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**THE EFFECTIVENESS OF USING THINK-PAIR-SHARE STRATEGY
IN STUDENT READING COMPREHENSION OF ANALYTICAL
EXPOSITION TEXT OF THE ELEVENTH GRADE STUDENTS
AT SMK YASMI GEBANG IN ACADEMIC YEAR 2014/2015**

A THESIS

**Submitted to English Language Teaching Department,
Tarbiyah and Teacher Training Faculty, Syekh Nurjati State Islamic Institute Cirebon
In Partial Fulfillment of the Requirements of Undergraduate Degree**



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2015 M / 1436**



ABSTRACT

Ghina Rizqi Aguslina. 14111310151. The Effectiveness of Using Think-Pair-Share Strategy in Student Reading Comprehension of Analytical Exposition Text of The Eleventh Grade Students at SMK YASMI Gebang in Academic Year 2014/2015.

This study was aimed to find out the students' in reading comprehension before and after using think pair share strategy, and to find out the significance effectiveness of using think pair share strategy in students reading comprehension.

This research method is quantitative research, by used quasi experimental design with nonrandomized control group, pre test-post test design such as experimental class and control class. The populations of this research are all the students in eleventh grade of *SMK Yasmi Gebang*, the sample of the research are students in *XI akuntansi* and *teknik kendaraan ringan* that consist of 60 students. The techniques of collecting data are test and observation checklist.

Furthermore, the quantitative study is conducted to find out the effectiveness of using think-pair-share strtegy in students' reading comprehension. The researcher conducts Test (pretest and posttest), and observational checklist to collect the data. Here, data taken from students at SMK Yasmi Gebang.

Moreover, researcher uses spss v22 to count t-test. So, in independent sample t-test, we know that score consists of equal variance assumed and equal variance not assumed. For equal variance assumed that is levene's test for equality of variance such as F is 0,460, for Sig.0,500, for t is -11,065, for df is 58, for Sig. (2-tailed) is 0,00, for mean difference is -1,59333, for standard error diference is 0,14399 then lower is -1,88157 and upper -1,30510. Hence, researcher uses only equal variance assumed to testing hypotheses. Based on independent sample t-test, the result of Sig.(2-tailed) is 0,000. It means that there is difference between before and after treatment because probability value < 0.05 (confidence interval) and t-table with 5% or 0,05. So, $t\text{-test} > t\text{-table}$ or $0,500 > 0,05$, H_a is accepted and H_o is rejected. It indicates that there is differences between students' achievement before and after using think-pair-share strategy because the result of t-test $> t$ tabel so that H_o is rejected and H_a received. It means that there is significant effectiveness of using think pair share strategy in students' student reading comprehension at the eleventh grade of SMK Yasmi Gebang.

Then, the result of teacher checklist observations are the first meeting is 50, the second meeting is 57, the third meeting is 61 and the fourth meeting is 64. So, the result of teacher checklist observations is significant based on meeting, the interpretation is good. the result of student checklist observations are the first meeting is 51, the second meeting is 57, the third meeting is 62 and the fourth meeting is 67. So, the result of student checklist observations is significant based on meeting, the is interpretation good.

In addition, based on the result, think pair share strategy helps students to progress their reading comprehension with accurately to understand the meaning of the text because they build background knowledge. In this strategy students have braved to read English text step by step in order to they can read English text well.

Key words : Think Pair Share Strategy and Reading Comprehension.



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RATIFICATION

This thesis entitled **"The Effectiveness of Using Think-Pair-Share Strategy in Student Reading Comprehension of Analytical Exposition Text of The Eleventh Grade Students At SMK YASMI GEBANG in Academic Year 2014/2015"** Written by Ghina Rizqi Aguslina, student number 14111310151, has been examined on 14 July 2015. It has been accepted by the board of examiners. It has been recognized as one of requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati State Islamic Institute Cirebon*.

