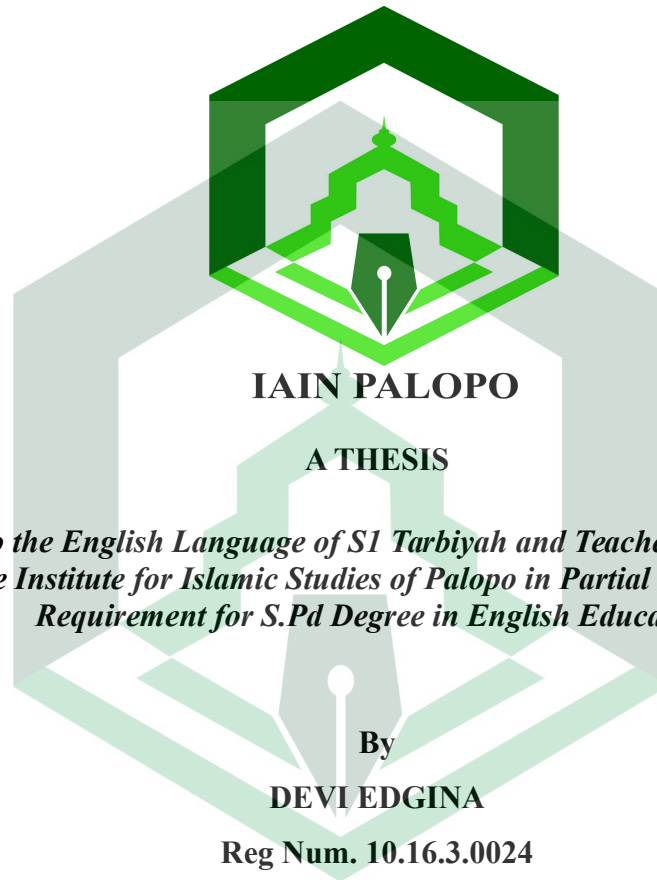


**TEACHING READING COMPREHENSION BY USING THINK  
PAIR AND SHARE TECHNIQUE TO THE SECOND YEAR  
STUDENTS OF PMDS PUTRI PALOPO**



**IAIN PALOPO**

**A THESIS**

*Submitted to the English Language of S1 Tarbiyah and Teacher Training Faculty  
of State Institute for Islamic Studies of Palopo in Partial Fulfillment of  
Requirement for S.Pd Degree in English Education*

**By**

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**ENGLISH STUDY PROGRAM  
TARBIYAH AND TEACHER TRAINING FACULTY  
THE STATE INSTITUTE FOR ISLAMIC STUDIES (IAIN) PALOPO  
2015**

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TARBIYAH AND TEACHER TRAINING FACULTY  
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## PRONOUNCEMENT

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Declares that thesis I wrote to fulfill of requirement for the degree of Sarjana Pendidikan (S.Pd) in Tarbiyah and Teacher Training Faculty, the State Institute for Islamic Studies Palopo entitled “Teaching Reading Comprehension by Using Think Pair and Share Technique to the Second Year Students of SMA PMDS Putri Palopo”, with all awareness and consciousness, the researcher who signs below, pronounces that this is thesis work of researcher herself. If somebody is proven that this thesis is duplicated, copied, or made by other people as whole or partially, so this thesis could used and this thesis invalid for law.

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Palopo, March 3<sup>th</sup> 2015

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## NOTA DINAS PEMBIMBING

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Sesudah melakukan bimbingan skripsi mahasiswa tersebut dibawah ini:

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Menyatakan bahwa skripsi tersebut sudah layak untuk diujikan.

Demikian untuk diproses selanjutnya,

Wassalamualaikum Wr. Wb.

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Palopo, March 3<sup>th</sup> 2015

**The researcher**

**IAIN PALOPO**

**TABLE OF CONTENTS**

<b>TITLE OF PAGE.....</b>	<b>i</b>
<b>THESIS APPROVAL.....</b>	<b>ii</b>
<b>PRONOUNCEMENT.....</b>	<b>iii</b>
<b>NOTA DINAS PEMBIMBING.....</b>	<b>iv</b>
<b>CONSULTANT APPROVAL.....</b>	<b>v</b>
<b>ACKNOWLEDGEMENT.....</b>	<b>vi</b>
<b>TABLE OF CONTENT.....</b>	<b>viii</b>
<b>LIST OF TABLE.....</b>	<b>x</b>

<b>ABSTRACT.....</b>	<b>xi</b>
<b>CHAPTER I: INTRODUCTION.....</b>	<b>1</b>
A. Background.....	1
B. Problem Statement.....	3
C. Objective of the Research.....	3
D. Significances of the research.....	4
E. Scope of the Research.....	4
F. Operational Definition.....	5
<b>CHAPTER II: REVIEW OF RELATED LITERATURE.....</b>	<b>6</b>
A. Previous Studies.....	6
B. Reading Principles.....	7
C. Kinds of Reading.....	10
D. Types of Reading Comprehension.....	11
E. Strategies for Reading Comprehension.....	11
F. Skill in Reading Comprehension.....	12
G. Strategies for Teaching Reading Skill.....	17
H. Cooperative Learning.....	20
I. The Characteristic of Cooperative Learning.....	21
J. Think Pair and Share.....	22
K. Hypothesis.....	30
L. Conceptual Framework.....	31
<b>CHAPTER III: METHOD OF THE RESEARCH.....</b>	<b>32</b>
A. Method and Design of Research.....	32
B. Research Variable.....	33
C. Population and Sample.....	33
D. Instrument of the Research.....	33
E. Procedure of Collecting Data.....	35
F. Processing Technique of Data Analysis.....	40
<b>CHAPTER IV: FINDINGS AND DISCUSSIONS.....</b>	<b>42</b>
A. Findings.....	42
B. Discussions.....	68
<b>CHAPTER V: CONCLUSIONS AND SUGGESTIONS.....</b>	<b>71</b>
A. Conclusions.....	71
B. Suggestions.....	72
<b>BIBLIOGRAPHY.....</b>	<b>73</b>

IAIN PALOPO



**APPENDIXES**



**IAIN PALOPO**

## List of Table

Table 4.1 The score of students in pre-test.....	40
Table 4.2 The mean score of students in pre-test.....	41
Table 4.3 Scoring classification in pre-test.....	42
Table 4.4 Rate percentage of students' in pre-test.....	43
Table 4.5 The score of students in post-test .....	44
Table 4.6 The mean score in post-test .....	45
Table 4.7 Scoring classification in post-test .....	45
Table 4.8 Rate percentage of students' in post-test.....	46
Table 4.9 The paired samples descriptive statistic .....	47
Table 4.10 The paired sample statistic.....	47
Table 4.11 The paired samples correlation.....	48
Table 4.12 The paired samples test.....	48
Table 4.13 Questionnaire 1 .....	50
Table 4.14 Questionnaire 2.....	51
Table 4.15 Questionnaire 3.....	51
Table 4.16 Questionnaire 4.....	53
Table 4.17 Questionnaire 5.....	54
Table 4.18 Questionnaire 6.....	55
Table 4.19 Questionnaire 7.....	55
Table 4.20 Questionnaire 8.....	56
Table 4.21 The List of students' response score in Questionnaire.....	57
Table 4.22 Distribution Frequency of students' response.....	59
Chart pre-test and post-test.....	63
T-tabel Distribution.....	75

## ABSTRACT

**Devi Edgina, 2015, “Teaching Reading Comprehension by using Think Pair and Share (TPS) Technique to the Second Year Students of SMA PMDS PUTRI Palopo”.** Thesis, English Study Program of Tarbiyah and Teacher Training Faculty the State Institute for Islamic Studies (IAIN) Palopo. Supervised by Madehang, S.Ag., M.Pd. and Amir Faqihuddin Assafari S.Ag., M.Pd.I.

**Key Word:** Reading Comprehension, Think Pair and Share (TPS) Technique

This thesis attempted to uncover students' ability in reading comprehension by using Think Pair and Share (TPS) technique at the second year of SMA PMDS Putri Palopo. The problem statement of this thesis consists of two questions, they are: “Does Think Pair and Share Technique effective to improve the students' reading skill at the second year of SMPN 8 Palopo? And how is the students' response toward the use of Think Pair and Share (TPS) Technique in learning reading skill at the second year of SMA PMDS Putri Palopo?”

Based on the description above, the researcher answer the problem statements of the research to find out the teaching reading skill at the second year of SMA PMDS Putri Palopo and to find out the students' response toward the use of Think Pair and Share (TPS) technique in learning reading skill at the second year of SMA PMDS Putri Palopo.

This thesis used pre-experimental method. The target population of this research was all of the second year of SMA PMDS Putri Palopo. The sample was taken by purpose sampling. The class was XI-IPS1 and the numbers of sample were 20 students.

The result of the data analysis showed that t count ( $t_0$ ) with value (10.046) was higher than t table ( $t_t$ ) with value (2.093). It indicated that Think Pair and Share (TPS) Technique was effective in improving reading skill at the second year of SMA PMDS Putri Palopo. Besides that, the result of the questionnaire the students gave positive response in learning reading skill by Think Pair and Share (TPS) Technique.

## LESSON PLAN

- School : SMA PMDS Putri Palopo
- Time Allotment : 2 x 40
- Class/Semester : XI IPS 1 / II
- Subject : English
- Language Focus : Reading Skill
- Standard of Competency :  
Memahami makna teks fungsional pendek dan teks tulis berbentuk narrative dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.
- Basic Competency :  
Merespon makna dan langkah retorika dalam esai yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari untuk mengakses ilmu pengetahuan.
- Indicators
  - Menentukan gambaran umum isi teks bacaan.
  - Menemukan informasi rinci teks bacaan
  - Mengidentifikasi kejadian dalam teks yang dibaca.
- Technique : Think Pair and Share
- Learning Materials :

### Treatment 1

## Jack and the beanstalk

Once upon a time there was a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to the market to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly fad to sell the cow for the beans.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window. When Jack woke up in the morning, he felt the sun shining into a part of his room but all the rest was quite dark and shady.

So he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped to the beanstalk which ran up just like a big ladder. He climbed ... and climbed till at last he reached the sky. While looking around, he saw a very huge castle. He was very amazed.

Then Jack walked along the path leading to the castle. There was a big tall woman on the doorstep. Jack greeted her and asked for the giantess mercy to give him breakfast, because he felt very hungry. Although the giantess grumbled at first, finally she gave Jack a hunk of bread and cheese and a jug of milk.

Jack hadn't finished when the whole house, began to tremble with the noise of someone's coming. "Oh! It's my husband!" cried the giantess. "What on earth shall I do?" Hastily the giantess opened a very big cupboard and hid Jack there.

Questions:

1. What is the kind of the text?
2. What is the beginning of the text above?
3. What was mother's Jack ordered?
4. What was Jack seen?
5. Why Jack greeted her and asked for the giantess mercy to give him breakfast?
6. How the ending of the story?
7. What was happened after Jack greeted her and asked for the giantess mercy to give him breakfast?
8. What did Jack see while he reached the sky?

**Treatment 2**

## The Golden Slug

In the ancient time, lived a young man named Galoran. He was respected because of his wealth and honor. His parents were nobleman so he could live with luxury. However, he was very wasteful and every day just squandered the wealth of his parents.

One day, his parents died, but he did not care and continued to spend money as well as before. Because his life was so extravagant, all the treasure that he had was running out and he became an unemployed person. Many people sympathized with him and offered a job. But every time he got the job, he just dallied and it made him always be fired. Several months later, there was a wealthy widow who interested him. He married the widow and of course, he was very happy to be living in luxury again.

