IMPROVING STUDENTS' READING COMPREHENSION BY USING THINK PAIR SHARE (TPS) AT GRADE VIII SMP N 9 PADANGSIDIMPUAN

A THESIS

Submitted to the Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement
for the Degree of Graduate of Education (S.Pd.) in English

Written by:

ISMAIL ZUHRI
Reg. No. 13 340 0015

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHERS TRAINING FACULTY
INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017

IMPROVING STUDENTS' READING COMPREHENSION
BY USING THINK PAIR SHARE (TPS)
AT GRADE VIII SMP N 9 PADANGSIDIMPUAN

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan
as a Partial Fulfillment of the Requirement
for the Degree of Graduate of Education (S.Pd.) in English

Written by:

ISMAIL ZUHRI
Reg. Number: 13 340 0015

Advisor I

Advisor II

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Fitri Rayani Siregar, M.Hum
NIP. 19820731 200912 2 004

ENGLISH EDUCATIONAL DEPARTMENT

TARBIYAH AND TEACHERS TRAINING FACULTY
THE STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2017

Term : Thesis   Padangsidimpuan, October 2017
        a.n. ISMAIL ZUHRI   To:
Item : 7 (seven) examplars   **Dean Tarbiyah and Teacher Training Faculty**
                                                    In-
                                                    Padangsidimpuan

Assalamu'alaikum wr. wb.

After reading, studying, and giving advice for necessary revision on the thesis belongs to **ISMAIL ZUHRI**, entitled **"Improving Students' Reading Comprehension by Using Think Pair Share (TPS) at Grade VIII SMP N 9 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 in IAIN 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 IAIN Padangsidimpuan. Thank you.
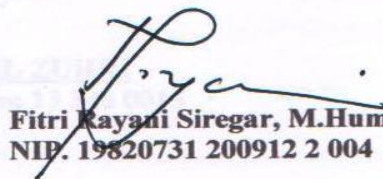
Wassalamu'alaikum wr. wb.

Advisor I   **Advisor II**

Eka Sustri Harida, M.Pd   **Fitri Rayani Siregar, M.Hum**
NIP. 19750917 200312 2 002   NIP. 19820731 200912 2 004

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name : **ISMAIL ZUHRI**

Registration Number : 13 340 0015

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1

The Title of a Thesis : **IMPROVING STUDENTS' READING COMPREHENSION BY USING THINK PAIR SHARE (TPS) AT GRADE VIII SMP N 9 PADANGSIDIMPUAN**

I hereby declare that I have arranged and written the thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in students' ethic code of IAIN Padangsidimpuan article 14. Verse 2.

I do this declaration truthfully. If there is deceitfulness and incorrectness regarding to this declaration in the future, I will be willing to get punishment as it is required in students' Ethic Code of IAIN Padangsidimpuan, article 19 verses 4, that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal law.

Padangsidimpuan, 6th November 2017

Declaration Maker

ISMAIL ZUHRI
Reg. No: 13 340 0015

AGREEMENT PUBLICATION OF FINAL TASK
FOR ACADEMY CIVITY

As Academic Civity of the State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name : ISMAIL ZUHRI

Registration Number : 13 340 0015

Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-1

Kind : Thesis

To develop of science and knowledge, I hereby declare that I present Islamic Studies Padangsidimpuan **Non Exclusive Royalty Right** on my thesis with entitled:

"IMPROVING STUDENTS' READING COMPREHENSION BY USING THINK PAIR SHARE (TPS) AT GRADE VIII SMP N 9 PADANGSIDIMPUAN"

With all the sets of equipments (if needed). Based on the this non exclusive royalty right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in data base form, to keep and to publish thesis for as I am determined as a writer and owner of its creative right.

Above all, thus statement is made true heartedly to be used properly.

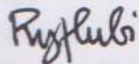Padangsidimpuan, 6th November 2017
The signed

ISMAIL ZUHRI
Reg. No. 13 340 0015

EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

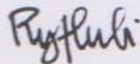|	
Name	: ISMAIL ZUHRI
Reg. No	: 13 340 0015
Faculty/Department	: Tarbiyah and Teacher Training Faculty/English Education Department
Thesis	: **IMPROVING STUDENTS' READING COMPREHESION BY USING THINK PAIR SHARE AT GRADE VIII SMP N 9 PADANGSIDIMPUAN**

Chief,

Secretary,

Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002
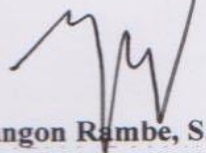
Members,
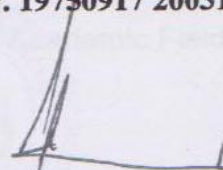
Rayendriani Fahmei Lubis, M.Ag
NIP. 19710510 200003 2 001

Eka Sustri Harida, M.Pd
NIP. 19750917 200312 2 002

Sojuangon Rambe, S.S., M.Pd
NIP. 19790815 200604 1 003

Zainuddin, S.S., M.Hum
NIP. 19760610 200604 1 003

Proposed :

Place	: Padangsidimpuan
Date	: November, 06th 2017
Time	: 14.30 until finish
Result/Mark	: 84.12 (A)
IPK	: 3.68
Predicate	: Cumlaude

RELIGION MINISTRY REPUBLIC OF INDONESIA
THE STATE INSTITUTE FOR ISLAMIC STUDIES PADANGSIDIMPUAN
TARBIYAH AND TEACHER TRAINING FACULTY
Jalan. T. Rizal Nurdin Km. 4,5 Sihitang, Padangsidimpuan 22733
Telepon. (0634) 22080 Fax. (0634) 24022

LEGALIZATION

Thesis
: IMPROVING STUDENTS' READING COMPREHENSION BY USING THINK PAIR SHARE AT GRADE VIII SMP N 9 PADANGSIDIMPUAN
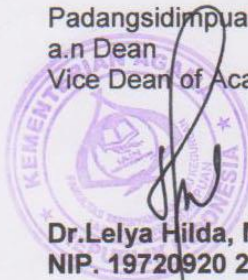
Written By   : ISMAIL ZUHRI
Reg. Number   : 13 340 0015
Faculty/Department : TARBIYAH AND TEACHER TRAINING FACULTY/ TBI-1

The Thesis had been accepted as a partial fulfillment of the requirement for the Graduate Degree of Education (S.Pd) in English Program.

Padangsidimpuan,   November 2017
a.n Dean
Vice Dean of Academic Fields

Dr.Lelya Hilda, M.Si
NIP. 19720920 200003 2 002

Name   : **ISMAIL ZUHRI**
Reg. No   : **13 340 0015**
Faculty   : **Tarbiyah and Teaching Training Faculty**
Department   : **English Education (TBI-1)**
Title of Thesis : **Improving Students' Reading Comprehension by Using Think Pair Share at Grade VIII SMP N 9 Padangsidimpuan**

ABSTRACT

This research is done to solve the students' problems in reading comprehension. The crucial problems that influence the students' reading comprehension were: students' reading achievement was low, students were passive in the class, students were lack of motivation in reading and low intensity to communicate with their friends. This research purposed to describe the improvement of students' reading comprehension by using Think Pair Share at grade VIII SMP N 9 Padangsidimpuan and identify the factors that influence the improving students' reading comprehension by using Think Pair Share at grade VIII SMP N 9 Padangsidimpuan.

Related to the purposes of the study, the research design used in this study was action research. In this research, the researcher used two cycles and each cycle consisted of two meetings. The subject of the study was the students of class VIII-2 of SMP N 9 Padangsidimpuan in the academic year of 2016/2017. There were 24 students as the participant and also collaborated with English teacher. The data were collected by using techniques of observation note, interview, and test (test cycle 1 and test cycle 2). The researcher analyzed students' mean score and used t-test to know the significance improvement of students' reading comprehension.

The research findings showed that the using of TPS could improve students' reading comprehension included students were able to: (1) identify main idea of the text; (2) identify specific information of the text; (3) identify vocabulary of the text; (4) identify textual reference; and (5) identify true or false statement. Besides, the improvement of students' reading comprehension can be seen from the improvement of the mean score of reading test in the first cycle was 63.95 (25%) and reading test in the second cycle was 81.45 (79.16%). Based on observation note stated the class situation also improved. The improvement of class situation included: Most of students were active and communicative during teaching and learning process and the students began more enthusiastic in reading class.

Keywords: *Improving, Reading Comprehension, & Think Pair Share*

ACKNOWLEDGEMENT

بسم الله الرحمن الرحيم

Alhamdulillahi Rabbil 'aalamiin, my praise goes to Allah SWT, the Almighty and the Most Merciful, whose blessing, guidance, and mercy have strengthened me along the hard path of my life so that I can finally finish my thesis. Shalawat and Salam go to Muhammad, the Prophet, his families, and his followers. My Allah bless them and give them peace.

My deepest appreciation and gratitude go to my supervisor Mrs. Eka Sustri Harida, M.Pd., and Mrs. Fitri Rayani Siregar, M.Hum., for their patience, guidance, advice, and solutions in the completion of this thesis. I could not have imagined having better supervisors for my thesis journey.

My special gratitude goes to my beloved parents, Mr.(Alm) Ahmad Pardede and Mrs. Nurkholijah Hasibuan for their unconditional love, infinite support, limitless patience, and all prayers. I am sincerely grateful to them who teach me how to struggle under difficulties in my life. Without them, I could not even finish my study.

In this opportunity, I would like to thank all of those who have supported and guided me in the process of writing this thesis. It would never have come into existence without supports, encouragement, and assistance from the following people:
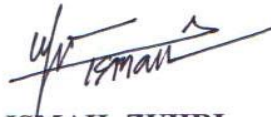
1. Prof. Dr. H. Ibrahim Siregar, MCL., as Rector of State Institute for Islamic Studies (IAIN) Padangsidimpuan

9. My special thanks goes to my best friend, Rahmad Saleh Siregar, Nur Azizah, Anggi Laila Dzikriah who always made my life be colorful and support each other during my study. Thank you for the cool friendship and the fruitful life.

10. The last but not least, I would like to thank those who have contributed a lot to my life but whose names cannot be mentioned one by one.

At last, I realize that although I made my best effort, this thesis is still far from perfection. Therefore, any criticisms, ideas and suggestions for the improvement of this thesis will be accepted gladly.

Padangsidimpuan, 6ʰ November 2017
Researcher

ISMAIL ZUHRI
Reg. No.13 340 0015

TABLE OF CONTENT

LIST OF APPENDIXES

LIST OF TABLES

LIST OF FIGURES

Page

LIST OF CHARTS

CHAPTER I

INTRODUCTION

A. Background of the Study

English becomes the most essential language in the world. Almost all the people from many different countries around the world use it to communicate. In globalization era, English is a universal language in several fields, for instance; education, business, politics, and tourism. English is also considered as an International language. It has a lot of functions, one of them is a bridge to cross many areas: culture, religion, education, nationality and many others. These special characteristics of English make the language have special place to be learnt in the world, especially Indonesia. English position in this country is a foreign language. The curriculum mentions that English is one of compulsory subjects that should be taught from elementary school to university.

As a foreign language, English is one of the subjects learned by students of Junior High School (SMP). As stated in the education curriculum for junior high schools, English is targeted to make the students reach the functional level, which is to communicate in writing and orally to solve daily problems.[1] It means that the students have to be able to understand and share their ideas, information, thought, opinions, and feelings through spoken or written communication. To achieve successful language learning, the students are required to master four English

---

[1] Depdiknas. 2006. *Panduan Penyusunan (KTSP) Jenjang Pendidikan Dasar dan Menengah*.Jakarta: BP Citra Jaya.

1

language skills that consist of receptive skills, i.e. reading and listening skills, and productive skills, i.e. writing and speaking skills. The receptive skills are related to the productive skills. These skills function to complete each other.

As one of the four language skills, reading is really important for students of junior high school, especially those in Indonesia, since this skill is highly needed for them to deal with the growing exposure of English in daily life. In the teaching and learning process of reading in SMP, students are required to comprehend and to respond meaning of short functional texts and essays in their daily life in order to access knowledge. Comprehension is the key of reading, without comprehension, the activity of reading will not achieve the goals.

Teaching reading in SMP N 9 Padangsidimpuan is based on the School-Based Curriculum.[2] The School Based Curriculum is an operational curriculum that is arranged, developed, and implemented by each school that is ready and able to develop it. School Based Curriculum consists of the target education of level based education, structure and contents of the curriculum in the educational unit level, educational calendar and syllabus. The development of School Based Curriculum is taken references on Content Standard (Standar Isi) and Graduate Competence Standard (Standar Kompetensi Lulusan). In the area of teaching reading for junior high school, the students are expected to be able to understand written text to reach the functional level including the ability of understanding many kinds of short

---

[2] *Private Interview*, Teacher of Grade VIII SMP N 9 Padangsidimpuan, (Hutaimbaru: October 29th, 2016)

functional texts, procedure texts, descriptive texts, recount texts, narrative texts and report texts.[3] It means that teaching and learning process in English, students need to have good reading skill in order to comprehend those material well.

More than it, reading can be the skill which is really fundamental for the students' future study. As they move into the higher level of education, the need of better reading skill is also bigger since this can also help them determine their success of study as well. In line with this, reading is also essential here merely because those students will face the final examination in which the students deal mostly with texts during the test in that exam. For such a reason, students are demanded to have abilities to understand many kinds of texts such as narratives, recounts, descriptive, expositions, procedures, reports, and discussion either formally or informally. They are also expected to be able to get the message of the texts. Indeed, the students need reading comprehension skills so that they can do the test on the final examination well.

However, the circumstance which was found in the class VIII-2 of SMP N 9 Padangsidimpuan shows that the students unfortunately had some difficulties in comprehending the reading material. Consequently, they got nothing in reading as they found difficulty in grasping the information of texts. That students' inability to comprehend texts is caused by some factors as the following.

---

[3] BSNP, *Standar Isi dan Standar Kompetensi Kelulusan untuk Satuan Pendidikan Menengah SMP/MTs/SMPLB*, (Jakarta: Dharma Bakti, 2006)

First, the students did not have a great interest in reading as it is reflected by their behaviour in the class. They often laid their head down on the table when the teacher asked them to read the text. They just looked at the text and did something that had no relation with the teaching and learning process like having a chat with their friends or playing with their pens. When the teacher asked them to answer a question orally about text being discussed, they kept quiet and ignored her.

In addition, based on private interview with Rizki Gunung Mulia, one of students at grade VIII SMP N 9 Padangsidimpuan. He said that English is one of the most difficult lessons and reading a text is boring because he did not know the meaning and cannot comprehend the text. He also said that sometimes, he knew the meaning of every single word but they were unable to link the words together and grasp the meaning of the text.[4] So, it could be concluded that students find difficult to understand what is on reading passage since they didn't know the technique which can help them to comprehend the text.

Second, based on private interview with the English Teacher of SMP N 9 Padangsidimpuan, Mrs. Yusma Santi said that students had low comprehension of texts. She asked students for searching the text in English and translate into Indonesian.[5] It is reflected by their incapability in understanding the text because they could not find the meaning of the words. They also had difficulties in finding

---

[4] *Private Interview*, Student of Grade VIII SMP N 9 Padangsidimpuan, (Hutaimbaru: October 29th, 2016)

[5] *Ibid*

the main ideas and the topics. Students could not relate the information from one paragraph to another. Sometimes, they just read a text and when they had to tell about the text, they knew nothing. It means that students did not know exactly how to comprehend texts. Even though she had done some strategies to make the students were motivated, but it was still needed to be increased.

Furthermore, the technique that the teacher uses to teach reading. The teacher only uses lecturing or teacher-centred approach in teaching reading so the teaching learning is monotonous. The teacher usually only gives the text, read it, translate it, then ask students to do exercise based on the content of the text and gives homework for students to make other similar texts. This technique is not suitable to the condition of teaching learning process.

The last, there is a low intensity for the students to communicate with their friends. There is a fact that group work was rarely conducted by the teacher. The students usually do the activity individually. So, if they had difficulties in comprehending the text, they tended to be silent. They did not want to have a discussion with other students because they were not accustomed to that. They were reluctant to discuss the text with their friends.

As a matter of facts, 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. It is strengthened by Anita Lie states that Think Pair Share can be applied to all subject and grade levels.[6]

Proves think pair share technique is effective to be used can be seen from the previous research. Actually, there were some researchers had done experimental research about the effect of think pair share on students' reading comprehension. The first is journal written by Arini Ayuning Palupi.[7] The result of the research showed there was a significant difference of the students' reading comprehension achievement after being taught through Think-Pair-Share (TPS). Furthermore, experimental research conducted by Al Furqon.[8] The findings of this study showed that there was significant difference in reading comprehension achievement between the students who were taught by using Think Pair Share and those who were taught by using Teacher-Centred method. So, the researcher need to prove further by conducting a classroom action research (CAR).

In this case, the researcher was highly motivated in improving students' reading comprehension by using Think Pair Share technique. The researcher has some reasons to use Think Pair Share as the effective technique to improve students' reading comprehension in narrative text. First, Think Pair Share has grown out of

---

[6] Lie, A, *Cooperative Learning: Mempraktikan Cooperative Learning di Ruang – Ruang Kelas.* (Jakarta: Grasindo, 2002), p.57

[7] Arini Ayuning Palupi, Ujang Suparman & Ramlan Ginting Suka, Teaching Reading Comprehension Through Think-Pair Share (TPS) Technique, accessed from *http://jurnal.fkip.unila.ac.id/index.php/123/article/view/1180/741,* retrieved 20 April 2017 at 09.50 a.m

[8] Al Furqon, The Effect of Think-Pair-Share Model and Motivation on Students' Reading Comprehension Achievement, accessed from *http://ejournal.unsri. ac.id/index.php/jenglish/article/ view/2212/1030* retrieved 20 April 2017 at 09.55 a.m

the cooperative learning and built-in procedures for giving students more time to think and to respond and to help each other.[9] So, think pair share is one kinds of cooperative learning method which is useful for students not only to comprehend the English text but also the students can learn the sociality of life, because this strategy requires the students to discuss, share and respect of their friend.

Second, the focus of Think Pair Share endorses positive interdependence and face-to-face interaction. Cathy stated this strategy provides an opportunity for all students to share their thinking with at least one other student which, in turn, increases their sense of involvement in classroom learning.[10] Besides that, by applying Think Pair Share, students will experience the dynamics of working together as a group. They will experience the interaction not only between students and teacher, but also among the students themselves.

Finally, this technique will help teacher to create a learning environment which engages individual achievement and group achievement. Lie stated that Think-Pair-Share (TPS) techniques provide an opportunity for students to work both individually and in groups[11]. This strategy is expected to be able to motivate the students to achieve and be actively involved in the teaching and learning of reading.

---

[9] Arends, R.I, *Learning to Teach: 9thEdition*, *e-book, (*New York: The McGraw Hill Companies,2009), p. 370.

[10] Cathy Allen Simon, Using the Think-Pair-Share Technique accessed from *http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-30626.html*, retrieved on October 04th, 2016 11.30 am

[11] Lie, A, *Cooperative Learning: Mempraktikan Cooperative Learning di Ruang – Ruang Kelas.* (Jakarta: Grasindo, 2002), p. 57.

So, researcher is interested to use Think Pair Share in this research because many advantages of Think Pair Share that can be used in reading comprehension.

B. The Identification of the Problem

Based on above background of the research, the researcher found some problems concerned with the students' reading comprehension and teacher's strategy in teaching reading at grade VIII SMP N 9 Padangsidimpuan. The crucial problems that influence the students' reading comprehension were: students' reading achievement was low, students were passive in the class, students were lack of motivation in reading and low intensity for the students to communicate with their friends.

Beside of the problems in students' reading comprehension, there were also some problems in teacher's strategy in teaching reading were: teacher still used lecturing or teacher-centred approach in teaching reading and teacher did not have the variation in teaching reading.

C. Limitation of the Problem

Based on above identification of problem, the researcher only focused on low achievement of student's reading comprehension. It would be solved by using reading technique, it was Think Pair Share. Then, this research was about improving students' reading comprehension in narrative text by using Think Pair Share at grade VIII-2 SMP N 9 Padangsidimpuan.

D. Formulations of the Problem

In reference with the problems, there are two formulations of problem in this research, they are:

1. To what extent does Think Pair Share improve students' reading comprehension at grade VIII SMP N 9 Padangsidimpuan?

2. What factors influence the improving students' reading comprehension at grade VIII SMP N 9 Padangsidimpuan?

E. Purposes of the Research

Based on the formulations of the problem above, the purposes of this research are:

1. To describe the improvement of students' reading comprehension by using Think Pair Share at grade VIII SMP N 9 Padangsidimpuan.

2. To identify the factors that influence the improving students' reading comprehension by using Think Pair Share at grade VIII SMP N 9 Padangsidimpuan.

F. Significances of the Research

The significances of this research were:

1. Headmaster, the result of this research was expected to be useful to develop the English learning process where the headmaster can guide the English teacher to use the best technique for improving students' reading comprehension at Grade VIII SMP N 9 Padangsidimpuan.

2. English Teachers, to add references and strategies in teaching and learning reading that can make it more enjoyable and interesting to study.

3. Other researchers, it is expected the result of this study can be reference for other researchers who want to conduct more related research.

G. Definition of the Key Terms

There are some terms that used in this research, they are:

1. Improving

Improving means to make become better[12]. Therefore, improving is going through better work to achieve something. Generally, improving consist of three steps; doing work in a simple way, doing a work in a different way but in a correct manner and doing a work in a different way with a great quality and correctly. By crossing these in step by step process is called improving.

2. Students' Reading Comprehension

Students' reading comprehension is defined as the ability of person on grade of junior high school in understanding English reading text such as finding the main idea or general information, identifying the specific information of the text, and identifying the textual reference.

---

[12] A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English* (New York: Oxford University Press, 1974), p. 427.

3. Think Pair Share

      Think Pair Share technique is defined as a technique of teaching reading comprehension which is introduced by Lyman and his colleagues in Maryland. The first step is think, give students several minutes to read the text and think about the question. Second step is pair, the students then pair with partner and discus their idea about the answer for several minutes. Third step is share, after getting the answer; the students share their idea to the class. Generally, the students feel more comfortable when they share their ideas with a support from their partner.

H. Indicator of Action

      Action research in education is any systematic inquiry conducted by teachers, principals, school counsellors, or other stakeholders in the teaching learning environment that involves gathering information about the ways in which their particular schools operate, the teachers teach, and the students learn.[13] It means that Classroom Action Research aims to improve the process and learning outcomes in classes conducted in cyclical. CAR is action research which is done at classroom by teacher to improve learning practice quality. The problem of CAR must be started from teacher who wants to improve the quality of education. Based on the research problem, the researcher uses CAR because the researcher wants to know all of the process which must be done as teacher to student to develop students' reading

---

[13] L.R. Gay & Peter Airasian, *Education Research: Competence for Analysis and Application*, (USA: Prentice Hall, Inc, 2012), p. 509.

comprehension in narrative text. There are steps of doing in classroom action such as planning, action, observation, and reflection.

During the implementation of the actions, Researcher would make the program, lesson plan, and apply that will use think pair share in the classroom. Moreover, the researcher would collaborate with English teacher to become a teamwork who works together for solving the students' problem in improving reading comprehension at Grade VIII SMP N 9 Padangsidimpuan. So, the indicators of action in reading comprehension in narrative text by using think pair share technique are: identifying main idea, specific information, textual reference, vocabulary and true or false statement.

Moreover, researcher would give test to find out reading comprehension of the students to read narrative text by using think pair share technique at grade VIII SMP N 9 Padangsidimpuan. In addition, the researcher also would give observation notes, and interview to support this research.

I. Thesis Outline

Thesis outline of this research could be divided into five chapters. Moreover, every chapter consists of sub chapters with detail as follow:

Chapter I is introduction that consists of background of the problem, identification of the problem, focus of the problem, definition of the key terms, formulation of the problem, purposes and significances of the research, and the last is indicator of action.

Chapter II consists of theoretical descriptions which explain about Think Pair Share technique, reading comprehension, narrative text, conceptual framework and hypotheses of action.

Chapter III is research methodology that consists of location and schedule of the research, research design, participants of the research, instruments of collecting data, procedures of classroom action research, and technique of analyzing data.

Chapter IV consists of the result of the research. The result of the research consisted of the description of the data, comparing the action result, hypothesis test, the discussion of the research findings and the threats of the research.

Finally, Chapter V is consisted of conclusion and suggestion

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Theoretical Description

Learning needs theory for explaining the concepts that will support the learning. Some of concepts are very important in the research

1. The Description of Reading Comprehension

a. Definition of Reading

Reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place.[1] Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text.[2] Readers transfer those words in their brain and manage those words and symbols so that readers can get new information from a text. So, reading is an active process of getting the meaning of a printed words or verbal symbols in written text.

While, Nunan states that reading is a fluent process of readers combining information from a text and their own background knowledge

---

[1] Andrew P. Johnson, *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, *e-book*, (USA:Rowman & Littlefield Education, 2008), p. 3.

[2] Leipzig, D. H., "What is Reading? WETA", 2001, accessed from *http://www. readingrockets.org/article/352*, retrieved November 1st 2016 on 04:17 pm.

to build meaning.[3] It means that when the learner read a text, she or he was combining between their knowledge and information that gotten from a text. So, their knowledge would increase. The reader's background knowledge integrates with the text to create the meaning. The text, the reader, fluency, and strategies combined together define the act of reading.

Reading is important for getting information. The reason why reading is important can be divided into two categories, instrumental and pleasurable aspects.[4] The instrumental aspect will help the reader to achieve some clear aim and it covers getting information from the written source and understanding the instruction what the readers need to do. Meanwhile, the pleasurable aspect deals with the reading for pleasure. It can be in the form of reading the magazine or interpreting the illustration of a picture. However, the main point of its essence is that learners will get some information from the reading activity and gradually they will be able to communicate with the others.

