



**IMPROVING THE TENTH GRADE STUDENTS' READING  
COMPREHENSION ACHIEVEMENT BY USING THINK PAIR SHARE  
(TPS) STRATEGY AT SMAN 1 KALISAT JEMBER  
IN THE 2007/2008 ACADEMIC YEAR**

**THESIS**

**Composed as One of the Requirements to Obtain S1 Degree at the English  
Education Program of Language and Arts Education Department  
The Faculty of Teacher Training and Education of  
Jember University**

**By**

**ISTIRO'AH IDA KULIANA  
NIM. 020210401126**

**ENGLISH EDUCATION PROGRAM  
THE FACULTY OF TEACHER TRAINING AND EDUCATION  
JEMBER UNIVERSITY  
2007**

## MOTTO

إن مع العسر يسرا

Truly after a difficulty there is an easy way

*(QS. Al Insyiroh : 6 )*

‘All beginning is difficult’

*(Anonymous)*

## **DEDICATION**

1. My honourable parents, Suparno and Pairah. Thank you so much for your tremendous love and attentiveness that encourage me to study and to finish this thesis.

# CONSULTANT APPROVAL SHEET

## IMPROVING THE TENTH GRADE STUDENTS' READING COMPREHENSION ACHIEVEMENT BY USING THINK PAIR SHARE (TPS) STRATEGY AT SMAN 1 KALISAT JEMBER IN THE 2007/2008 ACADEMIC YEAR

### THESIS

Presented as one of the requirements to obtain the S1 degree at the English Education  
Program of the Faculty of Teacher Training and Education  
Jember University

By:

Name : Istiro'ah Ida Kuliana  
Identification Number : 020210401126  
Level of Class : 2002  
Department : Language and Arts Education  
Program : English Education  
Place of Birth : Ponorogo  
Date of Birth : March 23<sup>th</sup>, 1983

Approved by

The first consultant

The second consultant

Dra. Siti Sundari, MA  
NIP. 131 759 842

Drs. Bambang Suharjito, M.Ed  
NIP. 131 832 333

## APPROVAL

This thesis is approved and examined by the Examiner Committee of the Faculty of  
Teacher Training and Education

Examined on : November, 16<sup>th</sup> 2007  
Place : The Faculty of Teacher Training and Education  
Jember University

The Committee:

The Chairperson,

The Secretary,

Dra. Wiwiek Istianah, M.Kes, M.Ed

NIP. 131 472 785

Drs. Bambang Suharjito, M.Ed

NIP. 131 832 333

The Members:

Signatures,

1. Dra. Zakiyah Tasnim, MA

NIP.131 660 789

(.....)

2. Dra. Siti Sundari, MA

NIP.131 759 842

(.....)

## ACKNOWLEDGEMENT

First of all, I would like to thank to Alloh SWT, The Almighty, who always leads and provides me with Alloh blessing, mercy, and guidance to me, so I can finish this thesis. My gratitude are also due to:

1. The Dean of the Faculty of Teacher Training and Education.
2. The Chairperson of the Language and Arts Department.
3. The first and second consultants, who have guided and corrected this thesis.
4. The Headmaster of SMAN 1 Kalisat Jember.
5. The English teacher of the tenth grade students of SMAN 1 Kalisat Jember.
6. My lecturers at English Education Program, Faculty of Teacher Training and Education, Jember University.
7. My beloved sisters and brother (Suratman, Lasmiati, and Parwiti), and my beloved sister and brothers in law (Untari, Jemanun, Supri,).
8. My beloved nieces and nephew (Ony, Vian, Aulia, and Rendi).
9. My friends in the boarding house, YPI Assa'adah.
10. My friends in the 2002 level at English Education Program, Faculty of Teacher Training and Education, Jember University.

Finally, I have done the best for this thesis; however, it is possible that this thesis is still imperfect. I expect any comment or criticism for this thesis to become better. I expect that it will be useful not only for my self but also for the readers.

