



**THE EFFECT OF USING THINK-PAIR-SHARE TECHNIQUE ON
THE EIGHTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT
AT SMPN 3 BANGSALSARI JEMBER**

THESIS

By

DIYAH RENI FAUZIYATI

NIM 080210401006

**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
JEMBER UNIVERSITY**

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CONSULTANT'S APPROVAL

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Name : Diyah Reni Fauziyati
Identification Number : 080210401006
Place/Date of Birth : Banyuwangi, February 13th, 1990
Level : 2008
Program : English Language Study
Department : Language and Arts
Faculty : Teacher Training and Education

Consultants

Consultant I : Dra. Wiwiek Istianah, M.Kes, M.Ed.

Consultant II : Dra. Musli Ariani, M.App. Ling

APPROVAL OF EXAMINATION COMMITTEE

This thesis has been approved and accepted by the Faculty of Teacher Training and Education, Jember University on:

Date : Monday, 28th January 2013

Place : The Faculty of Teacher Training and Education, Jember University

Examination Committee

Chairperson

Secretary

Drs. Sugeng Ariyanto, M.A.
NIP. 19590412 198702 1 001

Dra. Musli Ariani, M.App. Ling.
NIP. 19680602 199403 2 001

The Members,

The 1st Member,

The 2nd Member

Dra. Zakiyah Tasnim, M.A.
NIP. 19620110 198702 2 001

Dra. Wiwiek Istianah, M.Kes, M.Ed.
NIP. 19501017 198503 2 001

The Dean

Faculty of Teacher Training and Education
Jember University

Prof. Dr. Sunardi, M.Pd.
NIP. 19540501 198303 1 005

STATEMENT OF THESIS AUTHENTICITY

I certify that this thesis is an original and authentic piece of work by the author herself. All materials incorporated from secondary sources have been fully acknowledged and referenced.

I certify that the content of the thesis is the result of work which has been carried out since the official commencement date of approved thesis title; this thesis has not been submitted previously, in whole or in part, to qualify for any other academic award; ethics procedure and guidelines of thesis writing from the University and the Faculty have been followed.

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Diyah Reni Fauziyati

Jember, January 4th 2013

DEDICATION

This thesis is honorably dedicated to:

1. My beloved father, Yasaro, S.Ag and my beloved mother, Wiji Sumiati.
2. My beloved brother, Anang Fahrurroji and my beloved sister, Disya Fitriana Rahayuningtyas.



MOTTO

"Great spirits have always encountered violent opposition from mediocre minds"

~ Albert Einstein

"Think before you speak. Read before you think"

~ Fran Lebowitz



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Writer

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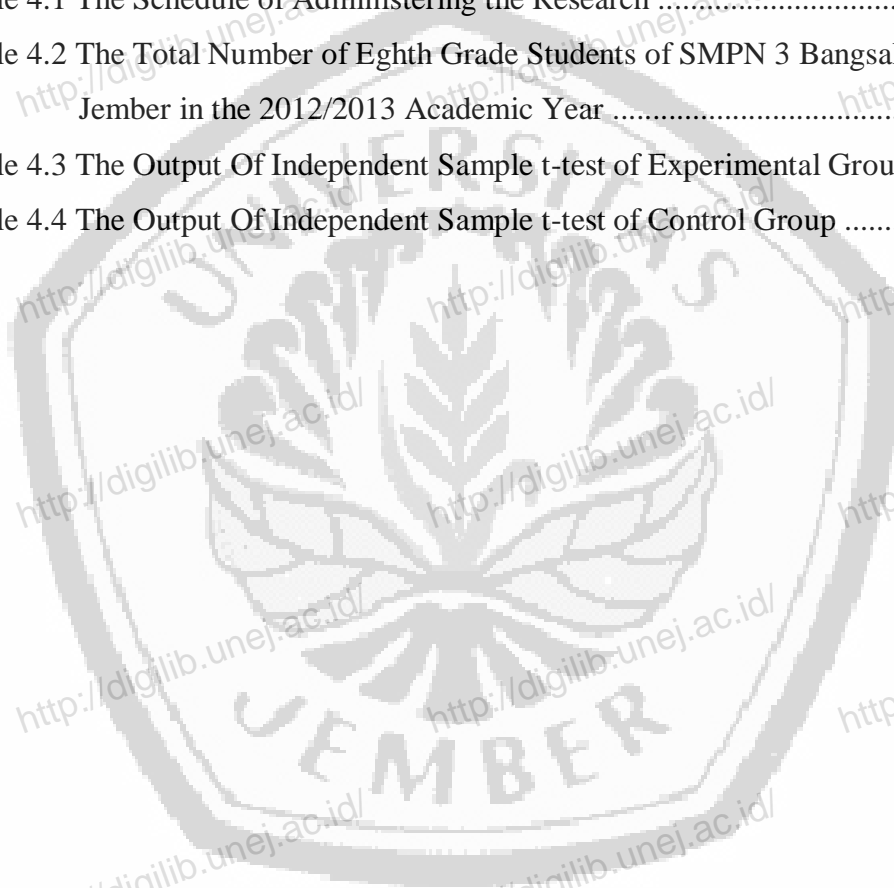
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SUMMARY