From the statements above, it can be concluded that reading is an interactive process between the reader and the text in order to gain an understanding of a written text. In order to get the intended meaning from the text, a reader has to comprehend what they have read. During this

---

[3] David Nunan, *Practical English Language Teaching* (New York: Mc. Grow-Hill Company, 2003), p. 68.
[4] Jeremy Harmer, *The Practice of English Language Teaching*, *e-book* (Edinburgh: Pearson Education Limited, 2001), p. 210.

process, a reader combines his language skills and background knowledge of the world to grasp the meaning.

b. Definition of Comprehension

Comprehension is the active process of constructing meaning from text; it involves accessing previous knowledge, understanding vocabulary and concepts, making inferences, and linking key ideas. Comprehension is what entices the reader to continue reading. Without comprehension, there would be no purpose to reading words.[5] Also, comprehension is the ability to understand, reflect on, and learn from text.[6] Comprehension cannot be learned through rote instruction, but requires a series of strategies that influence understanding of text.[7]

So, comprehension is combine the meanings of a number of words in his working memory until the reader can think about their collective meaning. It means the reader try to find the meaning from what they read in order can answer the question.

---

[5] JoAnne Schudt Caldwell, *Reading Assessment: A Primer for Teachers and Coaches Second Edition, e-book*, (New York: The Guilford Press, 2008), p. 175.

[6] Ministry of education, *A Guide To Effective Instruction In Reading: Kindergarten To Grade 3, e-book*, (Ontario:Queens' Printer, 2003), p. 24.

[7] Sharon Vaughn & Sylvia, Linan-Thompson, *Research-Based Methods of Reading Instruction, Grades K–3, e-book*, (Virginia USA: Association for Supervision and Curriculum Development (ASCD), 2004,) p. 98.

c. Definition of Reading Comprehension

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).[8] Ministry of Education Ontario states reading comprehension – the process of making sense of text – is a complex, multifaceted activity that calls on the reader's thinking and problem-solving skills.[9] So, the readers have to reconstruct the author's message. If the readers can read the words of a text, but get nothing about what they are reading, they are not really reading.

M. Rahmani & K. Sadeghi states that reading comprehension is an interactive mental process between the reader's linguistic knowledge, knowledge of the world, and knowledge of the topic.[10] Brasell also states that reading comprehension is the ability to take information from written text and do something with it in a way that demonstrates knowledge or

---

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

[9] Ministry of Education, *A Guide To Effective Instruction In Reading: Kindergarten To Grade 3*, *e-book*, (Ontario:Queens' Printer, 2003), p. 83.

[10] M. Rahmani & K. Sadeghi, 2011, *Effects of Note Taking on Reading Comprehension and Recall, International Journal of Humanities and Social Science*, 11(2), 116-128, accessed from *http://www.ijhssnet.com* retrieved on Maret, 12th 2017.

understanding of that information.[11] When there is a meeting in minds between the writer and the readers, comprehension is occurred. The reader met the message conveyed by the text, converse the text with their knowledge, process it in minds and finally grasp what is intended by the writer. This kind of understanding could be achieved only by conducting reading comprehension process.

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

d. Types of Reading

The purpose of this paper is to identify and discuss the different types of texts that are needed for effective reading instruction. Reading as it refers to comprehension has a broad and complex coverage. Reading activities can be done at school, at home and at work or wherever the readers want. In order to acquire reading comprehension, the students should read different kinds of reading text. There are two kind of reading that will be explained below:

---

[11] Danny Brasell, *Comprehension That Work*, *e-book* (Huntington Beach: Shell Education, 2008) p. 20.

1) Intensive Reading

Intensive reading is related to further progress in language learning under the teacher's guidance. Intensive reading will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novels, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspects of contemporary community life in a country where the language is spoken. Since this reading matter will be studied in detail, it will not serve as the ideal vehicle for further practice in direct teaching. This purpose will be served by the material chosen for extensive reading.

Intensive reading is text reading or passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading.[12] Intensive reading needs the deep comprehending on the text.

---

[12]Patel, M.F & Jain, M. Praveen, *English Language Teaching (Methods, Tools and technique), e-book,* (Jaipur: Sunrise,2008), p. 118.

2) Extensive Reading

The reading activity like survey reading and skimming, are sometimes grouped together and called *extensive reading*. The object of such reading is to cover the greatest possible amount of text in the shortest possible time. A relatively low degree of understanding is perfectly adequate for this, either because that is all that is being sought in any case, or because the material itself is highly redundant as is the case for example with newspaper reports.[13] Students read on several ways like just read the first sentence on each paragraph, find the main idea, and read the conclusion.

Extensive reading is the best possible way for students to develop automatically-that is automatic recognition of words. One of the fundamental conditions of a successful extensive reading programmer is that students should be reading material which they can understand. If they are struggling to understand every word, they can hardly be for pleasure the main of this activity.[14] So, extensive reading is for leisure reading.

Based on explanation above, it can be concluded that read a narrative text is included intensive reading. It caused read a narrative

---

[13] Geoffrey Broughton, *Teaching English as a Foreign Language (Second Edition), e-book*, (USA: Routledge, 1980), p. 92.

[14] Jeremy Harmer, *The Practice of English Language* Teaching (Third Edition Completely Revises and Update), *e-book,* (England: Longman, 2003), p. 204.

text by using think pair share should take the grammatical and structural. It needs for knowing the intonation, vocabulary, stressing for gaining the deep understanding of the text.

e. **The Reading Goals**

Similar with other skill, reading have goals to develop reading comprehension. Here some goals of reading such as:

1) Reading for identifying important information/ for detail or facts.

2) Reading for main ideas.

3) Reading sequence or organization.

4) Reading for inference.

5) Reading to classify.

6) Reading to evaluate.

7) Reading to compare or contrast.[15]

So, the main goals of reading are to get and find information include content and meaning of the text based on the purpose.

f. **Levels of Reading Comprehension**

Reading comprehension does not only know what text is about, but reading comprehension demands the students to have deep understanding about all of the text. Moreover, the comprehension of text involves the

---

[15] Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2005), p. 9.

knowledge of vocabulary, structure, and also situation or condition in which language used.

Burns et.al in Muhammad Faisal Situmorang's journal states that reading comprehension is divided into four categories: literal reading, interpretive reading, critical reading, and creative reading. : [16]

1) Literal comprehension
Reading for literal comprehension acquiring information that is stated directly in a selection. In literal reading, the main ideas are directly stated in the text. The reader needs only to understand exactly what is stated to receive the author's literal message. Literal comprehension is generally accepted as the most simple or basic comprehension skill and one that requires little thinking and reasoning. Recognizing sated main ideas details, causes, effect and sequences as the basis and understanding of vocabulary, sentences meaning, and paragraph meaning is important.

2) Interpretation
Interpretive reading identifies the way to read between the lines of making inferences. This is the process of deriving ideas that implied rather than directly stated. Skill for this level of comprehension includes:
   a) finding main ideas of passage in which main ideas are not directly sated
   b) finding cause and effect relationship when they are not directly stated
   c) Determining referents of pronouns
   d) Determining referents of adverbs
   e) Inferring omitted words
   f) Detecting moods
   g) Detecting author's purpose in writing
   h) Drawing conclusion

[16] Muhammad Faisal Situmorang & Bachtiar, Improving Students' Achievement In Reading Report Text By Using Think-Pair Share Strategy, accessed from (*http://jurnal.unimed.ac.id/2012/ index. php/eltu/article/view/1378/1137*, retrieved October 23rd 2016 at 01:17 pm.

3) Critical Reading
Critical comprehension is evaluating written material, comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy, appropriateness and timeliness. When the reader read critically, they evaluate what is read. The critical reader must be an active reader, questioning, searching for facts and suspending judgment until he or she considered all of material. They examine critically the thoughts of the author, which have been identified through the lower level of comprehension and judge their validity or worth.

4) Creative Reading
In creative reading, the reader must be able to think and to use their imaginations.
Creative reading going beyond what the author has written, applying the ideas from the text to new situations and recombining the author's ideas with other ideas to form new concepts or to expand old ones. The reader must understand cause- effect relationship in a text although it is not stated directly. Through creative reading, the reader creates something new ideas, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

Based on explanation above, it can be concluded that there are four levels of comprehension, they are literal comprehension, interpretation comprehension, and critical reading and the last is creative thinking.

g. Teaching Reading

Teaching reading is a process of teaching in which the reader shows and helps someone or students to learn how to read well in English to improve students' awareness or reading as a skill. Teacher not only shows and help learner to communicate but also showing and helping how to read well in English. Brown stated that teaching is guiding and facilitation learning enabling the learners to learn, and setting the condition for

learning.[17] Based on the statement above it can be concluded that teaching is an activity, which gives guidance to the student in teaching learning process. Besides, teacher has important role to raise success in teaching learning process and the teaching reading is important to improve their language, especially in Junior High School.

h. Principle of Teaching Reading

Principles of teaching reading are the principles that the teacher should pay attention in teaching learning process of reading. In this case, the researcher describes six principles purposed by Harmer. The six principles are as follow[18]:

1) Reading is not a passive skill,

2) Students need to be engaged with what they are reading,

3) Students should be encouraged to respond to the content of a reading

4) Text, not just to the language,

5) Prediction is a major factor in reading,

6) Match the task to the topic,

7) Good teachers exploit reading texts to the full.

Those are principles of teaching reading comprehension which must be regarded as the teacher's principle in teaching reading. Those principles

[17] Douglas, Brown. *Principles of Language Learning and Teaching: Fourth Edition, e-book,* (USA: Pearson Education, 2000), p. 7.

[18] Jeremy Harmer, *The Practice of English Language Teaching, e-book,* (Edinburgh: Pearson Education Limited, 2001), p. 70.

are used as the direction for the teacher. The teacher should know what the students need to learn and not. The teacher must know the main of teaching reading and what the teaching reading should be.

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

2. The Description of Narrative Text

a. Definition of Narrative Text

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

Also, narrative is one of many ways to communicating with others. A good written story lets you to response some event in your life as if it were your own. The statement above supported by Peter Knapp and Megan Watkins states that narrative is also a powerful medium for changing social

opinions and attitudes.[19] They do not only understand the event, but they can almost feel it. The action, details, and dialogue put readers in these seem and make it happen for them.

Reading narrative text is different from reading other kinds of texts. Narrative text is a collection of written words that seeks to entertain, display knowledge or skill, teach, organize, and plan behaviours, most frequently involving imaginative stories with a setting, character, and plot. According to John Langan, in narration, writer tells the story of something that happened.[20] It means that narration is done by somebody in the past time.

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

---

[19] Peter Knapp & Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing, e-book,* (A UNSW Press book: Sydney,2005). p. 220.

[20] John Langan, *Collage Writing Skills with Readings*, (New York: McGraw-Hill Book Company,2003), p. 111.

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

b. **Purpose of Narrative Text**

The purpose of narrative text is mainly to entertain, to tell story, or to provide an aesthetic experience. It supported by Sanggam Siahaan and Kisno Shinoda, they said that narration is any written English text in which the writer wants to amuse, entertain people, and to deal with actual or vicarious experience in different way.[21]

The essential purpose of narrative is to tell a story, but the detailed purpose may vary according to genre. For example, the purpose of a myth is often to explain a natural phenomenon and a legend is often intended to pass on cultural traditions or beliefs.[22] Reader can take the social function on the narrative text such as attitude and opinion. Some narrative texts will create the way to solve the problem.

---

[21] Sanggam Siahaan & Kisno Shinoda, *General Text Structure*, (Yogyakarta: Graha Ilmu,2008), p. 73.

[22] Crown, 2013, A Guide to Text Types: Narrative, Non-fiction and Poetry, accessed from *http://www.literacytrust.org.uk/assets/0001/6612/Guide_to_text_types_Sample.pdf* retrieved on April 10th, 2017 at 11.30 am

c. Kind of Narrative Text

According to Denning in narrative can be divided into imaginary or fiction narrative, factual or non-fiction narrative or combination of both.[23]

The description as below:

1) Non-fiction Narrative
   Non-fiction narrative is often used to recount a person's life story, important historical events or news stories. The kinds of non-fiction narratives are as follow:
a) Historical Events
   Myth is a traditional story unknown authorship, ostensibly with a historical basis, 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.
b) Legend
   Legend is a story handed down for generations among a people and popularly believed to have a historical basis, although not verifiable.
c) Person's Life Story
   1) Personal 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 other place of the adventure goes on.
d) 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:

---

[23] Steve Denning, 2000. *How Story Telling Ignites Action Knowledge Era Organization,* accessed from *http://www.stevedenning.com//maintypesstory.html*) retrieved October 03th, 2016 at 10.30 am

a. Fable
   Fable is a fiction story meant to teach a moral lesson: 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 sensation 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, myths, and science fictions and nonfictional narrative (also factual narrative); presents a real-life person's account of a real-life story. It includes historical narratives, ballads, slice of life, and personal experience.

d. **Generic Structure of Narrative Text**

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

According to Mark and Kathy Anderson, narrative text provides the elements of narrative text; they are consisting of orientation, complication,

sequence event, resolution and coda.[24] To make it clear, it will be explained as below:

1) Orientation

This is the part in which the narrator tells the audience about who is in the story, when the story is taking place and where the action is happening. So, it can be called as introduction the part of the story. The reader can figure out what will happen next and who are included.

2) Complication

The part of the story where the narrator tells about something that will begin a chain of the event. These events will affect one or more of character. So, this part is talking about the totally playing of character.

3) Sequence event

Narrator tells some events in the story.

4) Resolution

This part can be found in the last story. Here, the complication will be solved.

---

[24] Mark Anderson & Kathy Anderson, *Text Types in English 2*, (South Yarra: Mcmillan, 2003), p. 12.

5) Coda

Provides a comment or moral based on what has been learned from the story

So, a narrative text is generally built on the following structure:

1) Orientation, usually introduces the participants and informs the time and the place (or the settings). It is the introduction of who, what, when and where (what text talks in general, who are involved in the text, when and where it happens).

2) Evaluation, retells a stepping back to evaluate the plight. In this part, the first condition of the character before facing the problem is told.

3) Complication, usually describes the rising crises that the participants have to do with.

4) Resolution, is the phase where the participants solve the problem aroused by the conflict. It doesn't matter whether the participants succeed or fail. The point is that the conflict comes to an end.

5) Coda, indicates optional point, it means that a story not always uses this. Reorientation usually states the conclusions of the events based on the writer's point of view.

e. **Language Features in Narrative Text**

There are some language features in narrative text. It contained in narrative text.[25] They can be used as the characteristics to identify narrative in the text. It can be below:

1) Past tense (killed, drunk,etc)
2) Adverb of time (Once upun a time, one day, etc)
3) Time conjunction (when, then, suddenly, etc)
4) Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
5) Action verbs. A verb that shows an action. (killed, dug, walked, etc)
6) Direct speech. It is to make the story lively. (Snow White said,"My name is Snow White). The direct speech uses present tense.

Narrative text should have the characteristics above. It usually uses past tense in actions or the events. Then, it uses adverb of time in the story, time conjunction, specific character, and direct speech.

f. **Assessment of Reading Comprehension**

One of the most important aspects in the teaching of reading by using think pair share is to be able to test and measure students' understanding of the intent and purpose of the text given in class. Assessment is measurement done by the teacher to know how far the students have already understood the materials that have been discussed. In teaching reading comprehension, assessment is aimed to measure how far the students comprehend texts. Brown states that the various assessment of

---

[25] Adeulfayani, Narrative Text, accessed from *https://adeulfayani.wordpress. com/narrative text-2/*, retrieved October 02th, 2016 at 11.30 am

task is depends on the type of reading.[26] Reading assessment is used to determine what skills are being learned and what skills need to be strengthened.

Mansen states test of reading come in wide variety of forms and evaluate a broad spectrum of reading activities.[27] Tests are a special subset of the range of possibilities within assessment; of coursed they constitute a very silent subset, but not all assessment consists of test.

There are five indicators applied in assessing student, they were the general idea of the text, specific information, textual references, meaning of the underlining word and infer information from the text. They will represent indicators of students' ability to comprehend reading text and demonstrate the usefulness of the technique of think pair share.

Table 1
Indicators of Reading Assessment

NO	Indicators of Reading Assessment
1	Identify main idea of the text
2	Identify specific information of the text
3	Identify vocabulary
4	Identify textual reference
5	Identify true or false statement

---

[26] H. Douglas, Brown, *Language Assessment Principles and Classroom Practices.* (New York: Longman, 2004), p. 189.

[27] Harold S. Madsen, *Techniques in Testing*, *e-book*, (New York: Oxford University Press, 1983), p. 76.

The most common assessment of reading is usually identically with test, involves asking the students to read passage of text in appropriately level, and then asking some explicit, detailed questions about the content of the text. In relation to this research, the students reading comprehension will be measure through administering a series of testing in the form of multiple choice tests.

A multiple-choice test item is usually set out in such as a way that the candidates is required to select the answer from a number of given options, only one of which is correct. The marking process is totally objective because the marker is not permitted to exercise judgment when marking the candidate's answer; agreement has already been reached as to the correct answer for each item. Selection and setting items are however, subjective processes and the decision about which is the correct answer is a matter of subjective judgment on the part of the item writer.[28]

Among many kinds of test, the researcher chose multiple-choice. Multiple-choice test is the good choosing because it will make students easy for applying their comprehension. It is the simple way for marking. Next, researcher will be easy to check and evaluate the answer because comprehending can be taken from questions by using multiple-choice.

---

[28] Cryril J. Weir, *Communicative Language Testing*, (UK: Printice Hall, 1990), p. 43.

3. **The Description of Think Pair Share**

    a. **Definition of Think Pair Share**

        Think-Pair-Share (TPS) is a collaborative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. Lie states that Think-Pair-Share (TPS) techniques provide an opportunity for students to work both individually and in groups.[29] This technique requires students to think individually about a topic or answer to a question and share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

        Think Pair Share is a cooperative learning strategy first developed by Professor Frank Lyman at University of Maryland in 1981 and adopted by many scientists in recent years. Kagan also state that Frank Lyman created a very powerful frame sequencing three structures called Think-Pair-Share. Since there are many ways to think, many ways to pair up, and many ways to share with the class.[30] Variations include writing answer and reading the other's answers, or discussing answer and constructing an answer that incorporates the best of each of the partners' answer. So, think pair share strategy is designed to differentiate instruction by providing students time

---

[29] Lie, A, *Cooperative Learning: Mempraktikan Cooperative Learning di Ruang – Ruang Kelas.* (Jakarta: Grasindo, 2002), p. 57.

[30] Spencer Kagan & Miguel Kagan, *Kagan Cooperative Learning*, *e-book,* (San Clemente: Kagan Publishing, 2009), p. 14.8.

and structure for thinking on a given topic, enabling them to formulate individual ideas and share these ideas with a peer.

Think-Pair-Share can also be used as in information assessment tool; as students discuss their ideas, the teacher can circulate and listen to the conversations taking place and respond accordingly.[31] Think Pair Share requires each student to think about and respond to a question, discuss answer in pairs, then share their own or a partner's answer with the whole class or another group. Moreover, the providing of "think time" in this technique is needed in learning reading. Students will get more information from other students. It makes the students' more confident to show their opinion to others group, even in a large class.

Anita Lie state that Think-Pair-Share can be applied to all subjects and grade levels.[32] So, Think Pair Share technique has been a foundational tool in cooperative learning, it can be applied such as in many classrooms, workshops, and training rooms. Think Pair Share increase the engagement of all learners with the subject matter and provides the facilitator time to make better decision. At the same time, it can help to develop communication skill.

---

[31] Cathy Allen Simon, Using the Think-Pair-Share Technique accessed from http://www.readwritethink.*org/professional-development/strategy-guides/using-think-pair-share 30626.html,* retrieved on October 04th, 2016 at 11.30 am

[32] Lie, A, *Cooperative Learning: Mempraktikan Cooperative Learning di Ruang – Ruang Kelas.* (Jakarta: Grasindo, 2002), p. 57.

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

b. Procedure of Think Pair Share

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

> Step 1 Thinking: The teacher poses a question or an issue associated with the lesson and asks students to spend a minute thinking alone about the answer or the issue. Students need to be taught that talking is not part of thinking time.
> Step 2 Pairing: Next, the teacher asks students to pair off and discuss what they have been thinking about. Interaction during this period can be sharing answers if a question has been posed or sharing ideas if a specific issue was identified. Usually, teacher sallow no more than four or five minutes for pairing.
> Step 3 Sharing: In the final step, the teacher asks the pairs to share what they have been talking about with the whole class. It is effective to simply go around the room from pair to pair continue until about a fourth or a half of the pairs have had a chance to report.[33]

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

---

[33] Arends, R.I, *Learning to Teach: 9thEdition*, *e-book*, (New York: The McGraw Hill Companies, 2009), p. 370-371.

each other and the last step is SHARE, the students in each pair work together to share their ideas to the class.

c. 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[34]:

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.

Furthermore, Miftahul Huda also state more advantages of think pair share, they are[35]:

1) allows students to work independently and in collaboration with others

2) optimize participation of students

---

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

[35] Miftahul Huda, M.Pd, *Cooperative Learning*, (Yogyakarta: Pustaka Pelajar, 2012), p. 136.

3) give an opportunity at least eight times as much to each student to show their participation to others

4) can be applied to all subjects and grade levels

Based on statement above it can be concluded that Think-Pair-Share technique has advantages such as; It can help the students to improve their communicative skill by discussing with their classmates. Moreover, they can share their knowledge each other, students are actively engaged in thinking, thinking becomes more focused when it is discussed with a partner and it makes their affective aspect improve rapidly.

d. **The Application of Think Pair Share Technique in Teaching Reading Comprehension in Narrative Text**

From the procedure of the Think Pair Share Technique above, it can be concluded that think pair share can be applied such as below:

Table 2

The Steps of Applying Think Pair Share Technique

Activities	Teacher's Activity	Student's Activity
Pre-activities	1. The teacher gives brainstorming about the topic by giving some questions about narrative text. 2. The teacher gives the instructions about how to implement the steps of TPS technique	1. Students answer teacher's question 2. Students listen carefully and pay attention to teacher's explanation

Activities	Teacher's Activity	Student's Activity
While-activities	1. Teacher explain the generic structure in narrative text 2. Teacher gives reading material and asks students to read it and answer those comprehensive questions individually(Think Stages) 3. Asking the students into the pair to discuss their answer with their partner (Pair Stages) 4. Asking students to share their idea and discussing the answer with other pairs in group (Sharing Stages) 5. Sharing their ideas and answer into the whole of the class (Sharing Stages) 6. Teacher rechecks student's answer in generally 7. Teacher improves student's answer generally	1. Students listen carefully and pay attention to Teacher's explanation 2. The students read about reading material individually and get the information from the text (Think Stages) 3. Students find their partners and discuss it together (Pair Stages) 4. Students share their opinion in pairs (Sharing Stages) 5. Some students share their opinion in the whole of the class (Sharing Stages) 6. Students listen and pay attention to the teacher's explanation 7. Students make some notes after teacher explain it

Activities	Teacher's Activity	Student's Activity
Post- Activities	1. Teacher asks the students difficulties in comprehending the text 2. Teacher answer students question 3. Teacher gives test to the students 4. Teacher ask students to give summary what they have learned today	1. Students raise his/her hands and ask a question 2. Students pay attention to teacher's explanation and make some notes 3. Students answer the test 4. Students give summary to teacher and note it

B. Review of Related Findings

Actually, there were some researches related to this research. Many researchers had done research about students' reading comprehension.

The first thesis is written by Gede Natha Darsana. The research design was class action research (CAR). The researcher found that students have problems in comprehending the text and getting the main idea of the text, students also have known how to pronounce the word, but it occurred without understanding the meaning. He said that Think Pair Share could improve students' reading comprehension. It was based on result showed that the mean score of students in cycle I was 69.5 become 79.67 in cycle II. It means the score increased 10.17 points from the cycle I. From the case, the implementation of Think Pair Share to improve

students' reading comprehension at SMK PGRI 4 Denpasar has become one of technique that can be used by the English teacher in teaching reading.[36]

The second is thesis written by Ni Kadek Listiani. Based on her pre-test, she found mean 45.52 to comprehend narrative text. It means that reading narrative text still has the problem. She found that students felt boring when studied about narrative text because it is not interesting, students did not read the text because did not know the meaning. Then, she did the research by using Think Pair Share. As a conclusion, in the cycle 1 found 61.20 by using the technique. She did again the cycle 2 and improved pre-test and cycle 1, the mean is 81.73. It means that reading narrative text was improved.[37]

The last thesis as the additional script to help the researcher easy in finishing this thesis is thesis written by Luh Tri Jayanti Swastyastu. The research design was class action research (CAR). She said that the students at grade X had some problems in reading comprehension, the problems were: the less students' motivation in learning English, the students fail to answer the questions correctly, and the students were not able to comprehend the reading text. From the cases, the researcher gave solution to solve the problems by using Numbered Heads Together.

