

**THE EFFECT OF THINK PAIR SHARE ON STUDENTS'  
READING SKILL**

*(A Pre Experimental the 8<sup>th</sup> grade of SMPN Biringbulu Kab.Gowa)*



Submitted to the Faculty of Teacher Training and Education Makassar  
Muhammadiyah University in Part Fulfillment of the Requirement for the Degree  
of Education in English Department

By

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## MY MOTTO

“Pada hakikatnya kesuksesan itu berada pada tangan kita sendiri, buat jalanmu sendiri dan tinggalkan jejak.”

## DEDICATION

I dedicated this thesis to :

Skripsi ini saya persembahkan kepada keluarga saya terkhusus kedua orang tua saya tercinta Fatmawati dan Syamsuddin, para sahabat dan teman-teman yang selalu memberikan dukungan dalam meraih cita-cita.



## ABSTRACT

**AYU LESTARI. 2021. *The Effect of Think Pair Share on Students' Reading Skill (A Pre Experimental the 8<sup>th</sup> Grade of SMPN Biringbulu Kab.Gowa)*** A Thesis of English Education Department the Faculty of Teachers Training and Education, Makassar Muhammadiyah University, supervised by Syamsiarna Nappu and Ratu Yulianti Natsir.

The objective of the study is to find out the effect of Think Pair Share method on students' reading comprehension in terms of literal and interpretative comprehensions. The research method is pre-experimental design with one group pre-test and post-test as quantitative research. The population of the research was students of SMP Negeri 6 Biringbulu Satap Karamasa. The total number of sample was 18 students which chosen by using purposive sampling technique. The instrument used to collect data in reading skill was reading text.

The result in the pre-test, the mean score of literal comprehension was 56,38 while in the post-test was 81,05. The mean score of interpretative comprehension before and after the giving treatment is 43,05 becomes 83,33 improve 93,56%.

The findings indicated that the alternative hypothesis (H1) was accepted with the t-test value of literal 11,46, the t-test value of interpretative 11,47 and the null hypothesis (H0) was rejected with the t-table 2.03. Furthermore, the t-test value of the t-test value literal and interpretative comprehension is greater than t-table ( $22,93 > 2.03$ ). It was concluded that the use of Think Pair Share method can improve the students' reading comprehension in terms of literal comprehension and interpretative comprehension.

**Keywords:** Think Pair Share Method, Literal Comprehension, Interpretative Comprehension.

## ABSTRAK

**AYU LESTARI. 2021. *Pengaruh Think Pair Share Terhadap Keterampilan Membaca Siswa (A Pra Eksperimen Kelas 8 SMPN Biringbulu Kab.Gowa)*** Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar dibimbing oleh Syamsiarna Nappu dan Ratu Yulianti Natsir.

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh metode Think Pair Share terhadap pemahaman membaca siswa ditinjau dari pemahaman literal dan interpretatif. Metode penelitian yang digunakan adalah pre-experimental design dengan one group pre-test and post-test sebagai penelitian kuantitatif. Populasi dalam penelitian ini adalah siswa SMP Negeri 6 Biringbulu Satap Karamasa. Jumlah sampel sebanyak 18 siswa yang dipilih dengan menggunakan teknik purposive sampling. Instrumen yang digunakan untuk mengumpulkan data dalam keterampilan membaca adalah teks bacaan.

Hasil pre-test, nilai rata-rata pemahaman literal adalah 56,38 sedangkan pada post-test adalah 81,05. Rerata skor pemahaman interpretatif sebelum dan sesudah pemberian perlakuan adalah 43,05 menjadi 83,33 meningkat 93,56%.

Hasil penelitian menunjukkan bahwa hipotesis alternatif (H1) diterima dengan nilai uji-t literal 11,46, nilai uji-t interpretatif 11,47 dan hipotesis nol (H0) ditolak dengan t-tabel 2,03. Selanjutnya nilai t-test nilai t-test literal dan interpretative comprehension lebih besar dari t-tabel ( $22,93 > 2,03$ ). Disimpulkan bahwa penggunaan metode Think Pair Share dapat meningkatkan pemahaman membaca siswa dalam hal pemahaman literal dan pemahaman interpretatif.

**Kata kunci:** Metode Think Pair Share, Pemahaman Literal, Pemahaman Interpretatif.

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# CHAPTER I

## INTRODUCTION

### A. Background

Language is a communication skill that can be interpreted in various forms of oral form or requirements for socializing in everyday life, sometimes humans need a relationship between one another to survive or in groups. Communicating is a very basic thing in life, without communication it will be difficult in various ways because humans are creatures who are always in touch with other people. Thus, communication clearly cannot separate the life of mankind.

Language is a tool for communicating between humans and others, both orally and in writing which is used to express or express our thoughts, desires and feelings. According to Syamsuddin in Devianty (2017), language has two meanings. First, language is a tool used to shape thoughts and feelings, desires, and actions, a tool used to influence and flow. Second, clear sign language of good or bad personalities, clear signs of family and nation, clear signs of humanity.

English is the most spoken language in the world serving other languages. In other words, English is the official language, the international language as a medium of communication in many countries today. The Indonesian government positions English as a compulsory subject taught at

secondary schools and universities. Even some other elementary schools have put English in their curriculum.

English are consists of several aspects, namely listening, speaking, reading and writing. The reading aspect consists of two components, namely the reading process and the results of what is read. The reading process is an activity that starts with staring at the reading to processing information in terms of literal understanding. Meanwhile, the meaning of reading is conveying to the reader to reach an understanding of the author's ideas.

Based on the researcher's experience when the researcher did observations at SMP Muhammadiyah Makassar, the researcher found that there were 3 problems that made students difficult to understand the reading. In reading, someone will get information and knowledge, but some people, especially students in Indonesia think which reading is very hard in English.

The first problem was that students are uninterested in reading. Most people don't like to read especially if the texts are a lot to read. Even those who think reading is not important so that students are aware of and motivated in reading. This has an impact on the teacher, when the teacher explains the material the students ignore what the teacher explains.

The second problem was that some students do not understand how to pronounce the correct sentence or student are difficult to recite words or sentences so that the students make lazy to read and some students who lack vocabulary so the students do not understand what they read.



The third problem was that English is a foreign language that exists in our country. Of course, it will make students pay less attention to teaching English lessons. In general, students do not have the same character and each student has their own talents and interests. There are those who do not master understanding, do not understand the explanation of the material even though students have tried hard to understand the material. This is the duty as a teacher that always provides support and motivation to students to increase their knowledge, especially in reading comprehension.

The Think Pair and Share method is a collaborative learning strategy where students can work together to solve or find a problem and be able to answer questions about reading assignments. Students are taught to think individually about a topic or answer to a question and share ideas with classmates.

Seeing this fact, the teacher provides variations in teaching techniques. One of them is by using the Think Pair and Share (TPS) method which is very effective as a management for class discussions as a whole. The “thinking” component requires students to pause and ponder before speaking, thus giving them an opportunity to speak and read minds. The “pairing” and “sharing” components encourage students to compare and contract their understanding with their other understandings, and to pre-practice their responses to low-risk situations before publication with the rest of the class.

Lyman in Qurtubhi (2017) Think Pair and Share is way to replace pattern discussion class effectively. We can conclude that this approach can

encourage students to work together to find solutions to a problem and they coordinate to interact with each other. In this condition, a safe and enjoyable learning atmosphere is created.

Based on the above problems, the researcher decided to apply an effective approach in the learning process. The researcher believes that the best way is cooperative think pair and share, which will help students overcome all of their reading difficulties and get a better understanding of the learning process. To related the purpose, the research design used in the study is a action classroom, and the research data were collected by using pre-experimental design, with pre-test and post-test. The title in this research is "The effect of think pair share on students' reading skill".

## **B. Problem Statement**

Based on the background above, the researcher formulated the main problems of the research as follows: How is the effect of Think Pair Share method on students' reading skill?

## **C. Objective of The Research**

The objectives of this research was to find out the effectiveness of Think Pair and Share (TPS) method to improve student learning in reading skill at SMP Negeri 6 Biringbulu Satap Karamasa.

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

The results of this study are expected to contribute to the students in this school. Furthermore, for the readers, can help provide information especially to the teachers and students than this method will be practiced in the teaching and learning process.

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

The scope of the study was the researcher focus on teaching reading to improving the student reading skill by achievement in literal in terms of the main idea and Interpretative comprehension in terms of drawing conclusion. The researcher found the students' ability to compile the materials and the students read the text based on the material given. Students were able to recognize and know the meaning of the reading without knowing the purpose the text in detail.



## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. Previous Related Research Findings

There had been previous research that had been done in a similar fashion. The following were the findings of the study: The first research was carried out by Faiza Maulida from University Negeri Semarang 2016. The title is "The Use of Think Pair Share in Teaching Reading Comprehension". In this study, the researcher used qualitative method and the researcher used questionnaire, interview, classroom observation and document analysis as a data collection methods. The result revealed that the implementation of TPS in teaching reading comprehension was quite different for each teacher such as including all language skill, using game as variation or implementing TPS with no variation.

The second study was done by Lutfi Ajar Tambalun from University Muhammadiyah Ponogoro 2015. The title is "The Implementation of TPS Method To Improve The Students Reading Comprehension in narrative text The Ninth Grade of MTs Muhammadiyah 10 Ponogoro. In this study, the researcher use pre-reading, while reading and post reading to implementing technique of Think Pair Share method. The subject of this research was the student of ninth grade MTs Muhammadiyah 10 Ponogoro in academic year 2014/2015 which consist 13 students, the researcher was done four day. Cycle 1 46,87% and cycle 2 was 69,7%. The result of questionnaire in cycle 1



showed that the students gave good respond in this activity were fewer 51% and cycle 2 was more 51 %.

The third research was carried out by Novia Permatasari from University of Darusalam Bandar Aceh 2014/2015. The title is " Teaching Reading Comprehension by Using Think Pair Share Technique". The experimental using one group pre-test-post- test design. It took place at SMKN 2 in Banda Aceh. According to the findings of the report, the pre-test and post-test student mean scores are different; the pre-test student mean score is 45, while the post-test student mean score is 67,8. The test is 8.38, and the t-table is 2.064.

The fourth research was carried out by Arini Ayuni Paluping from Lampung University 2013/2014. The Title is "Teaching Reading Comprehension Through Think Pair Share (TPS) Technique". The population of this research was the second year students of SMPN 8 Bandar Lampung, one group pre-test and post-test design was carried out to analyze the significance reference. Beside that the interview was done to see the problems that the students face. By compering between the mean of pre-test and post-test, it can be found that the increase the mean was 12.45. it provide that the technique has effective because  $p < 0.05 (p = 0.00)$ .

Based on previous findings above, the researcher find that each way to improve the students reading skill, Based on previous findings Faiza Maulida, Lutfi Ajar Tambalun, they have used TPS Method in the journal and thesis but they have different focus and applied. Novia Permatasari , Arini Ayuni

Paluping use Think Pair Share method to teach reading comprehension with use pre-reading, while reading, post reading and So the researcher can say that many way to help the students to improve their reading skill. Therefore, in this research the researcher wants to introduce the TPS method that can help students in improving their reading skill.

## **B. Some Pertinent Ideas**

### **1. Reading Skill**

#### **a. Definition of Reading Skill**

According to Ginting (2005) that reading is a process of building understanding of the written text. Reading process according from Burn and Ross Roe (1984) is a symbol of acceptance by the sensory process, and interpret symbol or the word is seen of perceived to follow the logic and grammatical patterns of written words that the author recognize the relationship between symbol and sounds between words and what you want to display connect the words back to direct experience to provide meaningful words and remember what they learned in the past and incorporate new ideas and facts and improve individuals interest and attitudes that feel the reading task.

Klingner, et al (2007:2) define that "Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency" Reading comprehension is primarily a matter of developing

appropriate, efficient comprehension strategies. Some strategies are related to bottom-up procedures, and other change the top-down processes (Brown, 2000:306).

According to Nuna (2003:68), reading is a fluent method in which readers combine information from a text with their own prior experience to build context. Mikulecky (2011:5) state that reading is a dynamic conscious and unconscious mental mechanism in which the reader employs a number of techniques to recreate the context that the author is supposed to have meant, based on evidence from the text and prior knowledge.

