

**AN UNDERGRADUATE THESIS**

**IMPROVING THE STUDENTS' READING COMPREHENSION  
ABILITY THROUGH THINK PAIR SHARE TECHNIQUE AT  
ELEVENTH GRADE OF MAN 1 LAMPUNG TIMUR IN THE  
ACADEMIC YEAR 2017/2018**

By:

**SITI RODIAH**

**Student Number: 13108467**

**Tarbiyah Faculty**

**English Education Department**



**STATE INSTITUTE OF ISLAMIC STUDIES**

**(IAIN) OF METRO**

**1439 H / 2018 M**

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Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd.)  
in English Education Department

**By:**

**SITI RODIAH**

**Student Number: 13108467**

**Tarbiyah Faculty**

**English Education Department**

Sponsor :Dr. Mahrus As'ad, M.Ag.

Co-Sponsor :Trisna Dinillah Harya, M.Pd

**STATE INSTITUTE OF ISLAMIC STUDIES  
(IAIN) OF METRO  
1439 H / 2018 M**



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan: Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**NOTA DINAS**

Nomor :  
Lampiran :  
Perihal : **Mohon dimunaqsyahkan Skripsi**  
**Saudari Siti Rodiah**

Kepada yth,  
Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
Institut Agama Islam Negeri (IAIN) Metro

*Assalamualaikum Wr.Wb.*

Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name : Siti Rodiah  
Students Number : 13108467  
Judul Skripsi : IMPROVING READING COMPREHENSION ABILITY THROUGH  
THINK PAIR SHARE TECHNIQUE AT ELEVENTH GRADE OF MAN  
1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2017/2018

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqsyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Sponsor

Metro, Januari 2018  
Co-sponsor

**Dr. Mahrus As'ad, M.Ag**  
NIP. 19611221 199603 1 001

**Trisna Dinillah Harva, M.Pd.**  
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id) E-mail: [iaimetro@metrouniv.ac.id](mailto:iaimetro@metrouniv.ac.id)

**APPROVAL PAGE**

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Name : Siti Rodiah  
Students Number : 13108467  
Department : English Education  
Faculty : Tarbiyah and Teacher Training

**APPROVED BY:**

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State  
Islamic Institute of Metro.

Sponsor

Metro, January 2018  
Co-sponsor

**Dr. Mahrus As'ad, M.Ag**  
NIP. 19611221 199603 1 001

**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 200912 2 004

The Head of English Education Department

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610 200801 1 01



**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO**  
**FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111  
M E T R O Telp. (0725) 4157, Fax (0725) 47296 Email: [stainmetro@yahoo.com](mailto:stainmetro@yahoo.com) website: [www.stain\\_metro.ac.id](http://www.stain_metro.ac.id)

**RATIFICATION PAGE**

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An undergraduate thesis entitled: IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY THROUGH THINK PAIR SHARE TECHNIQUE AT ELEVENTH GRADE OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2017/2018

Written by Siti Rodiah, student number. 13108467, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 25, 2018 at 13.00-14.30.

**BOARD OF EXAMINERS:**

Chairperson : Dr. Mahrus As'ad, M.Ag

Examiner I : Dedi Irwansyah, M.Hum


Examiner II : Trisna Dinillah Harya, M.Pd.

Secretary : Ani Meitikasari, M.Pd.

  
Chairman:   
Examiner I:   
Examiner II:   
Secretary: 

The Dean of Tarbiyah  
and Teacher Training Faculty



  
**Dr. Akla, M.Pd.**

NIP. 19691008 200003 2 005

## **ABSTRACT**

### **IMPROVING THE STUDENTS' READING COMPREHENSION ABILITY THROUGH THINK PAIR SHARE TECHNIQUE AT THE ELEVENTH GRADE OF MAN 1 LAMPUNG TIMUR IN THE ACADEMIC YEAR 2017/2018**

**BY:**

**SITI RODIAH**

The purposes of this research are to show that using Think Pair Share Technique can improve the students' reading comprehension ability and students' learning activities at the eleventh grade of MAN 1 Lampung Timur in the academic year 2017/2018. The researcher had outlined the problem in this research that focused on reading comprehension ability. It is related on the problem identification that the students have low motivation to learn English especially in reading, they get the difficulties to comprehend the main idea and information from the text, and they are also not interested about the learning technique in the class. They always feel bored in reading subject.

This research was classroom action research that consisted of two cycles. The researcher was conducted at MAN 1 Lampung Timur on XI IPS 3 class which consisted of 31 students. The data collecting technique used test, documentation, observation and field note. Regarding to the research process, the researcher gave the pre-test for the students to know their reading comprehension ability score. Then, the researcher gave the treatment for the students. In addition, the change of the students' comprehension ability score could be known through post test that had been given in every cycle. The test consisted 20 items of multiple choice forms.

The result of the research shows the average of the students' score in pre-test was 63 and post test 1 was 73 and post test 2 in cycle II was gained the average score was 77. The condition of the class was getting better. The students were more active in English learning process. Think Pair Share (TPS) technique is effective in improving the students' reading comprehension ability at the eleventh grade of MAN 1 Lampung Timur.

## ABSTRAK

### MENINGKATKAN KEMAMPUAN PEMAHAMAN MEMBACA PADA SISWA MELALUI TEKNIK THINK PAIR SHARE DI KELAS SEBELAS MAN 1 LAMPUNG TIMUR TAHUN AKADEMIK 2017/2018

Oleh:

SITI RODIAH

Tujuan dari penelitian ini adalah untuk menunjukkan bahwa penggunaan Think Pair Share (TPS) teknik dapat meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran pada siswa kelas sebelas MAN 1 Lampung Timur tahun pelajaran 2017/2018. Permasalahan yang diangkat oleh peneliti dalam penelitian ini berkaitan dengan kemampuan pemahaman membaca. Hal ini berdasarkan pada identifikasi masalah yang menjelaskan bahwa siswa mempunyai motivasi rendah untuk belajar bahasa inggris khususnya materi membaca, mereka mengalami kesulitan dalam memahami topik utama dan informasi pada teks, dan mereka tidak tertarik terhadap teknik yang digunakan dikelas. Mereka selalu bosan pada saat materi membaca bahasa inggris.

Penelitian ini menggunakan Penelitian Tindakan Kelas (PTK) yang terdiri dari 2 siklus. Penelitian ini dilaksanakan di MAN 1 Lampung Timur pada kelas XI IPS 3 yang terdiri dari 31 siswa. Teknik pengumpulan data pada penelitian ini menggunakan teknik test, dokumentasi, observasi dan catatan lapangan. Tahapan - tahapan dalam proses penelitian yaitu peneliti memberikan pre-test kepada siswa untuk mengetahui kemampuan pemahaman membaca siswa. Kemudian, peneliti memberikan tindakan kepada siswa dalam setiap siklusnya. Perubahan nilai dari siswa akan diketahui melalui hasil post test yang dilakukan dalam setiap siklusnya. Test ini terdiri dari 20 soal berbentuk pilihan ganda.

Selanjutnya, berdasarkan penelitian yang telah dilakukan, peneliti mendapatkan hasil penelitian dengan nilai rata-rata pre-test adalah 63, post test I adalah 73 dan post test 2 pada siklus II adalah 77. Kondisi kelas menjadi jauh lebih baik. Siswa-siswa menjadi lebih aktif untuk mengikuti proses pembelajaran bahasa inggris. Think Pair Share (TPS) adalah teknik yang efektif dalam meningkatkan kemampuan pemahaman membaca dan aktifitas pembelajaran siswa pada kelas XI MAN 1 Lampung Timur.

### STATEMENT OF RESEARCH ORIGINALITY

The under signed :

Name : SITI RODIAH

Student Number : 13108467

Department : English Education Department (TBI)

Faculty : Tarbiyah and teacher's training faculty

States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excerpted from the bibliographies mentioned.

Metro, January 2018





## ORISINALITAS PENELITIAN

Yang bertanda tangan dibawah ini :

Nama : SITI RODIAH

NPM : 13108467

Program Studi : Tadris Bahasa Inggris (TBI)

Fakultas : Tarbiyah dan ilmu keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil dari penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, January 2018

Peneliti



SITI RODIAH  
NPM. 13108467

## MOTTO

الَّذِينَ ءَامَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ وَاللَّهُ بِمَا تَعْمَلُونَ خَبِيرٌ ﴿١١﴾

“Allah raises the rank of those amongst you who believed and  
acquired the knowledge”

**(Qur'an Surrah Al-Mujaadillah, verse 11)**

## **DEDICATION**

I highly dedicate this undergraduate thesis to :

1. My beloved parents, Mr. Wagino and Mrs. Mikem who always support and advice my life and my study, thank you very much for your everlasting love and incessant prayer.
2. My lovely brothers, Yatno, Dion, Mahmud and my lovely sister Yatmi who have given wonderful motivation to me.

## ACKNOWLEDGEMENT

As human beings who constantly have faith and believe in Allah the Almighty, let us continuously offer our praise to Him for all abundant blessing, especially the precious health to the researcher that she could accomplish this undergraduate thesis. Peace is upon our prophet Muhammad SAW, the great leader of moral awakening in the world who has led us from the darkness to the lightness.

This undergraduate thesis entitles “Improving Reading Comprehension Ability Through Think Pair Share Technique at the Eleventh Grade of MAN 1 Lampung Timur”. The research is presented to fulfill one of the requirements for the degree Sarjana Pendidikan (S.Pd.) in English Education Department.