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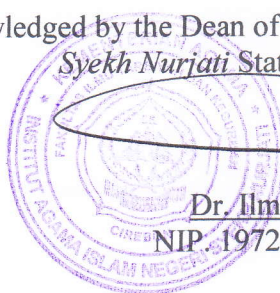
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CHAPTER I INTRODUCTION

Introduction tells about area of the research, this session also talks about topic was investigated and the purposes in this research. This chapter deals with background of problem, the identification of the problem which consists of the field of the research, the kinds of problem, and the main problem. Besides, in this chapter include the limitation of the problem, the questions of problem, the aims of the problems, and the significance of the research.

1.1 Research Background

Reading is one of four basic skills in learning foreign language besides listening, speaking, and writing. It is considered as a main cover for numerous second or foreign language learners. Reading is most useful and important skill for people Parel and Praveen (2008:113). So, this skill is more important than speaking, writing and listening. Reading is a starting place of pleasure. It means that when people read a book or anything, they can find information then make them find news based on text which is they read. Good reading is that which keeps students regular in reading which make presented them both happiness and proceeds. Additionally, it can be seen from the student's comprehension about topic in the text. They are difficult to comprehend the topic which they read. Reading skill is also important skill because by reading the students can get much information, they can enhance their vocabulary, knowledge, spelling and their writing, so that they need to improve their ability in reading comprehension because it is very primary skill. Through Reading ability, they show how good they understand English. Moreover, Reading is constructive for some purposes, perhaps it requires for delivery service, study and for delight. Reading not only hold in your arms some skills and language components but also can pull out the knowledge to get more information. According to Harmer (2007:99) states there are many reason for getting students to read English texts is an important part of the teacher's occupation.

In the first place, many students want to be able to read texts in English either for careers, for study purposes or simply for pleasure.

Into the bargain, Grabe and Stoller (2002:9) state reading is the ability to illustrate gist from the text and take to mean this information appropriately. So, through reading activity, the students can improve their knowledge, information, news, attitudes, and wise in thinking. Reading activity can be trained by parents and teachers starting from preschool or elementary. It should be a habitual for our next generation because of reading as well as can deliver much good opportunity to open our eyes to be on familiar terms with outside in the world. Therefore, Reading is an activity that involves a thinking to catch the information that provided. Reading activities show the interaction between the reader and the text. Generally, theories underlying reading instruction involve two theories: the text structures theory, schema theory. In which, the importance of the text in facilitating reading signifies the importance of the text structure theory. The roles of the reader's knowledge in understanding messages in a reading text are the emphasis of the schema theory. The interaction of the reader and the text has been the focus of the metacognitive theory Cahyono & Widiati (2011:52).

To support this research, the writer has analyzed some previous studies. The study think-pair-share strategy has been observed persistently by researcher in each part. A number of them research about think-pair-share strategy in different context and skill, for example: Risnawati (2014) who focused the study on students' ability that low in speaking descriptive text which gave negative impact toward students' final score which using think-pair-share strategy. Wahyuni (2014) analyzed changing student skill to improve their speaking using think-pair-share. Sugiarto & Sumarsono (2014) explored make a better condition of teaching and learning reading narrative texts through the implementation of Think-Pair-Share model. Andik (2013) used Classroom Action Research (CAR) in order to improve students' reading comprehension by using TPS (Think, Pair, and Share) technique. Fatimah (2012) analyzed student in writing skill using think-pair-share strategy. So, my position of the current study in relation to the previous studies above



mentioned is the effectiveness of using think-pair-share strategy in teaching reading comprehension of analytical exposition text. Then, Teacher is capable of give stimulus if reading English is very easy and pleased although we are not native speaker. In order to student be able to read English fluency and accurately in learning process.

After I read some previous study, I found the goal of them involving they can arouse skills of student to comprehend in English. Some researcher above want to student ability is aroused. So, they use think-pair-share strategy to make student comprehend in skills of English. Writer fulls of meaning to make student read text in learning process especially reading in English of analytical exposition text. So, writer should make think-pair-share strategy in learning process to read analytical exposition text in English. As the researches before are limited only on using think-pair-share strategy into English text in reading skill especially analytical exposition text.