The widow had a daughter who was very diligent and clever to weave. Her name is Jambean, a beautiful girl and had been famous because of her weaving. However, Galoran did not like the girl, because the girl often scolded him because of his laziness. Finally, he threatened to torture and kill Jambean. He revealed the plan to his wife and the wife was very sad to hear of the threat.

Hearing the news, Jambean was very sad but she volunteered herself to be killed by her father. She told that she wanted to be dumped into a dam and did not burry under the ground after the death. The mother agreed and did all of her wants. In the dam, her body and head suddenly turned into the golden slugs.

Several years later, there are two widows who were looking for firewood. They were kindred, the first widow named Mbok Sambega Rondo and the second called Mbok Rondo Sembagil. When looking for the firewood in the jungle, they were very surprised because of finding the beautiful golden slugs. They brought it and maintained at home.

Once they brought the snails, there was always a miracle every day. Their kitchen was always filled with the delicious food when they came home from work. They were very surprised, and wanted to know the person who made those foods. They pretended to go to work and hid in the back of the house. A few moments later, there was a beautiful girl came from the inside of the conch and she began to cook the delicious meals.

Both widows then secretly held and did not let the girl to get into the snail anymore. The girl apparently was Jambean who had been killed by her father. Both widows then allowed her to stay with them. Because of their versatility in weaving, she got her famous back and made a handsome prince attracted. In the end, she married the prince and lived happily.

### Questions:

1. What the title of the text above ?
2. How many characters in the story ?
3. Who is Galoran?
4. Who is Jambean?
5. What does makes jambean so sad ?
6. What lesson can we learn in the story

### **Treatment 3**

## **The Legend of Malin Kundang**

A long time ago, in a small village near the beach in West Sumatra, a woman and her son lived. They were Malin Kundang and her mother. Her mother was a single parent because Malin Kundang's father had passed away when he was a baby. Malin Kundang had to live hard with his mother

Malin Kundang was a healthy, dilligent, and strong boy. He usually went to sea to catch fish. After getting fish he would bring it to his mother, or sold the caught fish in the town. One day, when Malin Kundang was sailing, he saw a merchant's ship which was being raided by a small band of pirates. He helped the merchant. With his brave and power, Malin Kundang defeated the pirates.

The merchant was so happy and thanked to him. In return the merchant asked Malin Kundang to sail with him. To get a better life, Malin Kundang agreed. He left his mother alone. Many years later, Malin Kundang became wealthy. He had a huge ship and was helped by many ship crews loading trading goods. Perfectly he had a beautiful wife too. When he was sailing his trading journey, his ship landed on a beach near a small village. The villagers recognized him. The news ran fast in the town; "Malin Kundang has become rich and now he is here". An old woman ran to the beach to meet the new rich merchant. She was Malin Kundang's mother.

She wanted to hug him, released her sadness of being lonely after so long time. Unfortunately, when the mother came, Malin Kundang who was in front of his well dressed wife and his ship crews denied meeting that old lonely woman. For three times her mother begged Malin Kundang and for three times he yelled at her. At last Malin Kundang said to her "Enough, old woman! I have never had a mother like you, a dirty and ugly woman!"

After that he ordered his crews to set sail. He would leave the old mother again but in that time she was full of both sadness and angriness. Finally, enraged, she cursed Malin Kundang that he would turn into a stone if he didn't apologize. Malin Kundang just laughed and really set sail.

In the quiet sea, suddenly a thunderstorm came. His huge ship was wrecked and it was too late for Malin Kundang to apologize. He was thrown by the wave out of his ship. He fell on a small island. It was really too late for him to avoid his curse. Suddenly, he turned into a stone.

#### Questions:

1. What title of the story?
2. Where the stories come from?
3. Who is Malin Kundang?
4. Why his mother cursed is?
5. What happen with Malin Kundang after his cursed by his mother?
6. What lesson can we learn in the story?

#### **Treatment 4**

### **The fools of two men**

Gotham (Go'tem) was a little town in England.

Once there was a man from Gotham going to market to buy sheep. At gotham bridge, he met a man who had just come back from the market.

"Where are you going?" asked the man who had come back to Gotham.

"I am going to market to buy sheep," answered the other.

"Which way are you going to bring your sheep home?" asked the first man again.

"Over this bridge," answered the second man. "You shall not go over this bridge," said the first man. "You shall go that way,"

"I will go over this bridge," said the second man.

"You shall not," said the first man again.

"But I will," replied the other.

Soon the two men began to fight. They fought and fought until they both got quite hurt.

How foolish they were! They fought over the sheep which were not here.

#### Questions:

1. Who is Gotham?
2. What is the man from Gotham do in the market?

3. Why the man from Gotham and the man who had just come back from the market are fight?
4. Where the conflict began in story?
5. How the characters two man in story?
6. What lessons can we learn in the story?

▪ Steps in Learning

STEP	ACTIVITIES	PROCEDURES	TIME
Introduction	Ice Breaking	<p><b>Step 1: Preliminary</b></p> <ul style="list-style-type: none"> <li>• Greeting and praying</li> <li>• Asking the students' condition.</li> <li>• Giving motivation to the students before giving the material.</li> <li>• The researcher checked the student's attendance list.</li> <li>• The teacher explained about the material and how to answer it.</li> </ul>	± 10 min
Reading Narrative text	The Application of Narrative text	<p><b>Step 2: Think</b></p> <ol style="list-style-type: none"> <li>1. Students are divided into some groups. 5 groups of 4 members each.</li> <li>2. Teacher sgives the reading text to the all of students.</li> <li>3. Students are posed questions based on reading passage.</li> <li>4. Asks for students read silently the reading passage for some minutes. During this step, individuals thought silently about the questions posed by the teacher. This step took 50 minutes</li> </ol> <p><b>Step 3: Pair</b></p>	± 60 min



		<p>5. Asks for students to pairing with friend in group.</p> <p>6. Asks for students to prepare their results from their groups. It took 5 minutes.</p> <p style="text-align: center;"><b>Step 4: Share</b></p> <p>7. Ask for students to present their answers to the class. Student answer 4 questions.</p> <p>8. Other groups must be concentrated on listening to answers from their friends in front of class. It took 5 minutes.</p>	
Closing	Close the meeting	<ul style="list-style-type: none"> <li>• The teacher asks the students' problem during process of learning</li> <li>• Closing the class and praying</li> </ul>	± 10 min

- **Learning Source:** [Englishstory12.blogspot.com/](http://Englishstory12.blogspot.com/)

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## QUESTIONNAIRE

### A. IDENTITAS RESPONDENTS

1. Nama Respondent : .....
2. Kelas : .....

### B. PETUNJUK

1. Bacalah dengan teliti petunjuk sebelum menjawab pertanyaan.
2. Tulislah identitas anda pada tempat yang telah disediakan
3. Berikan tanda cheklist (√) pada kolom yang telah disediakan, pada jawaban yang dianggap benar.

SS = Sangat Setuju

S = Setuju

N = Netral

TS = Tidak Setuju

STS = Sangat Tidak Setuju

4. Terimakasih atas kesediaanya mengerjakan angket penelitian dengan jujur.

No.	Pernyataan	SS	S	N	TS	STS
1.	Anda senang belajar dengan menggunakan metode Think Pair and Share Technique.					
2.	Think Pair and Share mampu memotivasi dalam peningkatan reading skill anda.					
3.	Think Pair and Share Technique dapat membantu kelancaran reading anda.					
4.	Melalui Think Pair and Share Technique anda dapat dengan mudah memeahami bacaan dalam bahasa inggris.					
5.	Think Pair and Share Technique memberikan nuansa baru dalam peningkatan proses pembelajaran bahasa inggris.					
6.	Think Pair and Share Technique dapat memperlancar reading serta menambah perbendaharaan kata dalam bahasa inggris.					
7.	Think Pair and Share Technique ini merupakan salah satu alternative cara yang baik untuk reading.					
8.	TPS ini dapat membangun rasa percaya diri dalam membaca dalam kelas.					

## QUESTIONNAIRE

### A. IDENTITAS RESPONDEN

1. Nama responden : .....
2. Kelas : .....

### B. PETUNJUK

1. Bacalah dengan teliti petunjuk sebelum menjawab pertanyaan.
2. Tulislah identitas anda pada tempat yang telah disediakan
3. Berikan tanda cheklist (√) pada kolom yang telah disediakan, pada jawaban yang dianggap benar.  
 SS = Sangat Setuju                                  TS = Tidak Setuju  
 S = Setuju    STS = Sangat Tidak Setuju  
 N = Netral
4. Terimakasih atas kesediaanya mengerjakan angket penelitian dengan jujur.

No	Pernyataan	SS	S	N	TS	S T S
1.	Students are happy to study by using <i>Think Pair and Share (TPS) Technique</i> .					
2.	<i>Think Pair and Share (TPS) Technique</i> can motivate the students to improve reading skill.					
3.	<i>Think Pair and Share (TPS) Technique</i> give new nuance in improving English teaching learning process.					
4.	<i>Think Pair and Share (TPS) Technique</i> can develop vocabulary in English.					
5.	<i>Think Pair and Share (TPS) Technique</i> can stimulate the students' reading fluency.					
6.	By applying <i>Think Pair and Share (TPS) Technique</i> the students can read and speak English easily.					
7.	<i>Think Pair and Share (TPS) Technique</i> is a good.					
8.	<i>Think Pair and Share (TPS) Technique</i> can build self confidence to speaking in the classroom.					

## **CHAPTER I INTRODUCTION**

### **A. Background**

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Among those four skills, reading is one of the most important skills in learning language. Reading skill becomes a part of language skill that the students have to master since reading skill has an important role in education field. Reading is a bridge for the students to get the information needed in their education field, such as transferring information and knowledge from textbook. Moreover, when the students study in the university, they will find more textbooks which are written in English that should be understood in order to get clear definition of what the textbooks mean. Therefore, the students should have ability in reading comprehension.

Reading is one of the skills developed for students in order to get information and knowledge. By reading, student can improve their vocabulary, grammar, understanding, and some aspect.<sup>1</sup> Reading can add to our knowledge about all aspects, especially with regard to education.

Reading comprehension is based on using the appropriate meaning-making processes from the printed messages. Reading comprehension involves the passage, the reader, and the context. Considering that having ability in reading comprehension for the students is crucially needed, teacher's creativity to select the appropriate

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<sup>1</sup>Imran Ilham, "*The Application of continued story improving students speaking skill at Eighth Year Students of SMP 8 palopo*", A Thesis S1, (Unpublished Thesis: STAIN Palopo, 2010), p.48.

technique in teaching reading is important. It is the teacher's role to create enjoyable classroom environment and build students' interest and motivation in learning reading. So that, students' bored during the teaching-learning process can be avoided. In achieving this goal, teachers have to leave the traditional way in teaching reading, by asking the students to answer the questions based on the text. This is not a good way in teaching comprehension since it would arise bored for the students. Besides, it does not guarantee that they get the point of what the text is about.

Based on the researcher's observation, it was found some problems when the researcher was doing PPL in SMA PMDS Putri Palopo. When teaching, the researcher asked the students of the second year of SMA PMDS Putri Palopo to read a narrative text, but they are difficult to understand what the question of text meant, because they did not have enough vocabulary. Most of them still confuse to comprehend a text and answer the questions. They always think that answer the question can be found in the text. But actually, sometimes there are some questions that the answer is not in the text but should use their prior knowledge. So it was their first problem. And the other problems were that some students have low motivation and were not interested in learning reading.