There were many helpful individuals involved in accomplishing this undergraduate thesis. Thus, I would like to express my gratitude to:

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The researcher do apologizes for all mistakes that she has made in writing and presentation items. Hopefully, this undergraduate thesis can be a meaningful benefit especially for our campus and all of the readers generally in improving language learning.

Metro, January 2018

The Researcher,



**Siti Rodiah**  
NPM. 13108467

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

Reading has an important role in learning process because the students success in learning other subjects is very much determined by the high degree of mastering reading. Therefore, teacher should try to make reading interesting, enjoyable, meaningful and challenging.

Reading is about understanding written text. It is a complex activity that involves both perception and thought. Reading consists of two related processes word recognition and comprehension. Word recognition refers to the process of perceiving how written symbols correspond to one's spoken language. Comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. What we know about reading is mostly based on studies conducted in English.

After doing observation in the classroom of the eleventh grade students of MAN 1 Lampung Timur, the researcher found the problems of the students in reading comprehension. It is hard to understand texts. They had difficulty to answer questions following the text, students' vocabulary is lack, the reading teaching and learning activities is more teacher-centered in a way that the reading instruction is based on what the teachers tell, the reading teaching and

learning process is sometimes boring, students are not motivated to do it and sometimes they just keep silent listening to what the teacher is reading. Finally, students are seldom engaged in cooperative and interesting work. Besides, they did not participate actively in classroom activities. In other words, the students' ability was still low in reading comprehension.

From the problems of reading above, the researcher would like to use one of the teaching strategies that can be applied in teaching learning. One of the effective instructional techniques in teaching learning is think pair share.

Think pair share is a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group. It means that this technique make the students feel enjoy when they read the text because they read and do the task with their partner. So, they can discuss together to answer the question. Beside that, various research have shown that especially at the primary, secondary and university level that Think-Pair –Share technique is effective in learning process of theoretical course, in the development of critical thinking process of students, not only in their ability to express themselves, but also in their communication skill.

Based on the pre-survey, the researcher found many students at Eleventh Grade of MAN 1 Lampung Timur has difficulties in reading or comprehend the text. This is the table of pre-survey from Eleventh Grade of MAN 1 Lampung Timur:

**Table 1**  
**Pre-Survey Test Score**

<b>No</b>	<b>Students' Names</b>	<b>Score</b>	<b>Interpretation</b>
1	A. N.	40	Incomplete
2	A.S.	25	Incomplete
3	A. M.	60	Incomplete
4	A. R.	30	Incomplete
5	A. P.	35	Incomplete
6	A.	80	Complete
7	A. N.	20	Incomplete
8	D. K.	65	Incomplete
9	E. F.	55	Incomplete
10	F. L.	25	Incomplete
11	F. M.	45	Incomplete
12	H. A.	60	Incomplete
13	I. S.	65	Incomplete
14	I. R.	40	Incomplete
15	K. K.	50	Incomplete
16	M. F.	50	Incomplete
17	M. N.	70	Incomplete
18	N. E.	15	Incomplete
19	R. F.	70	Incomplete
20	R. R.	60	Incomplete
21	R. M.	55	Incomplete
22	R. R.	65	Incomplete
23	S. M.	35	Incomplete
24	S. L.	20	Incomplete
25	S. S.	35	Incomplete
26	S. S.	25	Incomplete
27	T. P.	25	Incomplete
28	T. I.	40	Incomplete
29	T. A.	35	Incomplete
30	Y. P.	80	Complete
31	Z. R.	75	Complete
<b>Total</b>		<b>1540</b>	
<b>Average</b>		<b>45,29</b>	

Table 2.

The students' score result

At the eleventh grade of MAN 1 Lampung Timur

No	Grade	Category	Frequency	Percentage (%)
1	>75	Complete	3	9,68%
2	<75	Incomplete	28	90,32%
<b>Total</b>			<b>31</b>	<b>100 %</b>

*Source:* The result data of reading test at the eleventh grade of MAN 1 Lampung Timur has been conducted on March 27<sup>th</sup> 2017.

The table above represents that only 3 students from 31 students get good score (passed) in reading test. The minimum mastery criteria (KKM) for English in MAN 1 Lampung Timur is 75. It can be seen that 28 students belong to be failed for the score <75 and only 3 students can do well in reading test. It can be explained that 28 students have low reading comprehension abilities.

Based on the problems above, the researcher would intend to conduct the study of using Think Pair Share technique to improve Student's Reading Comprehension at Eleventh Grade of MAN 1 Lampung Timur.

## B. Problem Identification

Regarding to the background of the study, the researcher identified the problems as follows:

1. The students have the difficulties to improve their reading comprehension ability.

2. The students have the difficulties to get main information from the text because they have lack vocabulary mastery.
3. The students have low motivation in reading subject because the teaching and learning activities is more teacher centered.
4. The students' feel bored or they are not interest to study English especially in reading subject.

### **C. Problem Limitation**

Concerning with the background of the study and problem identification above, the researcher takes the problem limitation on this research. The researcher would be focused on the students of the eleventh grade of MAN 1 Lampung Timur find the difficulties to improve their reading comprehension ability.

### **D. Problem Formulation**

Based on the explanation above, the researcher formulates the problems in this research are:

1. Can Think Pair Share (TPS) technique improve the reading comprehension ability at the eleventh grade of MAN 1 Lampung Timur?
2. Can Think Pair Share (TPS) technique improve the students' learning activity at the eleventh grade of MAN 1 Lampung Timur?



## **E. Objective and Benefits of the Study**

### **1. The objective of the study**

The objective of this research is to show that Think Pair Share technique can be used to improve the students' reading comprehension at eleventh grade of MAN 1 Lampung Timur.

### **2. The benefits of the study**

The results of this research might be useful, as follows:

#### **a. For the student**

The research intends to show that think-pair-share in teaching reading comprehension will give good impact to the students. Students optimize their reading comprehension and more motivate in learning English.

#### **b. For the teacher**

The result is expected to be useful for the researcher herself and for the entire English teacher who might use this technique when they teach reading.

#### **c. For the researcher**

By this research, the researcher will improve the students' reading comprehension, so the optimal result of teaching process can be achieved.

## **BAB II**

### **THEORETICAL REVIEW**

#### **A. The Concept of Reading Comprehension Ability**

##### **1. The Definition of Reading Comprehension Ability**

Reading English text is important for us because in reading English text the students get knowledge and information. It is not easy moreover complicated English text. The students need more understanding about main ideas of the reading text. If we read a lot of books about reading, we will find that there are some explanation about reading.

According to Jeremy Harmer, reading is an exercise dominated by the eyes and the brain. The eyes receive message and the brain then has to work out the significance of these message.<sup>1</sup>

Moreover, Grabe defines that Reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. In the classroom, some teachers often use texts or books as media to deliver material of a subject. Furthermore, the teacher asks the students to read the texts to grab information in order that they could understand the material.<sup>2</sup>

Base on the quotations above, the researcher can make a conclusion that reading is an activity which the readers do to get information from what

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<sup>1</sup> Jeremy Harmer, *The Practice of English Language Teaching*, New Edition, New York: Longman. 1991. p. 190

<sup>2</sup> Grabe, *Reading in a Second Language (Moving from Theory to Practice)*, New York: Cambridge University Press, 2009, p.5

they read. Reading is used to ease people get information from the text, book, magazine, newspaper, and other.

Then, Alexander argues that comprehension is a special kind of thinking process.<sup>3</sup> The reader comprehends by actively constructing meaning internally from interacting with the material that is read. There are two kinds of comprehension. First, the literal comprehension in which the reader is getting only literal meaning, that is receiving and understanding only what the author has said. This kind of reading tends to be receptively and passively because there is no process of efforts to dig out the deeper meaning. Second, the implied comprehension, that is, reading beyond or between the lines when the reader is doing the action, he brings his knowledge and experience to the act of reading, draws inferences and applies reading to life situations. It means that he is reading actively where there is an interchange of ideas with the author. Good readers read for mainly means that they do not look at all of every sentence for they can understand more than the sentences they read. Good readers can unite their purpose with the author's.

In other words, Comprehension is the process of deriving meaning from connected text. It involves word knowledge (vocabulary) as well as think and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct the meaning. This active engagement includes making use of prior knowledge.

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<sup>3</sup> Alexander, J. E, *Teaching Reading: (3rd Ed.)* Boston: Scott Foresman and Company, 1988, P.38

It involves drawing inferences from the words and expressions that a writer uses to communicate information, ideas and view points. Recent studies have focus on how readers use their knowledge and reasoning to understand the texts.

Moreover, reading comprehension has been argued by Graham that reading comprehension involves much more than readers' responses to text.<sup>4</sup> Reading comprehension is a multi component, highly complex process that involves many interactions between readers and what they bring to the text as well as variables related to the text itself. Besides, reading in this study refers to comprehensive reading at the process of understanding written text. Knowledge is the basic element for the comprehension. It is related to what they do not know about information to they have already known. Reading really depends on some information through the eyes to the brain.

Furthermore, Brown defines reading comprehension is affected by schema and background knowledge of the readers.<sup>5</sup> In addition, affective and cultural factors also play a major role in motivating and rewarding people in literacy. The interest of reading has stimulated the learners to be successful in comprehending the reading materials.