Based on the statements above, reading is process building and understand written text to get knowledge from what they read. Reading is a way to understanding or comprehend of the text that includes not only word reading, world knowledge or fluency, but by reading comprehension we can get information and wide insight from the text.

#### b. The Purpose of Reading

The purpose of reading to connect the ideas on the page to what you already know. If you don't know anything about a subject, then poring words of text into your mind is like pouring water into your hand. You don't retain much for example, try reading these numbers :

#### c. Types of Reading

One of the four language skills is reading, which is divided into two groups. They are intensive reading and extensive reading:



### 1) Intensive Reading

We must strive to pique students' curiosity in the subject and task in order to get them to read vigorously in class. (Harmer:286). When telling students to read intensively, though, we must take on additional tasks.

- a) Organizer, we ought to remind students precisely what their reading goal is, give them specific instructions about how to accomplish it, and tell them how long they have to do it. We cannot adjust the time limit until we've said you have four minutes for this unless observations indicate that it's appropriate.
- b) Observer, when we ask students to read independently, we must give them time and space to do it. This means resisting the need to disturb what we're hearing, even though it's tempting to add more detail or directions. We should track students' success as they are reading and this would provide us with useful insight on how good they are doing personally and together. It will also inform us whether we can give them more time or move on to organizing responses sooner than anticipated.

### 2) Extensive Reading

Extensive reading is an approach to second language reading. When learners read extensively, they read very easy, enjoyable books to build their reading speed and fluency. Another way to say this is student learn to read by actually reading rather than examining text by studying the vocabulary, grammar and phrases. It's instructive to compare intensive reading with extensive reading



#### d. Technique of Improving Reading Skill

To reach the goal of reading, someone have to reads effectively. The effective reading is being able to read book or text accurately and efficiently, and to understand as much of the passage in order to the goal of reading.

Rivers and Temperely in Ismail and Syahrurah (2017) address seven main purposes of reading as follows:

- 1) To obtain information for some purpose or because we are serious about some topic.
- 2) To obtain instructions on how to perform some tasks for our work or daily life (e.g. knowledge how an appliance works).
- 3) To act in a play, play a game, do a puzzle.
- 4) To keep in touch with friends by correspondence or to understand business letters.
- 5) To know when or where something will take place or what is available.
- 6) To know what is happening or has happened (as reported in newspaper, magazines, report).
- 7) To have enjoyment or excitement.

Pourhosein Gilakjani and Ahmadi in Sabouri (2016:230) “stated that the main goal of reading is to gain the correct message from a text that the writer intended for the reader to receive”

Mean while Morrow in Kamaluddin (2019) pointed out the goal of reading as follows:

- 1) Cognitive and intellectual: used to get some one's knowledge.
- 2) Reverential and factual: used to know facts.
- 3) Affective and emotional: used to have happiness in reading.

#### e. Factors That Influence Reading Skill

Many variables will influence how well printed materials are understood.

##### 1) Background Knowledge

A reader who is familiar with the concept of the reading material being read, either by familiarity or understanding, may find it easier to comprehend. Burhanuddin (1997:97) stated that a poor reading standing exacerbated by a lack of common knowledge had a greater impact on interpreting implicit information than clear information.

##### 2) Vocabulary

One of the most important influences affecting a reader's comprehension is vocabulary familiarity, as effective associating between written words, their context, and their referents is dependent on vocabulary familiarity. When most of the vocabularies in a reading selection are common to the readers, effective reading comprehension is likely.

##### 3) Teacher Influence

The teacher may assign students to memorize information from printed materials, which will aid them in completing their reading assignments successfully. Some teachers have a role to play with the students. Encourage students to apply what they've learned, have them constantly

evaluate what they've learned, have them tell other students about a book they've read, and encourage students to come up with their own ways of reporting on books or stories.

#### f. Teaching Reading

Teaching is a complicated task that involves more than just passing on knowledge from the teacher to the students. There are several activities that can be engaged in, especially when teaching and learning in the classroom. The aim of teaching is to help students become better communicators and a quick reader. According to Cahyono (2010:128) Teaching is the act of passing on information from a teacher to students or from one person to another, whether in a formal or informal setting. Harmer (2007:23) stated that teaching is a difficult task, but it is important, and it can be really rewarding when we see our students succeed and feel that we played a part in it. True, some students can be frustrating and stressful at times, but it's also worth noting that when done well, teaching can be a lot of fun.

From the second kind of the teaching reading above the research will focus on improve students extensive reading skill. According to Warring (2011) stated that extensive reading is the practice time where learns read a lot of easy book to read text wholly. They try to read as fast and as effective as possible. The study only focus on extensive reading becuse to recognize and know the meaning of the reading without knowing the porpouse the text in detail.



#### g. Levels of Reading

According to Burns in Sinambela (2015 :17), there are four levels of reading comprehension. The following levels of comprehension can tell us about how far the students understand about reading material and which level has been achieved.

##### 1) Literal Comprehension

Literal comprehension involves acquiring information that is directly stated, the basic of literal comprehension is recognizing stated the main idea, detailed caused effect and sequence. It is also prerequisite for higher-level understanding. The important in this level is understanding of vocabulary, sentence meaning, and paragraph meaning.

##### 2) Interpretative Comprehension

Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative include: Inferring main ideas of passages in which the main ideas are not directly stated ,Inferring cause-effect relationships when they are not directly stated, Inferring referents of pronouns ,Inferring referent of adverbs, Inferring omitted words, Detecting mood, Detecting the author's purpose in writing, Drawing conclusion.



### 3) Critical Comprehension

Critical comprehension is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness.

### 4) Creative Comprehension

Creative comprehension involves going beyond the material presented by the author. It requires reader to think as they read, just as critical reading does and it also requires them to use their imaginations.

Through creative reading the reader creates something new idea, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

## 2. Think Pair Share Method Activity

### a. Definition of TPS

Think pair and share method (TPS) is a collaborative learning strategy where student work together to solve a problem or answer a question about as assigned reading. This strategy requires student to think individually about a topic or answer to acquisition and share ideas with classmates.

Think pair and share is particularly effective as a warm-up for whole class discussion. The “Think” component requires student to stop and reflect before speaking, thus giving them an opportunity to collect and organized their thoughts. The “pair” and “share” components encourage learner to

compare and contract their understanding with those of another, and to rehearse their response first in low-risk situation before going public with the whole class.

According to Lyman (2005:54) Think Pair Share is multi mode strategy developed to encourage students participants in the classroom activities. The other definition from Arend (1997:122) that TPS challenges the assumption that all recitations or discussions need to be held in whole group settings and is built-in procedures for giving students more time to think, to respond and to help each other.

b. The benefits of Think Pair and Share

TPS students are given time to think through their own answers to the questions are answered by other peers and the discussion move on. Students also have opportunity to think aloud another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all students to share their thinking with a least one other student.

c. The procedures of Think Pair and Share

1) Think

The first steps is asks student to individually asses of some type concept or idea. This allows the teacher to see what the student can do on their own. It's a good for the teacher to circle the room and asses which students are able to complete the task on their own and which student

struggling. This walk through can give the teacher an idea of who may need extra help in the future.

## 2) Pair

Next, students are asked to work with a pair and collaboration. This segment allows student that may be struggle to find a starting point or some extra help from their pairs. It can also give a student a safe space to ask for help if he or she is too nervous to ask the teacher. Additionally, this partnering time allows for higher level discussion based on an open end and the question or concept.

## 3) Share

The last step is sharing as whole group. And know that students have had time to prep individually and with their peers, more of them may be up to speak out and share their ideas in a full class discussion. Everyone can have a turn participating and get other ideas or answer that they may or may not have thought of individually. The idea of having a partner can also help student reinforce new ideas and thoughts.

## d. How to use Think Pair Share Method Activity

Before introducing the Think Pair Share method to the student, decide on your target for this lesson. You may choose to use a new text that the class will be reading, or might want to develop a set of question or prompts that target key content concepts that have been studying.

## 1) Think



Teachers begin by using a specific higher-level question about the text or topic student will be discussing. Student “think” about what they know or have learned about the topic for a given amount time (usually 1-3 times).

## 2) Pair

Each student should be paired with another student. The teacher chooses whether to assign pairs or lets student pick their own partner. Remember to be sensitive to learns need (reading skill, attention skills and language skills) when creating pairs. Student share their thinking with their partner, discuss ideas and ask questions of their partner about their thoughts on the topic (2-5 times).

## 3) Share

Once partner have had ample time to share their thoughts and have a discussion, teacher expand the “share” into a whole class discussion. Allow each group to choose who will their thought, idea and question they had to the rest of the class. After that class “share” you may choose to have pairs reconvene to talk about how their thinking perhaps changed as a result of the “share” element.

From the procedures of Think Pair Share, it is hoped that TPS converts the reading metrics. The student will lead the discussion with their partner in the pair point, exchange the ideas and together to find out the solution/ the answer of difficulty question for example: determine the main idea, find explicit information, find implicit information, neither meaning of vocabularies and act.



### C. Conceptual Framework

The researcher would help the students develop their reading skills in terms of literal comprehension and interpretative comprehension through TPS method. The researcher would be applied discussion and read narrative text to reach the aspect in reading.

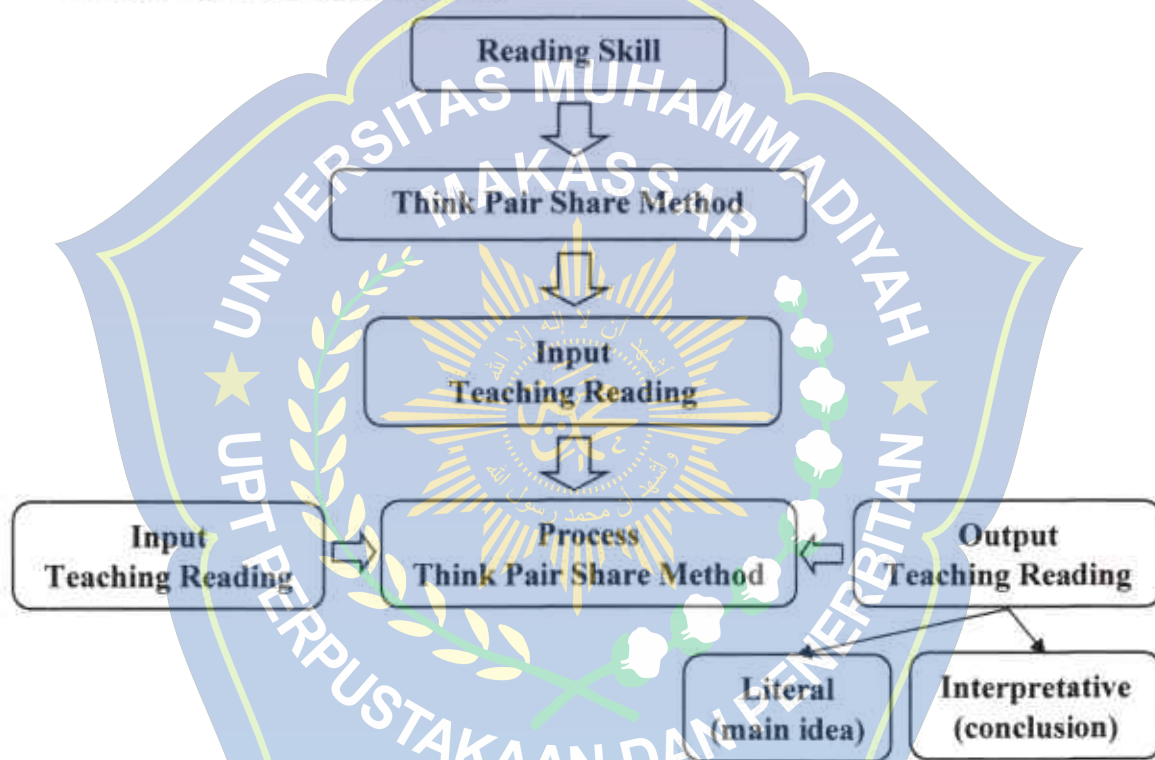


Figure 2.1 Conceptual Framework

### D. Hypothesis

Based on the conceptual framework above the research hypothesis can be formulated, using Think Pair Share method can improve English reading in term of literal and interpretative at SMP Negeri 6 Biringbulu Satap Karamasa. Using Think Pair Share method provides can improve in reading skill and makes students more active in classroom.