Because of those problems, in learning reading, the student should be given the appropriate technique to learn the reading especially to made students more interesting, enjoyable, and easier. Cooperative learning through think-pair-share is one of methods which can give opportunity for all students

to express their idea because from the three steps, the students are instructed to solve the problem with reading and improve the mentality of the students to speak in front of their friends through share steps. Think pair and share is one of the techniques that make the students easier and more enjoyable to learning reading.

Good readers those who are read various types of reading comprehension which contain the implementation of the high or useful information that might be implied in developing human development especially education. Good reading texts can provide good models for writing, and provide opportunities to introduce new topics, to stimulate discussion, and to study language (e.g., vocabulary, grammar, idioms).<sup>2</sup>

The researcher believes that success of foreign language study depends on several factors such as: The student's motivation in language, the material selected to be used and last but not least is a clearly defined objective of the foreign language study. We can say that reading is important skill for the student and it should be taught effectively and purposely. In this thesis the researcher is interested in investigating improving reading skill of the second year students of SMA PMDS Putri Palopo by using think pair and share technique.

## **B. Problem Statements**

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<sup>2</sup>Jack C Richards and Willy A. Renandya, "*Methodology in Language Teaching*", (Cambridge University Press,2002), p.273.

Based on the background, it is necessary to conduct the study on the comprehending analysis in using reading text, the problems need to be answered as follows:

1. Is the use of think pair and share technique effective to improve students' reading skill at the second year of SMA PMDS Putri Palopo?
2. How is the students' response toward the use of think pair and share technique in learning reading at the second year of SMA PMDS Putri Palopo?

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

Based on the problem statement, the objective of the research was formulated as follows:

1. To find out whether or not the use of think pair and share technique can improve the students' reading at the second year of SMA PMDS Putri Palopo.
2. Students' response toward the use of think pair and share technique in learning reading at the second year of SMA PMDS Putri Palopo.

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

The significance of the research as follows:

1. To give positive contribute to the learners of English in general or specially to the students of SMA PMDS Putri Palopo to solve difficulty in improving their reading skill.

2. Become reference methodology to develop reading method that based collaboration.

3. To confine ways learning readings that more collaborative.

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

The scope of the research was limited on the research in using think pair and share technique to improve reading comprehension at the second year students of

SMA PMDS Putri Palopo, where the researcher focused on the English text especially narrative text.

## **F. Operational Definition**

### 1. Reading Skill

In Oxford Learner's Pocket Dictionary explain that reading is act of reading something and way in which something is understood. Reading ability will be developed best in association with writing, speaking and listening activities.<sup>3</sup>

Reading skill is a activities of reading is to understand the content, or ideas expressed or implied in the text.

### 2. Reading Comprehension

Reading Comprehension is a special kind of thinking process, or the ability to understand completely and be aware of situations, fact, etc.<sup>4</sup>

### 3. Think Pair and Share Technique

Think Pair and Share is cooperative learning strategy in which students work together to solve a problem or answer a questions about an assignment reading. This strategy developed by Frank Lyman.

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<sup>3</sup> Oxford, "*Oxford Learner's pocket Dictionary*", (Fourth Edition: Oxford University Press), p.366.

<sup>4</sup> Cambridge International Dictionary of English, 1996: 227.



## CHAPTER II REVIEW OF RELATED LITERATURE

### A. Previous Studies

The researcher was going to describe the related research that has been conducted for the research as follows:

- a. Suparman in his thesis under the title of improving reading skill through scanning and skimming at the second year of MAN Palopo. He studied that teaching reading skill through skimming and scanning can stimulate the students' interest and improve student achievement of the students in academic 2007-2008.<sup>1</sup>
- b. Andi Marwiyah in her thesis said that teaching reading comprehension skill through silent reading technique can stimulate the students' interest, the student more concentration in reading activity and can improve students' achievement of the eleventh year students' of MA Al-Jihad 2010/1011 academic year.<sup>2</sup>
- c. Asdiani in her thesis the use of story book in improving student reading questioner answered by the students, learning English for reading comprehension, the student really need method that can touch their main set.<sup>3</sup>

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<sup>1</sup> Suparman, "*Improving Student Reading skill through scanning and skimming at the second year students' of MAN Palopo*", A Thesis S1, (Unpublished Thesis: STAIN Palopo, 2010), p.55.

<sup>2</sup> Andi Marwiyah, "*The effectiveness of Silent Reading in improving Reading Comprehension to the Eleventh year student' of MA Al-jihad, sabbang*," A Thesis S1, (Unpublished Thesis: STAIN Palopo, 2010), p.58.

<sup>3</sup> Asdiani, "*The Use of Story Book in Improving Reading Comprehension of the Fifth grade in SDN 422 Kambo*", A Thesis S1, (Unpublished Thesis: STAIN Palopo, 2010), p.55.

Based on the previous finding above, the researcher concludes that the using of interesting technique in teaching Reading can stimulate and upgrade students' reading. It motivates the researcher to use another technique, which is think pair and share technique. This technique could make students easier and more effective to upgrade their reading.

### **B. Reading Principles**

Jeremy Harmer in his book "*How to teach English*" states six principles behind the teaching of reading, they are:

- a. Encourage students to read as often and as much possible.

The more students read the better. Everything we do should encourage them to read extensively as well as – if not more than – intensively. It is a good idea to discuss this principle with the students.

- b. Students need to be engaged with what they are reading.

Outside normal lesson time, when students are reading extensively, they should be involved in joyful reading – that is, we should try to help them get as much pleasure from it as possible. But during lesson, too, we will do our best to ensure that they are engaged with the topic of a reading text and the activities they are asked to do while dealing with it.

- c. Encourage students to respond to the content of a text (and explore their feelings about it), not just concentrate on its construction.

Of course it is important for students to study reading texts in class in order to find out such things as the way they use language, the number of paragraph they contain and how many times they use relative clauses. But the meaning, the message of the text, is just as important as this. As a result, we must give students a chance to respond to that message some way. It is especially important that they should be

allowed to show their feelings about the topic – thus provoking personal engagement with it and the language. With extensive reading this is even more important. Reading for pleasure is – and should be – different from reading for study.

d. Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. Book covers give us a clue about what is in the book; photographs and headlines hint at what articles are about; we can identify reports as reports from their appearance before we read a single word. The moment we get these clues – the book cover, the headline, the web-page banner – our brain starts predicting what we are going to read. Expectations are set up and the active process of reading is ready to begin. In class, teachers should give students ‘hints’ so that they also have a chance to predict what is coming. In the case of extensive reading – when students are choosing what to read for pleasure – we should encourage them to look at covers and back cover copy to help them select what to read and then to help them ‘get into’ a book.

e. Match the task to the topic when using intensive reading texts.

Once a decision has been taken about what the reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading tasks – the right kind of questions, appropriate activities before during and after reading, and useful study exploitation etc.

The most useful and interesting text can be undermined by boring and inappropriate tasks, the most commonplace passage can be made really exciting with

imaginative and challenging activities, especially if the level of challenge is exactly right for the class.

f. Good teachers exploit reading text to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. It does not make sense, in class, just to get students to read it and drop it and move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further tasks, using the language for study and then activation (or, of course, activation and then study) and using range of activities to bring the text to life. Where students have been doing extensive reading, we should use whatever opportunities presents themselves to provoke useful feedback.<sup>4</sup>

### C. Kinds of Reading

There are kinds of reading:

#### 1. Reading aloud

Reading aloud is an important thing to do in reading process where the students who are known as readers are required to read aloud to practice their tongue about how to pronounce every word found in a passage. The main points of focus in reading

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<sup>4</sup>Jeremy Harmer, *How to Teach English*, (Cambridge: Longman, 1998), p.101.

aloud is not catching their ideas, but practicing how to sound every word in sentences.

### 2. Silent Reading

A reader who wants to comprehend the passage in reading comprehension process frequently practices silent reading. Silent reading means that reading by heart where there is not voice is expressed. This type of reading aims to find out the meaning given in passage not to practice the pronoun of the words and how to express that the word as in reading aloud. Reading silently needs a reader much attention to what he is reading because to gain the meaning given in the passage, the reader should have a full concentration.

### 3. Reading Fast

It is used to improve the speed and the comprehension in reading. This skill must run inside with the main purpose of reader that is comprehension it depends on the kind of reading materials. The speed rate specific is needed, if reads a story or narrative on will be different from reading specific material. Recalling is ability to recall the specific information for example the name of capitals, formula.

## D. Types of Reading Comprehension

There are types of reading comprehension, such as: intensive reading, extensive reading.

### 1. Intensive reading

Intensive reading is a text or passage reading. In reading the learner read the text to get knowledge or analysis.<sup>5</sup> Intensive reading is a reading for recall or total accuracy. It is an activity in class way in using reading. It deals with the detailed content study and linguistic study.

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<sup>5</sup>Beatrice S., Mikulecky, *Advance Reading Power* (Wesley Publishing Company: Boston University), p.3.

The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Intensive reading will provide a basic for explain difficult of structure and for extending knowledge of vocabulary and idioms it will also provide material for developing greater control of the language in speech and writing.

**2. Extensive reading**

Extensive reading is the most efficient way to help student change old habits and become confident second language readers.

**E. Strategies for reading comprehension**

Reading comprehension is primarily a matter of developing appropriate, efficient, comprehension strategies. These are 10 strategies each of which can be practically in the classroom

1. Identify the purpose of reading
2. Use the graphemic rules and patterns to aid in button up decoding
3. Use efficient silent reading technique for improving fluency
4. Skim the text for main ideas
5. Scan the text for specific information
6. Use semantic mapping or clustering
7. Guess when you are not certain
8. Analyzed vocabulary
9. Distinguish between literal and implied meaning
10. Capitalize on discourse makers to process relationship.<sup>6</sup>

These strategies are above can help the student mastery in reading comprehension skill.

**F. Skill in reading comprehension**

These are many skills in improving your reading comprehension:

1. Skimming

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<sup>6</sup>H.Douglas Brown, Teaching by Principles “*An Interactive Approach to Language Pedagogy*” (San Francisco State University: Perasson Longman, p.366-370).

Skimming is a form of rapid reading for finding the general ideas-or-gist- of passage or a book.<sup>7</sup> Skimming is helpful when you want to find out quickly about the writer.

Skimming is reading a text superficially and rapidly in order to you may have a lot of to read, but not much time. For this kind of reading you usually do not want to know and remember everything. You only want to find out something about it. Obtain the gist or main idea. It is a skill that requires concentration.

There are three basic aims in skimming, namely:

- a). To get impression from a book of articles or short story
- b). To find specific cases from a reading material
- c). To look for material what we need in library

## 2. Scanning

Scanning is a way to read very fast. The students do not read all the words. You need only the words you are looking for.

Scanning is reading a text quickly in order to locate a specific item of information. We simply have our eyes through the text until we find what we are looking for, whether it is a name, or less of specific information. In addition there are some procedure for scanning, they are:

- a. Keep in mind only the specific information to be located.
- b. Read the section containing the clues to get information needed.
- c. Looking for topic

A topic tells what something is about. Good reader always looks for the topic

when they read. Then they can understand and remember what they read.

- d. Understanding and building sentences

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<sup>7</sup>Beatrice S. Mikulecky' / Linda Jeffries, *op.cit*, p.170.

When you read English, you must understand English sentences. You can learn how to find the important parts of sentences. And you can learner the right words order.

e. Understanding paragraph

Paragraph is a group of sentences about one topic. There is usually one sentence that told the topic. And all the other sentences tell more about the topic.