From the definition above, it can be concluded reading comprehension can be defined as the process in which the readers construct meaning from

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<sup>4</sup> Graham, Steve, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York: The Guilford Press, 2007, P.8

<sup>5</sup> Brown, H Douglas, *Teaching by Principle*, p. 299

a text connected to the background knowledge they have to get the clear understanding of the writer's message.

Furthermore, the word ability in Oxford Advanced Learner's Dictionary can be defined as a power required to do something.<sup>6</sup> Reading is specific abilities which enable a reader to read written from as meaningful language to read all written independently, comprehensionly and fluently. It is specific reader's ability to understand the text and the meaning. Then, Jean Wallace Gillet and Charles Temple said that reading ability in foreign language is a measure of one's general knowledge.<sup>7</sup> In other word reading ability should aim to increase vocabulary mastery. That reading ability is the search for meaning, actively using our knowledge of the word to understand each new thing we read. It means that reading ability is ability to understand meaning aim and purpose of the text by finding the suitable meaning based on intuition and diction of the text.

Finally, it can be said that reading comprehension ability is the students' ability in comprehending the content of the text. By using this ability, the students can gather any new information and knowledge. It can be done by relating their background knowledge to the writer's idea and information drawn from the written text. The teacher can improve their students' reading comprehension ability by using appropriate teaching reading technique to the students' habits, interests, and characteristic.

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<sup>6</sup> As Hornby, *Oxford Advanced Learner's Dictionary*, (New York: Oxford University Press, 2010), p.1.

<sup>7</sup> Jean Wallace Gillet and Charles Temple, *Understanding Reading Problem*, (United state of America:Harper Collins College publisher, 1994), p.4

## 2. Factors Affecting Reading Comprehension

There are many ideas of the factors affecting reading comprehension proposed by some experts. Below four factors affecting reading comprehension ability are presented.<sup>8</sup>

### a. Background knowledge of the text

Students' background knowledge of the text is one of the factors affecting reading comprehension. Readers understand what they read because they are able to take the stimulus beyond the graphic representation and assign it membership to an appropriate group of concepts already stored in their memories. Here, the students' background knowledge is important since the students start to make connections about what they already know in order to construct meaning.

### b. Affection

Affection factor includes the students' interest, motivation, attitudes and beliefs. The affective factors have an important role in influencing what is understood by the readers.

### c. Purpose of reading

Efficient reading consists of clearly identifying the purpose in reading. Purposes of reading help the reader to focus on information that they want to find out. A reader can have problems in understanding a text if he reads with no particular purpose in mind.

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<sup>8</sup> Alderson, J. Charles, *Assessing Reading*. Cambridge : Cambridge University Press, 2000, p. 32

#### d. Vocabulary Mastery

Vocabulary mastery is essential to reading comprehension.<sup>9</sup> It is impossible to understand the text if the readers do not know much about a significant number of the words in the text. By mastering much vocabulary, the reader can construct the meaning of the text easily.

From the theories above, it can be concluded that reading comprehension is not a single process. It is a complex process which is affected by some factors such as the reader's background knowledge of the text, the reader's motivation and interest in reading, the reader's purpose of reading, and the reader's vocabulary mastery. All of those factors relate to each other in influencing the reader's reading comprehension ability.

### 3. The Levels of Reading Comprehension Ability

According to Alice C. Omagio in Sanggam's book, there are four different levels of proficiency readers as follows:<sup>10</sup>

#### a. Novice-level reader

Novice-level reader, the readers that are able to recognize the writing symbol, words and expression that is used in some texts containing general topics of their common experiences, such as basic classroom objects, colors, numbers, telling times and dialogues with a comprehension at minimal except for simple memorized material.

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<sup>9</sup> Klingner, K. J., Vaughn, S., Boardman, Alison, *Teaching Reading Comprehension to Students with Learning Difficulties*, New York: The Guilford Press, 2007, p.47

<sup>10</sup> Sanggam Siahaan, *Issues in Linguistics*, (Yogyakarta: Graha Ilmu, 2008), p.106-107.

b. Intermediate-level reader

Intermediate-level reader, the readers those are able to find the main gist, key ideas and some supporting details of narrative text types on familiar topics such as simple instructions, general information, meeting arrangements, well with some common misunderstanding of finer point.

c. Advanced-level reader

Advanced-level reader refers to the reader that has capability to comprehend main ideas, most supporting details of the abstract and factual topics with familiar context in description, narration and non technical prose which contain newspaper accounts, directions, academic texts, current events, press, politics, economics, with an enhancement of detail comprehension, but still not totally precise.

d. Superior-level reader

Superior-level reader refers to the readers that have capability to comprehend most materials on concrete and abstract topics, get main idea and most of supporting details, and understand new vocabulary in context through contextual guessing strategies.

#### **4. Problems of Teaching Reading Comprehension Ability**

Teaching reading is a part of the activity in teaching English that must be done by the teacher. Some teachers find problems in teaching reading comprehension. The first problem is that the teacher cannot know exactly



the students' prior knowledge.<sup>11</sup> Although the teacher has taught some materials which are related to the topic that will be discussed, she or he cannot make sure that all the students can understand the material well. It becomes a serious problem in teaching reading comprehension as prior knowledge is very important to the students' reading comprehension.

Teachers find the fact that deciding suitable tasks of reading are complicated.<sup>12</sup> It is reasonable enough as tasks will influence the students in comprehending a text. When the teacher can give good and suitable tasks of reading, the students will engage in reading and comprehension can be easily achieved. Indeed, appropriate tasks and texts help students in understanding texts.

Another problem that might be faced by the teacher is that teachers feel that finding the best technique to teach the students is quite difficult. It is because they face students with different characteristics and levels of intelligence. In fact, the technique chosen by the teacher may affect the students in achieving their reading comprehension. That is why suitable technique is needed to conduct by teachers in teaching reading comprehension.

From the description above, it is clear that the condition of not knowing exactly the students' prior knowledge, the difficulty in designing suitable tasks, and the difficulty in choosing the appropriate technique is problems which appear in teaching reading comprehension. In relation to the last

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<sup>11</sup> National Research Council, *Engaging Schools (Fostering High School Students' Motivation to Learn)*, Washington DC: The National Academies Press, 2004, p. 62

<sup>12</sup> Ibid p.63

problem, the difficulty in choosing appropriate technique, the researcher feels necessary to apply certain technique in the teaching of reading comprehension.

## 5. Measurement of Reading Comprehension Ability

To know the achievement of reading comprehension ability should be measured by using the assessment of reading. There are the measurements of reading comprehension related to Grenall and Swan, as follows:<sup>13</sup>

Table 3.

The Measurement of Reading Comprehension Ability

No.	Criteria	Score
1.	Students can identify the meaning of the ideas in the text	0-25
2.	Students can identify the communicative purpose of the text	0-25
3.	Students can identify main idea of the text	0-25
4.	Students can identify information contained in the text	0-25
	<b>Total</b>	<b>100</b>

## B. The Concept of Think Pair Share

### 1. Definition of Think Pair share

Think pair share is a cooperative learning discussion. It is simple technique but very useful which developed by Frank Lyman of the University of Maryland. Think pair share has grown out of the cooperative learning developed by Frank Lyman and his colleagues at the University

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<sup>13</sup> Simon Grenall and Michael Swan, *Effective Reading: Reading Skill for Advanced students: Teacher's book*, (USA: Cambridge University Press, 1994), p.34.

of Maryland. It is an effective way to change the discourse pattern in a classroom. It challenges the assumptions that all recitations or discussions need to be held in whole-group settings, and it has built-in procedures for giving students more time to think and to respond and to help each other.<sup>14</sup>

This is a simple and quick technique; the instructor develops and poses question, gives the students a few minutes to think about a response, and then asks students to share their ideas with a partner. This task gives them opportunity to collect and organize their thoughts. “Pair” and “Share” components encourage learners to compare and contrast their understanding with those of another and to rehearse their response first in a low-risk situation before going public with the whole class.<sup>15</sup>

Furthermore, according to Himmele states that think pair share is a powerful tool, it is only as powerful as the prompt on which students are asked to reflect.<sup>16</sup> Use prompts that require students to analyze the various points of view or the components that are inherent in your standard target. Ask questions that require students to explain how these components fit together or affect one another.

Arends states that think pair share has grown out of the cooperative learning developed by Frank Lyman and his colleagues at the University

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<sup>14</sup> Richard I Arends, *Learning To Teach*, New York: Mc Graw Hill Companies, 2009, p.370

<sup>15</sup> Mandal, *The modern journal of applied linguistics, Cooperative learning strategy*. India.2009. Vol 1-2 94-102.

<sup>16</sup> Himmele, Persida and Himmele, William. *Total Participations Technique ASCD*, 2000. P.32

of Maryland.<sup>17</sup> It is an effective way to change the discourse pattern in a classroom. Suppose a teacher has just completed a short presentation or students have read an assignment or a puzzling situation the teacher has described. The teacher now wants students to consider more fully what she has explained. She chooses to use think pair share technique rather than whole-group question and answer.

It mean that Think Pair Share (TPS) can help a student makes conclusion of the reading text is read by the students. Then, the students can give opinion what the text about and critics the text. So, the students feel enjoy with their study because they can express their selves.

