students in this research as subject of research, where the researcher hopes after research the students can improve their reading habit.

2. English teacher

English teacher is a collaborator of the researcher in research, where the English teacher does observation when the researcher teaches in class and as an evaluator.

3. Headmaster

The position of headmaster in research is facilitator.

### ***D. Techniques and Instruments of Collecting Data***

1. Technique

The collecting data in this classroom action are :

- a. Observation : To find out the students participation during the teaching reading skill through write pair share technique. It useful to observed the students' participation during the research. Also, as the basic instrument in motivation to make reflection in each cycle.

2. Instrument

The instruments that used in collecting data in this classroom action research are:



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- a. Test consisted of reading test : To find out the students' score. The researcher gave paper test. The students read the text and answered the questions by using write pair share technique.

### ***E. Data Analysis***

The data which collected in every observation in each cycle are analyzed descriptively through percentage technique and by considering the tendency happened during the learning process.

1. Reading test result: Students' score of reading test was counted by using the formula, as follow:

$$\text{Score} = \frac{\text{Total Correct Answer}}{\text{Total test items}} \times 100$$

Calculating the mean score of students' reading test by using following formula:

$$X = \frac{\sum x}{N}$$

Were:

X = the mean score

$\sum x$  = the total raw score

N = the number of students<sup>15</sup>

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<sup>15</sup> Suharsini Arikunto, Dasar-Dasar Evaluasi Pendidikan, (Cet. 11, Jakarta: Bumi Aksara 2010) p.264

2. Activities of students during the learning process: this analyzed by considering the students' participation and classified into passive and active classifications.

3. Implementation of learning by using write pair share in teaching reading skill by analyzing the successful level of implementation, then it categorized into success, less success, and not success.

#### ***F. Procedures of the Research***

The action research was conducted through two cycles, in which each cycle consisted of four steps, as follows:

##### **1. Planning**

Planning was the first step of the research procedure. This activity covered the problem identification. This was the most important step in conducting action research as by knowing the problems, the researcher and collaborator could find a good solution to solve the problem arose.

##### **2. Action**

After recognizing the possible cause of problems faced by the students to the eighth year of SMPN 9 Palopo, the students have difficulties in learning English because they have low reading, the action was decided in advance. The action was aimed to solve the problem.

### 3. Observation

Observation was the activity of collecting data to supervise to what extent the result of “acting” reach the objective. The data being taken were qualitative and quantitative data. The quantitative data covered the students’ progress (the students’ score) while the qualitative data comprised students’ interest, class management.

In short, in this phase, the researcher and the collaborator elaborated kinds of data, the procedure of collecting data and instruments.

### 4. Reflection

Reflection was the activity of evaluating critically about the progress or change of the students, class, and also the teacher. In this step, the researcher and collaborator could observe whether the “action” activity had resulted and progress ,what progress happened, and also about the positives and negatives, so on.

In the planning, the writer wanted to the students enjoyed with the lesson and improve their reading habit. The researcher used the write pair share technique for improving the students reading skill.

## Cycle I

The cycle I of this classroom based research consisted of planning, action, observation, and reflection.

### 1. Planning

Analyzing the curriculum, especially the basic competence after doing the need analysis of the students eighth year of SMPN 9 Palopo.

- a. Made a lesson plan about the use of write pair share technique in teaching reading skill.
- b. Classroom management numbers of students were 32 students, make the classroom was comfortable.
- c. Preparing the test instrument.
- d. Preparing teaching facilities (boardmarker, eraser, and camera).
- e. Making the instrument which used in each cycle of the classroom action research.
- f. Preparing the test paper consist of narrative text and the questions.

### 2. Action

- a. The researcher introduced herself to students.
- b. The researcher called the students' name.
- c. The researcher prepared all of the instruments in the class before start teaching such as test paper, boardmarker, eraser, and camera.
- d. The researcher explained of materials of the lesson about the narrative text.

- e. The researcher explained how to use and follow the steps of write pair share technique.
- f. The researcher asked the each students to read the text and then answer the questions on the test paper with wrote the answer.
- g. After answered the questions, the researcher asked students to pair (two students). Each pair shared about the text, their answers, and new words.
- h. The researcher collected on the test paper and then discussed together with students.
- i. The researcher asked the students about the difficulties were faced by the students in reading, answering the questions, and following the steps of write pair share technique.
- j. Closed the class.

### 3. Observation

- a. Learning process was still not conductive in reading test and answering the questions in using of write pair share technique.
- b. The students were lazy to read the test in learning process.
- c. There are students did not follow the steps of write pair share technique effectively.

### 4. Reflection

This classroom action researcher will succesful if some of the following requirement were fulfilled:



- a. Most of the students have a good score in evaluation (reading test), and reached the mean score (70).
- b. Most of the students' active in learning process (75%)

## Cycle II

Like at the cycle I, in the cycle II also consisted of planning, action, observation and reflection.

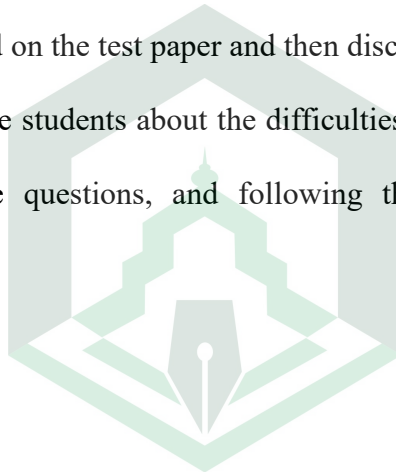
### 1. Planning

- a. Made a lesson plan about the use of write pair share technique in teaching reading skill.
- b. Classroom management numbers of students were 32 students, make the classroom was comfortable.
- c. Preparing the test instrument.
- d. Preparing teaching facilities (boardmarker, eraser, and camera).
- e. Making the instrument which used in cycle II of the classroom action research.
- f. Preparing the test paper consist of narrative text and the questions.

