

**IMPROVING STUDENTS READING COMPREHENSION THROUGH  
THINK PAIR SHARE STRATEGY OF THE EIGHT GRADE OF PMDS**

**PUTRA PALOPO**



**IAIN PALOPO**

**A THESIS**

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

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STATE ISLAMIC INSTITUTE OF PALOPO**

**2021**

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This thesis, entitled “Improving Student’s Reading Comprehension Through Think-Pair-Share Strategy Of The Eighth Grade of PMDS Putra Palopo” written by Absar, Reg. Number 14.16.3.0003, English S1 Study Program of Tarbiyah and Teacher Training Faculty at State Institute for Islamic Studies (IAIN) Palopo, has been examined and defended in the MUNAQASYAH session which is carried out on **Friday, September, 24<sup>th</sup>, 2021 M.** coincided with **syawal, 12<sup>nd</sup> 1442 H.** It is authorized and acceptable as partial fulfillment of the requirement for S.Pd, a degree in English language teaching.

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## HALAMAN PERSETUJUAN TIM PENGUJI

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IAIN P



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The writer hopes this thesis can give some values to the students of English Department and English teachers and the readers especially improving teaching-learning of vocabulary. The writer admits that this thesis is not perfect,

so that the writer will accept suggestions from the readers in order to make better. The writer hopes that this thesis would be beneficial to everyone.

Finally, the writer dedicates this thesis, may ALLAH SWT. bless us.

Aamiin.

Palopo, 20 september, 2021



**Absar**



**IAIN PALOPO**

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## ABSTRACT

**Absar, 2021 “Improving Students’ Reading Comprehension through Think Pair Share strategy at the eight grade of PMDS PUTRA Palopo. Thesis of English study program of Tarbiyah Department in State Institut for Islamic Studies (IAIN) Palopo, Consultant, I Dr. Rustan S., M.Hum. and consultant, II Amir Faqihuddin, S. Ag.,M.Pd.I”**

**Key Word: Improving Reading, TPS strategy.**

This thesis about Improving students’ Reading Comprehension Through Think Pair Share Strategy of the eight grade of PMDS Putra Palopo. The problem statement of the research was does the use of Think Pair Share Strategy effectively improve students’ reading comprehension of the eight grade of PMDS Putra palopo?. The objective of this research was to find out whether or not the use of Think Pair Share strategy can effectively improve the students’ reading comprehension.

This thesis applied pre-experimental method. The researcher got the score by using a test namely pre-test and post-test. The population of this research was the students of the eight grade of PMDS Putra Palopo. The sample was taken by using purposive sampling. The number of sample was 20 students .

The result of this research showed that there was significant difference in pre-test and post-test after using this TPS strategy. The result of the data showed that pre-test was 50, 75 and post-test was 70, 50. the mean score of post-test was greater than pre-test. It proved that the hypothesis ( $H_0$ ) was rejected and hypothesis ( $H_1$ ) was accepted. Based on the result of this research, it can be concluded that teaching reading through think pair share strategy has improved students’ reading comprehension.

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## CHAPTER I

### INTRODUCTION

#### *A. Introduction*

In Indonesia, English is an important subject that is taught in school. English covers the four basic language skills, such as; speaking, listening, reading, and writing. These four language skills are taught in an integrated incorporated way since one of its skills cannot be practiced without others. Reading is one of four basic skills of English language that should be mastered by learners besides among all of the major skills. Patel and Jain state that reading is not only a source of information and a pleasant activity but as a means of consolidating and extending one's knowledge of the language<sup>1</sup>. Based on the competency, reading is the ability to comprehend the written text in English. In school based curriculum (KTSP), the students are expected to have to achieve the basic competency of reading achievement as follows; 1.) The ability to obtain the general specific information in the written texts. 2.) The ability to obtain the main ideas of the written texts. 3.) The ability to guess the meaning of words, phrases or sentences based on the texts. And 4.) The ability to guess the meaning of reference (Depdiknas, 2006).

Based on the previous explanation, the students are expected to comprehend the based competency of reading because the students will not get anything if they do not understand those four competencies. Therefore, when the

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<sup>1</sup>M. Patel and Praveen M.Jain, *English Language Teaching*, (Jaipur:Sunrise,2008).p.114



students learn to read, the students could comprehend the whole meaning that stated on the text.

From the result of the interview, the teacher stated that “most of student do not have enough reading comprehension in previous learning process and they need strategy as helping media in the learning process, the students of second grade at PMDS Putra palopo are still encountered by some difficulty in comprehending the four competency of reading as stated in KTSP above. The second grade students at PMDS putra palopo are difficult in understanding the meaning words, finding main idea, understanding reference, and getting detail information. These facts have become as serious problem and need more attention in order to avoid a worse significance in the students’ learning especially in English reading comprehension.

The roles of teachers as the facilitator and motivate in teaching learning process in too important to investigate out what factors make the students are failure in comprehending a written text. The teacher must be able to create a good atmosphere in the classroom. S/he should apply the appropriate methods to help the students to solve the problem that faced by students in learning.

The researcher tried to solve those problems by providing a specific Cooperative Learning in teaching learning process. It is Think Pair Share Strategy. The technique was developed by Lyman (1981). Think-Pair-Share technique is one of the Cooperative Learning Strategies. TPS is a group discussion in which students will listen or they will be given a question of presentation. Then, they

have time to think individually, talk with each other in pairs, and finally share responses with the larger group.<sup>2</sup>

The theory above describes us that by using Think Pair Share strategy the students ability in reading comprehension can improve because this strategy makes the students' reading comprehend and discuss a reading text. After getting the conclusion, they share it.

The researcher tries to promote ideas of the Think Pair Share strategy that allows students to work individually and cooperatively to create a more active, creative, effective, and fun learning environment.

Based on the explanation above, to prove and also to solve the problem in teaching reading comprehension, the researcher applied Think Pair Share strategy to Improve students' reading comprehension by proposing a title "Improving Students' Reading Comprehension Through Think Pair Share (TPS) strategy at the second grade students of PMDS Putra palopo".

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

Relate to the background above, the writer formulates a research question as follows: Does the use of Think Pair Share Strategy effectively improve the students' reading comprehension at the eighth-year students of PMDS Putra Palopo?

### ***C. The objective of The Research***

This study aims to find out whether or not the use of Think Pair Share strategy can effectively improve the students' reading comprehension.

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<sup>2</sup> F.Lyman, 1981, *Strategies for Reading Comprehension Think-Pair-Share*. Cooperative Learning Community. Jones, Raymon C. Reading Quest.

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

This research hopefully would be useful both theoretically and practically, as follows:

##### 1. Theoretically

The results of this research hopefully can be used as a reference to enrich the previous theories about the language teaching strategy to improve students' reading comprehension Through Think Pair Share Strategy.

##### 2. Practically

a. As an information for the English teachers to improve their reading comprehension teaching and learning process and to choose the most appropriate teaching method based on the students' problem.

b. To be reference for the next researchers who will take the students' difficulties in comprehending reading text as materials in their research.

#### ***E. The Scope of The Research***

The scope of this study was limited to narrative texts. In the text, the teacher is only focused on main ideas, words reference, detailed information of the texts, and vocabulary.

#### ***F. Definition of Terms***

Based on the title above, the writer gives definitions as follows :

##### 1. Reading comprehension

Reading Comprehension is a highly complex cognitive process involving the intentional interaction between the reader and the text to extract meaning (National Reading Panel, 2000). In other words, comprehension doesn't "t just

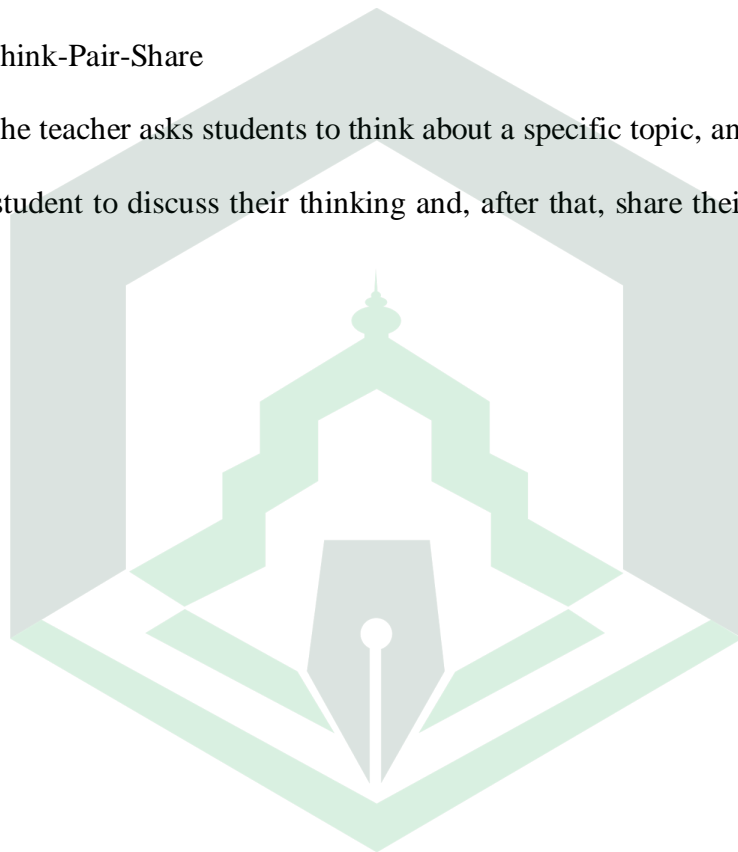
happen; it requires effort.