### CHAPTER III

#### RESEARCH METHOD

##### A. Research Design

This research was pre-experimental design that consisted of two kinds of experimental but the researcher choose pre-experimental design.

*Table 3.1 The research design*

01	X	02
Pre-test	Treatment	Post-test

Information:

01 = The result of the students' worksheets in pre-test

X = The treatment by using Think Pair and Share in reading activity

02 = The result of students' worksheets after treatment. (Gay, 1980:177).

##### B. Variables and Indicators of The Research

###### 1. Research variables

###### a. Independent variable (X)

Independent variable used Think Pair Share method.

###### b. Dependent variable (Y)

The dependent variable was the students' improvement through reading comprehension toward narrative text included literal and interpretative comprehension.

## 2. Indicator

The indicator this research was the students improve in reading a text after learning process using think fair share that focused on literal and interpretative comprehension.

## C. Population and Sample

### 1. Population

The population of the research was students of SMP Negeri 6 Biringbulu Satap Karamasa which consisted of 18 students.

### 2. Sample

The sample was taken by using total sampling technique that the one class consisted of 18 students. The reason for use a total sampling is because according to Sugiono (2007) the population of less than 100 entire populations is being used as research samples all along.

## D. Research instrument

The researcher would collect the data by doing direct test to the students as follows:

### 1. Pre-test

Distributing the pre-test to the sample. In this section, the researcher does pre-test before experiment of the students in classroom to know the achievement of the students before treatment is begun. The researcher will use narrative text for teaching learning process. In the pre-

test the researcher would use essay sheet as instrument of the test with 10 questions at the essay sheets. After the researcher got data, the researcher classified the students score as the first data.

## 2. Treatment

After giving the pre-test, the researcher correct out the treatment to the students by using Think Pair Share method. The researcher gave 60 minutes to doing treatment, the treatment as follows:

- a. Planning: at the planning stage the researcher several meetings with classroom teacher discuss the technical implementation classroom action research. The researcher analyzed the subject matter then researcher :
  - 1) Design a lesson plan (RPP)
  - 2) Prepare lesson that contain steps of activities in learning using TPS method.
  - 3) Design an observation sheet ( observation) , in order to observe the activity of students in learning process
  - 4) Prepare material about narrative text.
- b. Implementation of action : activities undertaken at this stage is to implement the learning in accordance with the action that have been prepare by showing the action to be apply that is method of TPS. Activity action undertaken are :
  - 1) In the implementation of action , the provision of action is done by learning activities by applying appropriate TPS method based on the learning that have been prepare by the researcher.



- 2) At the end of the action students are given a test learning outcomes to see if there is an increase in learning outcomes after the TPS method has been apply.
  - 3) Next provide an opportunity for students to do questions answer about the lessons that have been implement
  - c. Observation: the process observation will use observation sheet that have been prepare and the researcher give material according to the material given to each students to know how far the students understanding after given action.
  - d. Reflection: is done based on the result data analysis in the class about students' activity and test result of students learning. This reflection is done to analyze the meaning of the data obtain and draw conclusion from the action taken.
3. Post-test
- After giving treatment, the next step was giving post-test for students. The objectiveness of post-test is to know the effectiveness of the students' comprehension in narrative test after the students taught by Think Pair Share method. In the post-test the researcher would use essay sheets as instrument of the test with 10 questions. The result of post-test increased than pre-test.

#### **E. Procedures of Data Collection**

The procedures of collecting the data as follow:

1. The researcher gave a pre-test before the treatment to know the students' reading comprehension. The result of pre-test would be compared with the result of post-test after doing the treatment.
2. The researcher gave a post-test after the treatment to assess their reading comprehension. The results obtained will be compared with the pre-test results to find out how the effect of think pair share method on students' reading comprehension.

#### F. Technique of Analysis Data

The researcher finds the mean of the post-test in each class from the observation. The researcher could apply the following formulas:

1. Scoring the students correct answer of pre-test and post-test

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

(Gay 2006)

2. Rubric scoring

**Table 3.2 Score literal comprehension**

No	Criteria	Score
1	Clearly identified the main idea by strong evidences, details reading to the main idea	4
2	Identified the main idea and provided adequate evidence, details reading to the main idea	3
3	limited the main idea and provided adequate evidence, details reading to the main idea	2
4	Did not identify the main idea and provided adequate evidence, details reading to the main idea	1

(Harmers' Percentage in Nurhandayani, 2016:31)

**Table 3.3 Score interpretative comprehension**

No	Criteria	Score
1	Conclusion reflect resource reading in development of idea it is excellent	4
2	Conclusion reflect reading in development of idea it is good	3
3	Conclusion reflect only reading in development of idea it is poor	2
4	Conclusion do not reflect any reading of resource in development idea	1

(Harmers' Percentage in Nurhandayani, 2016:31)

3. Calculation the mean of the students answer by using formula:

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

Where:

$\bar{X}$  = Mean score

$\sum X$  = The raw of all score

N = The number of subjects

(Gay, 2006)

4. The percentage of increasing achievement used the following formula:

$$P = \frac{X_2 - X_1}{X_1} \times 100$$

Where:

P= Percentage

$X_2$  = Average score of Post-test

$X_1$  = Average score of Pre-test

(Gay, 2006)

5. After collecting the students data, the researcher classified the score of the students into the following criteria:

Table 3.4 Classify the score of the students

Score	Classifications
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly Good
56 – 65	Fair
36 – 55	Poor
00 – 35	Very Poor

(Depdikbud percentage in Mutmainnah 1985:22)

6. The significance difference between the students' pre-test and post-test, the researcher applied the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - (\sum D)^2}{N(N-1)}}}$$

Where:

T = Test of significance

D = The difference between the method pairs ( $X_1 - X_2$ )

$\bar{D}$  = The mean of Ds

$\sum D^2$  = The sum of the square

$(\sum D)^2$  = The square of  $\sum D$

N = Number of students

(Gay, 2006)



7. The criteria for the hypothesis testing was as follows:

**Table 3.5: Hypothesis Testing**

Comparison	Hypothesis	
	H0	H1
t-test < t-table	Accepted	Rejected
t-test > t-table	Rejected	Accepted

(Gay, 2006)



## CHAPTER IV

### FINDINGS AND DISCUSSION

#### A. Findings

The findings of the research that teaching reading comprehension through Think Pair Share method could increase reading comprehension in literal comprehension and interpretative comprehension. In the further interpretation of the data analysis were given below:

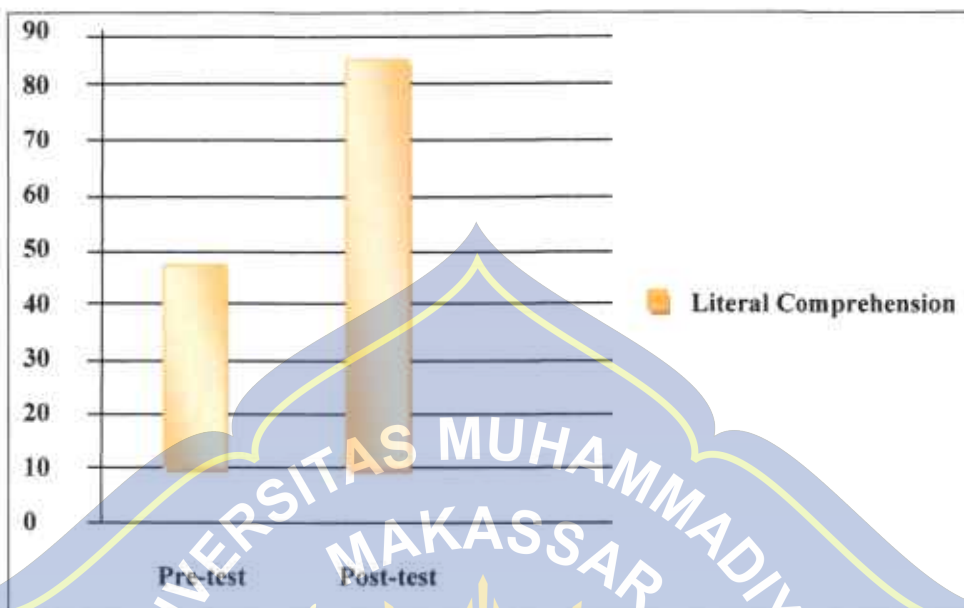
##### a) Students' Reading Literal Comprehension Using Think Pair Share method in Term of Main Idea

Students' literal comprehension using Think Pair Share method have different in pre-test and post-test. In pre-test students still less understand about main idea but after applied Think Pair Share method the students more understand about main idea, it can be seen clearly in the following table:

**Table 4.1 Students' Literal Comprehension Using Think Pair Share method**

Literal Comprehension	The Students' Score		Improvement (%)
	Pre-test	Post-test	
Main Idea	47,38	85	79,40

The Table 4.1, it shows that the score of literal 79,40% from of students in post-test improved after teaching reading comprehension in term of main idea by using Think Pair Share method. The mean score of the students in pre-test were 47,38 and post-test which to be 85.



**Graphic 4.1 The Mean Score and Increase of The Students' Reading Comprehension in Term of Main Idea.**

The Graphic 4.1 that there was improvement of the students in the reading comprehension in term of literal comprehension from pre-test with the mean score was 47,38 to post-test with the mean score was 85 and the improvement of pre-test to post-test was 79,40%.

**Table 4.2 Classification of the Students Score Reading Comprehension in Term of Main Idea (pre-test)**

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	0%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	0	0%
5	Fair	56-65	3	17%
6	Poor	36-55	13	72%
7	Very Poor	0.0-35	2	11%
Total			18	100%

Based Table 4.2 shows that the classification of the students score reading comprehension in term of main idea in pre-test there are 3 (17%)

students got fair, 13 (72%) students got poor, and 2 (11%) students got very poor.

**Table 4.3 Classification of the Students Score Reading Comprehension in Term of Main Idea (post-test)**

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	6	33%
2	Very Good	86-95	1	6%
3	Good	76-85	7	39%
4	Fairly Good	66-75	4	22%
5	Fair	56-65	0	0%
6	Poor	36-55	0	0%
7	Very Poor	0.0-35	0	0%
Total			18	100%

Based Table 4.3, it shows that the classification of the students score reading comprehension in term of main idea in post-test there are 6 (33%) student got excellent, 1 (6%) student got very good, 7 (39%) students got good, and 4 (22%) students got fairly good.

**b) Students' Interpretative Comprehension Using Think Pair Share method In Term of Conclusion**

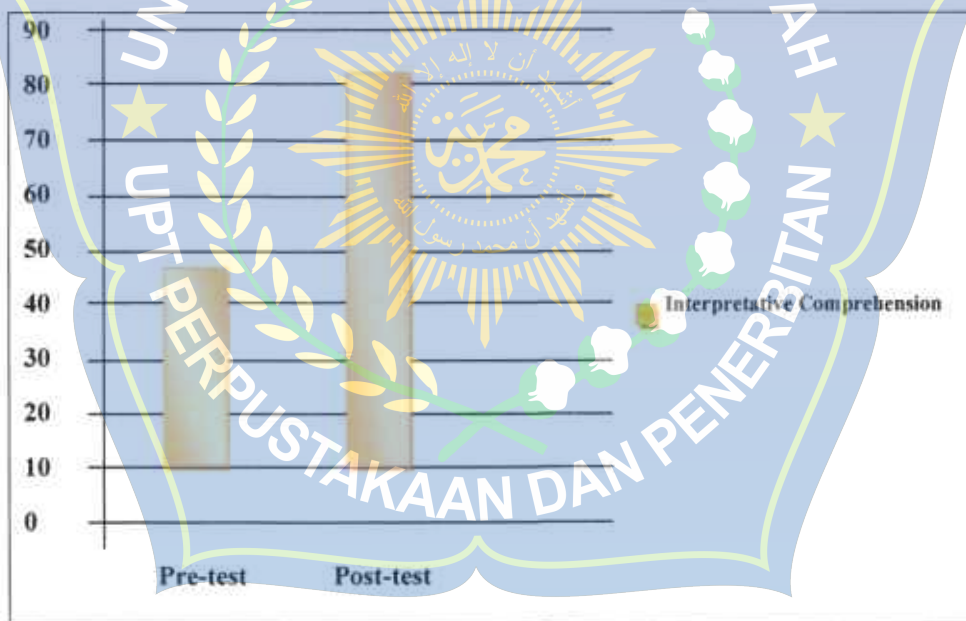
Students' interpretative comprehension using Think Pair Share method have different in pre-test and post-test. In pre-test students still less understand about conclusion but after applied Think Pair Share method the students more understand about conclusion, it can be seen clearly in the following table:



**Table 4.4 Students' Interpretative Comprehension Using Think Pair Share method**

Interpretative Comprehension	The Students' Score		Improvement (%)
	Pre-test	Post-test	
Conclusion	43,05	83,33	93,56

Based Table 4.4, it shows that the score of interpretative 93,56% from of students in post-test improved after teaching reading comprehension in term of conclusion by using Think Pair Share Method. The mean score of the students in pre-test were 43,05 and post-test which to be 83,33.