### 2. Action

- a. Gave students motivation for reading.
- b. The researcher prepared all of the instruments in the class before start teaching such as test paper.

- c. The researcher introduced materials of the lesson about narrative text.
- d. The researcher explained how to use and follow the steps of write pair share technique more effectively.
- e. The researcher asked each student to read the text and then answer the questions on the test paper with wrote the answer.
- f. After they answered the questions, the researcher asked students to pair (two students). Each pair shared about the text, their answers, and new words.
- g. The researcher collected on the test paper and then discussed together with students.
- h. The researcher asked the students about the difficulties were faced by the students in reading, answering the questions, and following the steps of write pair share technique.
- i. Closed the class.



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### 3. Observation

- a. Learning process was conducive in reading test in using of write pair share technique.
- b. The students were active and interesting to read the text and answer the questions.
- c. All the students followed the steps of write pair share technique, so the class more effectively.

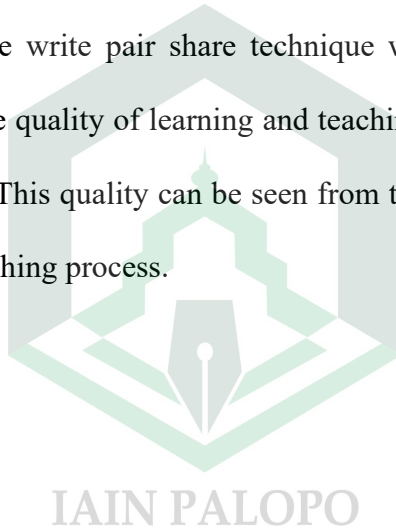
### 4. Reflecting

This classroom action researcher will successful if some of the following requirement were fulfilled:

- a. Most of the students have a good score in evaluation (reading test), and reached the mean score (70).
- b. Most of the students' active in learning process (75%)

### ***G. Working Indicators***

The using of the write pair share technique was success if students' mean score is 70 or more. The quality of learning and teaching process increased from first cycle to second cycle. This quality can be seen from the students' behaviour emerge during learning and teaching process.



## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter consists of the findings of the research and discussion that contains of data analysis in detail. The findings of classroom action research deal with the answer of the problem statement which its aim was to improve students to read using write pair share technique. The findings consisted of students' ability in studying reading text by using write pair share technique and observation result. The findings of the research cover the result of the data cycle I and cycle II about students' ability in learning reading text by using write pair share technique and observation result.

#### ***A. Findings***

##### **1. The first situation of the class**

Based on the pre-observation, the researcher got some data about the students situation of the class, including the students' problem. Based on interview, the researcher got information from the students that difficulties cover four skills in English, especially reading text. The teacher often give them the reading text but they could not read, lazy to read, and did not understood what the meaning of the reading text. The data was analyzed to overcome the problem. It means that the students taught reading by using write pair share technique where that the technique can help the students in reading text. The students followed the steps of write pair

share technique. So that, the students will be interested in reading and they can understand the text.

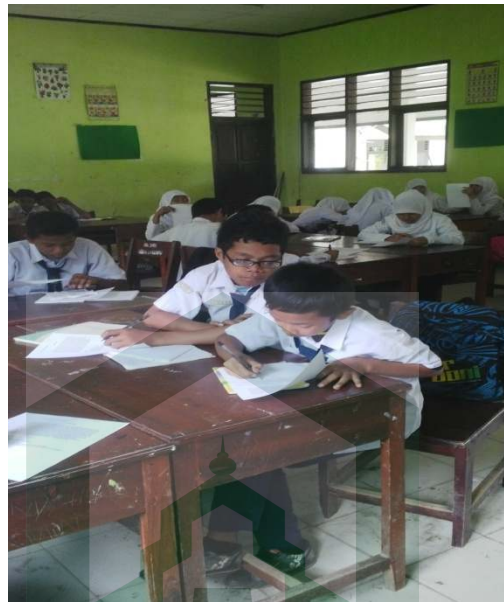


Figure 2. The Situation of the Class

## 2. The Cycle I

The cycle I of this research consist of Planning, Action, Observation, and Reflection.

### a. Planning

The action research class required different tools that had been created and developed previously, namely: Lesson Plan (RPP), observation sheets, camera, test paper, and the material. The material that given for students were narrative text. The researcher chose the narrative text in order to it could make students fun and interesting to study.

The researcher also prepared the test paper. The test paper consisted of a narrative text and five numbers of questions. In this step, she prepared what have to do in the action using write pair share technique. First, each students read the text and answered the questions with writing the answer on the paper. They read the text in order to find new vocabularies and understood the meaning of the text. Then, they pair with their friend. Then, each pair share about the text and their each answers and also the meaning of the reading text. After that, the researcher and the students discussed about the text and answer of the test paper.

b. Action

In cycle I, action consisted of three meetings. In the first meeting, the researcher explained about what the purposes in the learning of reading. She explained how to use write pair share technique in this research. She explained the steps of write pair share technique in order to students could read effectively. The write pair share technique consisted of three steps. First step, each students read and wrote down their answer on test paper. Second step, they chose their pair (two people). Third step, they shared their answer, the new vocabularies, and the meaning of the text.