---

[36] Gede Natha Darsana, "Improving Reading Comprehension Through Think Pair Share Technique of the Tenth Grade Students" of SMK PGRI 4 Denpasar in 2013/2014 Academic Year", accessed from *http://unmas-library.ac.id/wp-content/uploads/2014/11/IMPROVING-READING-COMPREHENSION-THROUGH-THINK-PAIR-SHARE-TECHNIQUE-OF-TENTH-GRADE-STUDENTS-OF-SM.pdf* retrieved September 22th, 2017 on 11:44 a.m

[37] Ni Kadek Listiani, "Improving Students' Reading Comprehension Through Think Pair Share at The Eight Grade Students Of SMP2 Abiansemal In Academic Year 2013-2014", accessed from *http://unmas-library.ac.id/wp-content/uploads/2014/05/THESIS.pdf*, retrieved April 12th, 2017 on 10.40 a.m

She said that Numbered Heads Together could improve students' reading comprehension. It was based on the result of mean score of cycle I was 6.46 and mean score of cycle II was 7.74. It showed that the subjects could prove the reading comprehension through NHT, even though it was still low.[38]

Those are three related findings which focus on students' problem in reading. It can be concluded that reading was one of big problem in some schools, and the researchers have been done a research about reading comprehension by using some strategies or techniques to solve the reading problem. The first research gave the explanation about Think Pair Share could improve students' achievement in reading comprehension, the kind of this research was class action research (CAR). The second research also gave the explanation about think pair share technique could improve students' comprehension in narrative text, the kind of this research was class action research. The last research gave the explanation about numbered heads together technique could improve students' comprehension in narrative text, the kind of this research was class action research (CAR).

Finally, this research is written by researcher to add and complete the kind of researches before. Therefore, the researcher wanted to solve reading problem on narrative text in order can be improving at grade VIII-2 SMP N 9 Padangsidimpuan by using Think Pair Share Technique. The technique is suitable to improve reading.

---

[38] Luh Tri Jayanti Swastyastu, "Improving Reading Comprehension of The Tenth Grade Students of SMK N 5 Denpasar In Academic Year 2013/2014 By Using Numbered Heads Together", accessed from *http://unmas-library.ac.id/wp-content/uploads/2014/05/CHAPTER-NEW.pdf* retrieved April 12th, 2017 on 10.35 a.m

C. Conceptual Framework

As known, reading is important in getting information and knowledge. Globalization era demands people to master English texts because most of the information and news are in terms of English. Therefore, students are expected to have a good comprehension in their English reading comprehension so that they can absorb the information and the knowledge through reading activity.

At SMPN 9 Padangsidimpuan, the students of grade VIII still face problems in comprehending the reading texts. One of the problems is caused by learning activities. The condition of learning activities influences students' comprehension and involvement in the class. Related to the students' comprehension and involvement, it is needed to focus on the strategy of teaching which could improve both the learning activities and students' comprehension in reading.

In reading, the appropriate technique can influence students' performance and reading comprehension. Then, in order to improve students' reading comprehension at grade VIII in SMPN 9 Padangsidimpuan, the researcher tried to conduct a research by using Think Pair Share technique in teaching reading. The conceptual framework that would do by researcher as follow.

```
┌─────────────────────────────────────────┐
│  Students' reading comprehension in      │
│  narrative text is low, students are     │
│  boring when they are studying           │
└─────────────────────────────────────────┘

┌──────────────────────┐        ┌──────────────────────┐
│ Students'            │        │ Learning reading by  │
│ comprehension        │ ◄───   │ using Think-Pair-     │
│ in narrative text    │        │ Share Technique      │
│ achievement          │        │                      │
└──────────────────────┘        └──────────────────────┘

┌──────────────────┐
│   Next cycle     │
└──────────────────┘

        ┌──────────────────┐
        │   Students'      │
        │ problem solved   │
        └──────────────────┘
```
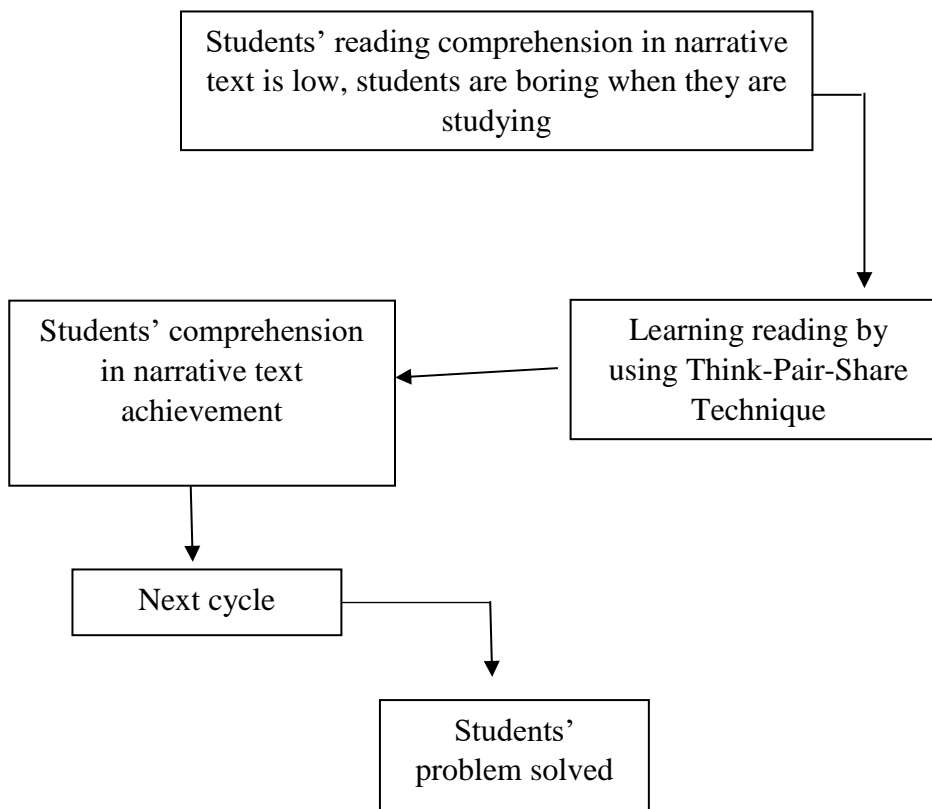
Figure 1: Research Conceptual Framework.

D. Hypothesis of the Action

The hypothesis of this research is stated that: "Think Pair Share Technique can improve students' reading comprehension at grade VIII SMP N 9 Padangsidimpuan."

CHAPTER III

RESEARCH METHODOLOGY

A. Location and Schedule of the Research

The location of the research was at SMP N 9 Padangsidimpuan. It is located at Jl. Sudirman KM 4,5 Hutaimbaru, Kecamatan Padangsidimpuan Hutaimbaru. The research started from May 2016 until September 2017.

B. Research Design

Research has important role in educative process, which is to know or to solve the certain problem that happens in the teaching and learning process. Classroom action research (CAR) applied by researcher to design the research. Researcher will do action research to improve students' comprehension in reading narrative text by using think pair share. Gay and Eurasian stated that "classroom action research is a type of practioner research that is used to improve the practioner's practice, action implies doing or changing something".[1] Anne Burns describes "Classroom Action Research is part of a broad movement that has been going on education; it involves taking a self-reflective critical, and systematic approach to explore the teaching context".[2] Additionally, classroom action research is different from the other types of research. It was focused on individual or small group professional practice and

---

[1] L.R.Gay & Peter Airasian, *Education Research: Competence for Analysis and Application,* (USA: Prentice Hall, Inc, 2009), p. 593.

[2] Anne Burns, *Doing Action Research in English Language Teaching*, (New York: Routledge, 2010), p. 2.

it was not concern with making general statement. In this research, the researcher directly involved in improving students' reading comprehension. The study was conducted collaboratively which involved the English teacher, the researcher and the students.

Classroom action research consists of four steps through planning, action, observation and reflection. This design showed the improvement of practice in the classroom that was done through cyclical action to be implemented continuously to reach what the research wanted to do at first. The main role of action research is to facilitate and to improve the learning process and learning strategies.

Moreover, research design of this research follows action research spiral by Kemmis. The research design as follow:
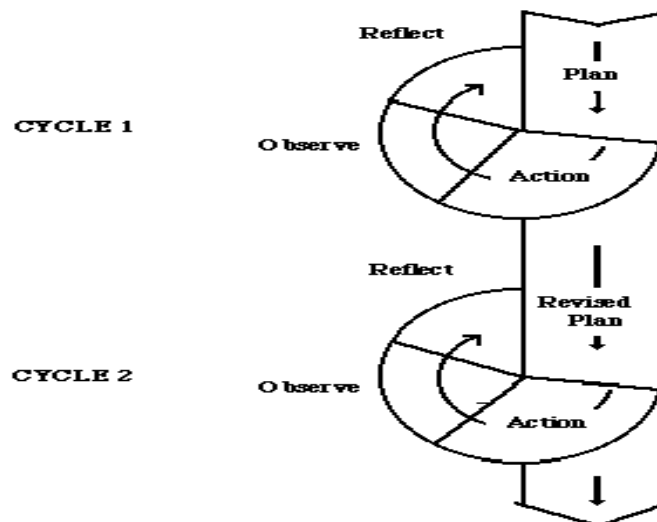
Figure 2: Action Research Spiral by Kemmis[3]

---

[3]*Ibid*, p. 9.

C. Subjects of Research

The subjects of this research were the students at grade VIII, the second semester in academic years 2016/2017 SMP N 9 Padangsidimpuan. There are ten classes of grade VIII in SMP N 9 Padangsidimpuan from VIII-1 until VIII-10. The researcher chose VIII-2 as the subjects of this research because the researcher found some problems of reading comprehension in this class. The students consisted of 24 students.

D. Instrument Data

Instrument of collecting data was important to support every research. In this research, the researcher used three instruments of collecting data such as:

a. Test

Test is a method of measuring a person's ability knowledge, or performance in a given domain.[4] So, test measured students' ability especially in reading. Students' reading comprehension test was held twice. They were test cycle 1 and test cycle 2. First test was held in the end of the cycle 1 to measure the students' reading comprehension. The results of first test were used as a reference for next cycle. Second test was held in the last of the cycle 2 to find out the improvement of reading comprehension. Then, the score of both tests was compared.

---

[4] H. Douglas Brown, *Language Assessment Principles and Classroom Practice*, (San Francisco: Longman, 2004), p. 3.

The researcher tested the students based on the indicator by using multiple choice. One text was given 5 questions based on the text in the cycle 1 and 2. It does with the indicator of think pair share technique. The text was 4 texts. Based on the indicator, the researcher decided the items and gave the score such as table below:

Table 3

Indicator in Reading Narrative Text by Using Think Pair Share

No	Indicators	Items	The Value	Score	Total Score
1	Identifying main idea of the text	4	5		20
2	Identifying specific information of the text	4	5	**4 items x 5 scores**	20
3	Identifying vocabulary	4	5		20
4	Identifying textual reference	4	5		20
5	Identifying true or false statement	4	5		20

b. Observation

Observations are ways of finding out more about the students' response, students' behaviour, and students' activities during the learning process dealing with the students' reading comprehension, the interaction among students and interaction between students with the teacher, and classroom situation in reading classroom. It is also used write something that happen in the classroom. It was used in the reconnaissance, action and observation steps. In the reconnaissance step, the observation was used to find out the problems faced by the teacher in the reading class. In the action and observation steps, the observation was used to see the implementation of the actions and the successes of the research.

There are some kinds of observation; they are behaviour checklist, observation notes, reflective observation, analytical observation, and narrative observation. In this case, the researcher would observe the research by using check list. Check list was used to observe the students based on the researcher question. It had been arranged by researcher.[5]

Researcher observed all about students' attitude in the class such as:

1) Students who get main idea from the text

2) Students who get specific information of the text

3) Students who get textual references

---

[5] *Ibid,* p. 67.

4) Students who get vocabulary

5) Students who get true or false statement

6) Students who cheating in the class

7) Students who disturb in the class

8) Students who active to ask

9) Students who active to answer

In addition, teacher's activities (researcher) will be observed by collaborator in teaching learning process, as follow:

1) Teacher's physic appearance and written.

2) Teacher's classroom management

3) Teacher's explaining learning procedures and steps of research.

4) Teacher's reinforcement and interaction with students.

c. Interview

Interview is one of method to collect the data. Interview is face-to-face personal interactions, which generate data of research and allow specific issue to be discussed from another people perspective. Hornby stated that interview is to talk somebody and ask their questions at a formal meeting to find out if he/she is suitable for job or study. It is used to get the data or information that was not expressed in observation.

In this research, the researcher used personal interview. The researcher made a schedule first before doing the interview, and prepared the questions for interview. The questions are related to the students'

reading comprehension, the implementation of TPS techniques and the situation in reading classroom.

The researcher interviewed the teacher and the students about the way she implements the material, and the problem faced. The researcher also interviewed the students about their response during learning reading by using TPS technique. The researcher did the interview before and after conducting research in order to know the researcher's view of the teaching learning process and students' reading comprehension.

E. Procedures of the Classroom Action Research

This action research follows the model of Kemmis. It is a famous representation of the action research "spiral" that contains four stages; planning, acting, observing and reflecting. [6]

In this research, the researcher applied two cycles. Every cycle consisted of two meetings. Each meeting consists of 80 minutes. The time allocation is 2x40 minutes. Moreover, every meeting consisted of four steps of classroom action research (CAR) such as planning, action, observation and reflection. The researcher would explain the activities in teaching students' reading comprehension in narrative text by using think pair share at grade VIII SMP N 9 Padangsidimpuan

---

[6]*Ibid,* p. 9.

a. Cycle 1

   1) Planning

      a) Arranging the lesson plan that consisted of the step of action

      b) Preparing observation note sheet of students' activity in teaching learning process for observers.

      c) Preparing observation note sheet of teacher' activity in teaching learning process for observers.

      d) Preparing list of interviews to the students.

      e) Preparing the topic to do by using think pair share technique along with first test reading a narrative text to be given to the students.

   2) Action

      a) Arranging seat formation.

      b) Telling the purposes of learning.

      c) Giving the topic for the students.

      d) Introducing the procedures of TPS.

      e) Giving reading material.

      f) Using think pair share technique after read narrative text. For the next cycle, the researcher divided narrative texts into two parts and distributed it for each pair. Each pair would have different parts and questions. Then, asking students to share their idea and discussing the answer with other pairs in group.

g) Gaining students to search topic of the text, main idea of the text, specific information, textual references and the meaning of underlining word based on text

h) Monitoring time allocation with all activities that had be done.

i) Preparing the solution if had problems when the action was done.

3) Observation

a) Observing the execution of TPS.

b) Monitoring every step that had been planned.

c) Observing the students' reading comprehension.

d) Discussing with collaborator to observe planning.

e) Evaluating students by taking the score of students' reading comprehension based on TPS.

f) Making a note in every activities of teaching learning.

g) Discussing with the English teacher about the weakness of TPS when teaching learning process.

4) Reflection

a) Discussing with collaborator about the action.

b) Analyzing the finding during the observation was done.

c) Analyzing the weakness and the teacher progress that using TPS to determine the followed up of activity.

d) Reflecting the teacher earning activity.

e) Reflecting the students' learning activity.

f) Evaluating or interpreting the data and make any decisions for the next meeting

b. Cycle 2

In the cycle 2, researcher must repair the problem based on the reflection in the first cycle. The time is same in the cycle 1, researcher did the research 2 meetings in 80 minutes. It is 2x40 for time allocation.

1) Planning:

a) Rearranging the lesson plan.

b) Reviewing the last material

c) Designing the procedures of teaching.

d) Preparing the instruments for students, teacher and observer.

e) Preparing test for students' reading comprehension

2) Action

a) Eliminating the problems in cycle 1 by motivating, encouraging, controlling and managing the class.

b) Giving the explanation about the narrative text.

c) Explaining the topic.

d) Divided narrative texts into two parts and distributed it for each pair

e) Asking students to read it and answer those comprehensive questions individually

f) Asking students into the pair to discuss their answer with their partner

g) Asking students to share their idea and discussing the answer with other pairs in group

h) Sharing their ideas and answer into the whole of the class

i) Collecting the students discussing result.

j) Rechecks student's answer in generally

k) Improves student's answer generally

l) Giving the second test.

m) Giving the directions of test.

n) Celebrating the achievement together.

3) Observation

a) Observing the procedures that had been arranged.

b) Discussing the problem in process learning and giving the solution.

c) Observing the students' reading comprehension that was better than before or not.

d) Observing students' reading comprehension by using the instrument.

4) Reflection

a) Discussing with collaborator about the action.

b) Analyzing the finding during the observation was done.

c) Analyzing the weakness and the teacher progress that using TPS to determine the follow up of activity.

d) Reflecting TPS that was used in learning process.

e) Reflecting the teacher learning activity.

f) Reflecting the students learning activity.

g) Evaluating or interpreting the data gotten from the class.

h) Closing the steps of research.

F. Technique of Analyzing Data

In technique of analyzing the data, the researcher uses quantitative and qualitative data. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of reading test. To know the means of students' score and students' percentage of each cycle based on the school criteria complete study student minimum (KKM) is 75.

To know the students' means score for each cycle, the researcher applied the following formula:[7]

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\%$$

Explanation:

$\vec{x}$: The mean of the students

$\sum \vec{x}$: : The total score

N : The number of the students

---

[7] Hartono, *Statistik: Untuk Penelitian,* (Yogyakarta: Pustaka Pelajar Offset, 2004), p. 30.

The percentage of students' improvement in reading comprehension was analyzed by the following formula:[8]

$$P = \frac{R}{T} \times 100\%$$

Explanation:

P : The percentage of students who get the score 75

R : The number of students who get the score up 75

T : Total numbers of students do test

To test the significances of data, the researcher used T-test for both of small samples less than 30 students. The formulation of t-test as follow:[9]

$$t_o = \frac{M_D}{SE_{MD}}$$

M_D = Mean of difference

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

$\sum D$ = Number of difference Score Between Second Cycle and First Cycle,

$D = X - Y$

N = Number of Students

$$SE_{MD} = \frac{SD_D}{\sqrt{N-1}}$$

---

[8] Zainal Aqib, et. al., *PTK untuk Guru SMP, SMA, SMK,* (Bandung: CV. Yrama Widya, 2008), p. 205.

[9] Anas Sudijono, *Pengantar Statistik Pendidikan,* (Jakarta: PT Raja grafindo Persada, 2008), p. 305-306.

SE$_{M D}$ = Standard Error from Mean of Difference

$$SD_D = \sqrt{\frac{\Sigma D^2}{N} - \left[\frac{\Sigma D}{N}\right]^2}$$

SD$_D$ = Standard Deviation from the difference score between First Test and Second test.

After calculating and scoring students' answer sheets then, their scores are consulted the classification quality on the table. In SMP N 9 Padangsidimpuan, there are the categories of standard of value, as follow below:[10]

Table 4

The Categories of Standard of Value

Criteria	Score
Excellent	100
Very good	90
Good	80
Average	75
Poor	$\leq$75

---

[10]The Categories of Standard of Value in SMP N 9 Padangsidimpuan

Qualitative data was used to describe the situation the teaching process. It involved preparing the data analysis conducting different analysis, moving deeper into understanding the data, representating the data, and making an interpretation of the larger meaning of the data. The qualitative data was analyzed from observation sheet.

For analyzing and interpreting qualitative data, Qualitative has six steps as suggested by Creswell as in the follow:

Step 1: organize and prepare the data for analysis. This involves transcribing observation, scanning material, typing up field notes, or shorting and arranging the data into different type depending on the source of information.

Step 2: read through all the data. This will done by obtaining a general sense of the information and reflecting on its overall meaning.

Step 3: begin the detail analysis with a coding process it organizes material into chunks before bring meaning to those chunks. It involves take the data into categories and labelling those with a term (a term based in the actual language of the participant).

Step 4: use the coding process to generate a description of the setting or people as well as categories or analysis. Description is involving a detail rendering of information about the notes. Then, researcher uses this to generate themes or categories.

Step 5: advance how the description and themes are represent in the qualitative narrative. This may be discussion that mention a chronology of events, the

detail discussion of several themes or interconnecting themes. Researcher uses

visual or figure to convey descriptive information about participants in table.

Step six: make interpretation or meaning of the data. It is researcher's personal

interpretation; meaning will be derived from a comparison of the finding with

information gleaned from the literature.[11]

---

[11] John W. Creswell, *Research Design: Qualitative, Quantitative and Mix Method Approaches-Second Edition* (USA: Sage Publication inc,2003), p. 191-192.

CHAPTER IV

RESULT OF THE RESEARCH

This chapter presents process of improvement students' reading comprehension by using Think Pair Share at grade VIII SMP Negeri 9 Padangsidimpuan in academic year 2016/2017. It would be described about the data description, comparative result of the action, hypothesis test, the discussion of the research findings and the threats of the research. The descriptions are as follow:

A. Data Description

1. Students' Achievement

Researcher divided this action research into two cycles. The data could be found from learning process in every cycle. It was based on the instrument: test, interview and observation. Researcher would describe learning process of cycle 1 and cycle 2 and students' score in cycle 1 and cycle 2.

a. Cycle 1

1) Learning Process of Cycle 1

The researcher and the teacher, Mrs. Yusma Santy S.Pd entered the classroom and took the position. The researcher was in front of the class as the teacher and the collaborator was in back side because he observed the students. Firstly, the researcher greeted the students and ordered the students to pray together and it was led by the chief of the class. After that, the researcher gave students'

observation note sheet and indicator lists of teachers to the collaborator.

The researcher tried to make a good condition in class by telling to the students that the day's activities would be reading lesson by using think pair share. Next, the researcher tried to explain about the purposes of teaching-learning reading comprehension by using Think Pair Share.

Firstly, the researcher showed the slide about narrative text and discussed with the students about the purpose, the generic structure and language features of the narrative text. The researcher explained them and gave an example of narrative text and invited the students to analyze the text together. Having finished discuss the modelling text, the researcher distributed a text entitled "The Hermit". (See appendix I). These students were asked to read the text individually. After that, the researcher gave each students worksheet. The worksheet consists of five questions involve all of the indicators of the reading comprehension. Students had to answer the question in a text. The researcher gave 10 minutes to think their answer individually.

The students worked in pair to compare their answer and to start the discussion. They could share, compare, and combine their answer to get the best answer from the discussion. The researcher

gave 15 minutes to share the answer with his or her partner. The researcher turned around the class to help whether students got difficulties. Having finished the think pair share, the researcher asked each pair to report the result of their discussion in whole the class. Only few pairs wanted to answer the question and share the answer to whole the class. Many pairs were still afraid.

In closing phase, the researcher gave feedback to some pairs about their answers. Having finished conducting the first meeting, the researcher asked the students whether they had difficulty or not, and then the researcher summed up the topic of today's lesson.

The last, the researcher gave a test to students. It means that the researcher wanted to know the students' reading comprehension in narrative text. The researcher told the students to be honest when they do the test, and that would be a reward for the students who active and sportive in the class

Based on the observation note sheet, the students' activities in teaching learning process in cycle 1 would be described as follow:

a) There were six students who active to ask, they are AR, AW, IAr, NY, RAL, and RAF. They always ask some questions to the teacher about the material and also about their knowledge. They asked if there is something unknowned of the text or material.

b) There were seven students who active to answer, they are AW, IAr, RAL, NY, RGM, and VSW. The students who active to ask also active to answer. It did not matter if their answer wrong because they wanted to deliver their discussion or their ideas into whole of class.

c) There were four students who cheating, they are AF, MR, PAL, and T. They saw their friend could answer the question because they are the cleverest students in the class. They cheated the answer from their friend when learning process.

d) There were two students who disturbed others, they are AFL and T. The students sometimes could not be forbidden to chat with their friends about topic that doesn't related with reading. It means, they didn't pay attention to teacher's explanation.

e) There were ten students who pay attention when learning reading comprehension by using Think Pair Share, they are AR, AS AW, IAr, NY, RAL, RGM, SJ, SK and VSW. They were enthusiasm in following learning activity and interested in learning material. It means, they felt pleasant and diligent to learn the material specially to learn reading comprehension in narrative text.

f) There were six students who fast to do exercise, they are AR, AW, IAr, RAL, RAF, and VSW. When the teacher give exercise to the students, they would become more raced to collect it and get the high score.

g) There were four students who correct to do exercise, they are AR, AW, RAL and VSW. From the six students who fast to do exercise only four of them who could answered the exercise correctly. It means beside they faster to finish the exercise, they also carefully.

h) There were five students who were passive when learning reading comprehension by using TPS, they are PA, PMS, RA, S, and SS. They were still afraid to share and report their ideas to whole the class. Furthermore, they worried that their answer is wrong.

i) Two students didn't attend. (It can be looked in Appendix VIII).

Based on observation sheet of teacher's activities in teaching learning process, there were four criteria of teaching learning process in cycle 1. They were:

a) Teacher's Physic Appearance and Written.

Teacher's physical appearance and written were not good.

The first, teacher dressed cleanly and neatly. The teacher followed the rule of dressing in the school. The dress must clean, neat and the shirt inserted into pants.

The second, teacher taught the learning energetically and enthusiastically. The teacher explained material enthusiastically to make students more motivated following learning activity.

The thirth, teacher wrote and explained integrated. When the techer wrote on the blackboard, his explanation harmony with the written.

The forth, teacher's writing was nice and readable. The teacher's wring could be read by students from all over the class. The last, teacher had certain sequence system.

But, the teacher didn't facing students when wrote explanation about material and often writing faced to blackboard.

b) Teacher's Sound and Classroom Management

Teacher's sound and classroom management have not been achieved.

The first, teacher's sound was audible. The teacher's voice is loud and can be heard all over the room.

The second, teacher talked intelligibly so that the students could understand the teacher's explanation.

The third, teacher talked fluently. It means every word sounded clearly.

But, teacher didn't control neatness. It means before starting learning, the teacher didn't check the classroom condition whether there was rubbish or not. Teacher didn't control noisy of class. It means while think season, the teacher didn't warn the students that want to ask the answer but their friend did not give the answer. It made the class was noisy.

c) Teacher's Procedure,

Teacher did the all activities of procedures uncomplete. The first, giving reading material. The teacher distributed a text entitled "The Hermit". (See appendix I). After that, the teacher gave each students worksheet. The worksheet consists of five questions involve all of the indicators of the reading comprehension.