**Graphic 4.2 The Mean Score and Increase of The Students' Reading Comprehension in Term of Conclusion.**

The Graphic 4.2 that there was improvement of the students in the reading comprehension in term of interpretative comprehension from pre-test with the mean score was 43,05 to post-test with the mean score was 83,33 and the improvement of pre-test to post-test was 93,56%.

**Table 4.5 Classification of the Students Score Reading Comprehension in Term of Conclusion (pre-test)**

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	0	00%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	2	11%
5	Fair	56-65	0	0%
6	Poor	36-55	9	50%
7	Very Poor	0.0-35	7	39%
<b>Total</b>			18	100%

Based Table 4.5, it shows that the classification of the students score reading comprehension in term of conclusion in pre-test there are 2 (11%) students got fairly good, 9 (50%) students got poor, and 7 (39%) students got very poor.

**Table 4.6 Classification of the Students Score Reading Comprehension in Term of Conclusion (post-test)**

No	Classification	Score	Frequency	Percentage
1	Excellent	96-100	8	44%
2	Very Good	86-95	0	0%
3	Good	76-85	0	0%
4	Fairly Good	66-75	8	44%
5	Fair	56-65	0	0%
6	Poor	36-55	2	11%
7	Very Poor	0.0-35	0	0%
<b>Total</b>			32	100%

Based Table 4.6, it shows that the classification of the students score reading comprehension in term of conclusion in post-test there are 8 (44%) students got excellent, 8 (44%) students got fairly good, and 2 (11%) students got poor.

### c) Hypothesis Testing

The hypothesis was tested by using inferential analysis. In this case, the researcher used t-test (test of significance) for independent sample test, that was a test to know the significance difference between the results of students' mean score in pre-test and post-test the researcher used t-test analysis on the level of significance ( $\alpha$ ) = 0.05 with the degree of freedom ( $df$ ) =  $N - 1$ , where  $N$  = Number of subject (18 students) then the value of t-table was 2.03 t-test statistical analysis for independent sample is applied.

The result of the data analysis t-test of the students' reading comprehension through Think Pair Share method table below:

**Table 4.7 The Comparison of T-Test and T-Table Score of the Students' Reading Comprehension**

Variables	T-Test	T-Table	Description
Literal Comprehension	11,46	2,03	Significance
Interpretative Comprehension	11,47	2,03	Significance
X	22,93	2,03	Significance

The Table 4.7 shows that the value of the t-test is higher than the value of t-table. The t-test value of main idea is greater than t-table ( $11,46 > 2$ ) and the t-test value of conclusion is greater than t-table ( $11,47 > 2$ ). The result of calculating t-test of the indicators in the students t-test in literal and interpretative comprehension is greater than t-table ( $22,93 > 2,03$ ).

The value of the t-test is greater than t-table. The score in variable of reading comprehension is ( $22,93 > 2,03$ ). It is said that the null



hypothesis ( $H_0$ ) is rejected and the alternative hypothesis ( $H_1$ ) is accepted. It means that, there is a significance difference between the result of the students' literal and interpretative comprehension through Think Pair Share method after treatment.

If the t-test value is higher than t-table at the level of significance 0,05 and degree freedom (df) 18 ( $N-1=18-1$ ), thus the alternative hypothesis ( $H_1$ ) is accepted and null hypothesis ( $H_0$ ) is rejected. In country, if the value is lower than t-table at the level of significance 0,05 and the degree freedom 17, thus the alternative hypothesis is rejected and null hypothesis is accepted.

## **B. Discussion**

### **The effect of Think Pair Share method on students' reading skill**

#### **a) Students' Literal Comprehension**

Based on the finding above in applying Think Pair Share method in the class, the data is collected through the test as explain in the previous finding section shows that the students' comprehension in the score of literal is improved from the mean score in pre-test and post-test. The score of the students' post-test is higher than the mean score of the students' pre-test. Therefore, it can be concluded that Think Pair Share method could improve the students' comprehension in literal comprehension.

#### **b) Students' interpretative Comprehension**

Based on the finding above in applying Think Pair Share method in the class, the data is collected through the test as explain in the previous



finding section shows that students' comprehension in the interpretative is significantly improved.

The data on Table 4.4 shows that the score of interpretative is improve from the mean score on pre-test and post-test. Therefore, it can be concluded that Think Pair Share method could improve the students' comprehension in interpretative comprehension.

The result of students' mean score after presenting in teaching reading comprehension using Think Pair Share method is better than before the treatment is given to the students. Before giving the treatment, the students' Comprehension in literal is fair. After giving the treatment, their comprehension is significantly improve and categorized as good.

According to Burns in Sinambela (2015 :17), Literal comprehension involves acquiring information that is directly stated, the basic of literal comprehension is recognizing stated the main idea, detailed caused effect and sequence. It is also prerequisite for higher-level understanding. The important in this level is understanding of vocabulary, sentence meaning, and paragraph meaning.

According to Burns in Sinambela (2015 :17), Interpretative comprehension involves reading between the lines or making inferences. It is the process of deriving ideas that are implied rather than directly stated. Skills for interpretative include: Inferring main ideas of passages in which the main ideas are not directly stated ,Inferring cause-effect relationships when they are not directly stated, Inferring referents of pronouns ,Inferring referent of

adverbs, Inferring omitted words, Detecting mood, Detecting the author's purpose in writing, Drawing conclusion.

The research finding that the students' reading comprehension by using Think Pair Share method showed the improvement of the students reading comprehension in the terms of main idea and drawing conclusion. From the improvement showed the process in pre-test and post-test. The result of the students reading in pre-test was low, especially in finding the main idea and drawing conclusion. It showed that the students could not express their ideas and their understandable. It was before using Think Pair Share method in reading activity.

Based on the problem above, the researcher gave the treatment by using Think Pair Share method, so that the students could show the improvement in post-test. In pre-test, researcher only gave the essay text (reading text) to know their prior knowledge before using Think Pair Share method.

At the beginning, their reading comprehension was very bad. Almost of them were confused and spent much time to think about the meaning of the word in the reading text. They only read the text, but they did not understand about how to find out the main idea of the reading text.

After students were given a pre-test, the researcher gave the treatment by using Think Pair Share method. As the result, students become active and enjoy in reading activity. They would be easy to do reading activity. Most of

their utterance were correct and no need to reading for a long time to understand what they read.

By seeing the effectiveness of the students' reading skill, it is concluded that Think Pair Share method could improve the students' reading comprehension in literal and interpretative. It could be showed from the students' reading test in pre-test and post-test. In pre-test, some students were difficult to answer the questions and find out main idea and drawing conclusion. But, the students' reading comprehension in post-test, which the content of reading comprehension could be understand. Then, the students were easy to answer the questions and find out main idea.

Based the explanation above, the researcher analyzed that Think Pair Share method could improve the students, reading comprehension. It was proved by the result of students' achievement in narrative text.

From the discussion above, it could be argued that the eight grade students of SMP Negeri 6 Biringbulu Satap Karamasa have given a positive influence in reading skill after taught Think Pair Share method especially in comprehension a text.

Further, the researcher concluded that using Think Pair Share method in learning can make students more active, enjoy and motivate in teaching learning process. It means that the Think Pair Share method can be used as one of the alternative to teach narrative text.



## CHAPTER V

### CONCLUSION AND SUGGESTON

#### A. Conclusion

Based on the findings then the conclusion is:

Think Pair Share method effect on students' Reading skill. It is proved on the pre-test in literal comprehension by the mean score is 47,38 and the post-test becomes 85 improve 79,40% with the t-test value main idea comprehension is greater than t-table ( $11,46 > 2,03$ ). While the students' interpretative by the mean score is 43,05 becomes 83,33 improve 93,56% with the t-test value interpretative comprehension is greater than t-table ( $11,47 > 2,03$ ).

The result of calculating t-test of the indicators in the students t-test reading comprehension (literal and interpretative comprehension) is greater than t-table  $22,93 > 2,03$ . It means that there is significance difference between before and after giving the treatment.



## B. Suggestion

Based on the conclusion above, the researcher presents some suggestion as follows:

1. It is suggested that the teacher especially for the English Teacher at The of eight grade students of SMP Negeri 6 Biringbulu Satap Karamasa to use Think Pair Share method in presenting the reading comprehension materials because it is effective to increase the students' reading comprehension.
2. For the further researcher expected to be useful information and the researcher gives suggestion to the next researcher to conduct the similar technique with other respondents to find out the advantages of this material.

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## APPENDIX A

A.1. The Students' Scores of Pre-test

A.2. The Students' Scores of Post-test

A.3. The Students' Row Scores of Pre-test

A.4. The Students' Row Scores of Post-test

A.5. The students' Scores of Pretest ( $X_1$ ) and Post-test ( $X_2$ ),  
Gain/Difference between the Matched Pairs (D), and Square of the  
Gain ( $D^2$ )

A.6. Scoring Classification of the students pre-test and post-test

A.7. Calculation of the Mean Score of Students' Reading Comprehension

A.8. The Percentage of the Students' Development in Reading  
Comprehension

A.9. Calculating test of significance

A.10. Table distribution of T-Value

## APPENDIX A.1

The Students' Score of Pre-test

No	Respondents	Pre-test		
		Literal Comprehension	Interpretative Comprehension	Reading Comprehension
		Main Idea	Conclusion	Score
1	Akbar	19	2	53
2	Dilsa	15	2	30
3	Dini	15	1	30
4	Diska	22	2	60
5	Haji	13	1	35
6	Iksa	18	2	50
7	Karmila	24	2	65
8	Muhammad Agung	16	1	43
9	Nur hikmah	19	1	50
10	Nur sabila	21	3	60
11	Nuradiyah	18	3	53
12	Rasya	20	2	55
13	Rehan	23	2	63
14	Riska Wati	23	1	60
15	Saenal	19	1	50
16	Tasya Aulia	20	2	53
17	Ulfa	17	2	48
18	Wahyu Tri Utumo	21	1	55

## APPENDIX A.2

The Students' Score of Post-test

No	Respondents	Post-test		
		Literal Comprehension	Interpretative Comprehension	Reading Comprehension
		Main Idea	Conclusion	Score
1	Akbar	35	4	98
2	Dilsa	35	4	98
3	Dini	28	2	75
4	Diska	29	3	80
5	Haji	35	4	98
6	Iksa	35	4	98
7	Karmila	27	3	75
8	Muhammad Agung	29	3	80
9	Nur hikmah	30	2	80
10	Nur sabila	31	3	85
11	Nuradiyah	30	4	85
12	Rasya	35	4	98
13	Rehan	35	4	98
14	Riska Wati	27	3	75
15	Saenal	25	3	70
16	Tasya Aulia	29	4	83
17	Ulfa	27	3	75
18	Wahyu Tri Utumo	29	3	80