## **2. The Principle of Think Pair Share Technique**

Johnson and johnson in slavin state five essential principle think pair share technique of cooperative learning:<sup>18</sup>

### **a. Positive interdependence**

The main thing to create an effective cooperative learning is positive interdependence which means that every member of each group has to consider their group. In the cooperative learning, students have to be responsible for two main things which are learning the materials and ensuring that all members of group also do it. Positive interdependence occurs when students realize that they will never succeed doing certain duties if the other members get failed in doing such duties.

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<sup>17</sup> Richard I Arends, *Learning To Teach*, p.370

<sup>18</sup> Johnson and Johnson, *Cooperative Learning Methods*, Minnesota : University of Minnesota, 1995, P.129

b. Promotive Interaction

Promotive interaction can be defined as an interaction in a group where every member supports each other to reach and produce something for same purposes. Promotive interaction occurs when the members of group help each other who needs help, sharing and processing the certain information effectively and efficiently, sharing their own opinion and conclusion to each other, support their own effort to each other to reach their goal, and believing to each other.

c. Individual Accountability

Everyone has to be responsible for their own duty. That is one of the elements of cooperative learning. When many members do not give their contribution and there are only some members who contribute too much then they are not responsible for the final result, it means that such group has failed in cooperating. To ensure that every member has responsible for their own job, the teacher needs to consider how many efforts every member in contributing to their group and gives the feedback and evaluation to them.

d. Interpersonal and Small Group Skill

To coordinate every effort to reach group's goals, students should understand and believe to each other, avoid the ambiguity in communication to others, support to each other; and reconcile an issue which may cause a conflict.

e. Group Processing

Usually, an effective group work depends on how such group can reflect their own group processing. The purpose of processing refers to any instrumental events in rising the wanted aims. In cooperative learning, group processing can be defined as group reflection in; describing any action whether it helps or not, deciding any action what needs to be continued or needs to be revised. The purpose of group processing is to clarify and improve the effectiveness group working to each member to reach group aims.

### **3. The Process of Think Pair Share Technique**

This technique gives the students to work individually and make interaction in pair, then share their ideas or opinions in the whole of classroom. The following process of applying the technique are:

- a. The teacher divides the students into groups. Each group consists of four students.
- b. The teacher distributes the reading material and its comprehensive questions to each student in the classroom.
- c. The teacher gives students time for thinking their own answer. The allocation time should be appropriated with difficulties of reading material and the numbers of the questions.
- d. The teacher chooses student's number. The teacher announces discussion partners. (Example: teacher chooses students 1 and 2 as the partners and the same time, students 3 and 4 discuss their idea).

- e. The teacher asks the students to pair with their partners to discuss topic, solution, or opinion.
- f. The teacher asks the students to discuss with other pair in the group.
- g. The teacher asks the students to share their ideas or opinion in the whole of classroom after the teacher calls students randomly system.

Think-pair-share also called as multi-mode discussion. It is a learning technique that provides processing time and builds in wait-time which enhances the depth and breadth of thinking. The general idea of think pair share technique is having the students independently think or solve a problem quietly, then pair up and share their thoughts or solution with someone nearby.

#### **4. The Advantages of Using the Think-Pair-Share Technique**

There are some advantages of using the Think-Pair-Share technique. The benefits may affect both students and teachers. The first benefit is for students. With the Think-Pair-Share technique, students are given time to think through their own answers to the questions before the questions are answered by other peers and the discussion moves on. Students also have opportunity to think aloud with another student about their responses before being asked to share their thinking with at least one other student; in turn, increases their sense of involvement in the classroom learning.

As a Cooperative Learning strategy, the Think-Pair-Share also benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and

school. Students spend more time on task and listen to each other more when engaged in the Think-Pair Share technique activities. More students are willing to respond in large groups after they have been able to share their responses in pairs. The qualities of students' responses also improve.

The second is the benefits for teacher. It is a freedom for teachers to master new professional's skill, particularly those emphasizing communication.

Students can practice in peer teaching, that requires that they understand the material at deeper level than students typically do when are simply asked to produce an exam. It can increase frequency and variety of second language practice through different types of instructional. So, the teacher can develop the appropriate instruction for the students.

### **C. The Use of Think Pair Share Technique to teach Reading Comprehension Ability**

#### **1. The Procedures of Think Pair Share Technique**

According to Kagan, he makes a procedure of how this technique is applied.<sup>19</sup> Firstly, teacher process to questions to the class, giving students a few minutes to think about the questions, devise individual responses, and students make brief notes about their thoughts. Then, teacher asks students to pair with another students nearby, the pairs will then talk with one another using their notes to remind them of the points they wish to make.

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<sup>19</sup> Spencer Kagan and Miguel Kagan, *Kagan Cooperative Learning*, , (San Clemente, California: Kagan Publishing, 2000), p.139



The last, the teacher asks the students to share their ideas or opinion in the whole of classroom after the teacher calls students randomly system.

## **2. Steps of Think Pair Share Technique**

Think pair share has some steps should be followed by the teacher such as:<sup>20</sup> 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,

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

Step 3 : Sharing,

In the final step, the teachers 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 and continue until about a fourth or half of the pairs have had a chance to report.

## **D. Action Hypothesis**

Based on the frame of theories and assumption above, the researcher formulates the hypothesis is that using think pair share technique can improve reading comprehension ability at the eleventh grade of MAN 1 lampung Timur.

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<sup>20</sup> Ibid, p.197

## CHAPTER III

### RESEARCH METHOD

#### A. Setting of the Study

This research will be conducted in MAN 1 Lampung Timur where is located at Jl Kampus 38 B Banjarrejo Batanghari Lampung Timur. In this school, there are more than 70 teachers who teach several subjects. There are three departments in each grader. There are also any private dormitories for the school's students who want to be lived there.

#### B. Subject of the Study

This research is held at the eleventh graders of MAN 1 Lampung Timur. The subject of the researcher is the eleventh graders of class IPS 3 the second semester. There are 34 students in the class. The researcher selects class IPS 3 because the students have low English subject especially in reading comprehension. They also have low interest in learning English.

Table 4

The Subject of The research

Class	Sex		Total
	Male	Female	
IPS 3	9	22	31

### C. Research Procedure

The researcher used a Classroom Action Research (CAR) in this research. It was conducted at the Eleventh Grade of MAN 1 Lampung Timur. The research would be conducted by using cycles to observe the student reading skill by using Think Pair Share (TPS) technique. It consisted of planning, Action, observation, and reflection.

According to Kemmis and Mc Taggart in David Nunan's book, action research as an integral part of teachers' professional practice has been argued for most recently and forcefully.<sup>21</sup>

Yogest Kumar Singh states that action research is a method for improving and modifying the working system of a classroom in school.<sup>22</sup>

Jeremy Harmer gave the definition of action research is the name give to a series of procedures teachers can engage in, perhaps because the wish to improve aspects of their theaching, or altemately, because they want to evaluate the success and/or appropriacy of certain activities and procedures.<sup>23</sup>

From some theories of action research that have been mentioned above, the researcher only focuses on one theory. It is according to Jeremy Harmer, the researcher can conclude his theory that action research is a procedure of teacher in the process of teaching and learning because they want to measure how far the successful of their teaching in the classroom.

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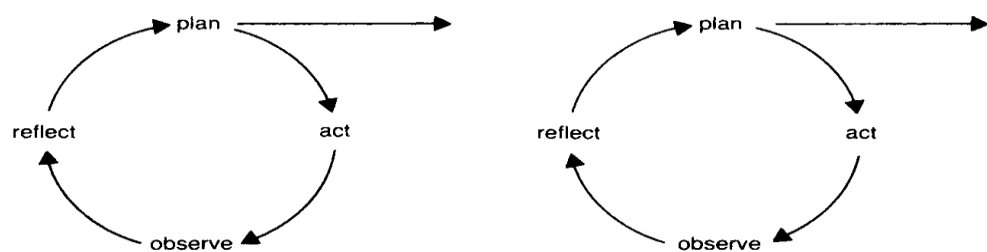
<sup>21</sup> David Nunan, *Language Teaching Methodology*, London: longman, 2000, p 13

<sup>22</sup> Yogest Kumar Singh. *Fundamental of research Methodology and Statistics*, New Age International (P) Ltd, 2006, P. 261

<sup>23</sup> Jeremy Harmer, *The Practice Of English Language Teaching*, Longman: Person Educatiion Limited, 2001, P. 344-346

Classroom action research activities consist of repetition cycles. Each of cycle involves planning, acting, observing, and reflecting. The cycle is done by continually up to the problem can be solved.

Figure 1  
Sequences of action-reflection cycles.<sup>24</sup>



Classroom Action Research (CAR) Cycles are :

# 1. Cycle 1

## a. Planning

Planing is the first step of this teaching context and must be prepared by the reseacher before doing action. With the planning the step will run well. The planning stage consist of the activities below :

- 1). Researcher identified the problems and found the problem solving.
- 2). The researcher made a lesson plan to teach reading.
- 3). The researcher prepared the material, technique, and media of teaching reading.

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<sup>24</sup> Jean McNiff and Jack Whitehead, *Action Research: principles and practice*, (London and New York: Rutledge Flamer, 2002), p.41.

4). The researcher prepared observation and evaluation sheet.

b. Acting

The action was the main part of this study. In action, the researcher gave a treatment for the students to comprehend their reading skill through think-pair share technique. This part also become implementing the previous planned teaching scenario in the classroom. During the processes of improving reading comprehension the teacher gave the students a story or text. What the researcher did successively in the classroom was classified into three main activities, such as pre-activities, whilst-activities, and post activities.