The second, asking students to read it and answer those comprehensive questions individually. Students had to answer the question in a text. The teacher gave 10 minutes to think their answer individually.

The third, asking the students into the pair to discuss their answer with their partner. They could share, compare, and combine their answer to get the best answer from the discussion. The teacher gave 10 minutes to share the answer with his or her partner.

The fourth, asking students to share their idea and discussing the answer with other pairs in group. The teacher gave 10 minutes to share the answer with other pairs.

The fifth, the teacher rechecks student's answer in generally. It means the teacher checked representative result of their discussing to know the best answer from them.

The sixth, the teacher improves students' answer generally. It means the teacher gave addition if there any mistakes of their answer.

But, the teacher didn't ask student to share their ideas or answer into the whole of class. It means during the share season, the teacher didn't give time to students to share their result in front of class.

d) Teacher's Reinforcement and Interaction with Students

Teacher's reinforcement and interaction with students were unperfect.

The first, teacher did individual performance reward. It means when students gave responses to the teacher's questions in learning process so that the teacher gave reward to them.

The second, teacher stimulated students' rsponses. When the teacher explained the learning material, the teacher gave some questions to the students about the material and also about their knowledge or their experience.

The third, teacher stimulated students' questions. When the teacher taught the learning material, the teacher asked the students to give questions related to their comprehension to the learning material or to the activity of learning process.

The last, the teacher responded students' questions. It means the teacher answered the students' question when the teaching learning was run.

But the teacher didn't do group performance reward or celebration. Reward was important to make students were motivated. It made them enthusiasm in following learning activity and it made them more raced (It can be looked in Appendix V).

2) **Students' Reading Comprehension Scores of Cycle 1**

After doing the test, researcher would evaluate it. In fact, the result unsatisfied. It was proved from the data. It stated that the students' reading comprehension in narrative text was still low. The researcher had found the students' reading comprehension scores as the following table below:

Table 5
Students' Reading Comprehension Scores in Cycle 1

| No | Name | Indicator | | | | | Scores |
		Main Idea	Specific Information	Vocabulary	Reference	True - Wrong Statement	
1.	AR	15	15	15	20	10	75*
2.	AW	20	20	20	20	15	95*
3.	APR	10	15	10	15	10	60
4.	AS	15	10	15	15	0	55
5.	AF	20	5	10	20	5	60
6.	IS	15	10	10	15	10	60
7.	IAr	10	10	15	10	5	50
8.	IAf	20	15	15	20	10	80*
9.	MR	15	5	10	10	5	45
10.	NY	15	15	10	20	10	70
11.	PAL	15	10	10	15	0	50
12.	PA	10	15	15	20	5	65
13.	PMS	10	10	10	15	5	50
14.	RAL	20	15	20	20	15	90*
15.	RAF	10	15	15	20	5	65
16.	RA	15	5	10	10	10	50
17.	RM	10	5	15	15	5	50
18.	RGM	20	10	15	15	5	65
19.	S	15	15	10	20	10	70
20.	SJ	20	20	5	15	10	70
21.	SK	20	10	20	15	15	80*
22.	SS	15	10	10	15	0	50

23.	T	10	5	15	10	0	40
24.	VSW	20	15	20	15	20	90*
Total Scores							1535/24
Mean Scores							63.95
Percentage							25%

The students who passed the KKM (75) in the first cycle.

Based on the data in the table, the researcher could explain that the mean score of students were 63.95. There was one student got 40 score, one student got 45 score, six students got 50 score, one student got 55 score, three students got 60 score, three students got 65 score, three students got 70 score, one student got 75 score, two students got 80 score, two students got 90 score and one student got 95 score.

From the scores of students, it could be concluded that there were only 6 students who passed Minimum Mastery Criterion (KKM), and 18 students didn't pass the KKM. One student was categorized into excellent category, 2 students were categorized into very good category, 1 students were categorized into average category, and 20 students were categorized into poor category. The classification of students' scores would describe as the following table.

Table 6
The Categories of Students' Reading Comprehension Scores
in the First Cycle

No	Criteria	Score	Total of Student	Percentage
1	Excellent	91- 100	1 Student	4.17%
2	Very good	81 - 90	2 Students	8.33%
3	Good	76 - 80	-	-
4	Average	75	1 Students	4.17%
5	Poor	≤75	20 Students	83.33%
				100%

There were five indicators in reading comprehension that focused of this research. They were identifying main idea, specific information, reference, vocabulary and true - false statement. It could be seen through the following table and chart below:

Table 7
Students' Reading Comprehension Scores Based on Indicator Test
in the First Cycle

Indicator	Score	Percentage	Maximal Score Percentage
Main Idea	365	15.20%	20%
Specific Information	280	11.66%	20%
Vocabulary	320	13.33%	20%
Reference	385	16.04%	20%
True - False Statement	185	7.70%	20%

Chart 1
The Test Results Based on Indicator Test in Cycle 1
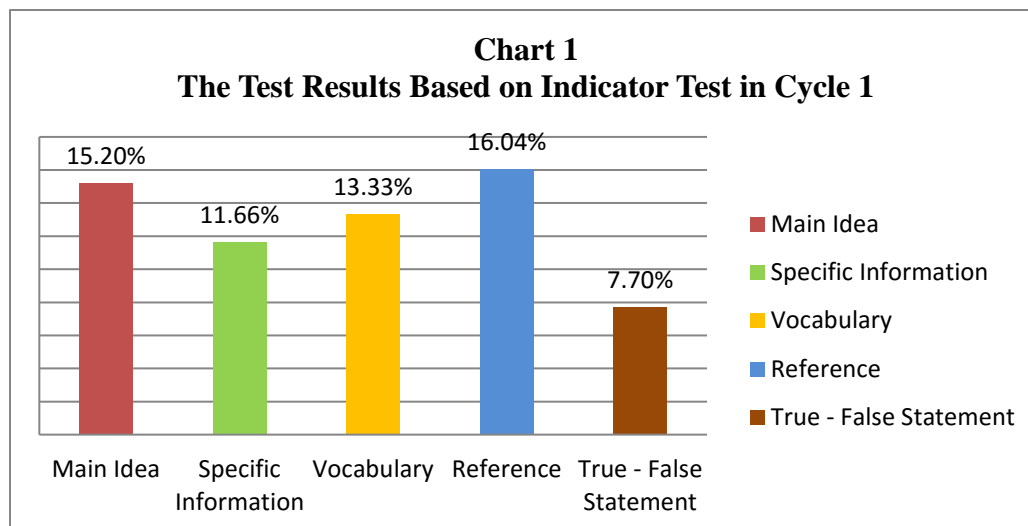
From the chart above can be seen the students' ability for each indicator of reading comprehension. The higher indicator that the students have achieved is in reference. The percentage score is 16.04% from maximal score is 20%. Meanwhile, the lower indicator that the students have achieved is in true-false statement. The percentage score is 7.70% from maximal score is 20%.

After getting students' reading comprehension scores in the first cycle, the researcher found the students' achievement were unsatisfied. It means that, the students had some problems in reading comprehension. From the students' mean score in cycle 1, it didn't show improvement. So, it need improvement on the next cycle.

b. **Cycle 2**

1) **Learning Process of Cycle 2**

Based on the reflection in the previous cycle, there were some problems that occurred when Think Pair Share were applied in learning process. There are many pairs were still afraid to report

result of their discussion to whole of class and another problem was some students were afraid to make mistakes. So, the cycle 2 was done to solve the problems that had been found in cycle 1.

The researcher distributed a text. These students were asked to read the text individually. Students had to answer the question in a text. The researcher gave 10 minutes to think their answer individually.

In addition, to improve the pair session that still noise in first cycle, the researcher divided narrative texts into two parts and distributed it for each pair. Each pair would have different parts and questions. So, they wouldn't ask to other pair who have same part of narrative text before share session.

While the students discuss in pair, researcher observed the students that they had gotten the improvement than the previous cycle. The researcher always asked them about their difficulties based on problem the first cycle. The students showed the improvement, where the students more active and even any question that they wanted to utter they just asked it to the researcher directly and it avoid noise in the classroom.

At share session, the researcher engages students' motivation to share result of their discussion. It did not matter if their answer wrong because the researcher wanted to all of the pair delivered

their discussion, not only some of pairs. So, they could share, compare, and combine their answer to get the best answer from the discussion. Then, the researcher did not forget to give reward to pair that get the high score and active to share their opinion or answer. So, students would become more raced.

The researcher also asked some students who often made a noise in learning activities in previous cycle for being a leader for their own group in order to improve their responsibility. In the teacher's side, the researcher improved the way of her teaching in order to make students easier in absorbing the teacher's explanation.

During the teaching and learning process, the researcher was helped the teacher as a collaborator observing the things happened. Observing or monitoring is an importance aspect in a classroom action research, because it can help the researcher gain a better understanding of his own research. Based on observation sheet of teacher's activities in teaching learning process. There were four criteria of teaching learning process in cycle 2. They were:

a) Teacher's Physic Appearance and Written.

     Teacher's physical appearance and written has been good.

The first, teacher dressed cleanly and neatly. The teacher followed the rule of dressing in the school. The dress must clean, neat and the shirt inserted into pants.

The second, teacher taught the learning energetically and enthusiastically. The teacher explained material enthusiastically to make students more motivated following learning activity.

The thirth, teacher wrote and explained integrated. When the techer wrote on the blackboard, his explanation harmony with the written.

The forth, teacher's writing was nice and readable. The teacher's wring could be read by students from all over the class. The last, teacher had certain sequence system.

The last, the teacher has faced students when wrote explanation about material.

b) Teacher's Sound snd Classroom Management

Teacher's sound and classroom management have been achieved by the teacher.

The first, teacher's sound was audible. The teacher's voice is loud and can be heard all over the room.

The second, teacher talked intelligibly so that the students could understand the teacher's explanation.

The third, teacher talked fluently. It means every word sounded clearly.

The teacher has controlled noisy of class. It means while think season, the teacher has warned the students that want to ask the answer from their friends so it made the class noise.

The last, the teacher has controlled neatness too. It means before starting learning, the teacher has checked the classroom condition whether there was rubbish or not.

c) Teacher's Procedure,

Teacher did the all activities of procedures has been complete.

The first, giving reading material. The teacher distributed a text entitled "Lake Toba". (See appendix III). After that, the teacher gave each students worksheet. The worksheet consists of five questions involve all of the indicators of the reading comprehension.

The second, asking students to read it and answer those comprehensive questions individually. Students had to answer the question in a text. The teacher gave 10 minutes to think their answer individually.

The third, asking the students into the pair to discuss their answer with their partner. They could share, compare, and

combine their answer to get the best answer from the discussion. The teacher gave 10 minutes to share the answer with his or her partner.

The fourth, asking students to share their idea and discussing the answer with other pairs in group. The teacher gave 10 minutes to share the answer with other pairs.

The fifth, the teacher rechecks student's answer in generally. The teacher checked representative result of their discussing to know the best answer from them.

The sixth, the teacher improves students' answer generally. It means the teacher gave addition if there any mistakes of their answer.

The last, the teacher has asked student to share their ideas or answer into the whole of class. It means during the share season, the teacher has give time to students to share their result in front of class.

d) Teacher's Reinforcement and Interaction With Students

Teacher's reinforcement and interaction with students were perfect.

The first, teacher did individual performance reward. It means when each students gave responses to the teacher's

questions in learning process so that the teacher gave reward to them.

The second, teacher stimulated students' rsponses. When the teacher explained the learning material, the teacher gave some questions to the students about the material and also about their knowledge or their experience.

The third, teacher stimulated students' questions. When the teacher taught the learning material, the teacher asked the students to give questions related to their comprehension to the learning material or to the activity of learning process.

The fourth, the teacher responded students' questions. It means the teacher answered the students' question when the teaching learning was run.

The last, the teacher has done group performance reward or celebration. the researcher did not forget to give reward to pair that get the high score and active to share their opinion or answer. Most of them were happy when accepting the reward as an appreciation for their effort. They seemed working hard and competitively in doing the tasks and presenting their group's discussion result. (It can be looked in Appendix V).

2) **Student's Reading Comprehension Scores in Cycle 2**

The researcher had analyzed students' achievement based on their scores after doing the test. The researcher had found the students' scores as the following table below:

Table 8
Students' Reading Comprehension Scores in Cycle 2

No	Name	Indicator					Scores
		Main Idea	Specific Information	Vocabulary	Reference	True - Wrong Statement	
1.	AR	20	15	20	20	15	90
2.	AW	20	20	20	20	20	100
3.	APR	15	15	20	15	15	80
4.	AS	20	15	20	20	10	85
5.	AF	15	10	10	10	5	**50**
6.	IS	20	15	15	15	15	80
7.	IAr	15	10	10	10	10	**55**
8.	IAf	20	20	20	20	15	95
9.	MR	15	15	15	10	10	**65**
10.	NY	20	20	15	20	20	95
11.	PAL	15	10	15	20	15	75
12.	PA	20	15	15	15	15	80
13.	PMS	15	15	20	20	10	80
14.	RAL	20	15	20	20	20	95
15.	RAF	20	15	20	20	10	85
16.	RA	15	15	15	15	15	75
17.	RM	20	15	15	20	10	80
18.	RGM	20	20	20	20	10	90
19.	S	20	10	20	20	15	85
20.	SJ	20	15	20	20	15	90
21.	SK	15	15	20	20	20	90
22.	SS	20	15	15	15	10	75
23.	T	15	10	15	15	5	**60**
24.	VSW	20	20	20	20	20	100
Total Scores							**1955/24**
Mean Scores							**81.45**
Percentage							**79.16%**

Bold name that did not pass the KKM (78) in second cycle

Based on the data in the table, the researcher could explain that the mean score of students were 81.45. There was one student got 50 score, one student got 55 score, one student got 60 score, one students got 65 score, three students got 75 score, five students got 80 score, three students got 85 score, four students got 90 score, three students got 95 score, and two students got 100 score.

From the above tables, it could be concluded that the students' achievement in cycle 2 was increased. The mean score of students in cycle 2 was 80.31 and the percentage of students' score in cycle 2 was 94.73%. Students' achievement in speaking was categoried very good. The students' score in cycle 2 got improvement from the cycle 1. It shown that cycle 2 was 65.57 (15.78%) and cycle 2 was 80.31 (94.73%).

From the scores of students, it could be concluded that there were 4 students who did not pass the KKM. There were 20 students passed the KKM. 5 students were categorized into excellent category, 7 students were categorized into very good category, 5 students were categorized into good category, and 3 students were categorized into average category and 4 students were categorized into poor category. The classification of students' scores would describe as the following table.

Table 9
The Categories of Students' Reading Comprehension Scores
in the First Cycle

No	Criteria	Score	Total of Student	Percentage
1	Excellent	91- 100	5 Student	20.83%
2	Very good	81 - 90	7 Students	29.17%
3	Good	76 - 80	5 students	20.83%
4	Average	75	3 Students	12.5%
5	Poor	≤75	4 Student	16.67%
				100%

Most of the students showed the improvement in the indicator of reading test; main idea, specific information, reference, meaning of underlining word and textual inference. The students improvement in indicator of reading comprehension test could be seen through the following figure

Table 10
Students' Reading Comprehension Scores Based on Indicator Test
in Cycle 2

Indicator	Score	Percentage	Maximal Score Percentage
Main Idea	435	18.12%	20%
Specific Information	360	15%	20%
Vocabulary	415	17.29%	20%
Reference	420	17.5%	20%
True - False Statement	325	13.54%	20%

Chart 2
The Test Results Based on Indicator Test in Cycle 2
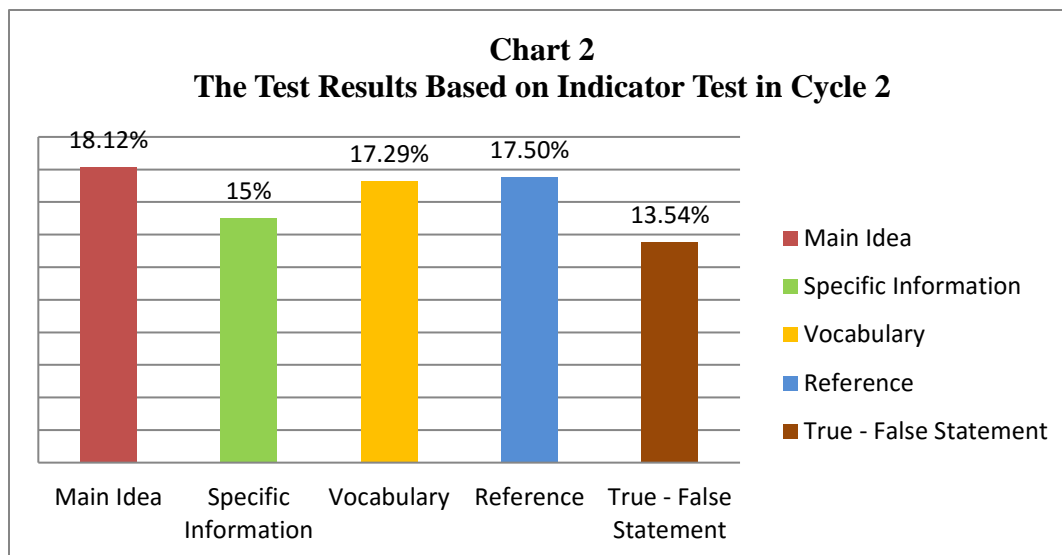
After getting students' reading comprehension scores in the second cycle, the researcher found the students' achievement were categorized into good category. It means that, the students who had some problems in reading comprehension in the first cycle were improved and could solve the problems in the second cycle.

2. Influencing Factors

From the description of students' achievement in the first cycle, it could be concluded that the students' problem in learning process had been resolved and it had improved in the second cycle as follow:

There are two factors could influence reading narrative text comprehension. They are internal factor and external factor. It would be explained below

a) Internal Factors

1) Main Idea

There were four items main idea in reading comprehension test. In cycle 1, from 24 students in the classroom, 8 students answered 4 items correctly, 9 students answered 3 items correctly and 7 students answered 2 items correctly. The percentage students' score of this indicator was 15.20% from maximal percentage 20%

The researcher and co-teacher had found students who had difficulty in dealing with the questions of identifying main idea in narrative text.

Based on the interview had done in the class, APR, IAr, PA, PMS, and RM admitted that they confuse in identifying main idea because they couldn't determine which one main idea of the text after the read it. They thought main idea just their opinion about the text. In conclusion, students who had difficulty in dealing with the questions of identifying main idea in narrative text caused due to their lack of understanding the concept of a paragraph or texts' main idea. So, they were misunderstanding to identify main idea in narrative text.

There are some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were; the researcher gave example to the students how to identify main idea. The main idea of

a paragraph is commonly found in the first sentence and also can be found in the last sentence of paragraph or text. Students must analyze important idea that the author develops throughout paragraph or text.

As a result, students' achievement in this indicator was improved. There were also four items main idea in reading comprehension test of cycle 2. From 24 students in the classroom, 15 students answered 4 items correctly and 9 students answered 3 items correctly. The percentage students' score of this indicator was 18.12% from maximal percentage 20%.

2) Specific information

There were four items specific information in reading comprehension test. In cycle 1, from 24 students in the classroom, 2 students answered 4 items correctly, 9 students answered 3 items correctly, 8 students answered 2 items correctly and 5 students answered 1 items correctly. The percentage students' score of this indicator was 11.66% from maximal percentage 20%.

Based interview had done in the class, AF, MR, RA, RM and T said that they did not know to find the specific information in the text, caused by their lack of individual, more specific reading technique for locating certain information rapidly.

There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were; the researcher advised the students to identify that specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect statistics and quotation.

As a result, students' achievement in this indicator was improved. There were four items specific information in reading comprehension test of cycle 2. From 24 students in the classroom, 5 students answered 4 items correctly, 14 students answered 3 items correctly and 5 students answered 2 items correctly. The percentage students' score of this indicator was 15% from maximal percentage 20%.

3) Vocabulary

There were four items vocabulary in reading comprehension test. In cycle 1, from 24 students in the classroom, 4 students answered 4 items correctly, 9 students answered 3 items correctly, 10 students answered 2 items correctly and 1 student answered 1 item correctly. The percentage students' score of this indicator was 11.33% from maximal percentage 20%.

Based interview had done in the class, MR, PMS, PAL and SJ said that they confuse in identifying vocabulary because only know

meaning of one word and don't know other words that have same and opposite meaning with it.

In conclusion, students find difficulties in guessing the same meaning or antonym of certain words because their lack of vocabularies.

There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were; researcher asked students to bring the complete dictionary because certain word was not available in the "less general" dictionary the students had, and was only available in the "more complete" ones; and researcher gave methods to memorize vocabularies such as using list of antonym words, using pictures, and using key words that could be practiced by them in the school or in the house.

As a result, students' achievement in this indicator was improved. There were four items vocabulary in reading comprehension test of cycle 2. From 24 students in the classroom, 13 students answered 4 items correctly, 9 students answered 3 items correctly, and 2 students answered 2 items correctly. The percentage students' score of this indicator was 17.29% from maximal percentage 20%.

4) Reference

There were four items reference in reading comprehension test. In cycle 1, from 24 students in the classroom, 9 students answered 4 items correctly, 11 students answered 3 items correctly and 4 students answered 2 items correctly. The percentage students' score of this indicator was 16.04% from maximal percentage 20%.

Based interview had done in the class, IAr, MR, RA and T said that they confused in identifying references because they didn't understand about pronoun well. They met words or phrases used either before or after the reference in the reading material. They didn't know when the words are used, they are signals to them to find the meaning elsewhere in the text.

In conclusion, students' problem were difficulty in identifying references because they less mastered pronoun well. They did not remember it again because they did not know well the usage of the pronoun such as 'he or him' refers to singular male, 'she or her' refers to singular female, and 'they or them' refers to plural things.

There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were; the researcher gave more explanation and example about pronoun that targetted in the next meeting clearly. The researcher reclarified the usage of

pronoun in the sentences so that the students didn't wrong in their test.

As a result, students' achievement in this indicator was improved. There were four items reference in reading comprehension test of cycle 2. From 24 students in the classroom, 15 students answered 4 items correctly, 6 students answered 3 items correctly and 3 students answered 2 items correctly. The percentage students' score of this indicator was 17.59% from maximal percentage 20%.

5) True or False Statement

There were four items True or False Statement in reading comprehension test. In cycle 1, from 24 students in the classroom, 1 students answered 4 items correctly, 3 students answered 3 items correctly, 8 students answered 2 items correctly, 8 students answered 1 items correctly, and 4 students couldn't answered correctly. The percentage students' score of this indicator was 7.70% from maximal percentage 20%.

Based interview had done in the class, AR, MS, PAL, SS and T said that they confuse in identifying true or false statement because they didn't know if the statement in the reading option is presented or not in the narrative text and couldn't predict about something unknown based on available facts.

In conclusion, students' find difficulties in looking for true or false statements in text because they couldn't decide if the statement is true or false.

There were some actions conducted by the researcher in cycle 2 to solve the concerning problems. They were; the researcher motivated them to read text clearly to see if the statement in the reading option is present or not in the text, ordered them to match the statement with the correct part of the text, asked them to think of what synonyms might be in the text, ordered them to know instruction carefully if the question in true or false or wrong or correct or except and explained that true statements state something agreed with or confirmed the information in the text and false statement stated something that is contrary to the text or is not contained in the text.

As a result, students' achievement in this indicator was improved. There were four items True or False Statement in reading comprehension test of cycle 2. From 24 students in the classroom, 5 students answered 4 items correctly, 9 students answered 3 items correctly, 8 students answered 2 items correctly and 2 students answered 1 item correctly. The percentage students' score of this indicator was 13.54% from maximal percentage 20%.

b) External Factors

    1) Confidence

        Confidence was the one of external factors in the first cycle. There were 5 students PA, PMS, RA, S, and SS didn't active to ask, answer and share result of their ideas in reading narrative text. It was caused by the factor that they afraid to share and report their ideas for whole of class. Furthermore, they worried that their answer is wrong.

        To solve their problem, the researcher motivated students that this strategy requires the students to discuss, share and respect of their friend. It did not matter if their answer wrong because the researcher wanted they could share, compare, and combine their answer to get the best answer from the discussion.

        In result, the students more confident. They more active to ask, answer and share result of their ideas in group even to whole of class.

    2) Disturbance

        There were five students made disturbance while teaching and learning process, they were MR, T, LA, ALS, and AG. Sometimes they came to other pair to asked for answering of the task was given. It made the other students did not focus while share process.

The disturbance would annoy students' focusing for reading narrative text. The students who made disturbance in the class were also the one of external factors in students' comprehension in reading narrative text.

Based on the interview, they said that they saw their friend could answer the question because they are cleverest students in the class. They want to ask the answer but their friend did not give the answer. It made the class was noisy.

To solve their problem, the researcher suggested them to be diligent. The researcher asked them to think the answer by themselves because there is still Think season and to be calm in the classroom. Then, the researcher asked some students who often made a noise being a leader for their own group in order to improve their responsibility.

In result, the student has thought the answer by themselves in think season and to be calm in the classroom and more responsible as a leader for their own group

From the above explanation problem solving for all indicators could be seen in the following table:

Table 11
Problem and Solution of Internal Factors

No	Internal Factors	Problems	Solution
1	Main idea	• The students can't determine which one main idea of the text after the read it • The studentst hought main idea just their opinion about the text.	• The researcher gave example to the students how to identify main idea commonly found in the first sentence and also can be found in the last sentence of paragraph or text • The researcher ordered students must analyze important idea that the author develops throughout paragraph or text.
2	Specific Information	• The students did not know to find the specific information in the text, caused by their lack of individual, more specific reading technique for locating certain information rapidly.	• The researcher advised to identify that specific information develops the topic sentence by giving definition, examples, facts, comparison, analogy, cause and effect statistics and quotation.
3	Reference	• The students didn't understand about pronoun well • The students did not remember it again because they did not know well the usage of the pronoun	• The researcher gave more explanation and example about pronoun that targetted in the next meeting clearly • The researcher reclarified the usage of pronoun in the sentences so that the students didn't wrong in their test.