## 2. Cooperative learning

Cooperative learning is an instructional strategy that uses small groups of students working together and helping one another on specific learning tasks with an emphasis on group members supporting one another.

## 3. Think-Pair-Share

The teacher asks students to think about a specific topic, and then pair with another student to discuss their thinking and, after that, share their ideas with the group.



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## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous study

In writing this thesis, the researcher found some literatures the related to this research as follows:

1. Faiza Maulida.<sup>3</sup> researched The Use Of Think-Pair-Share in Teaching Reading Comprehension ( A Case Study of the English Teachers in SMKN 1 Randudongkal in the Academic Year of 2016/2017), by using a qualitative method. The use of the TPS technique in reading comprehension was relatively easy to be implemented in the classroom activity, it showed that this technique was appropriate to teach students in reading comprehension.
2. Wa Ode Mutiara<sup>4</sup> researched about Students' Reading Skill Improvement Through Think-Pair-Share (TPS) Method at The Eight Grade of Madrasah Tsanawiyah Uswatun Hasanah Lala. TPS method can improve or progress students' reading ability of the second year students of Madrasah Tsanawiyah Lala. It showed that this method was made students were active in the class, and improving students' learning motivation.
3. Fajar Kurniasih which entitled "The Implementation of Think-Pair-Share (TPS) Technique in Teaching Reading Comprehension of the Eleven

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<sup>3</sup>Faiza Maulida, 1998, The Use Of Think-Pair-Share in Teaching Reading Comprehension, *Journal of English Language Teaching (ELT)*, Vol 1, No. 6, P. 57

<sup>4</sup> Wa Ode Mutiara, 2018, *Students' Reading Skill Improvement Through Think-Pair-Share (TPS) Method at The Eight Grade of Madrasah Tsanawiyah Uswatun Hasanah Lala*, Universitas Iqra Buru, Maluku.

Grade Students at SMAN 14 Bandar Lampung”. She basically focused on improving of this method, especially how the students can solve their problems in reading activities by using this method. The result showed that the TPS strategy was effective used in teaching reading comprehension in narrative text and students interested to learning reading through Think-Pair-Share (TPS).<sup>5</sup>

4. Sri wahyuni which entitled “Using Think-Pair-Share (TPS) method to improve the reading skill on Narrative text”. She conducted research in MTSN Kunir Blitar. The result showed that TPS technique is effective to help the students to increase motivation and solidarity. Besides, Think-Pair-Share can improve the criterion of minimum completion (KKM) in reading skill.<sup>6</sup>

According to the previous researchers, the problem in reading can be solved by conducting the TPS strategy. Because TPS it is as one of Cooperative Learning Strategy that gives a good impact to the students in reading. The researchers prove that TPS can improve the development of reading comprehension strategies, the students’ motivation, and encourage the students to actively participate in the teaching-learning process. That is why the researcher tries to conduct a research to improve the eighth-grade students’ reading comprehension through the TPS strategy at PMDS Putra Palopo.

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<sup>5</sup> Fajar Kurniasih, *The Implementation of Think-Pair-Share (TPS) Technique in Teaching Reading Comprehension*, 2016

<sup>6</sup> Sri wahyuni, laelatul badriyah, *Using Think-Pair-Share method to improve the reading skill on narrative text of the students’ of MTSN kunir Blitar*, 2015

## B. Conceptual of Reading

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written. There are some things you may have written: (1) reading is a form of communication, using written language or symbols (text), (2) reading is two-way communication between an author and a reader, (3) reading is interpretation and understanding, (4) reading is a process, and (5) reading is thinking.<sup>7</sup> Reading as interpreting means reading to a written text as a piece of communication. She also states that in order word, reading is communicative intent on the writer's part that the reader has some purpose in attempting to understand.<sup>8</sup>

Reading is a complex "cognitive process" of decoding symbols to construct or deriving meaning (reading comprehension). Reading is a means of language acquisition, communication, and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.<sup>9</sup>

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<sup>7</sup>Deborah Daiek and Nancy Anter, 2004, *Critical Reading for College and Beyond*, New York: McGraw-Hill. P.5.

<sup>8</sup>Wallace, *Reading*, 1966, New York: Cambridge University Press, P. 4.

<sup>9</sup>Ernita Daulay, *Learning Centered Approach Intensive Reading for English Education*, Medan: State Islamic University of North Sumatra, 2018.

According to Aebbold and Field, that reading is something that people look at the text and assign to the written symbols in that text. The text and the reader are two physical entities necessary for the reading process to begin.<sup>10</sup> Another expert said that reading is a powerful activity that covers knowledge, insight, and perspective on readers. Those who grow up in homes where reading is seldom seen have a very different view of the value of reading.<sup>11</sup> In the most general terms, it can be concluded that reading involves the reader, the text, and the interaction between reader and text.

Based on the definitions above, it can be concluded that reading is an active process, not a passive process. A written text is a piece of communication that has two matters which play an important role in obtaining information from written symbols and understanding the meaning of written forms. Reading is the interaction between the text and the reader that they are the two physical entities that are necessary for the reading process to begin. Reading is a powerful activity that covers knowledge, insight, and perspective on readers. Reading involves the reader, the text, and the interaction between reader and text.

### **1. Concept of Reading comprehension**

Reading comprehension is a complex process that comprises the successful or unsuccessful use of many abilities. The reader should be able to recall information afterward. Klinger describes that reading comprehension is a multi-

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<sup>10</sup>J. A. Aebbold and M.L. Field, 1997, *From Reader to Reading Teacher: Issues and Strategies for Second Language Classroom*, Cambridge: Cambridge University.

<sup>11</sup>S. B. Heath, 1983, *Ways with Words: Language, Life and Work in Communities and Classroom*, New York: Cambridge University Press



component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in the text, understanding of text types).<sup>12</sup> Ministry of Education Ontario states reading comprehension – the process of making sense of the text – is a complex, multifaceted activity that calls on the reader’s thinking and problem-solving skills.<sup>13</sup> So, the readers have to reconstruct the author’s message. If the readers can read the words of a text, but get nothing about what they are reading, they are not reading.

From the statement above, it can be concluded that reading comprehension is an active process in which readers try to construct meanings by using any information from a text, evaluate the information, and then compare the information with their background knowledge.

## **2. Concept of Reading Aspects**

Superman states that there are several aspects of reading comprehension skills that should be mastered by the reader to comprehend the text: Main idea, specific information, references, inference, and vocabulary.

### **a. Main idea**

The main idea is important information that tells more about the overall idea of a paragraph or section of a text. Finding the main idea of a paragraph is one of the most important reading comprehension skills.

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<sup>12</sup>Klinger,J.K, Vaughn.S, & Boardman A, *Teaching Reading Comprehension to Students with Learning Difficulties*, e-book, (New York: The Guilford Press,2007) p. 8.

<sup>13</sup> Ministry of Education, *A Guide To Effective Instruction In Reading: Kindergarten To Grade 3*, e-book, (Ontario:Queens’ Printer, 2003), p. 83.

b. Specific information/ Supporting sentences

Specific information or supporting sentences develops the topic sentences by giving definitions, examples, facts, comparison, analogy, cause, effect statistics, and quotation.

c. Reference

Reference is word or phrases either before or after the reference in reading material. They are used to avoid unnecessary depletion of words or phrases. It can give the readers signals to find the meaning of the word in the text.

d. Inference

The inference is educational guessing or prediction about something unknown based on available facts and information.

e. Vocabulary

vocabulary is the stock of words used by people or even persons. Concerning those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading.<sup>14</sup>

### 3. Principle of Teaching Reading

The principles of teaching reading are the principles that the teacher should pay attention to in the teaching-learning process of reading. In this case, the researcher describes six principles purposed by Harmer. The six principles are as

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<sup>14</sup> Suparman, *Developing Reading Skills and Strategies*, ( Bandung: Alfino Raya,2012), p.22

follows<sup>15</sup>.

- 1) Reading is not a passive skill,
- 2) Students need to be engaged with what they are reading,
- 3) Students should be encouraged to respond to the content of a reading
- 4) Text, not just to the language,
- 5) Prediction is a major factor in reading,
- 6) Match the task to the topic,
- 7) Good teachers exploit reading texts to the full.

From the principle above, it can be concluded that the teacher should understand what is reading itself and should be careful in deciding the teaching method, the text, the material, and the activity when he/she designs the lesson. Therefore, the purpose of improving students' reading comprehension can be achieved.

Teaching reading is not a stuck activity. Students have to enjoy the learning process. The teacher must know how to increase reading text in the classroom because teaching reading needs more than just reading in the text. Furthermore, Alyousef said that in teaching reading, contemporary reading task, unlike the traditional materials, involves three phases: pre-, while, and post-reading stages.

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<sup>15</sup> Jeremy Harmer, *The Practice of English Language Teaching*, e-book, (Edinburgh: Pearson Education Limited, 2001), p. 70.