In second and third meeting, the researcher applied cycle I by using of write pair share technique in learning process and then gave the students evaluation test. First, the researcher asked each students read the text and answered the questions by writing the answer on the paper. They read the text in order to find new word in the text and understood the meaning of reading text.

Then, the researcher asked the students to pair with their friend. Most of the students chose their bestfriend. There also did not like to pair. Each pair shared about the text, their each answers, the meaning of text, and the new words or vocabularies. With pair, they could share about their knowledge about reading such as interpreted the meaning of the new vocabularies n the meaning of the text in order to they could understand what the meaning of the text. Then, the researcher and the students discussed about students' sharing. The last, the researcher closed class of the cycle I.

c. Observation

Based on observation made by researcher and collaborator in the first cycle, the data obtained as follows:

In the cycle I of learning, the students were still less enthusiasm to understand the concept of write pair share technique. Learning situation become not interesting because some students seemed confused in understanding their new method presented by the researcher. The condition of class was noisy when the researcher give explanation. They were not understood how to read and answer the questions. There are some students who could not understood to the text and faced difficulties in answered the questions.

The students seemed not be discipline to follow the steps of write pair share. When she asked the students to read the text and answer the questions by wrote the answer, they look so lazy although the reading text that she gave to students is short text and the questions just five number. When she asked the students to pair, most of

the students chose their bestfriend. There also did not like to pair with their friend because they wanted to finish the test by themselves. When she asked students to share with their each pair, most of the students were noisy and disturb the other pair. Evaluation on the students' reading text by using write pair share showed that the students mastery on reading was mostly in low score. The mean score were only 50,62.

Table 4.1  
Score of the students in cycle I

No.	Code	Score
1	S.1	80
2	S.2	60
3	S.3	60
4	S.4	60
5	S.5	60
6	S.6	60
7	S.7	80
8	S.8	60
9	S.9	60
10	S.10	60
11	S.11	60



12	S.12	60
13	S.13	60
14	S.14	80
15	S.15	60
16	S.16	80
17	S.17	40
18	S.18	80
19	S.19	80
20	S.20	80
21	S.21	60
22	S.22	60
23	S.23	60
24	S.24	40
25	S.25	40
26	S.26	40
27	S.27	60
28	S.28	60
29	S.29	80
30	S.30	40
31	S.31	40
32	S.32	40

Total	1940
Mean Score	50,62

The table explains that the highest score is 80 and the lowest score is 40. There are 8 students who get score of 80, 17 students who get score of 60, and 7 students who get score of 40.

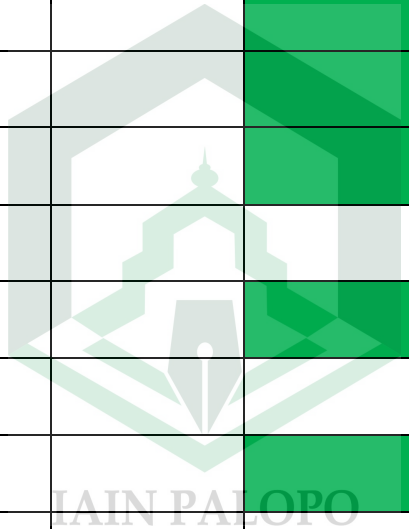
The result observation on the students' activities during the teaching and learning process. It can be seen in table below:

Table 4.2  
The Instrument of Observing the Students' Activity

Cycle : I

Code	Students Participation			
	Not Active	Less Active	Active	Very Active
S.1				
S.2				
S.3				
S.4				
S.5				
S.6				

S.7		■		
S.8			■	
S.9		■		
S.10			■	
S.11			■	
S.12			■	
S.13		■		
S.14		■		
S.15		■		
S.16			■	
S.17		■		
S.18			■	
S.19		■		
S.20				■
S.21		■		
S.22		■		
S.23				■
S.24		■		
S.25		■		
S.26			■	



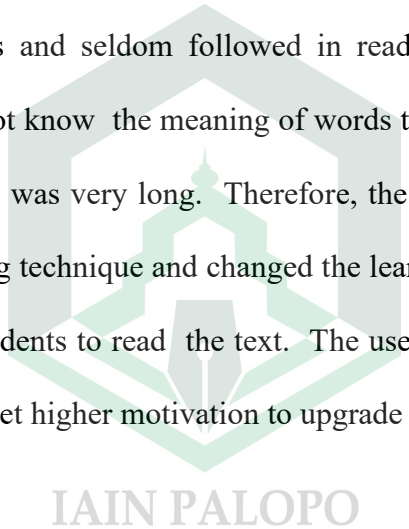
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S.27				
S.28				
S.29				
S.30				
S.31				
S.32				
Total		18	12	2

#### d. Reflection

There were still significance weaknesses in cycle I: in the cycle I of learning, the students still less enthusiasm to understand the concept of the learning. Some students who were easy to get bored and the were some in active students. It could be influeced by some factor such as they were not interested with English lesson, so they seemed confused with their new lesson or they thought about the other thing so that they did not concentrate to study. The condition of class was noisy when the researcher give explanation. They did not understand and were confused how to answer the questions because their vocabularies still low. Most of the students still had problem with meaning and understood the text. Some of students were not really active in learning activities, only 2 students were very active, 12 students were active, 18 students were less active, and no student was not active.

