THE EFFECT OF THINK PAIR SHARE TECHNIQUE TO STUDENTS' READING COMPREHENSION AT GRADE VIII MTS DARUL ISTIQOMAH PADANGSIDIMPUAN

A Thesis

Submitted to the StateIslamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan as a Partial Fulfillment of the Requirement for the Graduate Degree of Education (S.Pd) in English Department

Written By:

NUR HASANAH
Reg. No. 16 203 00117

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE ISLAMIC UNIVERSITY OF
SYEKH ALI HASAN AHMAD ADDARY
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Padangsidimpuan

Assalamu 'alaikumwarohmatullahwabarakatuh

     After reading, studying and giving advice for necessary revision on the thesis belongs to **Nur Hasanah,** entitled **"The Effect of Think Pair Share Technique to Students' Reading Comprehension at Grade VIII MTs Darul Istiqomah Padangsidimpuan".** We assumed that the thesis has been acceptable to complete the assignments and fulfill the requirements for graduate degree of Education (S.Pd) in English Education Department, Tarbiyah and Teacher Training Faculty of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan.

     Therefore, we hope that the thesis will soon be examined by the Thesis examiner team of English Education Department of Tarbiyah and Teacher Training Faculty of State Islamic University of Syekh Ali Hasan Ahmad Addary Padangsidimpuan. Thank you.

Wassalamu 'alaikumwarohmatullahwabarakatuh

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DECLARATION OF THESIS COMPLETION

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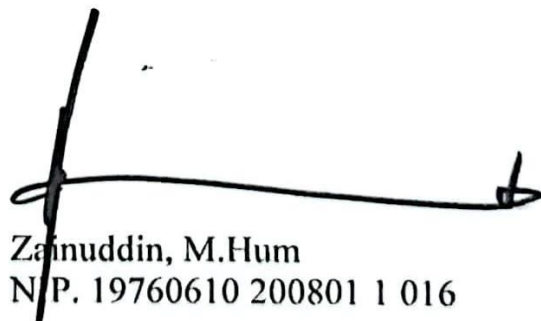
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ABSTRACT

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Department : English Education (TBI-3)
The Title of Thesis : The Effect of Think Pair Share Technique to Students' Reading Comprehension at Graede VIII MTs Darul Istiqomah Padangsidimpuan

This research tells about the effect of think pair share (TPS) technique to students' reading comprehension at grade VIII of MTs Darul Istiqomah Padangsidimpuan. The aim of this research was to find out wheter there is any statically significance of the students' reading comprehension achievement of narrative text, after the students' were through Think Pair Share Techhnique. The approach of this research was quantitative. The kind of this research was experimental research with instrument of this research was test. The sample is 40 students' of MTs Darul Istiqomah Padangsidimpuan. The data were collected through pre-test and post-test in multiple choice. The score is good score, finding from the showed mean score. Based on the calculation of t-test, the researcher found that $t_{count} = 8.001$ and $t_{table} = 1.68023$. It means $t_{count} > t_{table}$ (8.001>1.68023). So, the researcher could conclude Ha was accepted and Ho was rejected. There was the significant effect of think pair share technique to students' reading comprehension at grade VIII of MTs Darul Istiqomah Padangsidimpuan. This suggests that TPS technique can be used as an alternative technique to improve reading comprehension achievement.

Key Words: think pair share technique, narrative text, Reading comprehension

ABSTRAK

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Judul Skripsi: Pengaruh Teknik Think Pair Share Terhadap Pemahaman Membaca Siswa Kelas VIII MTs Darul Istiqomah Padangsidimpuan

      Penelitian ini membahas tentang pengaruh teknik berpikir berpasangan membagikan (TPS) untuk mengembangkan pemahaman membaca pada siswa kelas VIII MTs Darul Istiqomah Padangsidimpuan. Tujuan dari peneitian ini adalah untuk mengetahui apakah ada yang statis signifikansi pencapaian pemahaman membaca siswa pada teks narrative setelah siswa melalui Teknik Think Pair Share pendekatan penelitian ini adalah penelitian kuantitatif. Jenis penelitian ini adalah penelitian eksperiment dengan instrument penelitian adalah test. Adapun sampelnya adalah 40 siswa di MTs Darul Istiqomah Padangsidimpuan. Pengumpulan data dilakukan dengan pre-test dan post-test dalam pilihan ganda. Adapun skor yang diperoleh ialah baik. Dan dapat dilihat dari nilai rata-rata. Berdasarkan perhitungan uji-t, penelitian menemukan bahwa t_{count} = 8.001 dan t_{table} =1.68023. yang artinya tcount $> t_{table}$ (8.001 > 1.68023). jadi penelitian dapat menyimpulkan Ha diterima dan Ho ditolak ada pengaruh yang signifikansi penggunaan teknik think pair share terhadap pengembangan keterampilan membaca siswa pada siswa kelas VIII MTs Darul Istiqomah Padangsidimpuan ini menyarankan bahawa teknik TPS dapat digunakan sebagai teknik alternatif untuk meningatkan pencapaian pemahaman membaca.

Kata Kunci: Think pair share, Teks narrative, Pemahaman membaca

تجريدي

الاسم   : نور حسنة
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عنوان الأطروحة: تأثير تقنية التفكير المزدوج على الفهم القرائي لطلاب الصف الثامن في مدرسة دار الاستقامة بادانجسيدمبوان

يناقش هذا البحث تأثير التفكير بتقنية المشاركة الثنائية (TPS) في تطوير الفهم القرائي لدى طلاب الصف الثامن في المدرسة المتوسطة دار الاستقامة بادانجسيديمبوان. الغرض من هذا البحث هو معرفة ما إذا كان هناك أي أهمية ثابتة في تحقيق الفهم القرائي لدى الطلاب في النص السردي بعد خضوع الطلاب لتقنية التفكير المزدوج والمشاركة، ويعتبر منهج البحث هذا بحثًا كميًا. هذا النوع من البحث هو بحث تجريبي وتكون أداة البحث عبارة عن اختبار. كانت العينة ٤٠ طالبًا في متس دار الاستقامة بادانجسيديمبوان. وتم جمع البيانات عن طريق الاختبار القبلي والاختبار البعدي في الاختيار من متعدد. النتيجة التي تم الحصول عليها جيدة. ويمكن رؤيته من القيمة المتوسطة. بناءً على حسابات اختبار t، وجد البحث أن عدد $t = ٨٫٠٠١$ وجدول $t = ١٫٦٫٠٢٣$. مما يعني $tcount > ttable$ ($٨٫٠٠١ > ١٫٦٨٠٢٣$). لذا يمكن أن يستنتج البحث أن Ha مقبولة و Ho مرفوضة، هناك تأثير كبير لاستخدام تقنية التفكير الثنائي والمشاركة على تنمية مهارات القراءة لدى طلاب الصف الثامن في المدرسة المتوسطة دار الاستقامة بادانجسيديمبوان. يمكن استخدام تقنية TPS كتقنية بديلة لتحسين إنجاز فهم القراءة.

الكلمات المفتاحية: التفكير الثنائي، النص السردي، الفهم القرائي

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3. Thanks to Dean of Tarbiyah and Teacher Training Faculty Mrs. Dr. Lelya Hilda, M.Si.

Nothing in the world is perfect; the researcher realizesthat there are still many short comings in this thesis. Therefore, the researcher would be very grateful for correction to improve this thesis. Comments and criticism are also expected from all the readers of this thesis.

Padangsidimpuan, 22 June 2023

Researcher

NUR HASANAH

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English is one of the international language. English is very important for learning in this area because English as an official international language an help to communicate with people from all around world and English is one of foreign language that taught Indonesia. Language learning is a process that involves both an individual a context that main elements. The contex is the even and comunity where the language learner is struggling to achieve communicative goals through the mains of the target language. Learners experiences is another aspect that plays and important role in their language learning

In English larning there are four aspects of language that students must to able, such as; listening, speaking, reading, and writing skill. The first aspect is listening that can hear and listen some information by using ear. The second is speakingthat respon after hearing some information. The third witing and the last reading that is transaction between reader and writer from text.

From those skills, the researcher focus on reading because reading is one of the four language skill that play important role in scecond languange learning. Reading is a receptive skill between reader and writer.

Reading is an activity to spell or recite the writing preceded by an activity to see and explore the writing. The activity of seeing and understanding is a simultaneous process of knowing the message or information that is written.

Requires a process that requires an understanding of the meaning of words or sentences that are a unity at a glance.

Reading is the ability of an individual to read, and comprehend written words on any reading material. The possession of a good reading will enable the individual to be able to assimilate a written work within a short period while reading. That any given time the individual is also expected think critically on the particular topic or subject to understand the point of the writer. Reading can only be developed through constant reading.

Reading comprehension is a complex process which comprises the successful or unsuccessful use of many abilities. The reader should be able to recall information afterwards. Klinger describe that reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).[1]

Reading comprehension is ability to understand the text. Reading comprehension is based skill to obtain further academic learning successes. Reading comprehension involves various factors such as background knowledge, vocabulary and fluency, active reading skill and critical thinkimg that must work together.

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[1]Alison Boardman Jannette K. Klingner, Sharon Vaughn, *Teaching Reading Comprehension to Students with Learning Difficulties*, ed. THE GUILDFORD PRESS, III (new York London: THE GUILDFORD PRESS, 2007).

There must be a suitable technique or method for teaching reading in which students can explore their idea to improve their reading comprehension. One of the strategies that can be applied is think pair share. Think pair share can be said effective to use in teaching learning process, especially in reading comprehension.[2]

Think Pair Share (TPS) can improve students' ability to remember information and a students' can also learn from other students' and convey their ideas to each other, discuss before presentation in front of the class.TPS as a cooperative learning model which consist of 3 stages, namely thinking, pairing, and sharing. Teacher are no longer the only source of learning 9teacher oriented), but instead students are required to be able to discuss and un derstand new concept.[3]

In reading comprehension, students of MTs Darul Istiqomah padangsidimpuan face some difficulties to reading comprehension because some factors.[4] There are some factors that influence the students in mastering reading comprehension to be low.

Think-Pair-Share technique can be used to improve the reading comprehension at grade VIII MTs. Darul Istiqomah Padangsidimpuan it provokes students to think what they were going to share then asked them to conduct a discussion. In a lesson, teacher gives students time to think, discuss in

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[2] By Eka et al., "Improving Students ' Reading Comprehension by Using Think Pair Share (TPS) at Grade VIII SMP N 9 Padangsidimpuan" 5, no. 1 (2016): 29–43.

[3] Saharuddin, *Model Pembelajaran Think Pair Share (TPS)*, 2011.

[4] English teacher, *private interview on july* 15th, 2021 in MTs Darul Istiqomah Padangsidimpuan.

pair with their partner, and ask them to share their idea in order to create more critical information. When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstanding about the topic are often revealed and resolved during this discussion stage. This strategy provides an opportunity for all students to be encouraged to share and express their idea with at least one other student. It increases their sense of involvement in the more challenging classroom learning activities. It also gives chances for the students to share and get the reading strategies from their partner or the other peers.

Based on pre-research in MTs. Darul Istiqomah Padangsidimpuan the researcher found that students get difficulty in learning English especially on reading. They are lack of vocabulary and seldom to practice in reading. Then, reading activity is so bored and makes them lazy if the lesson is reading. Next, the students' reading is low. The teacher also not chose a suitable strategy in reading teaching reading comprehension. With this case, it will effect to their result of reading comprehension.

Then, the researcher interviewed one of the students of MTs. Darul Istiqomah Padangsidimpuan. The students' difficulty to reading the text, because they are lack of vocabulary and also they are lazy when their teacher ask them to reading the text. Next, the researcher interviewed the students of MTs. Darul Istiqomah Padangsidimpuan. The students' fill bored when they are study about reading, and they need motivation to study reading.

The teacher not to do the Think-Pair-Share Technique. In teaching strategy the teacher only explain what have they to do. Such as there are some text on book and then the teacher ask the students toanswer the questions based on the text from the book. This strategy is less appropriate in teaching reading comprehension. The technique should makereading interesting lesson for students.

According to Lie's, study Think Pair Share technique is defined as a technique which gives the opportunity to the students to work alone and also in group.[5] It means that the students have the opportunity to think about the lesson individually in think-time. Then, in pair-time the students could discuss their misunderstanding about their own answer in group and the students have opportunity to share their result discussion to their friend and other group could give respond to the representative in share-time, it could be seen their curiosity made them be more active. Besides, the findings also supported the previous research done by Sari, that there was a significant difference of the students' reading comprehension after being taught by using Think Pair Share (TPS) technique.

Based on the explanation above, the researcher is interested on the Use of Think Pair Share Technique to Develop Students in Reading Comprehension. The researcher wants to know whether think-pair-share technique will give significant effect to students' reading comprehension or not.

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[5]Anita Lie, *Cooperative Learning*, ed. PT Grasindo (Jakarta, 2004).

B. Identification of the Problem

Here, the researcher identifies the problem of the research like:

1. The students are lack of vocabulary

2. The students feel the reading activity is so bored and make them lazy

3. The students' reading comprehension is low

4. The teacher should make variations and choose a suitable strategy in the teaching reading in order to make the student interest in reading text

C. The limitation of the Problem

Here, the researcher limits the problem of the research is only on reading comprehenssion.

D. Formulation of the Problem

1. How is the students' reading comprehension before they use of think pair share technique of the eight grade students at MTs. Darul Istiqomah?

2. How is the students' reading comprehension after they use of think pair share technique of the eight grade students at MTs. Darul Istiqomah?

3. Is there any significant effect of think pair share technique of grade eight MTs Darul Istiqomah Padangsidimpuan?

E. The Objectives of Research

Based on the formulation of the research above the main objectives of this research is :

1. To know the student's ability in reading comprehension before they use of think-pair-share technique of the eighth grade students at MTs. Darul Istiqomah Padangsidimpuan.

2. To know the student's ability in reading comprehension after they use of think-pair-share technique of the eighth grade students at MTs. Darul Istiqomah Padangsidimpuan.

3. To know the significant effect of think pair share technique to students reading comprehension at grade eight students of MTs Darul Istiqomah Padangsidimpuan.

F. The Significances of Research

1. Headmaster, to encourage teachers to do the best in teaching.

2. Teachers, to give information and source about the effect of Think Pair Share technique to comprehend narrative text.

3. Next researcher, to give information and contributes the knowledge about Think-Pair-Share as a technique to comprehend reading comprehension.

4. Students, to give contribution about the way how to improve their reading comprehension.

G. The Definition of Operational Variables

To avoid misunderstanding of research and reader in the title of the problem, researchers need to clarify some terms in the tittle above namely:

1. Reading Comprehension

Reading comprehension is the ability to read the text, process it and understand its meaning.

2. Think-Pair-Share technique

Think-Pair-Share is a techniquesmakes classroom discussions more productive, quick and does not take much preparation time.

H. Outline of The Thesis

The research is organized into five chapters. Every chapter is subdivided into subtopics to given issues. Chapter one consist of introduction, they are background of the problem, the identification of problem, the limitation of the problem, the Formulation of the problem, the objectives of the research, the significances of the research, the identification of operational variables, and outline of the thesis.

Chapter two consists of the theoretical description. It is divided into sub chapter which consist of description of reading, think-pair-share technique, the related findings, the conceptual framework, and the hypothesis.

Chapter three consist of methodology of the research which is divided into sub chapter, the place and time of the research, the research methodology, the population and sample, the research instrument, procedure of data collection, technique of analyzing data.

Chapter four consists of data description, hypothesis testing, discussion and the threats of the research.

Chapter five consists of the conclusion about the result of the research and suggestion that are given by the research.

CHAPTER II

THEORETICAL DESCRIPTION

A. Theoretical Description

1. Reading

a. Definition of Reading

Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning.[6] The goal of reading is comprehension. Reading is regarded as one of English skill that need reader is interpretation from text.[7] It means, the reading activity builds thinking collaboratively among the reader, the writer, and the text. According to Douglas Brown that reading is a process negotiating meaning; the reader brings to the text a set of schemata for understanding it, and it is take the product of that interaction.[8]

So reading is an activity of meaning getting process, in reading the readers must be able to combining their own background knowledge and information from the text to build meaning and readers also must be able be understand the ideas, recognizing the relationship and structure among ideas.