In comprehending a written text readers typically make use background knowledge, phonological and phonemic awareness, vocabulary, fluency and many basic skill which is supporting or helping in reading comprehension.

1) Phonological and Phonemic Awareness

Phonological awareness refers to the ability to attend to the sound of language as distinct from its meaning. Studies both of alphabetic and non-alphabetic languages show that phonological awareness is highly correlated with reading ability. For alphabetic language, phonemic awareness is especially important because the letters of alphabet map onto individual sound units (phonemes). Children who are able to attend to the individual phonemes in alphabetic languages are much more likely to learn the alphabetic principle (how letters map onto phonemes) and therefore, learn to recognize words quickly and accurately. For alphabetic languages, many studies have shown that phonemic awareness is closely associated with reading ability in the early and later years of schooling. Furthermore, reading instruction and phonological awareness mutually reinforce each other. Phonological awareness helps children to discover the alphabetic principle. At the same time, learning to read alphabetic scripts also develops phonological and phonemic awareness.

2). Fluency



Fluency is important because it is closely related to comprehension. Fluency in reading means be able to read text accurately, quickly and with expression. Fluent readers can do this because they do not have problem with word recognition.

As a result, they can focus on the meaning of a text. Recent research shows that fluency also depends on the ability to group words appropriately during reading. This means fluent readers recognize words quickly, but also know where to place emphasis or pause during reading. Word recognition is necessary but not sufficient for fluent reading. The readers must construct meaning from the recognized words. Fluent readers can do both task at the same time. They can do this because of efficient words recognition and oral language skills. Guided practice in reading generally increases fluency.

a. Vocabulary

Many studies have shown that good readers have good vocabulary knowledge. In order to understand a text, readers need to know the meaning of individual words. They construct an understanding of the text by assembling and making sense of the words in context. Vocabulary knowledge is difficult to measure. It is however very important in learning to read and in future reading development. Words that are recognized in print have to match a reader's oral vocabulary in order to be understood. This is important for children who are developing oral proficiency, as well as for non-native speakers of language.

Stanovich describes the cumulative effect of poor reading and vocabulary skills. Children who are poor readers usually also lack a wide vocabulary. When young children struggle with reading, they quite naturally read less than their more

able classmates and therefore are exposed to fewer new words. This is restriction on their vocabulary growth, in make progress in reading even harder. The effect of these deficits make learning in general more difficult and as children progress through the grades, the gap between skilled and less skilled reader becomes increasingly pronounced.

b. Prior Knowledge

Prior knowledge generally helps the comprehension. There are many aspect to prior knowledge, including knowledge of the world, cultural knowledge, subject-matter knowledge and linguistic knowledge. A readers' interest in a subject matter will also influence the level of prior knowledge. All of these factors are important to different degrees, depending on reading task. A readers' knowledge of the world depends on live experience. This is different in different countries, regions and cultures. Reading task and reading instruction should be sensitive to the types of prior knowledge that are needed for the readers to understand a text.

c. Cultural Factors

Reading comprehension is about relating prior knowledge to new knowledge contained in written text. Prior knowledge, in turn, depends on live experienced. Topic that are familiar and openly discussed in own culture may be unacceptable in another. Children growing up in rural communities will have different experiences from these from urbanized, develop countries. Because having more prior knowledge generally facilitates comprehension, having more cultural knowledge has the same

effect. Having rich but different types of cultural knowledge will also affect our understanding and appreciation of written text.<sup>8</sup>

### **G. Strategies for teaching comprehension**

Comprehension is powerful because the ability to construct meaning comes from the mind of the reader. Therefore, specific comprehension instruction—modeling during read-aloud and shared reading, targeted mini-lessons, and varied opportunities for practice during small-group and independent reading—is crucial to the development of strategic, effective readers.

There are six main types of comprehension strategies:

#### **a. Make Connections**

*Readers connect the topic or information to what they already know about themselves, about other texts, and about the world.*

#### **b. Ask Questions**

*Readers ask themselves questions about the text, their reactions to it, and the author's purpose for writing it.* Good reading comprehension requires not only asking, "Do I understand what I am reading?" but, "What else do I want to know?"

Many people use post-it notes to write down their questions while reading.

Sometimes it may be as simple as wanting to know what a specific word mean, or as complex as knowing about an historical event.

#### **c. Visualize**

*Readers make the printed word real and concrete by creating a "movie" of the text in their minds.* Often when books are adapted into movies, there is criticism

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<sup>8</sup>Ahmad Perdana Putra, "The Effectiveness of Using Authentic Material in Teaching Reading Comprehension to the Second Year Students of English Education Study Program in STAIN Palopo", A Thesis S1, (Unpublished Thesis: STAIN Palopo,2010), p.11.

that this actor or that setting was, "wrong". That's because reading comprehension involves creating mental images of the people, places and things in books. When directors choose things that don't fit readers' mental images, book fans are often outraged. But visualizing isn't only an aspect of reading fiction, it's also important for reading non-fiction, such as how-to articles.

**d. Determine Text Importance**

*Readers (1) distinguish between what's essential versus what's interesting, (2) distinguish between fact and opinion, (c) determine cause-and-effect relationships, (3) compare and contrast ideas or information, (4) discern themes, opinions, or perspectives, (5) pinpoint problems and solutions, (6) name steps in a process, (8) locate information that answers specific questions, or (9) summarize.* Finding the main idea, that popular part of comprehension questions, is only a part of determining importance. Good comprehension requires that readers can not only determine the main idea, but also themes, secondary ideas and clues as to what will happen next.

**e. Make Inferences**

*Readers merge text clues with their prior knowledge and determine answers to questions that lead to conclusions about underlying themes or ideas.* Reading comprehension also means to combine prior knowledge and current reading to predict what may happen next in the text or to figure out what a word means by its use in the text.

**f. Synthesize**

*Readers combine new information with existing knowledge to form original ideas, new lines of thinking, or new creations.* Readers who infer from, question and connect to the text are then able to synthesize the information. Synthesizing is the Holy Grail of reading comprehension, in that it allows readers to take and retain new information from the text. A simple form of synthesizing is when you no longer read the directions to make a favorite recipe, but instead incorporate a few new ideas that you remember from the cookbook you borrowed last week.

g. Monitoring Comprehension

Have you ever read a page and remembered absolutely nothing about it? Readers who monitor their comprehension realize when they haven't understood a word, sentence, or page. They realize that they need to clarify their understanding. Sometimes simply rereading the text can help them do this. If rereading does not help, they use the subsequent strategies to help them comprehend.

h. Activating Background Knowledge

When readers activate background knowledge, they connect things they already know with what they are reading in the text. Reading a fictional story set during the Civil War, for example, causes them to remember what they learned about the Civil War during history class. Young readers get used to activating background knowledge by looking through the pictures in a picture book before trying to read it or reading the comprehension questions before reading the text.

Students quickly grasp how to make connections, ask questions, and visualize. However, they often struggle with the way to identify what is most important in the

text, identify clues and evidence to make inferences, and combine information into new thoughts. All these strategies should be modeled in isolation many times so that students get a firm grasp of what the strategy is and how it helps them comprehend text.

## **H. Cooperative Learning**

Coopererative learning is an approach to organizing classroom activities into academic and social learning experiences.<sup>9</sup> Cooperative learning is group learning activities organized so that learning is depended on the social structure exchange of information between learners in group and which each learners is held accountable for his her own learning and increasing the motivation.

Cooperative learning is like collaborated learning entails small group working on specific task. It seeks to overcome some of the weakness of traditional small group approach by structuring activities carefully. Cooperative learning is a successful teaching strategy in which small teams: each student of different levels of ability uses variety of learning activities to improve their understanding of subject. Each member of team is responsible not only for learning what is taught but also for helping teammates. This only create atmosphere of achievement. Students work trough the assignment until all group members successfully understand and complete it.

### **I. The characteristic of cooperative learning**

1. The students work in group to complete the lesson material
2. The group is formed by students who have high, medium and low skill

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<sup>9</sup> Wikipedia, [Http://en.wikipedia.org/wiki/Cooperative learning](http://en.wikipedia.org/wiki/Cooperative_learning). Accessed on June<sup>27th</sup> 2014.

3. The members of the group are from race, culture, tribe, and different gender.
4. The appreciation is more oriented to group compared to individual.

#### **J. Teaching Strategy**

Strategy is a design of general activity between teacher and students in teaching learning process to reach the purpose. Talking about teaching strategies, there many teaching strategies can be used by teacher in classroom when teaching strategies process, which are suitable for large groups, small groups, and for individual of course. As a teacher use most of these strategies in all three situations. According to Reece teaching strategies is important that you familiar with each and know where they might be used.<sup>10</sup>

From the argument above the researcher can take the conclusion that cooperative learning is one of ways in the class action which divide become small group than give opportunity to the students to improve her or his talent and develop their skill in speaking in front of class and to find out the goals of education that students is object and they can be subject of this education and motivated their self for being a human. Think-Pair-Share is an equity pedagogical best practice because it provides students with (a) 'think time', a period to reflect and compose their answer, (b) 'behavioral rehearsal time', a period to practice stating their thoughts with a classmate, and (c) five safe options including sharing the thoughts of a learning

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<sup>10</sup>Jan Reece and Stephen Walker, *Teaching, Training, and Learning*, (British Library: Bussiness Education, 1997), p.136.

partner. The research on Think-Pair-Share is compelling in that it encourages increased student participation, and higher levels of student thinking and questioning.

## **K. Think Pair and Share Technique**

### **1. Definition of Think Pair and Share**

Think Pair and Share was developed by Frank Lyman. It is a strategy to get many students actively involved in classes of any size. It is effective from early childhood through all subsequent phases of education to tertiary and beyond.

As we know that students learn, in part, by being able to talk over the ideas they are encountering. But, a free-for-all is sometimes not helpful. Think Pair and Share can help because it structures the discussion. Students follow a simple process that reduces off-task thinking and behavior. Accountability is built in because each student must report to someone.

Think Pair and Share activity pose a question to students that they must consider alone and then discuss with a neighbor before settling on a final answer. This is a great way to motivate and promote high-level thinking. Even though the activity is called think-“PAIR”-share, this is the term many instructors use for pairs and small groups (three or four students) alike. Groups maybe formed formally or informally. Often this group discussion “sharing” is followed up with a larger classroom discussion. Some think pair and share activities are short, “quick response think pair share” and sometimes the activities may be longer and more involved, “extended think pair share”. The instructor can use the student responses as a basis for discussion, to motivate a lecture segment, and to obtain the feedback about what



students know or are thinking and it easy to incorporate more than one think pair and share activity in give class period.<sup>11</sup>

Kagan mentions some of think pair share benefits as follows:

- a. The students use a lot more time to do its work and to listen to each other, when they engage in activities think pair share more students who raise their hands to answer after practicing in a partner. The student may be given in greater with increasing waiting time and the quality of the answers might be better.
- b. It is not need long time to form group.
- c. TPS is easy to implement in class.
- d. Give time to student to give their opinion before they share their idea in small group and class overall.
- e. It can avoid monopoly in discussion process because the group contains only two students.
- f. The concentration level of student is higher in discussion process because there is only one speaker and one listener.
- g. The teachers also have more time to think when using think pair share. They can concentrate on listening to the responses of the students, observe the reaction of students, and ask questions of high level.<sup>12</sup>

## **2. Characteristics of Learning**

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<sup>11</sup>Lyman, F., *Think-Pair-Share: An Expanding Teaching Technique*, (V.1; England: MAA-CIE Cooperative News, 1987), p.1-2.