In the fact, in learning process of reading is difficult area for students in reading class, some of the students feel bored with these activities, beside that they don't be on familiar terms with the meaning of the text and vocabularies, they also don't have interesting to read because they cannot catch information in text. Student's problem can be solved by giving information to students that reading is very important which has aims to: (a) introduce and develop reading skills which are useful outside the classroom (b) introduce or practice language Lindsay and Knight (2006:74). By knowing the aims of reading, students will be motivated to love the reading activities. Besides, the problem faced by students it can be about their background knowledge of the topic selected in reading or the vocabulary building. Gebhard (1996:212) states that student's ability to comprehend the content of reading, material depend on their knowledge about the topic of the reading selection. The vocabulary building problem, it is not just beginners who need a lots of vocabularies. Students need to work constantly on building vocabulary and teacher can show students how to do this on their own. So, writer using think pair share strategy to solve that problem for students who are feel difficult to read the text especially in analytical exposition text.



Think-pair-share strategy is a cooperative learning that mirrors the way that adults work in teams towards common goals: each individual contributing ideas and then working cooperatively towards a synthesis of those ideas Isles-S (2014:4). Lyman (1981) cited in Lie (2002:57) states that think-pair-share technique involves three steps of cooperative structure, namely thinking, pairing, and sharing. Think-pair-share strategy is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned. In addition, Think-Pair-share is one of simple technique that have the biggest strengthens Sahrudin & Sri (2011:53). Think-pair-share strategy can improve student ability in memorizing an information and student also can learn with pair then convey information to discuss before explain in front of the class. Besides that, think-pair-share strategy can improve confident of the student and give more time for student to achieve in the class. By being constantly subjected to this method, they should feel more comfortable about their roles. Ways of evaluating the groups can enhance the effectiveness of the think-pair-share strategy by making each student have a sense of responsibility for their group's performances. Then, think-pair-share strategy is an efficient way to learn the course material in a cooperative learning style.

In this research, there are two variables involving dependent variable and independent variable. Kothari (2004:33) says that dependent and independent variable is a concept which can take on different quantitative values is called a variable. At this point, Dependent variable is reading comprehension then independent variable is think-pair-share strategy. At the end of this activity, supposedly the students have good enough competency in reading comprehension, particularly in comprehending the analytical exposition text.

Optimistically, the study to give contribution for teacher who teach English in order to they can appreciate and give more opportunity for student so as to they can read accurately. When the teacher teaches English in learning process, they fell optimist that student can get information from the analytical exposition text. So, that problem about reading English for student can be minimized. So, students have new character in reading English especially analytical exposition text. Then,



student is aware of more comfortable to read English text wherever they want to get new information.

1.2 Identification of the Problem

Based on the background of the research above, some problem can be identified as follows:

- 1) Student less vocabularies in reading skill and less motivation to read English text.
- 2) Student felt helpless about being bored when read English text.
- 3) Low reading skill and memory disassociation give to read English text.

So, the main problem of this research is student less vocabularies in reading skill and less motivation to read English text.

1.3 Delimitation of the Problem

In this research, it is indispensable to limit this research because the problems relate to reading especially in analytical exposition text at vocational high school particularly to the eleventh grade students at SMK YASMI in academic year 2014/2015 too broad and complex. Therefore the discussion in this research must be restricted. Then, this research use the material from 11th class on the syllabus be took as sample are class A (experimental class) and class B (control class) of eleventh grade of second semester. Writer uses analytical exposition text to measure student ability in reading text. So, this research limited only on using think pair share strategy in teaching reading comprehension of analytical exposition text.

1.4 Question of the Research

Based on the background of the problem that have described. The researcher provides the questions of the problems are as follow:

- 1) How are student's results of reading comprehension before using think-pair-share strategy?
- 2) How are student's result of reading comprehension after using think-pair-share strategy ?



- 3) Are there any significant of using think-pair-share strategy on students achievement in reading comprehension ?