APPENDIX A.3

The Students' Row of Pre-test

No	Respondents	Pre-test	
		Literal Comprehension	Interpretative Comprehension
		Main Idea	Conclusion
1	Akbar	48	50
2	Dilsa	38	50
3	Dini	38	25
4	Diska	55	50
5	Haji	33	25
6	Iksa	45	50
7	Karmila	60	50
8	Muhammad Agung	30	25
9	Nur hikmah	48	25
10	Nur sabila	53	75
11	Nuradiyah	45	75
12	Rasya	50	50
13	Rehan	58	50
14	Riska Wati	58	25
15	Saenal	48	25
16	Tasya Aulia	50	50
17	Ulfa	43	50
18	Wahyu Tri Utumo	53	25
Total		$\sum X= 853$	$\sum X= 775$
Mean Score (X)		$X= 47,38$	$X= 43,05$



## APPENDIX A.4

## The Students' Row of Post-test

No	Respondents	Post-test	
		Literal Comprehension	Interpretative Comprehension
		Main Idea	Conclusion
1	Akbar	97	100
2	Dilsa	97	100
3	Dini	78	50
4	Diska	81	75
5	Haji	97	100
6	Iksa	97	100
7	Karmila	75	75
8	Muhammad Agung	81	75
9	Nur hikmah	83	50
10	Nur sabila	86	75
11	Nuradiyah	83	100
12	Rasya	97	100
13	Rehan	97	100
14	Riska Wati	75	75
15	Saenal	69	75
16	Tasya Aulia	81	100
17	Ulfa	75	75
18	Wahyu Tri Utumo	81	75
Total		$\sum X = 1530$	$\sum X = 1500$
Mean Score (X)		$X = 85$	$X = 83,33$

## APPENDIX A.5

The students' Scores of Pre-test ( $X_1$ ) and Post-test ( $X_2$ ), Gain/Difference between The matched pairs ( $D$ ), and Square of the Gain ( $D^2$ )

## 1. Literal Comprehension

No	Respondents	Literal Comprehension			
		Pre-test	Post-test	D ( $X_2 - X_1$ )	D <sup>2</sup>
1	Akbar	48	97	49	2401
2	Dilsa	38	97	59	3481
3	Dini	38	78	40	1600
4	Diska	55	81	26	676
5	Haji	33	97	64	4096
6	Iksa	45	97	52	2704
7	Karmila	60	75	15	225
8	Muhammad Agung	30	81	51	2601
9	Nur hikmah	48	83	35	1225
10	Nur sabila	53	86	33	1089
11	Nuradiyah	45	83	38	1444
12	Rasya	50	97	47	2209
13	Rehan	58	97	39	1521
14	Riska Wati	58	75	17	289
15	Saenal	48	69	21	441
16	Tasya Aulia	50	81	31	961
17	Ulfa	43	75	32	1024
18	Wahyu Tri Utumo	53	81	28	784
Total		$\sum X = 853$	$\sum X = 1530$	$\sum D = 677$	$\sum D^2 = 28771$

## 2. Interpretative Comprehension

No	Respondents	Interpretative Comprehension			
		Pre-test	Post-test	D (X2-X1)	D <sup>2</sup>
1	Akbar	50	100	50	2500
2	Dilsa	50	100	50	2500
3	Dini	25	50	25	625
4	Diska	50	75	25	625
5	Haji	25	100	75	5625
6	Iksa	50	100	50	2500
7	Karmila	50	75	25	625
8	Muhammad Agung	25	75	50	2500
9	Nur hikmah	25	50	25	625
10	Nur sabila	75	75	0	0
11	Nuradiyah	75	100	25	625
12	Rasya	50	100	50	2500
13	Rehan	50	100	50	2500
14	Riska Wati	25	75	50	2500
15	Saenal	25	75	50	2500
16	Tasya Aulia	50	100	50	2500
17	Ulfa	50	75	25	625
18	Wahyu Tri Utumo	25	75	50	2500
Total		$\sum X=725$	$\sum X=1500$	$\sum D=725$	$\sum D^2=34375$

## APPENDIX A.6

### 1. Scoring Classification of the students pre-test and post-test Literal

No	Respondents	Literal Comprehension			
		Pre-test	Classification	Post-test	Classification
1	Akbar	48	Poor	97	Excellent
2	Dilsa	38	Poor	97	Excellent
3	Dini	38	Poor	78	Good
4	Diska	55	Poor	81	Good
5	Haji	33	Very poor	97	Excellent
6	Iksa	45	Poor	97	Excellent
7	Karmila	60	Fair	75	Fairly good
8	Muhammad Agung	30	Very poor	81	Good
9	Nur hikmah	48	Poor	83	Good
10	Nur sabila	53	Poor	86	Very good
11	Nuradiyah	45	Poor	83	Good
12	Rasya	50	Poor	97	Excellent
13	Rehan	58	Fair	97	Excellent
14	Riska Wati	58	Fair	75	Fairly good
15	Saenal	48	Poor	69	Fairly good
16	Tasya Aulia	50	Poor	81	Good
17	Ulfa	43	Poor	75	Fairly good
18	Wahyu Tri Utumo	53	Poor	81	Good



## 2. Scoring Classification of the students pre-test and post-test Interpretative

No	Respondents	Interpretative Comprehension			
		Pre-test	Classification	Post-test	Classification
1	Akbar	50	Poor	100	Excellent
2	Dilsa	50	Poor	100	Excellent
3	Dini	25	Very poor	50	Poor
4	Diska	50	Poor	75	Fairly good
5	Haji	25	Very poor	100	Excellent
6	Iksa	50	Poor	100	Excellent
7	Karmila	50	Poor	75	Fairly good
8	Muhammad Agung	25	Very poor	75	Fairly good
9	Nur hikmah	25	Very poor	50	Poor
10	Nur sabila	75	Fairly good	75	Fairly good
11	Nuradiyah	75	Fairly good	100	Excellent
12	Rasya	50	Poor	100	Excellent
13	Rehan	50	Poor	100	Excellent
14	Riska Wati	25	Very poor	75	Fairly good
15	Saenal	25	Very poor	75	Fairly good
16	Tasya Aulia	50	Poor	100	Excellent
17	Ulfa	50	Poor	75	Fairly good
18	Wahyu Tri Utumo	25	Very poor	75	Fairly good

## APPENDIX A.7

## Mean score of the Pre-test and Post-test and Gain (D)

- a. The students' mean score of pre-test and post-test in reading for literal comprehension

Pre-test:

$$\bar{X}_1 = \frac{\Sigma X}{N}$$

$$= \frac{853}{18}$$

$$= 47,38 \text{ (Poor)}$$

Post-test:

$$\bar{X}_2 = \frac{\Sigma X}{N}$$

$$= \frac{1530}{18}$$

$$= 85 \text{ (Good)}$$

- b. The students' mean score of pre-test and post-test in reading for interpretative comprehension

Pre-test:

$$\bar{X}_1 = \frac{\Sigma X}{N}$$

$$= \frac{775}{18}$$

$$= 43,05 \text{ (Poor)}$$

Post-test:

$$\bar{X}_2 = \frac{\Sigma X}{N}$$

$$= \frac{1500}{18}$$

$$= 83,33 \text{ (Good)}$$

- c. The students' Mean score of gain (D) literal comprehension

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

$$\bar{D} = \frac{677}{18}$$

$$\bar{D} = 37,61$$

- d. The students' Mean score of gain (D) interpretative comprehension

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

$$\bar{D} = \frac{725}{18}$$

$$\bar{D} = 40,28$$

## The percentage of the students' development in reading comprehension

### 1. Literal Comprehension

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{85 - 47,38}{47,38} \times 100\%$$

$$= \frac{37,62}{47,38} \times 100\%$$

$$P = 79,40\%$$

### 2. Interpretative Comprehension

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$= \frac{8333 - 4305}{4305} \times 100\%$$

$$= \frac{4028}{4305} \times 100\%$$

$$= 93,56\%$$



### Test of significance

#### a. Test of significance of Literal Comprehension

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$= \frac{37,61}{\sqrt{\frac{28771 - \frac{(677)^2}{18}}{18(18-1)}}$$

$$= \frac{37,61}{\sqrt{\frac{28771 - 458329}{18(18-1)}}$$

$$= \frac{37,61}{\sqrt{\frac{28771 - 2546272}{306}}}$$

$$= \frac{37,61}{\sqrt{\frac{330828}{306}}}$$

$$= \frac{37,61}{\sqrt{10,81}}$$

$$= \frac{37}{3,28}$$

$$= 11,46$$

#### b. Test of significance of interpretative comprehension

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$= \frac{4305}{\sqrt{\frac{34375 - \frac{(725)^2}{18}}{18(18-1)}}$$

$$= \frac{4305}{\sqrt{\frac{34375 - \frac{525625}{18}}{18(18-1)}}$$

$$= \frac{4305}{\sqrt{\frac{34375 - 292018}{306}}}$$

$$= \frac{4305}{\sqrt{\frac{517361}{306}}}$$

$$= \frac{4305}{\sqrt{1690}}$$

$$= \frac{4305}{41,1}$$

$$= 11,47$$

Table Distribution of T-Value

Degree of freedom (df) =  $N - 1 = 18 - 1 = 17$ 

T- table= 2.10982

Pr	0.25	0.10	0.05	0.025	0.01	0.005	0.001
df	0.50	0.20	0.10	0.050	0.02	0.010	0.002
1	1.0000	3.07768	6.31375	12.7062	31.82052	63.65674	318.30
2	0.8165	1.88562	2.91999	4.30265	6.96456	9.92484	22.327
3	0.7648	1.63774	2.35336	3.18245	4.54070	5.84091	10.214
4	0.7407	1.53321	2.13185	2.77645	3.74695	4.60409	7.1731
5	0.7266	1.47588	2.01505	2.57058	3.36493	4.03214	5.8934
6	0.7175	1.43976	1.94318	2.44691	3.14267	3.70743	5.2076
7	0.7111	1.41492	1.89458	2.36462	2.99795	3.49948	4.7852
8	0.7063	1.39682	1.85955	2.30600	2.89646	3.35539	4.5007
9	0.7027	1.38303	1.83311	2.26216	2.82144	3.24984	4.2968
10	0.6998	1.37218	1.81246	2.22814	2.76377	3.16927	4.1437
11	0.6974	1.36343	1.79588	2.20099	2.71808	3.10581	4.0247
12	0.6954	1.35622	1.78229	2.17881	2.68100	3.05454	3.9296
13	0.6938	1.35017	1.77093	2.16037	2.65031	3.01228	3.8519
14	0.6924	1.34503	1.76131	2.14479	2.62449	2.97684	3.7873
15	0.6912	1.34061	1.75305	2.13145	2.60248	2.94671	3.7328
16	0.6901	1.33676	1.74588	2.11991	2.58349	2.92078	3.6861
17	0.6892	1.33338	1.73961	2.10982	2.56693	2.89823	3.6457
18	0.6883	1.33039	1.73406	2.10092	2.55238	2.87844	3.6104
19	0.6876	1.32773	1.72913	2.09302	2.53948	2.86093	3.5794
20	0.6869	1.32534	1.72472	2.08596	2.52798	2.84534	3.5518
21	0.6863	1.32319	1.72074	2.07961	2.51765	2.83136	3.5271
22	0.6858	1.32124	1.71714	2.07387	2.50832	2.81876	3.5049
23	0.6853	1.31946	1.71387	2.06866	2.49987	2.80734	3.4849
24	0.6848	1.31784	1.71088	2.06390	2.49216	2.79694	3.4667
25	0.6844	1.31635	1.70814	2.05954	2.48511	2.78744	3.4501
26	0.6840	1.31497	1.70562	2.05553	2.47863	2.77871	3.4350
27	0.6836	1.31370	1.70329	2.05183	2.47266	2.77068	3.4210
28	0.6833	1.31253	1.70113	2.04841	2.46714	2.76326	3.4081
29	0.6830	1.31143	1.69913	2.04523	2.46202	2.75639	3.3962
30	0.6827	1.31042	1.69726	2.04227	2.45726	2.75000	3.3851
31	0.6824	1.30946	1.69552	2.03951	2.45282	2.74404	3.3749
32	0.6822	1.30857	1.69389	2.03693	2.44868	2.73848	3.3653
33	0.6820	1.30774	1.69236	2.03452	2.44479	2.73328	3.3563
34	0.6817	1.30695	1.69092	2.03224	2.44115	2.72839	3.3479
35	0.6815	1.30621	1.68957	2.03011	2.43772	2.72381	3.3400
36	0.6813	1.30551	1.68830	2.02809	2.43449	2.71948	3.3326
37	0.6811	1.30485	1.68709	2.02619	2.43145	2.71541	3.3256
38	0.6810	1.30423	1.68595	2.02439	2.42857	2.71156	3.3190
39	0.6808	1.30364	1.68488	2.02269	2.42584	2.70791	3.3127

## APPENDIX B

**B.1 Pre-test and Post-test**

**B.2 Lesson Plan**

**B.3 Students' worksheet**





## INSTRUMENT PRE-TEST

Name : .....