- 1) Pre-reading, it helps in activating the relevant schema, for example, the teacher can ask the students question that arose their interest and activate the student's background knowledge while previewing the text.
- 2) While-reading, the aim of the while reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge.
- 3) Post-reading includes activities, which enhance learning comprehension using matching exercises, close exercises, cut-up sentences, and a comprehension question.<sup>16</sup>

Based on the statement above we can conclude that in teaching reading the teacher should have a plan and stages of teaching reading which can make it easier in the teaching reading process. The students will be more directional in their learning, include pre-reading, while-reading, and post-reading.

#### **4. Concept of Narrative Text**

The narrative is one of the most commonly read, though least understood of all the genres. A narrative is a form of text that is used to tell or relate the story of acts or events, some usually tell about a person, place, animal, and thing. The story can be fiction, non-fiction, or a combination of both. The narrative text is character-oriented, commonly written based on life experience, and built using descriptive familiar language and dialogue.

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<sup>16</sup>H.S Alyousef, *Teaching Reading Comprehension to ESL/EFL Learners* (New York: Longman Inc.2005), p.149

Reading narrative text is different from reading other kinds of texts. The narrative text is a collection of written words that seek to entertain, display knowledge or skill, teach, organize, and plan behaviors, most frequently involving imaginative stories with a setting, character, and plot. According to John Langan, in narration, the writer tells the story of something that happened.<sup>17</sup> It means that narration is done by somebody in the past time.

In general, narrative text is organized into the beginning, the middle, and the end. To build this story grammar, the narrative text needs a plot, a series of episodes that hold the readers' attention while they are reading the story. The plot will determine the quality of the story, with conflict being its main, important element. The conflicts among the characters will drive the story's progress, in which the readers will be shown how the characters face the problem and how they can handle that problem and come to a resolution.

Based on the explanation above, the researcher concludes that narrative text is text tells about the past time which contents are about a story, fable, fairy tales, folk tale, legend, or short which consist of generic structure, orientation, complication, and resolution.

## 5. Concept of Cooperative Learning

Cooperative learning stems from the word "cooperation". Cooperation is working together to accomplish a shared goal. Richard said that cooperative learning is a group learning activity organized in such a way that learning is based on the socially structured change of information between learners in the group in

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<sup>17</sup> John Langan, *Collage Writing Skills with Readings*, (New York: McGraw-Hill Book Company, 2003), p. 111.

which each learner is held accountable for their learning and motivated to increase the learning of others.<sup>18</sup>

Cooperative learning is unique among the models of teaching because it uses a different goal, task, and reward structure to promote student learning. The cooperative learning task structure requires students to work together on the academic task in small groups. The goal and reward structures require interdependent learning and recognize groups as well as an individual effort. The cooperative learning model aims at instructional goals beyond academic learning, specifically intergroup acceptance, social and group skills, and cooperative behavior.

Based on the definition above, it can be concluded that cooperative learning is a variety of teaching methods in which students work together in groups so that they can exchange information and motivate one another for better learning to accomplish shared and common goals.

## **6. Concept of Think Pair Share (TPS) strategy**

Anita Lie state that Think-Pair-Share can be applied to all subjects and grade levels.<sup>19</sup> So, the Think Pair Share technique has been a foundational tool incooperative learning, it can be applied such as in many classrooms, workshops, and training rooms. Think Pair Share increase the engagement of all learners with

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<sup>18</sup>Richarde C.Jack, 2008 *Approaches and Methods in Language Teaching*. (Cambridge University Press), p.192

<sup>19</sup>Lie, A, *Cooperative Learning: Mempraktikan Cooperative Learning di Ruang – Ruang Kelas*. (Jakarta: Grasindo, 2002), p. 57.

the subject matter and provides the facilitator time to make a better decision. At the same time, it can help to develop communication skills.

From the definitions above, the researcher could conclude that ThinkPair-Share gets its name from the three stages of student action, with emphasis on what students are to be doing at each of those stages. Think-Pair-Share refers to one of the cooperative learning strategies that set students to work in pairs. Students have to think about a topic and share their idea with pairs. Therefore, they have opportunities to convey their idea and share them the idea in the whole class or a group.

According to Arends, there were three steps in teaching reading using think pair share, as follows:

**Step 1 Thinking:** The teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.

**Step 2 Pairing:** Next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually, the teacher allow no more than four or five minutes for pairing.

**Step 3 Sharing:** In the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair continue until about a fourth or a half of the

pairs have had a chance to report.<sup>20</sup>

So, there are three steps in think pair share. The first step is THINK, the students work independently to think about a question or issue, the second step is PAIR, they pair with one of their peers to share their ideas and the last step is SHARE, the students in each pair work together to share their ideas to the class.

### 7. The Procedures of Teaching Reading using Think-Pair-Share (TPS)

The whole patterns of the Think-Pair-Share (TPS) technique are divided into three steps, which are thinking, pairing, and sharing. The steps are can be seen as follow:

a. The first step is thinking, the teacher gives a text and question associated with the lesson in the book and asks students to spend a minute thinking alone about the text answers. Students read the text about the question in their book, and they need to be taught that talking not part of thinking time.

b. The second step is pairing. The teacher asks students to pair to discuss what they have been thinking about their readers. Interaction during this period can be sharing answers fa question has been posed or sharing ideas if a specific issue was identified. Usually, the teacher allows no more than five minutes for pairing.

c. The last step is sharing. In this final step, the teacher asks the pairs to share what they have been talking about with the whole class.<sup>21</sup>

According to Kagan, there are five steps in the TPS technique, those are:

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<sup>20</sup> Arends, R. I., *Learning to Teach: 9th Edition*, e-book, (New York: The McGraw Hill Companies, 2009), p. 370-371.

<sup>21</sup> Robert E. Slavin, *Cooperative Learning*, Putri Yolanda, 2012, p.17



1. Organizing the students into pairs
2. Posing the topic/ questions
3. Giving time for the students to think
4. Asking the students to discuss with their pairs
5. Calling on some pairs to share their ideas in front of the class.<sup>22</sup>

Based on that explanation above, it can be concluded that in teaching reading using Think-Pair-Share (TPS) technique is divided into three steps:

1. The first step is thinking, the teacher gives the topic and question associated with the lesson in the book and asks students to spend a minute thinking alone about the answer to the text.
2. The second is pairing, the teacher asks students to pair off and discuss the topic they have read before.
3. The last step is sharing, the teacher asks the pair to share the result of their discussion in the whole class.

### **8. Advantages of Using TPS strategy**

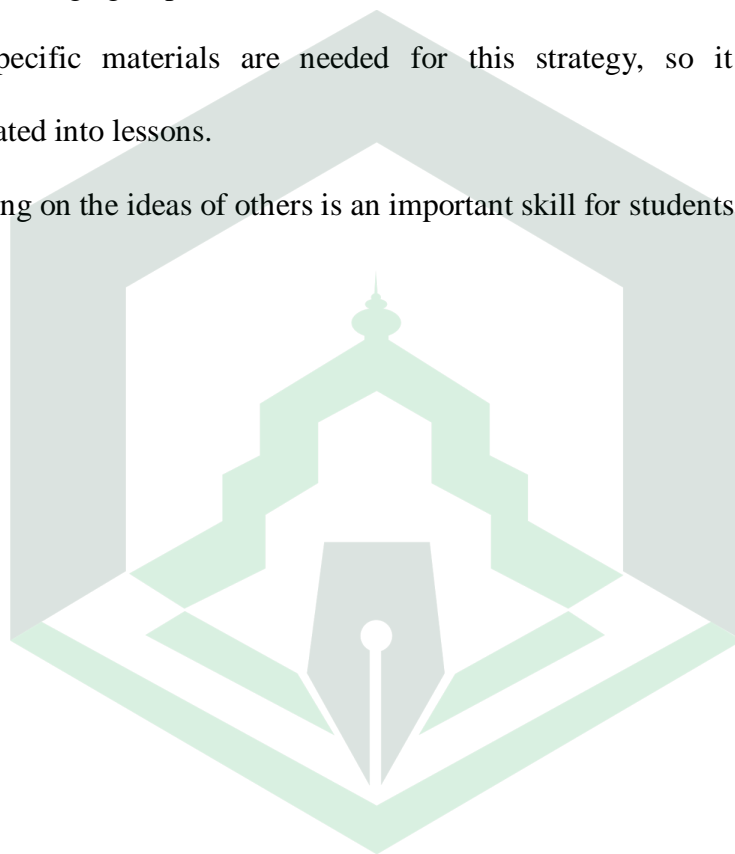
Kagan in the journal of Dino Sugiarto and Puji Sumarsono mentions some advantages of the Think-Pair-Share technique, they are:

- 1) When students have appropriate “think time,” the quality of their responses improves.
- 2) Students are actively engaged in thinking.