4	Vocabulary	- The students could not find certain word because it was not available in the "less general" dictionary the students had, and was only available in the "more complete - The students did not know about synonym and antonym of certain words.	- The researcher asked students to bring the complete dictionary - The researcher gave some list synonym and antonym of certain words - The researcher gave methods to memorize vocabularies such as using list of antonym words, using pictures, and using key words
5	True-False statement	- The students did not know if the statement in the reading option is presented or not in the narrative text - The students couldn't predict about something unknown based on available facts.	- The researcher motivated them to read text clearly to see if the statement in the reading option is present or not in the text - The researcher ordered them to match the statement with the correct part of the text - The researcher ordered them to read instruction carefully if the word in question were *true* or *false* or *wrong* or *correct* or *except* - The researcher explained that true statements state something agreed with or confirmed the information in the text and false statement stated something that is contrary to the text or is not contained in the text.

Table 12
Problem and Solution of External Factors in Cycle II

No	Activities	Problems	Solution
1	Confidence	• Some of the students didn't active to ask, answer and share result of their ideas in reading narrative text. It was caused by the factor that they afraid to share and report their ideas for whole of class • Some of the students worried that their answer is wrong.	• The researcher motivated students that this strategy requires the students to discuss, share and respect of their friend. • The researcher motivated that it did not matter if their answer wrong because the researcher wanted they could share, compare, and combine their answer to get the best answer from the discussion.
2	Disturbance	• Students saw their friend could answer the question because they are cleverest students in the class. They want to ask the answer but their friend did not give the answer. It made the class was noisy.	• The researcher suggested them to be diligent. The researcher asked them to think the answer by themselves because there is still Think Season and to be calm in the classroom. • Asked some students who often made a noise being a leader for their own group in order to improve their responsibility.

B. **The Comparative Result of the Action**

The researcher used some steps to compare the test result of the action between first and second cycle. Those steps are calculating the students mean score of the test, calculating the percentage students' improvement score from first and second cycle and calculating the improvement indicator of reading test score from first and second cycle. Based on the first and the second test of students reading comprehension, it can be concluded that students' reading comprehension had improved by using Think Pair Share.

In the first cycle, the students have difficulty in dealing with the questions of identifying main idea, specific information, vocabulary, reference and true - false statement based on the narrative text. It based their score on test that there was low achievement of student's reading comprehension at grade VIII-2.

The result of the test was one student got 40 score, one student got 45 score, six students got 50 score, one student got 55 score, three students got 60 score, three students got 65 score, three students got 70 score, one student got 75 score, two students got 80 score, two students got 90 score and one student got 95 score.

It can be concluded that from 24 students at grade VIII-2, there were only 6 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, there were 18 students did not pass the Minimum Mastery Criterion (KKM) 75 score. In analyzing the data of first test, the first step was to get the mean score of the class. It was calculated as following:

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\%$$

$$\vec{x} = \frac{1535}{24} \times 100\%$$

$$\vec{x} = 63.95$$

Based on the calculation, the mean score of the class in first test was 63.95. It showed that the students' reading comprehension were categorized into enough category. The second step is to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 75 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{6}{24} \times 100\%$$

$$P = 25\%$$

After that, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. There was one student got 50 score, one student got 55 score, one student got 60 score, one students got 65 score, three students got 75 score, five students got 80 score, three students got 85 score, four students got 90 score, three students got 95 score, and two students got 100 score.

It can be concluded that from 24 students in grade VIII-2, there were 4 students did not pass the Minimum Mastery Criterion (KKM) 75 score.

Meanwhile, there were 20 students passed the Minimum Mastery Criterion (KKM) 75 score. In analyzing the data of second test, the first step was to get the mean score of the class. It was calculated as following:

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\%$$

$$\vec{x} = \frac{1955}{24} \times 100\%$$

$$\vec{x} = 81.45$$

Based on the calculation, the mean score of the class in second test was 81.45. It showed that the students' reading comprehension were categorized into high category.

The second step is to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 78 score. It was calculated as following:

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{19}{24} \times 100\%$$

$$P = 79.16\%$$

Based on explanation above, it can be concluded that the mean score and the percentage of the second test improvement than the first test. In the first test, the mean score was 63.95 (25%), it was included poor category. The improvement of mean score in second test was 81.45 (79.16%), it was included into good category. So, the mean score improvement from 63.95 in cycle 1

became 81.45 in cycle 2 was 17.50 and the percentage improvement from 25% in cycle 1 became 79.16% in cycle 2 was 54.16%. The differences showed that there was an improvement of students' reading comprehension. It can be looked from the chart below!

Chart 3
The Comparison Students' Mean Score between
First Cycle and Second Cycle

	First Cycle	Second Cycle
	63.95	81.45

First Cycle
Second Cycle
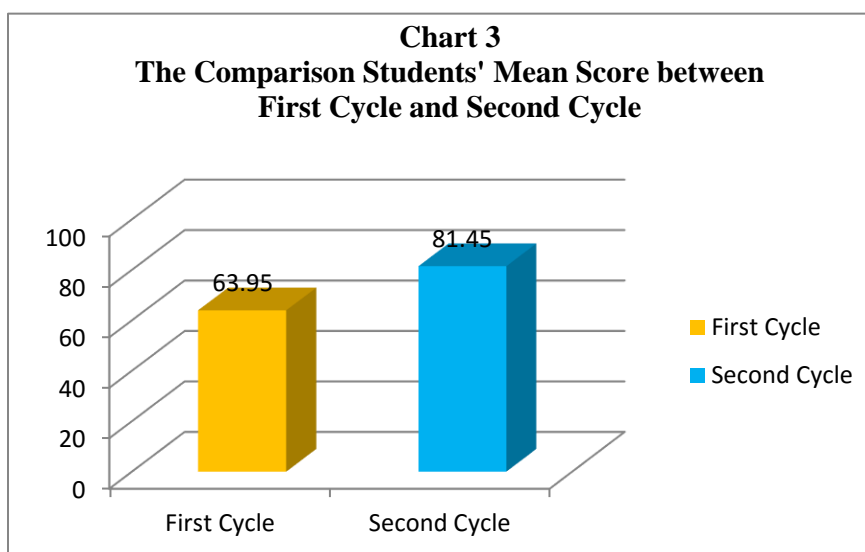
In the second cycle of the research, the students showed better understanding of the material. Those who had difficulty in the previous meeting in identifying main idea, specific information, vocabulary, reference and true - false statement had shown improvement. They were able to give correct responses to the reading comprehension questions. It means that students' reading comprehension were improved and better than the previous cycle. It can be looked from the chart below!

Chart 4
The Comparative of Indicators' Scores Between
Cycle 1 and Cycle 2

	Main Idea	Specific Information	Vocabulary	Reference	True - False Statement
Cycle I	15.20%	11.66%	13.33%	16.04%	7.70%
Cycle II	18.12%	15%	17.29%	17.50%	13.54%
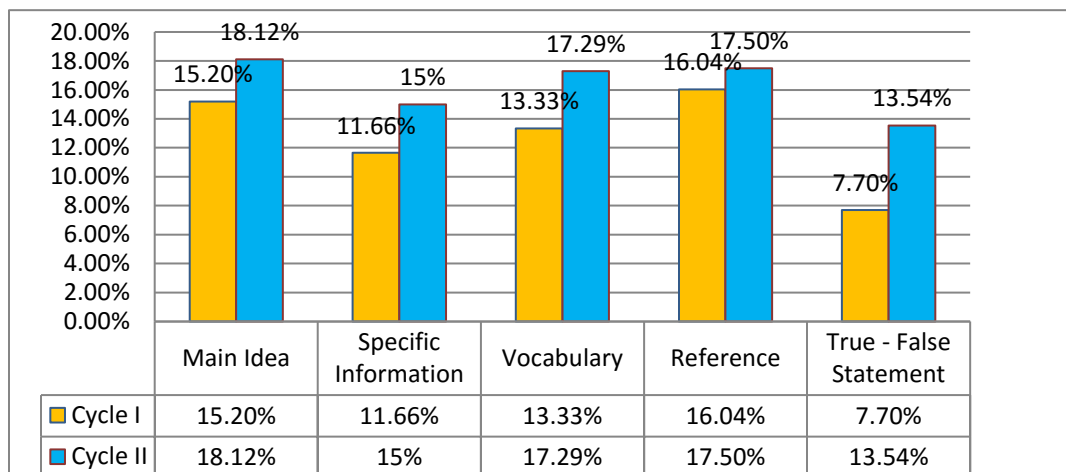
The highest improvement of indicator was true-false statement from 7.70% in cycle 1 became 13.54% in cycle 2 and the lowest improvement of indicator was reference from 16.04% in cycle 2 became 17.50% in cycle 2.

Finally, the students' mean score of the test, the percentage students' improvement score and the improvement indicator of reading test score from first and second cycle improved signifanctly.

C. Hypothesis Test

After calculated the data of test in cycle 1 and 2, researcher used parametric test by using T-test to analyze the hypothesis. Hypothesis alternative (Ha) of the research was "There is the significant improvement of Think Pair Share (TPS) on

Students' Reading Comprehension in Narrative Text" (The calculation can be seen on the appendix XIV).

Based on researcher calculation, researcher found that t-count 8.75 while t-table 2.069 with $SD_D = 9,61$, $SE_{MD} = 2.00$, and (df) = N-1 = 24-1 = 23. Cause t-count > t-table (8.75 > 2.069), it means that hypothesis Ha was accepted and H_0 was rejected. So, it can be concluded that the researcher' hypothesis was accepted. Think Pair Share could improve students' reading comprehension at grade VIII SMP N 9 Padangsidimpuan. In this case, the mean score of second cycle (81.45) is greater than first cycle (63.95).

D. **Data Discussion**

The researcher discussed the result of this research and compared with the related findings because two of them also delivered the description about the applying Think Pair Share in the classroom to improve students' reading comprehension. From the review of relate findings above, the researcher also found the result in line with the result of thesis by Gede Natha Darsana and Ni Kadek Listiani.

Gede Natha Darsana conducted an action research focusing on reading comprehension of descriptive text using think pair share for the tenth-grade students of SMK PGRI 4 Denpasar in Academic Year 2013/2014. Based on result showed that the mean score of students in cycle I was 69.5 become 79.67 in cycle II and proved theory of Nessel & Graham that stated Think-Pair-Share encompasses each of the above dimensions while providing instructional benefits

such as increased time on task, active involvement, and practice of reading skills. By applying Think Pair Share strategy, it will be more effective and interesting.[1]

Ni Kadek Listiani conducted an action research focusing on reading comprehension of narrative text by using think pair share for the eighth-grade students of SMPN 2 Abiansemal in academic year 2013 / 2014. As a conclusion, the mean score of students in cycle 1 was 61.20 and mean score of cycle II was 81.73 and proved theory of Arends that stated think pair share is an effective way to change the discourse pattern in a classroom. It challenges the assumptions that all recitations or discussions need to be held in whole-group settings, and it has built-in procedures for giving students more time to think and to respond and to help each other. [2]

From the review of relate findings above, the researcher also found the result that Think Pair Share improve the students' reading comprehension in narrative text at grade VIII SMP N 9 Padangsidimpuan. It proved by increasing the mean of students' reading comprehension score from 63.95 in the cycle I to 81.45 in the cycle II. Think Pair Share can be said effective to use in teaching learning process, especially in reading comprehension and proved theory that taken by the

---

[1] Gede Natha Darsana, "Improving Reading Comprehension Through Think Pair Share Technique of the Tenth Grade Students" of SMK PGRI 4 Denpasar in 2013/2014 Academic Year", accessed from *http://unmas-library.ac.id/wp-content/uploads/2014/11/IMPROVING-READING-COMPREHENSION-THROUGH-THINK-PAIR-SHARE-TECHNIQUE-OF-TENTH-GRADE-STUDENTS-OF-SM.pdf* retrieved September 22th, 2017 on 11:44 a.m

[2] Ni Kadek Listiani, "Improving Students' Reading Comprehension Through Think Pair Share at The Eight Grade Students of SMP2 Abiansemal In Academic Year 2013-2014", accessed from *http://unmas-library.ac.id/wp-content/uploads/2014/05/THESIS.pdf*, retrieved April 12th, 2017 on 10.40 a.m

researcher from Anita Lie that stated Think Pair Share can be applied to all subject and grade levels.

Based on the evidences above, the using of Think Pair Share has been proven could achieve a good result in teaching English for the students' reading comprehension. It has become one of technique that can be used by the English teacher in teaching reading.

E. Threats of the Research

The researcher found some threats in this research. The researcher found the students' problems in the classroom teaching learning process. The students still did not active yet in learning process by using Thinnk Pair Share. In the pair and share session, some students tended to be passive in discussion and did the non-academic activities. They were shy and ashamed when they were asked to reporting the result of discussion. Therefore, it would make them passive and silent.

Even though, Think Pair Share is useful for students not only to comprehend the English text but also the students can learn the sociality of life, because this strategy requires the students to discuss, share and respect of their friend. Additionally, Think Pair Share provide an opportunity for students to work both individually and in groups. So, it can motivate the students to achieve and be actively involved in the teaching and learning of reading. Finally, Think Pair Share could improve students' reading comprehension in narrative text at grade VIII-2 SMP N 9 Padangsidimpuan.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the classroom action research had done, it could be concluded that:

1. Think Pair Share improved the students' reading comprehension in narrative text at grade VIII SMP N 9 Padangsidimpuan. It proved by increasing the mean of students' reading comprehension score from 63.95 (25%) in the cycle I to 81.45 (79.16%) in the cycle II.

2. There were five internal factors wich influencing the students' reading comprehension in narrative text. They were; main idea, specific information, vocabulary, textual reference and true or false statement. Then, there were two external factors that influencing the students' reading comprehension in cycle I and cycle II such as like confidence and disturbance in the classroom. Therefore, the hypothesis in this research could be accepted because the score of the students and the students' activity in learning process by using Think Pair Share showed the good improvement at grade VIII SMP N 9 Padangsidimpuan.

B. Suggestion

After conducting an action research and based on the research findings, the researcher would like to propose some suggestions for the English teacher, the students, and other researcher. These suggestion were:

1. For the teacher, should make innovation and effective strategies to teach reading, so teaching and learning process not monotonous and can use Think Pair Share as a teaching technique to teach English, especially to teach reading in order to make the students more active and communicative during teaching and learning process. Therefore, the students' reading comprehension can improve.

2. For the students, should be more active learners, and not afraid of making mistakes during teaching and learning process. Students should improve their ability in learning English, they should practice think individually, helps each other, respect other opinion and enjoy during reading class. Think Pair Share is one of alternative ways that can be chosen in teaching reading.

3. For the other resercher, The result of the research is expected to be able to encourage other researchers to conduct research dealing with the Think Pair Share techniques in the other skills, such as listening, speaking, and writing.

REFERENCES

Adeulfayani, Narrative Text, *https://adeulfayani.wordpress.com/narrativetext-2/,* accessed at October 02th, 2016 retrieved on 11.30 am.

Al Furqon, The Effect of Think-Pair-Share Model and Motivation on Students' Reading Comprehension Achievement, accessed from *http://ejournal.unsri.ac.id/index.php/jenglish/article/view/2212/1030* retrieved from 20 April 2017 at 09.55 a.m

Anderson, Mark & Kathy Anderson*, Text Types in English 2*, South Yarra: Mcmillan, 2003.

Arends, R.I, *Learning to Teach: 9thEdition*. e-book. New York: The McGraw Hill Companies,2009.

A.S. Hornby, *Oxford Advanced Learner's Dictionary of Current English*, New York: Oxford University Press, 1974.

Brasell, Danny, *Comprehension That Work*, *e-book,* Huntington Beach: Shell Education, 2008.

Broughton, Geoffrey, *Teaching English as a Foreign Language (Second Edition),* USA: Routledge, 1980.

Brown, Douglas, *Principles of Language Learning and Teaching: Fourth Edition, e-book, USA*, Pearson Education,2000.

_____, *Language Assessment Principles and Classroom Practices.* New York: Longman, 2004.

BSNP, *Standar Isi dan Standar Kompetensi Kelulusan untuk Satuan Pendidikan Menengah SMP/MTs/SMPLB*, Jakarta: Dharma Bakti, 2006.

Burns, Anne, *Doing Action Research in English Language Teaching*, New York: Routledge, 2010.

Caldwell, JoAnne Schudt, *Reading Assessment: A Primer for Teachers and Coaches Second Edition, e-book,* New York: The Guilford Press, 2008.

Cathy Allen Simon, Using the Think-Pair-Share Technique accessed from *http://www.readwritethink.org/professional-development/strategy guides/using-think-pair-share-30626.html* retrieved October 04th, 2016 on 11.30 am

Creswell, John W, *Research Design: Qualitative, Quantitative and Mix Method Approaches-Second Edition,* USA: Sage Publication inc, 2003.

Crown, A Guide to Text Types: Narrative, Non-fiction and Poetry, 2013, accessed from *http://www.literacytrust.org.uk/assets/0001/6612/Guide_to_text_types_Sample.pdf* retrieved April 10th, 2017 on 11.30 am

Denning, Steve, How Story Telling Ignites Action Knowledge Era Organization, 2000. accessed from *http://www.stevedenning.com//maintypesstory.html* retrieved October 03th, 2016 on 10.30 am

Depdiknas, *Panduan Penyusunan KTSP Jenjang Pendidikan Dasar dan Menengah*, Jakarta: BP Citra Jaya, 2006.

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

Gay, L.R. & Peter Airasian, *Education Research: Competence for Analysis and Application: sixth edition,* USA: Prentice Hall, Inc, 2000.

Gede Natha Darsana, "Improving Reading Comprehension Through Think Pair Share Technique of the Tenth Grade Students" of SMK PGRI 4 Denpasar in 2013/2014 Academic Year", accessed from *http://unmas-library.ac.id/wp-content/uploads/2014/11/IMPROVING-READING-COMPREHENSION-THROUGH-THINK-PAIR-SHARE-TECHNIQUE-OF-TENTH-GRADE-STUDENTS-OF-SM.pdf* retrieved September 22th, 2017 on 11:44 a.m

Harmer, Jeremy, *The Practice of English Language Teaching*, e-book, Edinburgh: Pearson Education Limited, 2001.

_____, *The Practice of English Language* Teaching (Third Edition Completely Revises and Update), *e-book,* England: Longman, 2003.

Hartono, *Statistik:Untuk Penelitian,* Yogyakarta: Pustaka Pelajar Offset, 2004.

Johnson, Andrew P., *Teaching Reading and Writing: A Guidebook for Tutoring and Remediating Students*, *e-book,* USA: Rowman & Littlefield Education, 2008.

Kagan, Spencer & Miguel Kagan, *Kagan Cooperative Learning*, *e-book,* San Clemente: Kagan Publishing, 2009.

Klinger, J.K, Vaughn.S, & Boardman A, *Teaching Reading Comprehension to Students with Learning Difficulties*, *e-book,* New York: The Guilford Press,2007.

Knapp, Peter & Megan Watkins, *Genre, Text, Grammar: Technologies for Teaching and Assessing Writing, e-book,* A UNSW Press book: Sydney, 2005.

Langan, John, *Collage Writing Skills with Readings*, New York: McGraw-Hill Book Company,2003.

Leipzig, D. H. 2001. "What is Reading? WETA", accessed from *http://www.readingrockets.org/article/352,* retrieved November 1th 2016 on 04:17 pm.

Lie, A, *Cooperative Learning: Mempraktikan Cooperative Learning di Ruang – Ruang Kelas.* Jakarta: Grasindo, 2002.

Luh Tri Jayanti Swastyastu, "Improving Reading Comprehension of The Tenth Grade Students of SMK N 5 Denpasar In Academic Year 2013/2014 By Using Numbered Heads Together", accessed from *http://unmas-library.ac.id/wp-content/uploads/2014/05/CHAPTER-NEW.pdf* retrieved April 12th, 2017 on 10.35 a.m

Madsen, Harold S. *Techniques in Testing*, *e-book,* New York: Oxford University Press, 1983.

Miftahul Huda, *Cooperative Learning*, Yogyakarta: Pustaka Pelajar, 2012.

Ministry of Education, *A Guide To Effective Instruction In Reading: Kindergarten To Grade 3*, *e-book,* Ontario:Queens' Printer, 2003.

M. Rahmani & K. Sadeghi, 2011, *Effects of Note Taking on Reading Comprehension and Recall, International Journal of Humanities and Social Science*, 11(2), 116-128, *http://www.ijhssnet.com* accessed at Maret, 12th 2017 retrieved on 02:05 pm

Ni Kadek Listiani, "Improving Students' Reading Comprehension Through Think Pair Share at The Eight Grade Students of SMP2 Abiansemal In Academic Year 2013-2014", Denpasar: Maharaswati University, 2013, accessed from *http://unmas-library.ac.id/wp-content/uploads/2014/05/THESIS.pdf*, retrieved April 12th, 2017 on 10.40 a.m

Nunan, David, *Practical English Language Teaching*, New York: Mc.Grow-Hill Company, 2003.

Palupi, Arini Ayuning, Ujang Suparman & Ramlan Ginting Suka, Teaching Reading Comprehension Through Think-Pair Share (TPS) Technique, accessed from *http://jurnal.fkip.unila.ac.id/index.php/123/article/view/1180/741,* retrieved 20 April 2017 at 09.50 a.m

Patel, M.F & Jain, M. Praveen, *English Language Teaching (Methods, Tools and technique), e-book,* Jaipur: Sunrise,2008.

Siahaan, Sanggam & Kisno Shinoda*, General Text Structure*, Yogyakarta: Graha Ilmu,2008.

Situmorang, Muhammad Faisal & Bachtiar, *Improving Students' Achievement In Reading Report Text By Using Think-Pair Share Strategy*, *http://jurnal.unimed.ac.id/2012/index.php/eltu/article/view/1378/1137, accessed* at October 23rd, 2016 retrieved on 01:17 p.m.

Sudijono, Anas, *Pengantar Statistik Pendidikan,* Jakarta: PT Raja Grafindo Persada, 2008.

Tarigan, Henry Guntur *Membaca Sebagai Suatu Keterampilan Berbahasa*, Bandung: Angkasa, 2005.

Vaughn, Sharon & Sylvia, Linan-Thompson, *Research-Based Methods of Reading Instruction, Grades K–3, e-book,* Virginia USA: Association for Supervision and Curriculum Development (ASCD), 2004.

Weir, Cryril J. *Communicative Language Testing*, UK: Printice Hall, 1990.

Zainal Aqib et. al., *PTK untuk Guru SMP, SMA, SMK,* Bandung: CV. Yrama Widya, 2008.

CURRICULUM VITAE

A. Identity

Name   : ISMAIL ZUHRI

Reg. No.   : 13 340 0015

Place/Birth   : Padangsidimpuan, November 30th, 1995

Sex   : Male

Religion   : Islam

Address   : Jl. Sudirman Untemanis, Gg.Bidan

B. Parents

Father's Name   : (Alm). Ahmad Pardede

Mother's Name   : Nurkholijah Hasibuan

C. Educational Background

1. Elementary School   : SD Negeri 200118 Padangsidimpuan   (2001)

2. Junior High School   : SMP Negeri 4 Padangsidimpuan   (2007)

3. Senior High School   : MAN 1 Padangsidimpuan   (2010)

4. Institute   : IAIN Padangsidimpuan   (2017)

APPENDIX I

<div align="center">

SIKLUS I (CYCLE I)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

</div>

Nama Sekolah	: SMP NEGERI 9 PADANGSIDIMPUAN
Kelas/ Semester	: VIII / 2
Subjek	: Bahasa Inggris
Jenis Text	: Monolog Narrative Text
Aspek/Skill	: Membaca/ Reading
Pertemuan	: Pertemuan Pertama / *First Meeting*
Alokasi Waktu	: 2x40 menit

A. Standar Kompetensi

1. Memahami makna dalam esai pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

1.1 Merespon berbagai informasi dan makna dalam text tertulis secara akurat dan berterima yang berkaitan dengan lingkungan

1.2 Merespon makna dan langkah retorika dalam esai narrative secara akurat yang berterima dengan lingkungan sekitar

C. Indikator Pembelajaran

1. Siswa mengidentifikasi main idea of the text
2. Siswa mengidentifikasi specific information of the text
3. Siswa mengidentifikasi textual references
4. Siswa mengidentifikasi vocabulary
5. Siswa mengidentifikasi true or false statement

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi main idea of the text
2. Siswa mampu mengidentifikasi specific information of the text
3. Siswa mampu mengidentifikasi textual references
4. Siswa mampu mengidentifikasi vocabulary
5. Siswa mampu mengidentifikasi true or false statement

E. Karakter siswa yang diharapkan:
   1. Dapat dipercaya (Trustworthiness)
   2. Rasa hormat dan perhatian (Respect)
   3. Tekun (Diligence)

F. Teknik Pembelajara n: Think Pair Share

G. Materi Pembelajaran

THE HERMIT

Many years ago, there lived a hermit in a forest in Sumatra. He did not grow food but depended on the jungle fruit to survive.

Soon, there was a drought, and all the plants and fruit trees in the jungle died. The old man had nothing to eat now, so he turned to begging. He went to a nearby village trying to get some food. At first, the villagers were happy to help him. However, when he came continually, they refused to give him any more food. They told him to grow his own food.