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[6] David Nunan, Practical English Language Teaching, ed. David Nunan, first (United States of America: McGraw-Hill, 2003), p.68, https://doi.org/9780071234627.

[7] Nuttal Christine, *Teaching Reading Skill* (London: Macmilan Publisher, 2015), p.2.

[8] H. Douglas Brown, *Langguage Assesment* (U.S.A: Longman, 2004).

b. Definition of Reading Comprehension

Reading comprehension is an ability to understand what the readers read that involves the exploitation of the other skills or ability where there is reflection of the communicative interactions among the intentions of the reader and the context or situation of interaction.[9]

As stated above the reading is not just saying the words, but also to understand what we read, or getting the idea: it is related to comprehension. According to Richard states comprehension is the process by which a person understanding the meaning of written spoken language clearly.[10] Comprehension is the ability to understand to meaning from written spoken language.

In addition Reading Comprehension is the ability to understand information presented in written from. it is the process of getting meaning from print, it is not a passive receptive activity, but requires the readers to be active and thinking. Reading Comprehension is a complex skill includes understanding the text and the components inside. It is the process of understanding the text to get the meaning.

Based on the explanation above, that reading comprehension is mental process which the readers try to understand the meaning in the text, or from the text what we read.

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[9] Dewi Fatimah Sitompul, Eka Sustri Harida, and Sojuangon Rambe, "Improving S Tudents ' Guessing Strategy Reading Comprehension through" 7, no. 1 (2019): 127–39.

[10] Jack C Richards et al., "Methodology in Language Teaching: An Anthology of Current Practice ." 18, no. 2 (2002): 55–57.

c. Process of Reading

Process of reading is steps how to get the Information from what we read and process of constructing of meaning from written text. Complex skill requiring critically and creative thinking process of pull together a number of interrelated sources of information. there are three process in reading

1) The first stage is Pre-Reading which always the reader do activate background knowledge, preview the text and develop a purpose for reading

2) The second stage is during reading when the reader makes predictions as to read and they continuous or revises the prediction.

3) The third stage is after reading phase of the process occours when the reading finishes reading the written text. The reader takes time to think about what he or she knew before the reading and what he or she learned or connected with during the reading.[11]

Based on the explanation above, that process of reading is a process to faciliate the reader in understanding the meaning of the text of information read.

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[11] Kylene Beers, *Reading Skills and Strategies: Reaching Reluctant Readers*, 2002

d. Assesment of Reading

Assessment is an ongoing process that encompasses a much wider domain. Reading assessment can be a useful part of a reading program, as long as their aim is to help students become fluent readers who understand what they read. Routman in J. Michael O' Malley indicates that in order for reading assessment teachers should consider the following:

1) Be thoroughly familiar with developmental learning processes and curriculum.
2) Articulate a philosophy of assessment and evaluation.
3) Know about and have experience collecting, recording, interpreting and analyzing multiple sources of data.
4) Be flexible and willing to try out multiple assessment procedures.
5) Be committed to understanding and implementing an approach to evaluation that informs students and directs instruction.[12]

Some basic points to remember in the assessment of reading of English language learners include:

1. Activities for assessing reading should be based on activities for teaching reading.
2. Assessment of reading, like instruction, takes planning, time, and experience.
3. Assessment of reading should include both decoding skills and reading comprehension strategies.
4. Assessment of reading should include students' attitudes and feelings toward reading.
5. Assessment of reading should hold students accountable for how they use time in class for reading.
6. Assessment of reading should be conducted regularly and be ongoing.
7. Students should be actively involved in their own assessment, whether it will be in setting criteria, engaging in self-assessment, or evaluating peers.
8. Teacher observations of reading should be recorded systematically.

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[12] J. Michael O' Malley and Lorraine Valdez Pierce, *Authentic Assesment for English Language Learners Practical Approaches for Teachers* (U.S.A: Addition Wesley Publishing Company, 1996), p.97-98.

9. Assessment of reading should consist of multiple assessments for each student in order to monitor students' progress.
10. Result of reading assessment should be used to inform students, parents, and teachers of needed changes in student performance and in instruction.[13]

Based on the explanation above, the teacher should remember the tenth points in assessing reading. In order to know the students ability in learning reading narrative text comprehension, the researcher will give 20 questions based on some narrative texts.

There are several indicators in assessing students' reading, as follow:

Table 1
Indicators of Reading Assessment

NO	Indicators of Reading Assessment
1.	Able to Identify the main idea of the text
2.	Able to identify the problem
3.	Able to identify spectific information of the text
4.	Able to identify the meaning of the text or sentence
total.	

Based on the indicators of reading assessment above, the students should able to identify the main ideas of the text, the problems found in the text, and identify the meaning of words in the text. These indicators will be an escort for the teacher in assessing students' reading comprehension.

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[13] Malley and Pierce, *Authentic Assesment for English Language Learners Practical Approaches for Teachers*.

e. The Ways of Reading

The Ways of Reading is the way how to get the information from the text and the steps how to take the information from the text.[14] Grellet defines for main ways to improve students' reading skill in reading, they are:

1) Skimming

Brown states that skimming is the process of rapid coverage of reading matter to determine its gist or main idea. Know roughly what a text is about, we read it through quickly. We let our eyes run over it. Then, we should have the gist that is the general meaning without any of the details.

2) Scanning

Brown states that scanning is a strategy used by all readers to find relevant information in a text. It is a reading technique used only when we need to find answer to specific questions. Often the answers are short and factual and may be numbers or names.

3) Intensive Reading

Intensive reading is reading short text to extract specific information. This is more an accuracy activity involving reading for detail. This kind of reading, which seeks to grasp the whole message, including both arguments and supporting details, encourages careful, literal processing of text.

4) Extensive Reading

Extensive reading is reading longer text usually for someone's pleasure, this is a fluent activity, mainly involving, global understanding.[15]

Based on the ways of reading above, the researcher find that there are four ways of reading. And these four make it easier for reader to understand the text.

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[14] H. Douglas Brown, *Langguange Assesment Principles and Classroom Practice* (San Fransisco: Longman, 2003), p.213.

[15] Gallet & Francoise, *Develop Reading Skill* (Cambridge: Cambridge University Press, 1981), p.4.

f. The Principle of Teaching Reading

H. Douglas Brown states that the principle of teaching reading

comprehension as follows:

1) Identify your purpose in reading a text.
2) Apply spelling rules and conventions for bottom-up decoding.
3) Use lexical analysis (prefixes, roots, suffixes, and other) to determine meaning.
4) Guess at meaning (of words, idioms, and other) when you are not certain.
5) Skim the text for the gist and for main ideas.
6) Scan the text for specific information (names, dates, key words).
7) Use silent reading techniques for rapid processing.
8) Use marginal notes, outlines, charts, or semantic map for understanding and retaining information.
9) Distinguish between literal and implied meanings.
10) Capitalize on discourse markers to process relationships.[16]
Based on the principle of teaching reading, the researcher found

that teaching reading is a demanding task. So, with this principle can

makes the learning process easier as a identify purpose in text, guess at

meaning and other.

2. **Think Pair Share**

a. **Definition of Think Pair Share**

Cooperative learning is one of most research teaching models.[17] It is

a learning model which did not evolve from one individual's theory of from

a single to learning. And also states that in cooperative learning, students

often say together. The teacher usually assigns them to the groups so that

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[16] H. Douglas Brown, *Language Assessment Principles and Classroom Practices* (San Fransisco: Longman, 2005), p.188-189,
http://images.pcmac.org/Uploads/JeffersonCountySchools/JeffersonCountySchools/Departments/DocumentsCategories/Documents/Language Assessment - Principles and Classroom Practices.pdf.
[17] Lie, *Cooperative Learning*.

the groups are mixed-males and females, diffrent ethnic, diffrent proviency levels, ect.[18]

This allow students to learn from each other and also gives them practice in how to get along with people diffrent from them selves. Jolliffe states that cooperative learning structures create a situation in which the only way group members can complete the task is if the whole group does.[19]

Think pair share is a cooperative discussion strategy developed by Frank Lyman in his colleagues in Maryland. They get it name from the tree stages of student's action, with emphasis on what students are to be doing at each of those stages. (1) Think, the teacher asked the students' thinking with a question or prompt or observation. The students should take a few moments probably not minutes just to think about the question or topics. (2) Pair, using designated partners nearby neighbors or a desk mate, student's pair up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. (3) Share, after students talk in pair for a few moments (again, usually not minutes), the teacher calls for pairs or individually to present their thinking with the rest of the class.[20]

According to Robertson, the definition of the think pair share technique is a strategy designed to enable the students to formulate their

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[18] Anita Lie, *Cooperative Learning : Memperaktekkan Cooperative Learningdi Ruang Kelas*, ed. PT Grasindo (Jakarta, 2002).

[19] Jolliffe , W, Cooperative Learning in Classroom: Putting into Practice,(London:SAGE Publication Company), p.44.

[20] Frank Lyman, *Model Pembelajaran TPS*, Jakarta: Universitas Maryland, 1985.

individual ideas and share these ideas with another students. It is a learning strategy that associates the teacher to encourage student's classroom participation. Rather than using a basic presentation method in which teacher poses questions and the students offer the response, the think pair share technique encourages a high degree of student's response and can help keep students on task.[21]

Based on the meaning above, the researcher concludes that think pair share is effective to apply in the teaching reading because it is good technique certainly make it interest and to make easier the student to understand the material.

b. The Application of think-pair-share technique (TPS)

These are some techniques to apply this strategy by some references. Technique to use it from teacher vision:

1) With students seated in teams of 4, have them number them from 1 to 4.

2) Announce a discussion topic or problem to solve. (Example: Which room in our school is larger, the cafeteria or the gymnasium? How could we find out the answer?)

3) Give students at least 10 seconds of think time to THINK of their own answer. (Research shows that the quality of student responses goes up significantly when you allow "think time.")

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[21] Robertson GL, *Food Packing ans Shelf Life: A Practical Guide*, Boca Raton: CRC Press, 2010.

4) Using student numbers, announce discussion partners. (Example: For this discussion, Student 1 and 2 will be partners. At the same time, Student 3 and 4 will talk over their ideas.)

5) Ask students to PAIR with their partner to discuss the topic or solution.

6) Finally, randomly call on a few students to SHARE their ideas with the class

Applications of TPS from Eazhull that explain too about steps of application in TPS:

1) Before a lesson or topic to orient the class (previous knowledge etc).
2) During teacher modeling or explanation.
3) Any time, to check understanding of the material.
4) At the end of a teacher explanation, demonstration etc, to enable students to cognitively process the material.
5) To break up a long period of sustained activity.
6) Whenever it is helpful to share ideas.
7) For clarification of instructions, rules of a game, homework etc.
8) For the beginning of a plenary session. [22]

Based on the explanation above, the aplication of think pair share is a technique that asked students' to think quikly the topic with pair or group and for the last student must share the information what they got from the discussion.

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[22]http://www.eazhull.org.uk/nlc/think,pair,_share.htm., accessed on Sunday, 27th JUNE 2020 at 2.15 PM.

c. The Purpose of Think Pair Share

This purpose make to tell the user that think pair share strategy have purpose itself. According to Eazhull there are some purposes of Think Pair Share:

1) Processing information, communication, developing thinking.

2) Providing "think time" increases quality of student responses.

3) Students become actively involved in thinking about the concepts presented in the lesson.

4) Processing information, communication, developing thinking.

5) Providing "think time" increases quality of student responses.

6) Students become actively involved in thinking about the concepts presented in the lesson.

7) Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much Information all at once, much of that information is lost. If we give students time to "think-pair-share" throughout the lesson, more of the critical information is retained. .

8) When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stages

9) Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.

10) Think-Pair-Share is easy to use on the spur of the moment.

11) To use in large classes

Based on the explanation above, the researcher has found if the purpose of think pair share is to shorten the time, and invite students to think quikly ion answering questions.

d. Advantages of Think Pair Share

There are many advantages of Think Pair Share model. Kagan in journal of Dino Sugiarto and Puji Sumarsono mentions some advantages of think pair share technique, they are:[23]

1) When students have appropriate ''think time,'' the quality of their responses improves.

2) Students are actively engaged in thinking.

3) Thinking becomes more focused when it is discussed with a partner.

4) More critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic.

5) Many students find it easier or safer to have a discussion with another classmate, rather than with a large group.

6) No specific materials are needed for this strategy, so it can be easily incorporated into lessons.

7) Building on the ideas of others is an important skill for students to learn.

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[23] Dino Sugiarto & Puji Sumarsono, "The Implementation of Think Pair Share Model to Improve Students' Ability in Reading Narrative Texts," *English and Education ISSN* 3, no. 3 (2014).

Based on the the explanation above, the researcher found that the advantages of think pair share is to spend more time on task and listen to each other more when engaged in think pair share. More student are willing to respon in large group after they have been able to share their responses in pair, the quality of students' responses also improves.

3. Narrative Text

a. Definition of Narrative Text

A narrative is simply a story that illustrates a point. That point is often about an emotion.[24] Narrative is a story tells about something intresting that has purpose to amuse, entertain, or the readers.[25] Narrative is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different ways.[26] Abbott says that narrative is the principal way in which our species organizes its understanding of time and that the ability to manage time fluidly within a narrative allows events themselves to create order of time.[27] Narrative is a basic and constant form of human expression regardless of ethnic origin, primary language, and enculturation.

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[24] John Langan, *English Skills with Readings*, Sevent Edition (McGraw-Hill, 2006), p.288, https://blaw05.files.wordpress.com/2015/10/english-skills-with-readings-7th-edition.pdf.

[25] Teacher Training Faculty, "The Chief of English Education Department Lecturer of Tarbiyah and Teacher Training Faculty (FTIK), Institut for Islamic Studies (IAIN) Padangsidimpuan. 1" 4, no. 2 (2016): 1–14.

[26] Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure*, First Edition (Yogyakarta: Graha Ilmu, 2008), p.73.

[27] H Porter Abbott, *The Cambridge Introduction to Narrative*, First Edit (Cambridge: Cambridge University Press, 2002), p.3.

Polkinghorne also says in Ermawati that the defenition of narrative is the fundamental scheme for linking individual human actions and events into interrelated aspects of an understanable composite.[28]The other defenition of narratives is event selection and event sequencing is two crucial functional elements of narrative construction, and they are reciprocally related to the subjective experience of time described in the narrative.

Labov in Barbara Johnson theory argue that narrative is not any talk about the past, or any talk about events; it is specifically talk in which a sequence of clausess is matched to a sequence of events which (it is inferred) actually occured.[29] Narrative is the primary means of comprehension and expression for our experience of events changing over time. A narrative is re-presentation of reality from a particular perspective: reality reconfigured to express meaning.[30] On the other hand, narratives are untypical of many written text, in that they are intended to be heard or read in the order that they are presented.

Based on the explanation above, narrative text is a text that describe about a fictional story, fairy tales, fables and another. Or the type of sentence that tells a fabricated story.

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[28] Emi Ermawati, *Narrative Structures of Short Stories A Discourse Analysis Perspective*, First Edit (Malang: UIN Maliki Press, 2010), p.23.

[29] Barbara Johnstone, "Discourse Analysis and Narrative," in *The Handbook of Discourse Analysis*, 2008, p.637, https://doi.org/10.1002/9780470753460.ch33.

[30] Paul Hazel, "Narrative : An Introduction," 2007, p.7.

b. The Generic Structure of Narrative Text

Sanggam Siahaan and Kisno Shinoda define the component of narrative text are orientation, evaluation, complication, resolution, and re-orientation.[31] It will be explained as below:

1) Orientation
   The orientation is the beginning of the text.
   Orientationestablishes the time, place, setting and opening cast.
2) Evaluation
   Evaluation indicating the point or interest of the story. It is astepping back to evaluate the plight. It can be optional.
3) Complication
   The complication is the action or set of actions following the earlier event or action. This is the place in which a crisis arises.
4) Resolution
   The resolution tells what finally happened. This is the place in which the crisis is resolved for better or for worse.
5) Re-orientation
   The re-orientation is a formal conclusion that signals the end of the story, and returns the storyteller and the public to the present. It can be optional.[32]

So, the reader can see each component above in every narrative text when they read it, and also to more easly undestand the components in narrative text.

c. The Language Features in Narrative Text

Every text has its own characteristic of language. There are several language features in narrative text:

1) Focus on specific and usually individualized participants (Mousedeer, Crocodile).