<sup>12</sup> Spencer Kagan, “*Cooperative Learning: The Structural Approach*”. (San Juan Capistrano: The Association for Supervision and Curriculum Development, 1989), p. 14.

The main characteristic of the cooperative learning model think pair share are three main steps are implemented in the learning process. That step think (think individually), pairs (paired with a friend bench), and share (share answers with other couples or the whole class

1). Think (think individually)

In phase think, teachers ask a question or problem that is associated with learning, and students are asked to think independently about the question or problem posed. At this stage, students should write their answers, it is because the teacher can not monitor all the answers the students so that through the records of teachers can know the answer to that must be repaired or corrected at the end of the lesson. In determining the time limit for this stage, teachers should consider the students the basic knowledge to answer the questions, the type and form of the questions, as well as learning schedule for every meeting.

The advantages of this stage is the presence of "think time" or time thinking which provides the opportunity for students to think about their answers before questions are answered by other students. In addition, teachers can reduce the problem of their students talk, because each student has their own job to do.

2). Pair (pair with a friend bench)

The second step is the teacher asks the students to pair up and discuss what has been thought. Interaction during this period can produce an answer together. Usually teachers allow no more than 4 or 5 minutes for the pair. Each pair of students were in discussions about the results of their answers in advance so that the final

result obtained for the better, because students receive additional information and solving other problems.

3). Share (sharing answers with another couple or the whole class)

In this final step the teacher asks the pairs to share their ideas with other couples or with the whole class. In this step will be effective when the teacher went around the classroom from one spouse to the other spouse, so that a quarter or half of the pairs have the opportunity to report. This step is a refinement of the previous steps, in the sense that this step helps that all groups become more understanding about problem solving explanations given by the other group. It is also so that students really understand when teachers give at the end of the correction and reinforcement learning

4). Steps (syntax) cooperative learning model think pair share

Steps (syntax) cooperative learning model think pair share consists of five steps, with three main steps as a characteristic that think, pair, and share. The fifth stage of learning in cooperative learning model think pair share can be seen in the following table.

**Table 2.1**

Steps	Learning Activities
<b>Step 1</b> Preliminary	- Teachers explains the rules and specific time in each activity, motivate student to involve in solving problem. - The teacher explains the basic competence that must be mastered by students.
<b>Step 2</b> <i>Think</i>	- Teachers explore students' prior knowledge through demonstration activities: - Teacher gives Student Worksheet to all students. - Students doing worksheets individually.
<b>Step 3</b> <i>Pair</i>	- Students are paired with friends on one table. Students discuss with their partners about the answer to that task has been done.
<b>Step 4</b>	One pair of students called randomly to share

<i>Share</i>	opinions to all students in the class with the guidance of the teacher.
<b>Step 5</b> Reward	Students are evaluated in individual and group.

Explanation of each step are as follows:

a. Step 1

Early learning begins with excavation apperception well as motivate students to engage in learning activities. At this stage, the teacher also explained the rules and to inform the time limit for each stage of activity.

b. Step 2 (think individually)

Think pair share process begins when teachers do a demonstration to explore students' initial conceptions. At this stage, students are given a time limit ("think time") by the teacher to think about the answer individually to the questions posed. In its determination, the teacher should consider the basic knowledge of students in answering the questions given.

c. Step 3 (pair with a friend bench)

At this stage, the teachers group students in pairs. The teacher determines that the pair each student is partner. This is so that students do not move closer to other students who are smart and leave their partner. Then, students begin working with partners to discuss the answers to the problems that have been given by the teacher. Each student has the opportunity to discuss various possible answers together.

d. Step 4 (share answers with other couples or the whole class)

At this stage, students can present their answers individually or cooperatively to the class as a whole group. Each member of the group can obtain the value of their ideas.

e. Step 5 (Reward)

Students are awarded in the form of value either individually or in groups. Values of individuals based on the answers on stage think, while the value of the group based on answers to the pair and share the stage, especially during a presentation to explain to the whole class.<sup>13</sup>

Learning theory underlying cooperative learning model think pair share:

Cooperative learning model Think Pair share is based on the theory of constructivism learning. Constructivist theory states that students must find their own and transform complex information, check the new information with old rules and revising it if the rules were no longer appropriate. For students to truly understand and apply knowledge, they should work to solve problems and find everything for themselves.

According to constructivism theory, students as players and teachers were facilitator. Teachers encourage students to develop the potential optimally. Students learn not accept packets concept that has been packaged by the teacher, but the students themselves are packaged. The most important part in the theory of constructivism is that in the learning process, it was students who must actively

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<sup>13</sup> Fisikama-online.blogspot.com/2010/12/model-pembelajaran-kooperatif-tipe.html, Accessed on June 16<sup>th</sup>, 2014.

develop their abilities, not teachers or others. They must take responsibility for their learning outcomes.

Think pair and share is a cooperative learning strategy in which students work together to solve a problem or answer a question about an assign reading. Cooperative learning principles and technique are tools which teachers use to encourage mutual helpfulness in this groups and active participation to all members.<sup>14</sup> In this research, the researcher use of the Think pai and Share. The reason for the use of the technique of Think Pair and Share is that this technique in addition to giving students opportunity to work indepentendly as well as collaboration with other students also has another advantage, namely optimizing participation students, the classical method possibvle, which allows only one student to come and distribute the proccess to all over class. Additionally, this strategy provides an oppotunity for all students to share their thinking with at least one other student which in turn, increases their sense of involvement in classroom learning. This techniquen involves a cooperative structure with three steps. In the first step, each of the students to think (Think) about question from teacher. In the second step, students are paired (Pair) and exchange opinions. In the third step, each students pair share (Share) answers with another pair, the other group as well as whole group needed. This technique gives students opportunity to work independently as well as in collaboration with other friends.

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<sup>14</sup>Jack C. Richards and Willy A. Renandya, *op.cit*, p.52.

This technique can be use for a wide variety of daily classroom activities such as concept reviews, discussion questions, partner reading, brainstorming, quiz reviews, topic development, etc. Think Pair and Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

### **3. Procedure in teaching Think Pair and Share**

Procedure to using Think Pair and Share are:

In addition to understanding the technique of Think Pair and Share, the teacher should also understand the steps of application of these technique. By Anita Lie, there are four steps that can be applied in implementation of cooperative learning technique Think Pair and Share.<sup>15</sup>

The steps in the activity of think pair and share is as follows:

1. Students are divided into some groups.
2. Teacher gives the reading text to the students
3. Students are posed questions based on reading passage.
4. Teacher asks the students read silently the reading passage for some minutes.

During this step, individuals though silently about the questions posed by the teacher.

5. Teacher asks the students to sit with their partner in pairs.
6. Teacher asks the students to exchange thoughts for some minutes with their partner.

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<sup>15</sup>Anita Lie, “Cooperative Learning: *Memperaktikkan Kooperatif Learning di Ruang-ruang Kelas*”. (Jakarta: Gramedia, 2005) , p. 55.

7. The pairs are given times to share their responses with other pairs, other teams or entire groups randomly.

#### **L. Hypothesis**

There are two hypothesis of this research as follow:

1. Null hypothesis ( $H_0$ ) is comparing hypothesis from alternative hypothesis which tested by the researcher by using statistic. Null hypothesis means students' reading skill does not upgrade through Think Pair and Share Technique at the second years students of PMDS Putri Palopo.
2. Alternative hypothesis ( $H_a$ ) is hypothesis from which formed by the researcher in her research. Alternative hypothesis means students' upgrade through Think Pair and Share Technique at the second year students of PMDS Putri Palopo.

#### **M. Conceptual Framework**

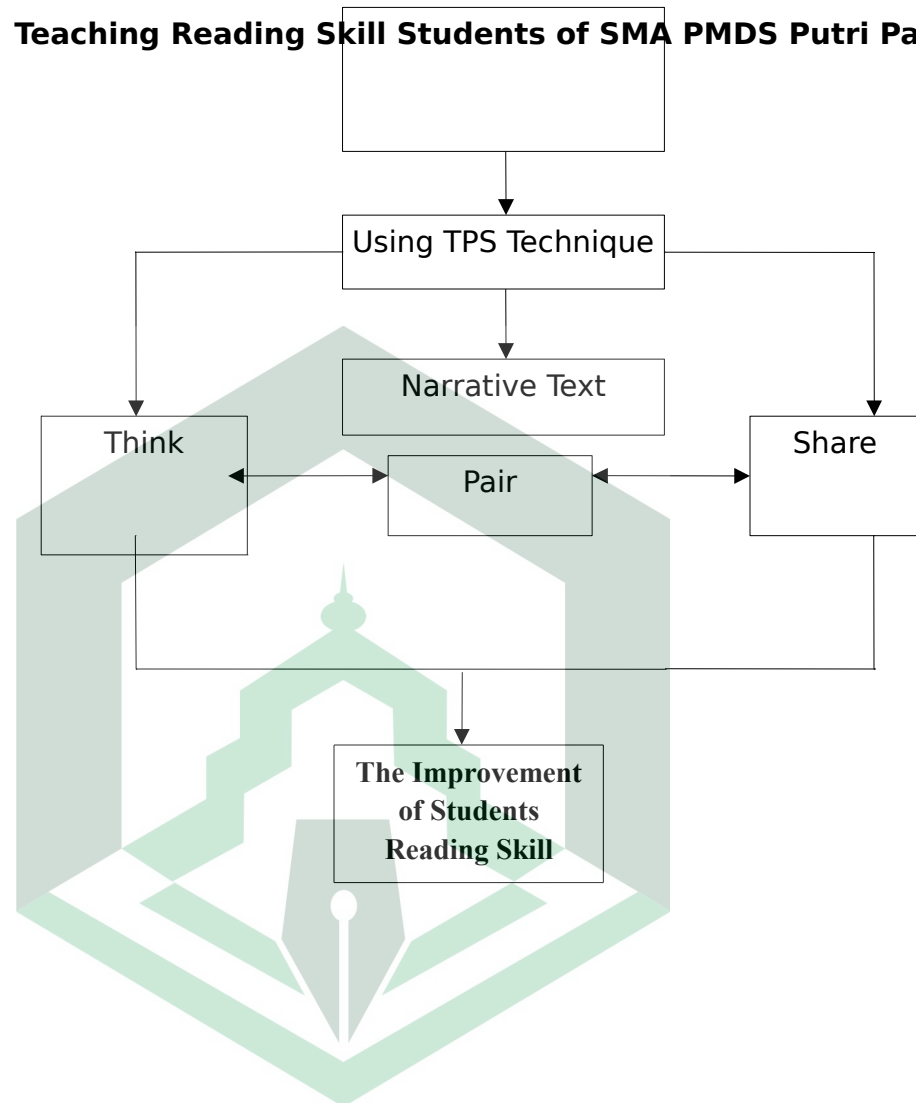
The focus in this research is to know reading comprehension of students through Think Pair and Share at the second year students of SMA PMDS Putri Palopo.

Conceptual framework in this research is present as follows:

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## Teaching Reading Skill Students of SMA PMDS Putri Palopo



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## CHAPTER III

### RESEARCH METHOD

#### A. Method and Design of the Research

##### 1. Method

The method in this research was pre-experimental method to examine the effectiveness of Think Pair and Share Technique to improve reading skill at second year of SMA PMDS Putri Palopo.

##### 2. Design

The way to collect the data by using pre-experimental method with pre-test and post-test. Pre-test to know students' reading skill before doing treatment and Post-test to know the students reading skill after doing treatment.