Class : .....

### THE STORY OF BAWANG MERAH AND BAWANG PUTIH

Bawang Putih lived with her step mother and her step sister, Bawang Merah. Bawang Putih's mother died when she was a baby. Her father remarried another woman and later her step sister was born. Unfortunately, not long after that her father died. Since then, Bawang Putih's life was sad. Her step mother and her step sister treated Bawang Putih badly and always asked her to do all the household chores.

One morning, Bawang Putih was washing some clothes in a river. Accidentally, her mother's clothes were washed away by the river. She was really worried so she walked along the river side to find the clothes. Finally she met an old woman. She said that she kept the clothes and would give them back to Bawang Putih if she helped the old woman do the household chores. Bawang Putih helped her happily. After everything was finished, the old woman returned the clothes. She also gave Bawang Putih a gift. The old woman had two pumpkins, one pumpkin was small and the other one was big. Bawang Putih had to choose one.

Bawang Putih was not a greedy girl. So she took the small one. After thanking the old woman, Bawang Putih then went home. When she arrived home, her step mother and Bawang Merah were angry. They had been waiting for her all day long. Bawang Putih then told about the clothes, the old woman, and the pumpkin. Her mother was really angry so she grabbed the pumpkin and smashed it to the floor. Suddenly they all were surprised. Inside the pumpkin they found jewelries. "Bawang Merah, hurry up. Go to the river and throw my clothes into the water. After that, find the old woman. Remember, you have to take the big pumpkin," the step mother asked Bawang Merah to do exactly the same as Bawang Putih's experience. Bawang Merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked Bawang Merah to do household chores. She refused and asked the old woman to give her a big pumpkin. The old woman then gave her the big one. Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared. They were afraid the snakes would bite them. "Mom, I think God

just punished us. We had done bad things to Bawang Putih. And God didn't like that. We have to apologize to Bawang Putih," said Bawang Merah.

Finally both of them realized their mistakes. They apologized and Bawang Putih forgave them. Now the family is not poor anymore. Bawang Putih decided to sell all the jewelries and used the money for their daily lives.

**Read the text above and answer the questions:**

1. What is the title of the text ?
2. How many characters in the story?
3. Who is the main character of the text?
4. What is the main idea of the second paragraph ?
5. What is the main idea of the third paragraph ?
6. Where was the story happen?
7. What makes bawang merah's mother feel so angry?
8. What is the resolution of the story?
9. What is the moral value of the text above?
10. Make the conclusion about the text

**Key answer of Pre-test :**

1. The story of Bawang Merah Bawang Putih.
2. 4 characters . Bawang merah, bawang putih , step mother and the old man
3. The main characters of the text is Bawang Putih
4. Meet with the old woman in the river and the old woman Said that she kept the clothes and would give them back to Bawang putih if she helped the old woman do the household chores, after everything was finished, the old woman return the clothes and she also give bawang putih gift.
5. The step mother asked Bawang Merah to do exactly the same as Bawang Putih's experience. Bawang Merah immediately went to the river. She threw the clothes and pretended to search them. Not long after that, she met the old woman. Again she asked Bawang Merah to do household chores. She refused and asked the old woman to give her a big pumpkin. The old woman then gave her the big one. Bawang Merah was so happy. She ran very fast. When she arrived home, her mother was impatient. She directly smashed the pumpkin to the floor. They were screaming. There were a lot of snakes inside the pumpkin! They were really scared.
6. In a river
7. Bawang merah mother's angry because they had been waiting for her all day long and bawang putih told the clothes, old woman and the pumpkin her mother was really angry.

8. The resolution of the story both of them realized their mistakes, they apologized and bawang putih forgive them.
9. Be a good person because greed Will not make us happy it Will lead to trouble in the future.
10. Conclusion of the text is they realized their mistakes and now their family is not poor anymore, Bawang putih decide to sell all the jewelries and USD the money for their daily lives.





## INSTRUMENT POST-TEST

Name : .....

Class : .....

### THE LION AND THE MOUSE

One day, a Lion lay asleep in the jungle. A tiny Mouse, running about in the grass and not noticing where he was going, ran over Lion's head and down his nose.

The Lion awoke with a loud roar and down came his paw over the little Mouse. The great beast was about to open his huge jaws to swallow the tiny creature when "Pardon me, O King, I beg of you," cried the frightened Mouse. "If you will only forgive me this time, I shall never forget your kindness. I meant no harm and I certainly didn't want to disturb Your Majesty. If you will spare my life, perhaps I may be able to do you a good turn, too." The Lion began to laugh, and he laughed and laughed. "How could a tiny creature like you ever do anything to help me? And he shook with laughter. "Oh well" he shrugged, looking down at the frightened Mouse, "you're not so much of a meal anyway." He took his paw off the poor little prisoner and the Mouse quickly scampered away. Some time after this, some hunters, trying to capture the Lion alive so they could carry him to their king set up rope nets in the jungle. The Lion, who was hunting for some food, fell into the trap. He roared and thrashed about trying to free himself but with every move he made, the ropes bound him tighter.

The unhappy Lion feared he could never escape, and he roared pitifully. His thunderous bellows echoed through the jungle. The tiny Mouse, scurrying about far away, heard Lion's roars "That may be there very Lion who once freed me," he said, remembering his promise. And he ran to whether he could help.

Discovering the sad state the Lion was in, the Mouse said to him, "Stop, stop! You must not roar. If you make so much noise, the hunters will come and capture you. I'll get you out of this trap." With his sharp little teeth, the Mouse gnawed at the ropes until they broke. When the Lion had stepped out of the net and was free once "Thank you, good Mouse," said the Lion gently. "You did help me even though I am big and you are so little. I see now that kindness is always worthwhile."



**Read the text above and answer the questions:**

1. What is the title of the text
2. Where was the story happen?
3. Who is the main character of the text?
4. When was the lion captured by some hunters?
5. What makes a lion laugh?
6. What is the "resolution" of the story?
7. Write the main idea of paragraph one?
8. What is the main idea of the second paragraph?
9. Write two supporting ideas from the main idea of one paragraph.
10. Make the conclusion about the text above

**Key answer of Post-test :**

1. The lion and the mouse
2. The story was happen in the jungle
3. The main characters is lion, Tony mouse and hunters
4. The lion was capture by some hunters when he was hunting for some food
5. Because the tiny mouse come to the lion and ask to help the tiny mouse and the tiny mouse will be able to do good turn to the lion. The lion thing how could the tiny mouse do anything to the lion.
6. The resolution of the text is the mouse did help the lion even thought the lion have big body but the mouse did to help him and the lion say that the kidness is always worthwhile
7. Some hunters try to capture the lion alive so they could carry him to their king set IP rope nets in the jugle, the lion who was hunting for some food fell into the trap, he roard and trashed about trying to free himself.
8. The tiny mouse comes to save the lion and try to make the lion to stop roars and with his sharp little teeth the mouse gnwed at the ropes untill the broke.
9. - She Took his paw off the poor little prisoner and the mouse quickly scampered away. Some Tineke after this, some hunters trying to capture the lion alive so they could carry him to their king set up rope nets in the jugle. The lion was hunting for some food, fell into the trap her roared and trashed about trying to free himself but with every move hE made the ropes bound him tighter.  
- Discovering the sad state the lion was in , the mouse Said to him to stop roars, if you make so much noise, the hunters Will come and capture you. I'll get you out of this trap. "With his little sharp little teeth, the mouse gnawed at the ropes until they broke.
10. Do good thing to anyone because the kidness we give can definetly be rewarded too, if not from that person we can get kidness from other people.

## RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

**Nama Sekolah** : SMPN Biringbulu Kab.Gowa

**Mata Pelajaran** : Bahasa Inggris

**Kelas/Semester** : VII/ I

**Alokasi Waktu** :

**Pertemuan Ke** : I

### A. Standar Kompetensi

Memahami makna dalam teks monolog/esai tulis berbentuk *report*, *narrative*, dan *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

### B. Kompetensi Dasar

Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk *narrative*, *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

### C. Indikator Pencapaian Kompetensi

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar.

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat membaca teks bacaan dengan baik dan benar
2. Siswa dapat menterjemahkan teks bacaan kalimat perkalimat
3. Siswa dapat menjawab pertanyaan yang mereka buat berdasarkan teks bacaan.

### E. Uraian Materi

#### a. Definition of Narrative text

Narrative text is a story with complication or problematic events and it tries to find resolution to solve the problem. An important part of

narrative text is the narrative mode, the set of methods used to communication the narrative through process narration.

b. Purpose of narrative textis to amuse or to entertaintet the raider with a story.

c. Generic Structure of narrative text

1. **Orientation** : it is about the opening paragraph where the character of the sroy are introduced.

2. **Complication** : where the problems in the story developed.

3. **Resolution** : where the problem in the story is solved.

d. kinds of Narrative Text:

1. Legend

Example: Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba Lake.

2. Fable

Example: The smartest Parrot and The story of Monkey and Crocodile

3. Fairy Tale

Example: Cinderella, Snow White, The story of Rapunzel and Painting the Wall.

**F. Metode Pembelajaran/Teknik:**

Think pair share

**G. Langkah-langkah Pembelajaran**

a. Kegiatan Pendahuluan

Apersepsi:

- Berdo'a dan salam
- Absensi siswa

Motivasi:

- Perkenalan materi dan manfaatnya untuk memotivasi siswa.

b. Kegiatan Inti

Guru menjelaskan Think pair share

- Guru menjelaskan materi pelajaran.
- Siswa memperhatikan teks bacaan.
- Guru membantu siswa membuat pertanyaan.



- Guru menyuruh siswa membuat pertanyaan dan menjawabnya.
- Guru mengevaluasi kerja siswa.

c. Kegiatan Akhir

- Guru memberikan assignment (pekerjaan rumah) tentang materi yang telah dipelajari
- Guru menunjuk 1 atau 2 siswa untuk memberikan kesimpulan tentang materi hari itu.
- Guru mengakhiri pertemuan dengan mengucapkan salam

H. Sumber/Bahan/Alat:

- Dictionary, Internet.

I. Penilaian

- Teknik : Tertulis (individu)
- Instrument Penilaian : Siswa membuat pertanyaan dan menjawab pertanyaan tersebut yang berorientasi pada teks yang disediakan oleh guru.
- Kriteria penilaian

$$\text{Score} = \frac{\text{Students' correct Answer}}{\text{Total Number of Item}} \times 100\%$$

Score Literal reading comprehension

No	Criteria	Score
1	Clearly identified the main idea by strong evidences, details reading to the main idea	4
2	Identified the main idea and provided adequate evidence, details reading to the main idea	3
3	limited the main idea and provided adequate evidence, details reading to the main idea	2
4	Did not identify the main idea and provided adequate evidence, details reading to the main idea	1

(Harmer in Nurhandayani, 2016:31)



### Score interpretative reading comprehension

No	Criteria	Score
1	Conclusion reflect resource reading in development of idea it is excellent	4
2	Conclusion reflect reading in development of idea it is good	3
3	Conclusion reflect only reading in development of idea it is poor	2
4	Conclusion do not reflect any reading of resource in development idea	1

(Harmer in Nurhandayani, 2016:31)

### Pertemuan Ke : 2

#### A. Standar Kompetensi

Memahami makna dalam teks monolog/esei tulis berbentuk *report*, *narrative*, dan *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

#### B. Kompetensi Dasar

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *narrative*, *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

#### C. Indikator Pencapaian Kompetensi

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar.

#### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat membaca teks bacaan dengan baik dan benar
2. Siswa dapat menterjemahkan teks bacaan kalimat perkalimat
3. Siswa dapat menjawab pertanyaan yang mereka buat berdasarkan teks bacaan.

### E. Uraian Materi

*Read the text and make 5 questions and answer it about the text below!*

#### 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."

Questions:

1. What the title of this story?
2. How did the mouse feel when captured by the lion?
3. Where does the lion sleep?
4. What did the mouse say after it was released by the lion?
5. What is the moral value of the story?

Answer:

1. The Lion and the Mouse
2. Frightened
3. Lair of the Mouse
4. The Mouse says: I will never forget your kindness. Someday I may be able to repay you.
5. the moral value that we can get from the story is everyone who do good something with someone will be in return for his kindness as well.

### F. Metode Pembelajaran/Teknik:

Think pair share

### G. Langkah-langkah Pembelajaran

a. Kegiatan Pendahuluan

Apersepsi:

- Berdo'a dan salam
- Absensi siswa

Motivasi:

- Perkenalan materi dan manfaatnya untuk memotivasi siswa.

b. Kegiatan Inti

- Guru menjelaskan kembali materi pelajaran sebelumnya.
- Siswa memperhatikan teks bacaan.
- Guru membantu siswa membuat pertanyaan.
- Guru menyuruh siswa membuat pertanyaan dan menjawabnya.
- Guru mengevaluasi kerja siswa.

c. Kegiatan Akhir

- Guru memberikan assignment (pekerjaan rumah) tentang materi yang telah dipelajari
- Guru menunjuk 1 atau 2 siswa untuk memberikan kesimpulan tentang materi hari itu.
- Guru mengakhiri pertemuan dengan mengucapkan salam

H. Sumber/Bahan/Alat:

- Dictionary, Internet.

I. Penilaian

- Teknik : Tertulis (individu)
- Instrument Penilaian : Siswa membuat pertanyaan dan menjawab pertanyaan tersebut yang berorientasi pada teks yang disediakan oleh guru.
- Kriteria penilaian

Students' correct Answer

Score = \_\_\_\_\_ X 100%

Total Number of Item



### Score Literal reading comprehension

No	Criteria	Score
1	Clearly identified the main idea by strong evidences, details reading to the main idea	4
2	Identified the main idea and provided adequate evidence, details reading to the main idea	3
3	limited the main idea and provided adequate evidence, details reading to the main idea	2
4	Did not identify the main idea and provided adequate evidence, details reading to the main idea	1

(Harmer in Nurhandayani, 2016:31)

### Score interpretative reading comprehension

No	Criteria	Score
1	Conclusion reflect resource reading in development of idea it is excellent	4
2	Conclusion reflect reading in development of idea it is good	3
3	Conclusion reflect only reading in development of idea it is poor	2
4	Conclusion do not reflect any reading of resource in development idea	1

(Harmer in Nurhandayani, 2016:31)

Pertemuan Ke : 3

#### A. Standar Kompetensi

Memahami makna dalam teks monolog/esai tulis berbentuk *report*, *narrative*, dan *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

#### B. Kompetensi Dasar

Membaca nyaring bermakna teks tulis fungsional dan esai berbentuk *narrative*, *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.



### C. Indikator Pencapaian Kompetensi

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar.

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat membaca teks bacaan dengan baik dan benar
2. Siswa dapat menterjemahkan teks bacaan kalimat perkalimat
3. Siswa dapat menjawab pertanyaan yang mereka buat berdasarkan teks bacaan.

### E. Uraian Materi

*Read the text and make the summary of the text below!*

#### True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Answer:

There were two close friends who each promised to be together in the circumstances of the forest. When they are in the forest, they see a big bear approaching them. One of them climbed the nearest tree. But unfortunately the other one did not know how to climb a tree so he lay on the ground with shortness of breath and pretended to be dead. The bear approached the man lying on the ground. It kisses in his ears, and slowly leaves the place because the bear does not want to touch a dead being. After that, the friend in the tree

fell down and asked his friend who was on the ground, "Friend, does that bear whisper into your ear?" Another friend replied, "Just now the bear advised me not to trust a fake friend."

#### **F. Metode Pembelajaran/Teknik:**

Think pair share

#### **G. Langkah-langkah Pembelajaran**

##### **a. Kegiatan Pendahuluan**

Apersepsi:

- Berdo'a dan salam
- Absensi siswa

Motivasi:

- Perkenalan materi dan manfaatnya untuk memotivasi siswa.

##### **b. Kegiatan Inti**

- Guru menjelaskan kembali materi yang dipelajari sebelumnya.
- Siswa memperhatikan teks bacaan.
- Guru membantu siswa membuat pertanyaan.
- Guru menyuruh siswa membuat pertanyaan dan menjawabnya.
- Guru mengevaluasi kerja siswa.

##### **c. Kegiatan Akhir**

- Guru memberikan assignment (pekerjaan rumah) tentang materi yang telah dipelajari
- Guru menunjuk 1 atau 2 siswa untuk memberikan kesimpulan tentang materi hari itu.
- Guru mengakhiri pertemuan dengan mengucapkan salam

#### **H. Sumber/Bahan/Alat:**

- Dictionary, Internet.

#### **I. Penilaian**

- Teknik : Tertulis (individu)
- Instrument Penilaian : Siswa membuat pertanyaan dan menjawab pertanyaan tersebut yang berorientasi pada teks yang disediakan oleh guru.
- Kriteria penilaian

Students' correct Answer

Score = \_\_\_\_\_ X 100%

Total Number of Item

### Score Literal reading comprehension

No	Criteria	Score
1	Clearly identified the main idea by strong evidences, details reading to the main idea	4
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(Harmer in Nurhandayani, 2016:31)

### Score interpretative reading comprehension

No	Criteria	Score
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3	Conclusion reflect only reading in development of idea it is poor	2
4	Conclusion do not reflect any reading of resource in development idea	1

(Harmer in Nurhandayani, 2016:31)



## Pertemuan Ke : 4

### A. Standar Kompetensi

Memahami makna dalam teks monolog/esei tulis berbentuk *report*, *narrative*, dan *descriptive* secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.

### B. Kompetensi Dasar

Membaca nyaring bermakna teks tulis fungsional dan esei berbentuk *narrative*, *descriptive* dan *recount* pendek dan sederhana dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

### C. Indikator Pencapaian Kompetensi

Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat lancar dan berterima yang berkaitan dengan lingkungan sekitar.

### D. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat:

1. Siswa dapat membaca teks bacaan dengan baik dan benar
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3. Siswa dapat menjawab pertanyaan yang mereka buat berdasarkan teks bacaan.

### E. Uraian Materi

*Read the text and make the summary of the text below!*

#### The Fox and a Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said.

'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!'

'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of



reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?'

The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Answer:

Fox is an arrogant creature because of his cleverness. He has a hundred tricks to stay away from dogs while the cat has one trick. The cat asks to be taught by the fox with some tricks and the fox promises to teach him. One day, they heard dogs barking in the distance. The barrels grew louder and louder the dogs came toward them. Instantly the cat ran to the tree and climbed into the branches of the branches away from the dogs while the fox just sat quiet under the tree, then thought which tricks will change the fox. Because the fox have not been able to decide, finally the dogs arrived and then they drop the fox and tear it shredded.

**F. Metode Pembelajaran/Teknik:**

Think pair share

**G. Langkah-langkah Pembelajaran**

a. Kegiatan Pendahuluan

Apersepsi:

- Berdo'a dan salam
- Absensi siswa

Motivasi:

- Perkenalan materi dan manfaatnya untuk memotivasi siswa.

b. Kegiatan Inti

- Guru menjelaskan kembali tentang materi yang dipelajari sebelumnya.
- Siswa memperhatikan teks bacaan.
- Guru membantu siswa membuat pertanyaan.
- Guru menyuruh siswa membuat pertanyaan dan menjawabnya.
- Guru mengevaluasi kerja siswa.

c. Kegiatan Akhir

- Guru memberikan assignment (pekerjaan rumah) tentang materi yang telah dipelajari
- Guru menunjuk 1 atau 2 siswa untuk memberikan kesimpulan tentang materi hari itu.
- Guru mengakhiri pertemuan dengan mengucapkan salam

#### H. Sumber/Bahan/Alat:

- Dictionar, internet.

#### I. Penilaian

- Teknik : Tertulis (individu)
- Instrument Penilaian : Siswa membuat pertanyaan dan menjawab pertanyaan tersebut yang berorientasi pada teks yang disediakan oleh guru.
- Kriteria penilaian

$$\text{Score} = \frac{\text{Students' correct Answer}}{\text{Total Number of Item}} \times 100\%$$

#### Score Literal reading comprehension

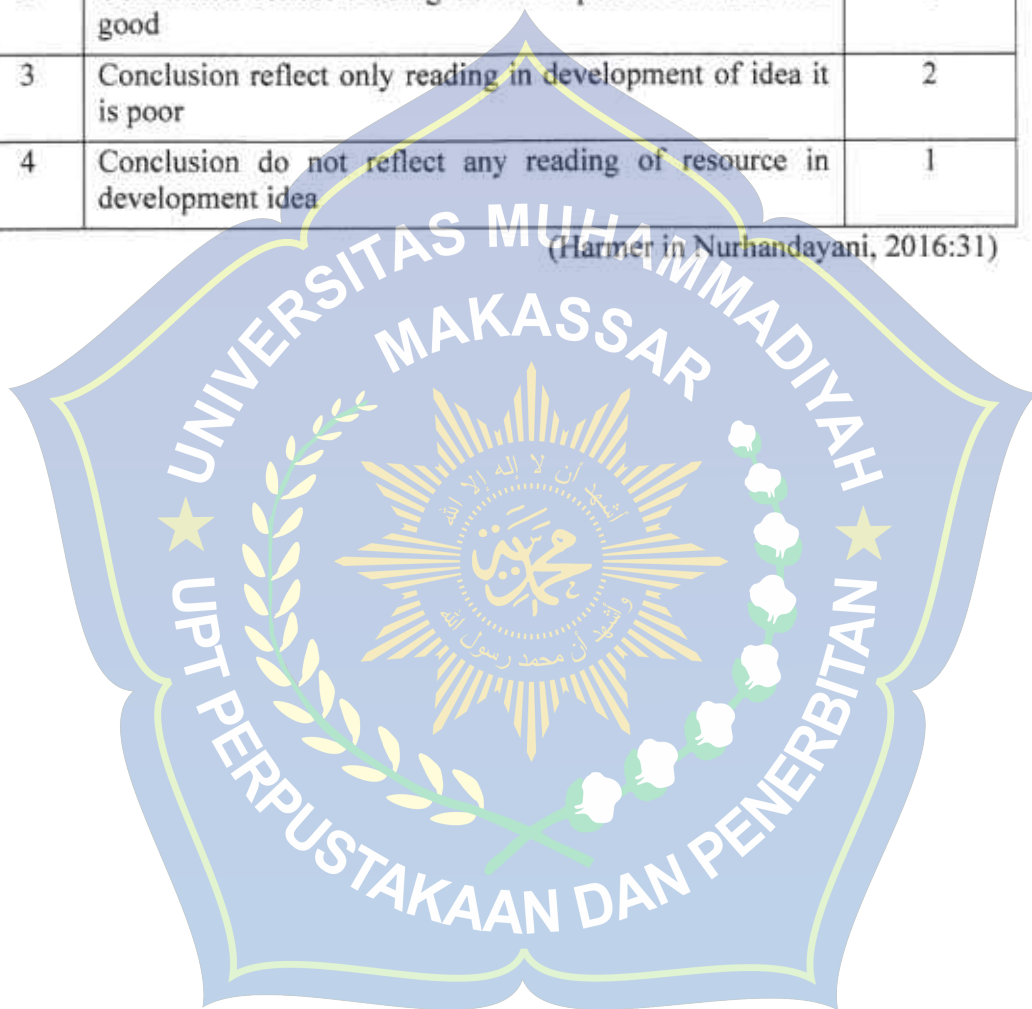
No	Criteria	Score
1	Clearly identified the main idea by strong evidences, details reading to the main idea	4
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(Harmer in Nurhandayani, 2016:31)

### Score interpretative reading comprehension

No	Criteria	Score
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3	Conclusion reflect only reading in development of idea it is poor	2
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(Harmer in Nurhandayani, 2016:31)





# EED-Turnitin® CERTIFICATE

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THE EFFECT OF THINK PAIR SHARE ON STUDENTS READING SKILL

From author/researcher

AYU LESTARI

ID: 105351137016

Has completed the Turnitin® test for Thesis with detail below:

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Universitas Muhammadiyah Makassar.