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[31] Siahaan and Shinoda, *Generic Text Structure*.
[32] Ermawati, *Narrative Structures of Short Stories A Discourse Analysis Perspective*.

2) Use of Material Processes (doing activities: go, swim, cross, jump).

3) Use of Relational Processes (concerned with being, possesing, or becoming: own, have, belong to, is).

4) Use of temporal conjunction, and temporal circumstances (finally, after that, then, when, one day, once upon a time, long-long ago).

5) Use of past tense (saw, wanted, stood).[33]

Narrative text should have the language features above. It can be used as the characteristics to identify narrative text.

d. Kinds of Narrative Text

According to Denning in narrative can divided into imaginary or fiction narrative, factual or non-fiction narrative or combination of both. The description as below:

1) Non-fiction Narrative

Non-fiction narrative is often used to recount a person's life story, important historical event or news stories. The kinds of non-fiction narratives are follows:

a) Historical Event

Myth is a traditional story unknown authorship, ostensibly with a historical basics, but serving usually to explain some phenomenon of nature, the origin of man, or the customs, institutions, religious rites of a people. Myth usually involves the exploits of goods and heroes.

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[33] Siahaan and Shinoda, *Generic Text Structure*.

b) Legend

Legend is a story handed down for generations among a people and popularly believe to have a historical basis, although not verifiable.

c) Person's life story

(1) Person experience is a report of sequence of events that have entered into biography of the speaker by a sequence of clauses that correspond to the order of the original events.

(2) Adventure story is a story of person's life, it usually tells about someone's story which the events sometimes taken place in the forest, in one island, country or the place of the adventures go eson.

(a) News

News is new information about anything: information previously unknown; or reports, especially collectively or recent happenings. Those broadcasts over radio or TV, printed in a newspaper.

2) Fiction Narrative

Fiction narrative relates to an imaginative creation of narrative or pretense that does not represent actually. The kinds of fiction narrative are described as follow:

(a) Fable

Fable is a fiction story meant to teach moral lessons: the characters are usually talking about animals.

(b) Fairy Story

Fairy story is a story for children about fairies, magic and enhancement. The story has a sense of the numinous, the feeling or sensations of the supernatural or the mysterious.

There are many kinds of narrative text. Generally, it could be categorized into the fictional narrative; presents an imaginary narrator's account of a story that happened in an imaginary world. It includes fairy tales, folklore or folktales, horror stories, fables, legends, myth, and science fictions and nonfictional narrative (also factual narrative); present a real-life person's account of a real-life story. It includes historical narratives, ballads, slice of life, and person experience.

B. Review of Related Finding

There are some of related finding in this research:

Some previous finding related to reseach as follow: Elva Utami (2018) in her reseach is"The Effect Of Think Pair Share Technique on Students' Reading Comprehension Achievement". Her reseach stated the result showed that the students'mean score of postest(84,22) in experimental class was higher than the pretest (50,16) with gain was 34,06. It showed that the hypotesis was accepted,

since there was a significant increase of students'reading comprehension achievement.[34]

Afrilianti (2014) her reseach is " The Effectiveness of Using TPS Strategy To Improve Students' Reading Comprehension of The First Grade at Mtsn Aryojeding Rejotangan Tulungagung 2014". Her reseach stated the result of this study showed that the mean of students score of pre-test(64,3) and the mean stidents' score of pos-test (81,2). the t-count was (7,50), where as t-table with significant level 5% was 2,021. So t-count was greater than t-table its mean that Ha which stated that there is significant.[35]

Yudistira Adi Nugraha (2018) his reseach is " The Influence Of Think Pair Share Strategy on Students' Reading Narrative Text". His reeach stated the result of the calculating showed the value of t-table in the significant and 5% (0,05) is 1,67 and the value of t-obsevation is 1,85. So the result is 1,85>1,67. it means to is higher that tt, the rates of the means score of the experiental class are higher that the controlled class.[36]

In conclusion, from the description above, the researcher can conclude that many strategies can improve that the think pair share technique to students' reading comprehension.

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[34] Elva Utami, *The Effect Of Think Pair Share Technique on Students' Reading Comprehension Achievement,2018.*

[35] AFRILIANTI, "The Effectiveness of Using TPS (Think-Pair-Share) Strategy to Improve Students' Reading Comprehansion of the First Grade at Mts ARYOJEDING REJOTANGAN TULUNGAGUNG 2014" (STATE ISLAMIC INSTITUTE (IAIN) TULUNGAGUNG, 2014).

[36] Yudhistira Adi Nugraha, *The Influence of Think Pair Share (Tps) on Students' Reading Narrative Text*, 2018.

C. Conceptual Framework

From the definition of reading skill, it is revealed that reading activities are mostly aimed at attaining information, idea or message expressed by the writer through writing. A reading activity is started by decoding or perceiving the written language. A reader needs to recognize the word meanings in the passage.

In the teaching and learning process, the selection of the appropriate strategy and technique is important in determining the success of its process. The appropriate strategy can generate the students' motivation on the reading subject. So, the selected teaching and learning strategy is important. It also will influence the students' motivation in learning reading.

In this case, the teacher has responsibility to make the students being interested and motivated in learning process, especially in reading lesson. The teacher has to use the suitable and interesting technique to teach reading, in order to make the students want to learn, enjoy the reading learning, easy to understand the materials, and improve their reading comprehension.

Based on the statement above, the researcher tries to improve the students' reading comprehension by implementing the Think-Pair-Share technique. The Think-Pair-Share technique is one of the strategies that can increase the students' reading comprehension.

The Think-Pair-Share technique is designed to be implemented in English teaching and learning process including reading. Think-Pair-Share technique also helps the teacher to create enjoyable atmosphere which can

maximize the effectiveness of teaching and learning process of reading, the Think-Pair-Share that can increase students' involvement. It encourages the Pair-Share technique the interaction between the teacher and the students and among the students can be improved too.

Hence, in reference to the explanation above and the strong desire of finding the solution of these problems, the researcher has motivation to do this research in the use of Think-pair-share technique to develop students' in reading comprehension at eighth grade of MTs. Darul Istiqomah Padangsidimpuan.

Figure 1

Conceptual framework

Students problems are:

1. Students' fill boring in studying speaking by making simple advertisement
2. The ability of students' low

Pre-test

Experimental class with treatment

Control class with conventional strategy

Post-test

H0

Ha
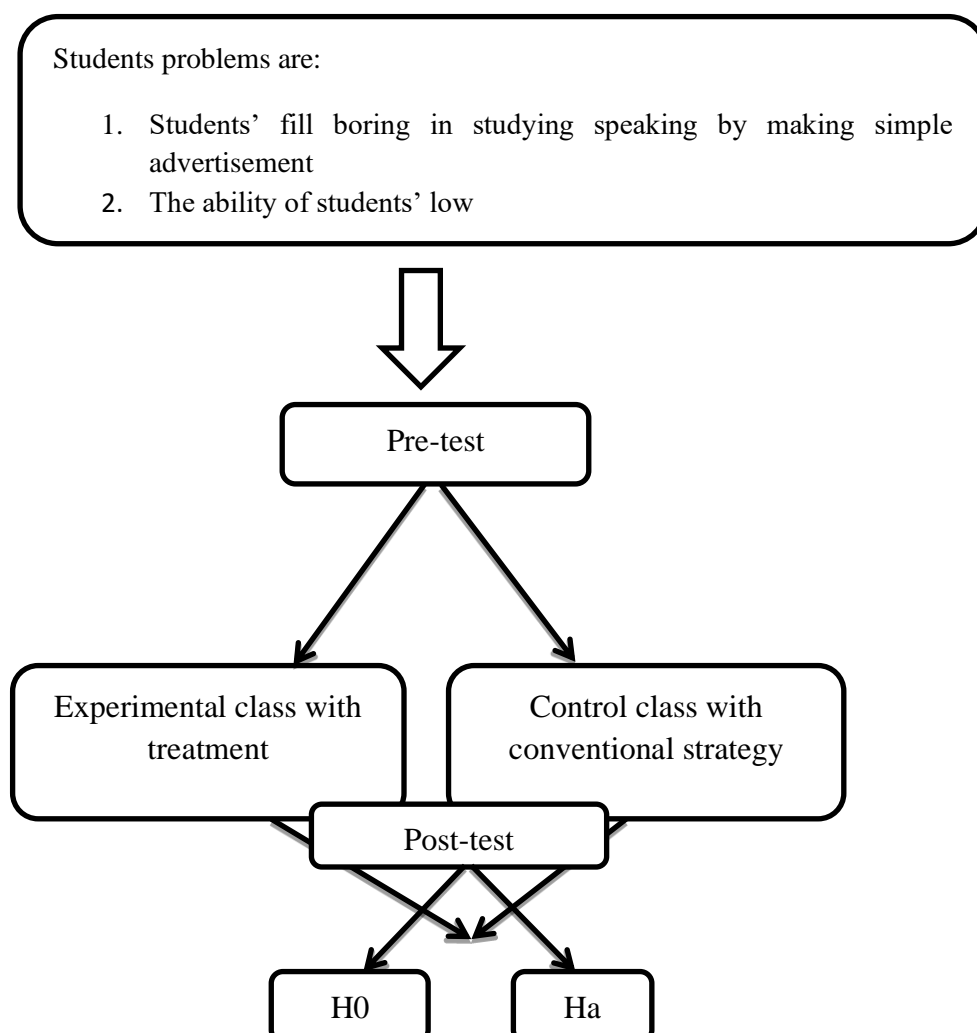
D. The Hypothesis of the Research

The hypotheses of this research are:

1. Alternative Hypothesis (Ha): There is the significant effect of using think pair in reading comprehension at grade VIII students of MTs. Darul Istiqomah Padangsidimpuan.

2. Null Hypothesis (Ho): There is no significant effect of using think pair share in reading comprehension at grade VIII students of MTs. Darul Istiqomah Padangsidimpuan.

CHAPTER III

RESEARCH METHODOLOGY

A. Place and Time of the Research

The place of the research was done in MTS Darul Istiqomah. It is located at Pulo Bauk/Abror street, km. 10 desa Huta padang padangsidmpuan southeast districts. North Sumatera Province. The subject of this research wash eight grade of MTs. Darul Istiqomah. The schedule of this research was from September 2021 until February 2023.

B. Research Design

The kind of this research is quantitative research with experimental method. It represents the strongest chain of reasoning about the links between variables. In experimental research the researcher manipulates at least one independent variable, controls other relevant variables, and observes the effect on one or more dependent variables. The researcher divides this research into two variables; those are independent (think pair share) and dependent (reading comprehension).

The researcher uses two classes in this research. One of the learning classes with think pair share and it calls as experimental class or as a treatment. Meanwhile the other learns to use teacher strategy and it calls as the control class.

Based on using control and experimental class, the research design that 'true experimental design'. The design which use pretest-posttest control

group design. The pretest–posttest control group design requires at use least two groups, each of which form by random assignment.

Both groups are administered a pretest, each group receives a different treatment, and both groups are post tested at the end of the study. Posttest scores are compared to determine the effectiveness of the treatment.

Table 2
Research Design

Class	Pre-test	Treatment	Post-test
Experimental Class	√	√ Think Pair Share	√
Control Class	√	×	√

C. Population and Sample

a. Population

This research was done at Grade VIII MTs. Darul Istiqomah Padangsidimpuan. There are three classes of MTs. Darul Istiqomah Padangsidimpuan at VIII grade, they are VIII-1 consist of 20 students, VIII-2 consist of 20 students, VIII-3 consist of 20 students:

Table 3

No	Class	Students
1	VIII-A	20
2	VIII-B	20
3	VIII-C	20
	TOTAL	60

b. **Sample**

In this research, the researcher chooses two classes as a sample. The classes are divided into experimental class and control class. researcher chooses VIII-A consists of 20 students such as control class and VIII-Bconsist of 20 students such as experiment class. Therefore, total samples use 40 students. Before using random sampling, the writer uses normality and homogeneity test.

Based on above explanation, the population is the three classes; two classes are selected purposive sampling in order to an experimental class and control class. In this research, the control class is VIII-A and the experiment class is VIII-B. The researcher chooses VIII-B consist of 20 students and VIII-C consist of 20 students. Therefore, total samples are 40 students.

Table 4

Sample of the research

Experimental Class 1	Control Class 2	Total
VIII-C = 20	VIII-B = 20	40

D. **The Instrument Research**

Multiple choice exams with a total 20 items were to collect the data. The time allocated is 60 minutes.Each succesfull responses received one point, while each answer rezeived zero. As a result, the highest score in the test was 10, which was calculated using the formula:

$$Score = \frac{true\ items}{member\ of\ items} \times 100$$

The test subject is a narrative text, the technique for administering to both groups oncce they have completed their thinking the think pair share strategy and the conventional method. The test was obtained from a source, with an emphasis on English in grade VIII. Criteria for grading critical reading (level-4): a. Has no opinions, inferences, or insight, (b). Express opinions and inferences with prompting, (c) has opinions and can express respon to the book, and (d). Is highly responsive to and opinionated about the book.

Table5

The indicator of Reading Assement After Valid (Pre-Test)

NO	Indicator of Reading Asesment	Item	Number of item	aspect	score	Total
1	Able to Identify the main idea of the text	1	1, 9, 3	C1	5	15
2	Able to identify spectific information of the text	11	2, 13,20 6, 29, 11, 13, 16, 17, 20	C1	5	50
3	Able to get the meaning of the lexicogramatical	7	5, 7, 23, 24, 26, 27	C2	5	30
4	Able to identify the meaning of the text or sentence	1	30	C2	5	5
5	Total	20				100

After completing the validity pre-test with the teacher at the MTs. Darul Istiqomah Padangsidimpuan and the correct number of questions as many as 20

questions with number (1, 2, 3, 5, 6, 7, 9, 11, 13, 16, 17, 18, 20, 21, 23, 24, 26, 27, 29, 30.)

Tabel. 6

The indicator of Reading Assesment After Valid (post-test)

No	Indicator of reading asesment	Item	Number of item	aspect	score	Total
1	Indicator of Reading Asesment	1	8, 25, 23	C3	5	15
2	Able to identify spectific information of the text	10	1, 7, 13, 20, 4, 16, 18	C1 C2 C4	5	35
3	Able to get the meaning of the lexicogramatical	7	10, 5, 6, 11, 12, 17 2	C1 C2 C4	5	35
4	Able to identify the meaning of the text or sentence	2	14, 15, 22	C1 C2	15	10
	Total	20				100

After completing the validity post-test with the teacher at the MTs. Darul Istiqomah Padangsidimpuan and the correct number of questions as many as 20 questions with number (1, 2, 4, 5, 6, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 20, 22, 23, 25)

E. Validity and Reliabilty

1. Validity of the test

In this research, the researcher used item validity to get the validity of instrumentation. Item validity is a part of the test as a totality to measure the test by items. Where the test consists of 40 questions of multiple choice questions that will be divided into two groups. They are 20 for pre-test and 20 for post-test.

The formula of *r point biserial* can be used as follows:

$$r_{pbi=} \frac{M_p - M_t}{SD_t} \sqrt{\frac{p}{q}}$$

Where:

r_{pbi} : coefficient item validity

M_p : mean score

M_t : mean score of the total score

SD_t : Standard Deviation of the total score

p   : Presentation of the right answer of the item tested validity

q   : Presentation of the wrong answer of the item tested validity.[37]

2. **The Reliability of the test**

An instrument of the research must be reliable. To get the reliability of the test, the researcher uses K-R. 20 formula. The formula is as follows:

$$R_{11} = \left(\frac{k}{k-1} \right) \left(\frac{S_{t^2} - \sum pq}{S_{t^2}} \right)$$

Where:

R_{11} : Reliability of the instrument

N   : Total of question

St   : Variants total

$\sum pq$: Total of the result times p and q

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[37] Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2008).

p   : Proportion of Subject who is right Answer

q   : Proportion of Subject who is Wrong Answer[38]

Reliability is a good character of the test that refers to the consistency of the measurement. The test is reliable if $r_{count} > r_{table}$ by using formulation K-R.20.