In pre-activities, the researcher who also acted as a teacher greeted the students nicely. Then, teacher lead the students" attention by asking some questions related to the material which is going to be taught. This was done to recall the student knowledge of the words and create positive attitude. This activity was planned for each session.

In whilst-activities, the researcher who acted as classroom teacher applied Think-Pair-Share technique for teaching. The researcher divided the students in pair then gave the students text or a story. The researcher told the role to the students. The roles were firstly, asking the students to think. The teacher begins to spark student thinking with a question. The students then pause to think about the question. The think step may require students merely to be quiet for a few moments

and ponder their thoughts about the question. They may write some thoughts in response to the question. Second, the students pair up to talk about the answer of the questions. They compared and identify the answer with their pair then note it down. Third, researcher asks the students to share the answer of the question. The students share with one another first and then the research calls for pairs to share their thinking with the others in the class. The time allocation for these whilst-activities was about 40 minutes in each session.

Post-teaching activity, the researcher administered reflection. Reflection was administered by the end of each session. The students submitted the test if they have finished the test. Reflection was actually intended to measure the students progressing ability in reading comprehension. The students' answers are collected then scored dichotomously that in every correct answer was given one point and zero for every incorrect answer. The post-test in each cycle was planned.

#### c. Observing

In this step, the students responses towards the implementation of think pair-share technique were observed. The researcher analyzed the results of students ability in comprehending the texts after the implementation of think pair-share in each cycles. In addition, the researcher also analyze the result of questionnaire of each cycle to

know the students' responses toward the application of think-pair-share technique.

d. Reflecting

Reflection is the activity that have purpose to analyze, understand, get conclusion based on observation of part that need correction or perfection part that have filled the target. The researcher will know the strength and weakness from action by reflecting. The researcher applies the data for evaluation of making improvement the next cycle. It means that classroom action research is actually helped from process of learning in the class that utilized a systematic planning.

2. Cycle 2

a. Planning

- 1). Researcher identified the problems and found the problem from the first cycle.
- 2). The researcher made a lesson plan to teach reading.
- 3). The researcher prepared the material, technique, and media of teaching reading.
- 4). The researcher prepared observation and evaluation sheet.

b. Acting

The researcher realized the lesson plan. Showing the new instrument, explaining slowly and clearly and the end the researcher get students complete post-test II.

c. Observing

The researcher observed and collected the data when learning process was done.

d. Reflecting

Reflecting the result of cycle 1 used to repair and develop action in cycle 2. After that, the researcher analyzed the test result (pre-test and post-test). After scoring the students' work finished, the researcher knew there is any improve after treatment, if the students have higher score in their post-test.

#### **D. The Data Collection Technique**

In collection the data, the researcher used test and observation. Test as the instrument consist of pre-test and post-test.

1. Test

In this research, the researcher gives the students two tests that are pre-test and post-test to know the improvement of students' reading comprehension ability. The kind of this test is written test with multiple choice test. The test is given to know the students' achievement before and after learning process.

a. Pre-test

The pre-test would be given before applying treatment through Think Pair Share (TPS) in order to know ability of the students in reading comprehension. The researcher gives the students some questions that related to the text. The researcher uses multiple choice questions to



assess the students' reading comprehension. Thus, the researcher conducted the treatment after giving pre-test to the students.

b. Post-test

Post-test was given at the end of cycle 1. It was continued in cycle 2 if there was no upgrade achievement from students based on their result pre test between post tests.

2. Observation

In this research, the researcher observes the application of Think Pair Share (TPS) technique and the students' activities in the learning process to know how the process of learning is held. The researcher made the observation sheet that contains of list of the students' activities.

3. Documentation

Documentation is a way that use a written source such as public documentation (like newspaper, magazines, minutes of meetings, official reports) or private documents (like journals, diaries, letters and emails). Document is very important to collect data which is required by the researcher. In this research, the researcher takes the data from the school, such as the total of the students, the learning equipment from the school, the history of school, the teacher and staff in the school, and condition of the school.

#### 4. Field Note

The functions of field note is note from shorthand of events, observations that took place in the field. They are composed well after the fact as inexact notes to oneself and represent simply one of many levels of set off by experience.

### E. The Research Instrument

#### 1. Instrument Blueprint

In this research, the instrument is designed and compiled with the indicators which have been specified. To get the data, the researcher used pre-test and post-test instrument for the experimental class. The instrument that used as follows:

Table 5.

Instrument Blueprint

No.	Variable	Indicator	Item	Form
1.	Variable X, TPS Technique	<ul style="list-style-type: none"> <li>➤ The students should be accountable their responses</li> <li>➤ The students should be confidence in sharing their ideas</li> <li>➤ The students should process information, communication, thinking, review of material, and check prior knowledge.</li> </ul>		

2.	Variable Y, Reading Comprehension Ability	➤ The students are able to identify the meaning of ideas from the text,	5	Multiple Choice
		➤ The students should identify the communicative purpose of the text,	3	Multiple Choice
		➤ The students are able to identify the main idea from the text,	5	Multiple Choice
		➤ The students should be gotten the information that included in the text.	7	Multiple Choice

## 2. Instrument Calibration

Instrument calibration used to know the validity and reliability instrument degree. Validity has three distinct aspects; content validity, creation validity and construct validity. The researcher will use content validity based on the syllabus and materials at the eleventh grade of MAN 1 Lampung Timur.

## F. The Data Analysis Technique

Data analysis will be conducted by step by taking the average score of the pre- test and post- test. Furthermore to know the gain, the writer will compare between pre- test and post- test. Then, the result is matched by the minimum standard in this school at least 75. If from cycle 1, there are some students not successful, so the researcher must conduct cycle 2. The minimum cycle in classroom action research is two cycle. If from cycle 2 all of the students were successful, the cycle able to stop until cycle 2 only.

The data analysis have been gotten from learning process such as the students activity in learning process, it can be inferred that the result used the formula as follow:<sup>25</sup>

$$P = \frac{\sum X}{N} \times 100\%$$

Note :

$P$  = Percentage

$\sum x$  = Total Score of the Students

$N$  = Total of Students.

The writer analyzed the data and related the result of the treatment. To find the average score, the data was analyzed by using:<sup>26</sup>

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

Explanation:

$\bar{X}$  = Mean or average score

$N$  = The total number of respondents

$\sum X$  = The number of students

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<sup>25</sup> Burhan Nurgiyantoro, Gunawan, & Marzuki, *Statistik Terapan*, (Yogyakarta: Gajah Mada University Press, 2004), p. 64.

<sup>26</sup> Donald Ary and Lucy Cheser Jacobs, *Introduction to Research in Education*, (Canada:Wadsworth Cengage Learning, 2010), p.109.

**G. The Indicator of Succes**

The curriculum used in MAN 1 Lampung Timur suggests that the students minimum score is 75. This research was regarded to be successfully done if 80% of students under study have obtained 75 in reading comprehension.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH**

#### **A. Description of the Research Location**

The general description that assessed is as the complementary data. It is subjectively concerned in condition of school namely history of school, geographical of school, building condition of school, and structure of organizational school.

##### **1. The History of MAN 1 Lampung Timur**

MAN 1 Lampung Timur is located on Jl. Kampus 38 B Banjarrejo Batanghari, East Lampung. This school was established on 1968 by a society figure of Central Lampung. The name of MAN 1 Lampung Timur had been changed due to the division of districts in Central Lampung. In 1999, Central Lampung divided into three districts namely Central Lampung, East Lampung, and Metro City. MAN 1 Lampung Timur was the oldest state Islamic senior high school that has the boarding school in Lampung Timur

Since it was established the headmaster of the school had been changed as follow:

- a. H. Sanuri, BA (1968 – 1992)
- b. Machrudi (1992 – 2005)
- c. Drs. H. Moh. Luthfie' Aziz (2005 – 2016)
- d. Drs. H. Imam Sakroni (2016 – until now).

## 2. Building Condition and School Facilities

MAN 1 Lampung Timur has the satisfy facilities to support the learning activity. Specifically, the facilities as follows:

Table 6.

Facilities in MAN 1 Lampung Timur in academic year 2017/2018

No.	Name of Room	Number of Unit
1.	Classroom	24
2.	Headmaster's room	1
3.	Teachers' room	1
4.	Administration's room	1
5.	Library	1
6.	UKS	1
7.	Counseling room	1
8.	Laboratory	3
9.	Auditorium	1
10.	Masque	1
11.	Toilet	4
12.	Boarding House	2
13.	Kitchen	2

*Source:* Documentation of MAN 1 Lampung Timur in the academic year 2017/2018 on November 25<sup>th</sup> 2017.

## 3. Total of the Students at MAN 1 Lampung Timur

Total of the students divided some classes that can be identified as follows:

Table 7.

The number of students at MAN 1 Lampung Timur in academic year 2017/2018

No.	Class	Sex		Amount
		Male	Female	
1.	X IPA	46	85	131
2.	X IPS	54	90	144
3.	X IAI	24	33	57
4.	XI IPA	39	75	114
5.	XI IPS	54	83	137

6.	XI IAI	12	23	35
7.	XII IPA	39	60	99
8.	XII IPS	52	97	149
9.	XII IAI	7	10	17

*Source:* Documentation of MAN 1 Lampung Timur in the academic year 2017/2018 on November 25<sup>th</sup> 2017.