It means that the students were not really active. The evaluation mean score was only 50,62. In the findings, there were only some students were active in giving responses to read the text that the given by researcher. In fact, after doing observation the researcher could concluded that learning process that occurs in the classroom were really ineffective. Most of the students did not pay attention and followed the learning process optimally, there were some of them read text, some others disturbed their friends. After doing interview, they said that they were bored during learning process and seldom followed in reading class because they were afraid to read and did not know the meaning of words they read. They also were lazy to read because the text was very long. Therefore, the researcher was challenged to develop various teaching technique and changed the learning model, in the cycle I the researcher asked the students to read the text. The use of write pair share technique would help learners to get higher motivation to upgrade in learning English.



### 3. The Cycle II

Similar to the data presentation in cycle I, in cycle II, the planning, the implementation of the action, the observation, and the analysis and reflection were also made. The analysis and reflection covered the analysis of the teaching and learning process, the analysis of the students' result in reading, and the reflection.

a. Planning

In planning, the preparations were made such as; time to conduct the action and the lesson plan, criteria of success and how to score the students' reading. This cycle was planned for two meetings.

In order to improve result in the cycle I, the second cycle was planned as follows: Give more chances to the students who got score to share their knowledge about the reading. Give more intensive guidance to the students that got difficulties in reading at the cycle I. Give an award to the students that to be the highest score.

In cycle II, the researcher prepared the Lesson Plan (RPP), observation sheets, camera, test paper, and the material. The material that given for students were narrative text in order to it could make students fun and interesting to study.

The researcher also prepared the test paper consisted of a narrative text and five numbers of questions. In this step, she prepared what have to do in the action using write pair share technique. First, each students read the text and answer the questions by writing the answer on the paper. They read the text in order to find new vocabularies in the text. Then, they paired with their friend. Then, each pair share about the text, their each answers, and also the meaning of the reading text. After that, the researcher and the students discussed about the text and answer of the test paper.

b. Action

As the researcher have done in cycle I, this cycle II was implemented in two meetings. Based on some weaknesses found in cycle I, most of the students were not familiar in using write pair share technique in reading skill. The condition of the class was noisy, the researcher asked to students to read and answer the questions and asked they to write their answer on the paper, paired with their friends (two students), share about their answer.

The implementation of cycle II produced some interesting result. First, the researcher asked each students read the text and answered the questions by writing the answer on the paper. They read the text in order to find new vocabularies in the text. For example, they did not know the meaning of word “prince” before but they knew after reading and found its word in reading text. Then, she asked they to pair with their friend. They were enthusiastic in the activities with the classroom language though all of the students understood. In addition, they were not afraid of making mistakes when they actively performed the activities. Thus, each pair shared about the text and their each answers. A pair consisted of two students. They shared and discussed what the meaning of the text. They also discussed how they could answer the questions. After that, the researcher and the students discussed about the text and answer of the test paper. After that, the researcher closed class of the cycle II.

c. Observation

During the learning process the researcher observed students activities by using the observation sheet. The observation was done to ensure whether the implementation of the strategy worked as planned.

Based on observation in the cycle II, the data obtained as follows: the students enthusiasm to understand the concept of learning. The condition of the class was fun when the researcher gave explanation asked to read the text and asked them to answer the questions by using write pair share technique. They was understood how to read and answer the questions.

They were discipline to follow the steps of write pair share. When she asked the students to read the text and answer the questions by writing the answer, they look so diligent, fun, and enjoy the reading text that researcher gave to students. When she asked them to pair, they chose their friend from cycle I. All of them had pairs. When she asked them to share with their each pair, they shared with their each pair about the meaning of text, their answer, and the new vocabularies that they got. Evaluation on the students showed that the students mastery on reading were good score. The mean score was 81,25.



Table 4.3

Score of the students in cycle II

No.	Code	Score
1	S.1	100
2	S2	100
3	S.3	100
4	S.4	80
5	S.5	80
6	S.6	100
7	S.7	100
8	S.8	60
9	S.9	60
10	S.10	100
11	S.11	80
12	S.12	100
13	S.13	80
14	S.14	100
15	S.15	80
16	S.16	80
17	S.17	100
18	S.18	80

19	S.19	80
20	S.20	100
21	S.21	100
22	S.22	80
23	S.23	100
24	S.24	100
25	S.25	100
26	S.26	100
27	S.27	100
28	S.28	80
29	S.29	100
30	S.30	100
31	S.31	100
32	S.32	100
Total		2920
Mean Score		81,25

The table indicated that the highest score is 100 and the lowest score is 60. There are 20 students who get score 100, 10 students who get score 80, and 2 students who get score 60. The result observation on the students' activities during the teaching and learning process. It can be seen in the table below:

Table 4.4

The Instrument of Observing the Students' Activity

Cycle : II

Code	Students Participation			
	Not Active	Less Active	Active	Very Active
S.1				
S.2				
S.3				
S.4				
S.5				
S.6				
S.7				
S.8				
S.9				
S.10				
S.11				
S.12				
S.13				
S.14				
S.15				

S.16				
S.17				
S.18				
S.19				
S.20				
S.21				
S.22				
S.23				
S.24				
S.25				
S.26				
S.27				
S.28				
S.29				
S.30				
S.31				
S.32				
Total		2	10	20

#### d. Reflection

Based on the result of the observation and score of the best is good in cycle II. Most of the students were more active during the action because the students understood the text and followed the steps of write pair share. They were very enthusiasms to read the text and the class situation was not noisy because they interesting with write pair share technique and pay attention when the teacher gave test. The ideal mean score have achieved, in the cycle I was only 50,62 then in the cycle II was 81,25.

