



THE EFFECT OF USING THINK ALOUD PAIR PROBLEM SOLVING
(TAPPS) ON THE EIGHTH GRADE STUDENTS' READING
COMPREHENSION ACHIEVEMENT AT SMP ISLAM
GUMUKMAS JEMBER

THESIS

Presented as One of the Requirements to Obtain the S-1 Degree
at the English Education Program, Language and Arts Education Department,
Faculty of Teacher Training and Education,
Jember University

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2015

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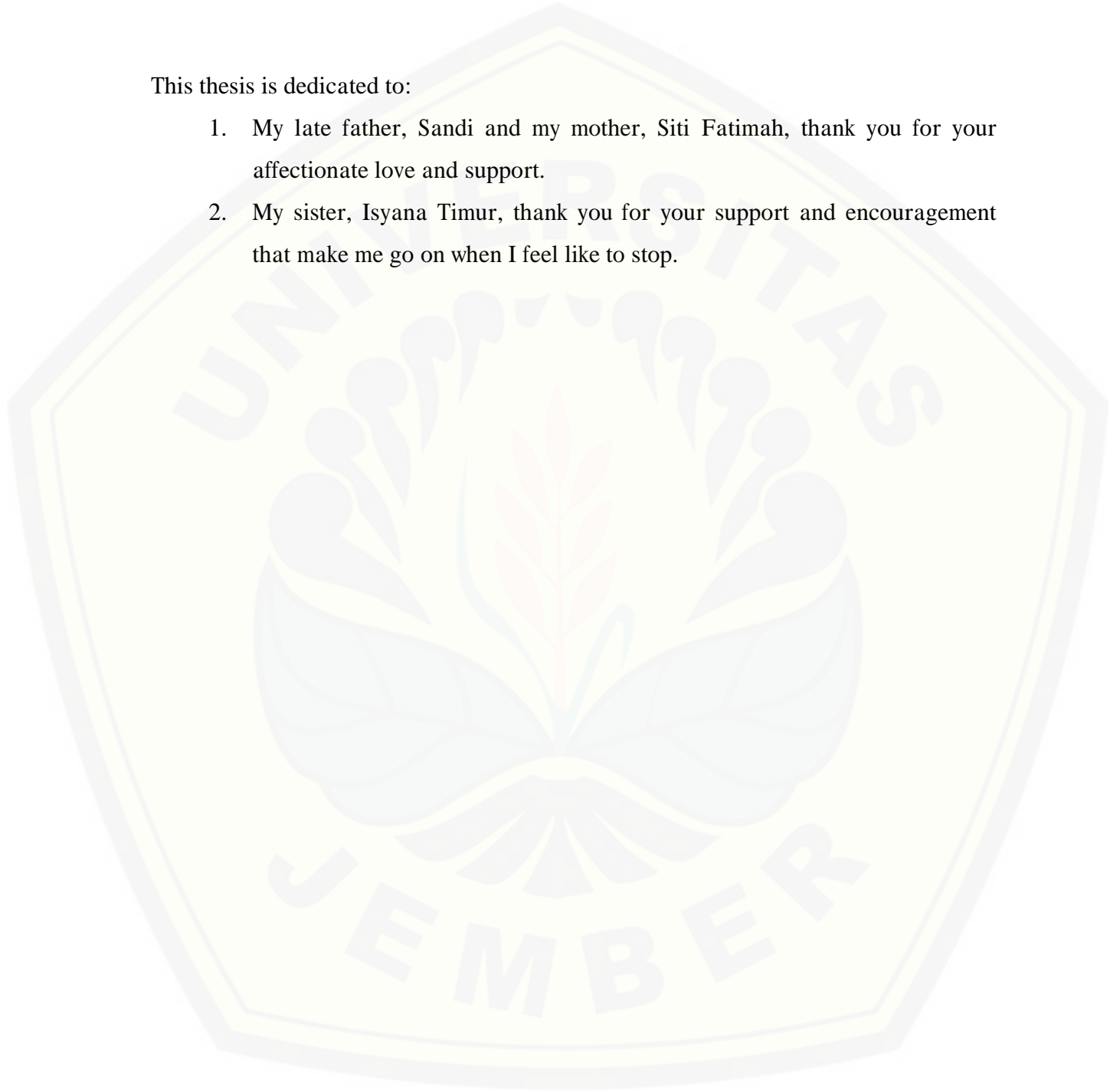
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DEDICATION

This thesis is dedicated to:

1. My late father, Sandi and my mother, Siti Fatimah, thank you for your affectionate love and support.
2. My sister, Isyana Timur, thank you for your support and encouragement that make me go on when I feel like to stop.