One day, while the hermit was sitting in his hut, sad and hungry, he began to think about growing his own food. Just then, a boatman stopped by and taking a pity on the hermit gave him some paddy seeds.

Before the boatman went away, he said, These seeds will grow and give you everlasting harvest if you work very hard. If you are tired of the work, the paddy plants will turn into weeds.

The old hermit worked hard to clear the land and sowed the seeds before the rain came. Strangely, after a short period of time, the paddy was ready for harvesting. The old man got a lot of rice from the harvest. After each harvest, the plants grew back again right away. When the villagers heard about the hermit and his wonderful paddy, they flocked to his paddy field and took home as much paddy as they could.

One day, the hermit became so tired of harvesting the paddy then he shouted, Oh, stop growing, you wretched thing! As soon as he had said this, the paddy plants turned into weeds.

Exercise
   1. What is the story about?
   2. …they refused to give him any more food. (paragraph.2). what does "they" refer to?
   3. …there lived a hermit in a <u>forest</u> in Sumatra (paragraph. 1). What is the synonym of the underlined word?
   4. What did the hermit do when he was tired one day?
   5. Did the villagers help the Hermit?

K. Langkah-L angkah Pembelajaran

1. Kegiatan Awal
   1) Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing.
   2) Guru mengabsen siswa.
   3) Guru bertanya kepada siswa tentang materi yang berkaitan.
   4) Guru menjelaskan tujuan pembelajaran yang akan dicapai

2. Kegiatan Inti
   1) Guru memberikan brainstorming tentang topik dengan memberikan pertanyaan sekilas tentang narrative teks
   2) Guru memberikan instruksi bagaimana cara menerapkan langkah-langkah teknik Think Pair Share
   3) Guru memberikan materi reading and meminta siswa untuk membacanya dan menjawab pertanyaan komprehensif dari teks tersebut (Think Stages)
   4) Guru menyuruh siswa berpasangan untuk mendiskusikan jawaban merekadengan teman mereka (Pair Stages)
   5) Guru menyuruh siswa untuk membagi ide mereka dan mendiskusikan jawaban dengan pasangan lain dalam grup (Sharing Stages)
   6) Guru menyuruh siswa membagi ide dan pendapat mereka ke seluruh kelas (Sharing Stages)
   7) Guru mengecek ulang jawaban siswa secara khusus
   8) Guru meningkatkan jawaban para siswa secara umum

3. Kegiatan Penutup
   1) Guru dan siswa bersama-sama menyimpulkan pelajaran.
   2) Guru menanyakan kesulitan siswa dalam memahami teks naarative
   3) Guru memberi motivasi dan menyampaikan rencana pembelajaran pada pertemuan berikutnya.
   4) Siswa memberi salam kepada guru.

I. Sumber belajar
   1) Teks yang berkaitan dengan bahan ajar
   2) Kamus Bahasa Inggris
   3) Internet

J. Penilaian

No	Indicators	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
1	Identifying main idea of the text			
2	Identifying specific information of the text			Choose the
3	Identifying textual references	Tes tertulis	Pilihan Ganda	best asnwer
4	Identifying the meaning of underlining word			based on the
5	Identifying textual inference			text

K. Pedoman Penilaian

1. Setiap jawaban yang benar skornya adalah 1
2. Jumlah skor dikali 5 sehingga benar semua berjumlah 100
3. Nilai maksimal adalah 100
4. Nilai siswa

$$M = \frac{X}{N} \times 100$$

M : Individual score
X : Number of correct
N : Number of item

5. Menghitung nilai rata-rata siswa:

$$\vec{x} = \frac{\sum \vec{x}}{N}$$

Explanation:
$\vec{x}$: The mean of the students
$\sum \vec{x}$: : The total score
N : The number of the students

Padangsidimpuan, 2017

Mengetahui:

Guru Bahasa Inggris Kelas VIII-2   Peneliti

YUSMA SANTY H.A S.Pd   ISMAIL ZUHRI

NIP. 19780505 200312 2 003   NIM. 13 340 0015

Kepala Sekolah

DRS. MULATUA

NIP.19610512 1984 03 1 004

APPENDIX II

SIKLUS I (CYCLE I)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMP NEGERI 9 PADANGSIDIMPUAN
Kelas/ Semester	: VIII / 2
Subjek	: Bahasa Inggris
Jenis Text	: Monolog Narrative Text
Aspek/Skill	: Membaca/ Reading
Pertemuan	: Pertemuan Kedua / *Second Meeting*
Alokasi Waktu	: 2x40 menit

A. Standar Kompetensi

1. Memahami makna dalam esai pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

1.1 Merespon berbagai informasi dan makna dalam text tertulis secara akurat dan berterima yang berkaitan dengan lingkungan

1.2 Merespon makna dan langkah retorika dalam esai narrative secara akurat yang berterima dengan lingkungan sekitar

C. Indikator Pembelajaran

1. Siswa mengidentifikasi main idea of the text
2. Siswa mengidentifikasi specific information of the text
3. Siswa mengidentifikasi textual references
4. Siswa mengidentifikasi vocabulary of the text
5. Siswa mengidentifikasi true or false statement

C. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi main idea of the text
2. Siswa mampu mengidentifikasi specific information of the text
3. Siswa mampu mengidentifikasi textual references
4. Siswa mampu mengidentifikasi vocabulary of the text
5. Siswa mampu mengidentifikasi true or false statement

E. Karakter siswa yang diharapkan:
1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

F. Teknik Pembelajaran: Think Pair Share

G. Materi Pembelajaran

The Wolf, the Kid, and the Goat

Mother goat was going to market one morning to get provisions for her household, which consisted of but one little kid and herself.

"Take good care of the house, my son" she said to the kid, as she carefully latched the door. Do not let anyone in, unless he gives you this password: Down with the wolf and all his race!

Strangely enough, a wolf was lurking near and heard what the goat had said. So, as soon as mother goat was out of sight, up he trotted to the door and knocked.

"Down with the wolf and all his race" said the wolf softly. It was the right password, but when the kid peeped through a crack in the door and saw the shadowy figure outside, he did not feel at all easy.

"Show me a white paw," he said, or I won't let you in.

A white paw, of course, is a feature few wolves can show, and so the wolf had to go away as hungry as he had come.

"You can never be too sure," said the kid, when he saw the wolf making off to the woods.

Exercise
1. What is the story about?
2. What password did the wolf heard?
3. Why didn't the kid open the door after the wolf said the password?
4. he trotted to the door…… (paragraph 3). The word "he" refers to?
5. "Take good care of the house, my son!" she said to the <u>kid</u>…… (paragraph 2). What is the synonym of the underlined word?

K. Langkah-Langkah Pembelajaran

4. Kegiatan Awal
   1) Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing.
   2) Guru mengabsen siswa.
   3) Guru bertanya kepada siswa tentang materi yang berkaitan.
   4) Guru menjelaskan tujuan pembelajaran yang akan dicapai

5. Kegiatan Inti
   1) Guru memberikan brainstorming tentang topik dengan memberikan pertanyaan sekilas tentang narrative teks
   2) Guru memberikan instruksi bagaimana cara menerapkan langkah-langkah teknik Think Pair Share
   3) Guru memberikan materi reading and meminta siswa untuk membacanya dan menjawab pertanyaan komprehensif dari teks tersebut (Think Stages)
   4) Guru menyuruh siswa berpasangan untuk mendiskusikan jawaban merekadengan teman mereka (Pair Stages)
   5) Guru menyuruh siswa untuk membagi ide mereka dan mendiskusikan jawaban dengan pasangan lain dalam grup (Sharing Stages)
   6) Guru menyuruh siswa membagi ide dan pendapat mereka ke seluruh kelas (Sharing Stages)
   7) Guru mengecek ulang jawaban siswa secara khusus
   8) Guru meningkatkan jawaban para siswa secara umum

6. Kegiatan Penutup
   1) Guru dan siswa bersama-sama menyimpulkan pelajaran.
   2) Guru menanyakan kesulitan siswa dalam memahami teks naarative
   3) Guru memberi motivasi dan menyampaikan rencana pembelajaran pada pertemuan berikutnya.
   4) Siswa memberi salam kepada guru.

II. Sumber belajar
   1) Teks yang berkaitan dengan bahan ajar
   2) Kamus Bahasa Inggris
   3) Internet

J. Penilaian

No	Indicators	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
1	Identifying main idea of the text	Tes tertulis	Pilihan Ganda	Choose the best asnwer based on the text
2	Identifying specific information of the text			
3	Identifying textual references			
4	Identifying the meaning of underlining word			
5	Identifying textual inference			

K. Pedoman Penilaian

6. Setiap jawaban yang benar skornya adalah 1
7. Jumlah skor dikali 5 sehingga benar semua berjumlah 100
8. Nilai maksimal adalah 100
9. Nilai siswa

$$M = \frac{X}{N} \times 100$$

  M : Individual score
  X : Number of correct
  N : Number of item

10. Menghitung nilai rata-rata siswa:

$$\vec{x} = \frac{\sum \vec{x}}{N}$$

Explanation:

  $\vec{x}$: The mean of the students
  $\sum \vec{x}$: : The total score
  N   : The number of the students

Padangsidimpuan,   2017

Mengetahui:

Guru Bahasa Inggris Kelas VIII-2   Peneliti

YUSMA SANTY H.A S.Pd   ISMAIL ZUHRI

NIP. 19780505 200312 2 003   NIM. 13 340 0015

Kepala Sekolah

DRS. MULATUA

NIP.19610512 1984 03 1 004

SIKLUS II (CYCLE II)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

Nama Sekolah	: SMP NEGERI 9 PADANGSIDIMPUAN
Kelas/ Semester	: VIII / 2
Subjek	: Bahasa Inggris
Jenis Text	: Monolog Narrative Text
Aspek/Skill	: Membaca/ Reading
Pertemuan	: Pertemuan Ketiga / *Third Meeting*
Alokasi Waktu	: 2x40 menit

A. Standar Kompetensi

1. Memahami makna dalam esai pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

1.1 Merespon berbagai informasi dan makna dalam text tertulis secara akurat dan berterima yang berkaitan dengan lingkungan

1.2 Merespon makna dan langkah retorika dalam esai narrative secara akurat yang berterima dengan lingkungan sekitar

C. Indikator Pembelajaran

1. Siswa mengidentifikasi main idea of the text
2. Siswa mengidentifikasi specific information of the text
3. Siswa mengidentifikasi textual references
4. Siswa mengidentifikasi vocabulary of the text
5. Siswa mengidentifikasi true or false statement

D. Tujuan Pembelajaran

1. Siswa mampu mengidentifikasi main idea of the text
2. Siswa mampu mengidentifikasi specific information of the text
3. Siswa mampu mengidentifikasi textual references
4. Siswa mampu mengidentifikasi vocabulary of the text
5. Siswa mampu mengidentifikasi true or false statement

E. Karakter siswa yang diharapkan:
   1. Dapat dipercaya (Trustworthiness)
   2. Rasa hormat dan perhatian (Respect)
   3. Tekun (Diligence)

F. Teknik Pembelajaran: Think Pair Share

G. Materi Pembelajaran
   Teks 1

> Once upon a time there was a man living in the area of the present day Danau Toba (Toba Lake). He lived in a simple hut in a farming field, did some gardening and fishing for his daily life. One day he caught a big golden fish in this trap. It was the biggest catch he never had in his life.
>
> Back home that fish turned into beautiful princess. He felt in love with her and proposed her to his wife. She said yes with one condition. The man had to promise not tell a soul about the secret that she was once a fish, otherwise there would be a huge disaster. The man made deal and they got married and had a son.

Exercise
   1. What did the man do in their daily life?
   2. "............. he never had in his life (the last sentence in first paragraph)."
   The word "his" refers to?
   3. What is the man's appointment with his wife?
   4. What did he get in his trap?

   Teks 2

> Few years later, his son would help bringing lunch to his father out in the fields. One day, his son was so hungry and he ate his father's lunch. He found out and got furious, and shouted "You damned so child of a fish".
>
> The son ran home and asked his mother. His mother started crying, felt sad that her husband broken his promise. She told her son to run up the hills because a huge disaster was about come. When her son left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The princess also run from the house, and each footprint she left become a natural spring. The whole area got flooded and become Toba lake. The princess turned into a fish again and the man become the island of Samosir (the big island in the middle of Lake Toba).

Exercise
1. Why did his father get angry?
2. Why did her son run up to hills?
3. "............ a <u>huge</u> disaster .... (last paragraph). The underlined word is the same meaning with?
4. "He found out and got furious". The word "he" refers to?

Teks 3

> ## Lake Toba
> Once upon a time there was a man living in the area of the present day Danau Toba (Toba Lake). He lived in a simple hut in a farming field, did some gardening and fishing for his daily life. One day he caught a big golden fish in this trap. It was the biggest catch he never had in his life.
> Back home that fish turned into beautiful princess. He felt in love with her and proposed her to his wife. She said yes with one condition. The man had to promise not tell a soul about the secret that she was once a fish, otherwise there would be a huge disaster. The man made a deal and they got married and had a son.
> Few years later, his son would help bringing lunch to his father out in the fields. One day, his son was so hungry and he ate his father's lunch. He found out and got furious, and shouted "You damned so child of a fish".
> The son ran home and asked his mother. His mother started crying, felt sad that her husband had broken his promise. She told her son to run up the hills because a huge disaster was about come. When her son left, she prayed. Soon there was a big earthquake followed by non-stop pouring rain. The princess also run from the house, and each footprint she left become a natural spring. The whole area got flooded and become Toba lake. The princess turned into a fish again and the man become the island of Samosir (the big island in the middle of Lake Toba).

Exercise
1. What is the main idea of the story?
2. He felt in love with her…(paragraph2). The word "her" refers to?
3. Why did the father shout "You damned so child of a fish" to his son?
4. He found out and got furious,…(paragraph 3). The underlined word has same meaning with?
5. Why the whole area got flooded?

H. Langkah-Langkah Pembelajaran

1. Kegiatan Awal
   1) Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing.
   2) Guru mengabsen kehadiran siswa.
   3) Guru bertanya kepada siswa tentang materi yang berkaitan.
   4) Guru menjelaskan tujuan pembelajaran yang akan dicapai

2. Kegiatan Inti
   1) Guru menjelaskan kembali cara menerapkan langkah-langkah teknik Think Pair Share
   2) Guru memberikan contoh cara menganalisis *main idea* yang dapat ditemukan di awal dan akhir paragraf.
   3) Guru menjelaskan cara menganalisis *specific information* dikembangkan dari kalimat utama dengan memberikan definisi, contoh, fakta, perbandingan, persamaan, dan sebab akibat.
   4) Guru meminta siswa untuk membawa kamus yang lebih lengkap dan memberikan cara untuk mengingat *vocabulary* seperti membuat daftar persamaan kata dan lawan kata.
   5) Guru memberikan penjelasan dan contoh dari penggunaan *pronoun*
   6) Guru meminta siswa untuk menganalisi *true-false statement* dengan cara memahami instruksi pertanyaan yang diberikan, membaca teks dengan jelas jika pernyataan dalam pilihan ada dalam teks atau tidak, memikirkan persamaan apa yang mungkin ada dalam teks.
   7) Guru membagi satu teks menjadi beberapa bagian
   8) Guru membagikan beberapa bagian text tersebut kepada siswa
   9) Guru meminta siswa untuk membacanya dan memahami bagian dari teks tersebut secara individu (Think Stages)
   10) Guru memberikan waktu kepada siswa untuk menyelesaikan aktivitas ini
   11) Guru mengontrol proses *thinking*
   12) Guru meminta siswa untuk menghentikan aktivitas thinking
   13) Guru menyuruh siswa untuk berpasangan dengan teman mereka yang mempunyai bagian teks yang sama (Pair Stages)
   14) Guru menyuruh siswa untuk membagi ide mereka dan mendiskusikan jawaban dengan pasangan mereka (Sharing Stages)
   15) Guru mengontrol proses *sharing*
   16) Guru meminta siswa untuk menghentikan aktivitas *sharing*
   17) Guru menyuruh siswa untuk membagi ide mereka dengan pasangan lain yang memiliki bagian teks yang sama
   18) Guru menyuruh siswa untuk membagi ide mereka dengan pasangan lain yang memiliki bagian teks yang berbeda
   19) Guru memperbolehkan siswa saling bertanya untuk mendapatkan informasi yang

dibutuhkan dari keseluruhan teks

20) Guru menyuruh siswa kembali ke pasangannya masing-masing
21) Guru menyuruh salah seorang perwakilan untuk melaporkan hasil diskusi mereka masing-masing
22) Guru menghentikan proses *sharing*
23) Guru mengecek ulang jawaban siswa secara khusus
24) Guru meningkatkan jawaban para siswa secara umum

3. Kegiatan Penutup
   1) Guru dan siswa bersama-sama menyimpulkan pelajaran.
   2) Guru menanyakan kesulitan siswa dalam memahami teks narative
   3) Guru memberi motivasi dan menyampaikan rencana pembelajaran pada pertemuan berikutnya.
   4) Siswa memberi salam kepada guru.

I. Sumber belajar
   1) Teks yang berkaitan dengan bahan ajar
   2) Kamus Bahasa Inggris
   3) Internet

J. Penilaian

No	Indicators	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
1	Identifying main idea of the text			
2	Identifying specific information of the text			Choose the
3	Identifying textual references	Tes tertulis	Pilihan Ganda	best asnwer
4	Identifying the meaning of underlining word			based on the
5	Identifying textual inference			text

K. Pedoman Penilaian

11. Setiap jawaban yang benar skornya adalah 20
12. Jumlah skor dikali 5 sehingga benar semua berjumlah 100
13. Nilai maksimal adalah 100
14. Nilai siswa

$$M = \frac{X}{N} \times 100$$

M : Individual score
X : Number of correct
N : Number of item

15. Menghitung nilai rata-rata siswa:

$$\vec{x} = \frac{\sum \vec{x}}{N}$$

Explanation:

$\vec{x}$: The mean of the students
$\sum \vec{x}$: The total score
N : The number of the students

Padangsidimpuan,   2017

Mengetahui:

Guru Bahasa Inggris Kelas VIII-2   Peneliti

YUSMA SANTY H.A S.Pd   ISMAIL ZUHRI

NIP. 19780505 200312 2 003   NIM. 13 340 0015

Kepala Sekolah

DRS. MULATUA

NIP.19610512 1984 03 1 004

APPENDIX IV

<div align="center">

SIKLUS II (CYCLE II)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)

</div>

Nama Sekolah	: SMP NEGERI 9 PADANGSIDIMPUAN
Kelas/ Semester	: VIII / 2
Subjek	: Bahasa Inggris
Jenis Text	: Monolog Narrative Text
Aspek/Skill	: Membaca/ Reading
Pertemuan	: Pertemuan Keempat / *Fourth Meeting*
Alokasi Waktu	: 2x40 menit

A. Standar Kompetensi

   1. Memahami makna dalam esai pendek sederhana berbentuk narrative untuk berinteraksi dengan lingkungan sekitar

B. Kompetensi Dasar

   1.1 Merespon berbagai informasi dan makna dalam text tertulis secara akurat dan berterima yang berkaitan dengan lingkungan
   1.2 Merespon makna dan langkah retorika dalam esai narrative secara akurat yang berterima dengan lingkungan sekitar

C. Indikator Pembelajaran

   1. Siswa mengidentifikasi main idea of the text
   2. Siswa mengidentifikasi specific information of the text
   3. Siswa mengidentifikasi textual references
   4. Siswa mengidentifikasi vocabulary of the text
   5. Siswa mengidentifikasi true or false statement

C. Tujuan Pembelajaran

   1. Siswa mampu mengidentifikasi main idea of the text
   2. Siswa mampu mengidentifikasi specific information of the text
   3. Siswa mampu mengidentifikasi textual references
   4. Siswa mampu mengidentifikasi vocabulary of the text
   5. Siswa mampu mengidentifikasi true or false statement

E. Karakter siswa yang diharapkan:

1. Dapat dipercaya (Trustworthiness)
2. Rasa hormat dan perhatian (Respect)
3. Tekun (Diligence)

F. Teknik Pembelajaran: Think Pair Share

G. Materi Pembelajaran

Teks 1

One morning the tiger woke up in the jungle and told his mate that he was the king of beasts.

"Leo, the lion, is the king of beasts," she said.

"We need a change," said the tiger. "The creatures are crying for a change."

The tigress listened but she could hear no crying, except that of her cubs. "I'll be the king of beasts by the time the moon rises," said the tiger. "It will be a yellow moon with black stripes, in my honor."

"Oh sure," said the tigress as she went to look after her young, one of whom, a male, very like his father, hadgot an imaginary thorn in his paw.

The tiger prowled through the jungle till he came to the lion's den.

"Come out," he roared, "and greet the king of beasts! The king is dead, long life the king!"

Inside the den, the lioness woke her mate. "The king is here to see you" she said.

"What king?" he inquired, sleepily.

"The king of beasts," she said.

"I am the king of beasts," roared Leo and he charged out of the den to defend his crown against the pretender.

Exercise

1. What did the tiger said to his mate?
2. Who was Leo?
3. What is the main idea of the story above?
4. Why did the tiger come to the lion?

Teks 2

It was a terrible fight and it lasted until the setting of the sun. All the animals of the jungle joined in, some taking the side of the tiger and others the side of the lion. Every creature from the aardvark to the zebra took part in the struggle to overthrow the lion or to repulse the tiger, and some did not know which they were fighting for, and some fought for both, and some fought for whoever was nearest, and some fought for the sake of fighting.

"What are we fighting for?" someone asked the aardvark.

"The old order," said the aardvark.

"What are we dying for?" someone asked the zebra.

"The new order," said the zebra.

When the moon rose, fevered and gibbous, it shone upon the jungle in which nothing stirred except a macaw and a cockatoo, screaming in horror. All the beasts were dead except the tiger, and his days were numbered and his time was ticking away. He was monarch of all he surveyed, but it didn't seem to mean anything.

Exercise

5. He was monarch of all he surveyed…‖ (the last paragraph). The underlined word refers to…
6. Did all the animals of the jungle join in the fight?
7. Were the animals on the tiger's side or the lion's?
8. Who won the fight, the tiger or the lion?

Teks 3

The Tiger Who Would Be King

One morning the tiger woke up in the jungle and told his mate that he was the king of beasts.

"Leo, the lion, is the king of beasts," she said.

"We need a change," said the tiger. "The creatures are crying for a change."

The tigress listened but she could hear no crying, except that of her cubs. "I'll be the king of beasts by the time the moon rises," said the tiger. "It will be a yellow moon with black stripes, in my honor."

"Oh sure," said the tigress as she went to look after her young, one of whom, a male, very like his father, hadgot an imaginary thorn in his paw.

The tiger prowled through the jungle till he came to the lion's den.

"Come out," he roared, "and greet the king of beasts! The king is dead, long life the king!"

Inside the den, the lioness woke her mate. "The king is here to see you" she said.

"What king?" he inquired, sleepily.

"The king of beasts," she said.

"I am the king of beasts," roared Leo and he charged out of the den to defend his crown against the pretender.

It was a terrible fight and it lasted until the setting of the sun. All the animals of the jungle joined in, some taking the side of the tiger and others the side of the lion. Every creature from the aardvark to the zebra took part in the struggle to overthrow the lion or to repulse the tiger, and some did not know which they were fighting for, and some fought for both, and some fought for whoever was nearest, and some fought for the sake of fighting.

"What are we fighting for?" someone asked the aardvark.

"The old order," said the aardvark.

"What are we dying for?" someone asked the zebra.

"The new order," said the zebra.

When the moon rose, fevered and gibbous, it shone upon the jungle in which nothing stirred except a macaw and a cockatoo, screaming in horror. All the beasts were dead except the tiger, and his days were numbered and his time was ticking away. He was monarch of all he surveyed, but it didn't seem to mean anything.

Exercise

6. Why did the tiger tell his mate that he was the king of beasts?
7. What did the tiger come to the lion's den for?
8. …he charged out of the den…. The underlined word "he" refers to…
9. "The tiger prowled through the jungle till he came to the lion's <u>den</u>". What is the synonym of the word "den"?
10. What is the main idea of the story?

K. Langkah-Langkah Pembelajaran

1. Kegiatan Awal
   1) Guru membuka kelas dengan mengucapkan salam, dan mempersilahkan siswa untuk membaca doa belajar sesuai agama dan kepercayaannya masing-masing.
   2) Guru mengabsen kehadiran siswa.
   3) Guru bertanya kepada siswa tentang materi yang berkaitan.
   4) Guru menjelaskan tujuan pembelajaran yang akan dicapai

2. Kegiatan Inti
   1) Guru menjelaskan kembali cara menerapkan langkah-langkah teknik Think Pair Share
   2) Guru memberikan contoh cara menganalisis *main idea* yang dapat ditemukan di awal dan akhir paragraf.
   3) Guru menjelaskan cara menganalisis *specific information* dikembangkan dari kalimat utama dengan memberikan definisi, contoh, fakta, perbandingan, persamaan, dan sebab akibat.
   4) Guru meminta siswa untuk membawa kamus yang lebih lengkap dan memberikan cara untuk mengingat *vocabulary* seperti membuat daftar persamaan kata dan lawan kata.
   5) Guru memberikan penjelasan dan contoh dari penggunaan *pronoun*
   6) Guru meminta siswa untuk menganalisi *true-false statement* dengan cara memahami instruksi pertanyaan yang diberikan, membaca teks dengan jelas jika pernyataan dalam

pilihan ada dalam teks atau tidak, memikirkan persamaan apa yang mungkin ada dalam teks.