Classification of items realibility are:

$0.0 < r11 \leq 0.20$:very low

$0.20 < r11 \leq 0.40$:low

$0.40 < r11 \leq 0.60$:medium

$0.60 < r11 \leq 0.70$:high

$0.70 < r11 \leq 1$: very high

F. The Procedure of The Research

In collecting data the researcher use test for students. The kind of the test is multiple choice test. In giving the test, it divide into two kinds; pre-test and post-test. The procedure as bellow:

1. Pre-Test

It is a test that is given before doing the treatment to the students. It is needed to know the students' ability in experiment and control class before the researcher gives the treatment to experimental class. It is also used to find out the homogeneity and normality level of the sample. The researcher uses some steps in giving pre-test. They are:

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[38] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*, Kedua (Jakarta: Bumi Aksara, 2012).

(1) Preparing20 items of the multiple choice test.

(2) Distributed the test paper to both of classes; experimental and control class.

(3) Explaining what the students need to do.

(4) Giving the times to the students to answer the test.

(5) Collecting the students' test paper.

(6) Checking the answer and counts the students' score.

Based on the text above the researcher has found that pre-test do it before doing the treatment.

2. Treatment

After giving the pre-test, teacher gave the students a treatment. The experimental class teaches by using think pair share, while the control class teaches by conventional technique. The researcher uses some procedures in treatment class. They are:

(1) For the beginning, researcher started the learning activity with greeting. Then, asked the students to take a pray.

(2) Giving the example of narrative text and the parts of the story to the students.

(3) Each student read the narrative text that is given by the teacher.

(4) Introduce the think pair share technique by drawing it on the board and explain how to use it.

(5) Give the example of think pair share technique from the text that they have been read.

(6) Next, find student into a group of discussion, ask the students to think quickly what they get from the text. A member from the group must work together.

(7) Give feedback to students' task.

Based on the text above the researcher has found that treatment do it after done pre-test.

3. Post-test

After giving treatment, the researcher conducted a post-test. The function is to know the difference score of experiment and control class and the effect of treatment, whether it has an effect or not. The researcher used some steps in giving pre-test. They are:

(1) Preparing 20 items of the multiple choice test.

(2) Distributing the test paper to both of classes; experimental and control class.

(3) Explaining what the students need to do.

(4) Giving the times to the students to answer the questions.

(5) Collecting the students' test paper.

(6) Checking the answer and counts the students' score.

Based on the text above the researcher has found that post-test do it after done from the treatment.

G. The Technique of Data Analysis

Experimental research design is being done through experimental class and control class. After experimental process, two of clases are tested with using technique of data analysis.

1. **Requirement test**

   a. **Normality test**

   Normality test is used to know wether the data of research uses chi-squer formula.

   The function of normality test is to know whether the data of research is normal or not. In this process, to know the normal distribution data, the researcher will analyze by using *Chi-Quadrate* formula as follow:[39]

   $$x^2 = \sum \left(\frac{fo - fh}{fh} \right)$$

   Where:

   x^2 = chi quadrate

   f_o = observed frequency

   f_h = expected frequency

   To calculate the result of Chi-Quadrate, it is used significant level 5% (0.05) and degree of freedom as big as total of frequency is lessened 3 (dk= k-3). if result $x^2_{count} < x^2_{table}$. So, it concluded that data is distributed normal.

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[39] Anas Sudjono, *Pengantar Statistik Pendidikan* (Jakarta: PT Raja Grafindo Persada, 2005).

b. Homogeneity test

Homogeneity test is used to know whether control class and experimental class have the same variant or not. If both of classes are same, it is can be called homogenous. Homogeneity is the similarity of variance of the group will be compared. So, the function of homogeneity test is to find out whether the data homogeny or not. It use Harley test, as follow:[40]

$$F = \frac{The\ biggest\ variant}{The\ smallest\ variant}$$

The hypothesis is accepted if $F_{count} \leq F_{table}$

The hypothesis is rejected if $F_{count} \geq F_{table}$

The hypothesis is rejected if $F \leq F\frac{1}{2} \alpha$ (n_1-1) (1= n_2-1), while if $F_{count} > F_{table}$ hypothesis is accepted. It determined with significant level 5% (0.05) and dk numerator was (n_1-1), while detominators is (n_2-1).

2. Hypothesis test

Hypothesis was the provisional result of the result. Based on the hypothesis, the analysis of the data will be done to find out the ability of two groups that have been divided into experimental class

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[40] Agus Irianto, *Statistik Dan Konsep Dasar Dan Aplikasinya* (Padang, 2003), p.276.

and control class. The hypothesis is to answer the result of the research. So, the data will be analyzed by using the *t-test* formula:[41]

$$Tt = \frac{M_1 - M_2}{\sqrt{\left(\dfrac{\Sigma X_1 + \Sigma X_2{}^2}{n_1 + n_2 - 2}\right)\left(\dfrac{1}{n_1} + \dfrac{1}{n_2}\right)}}$$

T   : The value which the statistical significance

M_1 : The average score of the experiment class

M_2 : The average score of the control class

$X_1{}^2$: Deviation of the experiment class

$X_2{}^2$: Deviation of the control class

n_1 : Number of experiment class

n_2 : Number of control class

If t-test is higher than t_{table}, the researcher can conclude that h_a is accepted and h_o is rejected.

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[41] Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktif* (Jakarta: Rineka Cipta, 2013), p.31.

CHAPTER IV

RESULT OF THE RESEARCH

As mentioned in earlier chapter, in order to find out the effect of using think pair share in teaching reading comprehension, the researcher had calculated the data using pre-test and post-test. The researcher used the formulation of T-test to test the hypothesis. Next, the researcher described the data as follow:

A. Description of data

1. Description of Data Before Using Think Pair Share

a. The score of Pre-Test Experimental Class

In pre-test of experimental class, the researcher calculated the result that has been gotten from the students in answering the question (test). The score of pre-test experimental class can be seen in the following table:

Table. 7
The score of experimental class in pre-test

Descriptive	Statistic
Total score	1280
Highest score	80
Lowest score	45
Mean	65.5
Median	66.5
Modus	67.5
Range	35
Interval	5
Standard deviation	11.3
Variant	13.43

Based on the text above table, the total score of pre-test for experimental class was 1280, mean was 65.5, standard deviation was

11.3, variant was 107.5, median was 66.5, range was 35, modus was67.5, interval class was5. The researcher got the lowest score was 45 and highest score was 80. Next, the calculating of how to get it could be seen in appendix 7. Then the calculating of the frequency distribution of the students' score as follow:

Table. 8
Frequency distribution of the variables

No	Interval	Mid point	Frequency	Percentage
1	45-52	48.5	4	20%
2	53-60	56.5	3	15%
3	61-68	64.5	7	35%
4	69-76	72.5	5	25%
5	77-84	80.5	1	5%
	i= 8		20	100%

the text table above, the students' score in class interval between 45 –52 was 4 students (20%), class interval between 53-60 was 3 students (15%), class interval between 61-68 was7 students (35%), class interval between 69-76 was 5students(25%), and the last class interval between 77-84 was 1 students (5%)

In order to get description of the data clearly and completely, the researcher present them in histogram on the following figure:

Figure: 2 description data of students in Experimental class (pre-test)

From the histogram of students' score of experimental class in pre-test shown that the lowest interval 77-84 was 1students and highest interval 61-68 was only 7 students. Histogram also shown the highest frequency in interval 61-68 was 7 students.

b. **Score of Pre-Test Control Class**

In pre-test of control class, the researcher calculated the result that has been gotten by the students in answering the question (test). The score of pre-test control class can be seen in the following table:

Table. 9
The score of control class in pre-test

Descriptive	Statistic
Total score	1120
Highest score	70
Lowest score	40
Mean	57.25
Median	58.15
Modus	58.5

Range	35
Interval	5
Standard deviation	11
Variant	101.5

Based on the text above table, the total score of pre-test for experimental class was1120, mean was 57.25, standard deviation was 11, variant was 101.5, median was58.15, range was 35, modus was58.5, interval class was5. The researcher got the lowest score was40 and highest score was 70. Next, the calculating of how to get it could be seen in appendix 9. Then the calculating of the frequency distribution of the students' score as follow:

Table. 10
Frequency distribution of the variables

No	interval	Mid point	Frequency	Percentage
1	40-46	42.5	4	10%
2	47-53	49.5	4	25%
3	54-60	56.5	6	30%
4	61-67	63.5	3	25%
5	68-74	70.5	3	10%
	$i = 5$		20	100%

From the text table above, the students' score in class interval between40-46was 4 students (20%), class interval between47-53was 4 students (20%), class interval between 54-60was 6 students (30%), class interval between61-67was 3 students (55%), and the last class interval between 68-74 was 3 students (15%)

In order to get description of the data clearly and completely, the researcher presents them in histogram on the following figure:

Figure: 3. Description data of students in control class (pre-test)

From the histogram of students score of control class in pre-test shown that the lowest interval 50-57 was 2 students and highest interval 81-89 was 2 students. Histogram also shown that the highest frequency in interval 66-73.

2. **The Description of Data After Using Think Pair Share**

a. **The score of Post-Test Experimental Class**

In post-test of experimental class, the researcher calculated the result that has been gotten by the students in answering the question (test) after the researcher did the treatment by using think pair share. The score of post-test experimental class can be seen in the following table:

Table 11

The score of experimental class in post-test

Descriptive	Statistic
Total score	1475
Highest score	90
Lowest score	55
Mean	68.5
Median	73.5
Modus	74.25
Range	35
Interval	5
Standar deviation	10
Variant	81.25

Based on the text above table, the total score of post-test for experimental class was 1475, mean was 68.5, standard deviation was 10, variant was 81.25, median was 73.5, range was 35, modus was 74,25, interval class was 5. The researcher got the lowest score was 55 and highest score was 90. Next, the calculating of how to get it could be seen in appendix 6. Then the calculating of the frequency distribution of the students' score as follow

Table. 12

Frequency distribution of the variables

No	Interval	Mid point	Frequency	Percentage
1	51-58	54.5	1	5%
2	59-66	62.5	2	15%
3	67-74	70.5	8	30%
4	75-82	78.5	6	35%
5	83-90	86.5	3	15%
	I=8			100%

From the text table above, the students' score in class interval between 51-58 was 1 student (5%), class interval between 59-66 was 3 students (15%), class interval between 67-74 was 6 students (30%), class interval between 75-82 students was 7 (35%), and the last class interval between 83-90 was 3 students (15%)

In order to get description of the data clearly and completly, the researcher present the, in histogram on the following figure:
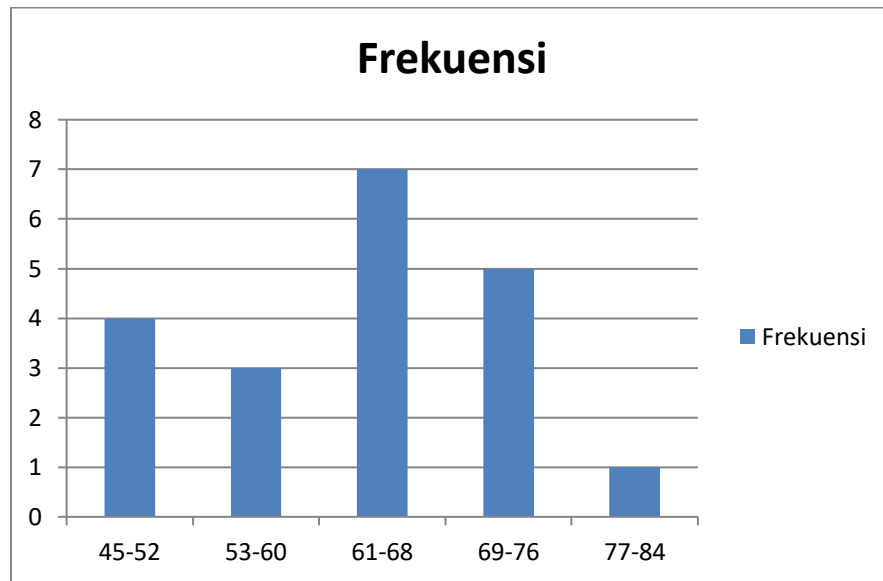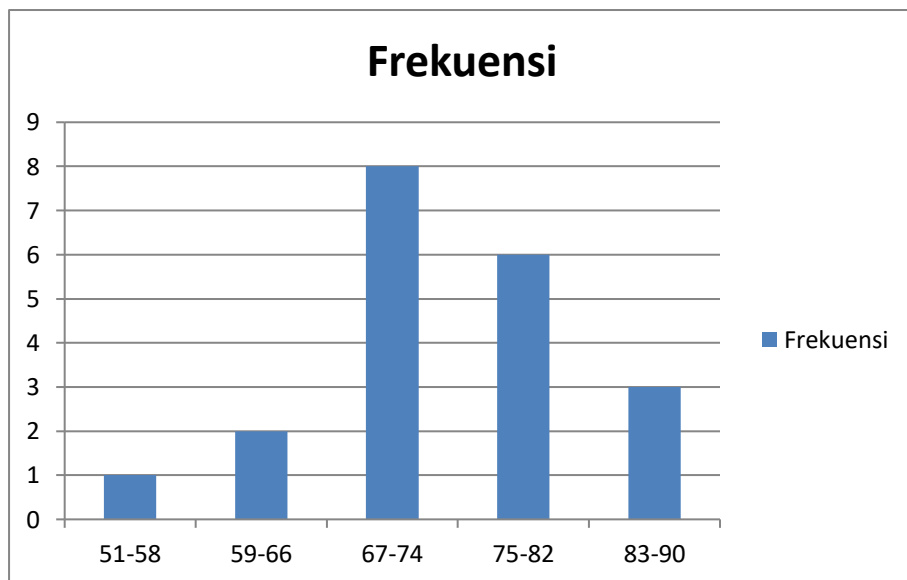

Figure: 4 description data of students of students in experimental class (post-test)

From the histogram of students' score of experimental class in pre-test shown that the lowest interval 51-58 was 1 students and highest interval 67-74 was 8 students, Histogram also shown the highest frequency in interval 67-74 was 8 students.

b. The post test for control class

In post-test of control class, the researcher calculated the result that has been gotten by the students in answering the question (test) after the researcher taught the reading comprehension by using conventional technique. The score of post-test control class can be seen in the following table

Table. 13

The score of control class in post-test

Descriptive	Statistic
Total score	1325
Highest score	80
Lowest score	40
Mean	59.5
Median	61.75
Modus	60.5
Range	40
Interval	5
Standard deviation	9.95
Variant	107.5

Based on the text above table, the total score of pre-test for experimental class was 1325, mean was 59.5, standard deviation was 9.95, variant was 107.5, median was 61.75, range was 40, modus was 60.5, interval class was 5. The researcher got the lowest score was 40 and highest score was 80. Next, the calculating of how to get it could be seen in appendix 9. Then the calculating of the frequency distribution of the students' score as follow:

Table. 14

Frequency distribution of the variables

No	Interval	Mid point	Frequency	Percentage
1	40-48	43.5	1	5%
2	49-57	52.5	3	15%
3	58-66	61.5	7	35%
4	67-75	70.5	5	25%
5	76-84	81.5	4	20%
	i= 5			100

From the text table above, the students' score in class interval between 40-48 was 1 students (5%), class interval between 49-57 was 3 students (15%), class interval between 58-66 was 7 students (35%), class interval between 67-75 was 5 students (25%), and the last class interval between 76-84 was 4 students (20%).