MOTTO

“There are worse crimes than burning books. One of them is not reading them.”

–Joseph Brodsky

Source: <http://www.diygenius.com/10-thought-provoking-quotes-on-school-and-self-education/>

CONSULTANT APPROVAL

THE EFFECT OF USING THINK ALOUD PAIR PROBLEM SOLVING
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Jember, September 2015

The writer

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SUMMARY

The Effect of Using Think Aloud Pair Problem Solving (TAPPS) on the Eighth Grade Students' Reading Comprehension Achievement at SMP Islam Gumukmas Jember; Priyo Waspodo, 090210401060; 2015. English Education Program of Language and Arts Education department, the Faculty of Teacher Training and Education, Jember University.

Reading is one of the crucial and essential aspects in learning a language. However, based on the preliminary study conducted by doing an interview with Mrs. U, the English teacher of the eighth grade at SMP Islam Gumukmas Jember, on 14 July 2014, she admitted that the students were still lack of concentration and had difficulty in comprehending the text. There are many techniques that can be applied in teaching reading comprehension. One of the techniques that can be applied in teaching reading comprehension is Think Aloud Pair Problem Solving (TAPPS). TAPPS is a cooperative learning technique that encourages problem-solving skills by verbalizing one's thoughts to a listener. TAPPS is believed to have many benefits in reading comprehension. Therefore, the researcher was interested in investigating whether or not there is an effect of using TAPPS strategy on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas Jember.

The population of this research was all groups of the eighth grade students' of SMP Islam Gumukmas Jember in the 2014/2015 academic year; they were VIII A, VIII B, VIII C, and VIII D. The research respondents were determined by cluster random sampling by lottery. Based on the result of homogeneity test, VIII B was chosen as the experimental group and VIII C as the control group. The treatment was given to the experimental group, that was, teaching reading by using TAPPS technique, while the control group was taught reading using lecturing and Question-Answer technique.

The primary data of this research were collected from the students' scores of reading comprehension test (post-test). The primary data were analyzed statistically

by using t-test formula through SPSS (Statistical Package for the Social Sciences) program. Based on the output of Independent sample t-test, the value of significant column was 0.043 which was lower than 0.05. Thus, conclusion could be drawn that there was a statistically significant mean difference between the experimental and control groups. It means that the null hypothesis (H_0) formulated: “there is no significant effect of using Think Aloud Pair Problem Solving (TAPPS) technique on reading comprehension achievement of the eighth grade students of SMP Islam Gumukmas Jember” was rejected. On the other hand, the formulated hypothesis (H_a): “there is a significant effect of using Think Aloud Pair Problem Solving (TAPPS) technique on reading comprehension achievement of the eighth grade students of SMP Islam Gumukmas Jember” was accepted

There were some difficulties that the researcher faced when conducting the research. Some students were shy to think aloud because the researcher tried to pair the students randomly. Thus, the students were unable to think aloud effectively. With regard to that condition, the researcher let the students chose their own partners. Some students were also unmotivated to do the task given by the researcher and were very noisy. The researcher then created a competitive atmosphere by giving rewards to the best pairs who scored the best among the other students. For the noisy students, the researcher asked them to control their voice.

Based on the result of this research, it was concluded that there was a significant effect of using TAPPS Technique on reading comprehension achievement of the eighth grade students at SMP Islam Gumukmas Jember in the 2014/2015 academic year. Knowing the significant effect of using TAPPS technique, it is suggested to the English teachers, students, and other researchers to have a good use of TAPPS technique.

CHAPTER 1. INTRODUCTION

This chapter provides general outline of the study. It consists of background of the research, problem of the research, objective of the research, scope of the research, and significance of the research.