Some successful points in the cycle II, namely: most of the students were familiar with the using write pair share technique. Most of them were active in learning process. There were 20 students were very active, 10 students were active, 2 students were less active, and no student was not active. Therefore, the students score of test in cycle II were improved. Based on the result of observation, the activities researcher application teaching reading through write pair share technique was good.

#### ***B. Discussions***

By considering the findings, the researcher presented the discussion of data given to the students, the section described students improvement in teaching reading skill through write pair share technique. The students of SMPN 9 Palopo was lower in the first cycle but increase in the second cycle. It could be identified from the result cycle I and cycle II. Write pair share was effective in teaching reading at the eighth year students of SMPN 9 Palopo.

## 1. The Cycle I

In cycle I, the researcher do the preparation, where: a) The researcher prepared all of the instruments in the class before start teaching. b) The researcher introduced the materials of the lesson and write pair share technique. c) The researcher asked each the students to read the test paper. d) The researcher asked the students to answer the questions by writing the answer. e) The researcher asked the students to pair with their friend. f) After paired, they shared about the new vocabularies, the meaning of the text, and their answer. g) And then, the researcher and the students discussed together. e) closed the class.

Based on the analysis from the students test in the cycle I explains that the higher score is 80 and the lowest score is 40. There were 8 students who got score of 80, 17 students who got score of 60, and 7 students who got score of 40. And relation to the observation sheet of students' participation in teaching reading skill by using write pair share technique in the first cycle, it was found that there were 2 students are very active, 12 students are active, 18 students are less active, and not student is not active. And the mean score in the first cycle is 50,62. It means that the criteria of success had not been reached in the first cycle and the second cycle was needed.

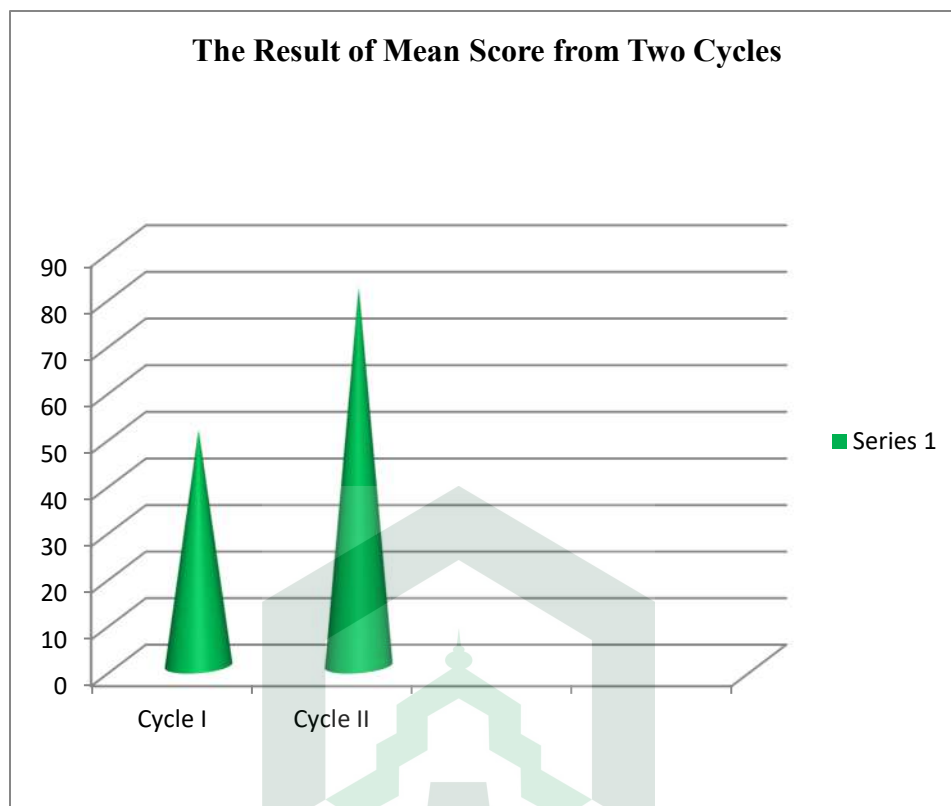
In this case the researcher and the collaborator in the cycle I found some weakness in teaching reading skill through write pair share. They are: a) the students still less enthusiasm to understand the concept of the learning because some students seemed confused in understanding their new lesson. b) the condition of class was noisy when the researcher gave explanation because the students were not understood

how to read and answer the question and they did not know what the meaning of the text. c) most the students were not still familiar with using write pair share technique in learning process. d) some students could lazy to read the text because the students' vocabularies still low. e) the evaluation mean score was 50,62, it means that the students score in the first cycle was still low because almost students had poor ability in raeding skill. The mean score that students got in the first cycle had not reached the criteria of success in working indikator, so the researcher and partner needed cycle II.

## 2. The Cycle II

In cycle II, the researcher did the activities like in the first cycle. Based on the analysis from the students' test in the cycle II explains that the higher score is 100 and the lowest score is 60. There were 20 students who get score 100, 10 students who get score 80, and 2 students who get score 60.