In order to get description of the data clearly and completely, the researcher present them in histogram on the following figure:
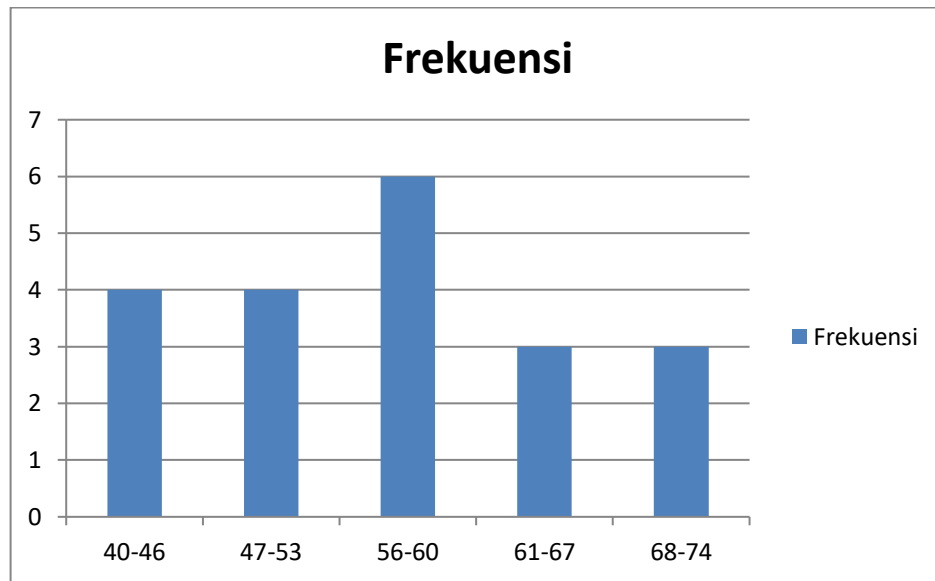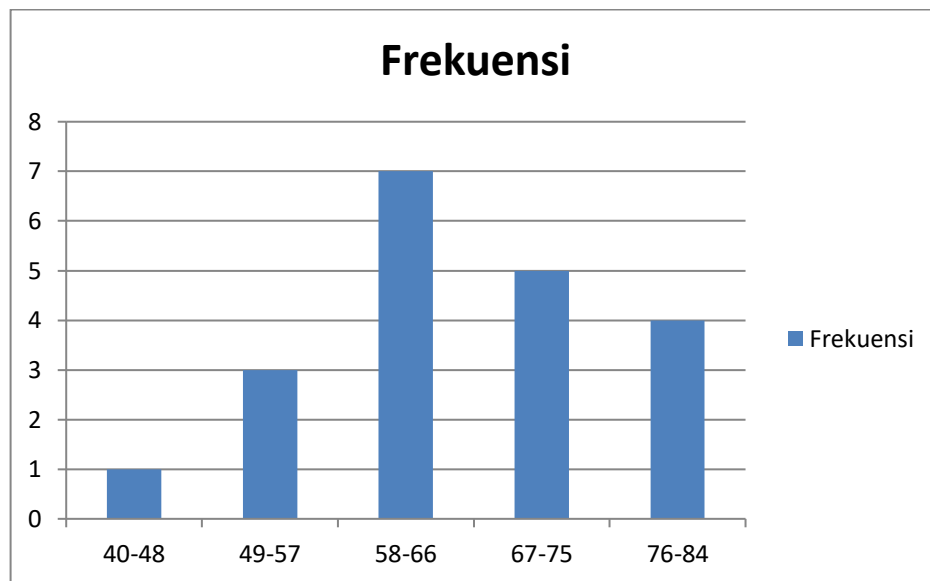
Figure: 5. Description data of students in control class (post-test)

From the histogram of students' score of control class in pre-test shown that the lowest interval 40-48 was 1 students and highest interval 58-66 was 7 students. Histogram also shown that the highest frequency in interval 58-66.

B. **Hypothesis Test**

After calculating the data of post-test, researcher found that post-test result of experimental class and control class is normal and homogenous. Based on the result, researcher used parametric test by using T-test to analyse the hypothesis. Hypothesis alternative (H$_a$) of the research was "There isthe effect of think pair share technique in reading comprehension at grade VIII students of MTs. Darul Istiqomah Padangsidimpuan". Hyphotesis null (Ho) of the research is "There is no significant effect of using think pair share in reading comprehension at grade VIII students of

MTs. Darul Istiqomah Padangsidimpuan". Ha is accepted if t_{count} is higher than t_{table}. In this case, the researcher found that $t_{count} > t_{table}$ which means that there was the significant effect of using think pair sharein reading comprehension at grade VIII students' of MTs. Darul Istiqomah Padangsidimpuan.

Table 15
Result of T-test from the Both Averages

Pre-test		Post-test	
t_{count}	t_{table}	t_{count}	t_{table}
0.44862	1.68023	8.206	1.68023

$H_a : \mu_1 > \mu_2$

Where:

$H_a : \mu_1 > \mu_2$ "There is the significant effect of using think pair share in teaching reading comprehension at grade VIII students of MTs. Darul Istiqomah Padangsidimpuan".

Based on researcher calculated, researcher found that t_{count} 8.206 while t_{table} 1.68023 with opportunity $(1 - \alpha) = 1 - 5\% = 95\%$ and dk = $n_1 + n_2 - 2 = 20 + 20 - 2 = 38$. Cause $t_{count} > t_{table}$ (8.206 > 1.68023), it means that hypothesis H_a is accepted and H_0 is rejected. So, there is the significant effect of using think pair in teaching reading comprehension at grade VIII students of MTs. Darul Istiqomah Padangsidimpuan.

C. Discussion

The researcher discussed the result of this research. Based on the result of the data analysis, the researcher got the mean score of experimental in pre-test was 65.5, and in the post-test was 68.5. The proof was. Then the mean score of control class in pre-test was 57.25 and in post-test was 59.5. So, based on its comparing can beconcluded that the improvement of experimental class was higher than control class. Automatically, used think pair share technique had the effect on reading comprehension.

The result above supported the previous research by some researchers. First, Elva Utami on her reseach stated the result showed that the students' mean score of pos-test(84,22) in experimental class was higher than the pretest (50,16) with gain was 34,06.[42]

Then, Afrilianti on her rearch showed that the mean of students score of pre-test(64,3) and the mean students' score of pos-test (81,2). the t-count was (7,50), where as t-table with significant level 5% was 2,021.[43] Next Yudistira on his research showed the value of t-table in the significant and 5% (0,05) is 1,67 and the value of t-obsevation is 1,85. So the result is 1,85>1,67. it means to is higher that t_{table}, the rates of the means score of the experimental class are higher that the controlled class.[44]

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[42] Elva Utami, *The Effect Of Think Pair Share Technique on Students' Reading Comprehension Achievement,2018.*

[43] AFRILIANTI, "The Effectiveness of Using TPS (Think-Pair-Share) Strategy to Improve Students' Reading Comprehansion of the First Grade at Mts ARYOJEDING REJOTANGAN TULUNGAGUNG 2014."

[44] Nugraha, *The Influence of Think Pair Share (Tps) on Students' Reading Narrative Text.*

Based on the result, the researcher has gotten the effect of using think pair share in reading comprehension. Afrilianto, found that $t_{count}= 1.85> t_{table=}1.67$. The researcher also found that t_{count} is higher than t_{table} where $t_{count}$was 8.206 and t_{table} is 1.68023 (8.206>1.68023). It can be seen among the researches that the using of think pair share gave the effect to students' reading comprehension especially at grade VIII Students MTs. Darul Istiqomah Padangsidimpuan. It means the theory has been proved where the students able to understand the reading comprehension. Therefore, using think pair share has given the significant effect to the research that has been done by the researcher or the other researcher who mentioned in related finding and using think pair share is highly effective to help the English teacher in teaching learning process especially in reading.

D. Treath of the Research

The researche found the treath of this research, as follow:

1. Difficult to deepen the data

2. The researcher asked the students to answer the question, the researcher did not know how serious the students in answering the questions.

3. The students need more time for working pre-test and post-test.

4. The limited of the instrument of research.

CHAPTER V

CONCLUSION & SUGGESTION

A. Conclusion

Based on the result of data analysis and the discussion of the result in previous chapter, the researcher concluded that there is a effect of the students reading comprehension before and after treatment and the using of think pair share technique. The following were description of the conclusion based on the problem statement of this research:

1. The students' reading comprehensiom at grade VIII MTs. Darul Istiqomah Padangsidimpuan before using think pair share were still low. It can be seen from students' mean score of pre-test was 65.5 in experimental class and 57.25 in control class.

2. The students' reading comprehensiom at grade VIII MTs. Darul Istiqomah Padangsidimpuan in using think pair share higher. It can be seen from students' for post-test, the higher score of pos-test using think pair share (experimental class) is 90 and the lowest score is 55.

3. It is found that t_{count} was higher than t_{table} 8.206>2.023 which means H_a was accepted. Hence, there was significant effect of using think pair share in reading comprehensionat grade VIII students MTs. DarulIstiqomah Padangsidimpuan.

B. Suggestion

Based on the research, the researcher gives some questions as follow:

1. The students

   In relation to the development of the students reading comprehension, it will be better if the students can make their own opportunity to practice their reading comprehension. It is recomended that the students the se of think pair share technique as one of their learning strategies to practice and improve their reading comprehension wich can be done in their reading activities. Besides, they may ask their english teacher if they find difficulties in understanding the reading texts.

2. The english teacher

   It is suggested that English teacher should apply the think pair share tecnique since it is benefical not only in improving the students reading comprehension but alsoin increasing the students cooperation. Futher, it is recomended that the english teacher uses another strategy of cooperative learning as a learning strategy to enhance the students competence not only in reading but also in the other language.

3. The other researchers

   To the future researcher, particularly those who have some problems and are intrested in conducting the think pair share technique in their research, it is suggested that they apply the think pair share technique in the same field or in the teaching of other language.

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APPENDIX 1

EXPERIMENTAL CLASS

RENCANA PELAKSANAAN PEMBELAJARAN

(R P P)

Satuan Pendidikan : MTs. Darul Istiqomah Padangsidimpuan

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/1

Tema/Subtema   : Reading Comprehension (Narrative Text)

Alokasi Waktu   : 2 x 45 menit

Peneliti   : Nur Hasanah

A. Kompetensi Inti

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3   : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4   : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang

sedang dilakukan/berlangsung saat ini, sesuai dengan konteks penggunaannya

4.15 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

3.11.1 Siswa dapat mengidentifikasi fungsi social dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, sesuai dengan konteks penggunaannya.

3.11.2 Siswa dapat menyebutkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, sesuai dengan konteks penggunaannya.

3.11.3 Siswa dapat merespon ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, sesuai dengan konteks penggunaannya.

4.15.1 Menulis teks tulis sederhana tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Tujuan Pembelajaran

1. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini sesuai dengan konteks penggunaannya peserta didik dapat mengidentifikasi fungsi social dan unsur kebahasaan dengan benar

2. Disajikan teks lisan sederhana meminta perhatian peserta didik dapat menyebutkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya dengan benar

3. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya peserta didik dapat merespon ungkapan dengan benar.

4. Peserta didik dapat menulis teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannyas dengan unsur kebahasaan dan struktur teks yang benar.

5. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya, peserta didik dapat menunjukkan sikap santun dan peduli dalam melaksanakan komunikasi dengan guru dan teman

6. Disajikan teks lisan sederhana menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks penggunaannya peserta didik dapat menunjukkan perilaku percaya diri dalam melaksanakan komunikasi dengan guru dan teman.

E. Indikator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara lisan maupun tulisan tentang teks prosedur dengan tujuan membanggakan, mengenalkan atau mengambil teladan secara kontekstual terkait tiga aspek teks berikut ini:

1. Fungsi Sosial (Tujuan Komunikasi)

Menjelaskan, memberi alasan, memberi contoh tindakan, dsb..

2. Unsur Kebahasaan

a. Kata kerja untuk kegiatan dan tindakan dalam Past Tense.

b. Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya

c. Kata kerja bentuk lampau: *saw, want, stand*, dalam Past Tense.

d. Temporal Conjunction : *finally, after, that, than,when, one day, once upon a time, long-long ago.*

e. Relational process: concerned with being, possessing, or becoming: *own, have, belong to, is.*

f. Ucapan, tekanan kata, intonasi,

g. Ejaan dan tanda baca

h. Tulisan tangan.

3. Struktur Teks (Generic Structure)

a. Orientation

b. Evaluation

c. Complication

d. Resolution

e. Re-orientation

F. Materi Pembelajaran

1. Narrative Text

G. Alat dan Sumber Pembelajaran

1. Media/Alat : papan tulis, spidol, text book

2. Sumber   : buku guru dan buku siswa kelas VIII bahasa Inggris, internet.

H. Metode Pembelajaran

1. Metode   :Think-Pair-Share

2. Teknik   : Ceramah, diskusi, tanya jawab, pemberian tugas.

I. Kegiatan Pembelajaran

Teacher's Activities	Procedures of Think-Pair-Share	Students' Activities
Pre-Teaching		
1. Teacher comes to the class by saying salam or greeting. 2. Teacher asks the students to pray before starting the lesson. 3. The teacher checks the students' attendance list and asking their condition. 4. Teacher asks the students to prepare their self to study as comfortable as possible. 5. The teacher mentions the goal of the study. 6. The teacher involves the lesson to the students by using brainstorming activities to know the students'		1. Students answer salam together. 2. Students pray on their beliefs. 3. Students listen and raise their hand depends on their name. 4. Students prepare their selves to study. 5. Students listen to the goal of study. 6. Students respond to teacher question based on the topic.

background knowledge.		
While Teaching		
1. The teacher makes the students into groups 2. The teacher gives a short explanation using think pair share in past tense 3. The teacher writes on the blackboard. 4. The teacher make questions and aswer with the students. 5. The teacher leads the students to discuss the material is about Generic Structure of Narrative text, the Langguage Feature, Kinds of Narrative and another. 6. The teacher give the example to the students how to using Think-Pair-Share	1. The teacher divides the class into two to four groups 2. The teacher give a piece of text to all groups 3. The teacher writes the word in the whiteboard with title example: Mousedeer and Crocodile 4. The teacher keeps time and ask students to undersand the text and answer the questions. 5. The teacher mention to student to keep the time.	1. The students sit based on their group 2. The student receives a text about Narrative text from the teacher and tries to discuss about the question from the text with another groups. 3. The student starts walk to another groups and tries to answer the questions (multiple choice). 4. The other students in the same groups also change to another group to get the answers. After that representative

		from the group to present their answer in front of class.
		5. If there is enough time, they can move on to a second round
Post-Teaching		
1. Teacher reviews the lesson and ask the students to conclude the lesson.		1. Students listen to the teacher's review and some of them conclude the lesson by guiding the teacher.
2. The teacher gives feedback to students' performance and informs the next topic.		2. Students listen to the teacher's feedback.
3. The teacher asks the students to convey their feeling while learning process.		3. Students express their feeling about the learning process.
4. Then the teacher asks the students to pray after learning and then, the teacher closes the learning by saying salam		4. Students pray after learning and answer the teacher's greeting/salam.

J. Media   dan Alat Pembelajaran

Media   : beberapa lembar contoh kalimat

yang mengandung past tense.

Sumber belajar   :

1. Buku pelajaran bahasa inggris

2. English Dictionary

3. Papan Tulis

4. Spidol

5. Dan buku relevan yang lainnya

K. Penilaian

Bentuk   : test tertulis

Teknik   : siswa ditugaskan untuk memilih jawaban yang benar

Taksiran : ketepatan dalam menjawab

Rubrik Penilaian

a. Jumlah soal   : 20

b. Nilai per nomor   : 5

c. Total nilai 5 x 20= 100

d. Nilai maksimal   : 100

Padangsidimpuan, 3 Februari 2022

Mengetahui

Guru Mata Pelajaran   Peneliti

Zulfikri, S.Pd   Nur Hasanah
                                                                Reg.No. 1620300117

RENCANA PELAKSANAAN PEMBELAJARAN
(R P P)

Satuan Pendidikan : MTs. Darul Istiqomah Padangsidimpuan

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/1

Tema/Subtema : Reading Comprehension (Narrative Text)

Alokasi Waktu : 2 x 45 Menit

Peneliti : Nur Hasanah

A. Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan   rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca,   menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar

3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang

sedang dilakukan /berlangsung saat ini, sesuai dengan konteks penggunaannya

4.15 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/ berlangsung saat ini, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

C. Indikator Pencapaian Kompetensi

Siswa dapat mengkomunikasikan secara lisan maupun tulisan tentang teks prosedur dengan tujuan membanggakan, mengenalkan atau mengambil teladan secara kontekstual terkait tiga aspek teks berikut ini:

1. Fungsi Sosial (Tujuan Komunikasi)

Menjelaskan, memberi alasan, memberi contoh tindakan, dsb..

3. Unsur Kebahasaan

   a. Kata kerja untuk kegiatan dan tindakan dalam Past Tense.
   b. Kosa kata: kata benda, kata kerja, dan kata sifat yang terkait dengan orang, binatang, benda di kelas, sekolah, rumah, dan sekitarnya
   c. Kata kerja bentuk lampau: *saw, want, stand*, dalam Past Tense.
   d. Temporal Conjunction: *finally, after, that, than,when, one day, once upon a time, long-long ago.*
   e. Relational process: concerned with being, possessing, or becoming: *own, have, belong to, is.*
   f. Ucapan, tekanan kata, intonasi,
   g. Ejaan dan tanda baca
   h. Tulisan tangan.