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<sup>22</sup>Spencer Kagan, *Cooperative Learning* (San Clemente: Kagan Publishing, 2009), p.148

- 3) Thinking becomes more focused when it is discussed with a partner.
- 4) More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.
- 5) Many students find it easier or safer to discuss with another classmate, rather than with a large group.
- 6) No specific materials are needed for this strategy, so it can be easily incorporated into lessons.
- 7) Building on the ideas of others is an important skill for students to learn.<sup>23</sup>

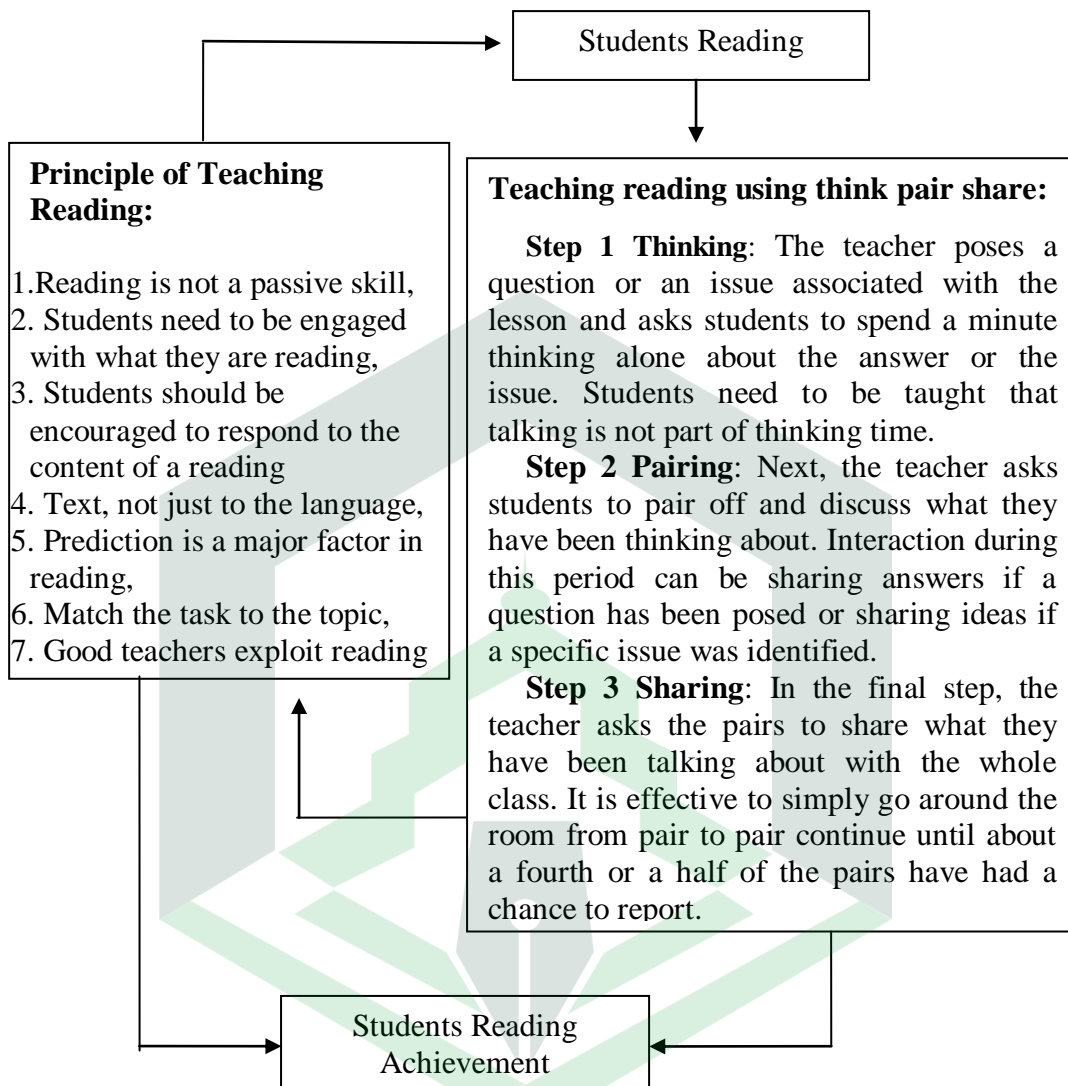


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<sup>23</sup> Dino Sugiarto & Puji Sumarsono, The Implementation of Think-Pair-Share Model to Improve Students' Ability in Reading Narrative Texts, International Journal of English and Education ISSN: 2278- 4012, Volume:3, Issue:3, July 2014, accessed from [http://ijee.org/yahoo\\_site\\_admin/assets/docs/21.184151514.pdf](http://ijee.org/yahoo_site_admin/assets/docs/21.184151514.pdf) retrieved October 03th, 2016 on 09.30 am

### C. Conceptual Framework



This research uses the pre experimental method. It aims to improve students' reading comprehension through the TPS strategy. In teaching and learning activities, many factors that can improve the students' reading, one of them is using the TPS strategy. It can improve students' reading comprehension. The output of the research is the students can define and differentiate among on main idea, word reference, detailed information of the texts, and vocabulary. Besides that, there is a significant improvement of the students.

#### **D. Hypothesis**

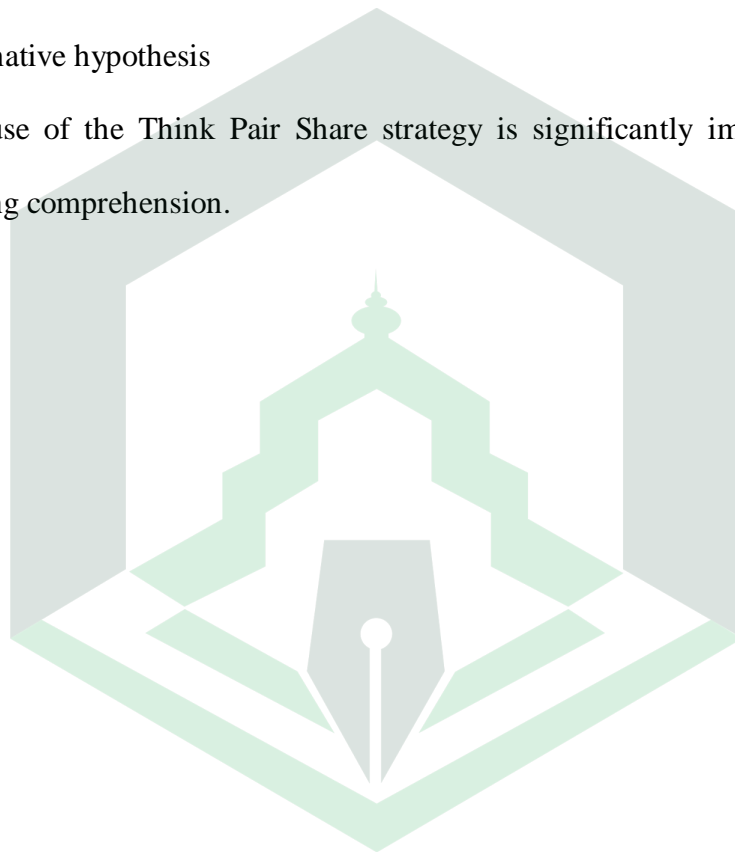
This research formulates the hypothesis as follows:

- Null hypothesis

The use of the Think Pair Share strategy is not significantly improve students' reading comprehension.

- Alternative hypothesis

The use of the Think Pair Share strategy is significantly improve students' reading comprehension.



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## CHAPTER III

### METHOD OF THE RESEARCH

#### A. Method

The method used in this research was pre-experimental method. The experimental Group was given pre-test, treatment, and post-test.

#### B. Research Design

The researcher applied a pre-test and post-test design. It aimed to find out whether Through Think Pair and Share can be effective in improving the reading comprehension of the students or not. The design is written as follows:

The design of this research is described as follows:<sup>24</sup>



Where:

O1: Pre-test

X: Treatment

O2: Post-test

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<sup>24</sup>SuharsimiArikunto,*Prosedur Penelitian 'Suatu Pendekatan Praktek'*, (Edisi Revisi IV; Jakarta: PT. Rineka Cipta, 1998), p.84.

### ***C. Population and Sample***

#### **1. Population**

The population of the research was taken from all of the eighth-class students' PMDS PUTRA Palopo. They have divided into six classes and the total number of populations were 88 students

#### **2. Sample**

In this research. The researcher focused on the students in the second grade of PMDS Putra Palopo because they still have a problem in reading comprehension. The sample of this research consists of 20 students in one class.

### ***D. Instrument of the research***

To know the effects of using the Think Pair Share strategy in improving students' reading comprehension, the researcher used a test to collect the data. The test is one of some valuable means to measure students' comprehension use in educational research. There are pre-test and post-test. The test was arranged according to the material that the students have learned. Test form of reading passage will be given to the students that consist of more or less than 200 words. The text was given to the students consists of 20 questions for pre-test and post-test. All of the questions were formed in multiple-choice items. The researcher also gave 10 questions to the students as exercises in the learning process.

### ***E. Data Collection Procedure***

The data collection procedure is described below:

#### **1. Pre-test**

At the first meeting, the writer gave a pre-test to the students. There are 20 questions; 10 questions are in the form of multiple choice and the other questions are in the form of True/False. It was conducted to know the scores of the students reading before being taught the treatment.

#### **2. Treatment**

##### **a. First meeting**

The first meeting was conducted on Tuesday, May 10, 2021. After introducing herself, the researcher handed out the pre test to the students consisting of 10 multiple choice questions. It took time about 40 minutes. After finishing the test, the researcher began the first treatment. In the first treatment, the researcher used Think Pair Share in teaching and learning activity, and gave a sample of narrative text to the students. The researcher explained about narrative text to the students. Then, she asked the students to read the text. The researcher asked the students about what they knew about the text given. The material was about finding the main idea and identifying the meaning of words in reading text. The researcher asked some questions to students about the main idea, and vocabulary. By individually, the students try to think or answer the questions. After they got the answers, the researcher asked the students to sit in pairs and discuss the answer then they share it to the whole class. It is about 7 students can answer the questions given and knew how to find the main idea in the text. The students' answers

showed that almost of them still difficult in finding main idea and getting the meaning of words. The researcher commanded the students to open dictionary and ask to the clever student or the teacher if they still do not understand the new words. In the first meeting, the situation in the class showed that there is many students still looked shy or afraid to answer the questions given.