1.5 Aims of the research

The aim of the research is the study that obtains regarding the questions of the research, the purpose of the research are:

- 1) To find out students result of reading comprehension before using think-pair-share strategy.
- 2) To find out students result of reading comprehension after using think-pair-share strategy.
- 3) To find out significant of using think-pair-share strategy on students achievement in reading comprehension.

1.6 Significance of the research

The result of the study is expected to be able to give some advantages for the students, the teacher and the researcher. The following are some advantages of this study, as follows:

1.6.1 Theoretically

The result of this research is reference to find out the student less vocabulary and give us evidence about implementation based on theory to solve that problem take place.

1.6.2 Practically

1.6.2.1 Teacher

This research is very useful for the teacher especially for those who are teaching English language in reading skill, this research is one of the simplest techniques to create attractive and active class in English language especially in reading skill. Besides, the teacher can motivate student for study English.

1.6.2.2 Student

This research, students get stimuli that study English is fun and attractive. In other hand, they get motivation and enjoy for study English in reading analytical exposition text. Then, the students not feel



unconfident when they try to express their ideas in reading comprehension since think-pair-share strategy encourage them to be active in the classroom without giving them pressure.

1.6.2.3 School

The result of the research is to assist the school to decide a strategy and technique in teaching learning process especially teaching reading in analytical exposition text then to analyze the ability of student reading comprehension using think-pair-share strategy in learning process especially in reading comprehension.

1.6.2.4 For The Future Researcher

The last, for the next researcher the result of the study hoped can be used as reference to conduct further study about the effectiveness of using cooperative method model Think Pair Share.



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CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the information about the conclusions and suggestions from the writer based on the conducting research at SMK YASMI GEBANG.

5.1 Conclusion

After collecting the data analyzing of the research finding about the effectiveness of using think-pair-share strategy in student reading comprehension of analytical exposition text of the eleventh grade students at smk yasmi gebang in academic year 2014/2015, finally the writer has been drawn a conclusion as follow:

5.1.1 Students Result of Reading Comprehension Before Using Think-Pair-Share Strategy

The students' score before using think-pair-share strategy in reading comprehension can be considered as "bad score" for experimental class because the average of the score is 54 and there are some students who got the low score so they are still not get *KKM (Kategori Kriteria Minimum)*. Then, for control class can be considered as "bad score" because the average of the score is 47 and there are some students who got the low score so they are still not get *KKM (Kategori Kriteria Minimum)* and the total of the students are 60 students at the eleventh grade of SMK YASMI GEBANG as a sample. Before a treatment is applied, the students less of vocabulary ,be passive to read the analytical exposition text and less background knowledge to understand the meaning of the text. It causes to their bad in reading comprehension into the text and make them get low score in pre test.

5.1.2 Students Result of Reading Comprehension After Using Think-Pair-Share Strategy

The students' achievement in reading comprehension is increasing after using think-pair-share strategy. The total students' score after using think-pair-

share strategy of experimental class is 1612 and the mean of their score is 81 can be considered as “good score”. The minimum score of post test is 75. So, for experimental class is very and significant because the score is achieve *KKM* (*Kategori Kriteria Minimum*). The maximum score of post test is 81 and for control class is after using drilling method the score is 1740 and the mean of their score is 58 and still not achieve *KKM* (*Kategori Kriteria Minimum*) can be considered as “bad score”. So, Students are more active and interest in read the analytical exposition text especially experimental class using think-pair-share strategy. They have opportunity to think, pair and share what they have known about the topic of the text with their knowledge. It improves their comprehension into the text and it is proven in their score that higher than before applied the treatment. In this research not only using test in collecting data but also observation checklist, it means that for observation checklist to strength learning activity in the class in order to all indicators in rubric observation checklist teacher and student is happen. There are fourth treatment so there are four observation checklist in the class, the first meeting is result of teacher observation checklist is 50, the second meeting is 57, the third meeting is 61, the last is 64. It means that the interpretation for teacher observation checklist always significant by learning process. Then, the total of student observation checklist is the first meeting is 51, the second meeting is 57, the third meeting is 62 then the last meeting is 67, based on criteria and interpretation the result of student checklist observation is significant by learning process.