7) Guru membagi satu teks menjadi beberapa bagian
8) Guru membagikan beberapa bagian text tersebut kepada siswa
9) Guru meminta siswa untuk membacanya dan memahami bagian dari teks tersebut secara individu (Think Stages)
10) Guru memberikan waktu kepada siswa untuk menyelesaikan aktivitas ini
11) Guru mengontrol proses *thinking*
12) Guru meminta siswa untuk menghentikan aktivitas thinking
13) Guru menyuruh siswa untuk berpasangan dengan teman mereka yang mempunyai bagian teks yang sama (Pair Stages)
14) Guru menyuruh siswa untuk membagi ide mereka dan mendiskusikan jawaban dengan pasangan mereka (Sharing Stages)
15) Guru mengontrol proses *sharing*
16) Guru meminta siswa untuk menghentikan aktivitas *sharing*
17) Guru menyuruh siswa untuk membagi ide mereka dengan pasangan lain yang memiliki bagian teks yang sama
18) Guru menyuruh siswa untuk membagi ide mereka dengan pasangan lain yang memiliki bagian teks yang berbeda
19) Guru memperbolehkan siswa saling bertanya untuk mendapatkan informasi yang dibutuhkan dari keseluruhan teks
20) Guru menyuruh siswa kembali ke pasangannya masing-masing
21) Guru menyuruh salah seorang perwakilan untuk melaporkan hasil diskusi mereka masing-masing
22) Guru menghentikan proses *sharing*
23) Guru mengecek ulang jawaban siswa secara khusus
24) Guru meningkatkan jawaban para siswa secara umum

3. Kegiatan Penutup
   1) Guru dan siswa bersama-sama menyimpulkan pelajaran.
   2) Guru menanyakan kesulitan siswa dalam memahami teks naarative
   3) Guru memberi motivasi dan menyampaikan rencana pembelajaran pada pertemuan berikutnya.
   4) Siswa memberi salam kepada guru.

I. Sumber belajar
   1) Teks yang berkaitan dengan bahan ajar
   2) Kamus Bahasa Inggris
   3) Internet

J. Penilaian

No	Indicators	Teknik Penilaian	Bentuk Instrumen	Instrumen Soal
1	Identifying main idea of the text	Tes tertulis	Pilihan Ganda	Choose the best asnwer based on the text
2	Identifying specific information of the text			
3	Identifying textual references			
4	Identifying the meaning of underlining word			
5	Identifying textual inference			

K. Pedoman Penilaian

16. Setiap jawaban yang benar skornya adalah 1
17. Jumlah skor dikali 5 sehingga benar semua berjumlah 100
18. Nilai maksimal adalah 100
19. Nilai siswa

$$M = \frac{X}{N} \times 100$$

      M : Individual score
      X : Number of correct
      N : Number of item

20. Menghitung nilai rata-rata siswa:

$$\vec{x} = \frac{\sum \vec{x}}{N}$$

Explanation:
    $\vec{x}$: The mean of the students
    $\sum \vec{x}$:   : The total score
    N   : The number of the students

Padangsidimpuan,   2017

Mengetahui:

Guru Bahasa Inggris Kelas VIII-2   Peneliti

YUSMA SANTY H.A S.Pd   ISMAIL ZUHRI

NIP. 19780505 200312 2 003   NIM. 13 340 0015

Kepala Sekolah

DRS. MULATUA

NIP.19610512 1984 03 1 004

APPENDIX V

<div align="center">

Observation Sheet of Teacher's Activities

in the Teaching and Learning Process

Classroom Action Research

</div>

Day/Date   :
Class/Semester   : VIII-2/ II
Topic   : Narrative Text
Cycle   : I *(First Cycle)*
Observant   : Yusma Santy, H.A S.Pd
Instructions   : 1) This observation sheet is to observe the teacher's activities during the teaching and learning process of reading class. It should be completed by the observer.
2) The observer checks **(√)** to Yes/No column based on the real condition. **Yes** if the teacher does it while **No** if the teacher does not do it.

Physic appearance and written	Checklist	
	Yes	**No**
1. Dressing cleanly and neatly.		
2. Standing and writing face to students.		
3. Energic and enthusiasm.		
4. Writing and explaining integratedly.		
5. Writing is nice and readable.		
6. Writing is read from the all roomside.		
7. Having certain sequence system.		
Sound and classroom management	**Checklist**	
	Yes	**Yes**
1. Audible sound.		
2. Talking intelligibly.		
3. Fluently: every word sounded clearly.		
4. Rhythm : it is clear in the important part.		
5. Neatness control.		
6. Class noise control.		
7. Class formation arrangemen.		
Procedure	**Checklist**	
	Yes	**Yes**
1. Giving reading material		
2. Asking students to read it and answer those comprehensive questions individually		

	Checklist	
3. Asking the students into the pair to discuss their answer with their partner		
4. Asking students to share their idea and discussing the answer with other pairs in group		
5. Asking students to share their ideas and answer into the whole of the class		
6. Rechecks student's answer in generally		
7. Improves student's answer generally		
Reinforcement and interaction with students	**Checklist**	
	Yes	**Yes**
1. Individual performance reward.		
2. Group performance reward.		
3. Celebration.		
4. Stimulating students' responses.		
5. Stimulating students' questions.		
6. Responding students' questions.		

Padangsidimpuan,   2017

Knowing:

Validator   Observant

Eka Sustri Harida, M. Pd   Yusma Santy H.A. S.Pd
NIP. 19750917 200312 2 002   NIP. 19780505 200312 2 003

APPENDIX VI

Observation Sheet of Teacher's Activities

in the Teaching and Learning Process

Classroom Action Research

Day/Date   :
Class/Semester   : VIII-2/ II
Topic   : Narrative Text
Cycle   : II *(Second Cycle)*
Observant   : Yusma Santy H.A, S.Pd
Instructions   : 1) This observation sheet is to observe the teacher's activities during the teaching and learning process of reading class. It should be completed by the observer.
2) The observer checks **(√)** to Yes/No column based on the real condition. **Yes** if the teacher does it while **No** if the teacher does not do it.

Physic appearance and written	Checklist	
	Yes	**No**
1. Dressing cleanly and neatly.		
2. Standing and writing face to students.		
3. Energic and enthusiasm.		
4. Writing and explaining integratedly.		
5. Writing is nice and readable.		
6. Writing is read from the all roomside.		
7. Having certain sequence system.		
Sound and classroom management	**Checklist**	
	Yes	**Yes**
1. Audible sound.		
2. Talking intelligibly.		
3. Fluently: every word sounded clearly.		
4. Rhythm : it is clear in the important part.		
5. Neatness control.		
6. Class noise control.		
7. Class formation arrangemen.		
Procedure	**Checklist**	
	Yes	**Yes**
1. Giving reading material		
2. Asking students to read it and answer those comprehensive questions individually		
3. Asking the students into the pair to discuss their answer with their partner		

	Checklist	
Reinforcement and interaction with students	Yes	Yes
4. Asking students to share their idea and discussing the answer with other pairs in group		
5. Asking students to share their ideas and answer into the whole of the class		
6. Rechecks student's answer in generally		
7. Improves student's answer generally		
1. Individual performance reward.		
2. Group performance reward.		
3. Celebration.		
4. Stimulating students' responses.		
5. Stimulating students' questions.		
6. Responding students' questions.		

Padangsidimpuan,   2017

Knowing:

Validator   Observant

<u>Eka Sustri Harida, M. Pd</u>   <u>Yusma Santy H.A. S.Pd</u>
NIP. 19750917 200312 2 002   NIP. 19780505 200312 2 003

APPENDIX VII

Interview Guidelines

Cycle 1

- ❖ Teacher
    1. Dapatkah ibu jelaskan bagaimana proses belajar mengajar di kelas ibu?

    2. Dapatkah ibu jelaskan tentang kemampuan bahasa Inggris siswa kelas XI?

    3. Masalah-masalah apa yang ibu hadapi di kelas?

    4. Menurut ibu kenapa reading itu sulit?

    5. Jenis materi dan aktivitas apa yang ibu gunakan di kelas?

    6. Menurut ibu, kemampuan membaca siswa kelas XI bagaimana?

    7. Kesulitan apa yang biasanya siswa hadapi ketika mendapat teks reading?

    8. Apakah siswa banyak yang punya kamus untuk membantu memahami teks?

    9. Apakah siswa selalu menggunakan kamus ketika membaca teks bahasa Inggris?

    10. Bagaimana cara ibu meningkatkan motivasi siswa dalam hal reading?

    11. Apakah ibu tau mengenai Think-Pair-Share technique?

    12. Apakah ibu pernah/sering menerapkan TPS?

    13. Ada yang ingin ibu tambahkan?

- ❖ Students
    1. Kamu suka tidak belajar bahasa Inggris?

    2. Kemudian masalah apa yang biasa kamu hadapi di kelas?

    3. Selama ini bagaimana cara kamu mengatasi masalah tersebut?

    4. Apakah guru selalu menggunakan bahasa Inggris?

    5. Materi dan aktivitas apa yang sering digunakan guru di kelas?

    6. Apakah guru sering mengadakan kerja kelompok?

    7. Selain itu, apa guru juga sering menggunakan games/sejenisnya?

    8. Ada yang ingin ditambahkan?

Cycle II

❖ Teacher

    1. Apa pendapat ibu tentang actions yang sudah saya terapkan?

    2. Menurut ibu, apakah materi tersebut sudah sesuai dengan tujuan kegiatan belajar mengajar Bahasa Inggris berdasarkan SK dan KD?

    3. Menurut ibu apakah Think-Pair-Share Technique menarik dan memotivasi siswa?

    4. Menurut ibu apakah siswa dapat memahami materi dengan jelas dan mudah?

    5. Menurut ibu apakah materi-materi dan aktivitas-aktivitas tersebut efektif untuk meningkatkan kemampuan reading siswa?

    6. Peningkatan itu terutama terlihat dimana bu?

    7. Adakah/apa saran ibu untuk action selanjutnya?

❖ Students

    1. Bagaimana pendapat kamu tentang 4 pertemuan kemarin?

    2. Apakah kamu menikmati pelajarannya?

    3. Menurut pendapat kamu, apakah belajar dengan Think-Pair-Share Technique menarik dan memotivasi kamu?

    4. Dapatkah kamu memahami materi tersebut dengan jelas dan mudah?

    5. Dapatkah kamu memahami penjelasan guru?

    6. Menurut kamu apakah materi-materi dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan reading kamu?

    7. Ada masalah yang lain?

<div align="right">

Padangsidimpuan,   2017

Validator

Eka Sustri Harida, M. Pd
NIP. 19750917 200312 2 002

</div>

Transcript Interview in Cycle 1

Interview with the English teacher

R   = Researcher

ET   = English Teacher

R   : Selamat siang bu, maaf mengganggu. Jika ibu berkenan saya ingin meminta waktu ibu sebentar untuk melakukan wawancara berkaitan dengan penelitian yang akan saya lakukan di kelas ibu.

ET   : Oh, iya. mari silahkan pak, boleh saja selama jam istirahat ini.

R   : Iya bu. Baik, sebelumnya terimakasih atas waktunya bu. Begini bu, pertama-tama saya ingin menanyakan tentang bagaimana keadaan proses belajar mengajar di kelas ibu?

ET   : Ya saya kalau di kelas itu mengajarkan berbicara; mendengarkan; membaca dan menulis Pak. Saya juga sebisa mungkin membiasakan siswa itu untuk aktif di kelas.

R   : Oh begitu bu. Kemudian mengenai kemampuan berbahasa Inggris siswa itu sendiri bagaimana bu?

ET   : Ehm ya mengenai kemampuan siswa itu masih belum memadai ya Pak, Ketika bebicara itu masih belum bisa lancar karna masih banyak kata yang belum mereka kuasai. Ketika membaca dan mengerjakan soal juga masih sebagian besar siswa itu meminta bantuan temannya yang bisa atau guru itu harus selalu mendampingi mereka

R   : Berarti seperti itu ya bu masalah-masalah yang ibu hadapi di kelas ketika mengajar bahasa Inggris untuk mereka? Atau mungkin ibu menghadapi masalah-masalah lain?

ET   : Ya, permasalahannya itu lebih ke siswa banyak yang masih pasif pak, jadi ketika menghadapi kesulitan pun dia tidak mau menanyakan kepada guru, ketika didekati dia baru bertanya. Mereka pendiam kayak gitulah, terkadang menanyakan pada temannya pun tidak mau. Dan sebaliknya dengan beberapa siswa yang aktif itu jadi cenderung membikin ribut di kelas.

R   : Saya mengerti bu. Kalau begitu untuk spesifik tentang kesulitan ketika ibu mengajar reading di kelas itu seperti apa bu?

ET   : Ya itu tadi pak, karena masih banyak siswa yang pasif dan tidak terlalu banyak berlatih membaca juga diluar jam pelajaran sehingga saya juga kewalahan ketika membawanya di kelas.

R : Biasanya jenis materi dan aktivitas apa yang ibu gunakan di kelas ketika mengajar reading bu?

ET : Seperti biasa saja kok pak. Saya mengajarkan untuk membaca teks kemudian mengerjakan soal, nanti jika siswa itu menemukan kata sulit saya bantu mencari di kamus.

R : Oh begitu bu, kalau kemampuan membaca siswa kelas VIII itu sendiri bagaimana bu?

ET : Wah kemampuan membaca siswa itu masih minim pak, sehingga ketika mereka memahami suatu teks pun masih sulit karena itu tadi, pengetahuan tentang kata yang mereka kuasai terbatas.

R : Berarti kesulitan yang siswa hadapi ketika mendapat teks reading itu ya pemahaman akan makna kata itu sendiri ya bu?

ET : Iya, benar sekali pak.

R : Ehm baik, sebenarnya siswa itu sering membawa atau menggunakan kamus tidak bu ketika membaca teks bahasa Inggris?

ET : Sudah ada beberapa yang membawa kamus berupa buku itu ya, sebagian membawa yang kamus eletronik itu pak. Tapi untuk sebagian besar tidak punya atau tidak mau membawa lebih tepatnya dengan alasan 'keberatan'

R : Oh ya, kalau begitu cara ibu meningkatkan motivasi siswa dalam hal 'reading' itu bagaimana bu?

ET : Ya biasanya saya bantu sampai benar-benar tau arti kata yang tidak mereka pahami atau saya juga selalu mensarankan mereka mampu menganalogi atau memahami artinya secara kontekstual.

R : Begitu bu. Kemudian kan penelitian yang akan saya terapkan di kelas ibu kan mengenai peningkatan pemahaman 'reading' siswa menggunakan teknik Think- Pair- Share bu. Maaf bu, apakah ibu sudah tau mengenai Think-Pair-Share itu sendiri bu?

ET : Maaf pak, saya belum pernah mendengar itu. Itu bagaimana ya?

R : Oh itu bagian dari Cooperative Learning bu, jadi lebih ke group-work seperti itu. Berarti ibu belum pernah menerapkan teknik tersebut di kelas ya bu?

ET : Ya belum pak. saya saja baru mendengarnya ini.

R : Oh iya bu, kalau begitu mungkin ada yang ingin ibu tambahkan?

ET : Ya semoga penelitian bapak menggunakan Think-Pair-Share technique ini bisa meningkatkan pemahaman 'reading' dan motivasi siswa khususnya.

R   : Baik bu, terimakasih atas waktu dan wawancaranya.

ET   : Sama-sama.

Interview with student

R   = Researcher

S   = Student

R   : Selamat siang adek, boleh bapak minta waktunya sebentar? Cuma wawancara sedikit aja kok.

S   : Iya boleh pak. Tentang apa ya pak?

R   : Begini dek, bapak kan mau mengadakan penelitian di kelasmu tentang pemahaman 'reading' bahasa Inggris. Ehmm sebelumnya, nama adek siapa ya?

S   : Nama saya Nikma, Pak.

R   : Dek Nikma suka tidak belajar bahasa Inggris?

S   : Suka pak, tapi ya gitu kalau menemui kesulitan jadi males.

R   : Oh begitu. Masalah atau kesulitan apa yang biasa adek temui di kelas?

S   : Kesulitannya tu kadang dari teks bahasa Inggris gak tau arti katanya pak, jadi susah memahami teksnya di kelas.

R   : Terus ketika kamu menghadapi masalah seperti itu, adek biasanya bagaimana mengatasinya?

S   : Buka kamus pak atau tanya bu Yusma.

R   : Oke. Lalu ketika di kelas apa ibu guru selalu menggunakan Bahasa Inggris?

S   : Ya imbang sih pak, ketika guru pake bahasa Inggris dan murid-muridnya gak tau ya guru langsung ngartikannya.

R   : Ehm gitu, kalau materi dan aktivitasnya bagaimana? Seperti apa yang sering digunakan guru di kelas?

S   : Ya cuma gitu pak, menjelaskan trus murid mendengarkan, terus membaca teks mengerjakan soal.

R   : Kalau mengadakan kerja kelompok bagaimana? Sering tidak?

S   : Jarang Pak. Belum pernah di kelas ini.

R   : Oh, kalau menggunakan games atau permainan bagaimana?

S   : Tidak pernah juga Pak.

R   : Baik dek, mungkin adek ingin menambahkan sesuatu?

S   : Tidak Pak.

R   : Ok deh dek, terimakasih atas waktunya ya. Hati-hati pulang ke rumah.

S   : Sama-sama Pak.

Transcript Interview in Cycle 2

Interview with the English teacher

R   = Researcher

ET   = English Teacher

R   : Selamat siang ibu, apa saya mengganggu waktu ibu istirahat?

ET   : Oh…sama sekali tidak pak, saya sudah selesai kok. Bagaimana pak? Ada yang bisa saya bantu?

R   : Iya bu, jika ibu tidak keberatan saya ingin mewawancara ibu mengenai penelitian yang sudah saya lakukan di kelas bu.

ET   : Oh…iya boleh pak mari silahkan duduk disini.

R   : Terima kasih bu. Begini bu, pertama-tama bagaimana pendapat ibu tentang actions yang sudah saya terapkan bu?

ET   : Menurut saya, actions yang sudah bapak lakukan sudah bagus dan berjalan dengan lancar sehingga membuat siswa juga menjadi aktif dalam pembelajaran, ya signifikan lah pak peningkatannya.

R   : Alhamdulillah bu, kalau mengenai materinya bagaimana bu? Apakah materi yang saya ajarkan sudah sesuai dengan tujuan kegiatan belajar mengajar bahasa Inggris berdasarkan SK dan KD bu?

ET   : Sudah pak. Menurut saya sudah baik, sudah sesuai dengan tujuan pembelajaran bahasa Inggris yang tertuang pada SK dan KD.

R   : Baik bu, kemudian apakah Think-Pair-Share Technique menarik dan mampu memotivasi siswa bu?

ET   : Benar itu pak, pengamatan saya di kelas dengan bapak menggunakan tehnik tersebut

sangat menarik dan mampu meningkatkan kemampuan serta memotivasi siswa dalam proses pembelajaran di kelas.

R : Kemudian apakah menurut pengamatan ibu siswa bisa dengan mudah dan jelas dalam memahami materi yang saya berikan bu?

ET : Ya pak, saya melihat siswa dengan mudah dalam memahami apalagi ditambah dengan adanay sesi sharing di setiap akhir kegiatan.

R : Bagaimana dengan materi dan aktifitasnya bu? Apakah sudah efektif untuk meningkatkan kemampuan 'reading' siswa?

ET : Iya benar, sudah benar pak. Materi dan aktivitas yang sudah bapak terapkan baik di siklus pertama maupun kedua sudah cukup efektif dalam peningkatan kemampuan 'reading' siswa.

R : Peningkatan itu terutama terlihat dimana bu?

ET : Ya terutama ketika siswa jadi bersemangat saat berpartisipasi di kelompok untuk memberikan pendapat dan mengerjakan setiap kegiatannya karena mungkin saling berbagi itu.

R : Baik bu, terakhir mungkin ibu ada saran atau tambahan untuk action selanjutnya bu?

ET : Kalau saran dari saya mungkin hanya mengenai masih ada satu atau dua siswa yang masih pendiam itu lebih didekati atau diperhatikan saja.

R : Baik kalau begitu sekian bu wawancara ini, terimakasih sekali ibu sudah berkenan memberi waktunya dan jam mengajar ibu untuk penelitian saya.

ET : Iya sama-sama pak, saya malah senang dibantu untuk lebih baik mengajar. Semoga skripsinya Bapak lancar.

R : Amin bu, terima kasih.

Interview with student

R = Researcher
S = Student

R : Siang adek, maaf dengan adek siapa ya namanya?

S : Siang Pak, nama saya Irsal

R : Oke, dek Irsal bersedia tidak untuk bapak wawancara mengenai penelitian yang bapak lakukan di kelas adek?

S : Ya tentu pak. Tanya-tanya bagaimana pak?

R : Ehm bagaimana pendapat adek tentang pertemuan-pertemuan yang sudah bapak lakukan di kelas?

S : Wah asik pak, soalnya kita kan sebelumnya terbiasa dengan kegiatan yang itu-itu saja di kelas.

R : Berarti adek menikmati pelajarannya ya?

S : Iya menikmati pak.

R : Menurut adek, apakah belajar dengan Think-Pair-Share technique menarik dan memotivasi adek?

S : Iya menarik pak, karena berkelompok dan ada nilai kompetitifnya dengan kelompok lain jadi memacu untuk bisa paham dan bisa lebih unggul dari kelompok lain

R : Baik, adek bisa memahami materi dengan jelas dan mudah?

S : Iya bisa pak.

R : Kalau mengenai penjelasan pak bagaimana dek? Bisa dipahami?

S : Kalau saya pribadi sih bisa pak, penjelasan bapak bisa dan jelas dipahami.

R : Oke, kalau mengenai materi dan aktivitasnya bagaimana dek? Apakah itu efektif untuk meningkatkan 'reading' kamu?

S : Saya rasa iya pak, efektifnya itu karena di kelompok dan ada waktu untuk sharing nya jadi bikin lebih semangat.

R : Baik dek, mungkin adek mau kasih saran atau ada tambahan lain untuk bapak?

S : Kalau dari saya sih enggak ada pak, karena saya menikmati kegiatan tersebut jadi sudah sangat baik.

R : Oke dek terimakasih ya untuk waktu wawancaranya. Selamat istirahat.

APPENDIX VIII

Observation Sheet of Students' Activities

in the Teaching and Learning Process

Classroom Action Research

Day/Date   :

Class/Semester   : VIII-2/ II

Cycle   : I *(First Cycle)*

Observant   : Yusma Santy H.A, S.Pd

No	Students	Activities						
		Who active to ask	Who active to answer	Who cheating	Who disturb	Who pay attention	Who fast to do exercise	Who correct to do exercise
1	AR							
2	AW							
3	APR							
4	AS							
5	AF							
6	IS							
7	IAr							
8	IAf							
9	MR							
10	NY							
11	PAL							
12	PA							
13	PMS							
14	RAL							
15	RAF							
16	RA							
17	RM							
18	RGM							
19	S							
20	SJ							
21	SK							
22	SS							
23	T							
24	VSW							

Padangsidimpuan,   2017

Knowing:

Validator   Observant

<u>Eka Sustri Harida, M. Pd</u>   <u>Yusma Santy H.A. S.Pd</u>
NIP. 19750917 200312 2 002   NIP. 19780505 200312 2 003

APPENDIX IX

Observation Sheet of Students' Activities

in the Teaching and Learning Process

Classroom Action Research

Day/Date   :

Class/Semester   : VIII-2/ II

Cycle   : II *(Second Cycle)*

Observant   : Yusma Santy, H.A S.Pd

No	Students	Activities						
		Who active to ask	Who active to answer	Who cheating	Who disturb	Who pay attention	Who fast to do exercise	Who correct to do exercise
1	AR							
2	AW							
3	APR							
4	AS							
5	AF							
6	IS							
7	IAr							
8	IAf							
9	MR							
10	NY							
11	PAL							
12	PA							
13	PMS							
14	RAL							
15	RAF							
16	RA							
17	RM							
18	RGM							
19	S							
20	SJ							
21	SK							
22	SS							
23	T							
24	VSW							

Padangsidimpuan,   2017

Knowing:

Validator   Observant

Eka Sustri Harida, M. Pd   Yusma Santy H.A. S.Pd
NIP. 19750917 200312 2 002   NIP. 19780505 200312 2 003

APPENDIX X

Nama   :

Kelas   :

Nomor Absen   :

Mata Pelajaran   : Bahasa Inggris

Waktu   : 60 menit

Petunjuk:
1) Tulislah nama, kelas dan nomor absen pada lembar jawaban.
2) Berilah tandasilang (×) pada salah satu jawaban yang anda anggap benar.
3) Tanyakan kepada pengawas jika anda temukan hal- hal yang kurang jelas.
4) Periksa kembali jawaban anda sebelum dikumpulkan kepada guru.
5) Test ini hanya bertujuan untuk mengetahui data-data murid tentang penguasaan mereka mengenai teks narrative text.
6) Waktu yang tersedia 60 menit.

TEXT I : Read the following text to answer questions number 1 to 5

The Three Sheiks and Queen of Arabia

Maura, who liked to be thought of as the most beautiful and powerful queen of Arabia, had many suitors. One by one she discarded them, until her list was reduced to just three sheiks, all equally young and handsome, rich and strong. It was very hard to decide who would be the best of them.

One evening, Maura disguised herself and went to the camp of the three sheiks, as they were about to have dinner, and asked them for something to eat. The first gave her some leftover food; the second gave her some unappetizing camel's tail; the third sheik, who was called Hakim, offered her some of the most tender and tasty meat. After dinner, the disguised queen left the sheiks' camp.

The following day the queen invited the three sheiks to dinner at her palace. She ordered her servants to give each one exactly what they had given her the evening before. Hakim, who received a plate of delicious meat, refused to eat it if the other two could not share it with him, and this act finally convinced Queen Maura that he was the man for her.