The Effect of Using Think-Pair-Share Technique on the Eighth Grade Students' Reading Comprehension Achievement at SMPN 3 Bangsalsari Jember in the 2012/2013 Academic Year; Diah Reni Fauziyati, 080210401006; 2013:56 pages; English Language Education Study Program of Language and Arts Education Department, The Faculty of Teacher Training and Education, Jember University.

Think-Pair-Share technique is one of the types of in cooperative learning that creates a more active process. This technique can be applied in a large class to solve students' problem in reading and make them to be more interactive to learn. It is a good technique, that can help the students to solve their problems and help one another. The research problem of this research was formulated as follow "Is there any significant effect of using Think-Pair-Share technique on the eighth grade students' reading comprehension achievement at SMPN 3 Bangsalsari Jember?", while the objective of the research was to investigate whether there was a significant effect of using Think-Pair-Share technique on of the eighth grade students' reading comprehension achievement of SMPN 3 Bangsalsari Jember.

The area of this research was SMPN 3 Bangsalsari Jember. The research design was the experimental research which was conducted to investigate whether or not there is a significant effect of using Think-Pair-Share technique on the eighth grade students' reading comprehension achievement at SMPN 3 Bangsalsari Jember in the 2012/2013 academic year. The respondents of this research were the eighth grade students of SMPN 3 Bangsalsari Jember in the 2012/2013 academic year. The research respondents were determined by cluster random sampling through lottery. The total number of the respondents was 61 students consisted of 31 students of VIII C as the experimental group taught by using Think-Pair-Share technique, while the

control group consisted of 30 students of VIII B taught by using Conventional technique (Lecturing and Question-Answer).

The data of this research were collected from the students' scores of reading comprehension test, interview, documentation and observation. The reading comprehension test was administered from pre-test and post-test to know the comparison between the two groups before and after the treatment, and the result was analyzed by using t-test formula. Based on the computation of the t-test formula of the scores of the pre test and post test on reading comprehension achievement test, it showed that the statistical value of t-test was 2.55 while the value of t-table at significant level of 5% with df 59 was 2.00. It indicated that there was a significant effect of using Think-Pair-Share technique on the eighth grade students' reading comprehension achievement at SPMN 3 Bangsalsari Jember.

Based on the result of this research, the English teacher is suggested to use and apply the Think-Pair-Share technique in teaching reading to make the students to be more active in developing their thinking about the reading text, and make the situation of the class more alive. It was proved that Think-Pair-Share technique can make the students able to understanding and comprehending the material when they do the tasks in a group. Moreover, it is suggested that the result of this research can be used by the future researchers as a reference or information in conducting the same study for the future researchers by using different language skills such as the effect of Think-Pair-Share technique on the students' speaking achievement to different level of students.