#### **4. Vision and Mission of MAN 1 Lampung Timur**

##### **a. Vision**

“Morality, Excellence in Achievement, Professional, and Religious.”

Indicated by:

- 1) Focusing on the modern potential of future.
- 2) Balancing on the rules and wish of society.
- 3) Achieving the superiority.
- 4) Improving the spirit and commit of all members.
- 5) Improving the better changes.
- 6) Directing the mission strategy steps.

##### **b. Mission**

- 1) Implement the learning process and affective coaching.
- 2) Implement coaching Al-Islam regularly, integrated and programmed.
- 3) Implement and improve the application of science, technology and art.
- 4) Improved the members of school development in religion, work hard, democratic, critics, creative, tolerance and professional.
- 5) Carry out the development of facilities and infrastructure.





## Notes:

1. Headmaster's room
2. Teachers' room
3. Administration's room
4. Classroom
5. Library
6. UKS
7. Counseling room
8. Laboratory
9. Auditorium
10. Masque
11. Toilet
12. Boarding House
13. Kitchen

**6. Organizational School**

Headmaster	: Drs. H. Imam Sakroni
Vise of headmaster (Curriculum)	: Drs. Moh. Jaeni, M.Pfis.
Vise of headmaster (Students)	: Drs. Ali Idris, M.Pkim.
Chief of committee	: Drs. Suwarno, M.Pd.
Chief of administration	: Pariyono M.
Librarian	: Dra. Ismalina
Chief of language laboratory	: Muhzin Nawawi, S.Pd, M.Pd.I.
Chief of science laboratory	: Dra. Mursida
Chief of computer laboratory	: Arif Rahmayadi, S.Kom.
Chief of Counseling	: Dra. Hj. Isti Rochmad Haryani
UKS advisor	: Indrawari, S.Psi.
OSIS advisor	: Santoso, S.Ag.
Scoutmaster	: Johan Irfan Nurkholis, S.Pd.
Sport advisor	: Dannu Irwan Saputra, S.Pd.

ROHIS advisor	: Muhammad Nurdin, S.Pd.I.
English Club advisor	: Muhzin Nawawi, S.Pd, M.Pd.I.
KIR advisor	: Sulistyowati, S.Si.

## **B. Description of the Research**

This research used classroom action research. It was conducted in two cycles. It was mentioned before each cycle comprised of planning, action, observation and reflection. In relation to the problem in the class and the analysis, the researcher made lesson plan. The material of classroom action research was utilizing Think Pair Share (TPS) technique to improve the students' reading comprehension ability.

### **1. Action and Learning at Pre-Test**

#### **a. Pre-test activity**

The learning was conducted on Friday, November 10<sup>th</sup>, 2017 at 12.45 until 14.15. All the students had already prepared when the teaching time came. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their ability of reading comprehension before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was multiple choices consisted of 20 items.

## b. The students' pre-test result

Table 8.

Students' Pre-test score

No.	Students' Name	Score	Note
1.	A. N.	75	Complete
2.	A.S.	70	Incomplete
3.	A. M.	45	Incomplete
4.	A. R.	60	Incomplete
5.	A. P.	75	Complete
6.	A.	80	Complete
7.	A. N.	60	Incomplete
8.	D. K.	45	Incomplete
9.	E. F.	75	Complete
10.	F. L.	70	Incomplete
11.	F. M.	65	Incomplete
12.	H. A.	75	Complete
13.	I. S.	75	Complete
14.	I. R.	40	Incomplete
15.	K. K.	55	Incomplete
16.	M. F.	65	Incomplete
17.	M. N.	60	Incomplete
18.	N. E.	75	Complete
19.	R. F.	65	Incomplete
20.	R. R.	50	Incomplete
21.	R. M.	75	Complete
22.	R. R.	65	Incomplete
23.	S. M.	40	Incomplete
24.	S. L.	55	Incomplete
25.	S. S.	60	Incomplete
26.	S. S.	65	Incomplete
27.	T. P.	50	Incomplete
28.	T. I.	50	Incomplete
29.	T. A.	60	Incomplete
30.	Y. P.	80	Complete
31.	Z. R.	80	Complete
<b>Total</b>		<b>1945</b>	
<b>Average</b>		<b>63</b>	

Table 9.

Frequency of students' score in Pre-test

No.	Grade	Category	Frequency	Percentage
1.	$\geq 75$	Complete	10	32,26%
2.	$< 75$	Incomplete	21	67,74%
<b>Total</b>			<b>31</b>	<b>100%</b>

*Source:* The result score of reading pre-test at XI IPS 3 class of MAN 1 Lampung Timur on November 10<sup>th</sup> 2017.

Based on the data above, it could be inferred that 21 students (67,74%) were not successful and 10 other students (32,26%) were successful. The successful students were those who got the minimum mastery criteria at MAN 1 Lampung Timur at least 75. The successful students were fewer than those unsuccessful students. From the pre-test result, the researcher got the average of 63, so the result was unsatisfactory. Therefore, the researcher used the Think Pair Share (TPS) technique to improve the students' reading comprehension ability.

## 2. Cycle I

### a. Planning

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities.

The researcher also planned to give evaluation to measure the students' mastery on the given materials.

## **b. Acting**

### **1) The first meeting**

The first meeting was conducted on Saturday, November 11<sup>th</sup> 2017 at 13.15 until 14.45 and followed by 31 students. The meeting was started by praying, greeting and checking the attendance list.

In this stage, the condition of the class was effective because the collaborator handed the researcher to make sure the students' effectiveness before the researcher was doing research in the class. It showed that most of students gave their full nice attention to the researcher when the study time came.

For the beginning, the researcher started to introduce the procedure of technique that will be used in the learning process, then started to deliver the material. The researcher gave the text about 'is smoking good for us?' and asked the students to read it. Then, the researcher said "Well class, now I want to ask you. What is the type of the text?" Some students answered "recount text...descriptive text", some students kept silent, and one students answered "analytical exposition text". The researcher said "Good! The type is analytical exposition text. Today we will discuss together about analytical exposition text."

The researcher explained that the used text in the teaching learning was organized in the analytical exposition form. The generic structure included thesis-arguments-reiteration. The purpose of the text is to attempt to persuade the reader to believe something by presenting one side of the argument.

Then, a student asked “Miss, what is thesis?” The researcher answered “Thesis is introducing the topic and indicating the writer’s point of view”.

Next, the researcher announced the member of groups that consist of five students. The researcher asked the members of group to read individually about the given text. Then, the researcher chooses student’s number. The researcher announces discussion partners. (Example: the researcher chooses students 1 and 2 as the partners and the same time, students 3 and 4 discuss their idea). The researcher asks the students to discuss with other pair in the group. The researcher asked the students to find difficult words and asked it to her. After that, when the discussion time was up, the researcher asks the students to share their ideas in the whole of classroom after the reseacher calls students randomly system.

In this stage, the students were actively following the teaching learning process, because they worked it on the group, so they would discuss when found the difficulties. But, there were still trouble faced to the students. Such as, some of the students were

not confidence to share the ideas in front of the others, they still felt shy, and because of their lack of desire in reading English text for some students, they lost the discussion time.

## 2) The second meeting

The third meeting was conducted on Friday, November 17<sup>th</sup> 2017 at 13.15 until 14.45. This meeting was used to post test 1. The researcher began the lesson by praying, greeting, checking attendance list and asking the students' condition. The researcher gave the ice breaking and reviewed the last material shortly then gave the post test 1. Kinds of the test were multiple choices which consisted of 20 items. The result of the students' test in post test 1 was better than test in pre-test before.

Table 10.

Students' Post Test 1 score

No.	Students' Name	Score	Note
1.	A. N.	80	Complete
2.	A.S.	75	Complete
3.	A. M.	55	Incomplete
4.	A. R.	60	Incomplete
5.	A. P.	85	Complete
6.	A.	85	Complete
7.	A. N.	60	Incomplete
8.	D. K.	65	Incomplete
9.	E. F.	75	Complete
10.	F. L.	75	Complete
11.	F. M.	75	Complete
12.	H. A.	80	Complete
13.	I. S.	75	Complete
14.	I. R.	60	Incomplete
15.	K. K.	65	Incomplete
16.	M. F.	75	Complete
17.	M. N.	75	Complete



18.	N. E.	80	Complete
19.	R. F.	75	Complete
20.	R. R.	60	Incomplete
21.	R. M.	80	Complete
22.	R. R.	75	Complete
23.	S. M.	65	Incomplete
24.	S. L.	65	Incomplete
25.	S. S.	80	Complete
26.	S. S.	75	Complete
27.	T. P.	65	Incomplete
28.	T. I.	60	Incomplete
29.	T. A.	80	Complete
30.	Y. P.	80	Complete
31.	Z. R.	95	Complete
<b>Total</b>		<b>2260</b>	
<b>Average</b>		<b>73</b>	

Table 11.

Frequency of students' score in Post test 1

No.	Grade	Category	Frequency	Percentage
1.	$\geq 75$	Complete	20	64,52%
2.	$< 75$	Incomplete	11	35,48%
<b>Total</b>			<b>31</b>	<b>100%</b>

*Source:* The result score of reading post test 1 at XI IPS 3 class of MAN 1 Lampung Timur on November 17<sup>th</sup> 2017.