#### b. Second meeting

The second meeting was conducted on Tuesday, May 17, 2021. The researcher gave treatment to students. The researcher distributed the reading passage about 100 words in length. In this meeting, the researcher focused on teaching the students about locating the reference of pronouns occurred within the text and also how to understanding information detail in a text. First, the researcher explained to the students about reference and how to understand it. Then, she explained about the information detail, and what should they know about the information detail. After explaining the reference and information detail, the researcher asked the students discussed with their member of group about the difficulty that they found during reading the text. The students learned with their members group to overcome the difficulty in group. They share the knowledge and solve the problem that they faced by discussing and sharing to each other. Then, the researcher asked the students about what technique that they could use in solving the problem during reading the text. The researcher taught the students by using Think Pair Share technique.



#### d. Third meeting

The third meeting was conducted on Tuesday, May 24, 2021. This was the last meeting. The students gave post test at the end of meeting. Moreover, before the students gave post test, the researcher made a conclusion of the material that has given a few days ago. The researcher asked to the students how to find main idea, reference and information detail in the narrative text. The students asked to write the information that they had known about the main idea, the meaning of words, reference, information detail, and also the important information that can make them easy in comprehending the text. The students given some questions related to reference, information detail, the meaning of words, and how to find main idea by the researcher. The students could answer the questions given. In this meeting, the interest and achievement of the students to involve in demonstrating the ideas or knowledge was significantly improved. It was about 20 students or 83 % of them were active in class during teaching and learning activity. It took time 30 minutes. At the end of the meeting, the researcher gave post test to the students. The researcher distributed the post test to the students to find out the improvement of students' reading comprehension after they had treated by using think pair share.

In brief, when students were introduced to think pair share in comprehending a narrative text during teaching and learning process was gradually increased. Students were able to deal with their group work activities and more responsible as a member of group. They tried to overcome the difficulties in comprehending material by sharing and discussing their prior knowledge related to the material

given.

### 3. Post-test

The post-test is given to the students after conducting the treatment of using think-pair-strategy to improve the students' reading comprehension. Similar to the pre-test, the writer asks students to answer the twenty questions in the form of multiple choice and true or false.

### F. *Technique Analysis Data*

In analyzing data, the researcher used the following procedure:

1. Analyzing the raw data of the present. Each of the students' correct answers got 1 and the wrong answer got 0.
2. Raw scores were converted to a set of core maximum of 100, using the following formula:
 
$$\text{Score} = \frac{\text{student's correct answer}}{\text{total number}} \times 100$$
3. Score or the test is classified into criteria as follows:
  - a. 80 to 100 are classified as very good.
  - b. 70 to 79 is classified as good
  - c. 60 to 69 are classified as enough.
  - d. 50 to 59 are classified as less.
  - e. 0 to 49 is classified as failed<sup>25</sup>
4. Calculating the mean score, standard deviation, frequency table, and test between the reading achievement of the experimental by using SPSS statistics 22 for windows evaluation.

<sup>25</sup>Muhibin Syah Psikologi Belajar, (Ed Revisi IX; Jakarta : Rajawali Pers 2009),h 223

5. Criteria of hypothesis acceptability

$t^o > t^t$ : Reject the null hypothesis

$t^o < t^t$ : receive null hypothesis<sup>26</sup>



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<sup>26</sup>Jemmi minarti. *Improving Reading Comprhehension through Cooperative learning Program in STAIN Palopo* (Palopo : STAIN Palopo, 2011)

## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

This chapter shows that the result of the data was analyzed statically and tabulating of data. It compared of mean score and standar deviation of the students' in pre-test and post-test, classification percentage of students' score in pre-test and post-test.

##### 1. The Analysis Students' Reading Score in pre-test and post-test

###### a) Pre-test ( $T_1$ )

In this section, the researcher shows the complete score of students' in reading comprehension (students' correct answer) in pre-test, the mean score and standar deviation of students, and the rate percentage of students' reading score in pre-test. The researcher presents the data in the tables and calculates the score by using SPSS 22 program. It is tabulate by following table 4.1

**Table 4.1**

##### The score of students' in Pre-test ( $T_1$ )

Student	Value of Students' Correct Answer	Score
S1	15	75
S2	12	60

S3	9	45
S4	12	60
S5	8	40
S6	6	30
S7	15	75
S8	5	25
S9	7	35
S10	9	45
S11	11	55
S12	12	65
S13	13	60
S14	12	45
S15	9	70
S16	14	35
S17	7	35
S18	12	60
S19	8	40

S20	12	60
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To calculate the mean score of students' correct answer in pre-test using SPSS 22, the result can be presented in the table descriptive statistic it can be seen in table 4.2

**Table 4.2**

**The mean score and standard deviation of students pre-test**

**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Pretest	20	25	75	1015	50,75	15,155
Valid N (listwise)	20					

The table 4.2 shows that the highest score was 75, and the lowest score was 25. Besides, it also indicates that the mean score of students' correct answer in pre-test was 50,75 and the standard deviation error was 15,155.

In order side, the researcher also has written the students' scoring classification of the frequency and percentages of the result students score in the pre-test can be seen in the table 4.3

**Table 4.3****The Percentage Score of the students' Accuracy in pre-test**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Very good	80-100	-	0%
Good	70-79	3	15%
Enough	60-69	6	30%
Less	50-59	1	5%
Failed	0-60	10	50%
Total		20	100%

Based on the table 4.3, it can be seen that before giving the treatment. There were none of students got “very good. There was 3 students (15%) obtained “good” classifications, there were 6 students (30%) obtained “enough” classifications, there were 1 students’ (5%) obtained “less” classifications, there were 10 students (50%) obtained “failed”.

a) Post-test (T2)

In this section, the researcher shows the complete score of students’ after giving treatment teaching the reading of through think pair and share strategy. The students’ score in post-test show in table 4.4

**Table 4.4****The score of students' in Post-test (T<sub>2</sub>)**

Student	Value of Students' Correct Answer	Score
S1	16	80
S2	15	65
S3	10	50
S4	17	85
S5	19	95
S6	12	60
S7	19	70
S8	17	85
S9	11	55
S10	9	45
S11	14	70
S12	16	80
S13	12	60
S14	18	90



S15	10	50
S16	11	55
S17	13	65
S18	18	90
S19	15	75
S20	17	85

To calculate the mean score of students' correct answer in pre-test using SPSS 22, the result can be presented in the table descriptive statistic as shown in table 4.5

**Table 4.5**

**The mean score and standard deviation of students post-test**

**Descriptive Statistics**

	N	Minimum	Maximum	Sum	Mean	Std. Deviation
Posttest	20	45	95	1410	70,50	15,295
Valid N (listwise)	20					

The table 4.5 shows that the highest score was 95 and the lowest score was 45. Besides, it also indicates that the mean score of students' correct answer in post-test was 70,50 and the standard deviation error was 15,295.

In order side, the researcher also has shown the students' scoring classification of the frequency and percentages of the result students score in the post-test can be seen in the table 4.6

**Table 4.6**

**The Percentage Score of the students' Accuracy in post-test**

<b>Classification</b>	<b>Score</b>	<b>Frequency</b>	<b>Percentage</b>
Very good	80-100	8	40%
Good	70-79	3	15%
Enough	60-69	4	20%
Less	50-59	4	20%
Failed	0-49	1	5%
Total		20	100%

The table shows the students score classifications in post-test. there were 8 students (40%) achieved very good classifications, 3 students (15%) achieved good, 4 students (20%) achieved enough, 4 student (20%) achieved less and 1 student (5%) achieved failed classification.

Besides showing the mean score in subject of students' vocabulary, this research also presented the total mean score and standard deviation of pre-test and post-test, and also compares both of them. The result presented in to the table descriptive statistic it can be seen in table 4.7

**The Table 4.7****The mean score and standard deviations of pre-test and post-test****Descriptive Statistics**

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest	20	25	75	50,75	15,155
Posttest	20	45	95	70,50	15,295
Valid N (listwise)	20				

The table 4.7 indicates that the standard deviation in pre-test was 15,155 and in post-test were 15,292. It shows that mean score of the students' in pre-test were 50,75 and the mean score of the students' in post-test were 70,50. The result of the table above shows that the mean score of students in post-test was higher than the mean score of students in pre-test. It concludes that teaching the reading through think pair and share strategy was effective increase students' reading comprehension.

**Table 4.8****The paired sample statistics of Pre-test and Post-test****Paired Samples Statistics**

	Mean	N	Std. Deviation	Std. Error Mean
Pair 1 Pretest	50,75	20	15,155	3,389
Posttest	70,50	20	15,295	3,420

**Table 4.9****Paired Samples Correlations**

	N	Correlation	Sig.
Pair 1 pretest & posttest	20	,118	,622

The table paired samples statistics of pre-test and post-test above indicates that value of standard deviation in pre-test was 15,155 and 15,295 in post-test. The table above also shows that mean score in pre-test was 50,75 and it post-test was 70,50. It means there is increasing students' ability after teaching reading comprehension through think pair share strategy.