3. Struktur Teks (Generic Structure)

   a. Orientation
   b. Evaluation
   c. Complication
   d. Resolution

e. Re-orientation

D. Materi Pembelajaran

1. Narrative Text

E. Alat dan Sumber Pembelajaran

1. Media/Alat : papan tulis, spidol, text book
2. Sumber : buku guru dan buku siswa kelas VIII bahasa Inggris, internet.

F. Metode Pembelajaran

1. Metode : lecturing method (conventional media)
2. Teknik : Ceramah, diskusi, tanya jawab, pemberian tugas.

G. Topik

Tindakan, kejadian, keadaan, di kelas, sekolah, rumah, dan sekitarnya yang memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, dan bertanggung jawab.

H. Kegiatan Pembelajaran

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	1. Guru memulai kegiatan dengan salam 2. Guru meminta salah satu siswa untuk memimpin doa sebelum pelajaran dimulai 3. Guru menanyakan kabar siswa sekaligus mengabsen siswa 4. Menyiapkan suasana belajar yang kondusif 5. Menyebutkan tujuan pembelajaran dan kegiatan yang akan dilakukan	**10 menit**

Kegiatan Inti	**Mengamati**	**35 menit**
	1. Siswa terbiasa atau sering mendengar dan menyaksikan guru dan warga sekolah lain menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.	
	2. Siswa dituntut untuk mencontoh kebiasaan tersebut dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.	
	Menanya	
	Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain tentang perbedaan antara cara menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, akibat jika tidak melakukan, dsb.	

	Mengeksplorasi	
	1. Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dari film, kaset, buku teks, dsb.	
	2. Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam bahasa Inggris dengan ucapan, tekanan kata, intonasi, dan sikap yang benar.	
	3. Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri (fungsi sosial, struktur teks, dan unsur kebahasaan) interaksi menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini.	
	4. Secara kolaboratif, siswa berusaha menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dalam konteks pembelajaran,	

	simulasi, *role-play*, dan kegiatan lain yang terstruktur.	
	Mengasosiasi	
	1. Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dikumpulkan dari berbagai sumber tersebut di atas.	
	2. Siswa membandingkan ungkapan menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini yang telah dipelajari tersebut di atas dengan yang ada di sumber-sumber lain, atau dengan yang digunakan dalam bahasa lain.	
	3. Siswa memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial dan unsur kebahasaan yang digunakan.	
	Mengkomunikasi	
	1. Siswa menggunakan bahasa Inggris setiap kali muncul kesempatan untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini, di dalam dan di luar kelas, dengan unsur kebahasaan yang sesuai dengan fungsi sosialnya.	

	2. Siswa berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. 3. Siswa membicarakan permasalahan yang dialami dalam menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang tindakan/kejadian yang sedang dilakukan/berlangsung saat ini dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	
Penutup	1. Siswa dengan bimbingan guru menyimpulkan pembelajaran hari itu. 2. Guru memberikan feedback (umpan balik) kepada siswa tentang pembelajaran. 3. Guru menyampaikan rencana pembelajaran untuk pertemuan berikutnya. 4. Guru meminta salah satu siswa untuk memimpin doa setelah pembelajaran. 5. Guru menutup pembelajaran dengan salam.	**5 menit**

I. Media dan Alat Pembelajaran

Media : beberapa lembar contoh kalimat yang

mengandung past tense

Sumber belajar :

1. Buku pelajaran bahasa inggris

2. English dictionary

3. Papan tulis

4. Spidol

5. Dan buku relevan yang lainnya

J. Penilaian

Bentuk : test tertulis

Teknik : siswa ditugaskan untuk memilih jawaban yang benar

Taksiran : ketepatan dalam menjawab

Rubrik Penilaian

e. Jumlah soal : 25

f. Nilai per nomor : 4

g. Total nilai 4 x 25= 100

h. Nilai maksimal : 100

Padangsidimpuan, 3 Februari 2022

Mengetahui

Guru Mata Pelajaran Peneliti

Zulfikri, S.Pd Nur Hasanah
Reg.No. 1620300117

APPENDIX 3

Instrument for Pre-Test after Validity

Name :

Class :

Instruction: choose the correct answer by crossing (X) a, b, c, d or e!

Chose the correct answer by crossing A, B, C, D, or E. The following text is for question number 1-4

The Good Stepmother

The old witch locked Hansel in a cage and set Gretel to clean the house. She planned to eat them both. Each night the children cried and begged the witch to let them go.

Meanwhile, at home, their stepmother was beginning to wish she had never tried to get rid of the children. "I must find them," she said and set off into the forest.

Many hours later, when her feet were tired from walking and her lips were dry from thirst, she came to the cottage belonging to the witch. The stepmother peeped through the window. Her heart cried out when she saw the two children.

She picked up the broom leaning against the door and crept inside. The witch was putting some stew in the oven when the stepmother gave her an almighty push. The witch fell into the oven and the stepmother shut the door.

'Children, I have come to save you,' she said hugging them tightly. I have done a dreadful thing.

I hope in time you will forgive me. Let me take you home and become a family again. They returned to their home and the stepmother became the best mother anyone could wish to have, and of course they lived happily ever after!

1. The story is about….

   A. Two children went to school for the first time

   B. A witch who is really kind

   C. A father who begged a witch for money

   D. A stepmother who saved her children from a witch

   E. Two children saved their stepmother from a witch

2. Which statement is FALSE about the witch?

A. She locked Hansel in a cage

B. She planned to eat Hansel & Gretel

C. She fell into the ocean

D. She hated the children

E. She set Gretel to clean the house

3. "The witch fell into the oven and the stepmother shut the door."

(Paragraph 4) The underlined word can be replaced by the word…

A. Marked

B. Painted

C. Opened

D. Polished

E. Closed

4. How did the stepmother find her children?

A. She walked into the forest

B. She got tired and met her children

C. She peeped through the window of the witch's cottage

D. She fell into the cliff

E. She was pushed against the wall

Read the following text to answer questions number 5-7.

The Bear and the Two Friends

Once, two friends were walking through the forest. They knew that anything dangerous can happen to them at any time in the forest.
So they promised each other that they would remain united in case of danger. Suddenly, they saw a large bear approaching tern.

One of the friends at once climbed a nearby tree. But the other one did not know how to climb. So being led by his common sense, he lay down on the ground breathless, pretending to be a dead man.

The bear came near the man lying on the ground. It smelt his ears and slowly left the place. Because the bear did not touch him, the friend on the tree came down and asked his friend on the ground, "Friend, what did the bear tell you into your ears?" The other friend replied, "He advised me not to believe a false friend.

5. What can we get from the story?

A. We have to save ourselves

B. We have to learn how to climb

C. Bear will not harm a dead man

D. True friend always stand by us in ups and downs

6. He advised me not to believe a false friend. " (paragraph 3) the underlined word refers to……

   A. The bear

   B. The dead man

   C. The friend who cannot climb

   D. The friend who climb the tree

7. Where do you think the story happened?

   A. In the river

   B. In the park

   C. In the woods

   D. In the zoo

The following text is for question 8-11

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no other parrot like it.It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw!

He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!

8. Where does the story take place?

   A. Indonesia

   B. Brazil

C. Puerto Rico

D. New York

E. Jepang

9. From the text we learn that…

A. We have to follow others

B. We have to respect pet owner

C. We have to imitate others

D. We are not allowed to force others

E. We are not allowed to help others

10. Which statement is false according to the text?

A. Catano was the name of the city where the parrot came from

B. The man got angry at the parrot

C. The parrot couldn't say Catano

D. The man killed the parrot

E. The parrot could say Catano

11. "It was very, very smart" The underlined word refers to…

A. The chicken

B. The man

C. The Catano

D. The city

E. The bird

Read the following text to answer questions number 12-14

A Milkmaid had been in the meadow to milk her cows. Now she was returning home with a pail of milk on her hand.
She thought, "I will make cream and butter out of this milk. Then after selling them, I will buy eggs. And when they hatch, I shall have a good poultry farm".
She further thought, "I shall sell some of my chickens and buy a fine dress. Seeing it on my body at the party, all the boys will admire me. But I will turn them away".

She went on day dreaming; she forgot about the pail on her head. She moved her head suddenly and the pail of milk came tumbling down. It was broken and all the milk split.
"Dear, 0 dear!" she cried, "I have lost mine all".

12. What did the milk-maid carry on her hand?
   A. Some cream
   B. Some butter
   C. A pail of milk
   D. A pail of eggs

13. What does the text tell us about?
   A. Spilt milk
   B. A pail of milk
   C. A hardworking girl
   D. A day dreaming milk-maid

14. What can we learn from the story above?
   A. Don't cry over the spilt milk
   B. Don't cry before you are hurt
   C. Don't dream when you sleep
   D. Don't count your chickens before they are hatched

Read the following text to answer questions number 15-20

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parent were dead.

One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enogh money to take Snow White.

Snow Whute didn't want her uncle and aunt to do that so she deciced that it would be best if she ran away.

The next morning she rans away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs.
The dwarfs said, "What is your name?"
Snow White said, "My name is Snow White."

Then, Snow White told the dwarfs the whole story.
The dwarfs said, "If you want, you may live here with us."
Snow White answered, "Oh, could I? Thank you."
Finally, Snow White and the seven dwarfs lived happily ever after.

15. What type of the text is used by the writer?
    A. narrative
    B. report
    C. anecdote
    D. comparative
    E. news item
16. To tell the plot, the writers uses…
    A. a rhetorical question and an exclamation
    B. time sequences
    C. contrastive evidences
    D. past tense
    E. concessive conjunctions
17. Why Snow White ran away to the woods?
    A. Her parents passed away
    B. Her uncle was angry with her
    C. Her uncle and aunt would go to America
    D. Snow White was happy to run away
    E. Snow White liked playing in the woods.
18. When did Snow White run away to the woods?
    A. In the afternoon
    B. In the morning
    C. In the evening
    D. In the full moon
    E. In the middle of night
19. Where did Snow White live after she ran away to the woods?
    A. She lived in the cave
    B. She lived in the lion nest
    C. She lived everywhere in the woods
    D. She lived in the dwarfs' cottage
    E. She lived on the street
20. According to the text, before she ran away into the woods, why did Snow White live with her uncle and aunt?
    A. because she loved them very much
    B. as a result of forcing attitude from them
    C. because her parents were dead
    D. because she was afraid of the dwarfs
    E. because she ran away from a monster

 ENGLISH TEACHER   RESEARCHER

 ZULFIKRI, S.Pd   NUR HASANAH

APPENDIX 4

Instrument for Pre-Test after Validity

Name :

Class:

Instruction: Choose the correct answer by crossing (X) a,b,c,d!

Choose correct answer by crossing A, B, C, D, or E. the following text is for questions 1-5

The Rats and The Elephants

Once upon a time their lived have a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed th homes of all the rats. Many of them were oven crushed to death.

Then taking of rats decided to approach the elephants chief and request him to guide his heard throught another route.on hearing the sad story, the elephants king apologize and agreed to take another route. And so the lives of the rats were saved

One day elaphant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephants king suddenly remembered the king of the rats. He summoned on of the elephants of his heard, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephants herd. The elephants hers was lotally set free. They dance with joy and thank the rats.

21. What type of the text is the above text? It is…..
    A. A narrative text
    B. A descriptive text
    C. A recount text
    D. An anecdote text
    E. An exposition text

22. What destroyed the homes of all rats?
    A. A group of mice did
    B. The hunter did
    C. The hunter did
    D. A group of elephants did
    E. Elephant's herd

23. What helped the elephant's heard free?
    A. The elephants hunter did

B. The hunters did
C. The trapped elephants did
D. A group of king did
E. Entire group of rats did
24. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
   A.   Identification
   B. Orientation
   C. Complication
   D. Resolution
   E. Description
25. All the end of the story, how was the elephant's herd?
   A. Angry
   B. Sad
   C. Happy
   D. Dead
   E. Disappointed

Read the following text to answer questions number 6-10

Long long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slop of Mount Wayang in west java. The king, named sang prabu, was a wise man. Hehad an only daughter, called princess Teja Nirmala, who was famous for her beauty but she was not married. One day sang prabu made up his mind to settle the metter bby a show of streght.

After that, prince of Blambangan, named Raden Begawanhad won the competition. Unfortunately, the wichked fairy, princess segara fall in love with Raden Begawan and used magic power to raden him unconscious and he forgot his wedding.

When sang raden prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When princess Teja Nirmala heard this, she was very sad. So nice fairly took to the Kahyangan.

26. Which one of the following statements is false about Sang Prabu?
   A. Sang Prabu was a father of is only daughter
   B. Sang Prabu was a king of a kingdom in West java
   C. Sang Prabu was taken to Kahyangan a wicked fairy
   D. Sang Prabu was a wise man
   E. Sang Prabu didn't have son
27. Why the wicked fairy did used her magic to make Raden Begawan unconsciously?
   A. She didn't like Raden Begawan
   B. She didn't want Raden Prabu marry the princess

C. She wanted Teja Nirmala to forget about the princess
D. She didn't want the prince of Blambang marry the princess
E. She didn't want the prince of Blambangan feel love with her

28. What do you think will happen if gods or goodeses cannot mingle in the affairs of people in the earth at the time?
    A. A princess Segara will have married with Raden Begawan
    B. Sang Prabu will not die
    C. Raden Begawan will not die
    D. Teja Nirmala will stay in the Kahyangan
    E. Wicked fairy will not take Raden Begawan's life

29. So a nice fairy took her to the Kahyangan. (paraghraph 2) the word her in the sentences refers to….
    A. The twicked fairy
    B. The nice fairy
    C. Princess Nirmala
    D. Prince Teja
    E. The Princess of Blambangan

30. The similarity between fairy and human according to
    A. The place they live
    B. The jealously that they posses
    C. The way they don't feel a love
    D. The sterght they have
    E. Their life that is immortal

This text for questions number 11-15

A long long ago. There lived on the island of Bali a giant-like creature named kbo lwo. The people of Bali used to stay that kbo lwo was everything, a destroyed well as a creator. He was satisfied whit the meal, but this meant for the Balinese people enough food for a thousand men. Difficulties arose when for the first timet he barns were almost empty and the new harvest was still a long way off.

This made kbo lwo wild great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage
So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked kbo lwo to build them a very deep well, and rebuild all the ahouses and temples he had destroyed. After they fed kbo lwo, he began to dig deep hole

One day he had eaten too much. He feel asleep in the hole. the oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling. Kbo lwo was buried alive. Then the water I the well rose higher and higher until at last it overflowed of earth dug from the well by kbo lwo is known as Mount Batur.

31. Which the ollowing fact is true about kbo lwo?
    A. Kebo lwo ate a little amount of meat

B. Kebo lwo is a destroyer that cannot make anything

C. Kebo lwo was angry because his food was stolen by Balinese people

D. Kebo lwo destroyed all the house but not the temple

32. Why did kbo lwo feel angry to the Baliness people?
   A. Because Balinese people ate his meal
   B. Because Balinese people took his food so his barn was emphty
   C. Because Balinese people didn't give him food
   D. Because Balinese people were in hunger
   E. Because Balinese people turned to rage

33. According tu the story, if kbo lwo is never existed in Bali island, what do you think will happen?
   A. There will be no Bali Island
   B. Bali people will never be angry
   C. All Bali people will live in a prosperous way
   D. We are not able see the beauty of lake Batur
   E. Mount Batur will not be a scared place now

34. "so, they came together to plan steps to oppose this powerful giant…."(paraghraph 3). The antonym of the word "oppose" is….
   A. Support
   B. Defeat
   C. Turn against
   D. Beat
   E. Change

35. What is mount batur?
   A. A like build by kbo iwa
   B. A well build by kbo iwo
   C. The mountain build by kbo iwo
   D. A mound of earth dug from the well by kbo iwo
   E. A home build by Baliness people to kbo iwa

Read the following text to unswer questions number 16-

long time ago, very few people lived in the the new territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest. One day, a farmer's young wife went to the next village to visit her own mother and brother. She bought along her baby son. When it was time for her to leave, her brother said" it is getting dark. Let my son, Ah tim go with you throught the forest".