Makassar, 5 Jumadil Ula 1443 H  
10 December 2021 M

Head of  
English Education Department,

Dr. Ummi Khaerati Syam, S.Pd., M.Pd  
NBM. 977.807

UNIVERSITAS MUHAMMADIYAH MAKASSAR  
UPT PERPUSTAKAAN DAN PENERBITAN





**MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

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Nomor 4225/05/C 4-VIII/VII/40/2021

17 Dzulhijjah 1442 H

Lamp 1 (satu) Rangkap Proposal

27 July 2021 M

Hal Permohonan Izin Penelitian

Kepada Yth.

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala UPT P2T BKPMI Prov. Sul-Sel

di –

Makassar

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar nomor: 6251/ FKIP/ A 4-VIII/04/2021 tanggal 26 Juli 2021, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama **ATI LESTARI**

No. Stambuk **10525 1137010**

Fakultas **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan **Pendidikan Bahasa Inggris**

Pekerjaan **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

**"The Implementation of Think Pair Share on Teaching Proses to Improve Students in Reading Skill"**

Yang akan dilaksanakan dari tanggal 30 Juli 2021 s.d 30 September 2021

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khoiran katziraa

السنة الحادية والعشرون



Dr. Ir. Abubakar Idhan, MP.

NBM 101 7716



MAJELIS DIKTILITRANG PP MUHAMMADIYAH  
UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PRODI PENDIDIKAN BAHASA INGGRIS

Logo of Universitas Muhammadiyah Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

### KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : Ayu Lestari  
NIM : 105351137016  
Judul Penelitian : *The Effect of Think Pair Share on Students' Reading Skill*  
Tanggal Ujian Proposal : 2 Juni 2021  
Tempat/lokasi Penelitian : SMPN 6 Biringbala Kab. Gowa

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Pasal Guru/terkait
1	29 Juli 2021	Persiapan surat izin ke sekolah	Jabal Nur - S.Pd	Al
2	1 Agustus 2021	Persiapan surat izin ke sekolah	Jabal Nur - S.Pd	Al
3	8 Agustus 2021	Persiapan surat izin ke sekolah	Jabal Nur - S.Pd	Al
4	11 Agustus 2021	Berkes dengan guru mata pelajaran	Jabal Nur - S.Pd	Al
5	13 Agustus 2021	Melakukan observasi sebagai peneliti	Jabal Nur - S.Pd	Al
6	16 Agustus 2021	Pengisian hari pertama	Jabal Nur - S.Pd	Al
7	23 Agustus 2021	Berkes dengan guru dan kepala sekolah sebagai pengisian lembar	Jabal Nur - S.Pd	Al
8		Meneliti		
9				
10				

Ketua Jurusan,

Lilim Kharati Syam, S.Pd., M.Pd  
NBM 972 807

Pimpinan/Kepala sekolah,

Jabal Nur - S.Pd  
NIM 10611231 106411 1 009



Tesakir/Hasi Ijtimai



PEMERINTAH KABUPATEN GOWA  
KORWIL BIDANG PENDIDIKAN KECAMATAN BIRINGBULU  
UPID SMP NEGERI 6 BIRINGBULU SATAP KARAMASA  
Alamat: Jl. Pirsia Karamasa, Desa. Berutallusa, Kec. Biringbulu, Kab. Gowa

### SURAT KETERANGAN PENELITIAN

Nomor : 421.3/04/SKP/SMP-BB/VIII/2020

Yang bertanda tangan di bawah ini Kepala SMP Negeri 6 Biringbulu Satap Karamasa

Nama : ABD. MAJID, S Pd.1  
NIP : 19611231 198411 1 009  
Pangkat/Gol : Pembina Kelas IV/b  
Jabatan : Kepala Sekolah  
Alamat : Santrangan Desa Berutallusa Kec. Biringbulu Kab. Gowa

Menerangkan bahwa

Nama : AYU LESTARI  
NIM : 105351137061  
Program Studi : Pendidikan Bahasa Inggris  
Alamat : Jl. Dg Tata 1 Blok 4 D

Telah melaksanakan penelitian di SMP Negeri 6 Biringbulu Satap Karamasa dari tanggal 8 Agustus s.d. 25 Agustus 2021 dalam rangka penyelesaian Skripsi dengan Judul Penelitian "THE EFFECT OF THINK PAIR SHARE ON STUDENTS' READING SKILL PADA SISWA SMP NEGERI 6 BIRINGBULU SATAP KARAMASA"

Demikianlah surat keterangan penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Karamasa, 27 Agustus 2021

Kepala Sekolah

ABD. MAJID, S Pd.1

NIP. 19611231 198411 1 009

## Students' worksheet

## Pre-test

Nama : Ulfa Etnia  
Kelas : VIII (Duapuluh)

Pre test :

1. What is the title of the text?
2. How many characters in the story?
3. Who is the main character of the text?
4. What is the main idea of the second paragraph?
5. What is the main idea of the third paragraph?
6. Where was the story happened?
7. What makes Bawang Putih's mother feel so angry?
8. What is the resolution of the story?
9. Make the conclusion about the text?
10. What is the moral value of the text about?

- answer
1. Bawang Putih "Bawang Putih" is a story about a poor girl who is treated badly by her greedy mother and her stepmother.
  2. Bawang Putih is a simple woman while Bawang Merah and her mother are greedy women.
  3. The child who was abused by his brother and stepmother.
  4. Tell the story of two sisters who have different



## Post-test

Post test:

1. What is the title of the text?
2. Where was the story happen?
3. Who is the main character of the text?
4. When was the lion captured by some hunters?
5. What is the resolution of the text?
6. What is the "main idea" of the story?
7. Write the main idea of paragraph 1.
8. What is the main idea of the second paragraph?
9. Make the conclusion about the text above.
10. Write two supporting idea. Give the main idea.

Paragraph 1

1. The lion and the mouse in the jungle.
2. The story was happen in the jungle.
3. The main character is lion, Tony, mouse and hunters who he was hunting some food.
4. The lion was capture by some hunters when he was hunting for food.
5. Because the tiny mouse help the lion an axe to help the tiny mouse and the tiny mouse will be able to do good form to the lion.
6. The resolution of the text is the mouse did help the lion even though the lion have big body but



and contradictory traits, as well as an unfair and favoritism at grandmother.

7. Bowang puth was asked to choose the pumpkin she wanted. Because bowang puth was not greedy, she chose a small pumpkin. After that bowang puth her house. His grandmother and his mother were very angry because bowang puth was poor.

8. Bowang merch and her mother, heard of her misdeed on this time and apologized to bowang puth, and they were reunited.

9. We must be able to respect others and never forget the merits of others and if someone does good to us, we must not repay it with evil.

10. Don't be angry because if you don't repay





PEMERINTAH KABUPATEN GOWA  
KORWIL BIDANG PENDIDIKAN KECAMATAN BIRINGBULU  
UPD SMP NEGERI 6 BIRINGBULU SATAP KARAMASA  
Alamat: Jl. Poros Karamasa, Desa Berutallasa, Kec. Biringbulu, Kab. Gowa.

**SURAT KETERANGAN PENELITIAN**

Nomor: 421.3/ 04 /SKP/SMP-BH/VIII/2020

Yang bertanda tangan di bawah ini Kepala SMP Negeri 6 Biringbulu Satap Karamasa

Nama: ABD MAJID, S.Pd.I  
NIP: 19611231 198411 1 009  
Pangkat/Gol: Pembina TK I, IV/b  
Jabatan: Kepala Sekolah  
Alamat: Sanrangin Desa Berutallasa Kec. Biringbulu Kab. Gowa

Menerangkan bahwa

Nama: AYU LESTARI  
NIM: 105351137061  
Program Studi: Pendidikan Bahasa Inggris  
Alamat: Jl. Dg Tata I Blok 4 D

Telah melaksanakan penelitian di SMP Negeri 6 Biringbulu Satap Karamasa dari tanggal 8 Agustus s.d 25 Agustus 2021, dalam rangka penyelesaian Skripsi dengan Judul Penelitian "THE EFFECT OF THINK PAIR SHARE ON STUDENTS' READING SKILL" PADA SISWA SMP NEGERI 6 BIRINGBULU SATAP KARAMASA

Demikianlah surat keterangan penelitian ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Karamasa, 27 Agustus 2021

Kepala Sekolah

ABD MAJID, S.Pd.I

NIP. 19611231 198411 1 009





**PEMERINTAH PROVINSI SULAWESI SELATAN**  
**DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU**  
**BIDANG PENYELENGGARAAN PELAYANAN PERIZINAN**

Nomor : 18719/S.01/PTSP/2021  
 Lampiran :  
 Perihal : Izin Penelitian

Kepada Yth.  
 Bupati Gowa

di-  
Tempat

Berdasarkan surat Ketua LP3M UNISMUH Makassar Nomor : 4225/05/C.4-VIII/VII/40/2021 tanggal 27 Mei 2021 perihal tersebut diatas mahasiswa peneliti dibawah ini:

Nama : **AYU LESTARI**  
 Nomor Pokok : 105351137016  
 Program Studi : **Pendid. Bahasa Inggris**  
 Pekerjaan/Lembaga : **Mahasiswa (S1)**  
 Alamat : **Jl. Siti Alauddin No. 259, Makassar**

Bermaksud untuk melakukan penelitian di daerah/kantor saudara dalam rangka penyusunan Skripsi, dengan judul:

**" THE IMPLEMENTATION OF THINK PAIR SHARE ON TEACHING PROCESS TO IMPROVE STUDENTS IN READING SKILL "**

Yang akan dilaksanakan dari : Tgl. **30 Juli s/d 30 September 2021**

Sehubungan dengan hal tersebut diatas, pada prinsipnya kami *menyetujui* kegiatan dimaksud dengan ketentuan yang tertera di belakang surat izin penelitian.

Dokumen ini ditandatangani secara elektronik dan Surat ini dapat dibuktikan keasliannya dengan menggunakan **barcode**.

Demikian surat izin penelitian ini dibuat agar dipergunakan sebagaimana mestinya.

Ditetapkan di Makassar  
 Pada tanggal : 27 Juli 2021

A.n. GUBERNUR SULAWESI SELATAN  
**KEPALA DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU**  
**SATU PINTU PROVINSI SULAWESI SELATAN**  
 Selaku Administrator Pelayanan Perizinan Terpadu

**Dr. JAYADINAS, S.Sos., M.Si**  
 Pangkat : Pembina Tk.I  
 Nip : 19710501 199803 1 004

Tembusan Yth  
 1. Ketua LP3M UNISMUH Makassar dan Makassar  
 2. Peninggal

SIMP PTSP 27-07-2021



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## DOKUMENTATION



## CURICULUM VITAE



**Ayu Lestari** was born on March 27, 1999. She is the eldest of two children, the second being a girl. She is the daughter of Fatmawati and Syamsuddin. She started her education at SDN Sanrangan and graduated in 2010. Then continued her education at SMPN 3 Bontoramba and graduated in 2013.

After that, she continued her education at SMAN 1 Tamalatea and graduated in 2016. She was accepted at the University Muhammadiyah Makassar as a student of the Teacher Training and Education Study Program in English. At the end of her study, she completed her thesis entitled **"The Effect of Think Pair Share on Students' Reading Skill"** (*A Pre Experimental the 8<sup>th</sup> grade of SMPN Biringbulu Kab.Gowa*)