In observation sheet of cycle II explains that there were 20 students are very active, 10 students are active, 2 students are less active, and not student not active. And the mean score of students' test in the second cycle was 81,25 . Based on the result the students had better achievement in reading skill besides that students' enthusiasm in the learning was increased. The researcher had known in the application of effective way in teaching reading skill by using write pair share technique. The students were fun and enjoyed in the class. The result of mean score from two cycles they were as the chart below:



Based on the result above, the researcher concluded that the effective ways in teaching reading was using write pair share technique. However learning English reading using write pair share has an importance role elementary for teacher and students. The first, as students they have strong and good motivation to deepen English language. The second, they are easy to accept the English language because they learn by using write pair share that nowadays has been grown.

Students' reading skill could be improved by using write pair share in learning process because using write pair share can made the students enjoyable and fun in learning process. The result of study is relevant to Nurdiana's thesis, she talking about the difficulties which students faced to improve their reading skill. One



of the ways which is relevant in this research is the use of right media in the process of teaching reading can improved reading skill.<sup>16</sup>

Dr. Garvey Pyke, he has been using Think-Write-Pair-Share. It is a wonderful active learning technique that gets everyone involved. It costs nothing, has very little setup, and can really energize a class.<sup>17</sup>

The result data observation, the researcher and collaborator teacher made analysis and reflection. It was found that the students were more active and motivated in teaching and learning process. It means that the level of students interactive learning reading skill through write pair share has improved. Therefore, the action research was completed accordingly. And in relation to the students perception in every cycle (cycle I and cycle II) proves that the students weree really encouraged.

Learning reading skill through write pair share is one of effective and interesting technique that can be applied in any classroom. Because:

- a. English teacher should give to students in order to be active in learning process.
- b. To make the students diligent for reading, because with the read people get new knowledge.
- c. Teaching reading skill through write pair share is one effective and interesting way that can be applied in any classroom.

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<sup>16</sup> Nurdiana, *Improving Students' Reading Skill through Pair Work at the Second Year Students of SMPN I Masamba*. (Palopo : STAIN 2011), p.57

<sup>17</sup> Dr. Garvey Pyke, *Active Learning is as Easy as Think-Write-Pair-Share*. <http://teaching.uncc.edu/podcast/active-learning-easy-think-write-pair-share>. March 19<sup>th</sup> 2009. Accessed on January 29<sup>th</sup> 2014.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### *A. Conclusions*

After finishing the research, the researcher concludes that:

Write pair share technique is effective in teaching reading. It is indicated by the achievement of the ideal score in cycle II in reading evaluation is 81,25. Different to cycle I that just 50,62. So, The write pair share technique has a effective significance on the eighth year students reading of SMPN 9 Palopo due to the significance between the cycle I and cycle II scores.

The effective ways of write pair share technique are; first, when researcher arrange the material, it is very simple to arrange and all material can be taught by this technique. Second, in “write” step, researcher chose one topic for students. In this research, she chose narrative text because it is to entertain, to gain, and to hold students’ interest. When she gave them test paper that consisted of a narrative text and five numbers of questions, each students respond to questions by writing their answers on the paper. They did alone. Third, in “pair” step, researcher asked them to choose their partner. She allow them to choose the partner that they want in order to they have a lot of interaction with each other and if one of them was wrong, the partner could correct. Fourth, in “share” step, students shared about the

meaning of the text and their each answers with his or her partner. They can discuss or resolve disagreements. And then, their responses are shared with the whole class with further clarification or questioning by the researcher.

### ***B. Suggestions***

From the advantages in reading skill through write pair share technique, the writer would like to give some suggestions to be considered by English teachers as follow:

1. Write pair share technique as an alternative way of the teaching process is a good way to be applied in the classroom to improve students' mastery in reading. This technique must do step by step or teacher must follow the steps (read the text-write the answer-pair with friends-share the answer) in order to more effective and effisien. An English teacher should be more creative in giving an appropriate strategy to the students which can make students relax, fun, and enjoy getting the material and also the teacher should make classroom situation to be interesting.

2. To achieve the goal of teaching, the teacher should adapt between material and strategy that the teacher apply in the classroom. Teacher should use some different media and methods to attract the students' attention in learning English. A teacher should know and able to implement a good technique in teaching reading because it is quite complicated to learn.

3. The teacher should also give a high motivation to the students to read more and more English literature to increase their reading mastery.

4. Better a teacher has to give attention more students, that students can study sincerely and its studying achievement.



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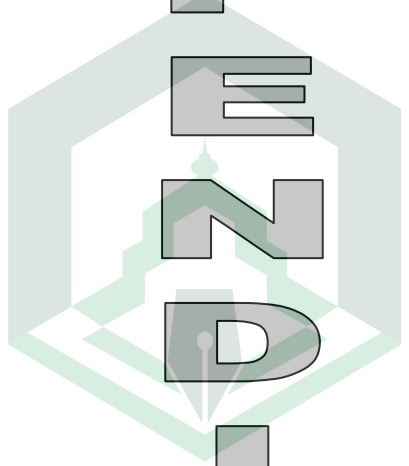
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IAIN PALOPO