The method that was used in this research was pre-experimental research method. The formula as follow:

$$\boxed{O_1 \quad X \quad O_2}$$

Where:

$O_1$  = Pre-test

$X$  = Treatment

$O_2$  = Post-test<sup>1</sup>

#### B. Research of Variable

In this research, there were two categories of variable, namely:

##### 1. Dependent Variable

Dependent variable was improvement of students' reading comprehension.

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<sup>1</sup>Suharsimi Arikunto, *Prosedur Penelitian*, (cet.IV; R Cipta, 1997), p.78.

## **2. Independent Variable**

The independent variable was Think Pair and Share Technique.

## **C. Population and Sample**

### **1. Population**

The population in this research was the students of the second year PMDS Putri Palopo in academic year 2014-2015. The number of populations about 42 students where were divide into 2 classes.

### **2. Sample**

In this research, the researcher applied purposive sampling technique. The sample in this research was the second year of SMA PMDS Putri Palopo class IPS 1 as an object of this research. There were 20 students as sample. The sample of this research is taken by certain reasons. First, when the researcher asked them to read and answer questions from text, they have low score. So the researcher took this classroom to know, what Think Pair and Share Technique can improve in reading skill.

## **D. Instrument of Research**

The instruments of the research were reading test and questionnaire.

### **1. Reading Test**

By using narrative text and the questions is related to this text.

### **2. Questionnaire**

Questionnaire was a technique in collecting data aims to find out the students' response about reading comprehension through Think Pair and Share Technique. The questionnaire was provided in Likert scale which was modified in five alternative

answers that consists of strongly agree, agree, neutral, disagree, and strongly disagree based on like scale.<sup>2</sup>

Strongly agree (SS)	= 5
Agree (S)	= 4
Neutral (N)	= 3
Disagree (TS)	= 2
Strongly disagree (STS)	= 1

## E. Procedure of Collecting Data

### 1. Giving pre-test

The researcher gave the pre-test to the students to know their competency in reading especially narrative text before giving treatment. The researcher gave a narrative text to the students and asked them to read and answered questions from the text by themselves. The title was *Sura and Baya*. It took 40 minutes to get the data of pre-test.

### 2. Giving treatments

There were four times of treatments, every meeting presented English narrative text to apply think pair and share technique as follows:

a. The first meeting, the researcher gave narrative text entitled “Jack and the Beanstalk”,

#### Step 1: Think

- 1) The researcher divided the students into some groups. One group consists of four students.
- 2) Teacher gives the reading text to the all of students.

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<sup>2</sup>Prof. Dr. Sugiono, *Metode Penelitian Kuantitatif, Kualitatif dan R & D*, (Bandung: Alfabeta, 2010), p.94.

- 3) Students are posed questions based on reading passage.
- 4) Asks for students read silently the reading passage for some minutes. During this step, individuals thought silently about the questions posed by the teacher.

This step took 50 minutes

### **Step 2: Pair**

- 5) Asks for students to pairing with friend in group.
- 6) Asks for students to prepare they results from their groups. It took 5 minutes.

### **Step 3: Share**

- 7) Ask for students to present their answers to the class. Students answer 4 questions.
  - 8) Other groups must be concentrated on listening to answers from their friends in front of class. It took 5 minutes.
  - 9) At the end, the teacher and the students revised and corrected the students' answer.
- b. The meeting, the researcher gave narrative text entitled "The Golden Slug",

### **Step 1: Think**

- 1) The researcher divided the students into some groups. One group consists of four students.
- 2) Teacher gives the reading text to the all of students.
- 3) Students are posed questions based on reading passage.
- 4) Asks for students read silently the reading passage for some minutes.

During this step, individuals thought silently about the questions posed by the teacher. This step took 50 minutes

### **Step 2: Pair**

- 5) Asks for students to pairing with friend in group.
- 6) Asks for students to prepare they results from their groups. It took 5 minutes.

**Step 3: Share**

- 7) Ask for students to present their answers to the class. Students answer 4 questions.
  - 8) Other groups must be concentrated on listening to answers from their friends in front of class. It took 5 minutes.
  - 9) At the end, the teacher and the students revised and corrected the students' answer.
- c. The meeting, the researcher gave narrative text entitled "The Legend of Malin Kundang",

**Step 1: Think**

- 1) The researcher divided the students into some groups. One group consists of four students.
  - 2) Teacher gives the reading text to the all of students.
  - 3) Students are posed questions based on reading passage.
  - 4) Asks for students read silently the reading passage for some minutes.
- During this step, individuals though silently about the questions posed by the teacher. This step took 50 minutes

**Step 2: Pair**

- 5) Asks for students to pairing with friend in group.
- 6) Asks for students to prepare they results from their groups. It took 5 minutes.

**Step 3: Share**

- 7) Ask for students to present their answers to the class. Students answer 4 questions.
- 8) Other groups must be concentrated on listening to answers from their friends in front of class. It took 5 minutes.
- 9) At the end, the teacher and the students revised and corrected the students' answer.

- d. The meeting, the researcher gave narrative text entitled “The Fools of Two Men”,  
**Step 1: Think**

- 1) The researcher divided the students into some groups. One group consists of four students.
- 2) Teacher gives the reading text to the all of students.
- 3) Students are posed questions based on reading passage.
- 4) Asks for students read silently the reading passage for some minutes.

During this step, individuals though silently about the questions posed by the teacher. This step took 50 minutes

**Step 2: Pair**

- 5) Asks for students to pairing with friend in group.
- 6) Asks for students to prepare they results from their groups. It took 5 minutes.

**Step 3: Share**

- 7) Ask for students to present their answers to the class. Students answer 4 questions.
- 8) Other groups must be concentrated on listening to answers from their friends in front of class. It took 5 minutes.
- 9) At the end, the teacher and the students revised and corrected the students' answer.

**3. Giving post-test**

This post-test were given to the students after doing treatment. The researcher gave a narrative text to the students and asked them to read and answer the questions from a narrative text. The title was *Onion and Garlic*. This test was to know whether

the students have different result after giving treatment or not. It took 40 minutes to get the data of post-test.

#### **F. Processing Technique of Data Analysis**

After collecting data by conducting pre-test, treatments, and post-test which involve some instruments, the researcher then focused on the data analysis. The data had been collected through pre-test and post-test analyzed by using SPSS 21 computer program. SPSS 21 was computer software/program for processing, calculating or analysis data of statistics. This program produced by IMB Company.

To find the scoring the students' correct answer from the reading test, the researcher used the formula below:

$$\text{Score} = \frac{\text{Value of students correct answer}}{\text{Total number of value}} \times 100$$

To understand level of students' score the following classification were used:

The scores 96 – 100 classified as Excellent

The scores 86 – 95 classified as very good

The scores 76 – 85 classified as good

The scores 66 – 75 classified as average

The scores 56 – 65 classified as Fair

The scores 36 – 55 classified as Poor

The scores 0 – 35 classified very Poor<sup>3</sup>

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<sup>3</sup>Suharsimi Arikunto, *Prosedur penelitian: suatu pendekatan baru dalam teori dan praktek* (Jakarta: PT. Rineka Cipta, 1992), p.327.



To find out the classifying students' scores in percentage by used formula as follow:

$$P = \frac{F}{N} \times 100$$

Where: P = Percentage,

F = the cumulative frequency of subjects,

N = Total number of Sample.

In analyzing the students' perception the use of Think Pair and Share technique, the researcher analyzed the students' answer the questionnaire qualitatively. Then, the researcher classified the student responses into positive or negative response. In addition, to know whether the pre-test and post-test were significantly difference and also to know acceptability of hypothesis, the researcher used the criteria of hypothesis acceptability, which is:

If:  $t_0 \geq t_t$  = Reject null hypothesis

If:  $t_0 < t_t$  = Received null hypothesis<sup>4</sup>

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4M. Subana, et.al., *Statistik pendidikan*. (Cet. 1; Bandung: CV PustakaSetia, 2000), p.172.

## CHAPTER IV

### FINDINGS AND DISCUSSIONS

This chapter deals with the description of findings and discussion of the research. The findings of the research deal with the result of the data analysis from the field and the discussion section deals with argument and further explanation of the findings.

#### A. Findings

The findings that the researcher reported in the chapter were based on the analysis of data collected and application of the technique explained in the previous chapter. The finding was processed to find out whether or not think pair and share can improve the students' ability in reading skill. It comprised of the students' score in pre-test and post-test, classification percentage of students score in pre-test and post-test, the mean score and standard deviation of the students' pre-test and post-test.

##### 1. The Analysis Students' Reading Score in Pre-test

###### a. The Mean Score of the Students in Pre-test

In this section, the researcher shows the students' correct answer in pre-test, the mean score and standard deviation of students, and the rate percentage of students' reading score in pre-test. The researcher presented them in the tables and calculated the score by using SPSS 21. For more clearly, at first the researcher showed the students' correct answer score in pre-test. It tabulated by following:

**Table 4.1****The students' correct answer in the pre-test**

<b>No</b>	<b>Respondent</b>	<b>Students' correct answer</b>
<b>1</b>	<b>R1</b>	<b>24</b>
<b>2</b>	<b>R2</b>	<b>12</b>
<b>3</b>	<b>R3</b>	<b>12</b>
<b>4</b>	<b>R4</b>	<b>16</b>
<b>5</b>	<b>R5</b>	<b>12</b>
<b>6</b>	<b>R6</b>	<b>15</b>
<b>7</b>	<b>R7</b>	<b>15</b>
<b>8</b>	<b>R8</b>	<b>23</b>
<b>9</b>	<b>R9</b>	<b>7</b>
<b>10</b>	<b>R10</b>	<b>18</b>
<b>11</b>	<b>R11</b>	<b>15</b>
<b>12</b>	<b>R12</b>	<b>14</b>
<b>13</b>	<b>R13</b>	<b>14</b>
<b>14</b>	<b>R14</b>	<b>16</b>
<b>15</b>	<b>R15</b>	<b>12</b>
<b>16</b>	<b>R16</b>	<b>10</b>
<b>17</b>	<b>R17</b>	<b>8</b>
<b>18</b>	<b>R18</b>	<b>7</b>
<b>19</b>	<b>R19</b>	<b>6</b>
<b>20</b>	<b>R20</b>	<b>9</b>

To find out mean score of the students in pre-test, the researcher calculated by using SPSS 21. The result of the analysis can be seen in to the table descriptive statistic as follow:

**Table 4.2****The Mean Score of students' in pre-test****Descriptive Statistic****Descriptive Statistics**

	N	Range	Minimum	Maximum	Sum	Mean	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error
pretest	20	18.00	6.00	24.00	265.00	13.2500	1.09033
Valid N (listwise)	20						

From the table and the chart 4.2, it shows that the highest score of the students are 24 and the lowest score is 6. Besides, it also indicate that the mean score of the students in pre-test are 13, 25 and the standard deviation error is 1, 09033. It means that in pre-test, the students' reading skill was low.