**Table 4.10****The paired samples Test of Pre-test and Post-test****Paired Samples Test**

Paired Differences				t	df	Sig. (2-tailed)
Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference			
			Lower	Upper		

pretest								
t –								
posttest	19,750	20,227	4,523	-29,217	-10,283	4,367	19	,000

The hypothesis was tested by using SPSS 22. In this case, the researcher used t-test (testing of significance) for paired sample t-test that is a test to know the significance difference between the result of students' mean score in pre-test and posttest.

Assuming that the level of significance ( $\alpha$ ) = 0.05, the only thing which is needed. The degree of freedom (df) = N-1, where df = 22, than the t-test is presented in the following table.

**Table 4.11**

**The probability value of t-test of the students' achievement**

Variable	p-value	( $\alpha$ )
T <sub>2</sub> -T <sub>1</sub>	0.00	0.05

## 1. Hypothesis Testing

From the analysis, the researcher concludes that there is a significant difference between pretest and posttest in teaching reading in word processing

applications through the TPS strategy. In other words, in teaching reading it can be used to increase students' reading comprehension.

The results of statistical analysis for a significance level of 0.05 with degrees of freedom ( $df = N - 1$ , where  $(N) = 20$ ,  $df = 19$ ). The probability value is less than ( $0.00 < 0.05$ ) indicating that the alternative hypothesis ( $H_1$ ) is accepted and the null hypothesis ( $H_0$ ) is rejected. This means that teaching reading comprehension using word processing applications through think pair and share strategies is effective in improving students' reading comprehension.

## **B. Discussion**

There was well progress in the research of teaching the reading of word processor application through think pair and share strategy that used by the researcher in teaching learning process. During doing research in class, students could be discipline in the classroom and good participating.

Based on the data collected from 20 experimental class students, it can be explained that the average value of the pre-test before using the TPS strategy is that the pre-experimental research has carried out pre-test, treatment, and post-test. First, the researcher has given a test to determine the students' ability by looking at the scores on the pre-test, the highest is 75 and the lowest is 25 and the average score of the individual test is 50.75. Second, the researchers carried out treatment with the same steps for each treatment in the teaching process to improve students' reading comprehension. Third, the researcher conducted a post-test to determine the progress of teaching reading word processing applications

through the TPS strategy before and after treatment, we can see the results of the students' scores on the post-test where the highest score was 95 and the lowest score was 45 and the average score was 70.50.

The rate percentage of students' score at the pre-test, there were 3 students (15%) get "good" classification, 6 students (30%) get "enough" classification, 1 student (5%) get "less" classification, 10 students (50%) and there was not one student get "excellent", or "good" classification. While at the post-test, there were 8 students (40%) get "very good" classification, 3 students (15%) get "good" classification, 4 students (20%) get "enough" classification, 4 students (20%) and one student get "inadequate" or "failing" classification.

Based on the data description, it can be observed that the scores of students who have been taught by using think pair share (TPS) strategy higher than the scores of students who have been taught without strategy TPS. It proves that Think Pair Share (TPS) strategy effective in students reading comprehension.

In this case, think pair and share strategy could attract the students reading comprehension in learning narrative text. Based on the research that had been conducted, during this research teaching narrative text by using think pair and share strategy could make the students motivate to learn, they enjoyed and they were enthusiastic in learning teaching process. The students felt easier comprehending narrative text by using think pair and share strategy. It is evidenced that think pair and share (TPS) strategy could help the students to learn reading comprehension in narrative text.

It has been discussed in Chapter II that think pair and share (TPS) strategy is one of technique that can be used in teaching comprehension in narrative text and it can improve students reading skill. Fajar Kurniasih (2016) said that the TPS strategy was effective used in teaching reading comprehension in narrative text and students interested to learning reading through Think-Pair-Share (TPS)<sup>27</sup>. Besides that this research also in line with Sri wahyuni (2015) The result showed that TPS technique is effective to help the students to increase motivation and solidarity.

In fact, in learning reading comprehension using the think pair and share strategy at SMP PMDS Putra Palopo, students got better grades. Therefore it can be started that the TPS strategy in learning to read has solved students' reading problems and improved students' reading comprehension for the eighth graders of SMP PMDS Putra Palopo. So, the hypothesis proposed in this study which says "through TPS strategy can improve students' reading comprehension" is accepted.

Based on this research, the writer can conclude that TPS is a simple, fun, and easy strategy to motivate students in teaching reading comprehension. It is also effective for improving students' reading comprehension in eighth grade students of SMP PMDS Putra Palopo.

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<sup>27</sup>Fajar Kurniasih, *Op. Cit.* p.6



## CHAPTER V

### CONCLUSION AND SUGGESTIONS

#### *A. Conclusion*

Based on the findings, data analysis and discussion in the previous chapter, the researcher draws conclusions as in follow:

Through Think Pair Share (TPS) strategy in experimental class, the researcher concludes that TPS strategy is effective to improve students' Reading comprehension of the eight grade of SMP PMDS Putra Palopo. A TPS strategy was really effective to use in learning and teaching process because it made students' active in learning. It could be proven by the students' result of mean score in the pre-test was 50.75 and the mean score of the students' in the post-test was 70.50. the mean score of post-test was greater than pre-test. After gave treatment to the students and based on the result of data analysis of the finding in chapter IV, the researcher found that the p Value was 0.00 and the Alpha was 0.05, therefore  $p < \alpha$  ( $0.00 < 0.05$ ). it proved that the hypothesis ( $H_0$ ) was rejected and hypothesis ( $H_1$ ) was accepted.

#### *B. Suggestions*

There was not only ability to make the students success but also they are influenced by the various techniques and strategies that used by the teacher in the classroom. The teacher has to choose a good technique to make students more enjoyable in the classroom. Regarding the teaching reading by using Think Pair

Share, the researcher gives some suggestions for the teachers and students as follow:

For English Teachers:

1. English teachers should pay much attention to the appropriate technique and media that will be applied in presenting the reading material.
2. English teachers should have a good preparation before teaching reading. They have to understand how to use think pair share technique in teaching reading, have to master the material that related to think pair share technique, and have to manage the classroom well.
3. English teachers have to assess students in teaching reading. Then, the teachers evaluate the students at the end of the class by asking them to present what they had got in pairs.
4. English teachers are recommended to implement this technique for all levels of learners because Think Pair Share technique can be used for all levels.

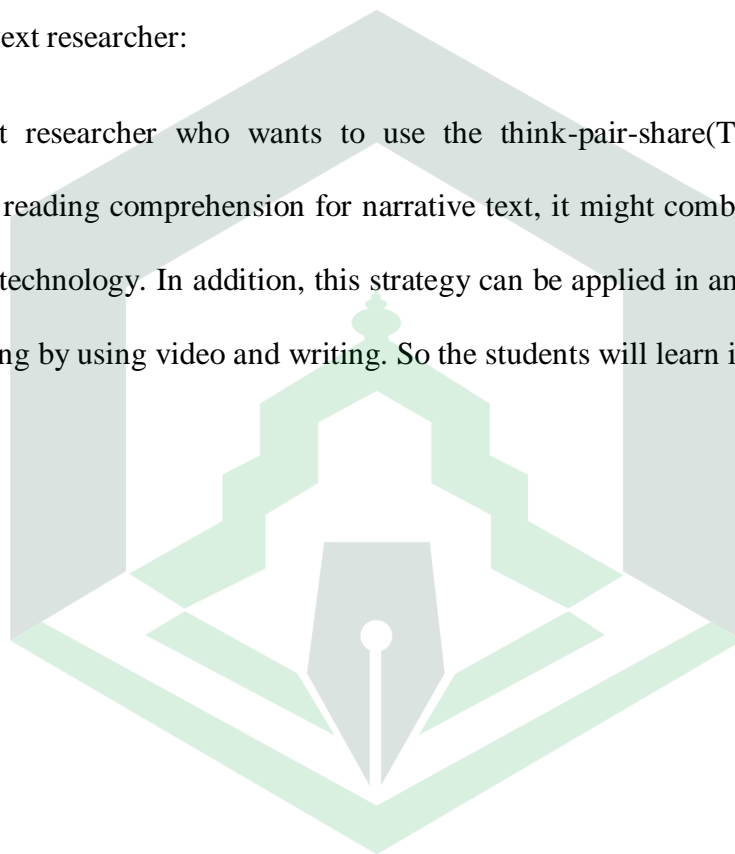
For students:

1. Students should be ready to study in the class by preparing themselves before begin the lesson in order to make them understand about the material.
2. The students should understand the steps of think pair share technique in order to make them easier in learning reading.

3. The students have to often practice in reading English text in order to increase their understanding about the meaning of words, main idea, reference, and detail information.
4. The students have to be active and creative in the classroom.

For the next researcher:

The next researcher who wants to use the think-pair-share(TPS) strategy in teaching reading comprehension for narrative text, it might combine this strategy with the technology. In addition, this strategy can be applied in another skill, such as listening by using video and writing. So the students will learn integrated skill.