Based on the result above, it could be seen that 20 students (64,52%) got score up to the standard and 11 students (35,48%) got score less than the standard. It was higher than the result of pre-test. The criterion of students who were successful in mastering the material should get minimum mastery criteria, at least 75. Learning process was said success when 80% students got score  $\geq 75$ . The fact showed that the result was unsatisfying.

### c. Observing

In observation, the researcher presented two meetings in cycle I of learning to find information of the text in reading lesson. The researcher explained the Think Pair Share (TPS) technique to the students. The students confused about what they should do and got the difficulty to find the information of the text.

In the second meeting, the researcher explained Think Pair Share (TPS) technique before giving assignments. In this meeting, the students began active. They also began to be interested in teaching and learning process. In the post test 1, there were 20 of 31 students got good score. Although only 20 students who passed the minimum score, but the result of the students' test was better than the students' pre-test before giving treatment.

Table 12.

Students' activities result in Cycle I

No.	Name	First Meeting	
		Act	%
1.	A. N.	4	80
2.	A.S.	2	40
3.	A. M.	2	40
4.	A. R.	2	40
5.	A. P.	5	100
6.	A.	5	100
7.	A. N.	2	40
8.	D. K.	3	60
9.	E. F.	3	60
10.	F. L.	3	60
11.	F. M.	3	60
12.	H. A.	4	80
13.	I. S.	2	40
14.	I. R.	2	40

15.	K. K.	2	40
16.	M. F.	3	60
17.	M. N.	3	60
18.	N. E.	4	80
19.	R. F.	3	60
20.	R. R.	3	60
21.	R. M.	2	60
22.	R. R.	2	40
23.	S. M.	2	40
24.	S. L.	2	40
25.	S. S.	3	60
26.	S. S.	2	40
27.	T. P.	2	40
28.	T. I.	2	40
29.	T. A.	4	80
30.	Y. P.	4	80
31.	Z. R.	5	100

Indicators of the students' activities that observed are:

- 1) Accountable about their responses
- 2) Confidence in sharing ideas
- 3) Activity in group work
- 4) Making note from the material
- 5) Doing the assignment

Scoring:

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

#### **d. Reflecting**

Generally, there was improving in the reading comprehension ability by using Think Pair Share (TPS) technique in this cycle. It indicated the score and the students' activities were improved and good enough. Although it was good enough, there were some problems in learning process that must be corrected in the next cycle.

### **3. Cycle II**

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II was used to repair the weakness in the cycle I. the steps of the cycle II as follows:

#### **a. Planning**

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. There were some weaknesses on cycle I. Then, the researcher and collaborator planned to give the material for students in reading comprehension ability by analytical exposition text with the technique of Think Pair Share (TPS).

The researcher and collaborator prepared the lesson plan, observation sheet of the students' activities, identified the problem, and found the causes of problem at the first and the last of learning activities. The researcher also planned to give evaluation to measure the students' mastery on the given materials.

## **b. Acting**

### **1) The first meeting**

The first meeting was conducted on Saturday, November 18<sup>th</sup> 2017 at 12.45 until 14.15 that is followed by 31 students. The researcher greeted the students and checked the students' attendance list then the researcher asked question related to the topic orally. The researcher continued the material in the last meeting, explained the generic structure and tenses in the text.

Next, the researcher gave the tasks that should be discussed by the group and all of the members should know the answer. , the researcher announced the member of groups that consist of five students. The researcher asked the members of group to read individually about the given text. Then, the researcher chose student's number. The researcher announced discussion partners. (Example: the researcher chose students 1 and 2 as the partners and the same time, students 3 and 4 discuss their idea). The researcher asked the students to discuss with other pair in the group. After that, when the discussion time was up, the researcher asks the students to share their ideas in the whole of classroom after the reseacher calls students randomly system.

In this stage, the students were very active in following the lesson. It might be caused they could adapt the condition of the class. The students looked getting more spirit and enthusiasm in

following learning process. It looked from their activeness in the class. The good condition of the environment of the class was very helpful in teaching learning process.

Then, the researcher discussed and gave the explanation to all of the students about the problem of reading comprehension ability that often faced by the students through the effective technique; Think Pair Share (TPS) technique.

## 2) The second meeting

The second meeting was conducted on Friday, November 24<sup>th</sup> 2017. This meeting used to post test 2 at the end of cycle II. The researcher gave post test to the students. In this meeting almost all of the students could answer well. It could be seen from the result of the post test 2. There were only 6 of 35 students got the score under the minimum mastery criteria in MAN 1 Lampung Timur.

Table 13.

Students' Post Test 2 score

No.	Students' Name	Score	Note
1.	A. N.	85	Complete
2.	A.S.	75	Complete
3.	A. M.	65	Incomplete
4.	A. R.	75	Complete
5.	A. P.	90	Complete
6.	A.	90	Complete
7.	A. N.	70	Incomplete
8.	D. K.	70	Incomplete
9.	E. F.	75	Complete
10.	F. L.	75	Complete
11.	F. M.	75	Complete
12.	H. A.	80	Complete
13.	I. S.	75	Complete

14.	I. R.	75	Complete
15.	K. K.	75	Complete
16.	M. F.	75	Complete
17.	M. N.	75	Complete
18.	N. E.	80	Complete
19.	R. F.	75	Complete
20.	R. R.	70	Incomplete
21.	R. M.	80	Complete
22.	R. R.	75	Complete
23.	S. M.	75	Complete
24.	S. L.	80	Complete
25.	S. S.	85	Complete
26.	S. S.	75	Complete
27.	T. P.	75	Complete
28.	T. I.	70	Incomplete
29.	T. A.	80	Complete
30.	Y. P.	85	Complete
31.	Z. R.	95	Complete
<b>Total</b>		<b>2400</b>	
<b>Average</b>		<b>77</b>	

Table 14.

Frequency of students' score in Post test 2

No.	Grade	Category	Frequency	Percentage
1.	$\geq 75$	Complete	26	83,87%
2.	$< 75$	Incomplete	5	16,13%
<b>Total</b>			<b>31</b>	<b>100%</b>

*Source:* The result score of reading post test 2 at XI IPS 3 class of MAN 1 Lampung Timur on November 24<sup>th</sup> 2017.

Based on the result above, it could be inferred that 26 students (83,87%) were successful and 5 other students (16,13%) were not successful. From the post test 2 results, the researcher got the average of 77. It was higher than post test 1 in cycle I.

### c. Observing

The observing was done by the researcher that represented about two meetings in cycle II. In this stage the students were more active and enthusiastic in following the teaching and learning process. It could be seen as follow:

Table 15.  
Students' activities result in Cycle II

No.	Name	First Meeting	
		Act	%
1.	A. N.	5	100
2.	A.S.	4	80
3.	A. M.	3	60
4.	A. R.	3	60
5.	A. P.	5	100
6.	A.	5	100
7.	A. N.	3	60
8.	D. K.	3	60
9.	E. F.	3	60
10.	F. L.	3	60
11.	F. M.	3	60
12.	H. A.	4	80
13.	I. S.	3	60
14.	I. R.	3	60
15.	K. K.	3	60
16.	M. F.	4	80
17.	M. N.	4	80
18.	N. E.	5	100
19.	R. F.	4	80
20.	R. R.	3	60
21.	R. M.	5	100
22.	R. R.	4	80
23.	S. M.	4	80
24.	S. L.	5	100
25.	S. S.	5	100
26.	S. S.	4	80
27.	T. P.	4	80
28.	T. I.	3	60
29.	T. A.	5	100



30.	Y. P.	5	100
31.	Z. R.	5	100

Indicators of the students' activities that observed are:

- 1) Accountable about their responses
- 2) Confidence in sharing ideas
- 3) Activity in group work
- 4) Making note from the material
- 5) Doing the assignment

Scoring:

Mark 1, with percentage 20% = low

Mark 2, with percentage 40% = enough

Mark 3, with percentage 60% = good

Mark 4, with percentage 80% = very good

Mark 5, with percentage 100% = excellent

#### **d. Reflecting**

From the result of learning process in cycle II the researcher analyzed that generally by using Think Pair Share (TPS) technique, the reading comprehension ability would improve.

Most of the students enjoyed when they were studying by using TPS and it also made the students had good interested in reading English, although at the beginning lesson before treatment they felt confused.

Based on the observation of learning process in cycle II, it could be inferred that the result of cycle II was success. The researcher felt

satisfied about the result of the research. The researcher concluded that this research was successful and would be not continued in the next cycle.

### C. Interpretation

#### 1. Action and Learning Result in Cycle I and Cycle II

There was an increasing score of the students' pre-test, post test 1 and post test 2 in cycle I and cycle II. This is the result score as follow:

Table 16.