So Ah tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah tim kicked against a stone the wolves caught him. The young woman cried to the wolves," please eat my own son

intread." Then,she put her baby son on the ground in front of the wolves and took her nephew away.

Every understood that this was because the woman was very good and kind. She had offred her own son's life to save her nephew. They ran back to the house and called for help. All men in the village fetched thick stick and went back with her into the forest. When they got there, they saw something very strage. Instead of eating the woman's baby the wolves were playing with him.

36. What separated between one village to another a long time ago in the new Territories?
   A. Another village
   B. Mountains
   C. Forests
   D. Hill
   E. Towers and logs

37. Who was Ah Tim
   A. The young woman's brother
   B. The young woman's son
   C. The young woman's brother and nephew
   D. The young woman's brother's son
   E. One of the men who fetched a stick

38. Who walked in front when they were in the forest?
   A. Ah tim
   B. The women
   C. The women's son
   D. Her brother's nephew
   E. The baby and his mother

39. How could the wolves catch Ah Tim?
   A. He was afraid
   B. He was stumbled by a stone
   C. He ran slowly
   D. The woman cried
   E. The wolves were good runners

40. The woman gave her son to the wolves because
   A. She loved her nephew than her son
   B. She thought about how her brother would be
   C. She wanted her son was eaten by the wolves
   D. She was crazy
   E. She kept a grudge on his brother

ENGLISH TEACHER   RESEARCHER

ZULFIKRI, S.Pd   NUR HASANAH

APPENDIX 5

Key answer for Pre-Test

1	D	11	D
2	C	12	C
3	E	13	E
4	C	14	C
5	D	15	A
6	A	16	D
7	C	17	C
8	C	18	B
9	D	19	D
10	D	20	C

Key answer for Post-Test

1	A	11	E
2	D	12	C
3	C	13	D
4	B	14	A
5	C	15	D
6	C	16	C
7	D	17	D
8	C	18	A
9	C	19	B
10	B	20	B

APPENDIX 6

<h2 style="text-align:center">SCORE OF EXPERIMENTAL CLASS</h2>

A. Score Of Experimental Class Pre-Test

No	Students Initial Name	Pre-test	X^2
1	A	55	3025
2	B	70	4900
3	C	65	4225
4	D	45	2025
5	E	70	4900
6	F	45	2025
7	G	55	3025
8	H	65	4225
9	I	65	4225
10	J	80	6400
11	K	75	5625
12	L	65	4225
13	M	45	2025
14	N	**50**	2500
15	O	65	4225
16	P	65	4225
17	Q	70	4900
18	R	60	3600
19	S	75	5625
20	T	65	4225
	Total	**1280**	**80.150**

B. Score Of Experimental Class Post-Test

No	Studdents Initial Name	Post-test	X^2
1	A	70	4900
2	B	75	5625
3	C	65	4225
4	D	85	7225
5	E	70	4900
6	F	75	5625
7	G	70	4900
8	H	80	6400
9	I	55	3025
10	J	70	4900
11	K	90	8100
12	L	70	4900
13	M	90	8100
14	N	80	6400
15	O	60	3600
16	P	70	4900
17	Q	80	6400
18	R	70	4900
19	S	80	6400
20	T	70	4900
	Total	**1475**	**110.325**

APPENDIX 7

RESULT OF NOMALITY TEST IN EXPERIMENTAL CLASS

RESULT OF NOMALITY TEST IN PRE-TEST

RESULT OF THE NORMALITY TEST OF VIII PUTRI IN PRE-TEST

1. The score of pre-test of experimental cass from low score to high score

45	45	50	50	55	55	60	65	65	65
65	65	65	65	70	70	70	75	75	80

2. High score = 80
   Low Score = 45
   Range   = high score - low score
             = 80 - 45
             = 35

3. Total of class = 1 + 3.3 log (n)
             = 1+ 3.3 log (20)
             = 1+ 3.3 (1.30)
             = 1+ 4.29
             = 5.29
             = 5

4. Lenght of classes = $\dfrac{\text{range}}{\text{many class}}$

   $= \dfrac{35}{5}$

   $= 7$

5. Mean

Interval class	F	m	x	Fx	x^2	fx^2
45-52	4	48.5	+2	8	4	64
53-60	3	56.5	+1	3	1	9
61-68	7	64.5	0	0	0	0
69-76	5	72.5	-1	-5	1	25
77-84	1	80.5	-2	-2	4	4
i= 5	**20**			**4**		**102**

$$Mx \quad = M^1 + i\,\frac{\Sigma f x2}{n}$$

$$= 64.5 + 5\,\frac{4}{20}$$

$$= 64.5 + 5\ (0{,}2)$$

$$= 64.5 + 1$$

$$= 65.5$$

$$SD_t = i\sqrt{\frac{\Sigma f x^2}{n} - \left(\frac{\Sigma f x^2}{n}\right)^2}$$

$$= 5\sqrt{\frac{102}{20} - \left(\frac{4}{20}\right)^2}$$

$$= 5\sqrt{5{,}1 - (0.2)^2}$$

$$= 5\sqrt{5{,}1 - 0{,}04}$$

$$= 5\sqrt{5{,}14}$$

$$= 5 \times 2.26$$

$$= 11.3$$

Table of Normality Data Test With Chi kuadrat Formula

Interval of class	Real upper limit	Z-score e	Limit of large area	Large of area	fe	f o	(fo – fe)	(fo – fe)²	$\dfrac{(fo - fe)}{fe}$
45-52	44,5	-1.50	0.4332	0.1476	2.952	**4**	**1.2**	**1.44**	0.42
53-60	52,5	-0.79	0.2852	0.2533	5.066	3	-2	4	0.4
61-68	60,5	-0.08	0.0319	-0.1972	-3.944	7	10.8	116.64	-2.84
69-76	68,5	0.61	0.2291	-0.1075	-2.15	5	7	49	-3.5
77-84	76,5	1.32	0.4066	-0.0266	-0.532	1	1.4	1.96	-3.5
						20			**-9.02**

Based on the table abovbe, the researcher found that $x^2_{count} = 5,0982$ while $x^2_{table} = 2,49$ because $x^2_{count} > x^2_{table}$ (5,0982 > 2,49) with degree of freedom (dk) = 5-3 = 2 and significant level = 5%. So, distribution of VIII PUTRI class (post-test) is normal.

6. Median

Interval class	F	Fk
45-52	4	4
53-60	3	7
61-68	7	14
69-76	5	19
77-84	1	20

Position of Me in the interval class is number 4, that:

Bb   : 64.5
Fk   : 7
Fm   : 7
i   : 5
n   : 20
1/2n   : 10
So,

Me $= \text{Bb} + i \left[\dfrac{\frac{n}{2} - Fk}{fm} \right]$

Me $= 64.5 + 5 \left[\dfrac{\frac{20}{2} - 7}{7} \right]$

$= 64.5 + 5 \left[\dfrac{10 - 7}{7} \right]$

$= 64.5 + 5 \left[\dfrac{3}{7} \right]$

$= 64.5 + 5 \ (0.4)$

$= 64.5 + 2$

$= 66.5$

7. Modus

Intetrval class	f	fk
45-52	4	4
53-60	3	7
61-68	7	14
69-76	5	19
77-84	1	20

Mo $\quad = L + \dfrac{d1}{d1+d2} i$

L $\quad = 64.5$

$d1 \quad = 4$

$d2 \quad = 2$

$i \quad = 5$

So,

Mo $\quad = L + \dfrac{d1}{d1+d2} i$

Mo $\quad = 64.5 + \dfrac{4}{4+2} 5$

Mo $\quad = 64.5 + \dfrac{4}{6} 5$

Mo $\quad = 64.5 + (0.6)\ 5$

Mo $\quad = 64.5 + 3$

Mo $\quad = 67.5$

RESULT OF NARMALITY TEST IN POST TEST

RESULT OF THE NORMALITY TEST OF VIII PUTRI IN POST-TEST

1. The score of post test of experimental class from low score to high score

55	60	65	70	70	70	70	70	70	70
70	75	75	80	80	80	80	85	90	90

2. High score $\quad$ = 90
   Low score $\quad$ = 55
   Range $\qquad$ = high score-low score
   $\qquad\qquad$ = 90-55
   $\qquad\qquad$ = 35

3. Total of class $\;$ = 1 + 3,3 log (n)
   $\qquad\qquad$ = 1 +3.3 log (20)
   $\qquad\qquad$ = 1 + 4.29
   $\qquad\qquad$ = 5.29
   $\qquad\qquad$ = 5

4. Lenght of classes $\quad = \dfrac{range}{many\ class}$
   $\qquad\qquad\qquad = \dfrac{35}{5}$
   $\qquad\qquad\qquad = 7$

5. Mean

Interval class	F	m	x	Fx	x^2	fx^2
51-58	1	**54.5**	**+2**	**2**	**4**	4
59-66	2	62.5	+1	2	4	4
67-74	8	70.5	0	0	0	0
75-82	6	78.5	-1	-1	1	36
83-90	3	86.5	-2	-2	2	36
$i = 5$	20			-8		80

$$Mx \qquad = M^1 + i\frac{\sum fx2}{n}$$

$$= 70.5 + 5\frac{-8}{20}$$

$$= 70.5 + 5\,(-0.4)$$

$$= 70.5 + (0.2)$$
$$= 68.5$$

$$SD_t = i\sqrt{\frac{\sum fx^2}{n} - (\frac{\sum fx^2}{n})^2}$$

$$= 5\sqrt{\frac{80}{20} - (\frac{-8}{20})^2}$$

$$= 5\sqrt{4 - (-0,4)^2}$$

$$= 5\sqrt{3,84}$$

$$= 5 \times 1.96$$

$$= 9.8$$

Table of Normality Data Test with Chi kuadrad Formula

Interval Of class	Real upper limit	Z-score	Limit of large of area	Large of are	Fe	F o	(fo − fe)	(fo − fe)²	$\frac{(fo-fe)}{fe}$
51-58	50.5	-1.4	0.3508	-0.5766	-10	1	11	121	-1.1
59-66	58.5	-0.6	0.2258	0.1465	2	2	0	0	0
67-74	66.5	0.2	0.0793	-0.262	-4	8	12	144	-3
75-82	74.5	1	0.3413	-0.1228	-2.4	6	8.4	70.56	-3.5
83-90	82.5	1.8	0.4641	0.8149	16	3	-13	169	-0.81
Total									**-8.41**

Based on the table abovbe, the researcher found that $x^2_{count} = 3,3584$ while $x^2_{table} = 2,49$ because $x^2_{count} > x^2_{table}$ ($3,3584 > 2,49$) with degree of freedom (dk) = 5-3 = 2 and significant level = 5%. So, distribution of VIII PUTRI class (post-test) is normal.

6. Median

Interval class	F	Fk
51-58	1	1
59-66	2	3
67-74	8	11
75-82	6	17
83-90	3	20

Position of Me in the interval of classes is number 3, that:

Bb : 70.5
Fk : 8
fm : 3
i : 5
n : 20
½n : 10

So,

Me $: Bb + i \left[\dfrac{\frac{n}{2}-Fk}{fm}\right]$

Me $:70.5 + 5 \left[\dfrac{10-8}{3}\right]$

Me $:70.5 + 5 \left[\dfrac{2}{3}\right]$

Me $: 70.5 + 5 \,(0.6)$

Me $: 70.5 + 3$

Me $: 73.5$

7. Modus

Interval class	F	Fk
51-58	1	1
59-66	2	3
67-74	8	11
75-82	6	17
83-90	3	20

Mo $: L + \dfrac{d1}{d1+d2}i$

L : 70.5
d1 : 6
d2 : 2
i : 5

So,

Mo $: L + \dfrac{d1}{d1+d2}i$

Mo $: 70.5 + \dfrac{6}{6+2}\,5$

Mo $: 70.5 + \dfrac{6}{8}\,5$

Mo $: 70.5 + (0.75)\,5$

Mo $: 70.5 + 3.75$

Mo $: 74.25$

APPENDIX 8

SCORE OF CONTROL CLASS

A. **Score of Control Class in Pre-Test**

No	Students Initial Name	Pre-test	X^2
1	A	55	3025
2	B	50	2500
3	C	40	1600
4	D	60	3600
5	E	50	2500
6	F	55	3025
7	G	65	4225
8	H	40	1600
9	I	65	4225
10	J	50	2500
11	K	60	3600
12	L	70	4900
13	M	60	3600
14	N	**70**	4900
15	O	40	1600
16	P	50	2500
17	Q	70	4900
18	R	60	3600
19	S	65	4225
20	T	45	2025
	Total	**1120**	**64.650**

B. Score of Control Class in Post-Test

No	Students initial name	Post-test	X^2
1	A	60	3600
2	B	55	3025
3	C	70	4900
4	D	60	3600
5	E	75	5625
6	F	75	5625
7	G	45	2025
8	H	80	6400
9	I	65	4225
10	J	70	4900
11	K	65	4225
12	L	50	2500
13	M	80	6400
14	N	65	4225
15	O	80	6400
16	P	70	4900
17	Q	**55**	**3025**
18	R	65	4225
19	S	80	6400
20	T	60	3600
	TOTAL	**1325**	**89.825**

APPENDIX 9

RESULT OF NOMALITY TEST IN CONTROL CLASS

RESULT OF NOMALITY TEST IN PRE-TEST

RESULT OF THE NORMALITY TEST OF VIII PUTRA IN PRE-TEST

1. The score of pre-test of control class from low score to high score

40	40	40	45	50	50	50	50	55	55
60	60	60	60	65	65	65	70	70	70

2. High score $= 70$
   Low Score $= 40$
   Range $=$ high score - low score
            $= 70\text{-}40$
            $= 30$

3. Total of class $= 1 + 3.3 \log (n)$
            $= 1 + 3.3 \log (20)$
            $= 1 + 3.3 (1.30)$
            $= 1 + 4.29$
            $= 5.29$
            $= 5$

4. Lenght of classes $= \dfrac{\text{range}}{\text{many class}}$
            $= \dfrac{30}{5}$
            $= 6$

5. Mean

Interval class	F	M	x	fx	x^2	fx^2
40-46	4	42.5	+2	8	4	36
47-53	4	49.5	+1	4	1	16
54-60	6	56.5	0	0	0	0
61-67	3	63.5	-1	-3	1	9
68-74	3	70.5	-2	-6	4	36
i= 5				**3**		**97**

$$Mx = M^1 + i\frac{\sum fx2}{n}$$
$$= 56.5 + 5\frac{3}{20}$$
$$= 56.5 + 5\ (0.15)$$
$$= 56.5 + 0.75$$
$$= 57.25$$

$$SD_t = i\sqrt{\frac{\sum fx^2}{n} - (\frac{\sum fx^2}{n})^2}$$
$$= 5\sqrt{\frac{97}{20} - (\frac{3}{20})^2}$$
$$= 5\sqrt{4,85 - (0,0225)}$$
$$= 5\sqrt{4,8275}$$
$$= 5 \text{ x } 2.2$$
$$= 11$$

Table of Normality Data Test With Chi kuadrat Formula

Interval of class	Real upper limit	Z-score	Limit of large area	Large of area	fe	f o	(fo – fe)	(fo – fe)²	$\frac{(fo - fe)}{fe}$
40-46	9.53	-1.6136	0.4463	0.1123	2.246	4	1.754	3.0765	-0.492
47-53	46.5	-0.9772	0.3340	0.2009	4.018	4	-0.018	0.0003	-0.0044
54-60	53.5	-0.3409	0.1331	0.019	0.38	7	6.62	43.824	17.42
61-67	60.5	0.2954	0.1141	0.2097	4.194	3	-1.194	1.4256	-0.2846
68-74	67.5	0.9318	0.3238	-0.1225	-2.45	3	5.45	29.702	-2.2244
									14.4146

Based on the table abovbe, the researcher found that $x^2_{count} = 14.4164$ while $x^2_{table} = 2,49$ because $x^2_{count} > x^2_{table}$ ($14.4146 > 2,49$) with degree of freedom (dk) = 5-3 = 2 and significant level = 5%. So, distribution of VIII PUTRI class (post-test) is normal.