**IAIN PALOPO**

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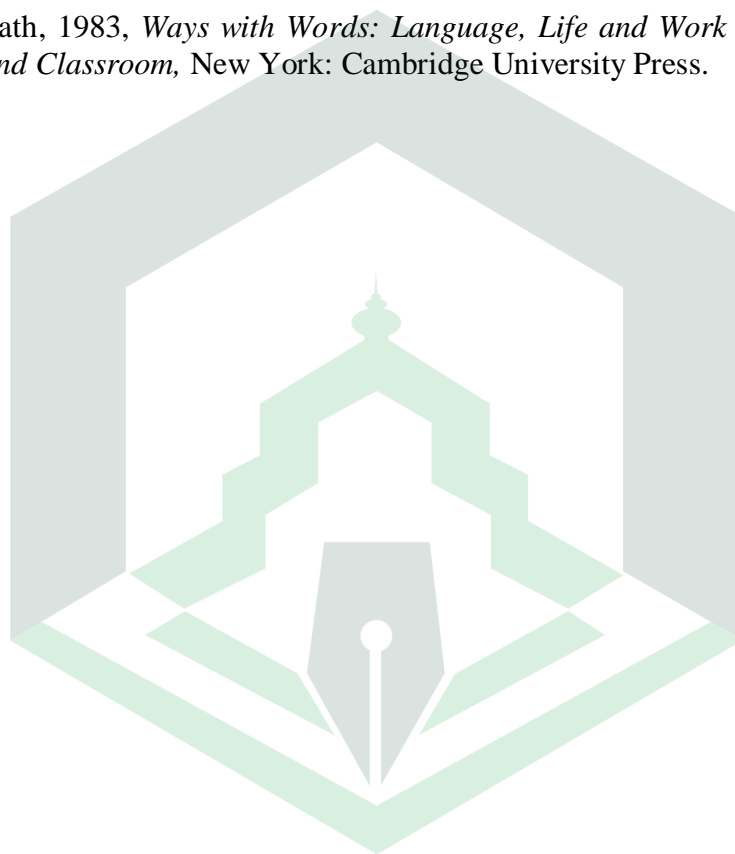
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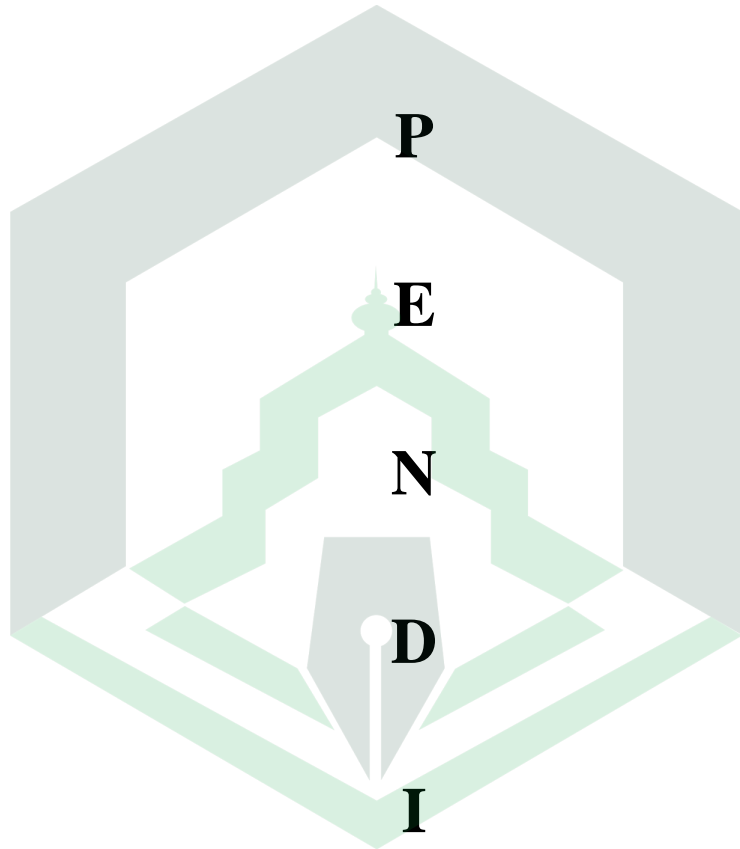
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**IAIN PALOPO**  
**X**

## LESSON PLAN

Subject : English (Reading Comprehension)  
Class : VIII (Eight)  
Time Allocation : 4 x 80 JP (4 meetings)

### A. LEARNING OBJECTIVE

Through the think pair share (TPS) strategy in learning narrative text, students are expected to improve reading comprehension, understand the meaning of words in narrative text, main ideas, detailed information text, text word references and vocabulary.

### B. LEARNING MATERIALS AND STRATEGIES

#### 1. Learning materials

Text Narrative : about The story Snow White

#### 2. Learning strategies

- a. Teori : Constructivism
- b. Pendekatan : Cooperative learning
- c. Model : Task Base Learning (TBL)
- d. Metode : Group discussion
- e. Teknik : Think pair and share (TPS)
- f. Logistik : Paper, LAS (lembaran aktivitas siswa)

### C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment: practice/exercise results

## LEARNING MATERIALS

### Text Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

#### The story Snow White

Once upon a time...In earlier times there lived a, who named Snow White . He lived with his aunt and uncle because his parents died. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they wanted to go to America and they did not have enough money to take Snow White with them. Princess Snow White did not want her uncle and aunt to do this. So he decided to escape.

The next day he ran away from home when her aunt and uncle were having breakfast, he fled into the wood. In the wood she felt very tired and hungry. Then she saw this cottage. She knocked, but no one answered her so she went inside and fell asleep Meanwhile, seven dwarfs came home from his work. They get into. There, they found Snow White woke up from his sleep. He saw the dwarfs. The dwarf said: " What is your name ? Snow White said, " My name is Snow White. " One dwarf said, " If you want, you can stay here with us. ' Snow White tells all about her story. Then daughter snow and the seven dwarves are now living happily ever after.



## LESSON PLAN

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### B. LEARNING MATERIALS AND STRATEGIES

#### 1. Learning materials

Text Narrative : about A Donkey and A Lapdog

#### 2. Learning strategies

- a. Teori : Constructivism
- b. Pendekatan : Cooperative learning
- c. Model : Task Base Learning (TBL)
- d. Metode : Group discussion
- e. Teknik : Think pair and share (TPS)
- f. Logistik : Paper, LAS (lembaran aktivitas siswa)

### C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment: practice/exercise results

## LEARNING MATERIALS

### Text Narrative

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

#### A Donkey and A Lapdog

Once upon a time there was a farmer who owned a little dog that he keeps constantly by his side and a donkey, which lived in a warm stable and got plenty of fresh grain and sweet hay. But, unfortunately the donkey was not satisfied with his condition.

"I slave all day long, hauling wood or pulling the cart to market while the dog sleeps on the master's lap and eats from his plate!," the donkey grumbled. "Perhaps, he thought, if he behaved like the dog, his master would reward him with the same life of ease.

That very night, the donkey crept out of the stable and into the house where the farmer sat at supper. "First, I will frisk about and chase my tail, just as the dog does". Thought the donkey. And he danced about the room, flinging up his hooves until the table toppled over and dishes went flying. "Now I will sit on his lap!" said the donkey, and he put his hooves up on the master's chair.

"Help! Save me from this mad beast!" the terrified farmer bellowed. Then his servants came sunning and, with shouts and blows, drove the donkey back to the stable. "I suppose I'm a fine donkey", the donkey lamented "but, I will never be a lapdog!"

## LESSON PLAN

Subject : English (Reading Comprehension)

Class : VIII (Eight)

Time Allocation : 4 x 80 JP (4 meetings)

### A. LEARNING OBJECTIVE

Through the think pair share (TPS) strategy in learning narrative text, students are expected to improve reading comprehension, understand the meaning of words in narrative text, main ideas, detailed information text, text word references and vocabulary.

### B. LEARNING MATERIALS AND STRATEGIES

#### 1. Learning materials

Text Narrative : The Lion and The Mouse

#### 2. Learning strategies

- a. Teori : Constructivism
- b. Pendekatan : Cooperative learning
- c. Model : Task Base Learning (TBL)
- d. Metode : Group discussion
- e. Teknik : Think pair and share (TPS)
- f. Logistik : Paper, LAS (lembaran aktivitas siswa)

### C. ASSESSMENT

Attitude assessment: Observation

Skills Assessment: practice/exercise results

## **LEARNING MATERIALS**

### **Text Narrative**

Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems.

#### **The Lion and The Mouse**

When he was awakened by a tiny Mouse running across his body, a mighty Lion was sleeping in his lair. The lion then grabbed the frightened mouse with his huge paws and opened his mouth to swallow him directly. "Please, King," begged the Mouse, "Spare me this time and of course I will never forget your kindness. Someday I may be able to repay you." The Lion thought that it was such an amusing idea that he let the poor creature go.

Sometimes later the Lion was caught in a net laid by some hunters. Despite his great strength, the Lion could not break free. Soon the forest echoed with angry loud roars.

The Little Mouse heard the Lion and ran to see what was wrong. As soon as he succeeded to make the Lion free "There!" said the Mouse proudly, "You laughed at me when I promised to repay your kindness, but now you know that even a tiny Mouse can help a mighty Lion".

## Pre-test

Nama siswa :

Kelas :

### Read the text carefully and answer the following questions!

Long time ago in a remote village, in central China was inhabited mainly with farmers and hunters.