Jember, November 2007

The writer

## TABLE OF CONTENTS

<b>TITTLE</b> .....	<b>i</b>
<b>MOTTO</b> .....	<b>ii</b>
<b>DEDICATION</b> .....	<b>iii</b>
<b>CONSULTANT APPROVAL SHEET</b> .....	<b>iv</b>
<b>APPROVAL OF THE EXAMINATION COMMITTEE</b> .....	<b>v</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>vi</b>
<b>TABLE OF CONTENTS</b> .....	<b>vii</b>
<b>THE LIST OF TABLES</b> .....	<b>x</b>
<b>LIST OF APPENDICES</b> .....	<b>xi</b>
<b>SUMMARY</b> .....	<b>xii</b>
<b>I. INTRODUCTION</b>	
1.1 The Background of the Research .....	1
1.2 The Problem of the Research .....	3
1.3 The Scope of the Research .....	4
1.4 The Operational Definition of the Terms .....	4
1.4.1 Think Pair Share (TPS) Strategy .....	4
1.4.2 Reading Comprehension Achievement .....	5
1.5 The Objective of the Research .....	5
1.6 The Significant of the Research .....	5
<b>II. REVIEW OF RELETED LITERATURE</b>	
2.1 The Process of Reading.....	7
2.2 The Models of Reading.....	8
2.3 The Students' Reading Comprehension Achievement.....	10
2.3.1 Word Comprehension .....	11
2.3.2 Sentence Comprehension .....	11
2.3.2.1 Identifying Key Ideas .....	12
2.3.2.2 Locating Details.....	12

2.3.2.3 Combining Ideas into a Sentence .....	13
2.3.2.4 Reading Complicated Sentences.....	13
2.3.3 Paragraph Comprehension .....	14
2.3.3.1 Identifying the Topic Sentence.....	15
2.3.3.2 Identifying the Supporting Sentences.....	16
2.3.3.3 Identifying a Concluding Sentence.....	16
2.3.4 Text Comprehension .....	17
2.4 The Factors Influencing Reading Comprehension.....	17
2.5 Kinds of Text.....	18
2.5.1 Narrative Text.....	21
2.6 The Application of Think Pair Share (TPS) Strategy in Teaching Reading.....	22
2.7 The Advantages of Think Pair Share (TPS) Strategy .....	24
2.8 Action Hypothesis .....	25

### **III. RESEARCH METHODOLOGY**

3.1 Research Design .....	26
3.2 Area Determination method .....	29
3.3 Subject Determination Method .....	29
3.4 Data Collection Method .....	29
3.4.1 Primary Data.....	30
3.4.1.1 Reading Comprehension Test .....	30
3.4.1.2 Observation .....	32
3.4.2 Supporting Data.....	32
3.4.2.1 Interview .....	32
3.4.2.2 Documentation .....	33
3.5 Research Procedures .....	33
3.5.1 The planning of the Actions .....	33
3.5.2 The Implementation of the Actions .....	34
3.5.3 Class Observation and Evaluation.....	34



3.5.4 Data Analysis and Reflection of the Action .....	35
<b>IV. RESULTS, DATA ANALYSIS AND DISCUSSION</b>	
4.1 The Result of Action Cycle I .....	37
4.1.1 The Result of Observation.....	38
4.1.2 The Result of Reading Comprehension Achievement Test .....	40
4.1.3 The Result of Reflection .....	42
4.2 The Result of Action Cycle II .....	44
4.2.1 The Result of Observation.....	46
4.2.2 The Result of Reading Comprehension Achievement Test .....	47
4.2.3 The Result of Reflection .....	49
4.3 Discussion .....	50
<b>V. CONCLUSION AND SUGGESTIONS</b>	
5.1 Conclusion .....	54
5.2 Suggestions .....	54

**REFERENCES**

**APPENDIXES**

## LIST OF TABLES

2.1 Kinds of Text .....	19
3.1 The Classification of the Scoring level .....	36
4.1 The Result of Reading Comprehension Achievement Test in Cycle I .....	40
4.2 The Classification, the Frequency, and the Percentage of the Students' Reading Comprehension Achievement Test Score in Cycle I ....	42
4.3 The Result of Reading Comprehension Achievement Test in Cycle II .....	47
4.4 The Classification, the Frequency, and the Percentage of the Students' Reading Comprehension Achievement Test Score in Cycle II ..	49
4.5 The activities of TPS strategy in Each Cycle .....	51
4.6 The Improvement of the Students' reading Comprehension Achievement in the First and the Second Cycle .....	52