6. Median

Interval class	F	Fk
40-46	4	4
47-53	4	8
54-60	6	14
61-67	3	17
68-74	3	20

Position of Me in the interval class is number 3, that:

Bb	: 56.5
Fk	: 8
fm	: 6
i	: 5
n	: 20
½ n	: 10

So,

Me : $Bb + i\left[\dfrac{\frac{n}{2}-fk}{fm}\right]$

Me : $56.5 + 5\left[\dfrac{10-8}{6}\right]$

Me : $56.5 + 5\left[\dfrac{2}{6}\right]$

Me : $56.5 + 5\,(\,0.33\,)$

Me : $56.5 + 1.65$

Me : 58.15

7. Modus

Intetrval class	F	Fk
40-46	4	4
47-53	4	8
54-60	6	14
61-67	3	17
68-74	3	20

Mo $= L + \dfrac{d1}{d1+d2}i$

L	$= 65.5$
d1	$= 2$
d2	$= 3$
i	$= 5$

So,

Mo $= L + \dfrac{d1}{d1+d2}i$

Mo $= 56.5 + \dfrac{2}{2+3}\,5$

Mo $= 56.5 + \dfrac{2}{5}\,5$

Mo $= 56.5 + (0.4)\,5$

Mo $= 56.5 + 2$

Mo $= 58.5$

RESULT OF THE NORMALITY TEST OF VIII PUTRA IN POST-TEST

1. The score of post test of control class from low score to high score

40	50	55	55	60	60	60	65	65	65
65	70	70	70	75	75	80	80	80	80

2. High score = 80
   Low score = 40
   Range = high score-low score
   = 80-40
   = 40

3. Total of class = 1 + 3,3 log (n)
   = 1 +3.3 log (20)
   = 1 + 3.3 log (1.30)
   = 1 + 4.29
   = 5.29
   = 5

4. Lenght of classes $= \dfrac{range}{many\ class}$
   $= \dfrac{40}{5}$
   = 8

5. Mean

Interval class	F	M	x	fx	X^2	Fx^2
40-48	1	43.5	+2	2	4	4
49-57	3	52.5	+1	3	1	6
58-66	7	61.5	0	0	0	0
67-75	5	70.5	-1	-5	1	25
76-84	4	81.5	-2	-8	2	64
$i= 5$	20			-8		99

$$Mx = M^1 + i\frac{\Sigma fx2}{n}$$

$$= 61.5 + 5\frac{-8}{20}$$

$$=61.5 + 5\ (-0,4)$$
$$= 61.5 + (-2)$$
$$= 59.5$$

$$SD_t \quad = i\sqrt{\frac{\sum fx^2}{n} - (\frac{\sum fx^2}{n})^2}$$

$$= 5\sqrt{\frac{99}{20} - (\frac{-8}{20})^2}$$

$$= 5\sqrt{4{,}95 - (-0.4)^2}$$

$$= 5\sqrt{4{,}95 - 1}$$

$$= 5\sqrt{3{,}95}$$

$$= 5 \times 1.99$$

$$= 9.95$$

Table of Normality Data Test with Chi Kuadrad Formula

Interval of class	Real upper limit	Z-score	Limit of large of area	Large of are	Fe	F o	(fo – fe)	(fo – fe)²	$\frac{(fo-fe)}{fe}$
40-48	39.5	-2.0100	0.4778	0.0746	1.492	1	-0.492	0.2420	-0.3297
49-57	48.5	-1.3065	0.4032	0.1174	2.348	3	0.652	0.3906	0.2776
58-66	57.5	-0.6030	0.2258	0.186	3.72	7	3.28	10.758	0.8817
67-75	66.5	0.1005	0.0398	-0.1156	-2.312	5	7.312	53.465	-3.1626
76-84	75.5	0.4080	0.1554	-0.3224	-6.448	4	10.448	109.1600	-1.6123
								X^2	5.6045

6. Median

Interval class	f	Fk
40-48	1	1
49-57	3	4
58-66	**7**	**11**
67-75	4	16
76-84	5	20

Position of Me in the interval of classes is number, 3 that:

Bb $\quad$ = 57.5

Fk $\quad$ = 4

fm $\quad$ = 7

i $\quad$ = 5

n $\quad$ = 20

½n $\quad$ =10

So,

Me $\quad$ $= \text{Bb} + i\left[\dfrac{\frac{n}{2} - fk}{fm}\right]$

Me $\quad$ $= 57.5 + 5\left[\dfrac{\frac{20}{2} - 4}{7}\right]$

Me $\quad$ $= 57.5 + \left[\dfrac{6}{7}\right]$

Me $\quad$ $= 57.5 + 4.25$

Me $\quad$ $= 61.75$

7. Modus

Interval class	F	fk
40-48	1	1
49-57	3	4
58-66	7	11
67-75	5	16
76-84	4	20

Mo $\quad$ $= L + \dfrac{d1}{d1+d2} i$

L $\quad$ = 57.5

d1 $\quad$ = 4

d2 $\quad$ = 2

i $\quad$ = 5

So,

Mo $\quad$ $= L + \dfrac{d1}{d1+d2} i$

Mo $\quad$ $= 57.5 + \dfrac{4}{4+2}\, 5$

Mo $\quad$ $= 57.5 + \dfrac{4}{6}\, 5$

Mo $\quad$ $= 57.5 + (0{,}6)\, 5$

Mo $\quad$ $= 57.5 + 3$

Mo $\quad$ $= 60.5$

APPENDIX 10

HOMOGENETY TEST (POST-TEST)

Calculating of parameter to get variant of the first class as experimental class sample and variant of the second class control class sample are use homogenety test by using formula:

$$S^2 = \frac{n\Sigma x1^2 - (\Sigma xi)^2}{n(n-1)}$$

Hypotheses :

Ho   : $\partial_1^2 = \partial_2^2$

H1   : $\partial_1^2 \pm \partial_2^2$

A. variant of the VIII-PUTRI class is:

No	Studdents Initial Name	Post-test	X^2
1	A	70	4900
2	B	75	5625
3	C	65	4225
4	D	85	7225
5	E	70	4900
6	F	75	5625
7	G	70	4900
8	H	80	6400
9	I	55	3025
10	J	70	4900
11	K	90	8100
12	L	70	4900
13	M	90	8100
14	N	80	6400
15	O	60	3600
16	P	70	4900
17	Q	80	6400
18	R	70	4900
19	S	80	6400
20	T	70	4900
Total		**1475**	**110.325**

n $= 20$
$\sum x_i = 1475$
$\sum x^2 = 110.325$
So,

$$S^2 = \frac{n\sum x^2 - (\sum xi)^2}{n\,(n-1)}$$

$$= \frac{20(110{,}325) - (1475)^2}{20\,(20-1)}$$

$$= \frac{2{,}206{,}500 - 2{,}175{,}625}{380}$$

$$= 81.25$$

B. Variant of VIII-PUTRA class is:

No	Students initial name	Post-test	X^2
1	A	60	3600
2	B	55	3025
3	C	70	4900
4	D	60	3600
5	E	75	5625
6	F	75	5625
7	G	45	2025
8	H	80	6400
9	I	65	4225
10	J	70	4900
11	K	65	4225
12	L	50	2500
13	M	80	6400
14	N	65	4225
15	O	80	6400
16	P	70	4900
17	Q	55	3025
18	R	65	4225
19	S	80	6400
20	T	60	3600
	TOTAL	**1325**	**89.825**

n   : 20

$\sum x_i$:1325

$\sum x^2$: 89.825

$$S^2 = \frac{n\sum x^2 - (\sum xi)^2}{n\,(n-1)}$$

$$= \frac{20(89{,}852) - (1325)^2}{20\,(20-1)}$$

$$= \frac{1{,}796{,}500 - 1{,}755{,}625}{380}$$

$$= 107.565$$

The formula was used to test hypothesis was:

1. VIII-PUTRI and VIII PUTRA :

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

$$F = \frac{107{,}665}{81.25}$$

$$F = 1.32$$

After doing the calculation, researcher found that F_{count}= 1.32. It had been compared to F_{table} with α 5% and dk numerator were same (n_1 and n_2 = 20; dk= 20-1=19). From the distribution list F, researcher found that F_{table} = 107.5

APPENDIX 11

HOMOGENETY TEST (PRE-TEST)

Calculating of parameter to get variant of the first class as experimental class sample and variant of the second class as control class sample are use homogenety test by using formula:

$$S^2 = \frac{n\sum x1^2 - (\sum xi)^2}{n\ (n-1)}$$

A. variant of the VIII-PUTRI class is:

No	Students Initial Name	Pre-test	X^2
1	A	55	3025
2	B	70	4900
3	C	65	4225
4	D	45	2025
5	E	70	4900
6	F	45	2025
7	G	55	3025
8	H	65	4225
9	I	65	4225
10	J	80	6400
11	K	75	5625
12	L	65	4225
13	M	45	2025
14	N	**50**	2500
15	O	65	4225
16	P	65	4225
17	Q	70	4900
18	R	60	3600
19	S	75	5625
20	T	65	4225
	Total	**1280**	**80.150**

n   = 20

$\sum x_i$ = 1275

$\sum x_i^2$ = 80.150

S0,

$$S^2 = \frac{n\sum x^2 - (\sum xi)^2}{n(n-1)}$$

$$= \frac{20(80,150) - (1275)^2}{20(20-1)}$$

$$= \frac{1,630,729 - 1,625,625}{380}$$

$$= 13.43157$$

B. variant of the VIII-PUTRA

No	Students Initial Name	Pre-test	X^2
1	A	55	3025
2	B	50	2500
3	C	40	1600
4	D	60	3600
5	E	50	2500
6	F	55	3025
7	G	65	4225
8	H	40	1600
9	I	65	4225
10	J	50	2500
11	K	60	3600
12	L	70	4900
13	M	60	3600
14	N	**70**	4900
15	O	40	1600
16	P	50	2500
17	Q	70	4900
18	R	60	3600
19	S	65	4225
20	T	45	2025

	Total	1120	64.650

n   =20

$\sum x_i$ = 1404

$\sum x_i^2$ = 100636

S0,

$$S^2 = \frac{n\sum x^2 - (\sum xi)^2}{n\,(n-1)}$$
$$= \frac{20(64,650) - (1,120)^2}{20\,(20-1)}$$
$$= \frac{1,293,000 - 1,254,400}{380}$$
$$= 101.5789473684$$

The formula was used to test hypothesis was :

2. VIII-PUTRA and VIII-PUTRI

$$F = \frac{The\ Biggest\ Variant}{The\ Smallest\ Variant}$$

$$F = \frac{101.57894}{13.431578}$$
$$= 0.756$$

After doing the calculation, researcher found that $F_{count} = 0.756$. It had been compared to F_{table} with α 5% and dk numerator were same (n_1 and $n_2 = 20$; dk= 20-1=19). From the distribution list F, researcher found that $F_{table} = 101.5$

APPENDIX 12

T-test of the Both Averages in Post-Test

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{x_1 - x_2}{\sqrt{\frac{(n_1-1)s_1^2+(n_2-1)s_2^2}{n_1+n_2-2}\left(\frac{1}{n_1}+\frac{1}{n_2}\right)}}$$

$$= \frac{73,5 - 61,75}{\sqrt{\frac{(20-1)\ 107,565 + (20-1)\ 81,25}{20+20-2}\left(\frac{1}{20}+\frac{1}{20}\right)}}$$

$$= \frac{773.5 + 61.75}{\sqrt{\frac{(19)\ 107.565 + (19)81.25}{38}\left(\frac{2}{20}\right)}}$$

$$= \frac{11.75}{\sqrt{\frac{2.043.735+1.543.75}{38}(0.1)}}$$

$$= \frac{11.75}{\sqrt{\frac{3.587.485}{38}(0.1)}}$$

$$= \frac{11.75}{\sqrt{94.407.5}}$$

$$= 8.206$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that t_{count}= with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and dk = $n_1 + n_2 - 2 = 20 + 20 - 2 = 38$, $t_{table} = 1.68023$ So, $t_{count} > t_{table}$(8.206 >1.68023) and H_a is accepted, it means there was difference the average between the first class as experimental class and the second class as control class in this research.

APPENDIX 13

T-test of the Both Averages in Pre-Test

The formula was used to analyze homogeneity test of the both averages was t-test, that:

$$Tt = \frac{x_1 - x_2}{\sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}\left(\frac{1}{n_1} + \frac{1}{n_2}\right)}}$$

$$= \frac{66,5 - 58,15}{\sqrt{\frac{(20-1)\,101,578 + (20-1)\,13,4315}{20 + 20 - 2}\left(\frac{1}{20} + \frac{1}{20}\right)}}$$

$$= \frac{66.5 - 58.15}{\sqrt{\frac{(19)\,101.579 + (19)\,13.4315}{38}\left(\frac{2}{20}\right)}}$$

$$= \frac{8.25}{\sqrt{\frac{1.929.982 + 225.198}{38}(0.1)}}$$

$$= \frac{8.25}{\sqrt{\frac{170.478.4}{38}(0.1)}}$$

$$= \frac{8.25}{\sqrt{44.862\,(0,1)}}$$

$$= 0.4486275$$

Based on researcher calculation result of homogeneity test of the both averages, researcher found that $t_{count}=$ with opportunity $(1-\alpha) = 1 - 5\% = 95\%$ and $dk = n_1 + n_2 - 2 = 20 + 20 - 2 = 38$, $t_{table} = 1.68023$ So, $t_{count} > t_{table}$ ($0.4486275 > 1.68023$) and H_a is accepted, it means there was difference the average between the first class as experimental class and the second class as control class in this research.

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Nomor : B - 3129 /In.14/E.1/TL.00/12/2021   31 Desember 2021
Hal   : *Izin Penelitian*
          Penyelesaian Skripsi

Yth. Kepala MTs Darul Istiqomah Padangsidimpuan
Kota Padangsidimpuan

Dengan hormat, bersama ini kami sampaikan bahwa :

Nama	: Nur Hasanah
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Program Studi	: Tadris/Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu Keguruan

adalah Mahasiswa Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan yang sedang menyelesaikan Skripsi dengan Judul **"The Use Think Pair Share (TPS) Techinique to Develop Reading Comprehension at Grade VIII Students of MTs Darul Istiqomah Padangsidimpuan"**.

Sehubungan dengan itu, kami mohon bantuan Bapak/Ibu untuk memberikan izin penelitian sesuai dengan maksud judul diatas.

Demikian disampaikan, atas kerja sama yang baik diucapkan terimakasih.

a.n. Dekan
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Yang bertanda tangan dibawah ini, Kepala Madrasah Tsanawiyah Swasta Darul Istiqomah Padangsidimpuan dengan ini menerangkan bahwa:

Nama	: **Nur Hasanah**
NIM	: 1620300117
Jurusan	: Tadris/Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah dan Ilmu keguruan

Adalah benar telah melakukan penelitian di Madrasah Tsanawiyah Swasta Darul Istiqomah Padangsidimpuan untuk tujuan penyelesaian penulisan Skripsi dengan judul **"The Use Of Think Pair Share (TPS) Techinique to Develop Reading Comprehension at Grade VIII Students of MTs Darul Istiqomah Padangsidimpuan"**.

Demikianlah surat keterangan ini dibuat dengan sebenarnya, supaya dapat digunakan seperlunya.

Padangsidimpuan, 10 Februari 2022
Kepala MTs,
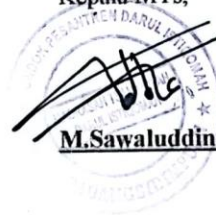
M.Sawaluddin Nasution, M.Pd.I

23 September 2019

Nomor   : 150 /In.14/E.6a/PP.00.9/09/2019
Lamp   : -
Perihal   : **Pengesahan Judul dan Pembimbing Skripsi**

Kepada Yth:
1. **Zainuddin, M.Hum**   **(Pembimbing I)**
2. **Fitri Rayani Siregar, M.Hum**   **(Pembimbing II)**

di –Padangsidimpuan

Assalamu'alaikum Wr. Wb.

Dengan hormat, sehubungan dengan hasil sidang bersama tim pengkaji judul skripsi Program Studi Tadris/Pendidikan Bahasa Inggris (TBI) Fakultas Tarbiyah dan Ilmu Keguruan IAIN Padangsidimpuan. Maka dengan ini kami mohon kepada Bapak/Ibu agar dapat menjadi pembimbing skripsi dan melakukan penyempurnaan judul bilamana perlu untuk mahasiswa dibawah ini dengan data sebagai berikut:

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