One day, a poor farmer lost his entire livestock to flood. He prayed hard to God for help or his family would die of starvation. Few days later, an old man with a long gray beard, passed by his house took pity on him. He gave him a goose and said "I don't have any expensive thing to give you and hope this goose will help you to ease your hardship." A week later to almost surprise the farmer found an egg in his yard. This was no ordinary egg. It was a golden egg. He was suddenly overcome with joy.

Thereafter, his livelihood had rapidly improved but the farmer had forgotten his earlier hardship. He became lazy, arrogant and spendthrift. Strangely, the goose only laid one golden egg every six months. The greedy farmer lost his patience and slaughtered his goose thinking there were plenty of golden eggs inside its stomach. Though he very much regretted for his foolishness, it's already too late.

1. What is the story about?
  - a. Golden eggs
  - b. A village in China
  - c. Hunters
  - d. Farmers
2. "..... or his family would die of *starvation*". The bold word has almost the same meaning as...
  - a. Welfare

- b. Hunger
  - c. Rich
  - d. Happy
3. "He gave him a goose"
- The word "he" refers to..... (paragraph 2 in line 3)
- a. A poor farmer
  - b. Hunters
  - c. An old man with long grey beard
  - d. A remote village
4. "I don't have any expensive thing to...."
- The bold word has almost same meaning as...
- a. Luxurious
  - b. Cheap
  - c. Inexpensive
  - d. Low-cost
5. What is the main idea of the third paragraph?
- a. The man who had forgotten his earlier hardship
  - b. The man who had unappreciated the others people help
  - c. A poor man with bad attitude
  - d. A rich man
6. What did the farmer become lazy, arrogant and spendthrift?
- a. Because the farmer lost his entire livestock to flood
  - b. Because the greedy old man came to him
  - c. Because the farmer has many gold eggs and became a rich man
  - d. Because the farmer had prayed to god
7. "He became lazy, arrogant and *spendthrift*"
- The bold word has almost same meaning as...
- a. Dilligent
  - b. Clever
  - c. Smart
  - d. Wastler

8. Why did the greedy farmer lost his patient and slaughtered his gone?
- a. Because he thinks there were no plenty of golden eggs inside its stomach
  - b. Because he has many stock of foods
  - c. Because he thinks there were plenty of golden eggs inside its stomach
  - d. Because he can ask the eggs to the goose
9. "He become lazy, arrogant and spendthrift"
- The word "He" refers to....(paragraph 3 in line 2)
- a. The greedy farmer
  - b. The rich man
  - c. The poor farmer
  - d. The old man
10. How is the farmer at the end of story?
- a. Happy
  - b. Good
  - c. Anger
  - d. Sad

Answer True or False for these statements. If the answer is a false then correct the statement and write it on the lines provided below.

11. A farmer lost all his livestock in a flood. \_\_\_\_\_
12. Farmers and their livestock are not affected by the flood. \_\_\_\_\_
13. The old man has a long gray beard. \_\_\_\_\_
14. The old man did not give him a goose. \_\_\_\_\_
15. The farmer found eggs in his yard. \_\_\_\_\_
16. The farmer did not find eggs in his yard. \_\_\_\_\_
17. The farmer suddenly came over with joy. \_\_\_\_\_
18. The farmer became lazy, arrogant and extravagant. \_\_\_\_\_
19. Their livelihood is not increasing rapidly. \_\_\_\_\_
20. He very much regetted for his foolishness. \_\_\_\_\_

## Post-test

Nama siswa :

Kelas :

### Read the text and answer the following questions!

One upon time three fish lived in a pond. One evening, some fisherman passed by the pond and saw the fish. "this pond is full of fish" they told each other excitedly. "we have never fished here before. We must come back tomorrow morning with our nets and catch these fish!" so saying, the fisherman left.

When the eldest of the three fish heard this, he was troubled. He call the other fish together and said, "did you hear what the fisherman said? We must leave this pond at once. the fisherman will return tomorrow and kill us all!" the second of the three fish agreed. "you are right", he said. "we must leave the pond." But the youngest fish laoughed. "you are worrying without reason". He said. "we have lived in this pond all our lives, and no fisherman was ever come here. Why should these men return? I am not going anywere-my luck will keep me save".

The eldest of the fish left the pond that very evening with his entire family. The second fish saw the fisherman coming in the distance early next morning and left the pond at once with all his family. The third fish refused to leave even then.

The fisherman arrived and caught all the fish in the pond. the third fish was caught and kiled.

1. What does the text tell about?
  - a. Three fish
  - b. The fisherman
  - c. The eldest fish
  - d. The pond
2. "they told each other excitedly"



The word “They” in the first paragraph in line 2 refers to...

- a. Three fish
  - b. The fisherman
  - c. The eldest fish
  - d. The second fish
3. What is the main idea of second paragraph?
- a. The eldest of fish have good behavior
  - b. The eldest of fish did not care with others
  - c. The eldest of fish made trouble
  - d. The eldest of fish persuade the first fish tu run away
4. The word *excitedly* has same meaning as...
- a. sad
  - b. happy
  - c. bad
  - d. terrible
5. “ *We* must come back tomorrow morning with.....”  
The word “*We*” refers to...
- a. Three fish
  - b. The fisherman
  - c. The eldest fish
  - d. The second fish
6. “He called the other fish together and....?”  
The word “*He*” refers to...
- a. The eldest fish
  - b. The second fish
  - c. The third fish
  - d. The first fish
7. The following statements are wrong about the text, *except*....
- a. The fisherman will back to the pond to catch the fish
  - b. The fisherman will not back to the pond
  - c. The fish was not in trouble when they heard fisherman said to catch them

- d. The fish jumped from the pond
8. “you are right”  
The word “*you*” refers to....
- a. Three fish
  - b. The fisherman
  - c. The eldest fish
  - d. The second fish
9. What did the eldest of fish do after hear the fisherman said to catch them?
- a. Run away
  - b. He called the other fish to leave the pond
  - a. He did not do anything
  - c. He laughed
10. How is the third fish?
- a. The pity fish
  - b. The lucky fish
  - c. He run away
  - d. He save from the fisherman

Answer True or False for these statements. If the answer is a false then correct the statement and write it on the lines provided below.

11. Once upon a time three fish died in a pond. \_\_\_\_\_
12. The fisherman passed the pond and saw the fish. \_\_\_\_\_
13. The fish heard what the fisherman said. \_\_\_\_\_
14. That fisherman will come back tomorrow and kill us all. \_\_\_\_\_
15. Youngest fish said no fisherman ever come here. \_\_\_\_\_
16. The easiest fish left the pond that very night with his whole family. \_\_\_\_\_
17. The eldest fish left the pond that very night with his whole family. \_\_\_\_\_
18. The second fish saw the fisherman coming from a distance and immediately left the pond with his whole family. \_\_\_\_\_
19. The third fish left the pond. \_\_\_\_\_
20. the third fish was caught and killed. \_\_\_\_\_



**IAIN PALOPO**



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**INSTITUT AGAMA ISLAM NEGERI PALOPO**  
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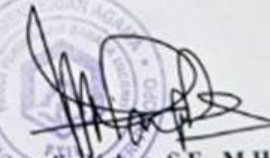
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Program Studi : Pendidikan Bahasa Inggris  
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan  
Alamat / No. HP : Balandai / 082190338532

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**Dr. Munir Yusuf, M.Pd**  
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Palopo, 21 Juni 2021  
Ketua Prodi  
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### Surat Keterangan Bebas Mata Kuliah

Sehubungan dengan selesainya "Mata Kuliah Mahasiswa" sebagai salah satu prasyarat utama untuk mengikuti Ujian Munaqasyah, maka kami menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Absar

Nim : 14.16.3.0003

Prodi : Pendidikan Bahasa Inggris

Telah menyelesaikan seluruh mata kuliah mulai dari semester I sampai dengan semester VIII

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Palopo, 21 Juni 2021

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Yang bertanda tangan di bawah ini: Admin Turnitin Prodi Pendidikan Bahasa Inggris, dengan ini menerangkan bahwa telah memeriksa proposal/skripsi mahasiswa:

Nama : Absar  
NIM : 14.16.3.0003  
Semester : XIV (empat belas)  
Program Studi : Pendidikan Bahasa Inggris  
Keperluan : Seminar Hasil/Munaqasyah

Dan hasil pemeriksaan menemukan bahwa proposal/skripsi yang diperiksa memiliki tingkat *similarity* 22%. Sebagaimana lembar hasil uji terlampir.

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# IAIN PALOPO

## **CURICULUM VITAE**



ABSAR, Usually called absar was born on april 20<sup>th</sup>, 1997 in Batusitanduk. The writer is the daughter of Rani and Suharti. The writer is the first child of four siblings. The writer completed him education in elementary level at Madrasah Ibtidaiyyah Batusitanduk in 2008. In 2011, He graduated from Madrasah Tsanawiyah Batusitanduk and graduated from SMKN 2 Palopo in 2014.

In the same year, the writer continued him study in State Islamic Institute of Palopo (IAIN PALOPO) at the Tarbiyah and Teacher Training Faculty of English Education Study Program. In the final stage of completing the study, the writer compiles a thesis under the tittle “Improving Students Reading Comprehension Through Think Pair Share Strategy Of The Eighth Grade Of PMDS Putra Palopo” as a requirement to obtain the bachelor’s degree in the undergraduate program (S1). In him free time, the writer mostly spend it by playing game, listening to the music, playing futsal, reading, and traveling.