5.1.3 Any Positive and Significant of Using Think-Pair-Share Strategy on Students Achievment in Reading Comprehension

There is significant and positive effectiveness using think-pair-share strategy in reading comprehension with student' achievement in understanding analytical exposition text at the eleventh grade of SMK YASMI GEBANG. After collecting the data that the result of the calculation of t-test formula. The result is that t_{count} is 0,500 while t_{table} is 0,05. It means that H_a is accepted and H_o is rejected. Moreover, based on the calculation from independent sample t-



test in SPSS v22 program shows that Sig. (2-tailed) is $0.000 < 0.05$. The significance value $< \alpha$, it means that H_0 is rejected and H_a is accepted. Hence, the conclusion is based on the calculation of formula t-test and by using independent sample t-test in SPSS v22 program shows the result, that there is positive and significant effectiveness of using of think-pair-share strategy on students' comprehension in analytical exposition text at the eleventh grade of SMK YASMI GEBANG.

5.2 Suggestions

There are some suggestions according to this research. The suggestions refer to teacher, students, and further research similar with. The suggestions are:

5.2.1 For Teacher

This research is very useful for the teacher especially for those who are teaching English language in reading skill, this research is one of the simplest techniques to create attractive and active class in English language especially in reading skill. Besides, the teacher can motivate student for study English. The method of teaching essential in teaching and learning process. Teacher need to activate students' background knowledge before reading activity begins and give opportunities for students to think, write and discuss what they know about the topic will be read. Moreover, it is crucial for the teachers to have and use various methods in their teaching and learning process. Therefore, think-pair-share strategy is need to be applied in teaching reading comprehension in particular analytical exposition text.

5.2.2 For Student

This research, students get stimuli that study English is fun and attractive. In other hand, they get motivation and enjoy for study English in reading analytical exposition text. Then, the students not feel unconfident when they try to express their ideas in reading comprehension since think-pair-share strategy encourage them to be active in the classroom without giving them pressure. It is important to have background knowledge in comprehending the text to engage students with the text. They have to have reading habit,



especially in English text. In English course, especially in reading class they should be bring a dictionary to help them look up some unfamiliar words they found in the text.

5.2.3 For The School

The result of the research is to assist the school to decide a strategy and technique in teaching learning process especially teaching reading in analytical exposition text then to analyze the ability of student reading comprehension using think-pair-share strategy in learning process especially in reading comprehension.

5.2.4 For The Future Researcher

The last, for the next researcher the result of the study hoped can be used as reference to conduct further study about the effectiveness of using cooperative method model Think Pair Share. This research is need to be held to gain data and the more effective method of teaching in teaching reading comprehension. It is better to make a control class in an experimental research or compare think-pair-share strategy with the recent method of teaching.

5.3 Implications

The implication from this research is purposed to method of teaching development in reading especially in reading comprehension. The students who are taught by using think-pair-share strategy are better in reading comprehension particularly analytical exposition test like student more active, more creative and have social skill in the eleventh grade of SMK YASMI GEBANG although in basic students at the class are active but their participation did not use properly by the teachers. Because of this method is effective, so for the students who have the same characteristic and if the teachers want to get the same result as like in this research, they can create and do the modification to follow this research.

Moreover, students when use this method become more brave to deliver their opinion but there are some weaknesses of applying this method such as the teacher need many times to teaching and learning in the class, not all



students are active and participate in the class, need more expense and also need more medium in learning activity.

This method can be used for the others English text, especially analytical exposition text. Furthermore, this method of teaching not only applied for English teaching, but also in teaching and learning another subjects. In fact, it is the teachers' duty and their responsibility to upgrade their method of teaching based on the curriculum, material, students' competence and certainly the school condition. There is no the best or the worst method in teaching but it can get the intended goal of material planned by teacher or no.





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