Result score of students' Pre-test, Post Test 1, and Post Test 2

No	Name	Pre-test	Post-test 1	Improving %	Post-test 2	Improving %	Note
1.	A. N.	75	80	6,67%	85	6,25%	Improve
2.	A.S.	70	75	7,14%	75	0%	Improve
3.	A. M.	45	55	22,22%	65	18,18%	Improve
4.	A. R.	60	60	0%	75	25%	Improve
5.	A. P.	75	85	13,33	90	5,88%	Improve
6.	A.	80	90	12,5%	90	0%	Improve
7.	A. N.	60	60	0%	70	16,67%	Improve
8.	D. K.	45	65	44,44%	70	7,69%	Improve
9.	E. F.	75	75	0%	75	0%	Constant
10.	F. L.	70	75	7,14%	75	0%	Improve
11.	F. M.	65	75	15,38%	75	0%	Improve
12.	H. A.	75	80	6,67%	80	0%	Improve
13.	I. S.	75	75	0%	75	0%	Constant
14.	I. R.	40	60	50%	75	25%	Improve
15.	K. K.	55	65	18,18%	75	15,38%	Improve
16.	M. F.	65	75	15,38%	75	0%	Improve
17.	M. N.	60	75	25%	75	0%	Improve
18.	N. E.	75	80	6,67%	80	0%	Improve
19.	R. F.	65	75	7,69%	75	0%	Improve
20.	R. R.	50	60	20%	70	16,67%	Improve
21.	R. M.	75	80	6,67%	80	0%	Improve
22.	R. R.	65	75	15,38%	75	0%	Improve
23.	S. M.	40	65	62,5%	75	15,38	Improve
24.	S. L.	55	65	18,18%	80	23,08%	Improve
25.	S. S.	60	80	33,33%	85	6,25%	Improve
26.	S. S.	65	75	15,38%	75	0%	Improve

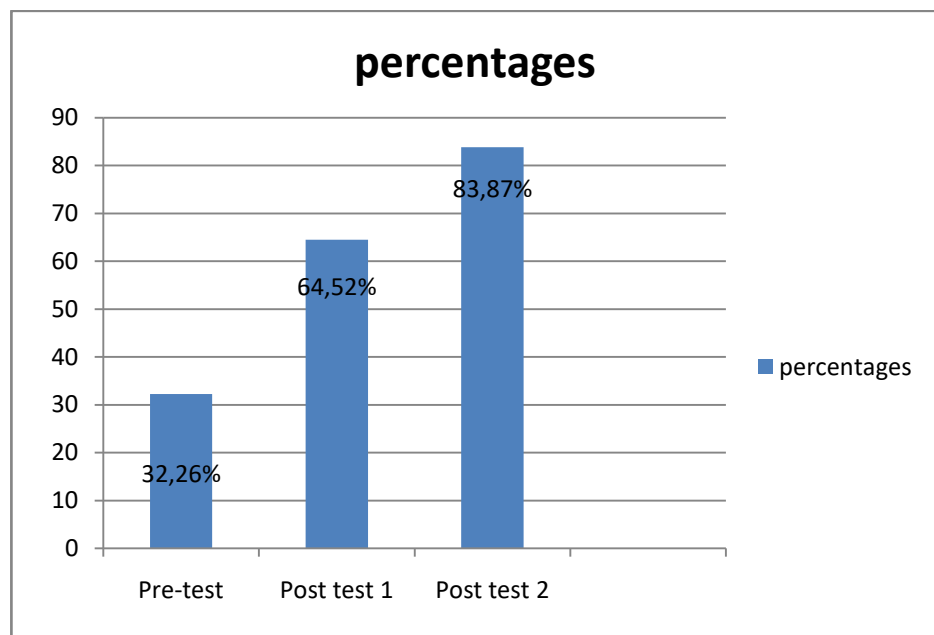
27.	T. P.	50	65	30%	75	15,38%	Improve
28.	T. I.	50	60	20%	70	16,67%	Improve
29.	T. A.	60	80	33,33%	80	0%	Improve
30.	Y. P.	80	80	0%	85	6,25%	Improve
31.	Z. R.	80	95	18,75%	95	0%	Improve
<b>Total Score</b>		<b>1945</b>	<b>2260</b>		<b>2400</b>		
<b>Highest Score</b>		<b>80</b>	<b>95</b>		<b>95</b>		
<b>Average</b>		<b>63</b>	<b>73</b>		<b>77</b>		
<b>Lowest Score</b>		<b>40</b>	<b>55</b>		<b>65</b>		

From the increasing each cycle, it could be inferred that the use of Think Pair Share (TPS) technique could improve the students' reading comprehension ability, because the students had understood about the information of the text. It could be seen from the average 73, the data become 77 in the cycle II. It means that the students could achieve the target, the target is 80% students could gain score  $\geq 75$ .

Furthermore, the improving score in each cycle could be seen in the graph below:

Graph 1.

Percentages of the students' score in Pre-test, Post test 1 and Post test 2



There was an improving of the students who got score up to the standard from the pre-test to the post test 1 and from post test 1 to the post test 2. From 10 students (32,26%) in pre-test to 20 students (64,52%) in post test 1 and became 26 students (83,87%) in post test 2.

The research was success if 80% of students able to achieving the minimum mastery criteria (MMC), at least 75. Based on the result pre-test and post test, it could be seen that Think Pair Share (TPS) technique was able to improve the students' reading comprehension significantly related to the students' average before and after given the treatment. The

students' average in the pre-test was 63, in post test 1 was 73, and in post test 2 was 77.

Based on the explanation above, the researcher concluded that the research was successful because the result score of the students had achieved the indicator of success that was 80% with the MMC was 75.

## 2. Result of the Students' Activities

This observation sheet result was gotten when the learning process happened by the researcher. The result of the students' activities in cycle I and cycle II could be seen as follow:

Table 17.

Result of the students' activities in Cycle I & Cycle II

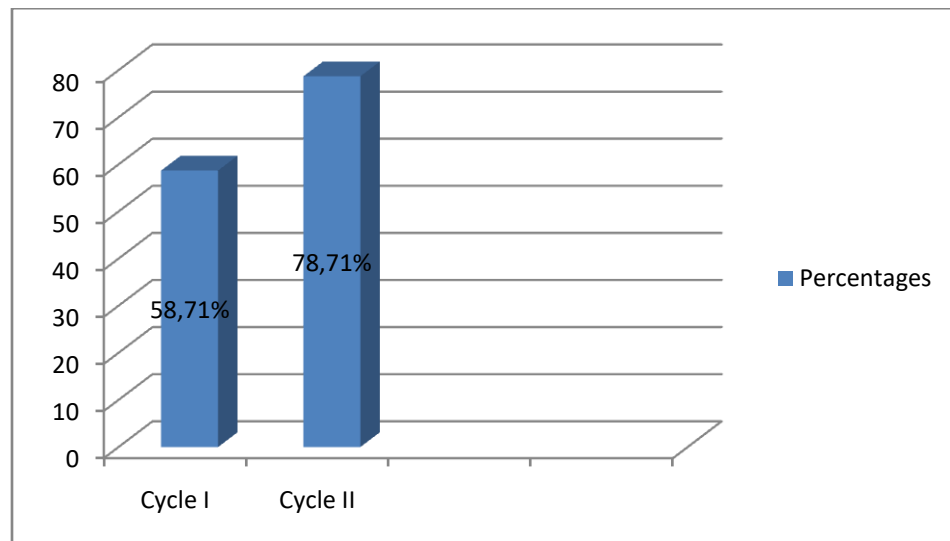
No	Students' Activity	Cycle I	Cycle II	Increasing
1.	Accountable about their responses	41,93%	70,97%	29,04%
2.	Confidence in sharing ideas	35,48%	67,74%	32,26%
3.	Activity in group work	51,61%	77,42%	25,81%
4.	Making note from the material	67,74%	77,42%	9,68%
5.	Doing the assignment	96,77%	100%	3,23%
<b>Percentage</b>		<b>58,71%</b>	<b>78,71%</b>	<b>20%</b>

Based on the data above, it could be inferred that the students felt comfortable and active in following the teaching and learning process. Most of the students showed good improving in learning activities when Think Pair Share (TPS) technique was applied in teaching and learning process from cycle I to cycle II.

Then, the result of the students' activities could be seen in the graph below:

Graph 2.

Comparison of students' activities in Cycle I and Cycle II



Based on the graphic above, it could be concluded that there was an improving of students' learning activity during study time came by using Think Pair Share (TPS) technique in improving the students' reading comprehension ability. It could look on the result of observation sheet when cycle I that was 58%. In addition, the result observation sheet in cycle II was 81,72%. Therefore, this research was stated finish and could be stopped in cycle II because the results of the students' activities had achieved the indicator of success that was 80%.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusion**

Considering from all the data gathered in the classroom action research, the researcher concluded this research as follows:

1. The average of the students' reading score at the eleventh grade of MAN 1 Lampung Timur in pre-test is 63, post test 1 is 73 and in post test 2 is 77. As a result, by implementation of Think Pair Share (TPS) technique, the students' reading comprehension ability at the eleventh grade of MAN 1 Lampung Timur can be improved. The students who gained the score at least 75 in post test 2 are 26 students (83,87%). It means that more than 80% students are successful and the indicator of the research can be reached.
2. The percentage of the students' activities at the eleventh grade of MAN 1 Lampung Timur in cycle I is 58% and there is an improvement in cycle II, it is 81,72%. As a result, Think Pair Share (TPS) technique can improve the students' activities in teaching learning process at the eleventh grade of MAN 1 Lampung Timur.

**B. Suggestion**

Based on the result of the research, the researcher would like to constructively give suggestions as follows:

1. It is suggested to the teacher to use Think Pair Share (TPS) as the teaching learning strategy because it could improve the students' reading comprehension ability.
2. It is suggested to the English teacher to include Think Pair Share (TPS) in teaching process. The teachers should be creatively used TPS in teaching, especially reading class, in order to engage the students to be active in learning process.
3. It is suggested to other researchers who want to develop this study to include another skill in learning English, such as speaking, listening, or writing as well as involve different subjects and also different text.



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