"Without question, Hakim is the most generous of you," she announced her choice to the sheiks, "So it is Hakim I will marry."

---

1. According to the text above, what is the main idea?
    A. Hakim's sister.
    B. A friend of one of the sheiks.
    C. Queen of Arabia.
    D. The mother of an Arabian queen.

2. …and asked **them** for something to eat (par. 2). The word "them" refers to….
   A. A servant
   B. The three sheiks
   C. Queen Maura
   D. Hakim

3. Who was inviting three sheiks to dinner at the palace?
   A. Queen Maura
   B. A king of Arabia.
   C. Hakim.
   D. Another queen.

4. Hakim, who <u>received</u> a plate of delicious meat (par. 3)
   What is the synonym of the underlined word?
   A. Got
   B. Entered
   C. Bought
   D. Sent

5. The statement below is true according to the text, *except*….
   A. Queen Maura would marry Hakim
   B. Queen Maura wanted to invite the three sheiks to dinner at her palace
   C. The three sheiks were all handsome and rich
   D. The suitors invited Queen Maura to dinner

TEXT II: Read the following text to answer questions number 6 to 10

The Frog Prince

Long ago, there was a king who had a beautiful daughter. He loved her very much. Every day the princess would sit by the old palace well and toss a golden ball high in the air and let it drop. She loved to play this game.

One day she accidentally tossed her ball too high. When it came down she could not catch it. It fell deep into the well. The princess began to cry. "Why are you crying?" said a voice behind her. The princess looks down. She saw a frog. "Oh, please frog", said the princess, "I lost my ball down the well. If you bring it back to me, I will do anything you want."

"Anything at all?" asked the frog. "Yes, anything," said the princess.

So, the frog dived into the well and gave the ball back to the princess. "I don't want money or property", said the frog. "Let me live with you and be your favourite friend". The princess did not really want to let the frog come and live with her as her favourite friend but she was an honest princess. When she made a promised she kept it. So, the frog came back with her to the palace.

One day the princess discovered that the frog had turned into a handsome prince. So, they got married and lived happily ever after.

6. Who was exactly the frog?
   A. A frog that loved the princess.
   B. The king who had a beautiful daughter.
   C. The princes' friend.
   D. A handsome prince that was cursed

7. The statements below are true according to the text, *except*….
   A. The frog helped the princess after he agreed on the princes' promise
   B. The princess was an honest girl
   C. The frog and the princess lived together in the palace
   D. The princess was very happy to let the frog come and live with her

8. What is the main idea of the text?
   A. The frog prince and the princess lived happily ever after.
   B. A king had a beautiful daughter.
   C. The prince that was cursed
   D. The princess was an honest girl.

9. **He** loved her very much (par. 1). The word "He" refers to….
   A. The frog
   B. The prince
   C. The princess
   D. The king

10.There was a king who had a beautiful <u>daughter</u>. (par. 1) What is the opposite of the underlined word?
   A. Boy
   B. Son
   C. Man
   D. Kid

TEXT III: Read the following text to answer questions number 11 to 15

The Fox and A Little Rabbit Story

Once upon a time in the jungle, there lived a fox. His name was Rox. No one did not know him. Everybody in the jungle was afraid of him because his face and style looked very vicious.

One day, in a beautiful summer morning, when Rox was drinking at the side of river, he saw a little rabbit in danger. A snake came sneaking behind the little rabbit. To relieve the hunger, the snake was going to eat it. Rox jumped over the snake as soon as possible and scared it away.

The little rabbit then

that Rox just saved his life from the threat of the dangerous snake. After that, it told the whole jungle that Rox was a kind fox. He just saved its life. There was no need to be afraid of him anymore

11. Which statement is TRUE according to the text?
    A. The little rabbit was not in a danger.
    B. Rox is a kind fox.
    C. Everybody was never afraid of Rox.
    D. Rox jumped over and scared the little rabbit away.

12. What did the fox do when the snake was sneaking behind the little rabbit?
    A. He went to eat the snake.
    B. He didn't care.
    C. He jumped over and scared the snake away.
    D. He scared the little rabbit.

13. What is the main idea of the last paragraph?
    A. A little rabbit was in danger.
    B. Everybody in the jungle was afraid of Rox.
    C. Rox saved the little rabbit's live.
    D. Rox is a kind fox

14. Everybody in the jungle was <u>afraid</u> of him (paragraph 1). The underlined word means...
    A. Brave
    B. Weak
    C. Scare
    D. Dangerous

15. Rox jumped over the snake as soon as possible and scared **it** away. (paragraph 2)
    The word "It" refers to?
    A. Rox
    B. Snake
    C. Little rabbit
    D. Fox

TEXT IV: Read the following text to answer questions number 16 to 20

The Tortoise and the Hare

Once there was a speedy hare who bragged about how fast he could run. Tired of hearing him boast, the tortoise challenged him to a race. The entire animal in forest gathered to watch.

Hare run down the road for a while and then paused to rest. He looked back at the tortoise and cried out, "How do you expect to win this race when you are walking along at your slow, slow pace?" Hare stretched himself out alongside the road and fell asleep.

The animals who were watching cheered so loudly for tortoise, they woke up Hare. Hare began to run again, but it was too late. Tortoise was over the line. After that, Hare always reminded himself, "Don't brag about your lightning pace, for slow and steady won the race!"

16. What made the hare wake up from her sleeping?
  A. The loud noise of the cheering animals
  B. The forest animal's cry
  C. The steady walk of the tortoise
  D. The race voice

17. The tortoise which was slow and steady challenged **him** to a race…" (paragraph 1)
   The word "him" refers to....
   A. The hare's friend
   B. A certain animal
   C. The tortoise
   D. The hare

18. Once there was a <u>speedy</u> hare… (paragraph 1). What does underlined word mean?
   A. Quick
   B. Proud
   C. Run
   D. Race

19. Which statement is TRUE according to the text above?
   A. The hare win the race
   B. The tortoise was careless
   C. The tortoise slept during the race
   D. All the animals in the forest gathered to watch the race.

20. What is the main idea of the third paragraph?
   A. The tortoise beat the hare
   B. The animals cheered for the tortoise to win the race
   C. The hare defeat the tortoise
   D. The hare win the race

Indicators of Reading Assessment	Number of Question
Identify main idea of the text	1, 8, 13 and 20
Identify specific information of the text	3, 6, 12 and 16
Identify textual references	2, 9, 15 and 17
Identify the meaning of underlining word	4, 10, 14 and 18
Identify textual inference	5, 7, 11 and 19

Padangsidimpuan,   2017

Validator

Eka Sustri Harida, M. Pd
NIP. 19750917 200312 2 002

APPENDIX X1

READING COMPREHENSION TEST CYCLE II
(AFTER VALIDITY)

Nama   :

Kelas   :

Nomor Absen   :

Mata Pelajaran   : Bahasa Inggris

Waktu   : 60 menit

Petunjuk:
1) Tulislah nama, kelas dan nomor absen pada lembar jawaban.
2) Berilah tandasilang (×) pada salah satu jawaban yang anda anggap benar.
3) Tanyakan kepada pengawas jika anda temukan hal- hal yang kurang jelas.
4) Periksa kembali jawaban anda sebelum dikumpulkan kepada guru.
5) Test ini hanya bertujuan untuk mengetahui data-data murid tentang penguasaan mereka mengenai teks narrative text.
6) Waktu yang tersedia 60 menit.

TEXT I : Read the following text to answer questions number 1 to 5

THE FOX AND THE SICK LION

One day, an old lion realized that he was too tired to hunt for his prey anymore. Therefore, he went to his den sadly knowing that soon he would die. But before he lied down, he stopped at the entrance, breathing with great difficulty. Speaking in slow, low voice, he told the world of his sad condition.

The news of the lion's illness soon spread throughout the forest and attracted many animals to come to visit. One by one **they** came to visit him and paid their respects. However, the lion's age had also made him wily, and as each animal entered his lair and came within reach, they fell as an easy prey to the lion, which soon grew fat.

One day early in the morning, the fox who was renowned for his cunning came. He approached the den carefully. From a distance, the fox stood and inquired about the lion's condition since the lion looked healthy. "Ah, my dearest friend." said the lion" Is it you? I can hardly see you. You are so far away. Come closer, please and give me some words of consolation for I have not long to live."

The fox, meanwhile, had been looking closely at the ground in front of the lion's den. At last he looked up, and turned to go. He remarked, "Bless you, but excuse me if I do not stay, for, to tell the truth, I feel quite uneasy about many footsteps I see leading into your den yet none do I see emerging."

---

1. The main idea of the third paragraph is ….
   A. The fox was cunning.
   B. The fox visited the lion.
   C. The lion invited the fox.
   D. The lion wanted to eat the fox.

2. The word "**they**" in paragraph 2 refers to …
    A. The lion.
    B. The animals.
    C. The fox and other animals.
    D. The lion and the fox.

3. What did the lion do to the animals that came to his den?
    A. He asked them to pray for his health.
    B. He invited them to eat together.
    C. He ate the animals.
    D. He was surprised by them.

4. The fox who was <u>renowned</u> for his cunning came (par. 3).
  The underlined word has same meaning with?
    A. Strange.
    B. Unique.
    C. Unknown.
    D. Famous.

5. The statement below is true according to the text, *except*….
    A. Many animals visited the lion
    B. The lion's illness spread throughout the forest
    C. The lion invited all animals to eat together
    D. The fox visited the lion

TEXT II: Read the following text to answer questions number 6 to 10

A Stupid Man and His Cows

One day, a stupid man went to a market. He bought six cows. After that, he rode one cow home and made the others walk in front of him. On the way home, he counted them, but he could only see five cows. He counted **them** again and again. He was sure that he had lost one. He was afraid that he would be blamed by his wife.

His wife was waiting for him in front of the house. As soon as he saw her, he said sadly that he had lost one of their cows. He did not know how it could happen. He was very careful. Then, his wife asked him how many cows he bought. The stupid man answered that he bought six cows. However, he could only see five of them. His wife looked at him and laughed. She said that he was very stupid. There was not one cow less. There was one more.

6. How many cows did the stupid man buy?
    A. One
    B. Five
    C. Six
    D. Seven

7. Which of the following statements is FALSE according to the text?
   A. The stupid man thought that he had lost one of his cows.
   B. The stupid man bought five cows.
   C. The stupid man was blamed by his wife.
   D. The stupid man had lost one of his cows on his way home.

8. What does the word "them" in paragraph 1 line 3 refer to?
   A. The cow
   B. The lost cows
   C. The cows
   D. One of the cows

9. The main idea of the first paragraph is ….
   A. The stupid man bought six cows
   B. The stupid man lost all his cows
   C. The stupid man blamed by his wife
   D. The stupid man counted his cows

10. One day, a stupid man went to a market. (paragraph 1)
    Which of the following words is the synonym of the underlined word?
    A. Fool
    B. Clever
    C. Smart
    D. Diligent

TEXT III: Read the following text to answer questions number 11 to 15

The Smartest Animal

Once there was a farmer in Laos. Every morning and evening he plowed his field with the help of his buffalo. One day, a tiger saw the farmer and his buffalo working. The tiger was surprised to see a big animal listening to a small man. He wanted to know more about the buffalo and the man.

After the man went home, the tiger spoke to the buffalo "You are so big and strong. Why do you do everything the man tells you?" "Oh, the man is very intelligent." So, the next day, the tiger said to the man. "Can I see your intelligence?" But the man answered, "It's at home.". "Can you go and get it?" asked the tiger. "Yes." said the man. "But I'm afraid **you** will kill my buffalo when I am gone. Can I tie you to a tree?"

After the man tied the tiger to a tree, he didn't go home to get his intelligence. He took his plow and hit the tiger with a stick. Then, he said, "Now you know about my intelligence even if you haven't seen it."

11. Who is the most intelligent?
    A. The tiger
    B. The man
    C. Animal
    D. The buffalo.

12. The tiger spoke to the buffalo "You are so big and strong."
    The underlined word has similar meaning to?
    A. Force
    B. Powerful
    C. Hard
    D. Weak

13. The word "you" in paragraph 2 refers to?
    A. The man.
    B. The buffalo.
    C. The tiger.
    D. The buffalo and the tiger

14. Which statement is TRUE according to the text?
    A. The tiger is the most intelligent animal
    B. A buffalo is more intelligent than a tiger
    C. Human is smarter than the tiger
    D. The tiger is smarter than the farmer

15. What is the main idea of the first paragraph?
    A. The tiger wanted to know about the man
    B. The tiger asked the man
    C. The tiger surprised about buffalo
    D. The farmer plowed his field

TEXT IV: Read the following text to answer questions number 16 to 20

The Origin of Panyalahan Village

Long time ago, in Tasikmalaya, West Java, lived a young couple. They were farmers. They lived happily with their baby. The couple also had a tiger. When the couple went to work on the paddy field, the tiger looked after their baby. Before they left, they asked the tiger to look after their baby.

At noon, they went home. When the couple arrived at home, the tiger welcomed them. The tiger acted differently. He wagged his tail and rubbed his body to the couple's legs. He looked very happy. The husband became suspicious.

Then, the husband looked at the tiger carefully. He was shocked. The tiger's mouth was full of blood. Then, he remembered his baby. He thought the tiger had eaten the baby. "Why is your mouth full of blood?" he asked the tiger. "You must have done something bad to my baby! Have you killed **him**? Why did you do that?" he was very furious. The husband took his knife and killed the tiger in anger.

After that, they both entered the house. They were shocked. Their baby was sleeping peacefully in his cradle. He was not eaten by the tiger. The baby woke up and opened his eyes and smiled. The couple found a very large snake under the cradle. The snake was dead and full of blood. "Oh, my wife." The husband said. "The tiger is not guilty! Look at the dead snake. The tiger must have killed him. He had saved our baby, but I killed him. Oh, my God! What have I done? Forgive me, please?"

The couple felt very guilty. They had killed their faithful tiger. It all happened because they did not check the baby first before they killed the tiger. Since then, the couple's village was called Panyalahan. The word "Panyalahan" is derived from the word "nyalahan", which means "wrong guess".

16. What did the tiger do...
    A. It killed the baby.
    B. It ate the snake.
    C. It attacked the baby.
    D. It attacked the snake.

17. The word "him" in paragraph 3 line 4 refers to …
    A. The tiger.
    B. The snake.
    C. The baby.
    D. The young couple.

18. "…he was very <u>furious</u>." The underlined word has similar meaning, *except*…
    A. Mad.
    B. Angry.
    C. Calm.
    D. Upset.

19. The statement below is true according to the text, *except*…
    A. The tiger looked after the baby.
    B. The tiger killed the baby.
    C. The husband felt very guilty
    D. The husband killed the tiger.

20. The main idea of the second paragraph is ….
    A. The husband became suspicious about the tiger
    B. The couple arrived at home
    C. The husband wanted to kill the tiger
    D. The tiger ate the baby

Indicators of Reading Assessment	Number of Question
Identify main idea of the text	1, 9, 15 and 20
Identify specific information of the text	3, 6, 11 and 16
Identify textual references	2, 8, 13 and 17
Identify vocabulary	4, 10, 12 and 18
Identify true or false statement	5, 7, 14 and 19

Padangsidimpuan,   2017

Validator

Eka Sustri Harida, M. Pd
NIP. 19750917 200312 2 002

APPENDIX XII

Students' Reading Comprehension Scores in the First Cycle

No	Name	Main Idea	Specific Information	Vocabulary	Reference	True - Wrong Statement	Scores
1.	AR	15	15	15	20	10	75*
2.	AW	20	20	20	20	15	95*
3.	APR	10	10	10	15	5	60
4.	AS	15	10	15	15	0	55
5.	AF	20	5	10	20	5	60
6.	IS	15	10	10	15	10	60
7.	IAr	10	10	15	10	5	50
8.	IAf	20	15	15	20	10	80*
9.	MR	15	5	10	10	0	45
10.	NY	10	10	10	20	10	70
11.	PAL	15	10	10	15	0	50
12.	PA	10	15	15	20	5	65
13.	PMS	15	10	5	15	5	50
14.	RAL	20	15	20	20	15	90*
15.	RAF	10	15	15	20	5	65
16.	RA	15	5	10	10	10	50
17.	RM	10	5	15	15	5	50
18.	RGM	20	10	15	15	5	65
19.	S	15	15	10	20	10	70
20.	SJ	20	20	5	15	10	70
21.	SK	20	10	20	15	15	80*
22.	SS	15	10	10	15	0	50
23.	T	10	5	15	10	0	40
24.	VSW	20	15	20	15	20	90*
Total Scores							**1535/2**
Mean Scores							**63.95**
Percentage							**25%**

The students who passed the KKM (75) in the first cycle.

In analyzing the data of first test, the researcher calculated the mean score of the class and also calculating the percentage of first test in first cycle. It was calculated as following:

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\%$$

$$\vec{x} = \frac{1535}{24} \times 100\%$$

$$\vec{x} = 63.95$$

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{6}{24} \times 100\%$$

$$P = 25\%$$

**The Categories of Students' Reading Comprehension Scores
in the First Cycle**

No	Criteria	Score	Total of Student	Percentage
1	Excellent	91- 100	1 Student	4.17%
2	Very good	81 - 90	2 Students	8.33%
3	Good	76 - 80	-	-
4	Average	75	1 Students	4.17%
5	Poor	≤75	20 Students	83.33%
				100%

APPENDIX XIII

Students' Reading Comprehension Scores in the Second Cycle

No	Name	Main Idea	Specific Information	Vocabulary	Reference	True - Wrong Statement	Scores
				Indicator			
1.	AR	20	15	20	20	15	90
2.	AW	20	20	20	20	20	100
3.	APR	15	15	20	15	15	80
4.	AS	20	15	20	20	10	85
5.	AF	15	10	10	10	5	**50**
6.	IS	20	15	15	15	15	80
7.	IAr	15	10	10	10	10	**55**
8.	IAf	20	20	20	20	15	95
9.	MR	15	15	15	10	10	**65**
10.	NY	20	20	15	20	20	95
11.	PAL	15	10	15	20	15	75
12.	PA	20	15	15	15	15	80
13.	PMS	15	15	20	20	10	80
14.	RAL	20	15	20	20	20	95
15.	RAF	20	15	20	20	10	85
16.	RA	15	15	15	15	15	75
17.	RM	20	15	15	20	10	80
18.	RGM	20	20	20	20	10	90
19.	S	20	10	20	20	15	85
20.	SJ	20	15	20	20	15	90
21.	SK	15	15	20	20	20	90
22.	SS	20	15	15	15	10	75
23.	T	15	10	15	15	5	**60**
24.	VSW	20	20	20	20	20	100
Total Scores							1955/24
Mean Scores							81.45
Percentage							79.16%

* Bold name that did not pass the KKM (78) in second cycle

In analyzing the data of second test, the researcher calculated the mean score of the class and also calculating the percentage of second test in second cycle. It was calculated as following:

$$\vec{x} = \frac{\sum \vec{x}}{N} \times 100\%$$

$$\vec{x} = \frac{1955}{24} \times 100\%$$

$$\vec{x} = 81.45$$

$$P = \frac{R}{T} \times 100\%$$

$$P = \frac{19}{24} \times 100\%$$

$$P = 79.16\%$$

**The Categories of Students' Reading Comprehension Scores
in the Second Cycle**

No	Criteria	Score	Total of Student	Percentage
1	Excellent	91- 100	5 Student	20.83%
2	Very good	81 - 90	7 Students	29.17%
3	Good	76 - 80	5 students	20.83%
4	Average	75	3 Students	12.5%
5	Poor	≤75	4 Student	16.67%
				100%

APPENDIX XIV

The Result of Difference Score Between First Cycle and Second Cycle

No	Students' Initial	Cycle 1 First Test	Cycle 2 Second Test	D=X-Y	∑D=D-MD	∑D²
1	AR	75*	90	15	-2.5	6.25
2	AW	95*	100	5	-12.5	156.25
3	APR	60	80	20	2.5	6.25
4	AS	55	85	30	12.5	156.25
5	AF	60	**50**	-10	-27.5	756.25
6	IS	60	80	20	2.5	6.25
7	IAr	50	**55**	5	-12.5	156.25
8	IAf	80*	95	15	-2.5	6.25
9	MR	45	**65**	30	12.5	156.25
10	NY	70	95	25	7.5	56.25
11	PAL	50	75	25	7.5	56.25
12	PA	65	80	15	-2.5	6.25
13	PMS	50	80	30	12.5	156.25
14	RAL	90*	95	5	-12.5	156.25
15	RAF	65	85	20	2.5	6.25
16	RA	50	75	25	7.5	56.25
17	RM	50	80	30	12.5	156.25
18	RGM	65	90	25	7.5	56.25
19	S	70	85	15	-2.5	6.25
20	SJ	70	90	20	2.5	6.25
21	SK	80*	90	10	-2.5	6.25
22	SS	50	75	25	7.5	56.25
23	T	40	**60**	20	2.5	6.25
24	VSW	90*	100	10	-7.5	56.25
	Total/N	**1535/24**	**1955/24**	**420/24**	**15/24**	**2.250/24**
	Mean	**M= 63.95**	**M= 81.45**	$M_D = 17.5$	$\sum D=0.625$	$\sum D^2=93.75$

*: *The students who passed the KKM (75) in first cycle and*
   Bold name that did not pass the KKM (78) in second cycle

To prove the significances, the researcher used t-test for samples less than 30 students. The procedures of interpreting the data were:

1. Formulating Hypothesis alternative (H_a) and Hypothesis nihil (H_o):

    H_o = There is not significant improvement among students' speaking test in the first cycle and second cycle.

    H_a = There is significant improvement among students' speaking test in the first cycle and second cycle.

2. Calculating the signification of t_o by comparing t_o and t_t and calculating the degree of freedom (df) with df=N-1.

3. Looking for level of signification 5% or 1% in t table (it can be seen from df).

4. Comparing the result of t_o and t_t with the criterion:

    1. If t_o bigger than t_a or t_o same with t_t, so H_o is rejected and H_a is received. It means that there is significant improvement of students' learning process result.

    2. If t_o smaller than t_t, so H_o is received and H_a is rejected. It means that there is not significant improvement of students' learning process result.

5. Making conclusion from the result.

Steps of calculating the data:

M_D = Mean of difference

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

$$= \frac{420}{24} = 17.5$$

$\sum D$ = Number of difference Score Between Second Cycle and First Cycle,

$D = X - Y$

$N = 24$ Students

SD_D = Standard Deviation from the difference score between First Test and

Second test.

$$SD_D = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

$$SD_D = \sqrt{\frac{2.250}{24} - \left(\frac{15}{24}\right)^2}$$

$$SD_D = \sqrt{93.75 - 0.3906}$$

$$SD_D = \sqrt{93.3594}$$

$$SD_D = 9{,}61$$

$SE_{M\,D}$ = Standard Error from Mean of Difference

$$SE_{M\,D} = \frac{SD_D}{\sqrt{N-1}}$$

$$SE_{MD} = \frac{9.61}{\sqrt{24-1}}$$

$$SE_{MD} = \frac{9.61}{\sqrt{23}}$$

$$SE_{MD} = \frac{9.61}{4.7958}$$

$$SE_{MD} = 2.00$$

$$t_o = \frac{M_D}{SE_{MD}}$$

$$t_o = \frac{17.5}{2.00}$$

$$t_o = 8.75$$

Degrees of freedom (df) = N-1 = 24-1 = 23

The calculation result of t_o = 8.75, t_{table} with df = 23, level of significance in t table 5% is 2,069. It can be known that the result of t_o is bigger than t_t, it is 8.75>2.069. Based on the result, it means that there is a significant improvement between students' reading learning process result in the first cycle and second cycle.

From analysis above, the researcher concludes that the mean of first cycle and second cycle is a significantly difference, where mean of second cycle (81.45) is greater than first cycle (63.95). It shows that Think Pair Share could improve the students' reading comprehension at grade VIII SMP N 9 Padangsidimpuan.

DOCUMENTION

FIRST CYCLE

The researcher was explaining the material

THINK STAGE:
The students think individually
about their answer

PAIR STAGE:
The students were seriously
sharing answer with their pair

SHARE STAGE: Every pair representative was sharing their pair discussion

Students were seriously doing the test in Cycle 1
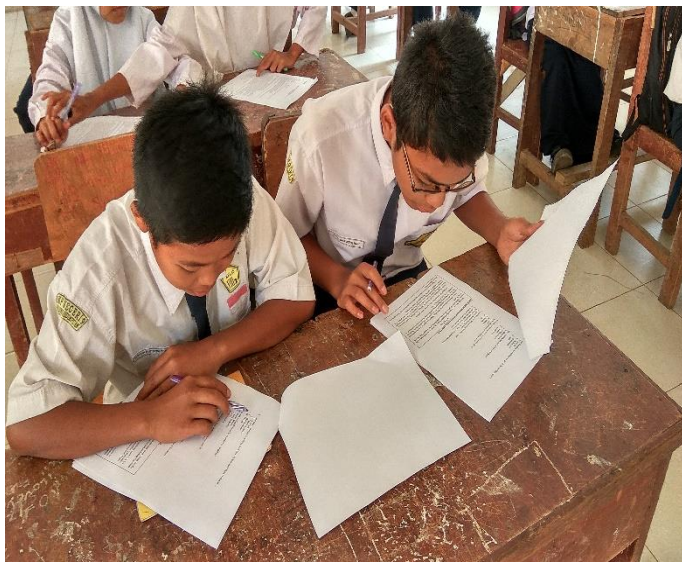
English teacher as a collaborator

SECOND CYCLE

The researcher was distributing
the narrative text to each group

Students were seriously doing
test in Cycle 2

Students' Learning Process in the Second Cycle