## Appendix 1.1 Lesson Plan Cycle I

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE I

1. Nama Sekolah : SMP Negeri 9 Palopo
2. Mata Pelajaran : Bahasa Inggris
3. Kelas/ Semester : VIII/
4. Alokasi Waktu : 3 × 45 minutes
5. Standar Kompetensi : Membaca/ Reading  
Memahami makna teks tulis fungsional dari esai pendek sederhana berbentuk *narrative* untuk berinteraksi dalam konteks kehidupan.
6. Kompetensi Dasar :  
Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.
7. Indikator :
  - a. Mampu menentukan gagasan utama pada sebuah bacaan.
  - b. Mampu menentukan secara rinci informasi tersurat pada suatu bacaan.
8. Jenis Text : Narrative Text
9. Tujuan Pembelajaran :
  - a. Menentukan gagasan utama pada sebuah bacaan.
  - b. Menentukan secara rinci informasi tersurat pada suatu bacaan.
10. Karakter Siswa yang Diharapkan:
  - Trustworthines
  - Respect
  - Diligence
  - Responsibility
  - Courage
11. Materi Pembelajaran :  
Narrative text is the form of writing that tells a story. It can be non-fiction or fiction. This form of writing has a beginning (character development and introduction to the plot line), middle (additional plot, climax of the story) and end (conclusion or resolution of the story).



12. Method : Cooperative Learning (Write Pair Share)

13. Learning Activities :

1 Step/Phase	2 Time Allocation	3 Teacher Role/Activity	4 Student Role/Activity	5 Patterns of interaction	6 Success Indicators	7 Purposes
1. Presentation / opening	minutes	ACTIVITY 1 1. Salam dan berdo'a 2. Guru memberi motivasi kepada siswa. 3. Guru memberikan penjelasan tentang Narrative Text.	1. Siswa memperhatikan penjelasan guru dan siap untuk mengerjakan tugas dari guru.	G – S		
2. Practice / presentation	minutes	ACTIVITY 2 1. Guru membagikan teks. 2. Guru menyuruh siswa membaca dan menjawab dengan menulis jawaban dari soal yang tertera pada text. 3. Guru menyuruh siswa mendiskusikan dengan teman sebangkunya jawaban mereka masing-masing.		S – S		
3. Closing	10 minutes	ACTIVITY 3 1. Guru meminta siswa untuk mengumpulkan tugas. 2. Guru bersama-sama		G – S		

		siswa mendiskusikan hasil jawabannya.				
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14. Sumber Belajar :  
Buku dan internet.
15. Penilaian :  
a. Instrumen:

Read and Answer the Questions!

### Golden Eggs

Long time ago a remote village, in central China was inhabited mainly with farmers and hunters. One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation. Few days later, an old man with long grey beard, passed by his house took pity on him. He gave him a goose and said “ I don’t have any expensive thing to give you and hope this goose will help you to ease your hardship.” A week later to almost surprise the farmer found and egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy. Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift. Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patient and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much regretted for his foolishness, it’s already too late.

Questions!

1. What is the title of the text?
2. What is an old man give to the farmer?
3. Why is the farmer surprise?
4. How about the character of the farmer after have golden egg?

5. How does farmer do after the goose only laid one golden egg every six month?

b. Pedoman penilaian:

- Jumlah soal 5.
- Untuk tiap nomor, skor 20.
- Jumlah skor maksimal 100.
- Nilai maksimal 100.
- Nilai siswa =  $\frac{\text{jumlah skor perolehan}}{\text{jumlah skor maksimal}} \times 100$

Uraian	Skor
Jawaban tepat	20
Jawaban salah	0

Guru Mapel Bahasa Inggris,

Ismawati Ismail, S.Pd.

NIP. 19820830 200502 2 001

Palopo, 8 Januari 2014

Peneliti,

Dewi Sartika

NIM. 09.16.3.0122

IAIN PALOPO

Acnowledgement,  
Headmaster of SMP NEGERI 9 PALOPO

Hamzah, S.Pd., M.Pd.I

NIP: 19691231 199412 1 022

## Appendix 1.2 Lesson Plan Cycle II

### RENCANA PELAKSANAAN PEMBELAJARAN (RPP) CYCLE II

1. Nama Sekolah : SMP Negeri 9 Palopo
2. Mata Pelajaran : Bahasa Inggris
3. Kelas/ Semester : VIII/
4. Alokasi Waktu : 2 × 45 minutes
5. Standar Kompetensi : Membaca/ Reading  
Memahami makna teks tulis fungsional dari esai pendek sederhana berbentuk *narrative* untuk berinteraksi dalam konteks kehidupan.
6. Kompetensi Dasar :  
Merespon makna dan langkah retorika dalam esai pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dalam konteks kehidupan sehari-hari dalam teks berbentuk *narrative*.
7. Indikator :
  - a. Mampu menentukan gagasan utama pada sebuah bacaan.
  - b. Mampu menentukan secara rinci informasi tersurat pada suatu bacaan.
8. Jenis Text : Narrative Text
9. Tujuan Pembelajaran :
  - c. Menentukan gagasan utama pada sebuah bacaan.
  - d. Menentukan secara rinci informasi tersurat pada suatu bacaan.
10. Karakter Siswa yang Diharapkan:
  - Trustworthines
  - Respect
  - Diligence
  - Responsibility
  - Courage
11. Materi Pembelajaran :  
Narrative text is the form of writing that tells a story. It can be non-fiction or fiction. This form of writing has a beginning (character development and introduction to the plot line), middle (additional plot, climax of the story) and end (conclusion or resolution of the story).