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b. The scoring classification and rate percentage of the students

**Table 4.3**  
**Scoring of the Students' Reading Test in the Pre-test**

No	Respondent	Students Correct Answer	Scoring of The Students
1	R1	24	75
2	R2	12	37,5
3	R3	12	37,5
4	R4	16	50
5	R5	12	37,5
6	R6	15	47
7	R7	15	47
8	R8	23	72
9	R9	7	22
10	R10	18	56
11	R11	15	47
12	R12	14	44
13	R13	14	44
14	R14	16	50
15	R15	12	37,5
16	R16	10	31
17	R17	8	25
18	R18	7	22
19	R19	6	19
20	R20	9	28

To find out the rate percentage of the students, the researcher took the scoring of the students of reading test on the criteria of classifying level the students score and then classified their score into table classification as follows:

**Table 4.4**  
**Rate Percentage of Students' Scoring in Pre-test**

No	Classification	Score	Frequency	Percentage
1	Excellent	96 – 100	-	-
2	Very Good	86 – 95	-	-

3	Good	76 – 84	-	-
4	Average	66 – 75	2	10%
5	Fair	56 – 65	1	5%
6	Poor	36 – 55	11	55%
7	Very Poor	0 – 35	6	30%
Total			20	100%

Based on the table 4.4 and the mean score of the respondents, the researcher found that there was none of students (0%) classified excellent, very good, and good, but there was 2 respondents (10%) classified as average, 1 respondent (5%) classified as fair, 11 respondents (55%) as poor and there was 6 respondents (30%) classified as very poor. It means that result of pre-test shows the students were weak in reading.

2. The analysis students' reading score in post-test
  - a. The mean score of the students in post-test

In this section, the researcher shows the students correct answer in post-test, the mean score and standard deviation of students, and the rate percentages of students' reading score in post-test. The researcher presents in the tables and calculate the score by using SPSS 21. For more clearly at the first researcher shows the students correct answer score in post-test. It was tabulates by following:

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**Table 4.5**  
**The students correct answer in the post-test**

No	Respondent	Students' correct answer
1	R1	32
2	R2	30
3	R3	28
4	R4	29
5	R5	20
6	R6	22
7	R7	25
8	R8	32
9	R9	32
10	R10	28
11	R11	26
12	R12	32
13	R13	20
14	R14	22
15	R15	32
16	R16	28
17	R17	25
18	R18	30
19	R19	32
20	R20	28

To find out the mean score of the students in post-test, the researcher calculate by using SPSS 21. The result of the analysis can be seen in to the table descriptive statistic as follows:

**Table 4.6**  
**The Mean Score of Students in post-test**

**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean		Std. Deviation
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic
posttest	20	20.00	32.00	553.00	27.6500	.92416	4.13299
Valid N (listwise)	20						

From the table 4.6, it shows that the highest score of the students are 32 and the lowest 20. Besides it, it also indicates that the mean score of the students in pre-test are 27, 65 and the standard deviation error is 4.13.

b. The scoring classification and rate percentage of the students

**Table 4.7**  
**Scoring of students' reading test in the post-test**

No	Respondent	Students Correct Answer	Scoring of The Students
1	R1	32	100
2	R2	30	93,75
3	R3	28	87,5
4	R4	29	71,8
5	R5	30	93,75
6	R6	28	87,5
7	R7	25	78
8	R8	32	100
9	R9	32	100
10	R10	28	87,5
11	R11	26	81,25
12	R12	32	100
13	R13	30	93,75
14	R14	25	78
15	R15	32	100
16	R16	28	87,5
17	R17	25	78
18	R18	30	93,75
19	R19	32	100
20	R20	28	87,5

To find out the rate percentage of the students, the researcher took the scoring students of reading test on the criteria of classifying as follows:



**Table 4.8**  
**Rate Percentage of Students' Scoring in Post-test**

No	Classification	Score	Frequency	Percentage
1	Excellent	96 – 100	7	35%
2	Very Good	86 – 95	7	35%
3	Good	76 – 84	6	30%
4	Average	66 – 75	-	-
5	Fair	56 – 65	-	-
6	Poor	36 – 55	-	-
7	Very Poor	0 – 35	-	-
Total			20	100%

Based on the table classification and the mean score of the respondents, the researcher found that there none of them (0%) got average, fair, poor and very poor. There was 7 respondents (35%) classified as excellent, 7 respondents (35%) classified as very good, and there was 6 respondents (30%) classified as good. It means that students' reading skill was increased.

### 3. The Mean Score of the Students' in Pre-test and Post-test

Besides showing about the mean score in each subject of reading test, the researcher also present the total mean score and standard deviation of in pre-test and post-test, and then compare both of them. The result is presented in the table descriptive statistic as follows:

**Table 4.9**

The Mean Score and Standard Deviation of Pre-test and Post-test

Descriptive Statistics							
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	20	18.00	6.00	24.00	265.00	13.2500	4.87610
Posttest	20	12.00	20.00	32.00	553.00	27.6500	4.13299

Valid N (listwise)	20					
--------------------	----	--	--	--	--	--

It means that, there is improvement after giving treatment to the student, so the students' reading can be improved by using Think Pair and Share Technique. In pre-test the mean score of students were 13,25 and in post-test the mean score of students were 27,65. It is indicated there is improvement after giving treatments.

#### 4. Analysis the Hypothesis of Acceptability

To know whether the pre-test and post-test are significantly different, and also to know acceptability of hypothesis, the researcher used t-test and calculated by using SPSS 21. The result can be seen below:

**Table 4.10**

#### **The Paired Samples Statistics of Pre-test and Post-test**

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	pretest	13.2500	20	4.87610	1.09033
	posttest	27.6500	20	4.13299	.92416

The table sample statistic of pre-test and post-test above shows that students mean score increase from 13,25 to 27,65.

**Table 4.11**

#### **The Paired Sample Correlation of Pre-Test and Post-Test**

#### **Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 posttest & pretest	20	-.006	.980

The table paired sample correlations of pre-test and post-test above shows that the correlation of the students' ability before and after treatment is 0,980. It means that there is a significant correlation of students' ability in reading skill by using think pair and share technique before and after treatment.

**Table 4.12**

**The paired samples statistic of pre-test and post-test**

		Paired Differences				T	df	Sig. (2-tailed)	
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	posttest – pretest	14.4000	6.41052	1.43344	11.39979	17.40021	10.046	19	.000

From the table samples test 4.12, the researcher got the data that  $t_0(t_{count}) = 10.046$ ,  $df$  (degree of freedom) = 19 and the value of  $t_t = 2.093$ . It was the standard of signification 0.05 with degree of freedom ( $df$ ) = 19. Base on the result, the researcher concluded that  $t_0 (t_{count})$  was higher than  $t_t$  (ttable),  $t_0 > t_t$ .

$$10.046 > 2.093$$

It means that there is significance between post-test and pre-test of using Think Pair and Share Technique in teaching reading skill before and after treatment. In other that using Think Pair and Share Technique is effective in teaching reading.

Related to the result that ( $t_0 .t_i$ ) the  $t_{count}$  was higher that  $t_{table}$ , it means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_1$ ) was accepted. It concluded that there was a significance difference in reading before and after using think pair and share technique. Because of that, the researcher believed that think pair and share technique was effective in improve reading skill at the second year students of SMA PMDS Putri Palopo.

## 2. Analysis of Questionnaires

To get data of students' response in learning reading by think pair and share, the researcher made questionnaire that consisted of 8 items. To find out the percentage of students in questionnaire assessment by using the formula below:

$$P = \frac{F}{N} \times 100$$

Where: P = the percentage from the student's response

F = the frequency

N = total number of subjects

The result and percentages of students' score would be presented by using table. It would be explained one by one according to the indicators on response and it could be seen by following tables:

Table 4.13

## Questionnaire 1

No	Statement	Classification	Frequency	Percentages
1	Students are happy to study by using Think Pair and Share (TPS) technique	Strongly Agree	17	85%
		Agree	3	15%
		Neutral	-	-
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.13 present that there 17 students (85%) choose “strongly agree” and 3 students (15%) choose “agree”. Besides, it shows that there was none of the students (0%) choose “neutral”, “disagree” and “strongly disagree”.

The result above shows that most of students (17) choose strongly agree and agree than choose disagree and strongly disagree, so it can be concluded the students like studying English reading using think pair and share. Because of that, the researcher assumes that the students feel happy in learning reading using think pair and share technique.

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Table 4.14

## Questionnaire 2

No	Statement	Classification	Frequency	Percentages
2	Think Pair and Share (TPS) Technique can motivate the students	Strongly Agree	14	70%
		Agree	5	25%
		Neutral	1	5%
		Disagree	-	-
		Strongly Disagree	-	-

	to improve reading skill.	TOTAL	20	100%
--	---------------------------	-------	----	------

Table 4.14 present that there 14 students (70%) choose “strongly agree”, 5 students (25%) choose “agree” and 1 student (5%) choose neutral. Besides, it shows that there was none of the students (0%) choose “disagree” and “strongly disagree”, it means that Think Pair and Share (TPS) Technique can motivate the students if the teacher applies it.

Table 4.15  
Questionnaire 3

No	Statement	Classification	Frequency	Percentages
3	Think Pair and Share (TPS) give new nuance in improving English teaching learning process.	Strongly Agree	11	55%
		Agree	6	30%
		Neutral	3	15%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.15 present that there were 11 students (55%) choose “strongly agree”, 6 students (30%) choose “agree” and 3 students (15%) choose neutral. Besides, it shows that there was none of the students (0%) choose “disagree” and “strongly

disagree”. The statement above shows that the students’ give positive respond to the Think pair and share technique. It can be seen from the students’ answer, where some of them choose strongly agree, agree, and neutral.

Therefore, the researcher assumes that using think pair and share technique the students became active during the learning process. And it can be concluded that the students had big attention in learning reading when applying the think pair and share technique.

Table 4.16  
Questionnaire 4

No	Statement	Classification	Frequency	Percentages
4	Think Pair and Share (TPS) Technique can develop vocabulary in English to improve reading skill.	Strongly Agree	5	25%
		Agree	13	65%
		Neutral	2	10%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.16 present that there were 5 students (25%) choose “strongly agree”, 13 students (65%) choose “agree” and 2 students (10%) choose neutral. Besides, it shows that there was none of the students (0%) choose “disagree” and “strongly

disagree”. The result indicated that most of the students more choose strongly disagree and disagree than choose strongly agree and agree.

Based on the result, the researcher concludes that the students at the second year students of SMA PMDS Putri Palopo could able to learn English easily when the teacher applies the think pair and share technique. Besides, the result shows that the students had a big attention in learning reading by applying TPS. It means that the students can develop vocabulary.

Table 4.17

Questionnaire 5

No	Statement	Classification	Frequency	Percentages
5	Think Pair and Share (TPS) Technique can stimulate the students' reading fluency.	Strongly Agree	9	45%
		Agree	9	45%
		Neutral	2	10%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.17 present that there were 9 students (45%) choose” strongly agree”, 9 students (45%) choose “agree”, 2 students (10%). Besides, it shows that there was none of the students (0%) choose “disagree” and “strongly disagree”.

The fact that most of students choose “Agree” and “Strongly Agree” showed that the students interest in learning reading using think pair and share technique.



Because of the students realize that the think pair and share technique was useful for them especially to improve their reading. One of benefit that they could fluency their reading.

Table 4.18  
Questionnaire 6

No	Statement	Classification	Frequency	Percentages
6	By applying Think Pair and Share (TPS) Technique the students can read English easily.	Strongly Agree	12	60%
		Agree	6	30%
		Neutral	2	10%
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.18 present that there were 12 students (60%) choose "strongly agree", 6 students (30%) choose "agree", 2 students (10%) choose neutral. Besides, it shows that there was none of the students (0%) choose "disagree" and "strongly disagree". It because of the technique in reading makes the students can read English easily. It shows from the result of students' choices which are most of them more choosing strongly agree and agree. And there was none of them choose strongly disagree.