## **LIST OF APPENDICES**

1. Research Matrix
2. The Guideline of Research Instrument
  - a. Interview
  - b. Documentation
3. Reading Comprehension Achievement Pre Test
4. Lesson Plan 1 (Cycle I)
5. Lesson Plan 2 (Cycle I)
6. Reading Comprehension Achievement Test Cycle I
7. Lesson Plan 1 (Cycle II)
8. Lesson Plan 2 (Cycle II)
9. Reading Comprehension Achievement Test Cycle II
10. Observation Checklist of Cycle I (Meeting 1)
11. Observation Checklist of Cycle I (Meeting 2)
12. Observation Checklist of Cycle II (Meeting 1)
13. Observation Checklist of Cycle II (Meeting 2)
14. Names of the Research Subject
15. The Scores of the Students' Reading Comprehension Achievement Pre Test
16. Permission Letter of conducting research from the Faculty of Teacher Training and Education of Jember University.
17. Statement Letter for accomplishing the research from SMAN 1 Kalisat Jember.
18. Consultation Sheet
  - a. Consultant 1
  - b. Consultant 2

## SUMMARY

**Improving the Tenth Grade Students' Reading Comprehension Achievement by Using Think Pair Share (TPS) Strategy at SMAN 1 Kalisat Jember in the 2007/2008 Academic Year;** Istiro'ah Ida Kuliana, 020210401126; 2007: 55 pages; English Education Program, Language and Arts Education Department, The Faculty of Teacher Training and Education of Jember University.

Think Pair Share (TPS) strategy is a cooperative discussion strategy developed by Frank Lyman that creates a more active process, helps to maintain attention and improve the students' motivation. It is a good strategy, in which the students work together to solve their problems, and help one another.

The purpose of this research was (1) to improve the tenth grade students' reading comprehension achievement by using Think Pair Share (TPS) strategy at SMAN 1 Kalisat Jember in the 2007/2008 academic year, and (2) to motivate the tenth grade students at SMAN 1 Kalisat Jember to be more actively involved in the teaching and learning process of reading.

This research was conducted at SMAN 1 Kalisat Jember from August 20<sup>th</sup> 2007 up to September 10<sup>th</sup> 2007. The research method was classroom action research with cycle models. This classroom action research was done in collaboration with the English teacher with a sequence of steps, namely the planning of the action, implementation of the action, class observation and evaluation, and reflection of the action.

This research held in two cycles. Each cycle was done in three meetings including test. The research subject was grade X 4 since this class, among the five existing classes, had the lowest mean score of the reading pre test that was 43.33. The primary data about the students' reading comprehension achievement were collected

by administering reading achievement test and observation by using observation checklist. The collected data were analysed by descriptive quantitative. Meanwhile, the reflection was based on the finding during the observation and was compared to the criteria of success, including (1) the action is considered successful if 75% of the students get score of reading comprehension test in the good score category (M= 70-79) or more, and the mean score of reading comprehension test at least in the good category (M= 70-79), and (2) the action is considered successful if at least 75% of the subjects are actively involved in the teaching learning process of reading by using Think Pair Share (TPS) strategy.

The mean score of reading comprehension test in the cycle 1 was 61.35 or 'fair' score category. Meanwhile, only 27.02% of the students got score in the good category (M=70-79) or more. Moreover, the result of observation in cycle 1 showed that only 72.50% of the students were actively involved in the teaching and learning process of reading by using Think Pair Share (TPS) strategy. The results above showed that cycle 1 had not achieved yet the targets of this research. Therefore, the action was continued in cycle 2 by the revising the activity in the second stage (pairing stage) of Think Pair Share (TPS) strategy. In cycle 2, after finishing their discussion in pairs, the researcher asked pairs of the students to regroup into four to further their discussion.

The mean score of reading comprehension test in cycle 2 was better (M=72.84) than in cycle 1 (M=61.35). In cycle 2, there were 86.48% of the students got score in the good category (M=70-79) or more. Additionally, the results of the observation in cycle 2 showed that most of the students (84.21%) were active during the teaching learning process of reading by using Think Pair Share (TPS) strategy. In other words, the targets of this research were achieved in cycle 2.

From the results above, it can be concluded that Think Pair Share (TPS) strategy can improve the students reading comprehension achievement as well as their involvement. Therefore, it is suggested to the English teacher to use Think Pair Share (TPS) strategy as an alternative strategy in teaching reading.