



**A DESCRIPTIVE STUDY OF THE TENTH GRADE STUDENTS' READING  
COMPREHENSION ACHIEVEMENT TAUGHT BY USING THINK-PAIR-  
SHARE STRATEGY AT SMA PGRI 6 GENTENG, BANYUWANGI**

**THESIS**

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UNIVERSITY OF JEMBER**

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Composed as one of the requirements to obtain S1 degree at the English Education  
Study Program of the Language and Arts Education of the Faculty of Teacher  
Training and Education, Jember University

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## DEDICATION

*This thesis is honorably dedicated to:*

- 1. My beloved father (Alm) H. Abdul Salam and my beloved Mother Hj.Sa'adah, thanks for your unconditional love. We love you both.*
- 2. My beloved brother, Moh.Masyhudi Salam and my lovely sister Sintia Dewi Rahayuning Hati, thanks for everything.*
- 3. My beloved fiancé, Bagos Trikora Sunarjayanto, thanks for making me believe in love and miracles.*

## MOTTO

*“If you only read the books that everyone is reading, you can only think what everyone else is thinking”*

*(Haruki Murakami)*

## CONSULTANT'S APPROVAL

### **A DESCRIPTIVE STUDY OF THE TENHT GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENTS TAUGHT BY USING THINK-PAIR- SHARE STRATEGY AT SMA PGRI 6 GENTENG, BANYUWANGI**

#### THESIS

Proposed to Fulfill One of the Requirements to Obtain the Degree of S1  
at the English Education Program, Language and Arts Department  
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Finally, I do hope that this thesis will be a useful contribution for the sake of the improvement of English teaching, especially the teaching of reading. Any criticism and valuable suggestion would be appreciated.

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The Writer

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## SUMMARY

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Reading is one of the language skills which cannot be separated from our daily activities. Among the language skills, reading is considered important to help students improve their general language skill in English like speaking, listening, and writing. From the reading material, the students may learn or find out about ideas, facts, and experiences, stated in the text.

In teaching learning process, sometimes both students and teacher need a strategy to create a good way to make the situation in the teaching learning process going well and able to make the students comprehend the text well, too.

The purpose of this study was to describe the tenth grade students' reading comprehension achievement taught by using Think-Pair-Share Strategy at SMA PGRI 6 Genteng, Banyuwagi covering students' word comprehending, students sentence comprehending, students' paragraph comprehending, and students' the whole text comprehending.

The design of this study was descriptive study. The research subjects were X.1 students of SMA PGRI 6 Genteng. In collecting data, the researcher used interview result, test and documentation. Interview method was used to investigate the teaching of English reading taught by using Think-Pair-Share strategy conducted by the English teacher. Further, the reading achievement test was used to measure the students' reading comprehension achievement taught by using Think-Pair-Share strategy. The documentation was also used to get other data which were related to the research. The quantitative data were analyzed statistically using percentage, but the

qualitative data were analyzed non-statistically by describing the real condition of what was being observed.

Based on the result of informal interview, it was known that the English teacher applied Think-Pair-Strategy in reading report text. The text which had been used in teaching learning process was taken from the worksheet, internet, and Creative English book.

The data of the test which were in the form of percentage score was analyzed by using descriptive statistic. It was found that the highest percentage is sentence comprehension, with 73.14 % and belongs to “good” category. Then it is followed by word comprehension in 71.18% and categorized as “good”. The percentage of paragraph comprehension is 67.12% with interval 60-69, and categorized as “fair”. “Fair” category also happens with the text comprehension in range 60-69 and percentage is 68.33%. In this case, the lowest indicator in percentage is paragraph comprehension with the percentage of 67.12%. In other words, there were only 67.12% of 36 students who get score in range 60-69 in term of the paragraph comprehension.

Then, based on the result of this research, it shows that the mean score of all the four levels of reading comprehension by using TPS strategy in SMA PGRI 6 Genteng, Banyuwangi were 69.94% and categorized as “good”. It means, from the 36 students of tenth grade, there were 25 students who able to reach the required standard score or SKM (70).