Table 4.19

## Questionnaire 7

No	Statement	Classification	Frequency	Percentages
7	Think Pair and Share (TPS) Technique is a good.	Strongly Agree	14	70%
		Agree	6	30%
		Neutral	-	-
		Disagree	-	-
		Strongly Disagree	-	-
		TOTAL	20	100%

Table 4.19 presents that there were 14 students (70%) choose “strongly agree”, 6 students (30%). Besides, it shows that there was none of the students (0%) choose “neutral”, “disagree” and “strongly disagree”. In conclusion the researcher can say that most of the students like teaching reading using think pair and share technique. Because of the students feel that studying reading subject by think pair and share technique is good.

## IAIN PALOPO

Table 4.20

## Questionnaire 8

No	Statement	Classification	Frequency	Percentages
8	Think Pair and Share	Strongly Agree	13	65%
		Agree	7	35%

(TPS) Technique can build self confidence to reading in the classroom.	Neutral	-	-
	Disagree	-	-
	Strongly Disagree	-	-
	TOTAL	20	100%

Table 4.20 present that there were 13 students (65%) choose “strongly agree”, 7 students (35%) choose “agree”. Besides, it shows that there was none of the students (0%) choose “neutral”, “disagree” and “strongly disagree”. The reality indicates that most of the students choose “agree” and “Strongly agree”. It can be concluded that think pair and share technique can build self confidence to reading in the classroom.

**Table 4.21**

**The List of Students’ Perception Score in Questionnaire**

No	Res	Number of items								Score
		1	2	3	4	5	6	7	8	
1	R1	5	5	5	4	4	4	5	5	37
2	R2	5	5	5	4	4	5	5	5	38
3	R3	5	5	5	5	5	5	4	4	38
<b>4</b>	<b>R4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>
<b>5</b>	<b>R5</b>	<b>4</b>	<b>3</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>5</b>	<b>31</b>
6	R6	5	5	5	4	4	4	5	5	37
<b>7</b>	<b>R7</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>
8	R8	5	5	3	3	3	4	5	4	32
9	R9	5	4	4	4	4	3	5	5	34
10	R10	5	5	4	4	4	5	4	5	36
11	R11	5	5	4	4	5	5	5	4	37

12	R12	5	5	5	4	5	5	4	5	38
13	R13	5	5	5	4	4	4	4	4	35
14	R14	4	4	5	5	5	5	5	5	38
<b>15</b>	<b>R15</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>40</b>
16	R16	5	5	5	3	5	5	5	5	38
17	R17	5	4	4	4	5	5	5	4	36
<b>18</b>	<b>R18</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>4</b>	<b>31</b>
19	R19	4	4	4	4	4	4	5	5	34
20	R20	5	5	4	4	3	5	5	4	35

By totaling the score of the students' answering toward the statement in questionnaire that was given to the students, it could be concluded that the lowest score was 31 and the highest score was 40.

The table distribution frequency about the students' response score toward the learning process by think pair and share technique was showed by table distribution of single data. It was done because the spreading score that was the researcher presented was not too wide.

To make table distribution frequency, the researcher used the single data of table distribution frequency that was most of the score frequent more than one. The way that was needed to do, that was:

1. Looking for the highest score (H) and the lowest score (L) and from the data that was got, it could be showed that H= 40 and L= 31. After knowing the score of H and L, the researcher arranged the score of students' interest from the highest rank into the lowest rank, it started from the highest score successively until the lowest score in the first column of table distribution frequency.

2. Counting the frequency in each score that had been got, then its result was come into the second language that had prepared, next the score was added so that it was got the total of frequency ( $\sum N$  or N).

For more knowing, it could be seen in the following table:

**Table 4.22****Distribution Frequency of Students' perception**

Score	Frequency	Percentage
40	3	15%
38	5	25%
37	3	15%
36	2	10%
35	2	10%
34	2	10%
32	1	5%
31	2	10%
$\Sigma = 715$	N= 20	100%

Based on the table 4.22, it can be seen that the students who got the high score 40 were 3 student (15%) and one student (5%) got the lowest score 40. The others got 38 and there were 5 students (25%) got it, 3 students (15%) got score 37, 2 students (10%) got score 36, 2 students (10%) got score 35, 2 students (10%) got score 34, 1 students (5%) got score 32, and 1 students (5%) got score 31.

**B. Discussion**

This section presents the result of data analysis in findings. The discussion is about the improvement of reading skill by using think pair and share technique at the second year students of SMA PMDS Putri Palopo.

In pre-test, there were 8 questions of reading test that were given to the students to get the score of students in reading skill. From the result showed that there was none of students (0%) classified excellent, very good, good. But there was 2

respondents (10%) got average, 1 respondent (5%) got fair, 11 respondents (55%) got poor, and there was 6 respondents (30%) got very poor.

In third questions, “what is seen Baya?” in this questions there were 4 respondents had correct answer with the answer “Baya saw a goat” there were 16 respondents had incorrect answer.

After giving pre-test the researcher gave treatment four meetings. In the treatment, the students in Senior High School PMDS Putri Palopo expected can understand the narrative text of vocabularies that use in narrative text with their words. All of activity exposed in a condition where cooperative learning applied. The students work in the group and they paired with others, then they share answer the questions to their other groups in classroom.

After giving four treatments the researcher gave post-test to know the respondents' improvement in reading skill. In post-test there were 8 questions of reading test where the text based on the students' mastery of English. It was found that there was 7 respondents (35%) got excellent, 7 respondents (35%) got very good, and there was 6 respondents (30%) got good.

In fifth questions, “What is grandmother gave to Garlic?” there were 15 respondents had correct answer with the answer “She was given a pumpkin as the gift” and there were 5 respondents had incorrect answer.

In seventh questions, “Which paragraph are orientation, complication, and resolution?” in this question all of respondents had been correct answer “Paragraph 1-2 is orientation, paragraph 3-5 is complication, paragraph 9 is resolution”.

Based on the analysis of the table of classification and percentage rate of students in post-test and students' mean score, the researcher makes conclusion that the students' reading skill was higher than before they got the treatment. Related to

the respondents' mean score in pre-test, it showed that think pair and share technique effective to improve reading skill at the second year students of SMA PMDS Putri Palopo. It was proven by the respondents' mean score of post-test (27.65) was higher than pre-test (13.25) (see table 4.6)

In addition the students' response in learning reading by think pair and share technique could be seen through the answer of the questionnaire by the students. Having analyzed the result of students' responses toward the technique applied by the researcher in this research, it shows where the data shows that there were 59,3% students choose strongly agree, 34,3% choose agree, 6,2% choose neutral and none student choose disagree. Many students choose positive choices in all statements. It shows that the students give positive response to this technique. From the result of the questionnaire, the researcher gives analysis about answer majority of the students. Most of students choose agree and strongly agree as their answer.

Learning reading by think pair and share technique is one of effective and interesting ways that could be applied in the classroom. Besides, this technique could improve the students' reading, and make the students focus active during the learning process. By applying this technique we could learn enjoying.

Based on the result of the data analysis in findings, this research has proven that Think Pair and Share is a good method in teaching reading. It is supported by some expert opinion, Kagan stated that cooperative learning model think pair and share developed by Frank T. Lyman was good method for increase student skills. In pairing, students have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an

opportunity for all students to share their thinking with at least one other student; this, in turn, increases their sense of involvement in classroom learning.<sup>1</sup> So, the researcher could say that research success to apply in teaching reading at the second year students of SMA PMDS Putri Palopo.



IAIN PALOPO

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<sup>1</sup>Spencer Kagan, *op.cit*, p.33.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

This chapter presents conclusion and suggestions based on the findings and discussion from the data analysis in previous chapter.

#### A. Conclusions

Based on the findings, data analysis, and discussion in the previous chapter, the researcher would like to conclude that the students' reading skill.

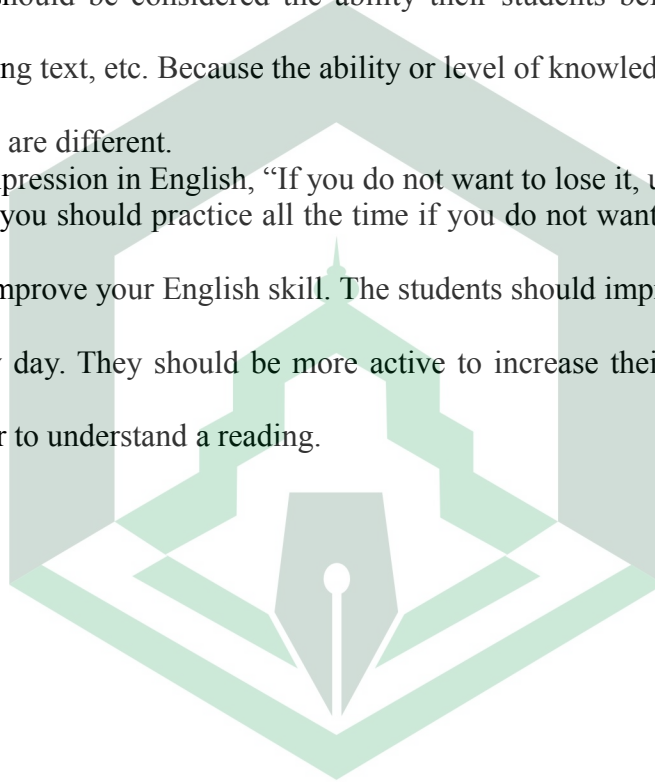
Think Pair and Share Technique (TPS) is one of good way in improving the students' English in reading skill at the second year students' of SMA PMDS Putri Palopo. Where by using think pair and share technique (TPS) the students can find a new learning in reading. And it was proven by students' after conducting the treatments by using think pair and share technique improve the students' reading skill, it was found that this method can give significant development toward the students' ability in English where we can see the result  $10.046 > 2.093$ . We also can see the mean score of students' in pre-test is table 4.2 and the mean score of students in post-test is table 4.6. It means that there was a significant difference between the students' improvement before and after giving treatments.

The researcher would like to conclude that null hypothesis ( $H_0$ ) was rejected and alternative was accepted. So, it can be said that the students' reading skill improved by using think pair and share technique to the second year students of SMA PMDS Putri Palopo.

#### B. Suggestions

Based on the conclusion above, the researcher would like to put forward some suggestion as follows:

1. The teacher should be more selective in choosing suitable techniques, methods, and model in teaching English to makes students more interested and enthusiastic in studying.
2. The teacher should be considered the ability their students before given materials, topics, a reading text, etc. Because the ability or level of knowledge from student with other students are different.
3. There is an expression in English, "If you do not want to lose it, use it. In Other words, you should practice all the time if you do not want to lose your skill or you want to improve your English skill. The students should improve their learning in English every day. They should be more active to increase their vocabulary so that they are easier to understand a reading.



IAIN PALOPO

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IAIN PALOPO



## **AUTOBIOGRAPHY**

The researcher, DEVI EDGINA was born on Palopo, May 16<sup>th</sup> 1992. She is the sixth child from seven children. Her parents names are Noer Hilal Welarang and Hurriyah. She started her school at Elementary School Number 81 LangkanaE Palopo in 1998 and graduated in 2003. In the same year, she continued her study at Junior High School Number 2 Palopo and graduated in 2006. She continued her study at Senior High School Number 4 Palopo and graduated in 2009. In the same year she took English Study Program of Tarbiyah and Teacher Training Faculty the State Institute for Islamic Studies (IAIN) Palopo. During her study, she was active in Internal Students Organizations. She was joined with English Students Association (HMPS-BIG) IAIN Palopo since 2012 – 2013 and (HMJ-TARBIYAH) IAIN Palopo since 2013-2014.