12. Method : Cooperative Learning (Write Pair Share)

13. Learning Activities :

1 Step/Phase	2 Time Allocation	3 Teacher Role/Activity	4 Student Role/Activity	5 Patterns of interaction	6 Success Indicators	7 Purposes
1. Presentation / opening	minutes	ACTIVITY 1 1. Salam dan berdo'a 2. Guru memberi motivasi kepada siswa. 3. Guru memberikan penjelasan tentang Narrative Text.	1. Siswa memperhatikan penjelasan guru dan siap untuk mengerjakan tugas dari guru.	G – S		
2. Practice / presentation	minutes	ACTIVITY 2 1. Guru membagikan teks. 2. Guru menyuruh siswa membaca dan menjawab dengan menulis jawaban dari soal yang tertera pada text. 3. Guru menyuruh siswa mendiskusikan dengan teman sebangkunya jawaban mereka masing-masing.		S – S		
3. Closing	10 minutes	ACTIVITY 3 1. Guru meminta siswa untuk mengumpulkan tugas. 2. Guru bersama-sama siswa mendiskusikan		G – S		

		hasil jawabannya.				
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3. Sumber Belajar :  
Buku dan internet.

4. Penilaian :  
a. Instrumen:

Read and Answer the Questions!

### **Sarah and Her Step Mother**

Once upon a time there was a beautiful girl called Sarah, who lived with her step mother. Her step mother was very bossy, greedy and arrogant. She hated Sarah a lot.

One day when her father was working outside, the step mother hit Sarah and expelled her from the house. She went outside and walked far away from the house. Suddenly she saw a big melon farm and went in it. After that she hid in a big melon. She used to go out of the melon and get her food.

One day a prince visited the farm and saw the big melon. "Cut this melon I want to eat it," the prince said. The prince's guards started to cut the melon but they heard a voice from it. Sarah said "Don't cut me please!" They were all surprised at this situation. The prince said "Who are you? Calm down, please come out." After that she came out. He fell in love with her. She told him her story so the prince decided to marry her and they lived happily ever after.

Questions!

1. What is the title of the text above?
2. How about the character of step mother?
3. What does Sarah do after see a big melon farm and went in it?
4. Who is command to cut the melon?
5. How about the end story of the text?

5. Pedoman penilaian:

- Jumlah soal 5.
- Untuk tiap nomor, skor 20.
- Jumlah skor maksimal 100.
- Nilai maksimal 100.
- Nilai siswa =  $\frac{\text{jumlah skor perolehan}}{\text{jumlah skor maksimal}} \times 100$

Uraian	Skor
Jawaban tepat	20
Jawaban salah	0

Guru Mapel Bahasa Inggris,

Ismawati Ismail, S.Pd.

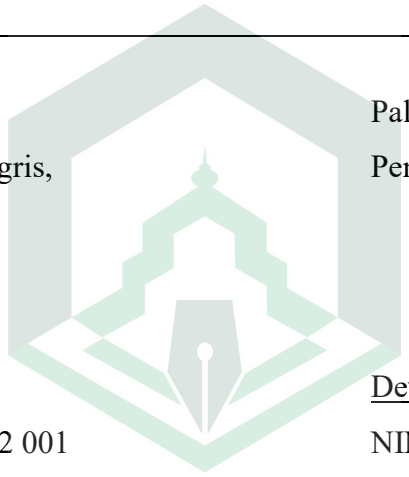
NIP. 19820830 200502 2 001

Palopo, 15 Januari 2014

Peneliti,

Dewi Sartika

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NIP: 19691231 199412 1 022

**Appendix 2.1 The Result of Observation of Students Activities Cycle I**

Code	Students Participation			
	Not Active	Less Active	Active	Very Active
S1				
S2				
S3				
S4				
S5				
S6				
S7				
S8				
S9				
S10				
S11				
S12				
S13				
S14				
S15				
S16				
S17				
S18				
S19				
S20				
S21				
S22				
S23				
S24				
S25				
S26				
S27				
S28				
S29				
S30				
S31				
S32				
Total		18	12	2

Palopo, January 8th 2014  
 Teacher of English,  
Ismawati Ismail, S.Pd.  
 NIP. 19820830 200502 2 001



**Appendix 2.2 The Result Observation of Students Activities Cycle II**

Code	Students Participation			
	Not Active	Less Active	Active	Very Active
S1				
S2				
S3				
S4				
S5				
S6				
S7				
S8				
S9				
S10				
S11				
S12				
S13				
S14				
S15				
S16				
S17				
S18				
S19				
S20				
S21				
S22				
S23				
S24				
S25				
S26				
S27				
S28				
S29				
S30				
S31				
S32				
Total		2	10	20

Palopo, January 15th 2014  
Teacher of English,

Ismawati Ismail, S.Pd.  
NIP. 19820830 200502 2 001

### Appendix 3.1

### Documentation of the Research at the Classroom





## AUTOBIOGRAPHY OF THE RESEARCHER



Dewi Sartika was born on February 1<sup>st</sup> 1991 in Bibang, Walenrang-Luwu, South Sulawesi. She is the second child of one brother and two sisters. Her father's name is Junaidi and her mother's name is Patia. She started school at TK Dharma Wanita, East Java, in 1995 and graduated in 1997. Then she continued her study at SDN 488 Patoko and graduated in 2003.

She finished her Junior High School at SMPN 2 Bua in 2006 and continued her study at SMAN 1 Walenrang. In 2009, she continued her study to the State College for Islamic Studies (STAIN) Palopo and took English Department. She finished her study at STAIN Palopo in March, 2014.

In the end of her study at STAIN Palopo, she wrote a thesis which entitled of "Teaching Reading Skill through Write Pair Share Technique at the Eighth Year Students of SMPN 9 Palopo" .