1.1 Background of the Research

It has been known that reading is one of the crucial aspects in learning a language. In an academic context, Anderson (2003:2) states that reading is the most important skill to master in order to ensure success in learning English. By developing reading skill, learners of English tend to make greater progress in other areas of language learning.

According to Blachowicz and Ogle (2008:15) reading is essential. People can gain information and ideas from texts, books, newspapers, manuals, letters, contracts, advertisements and a host of other materials. However, a text usually does not mention the meaning explicitly. Then, it is very important to give students reading comprehension exercises to let them fully understand the information in the text.

Based on the preliminary study conducted by doing an interview with Mrs. U, the English teacher of the eighth grade at SMP Islam Gumukmas Jember, on 14 July 2014 in teaching reading, she usually applies Lecturing and Question-Answer techniques. In this case, she lectures the students about the lesson material and asks the students in turn, and then discusses the content of the text together with the class. However, she admitted that the students were still lack of concentration and had difficulty in comprehending the text.

In accordance with that situation, one of the suggested methods proposed by Kagan and Kagan (2009) in providing reading activities is cooperative learning. Cooperative learning is a process that occurs when two or more students work together as a group to reach a goal (Murdoch and Wilson, 2004:4). In other words, students can share their ideas and working together as a team, sharing ideas, and feedback. According to Kagan and Kagan (2009:ix), there are several kinds of technique in cooperative learning such as Numbered Head Together (NHT), Two

Stay Two Stray (TSTS), Think Aloud Pair Problem Solving (TAPPS), etc. However, the researcher wants to use the TAPPS technique in this research because TAPPS is believed to have many benefits in reading comprehension. Another reason why the researcher wanted to use TAPPS was based on the preliminary study, that the English teacher of the eighth grade at SMP Islam Gumukmas Jember had never used TAPPS in teaching reading

TAPPS is a technique that encourages problem-solving skills by verbalizing one's thoughts to a listener (Hartman and Glasgow, 2002:38). The idea behind TAPPS is that presenting aloud the problem-solving process helps analytical reasoning skills. In TAPPS, the student pairs receive a series of problems as well as specific roles, problem solver and listener that switch with each problem (Barkley, 2010:259).

Based on several researches about the use of TAPPS, it apparently showed that this method was effective. One of the investigations was conducted by Johnson (1999) entitled "The Effect of Thinking Aloud Pair Problem Solving (TAPPS) on the Trouble-shooting Ability of Aviation Technician Students". This research investigated whether or not the use of TAPPS technique was effective on the troubleshooting ability of aviation technician students. The result showed that this technique successfully worked well in enhancing troubleshooting skill of aviation technician students. Another research was conducted by Rahmi (2012) which showed a positive result. She found that the students' reading comprehension of discussion text improved which was shown by the percentage of students who passed the final test cycle was above 75%. She also found out that TAPPS technique could improve the students' analysis skill.

Regarding the descriptions above, the researcher implemented this technique in teaching reading comprehension. The participants of this research were the eighth grade students of SMP Islam Gumukmas Jember. This Research was conducted to know the effect of this technique in teaching reading comprehension on the eighth grade students at SMP Islam Gumukmas Jember in the 2014/2015 academic year

1.2 Problem of the Research

Based on the background of the research, the problem was formulated as follows: “Is there any significant effect on the use of Think Aloud Pair Problem Solving (TAPPS) on the eighth grade students’ reading comprehension achievement at SMP Islam Gumukmas Jember?”

1.3 Objective of the research

The objective of this research was to know whether or not there was a significant effect of using Think Aloud Pair Problem Solving (TAPPS) on the eighth grade students’ reading comprehension achievement at SMP Islam Gumukmas Jember.

1.4 Scope of the research

The research focused on the effect of using Think Aloud Pair Problem Solving (TAPPS) on the students’ reading comprehension achievement. Furthermore, TAPPS was used in reading narrative texts of the eighth grade of Junior High School. This research was conducted at SMP Islam Gumukmas Jember in the 2014/2015 academic year.

1.5 Significance of the Research

The results and the process of this experimental research are expected to give some benefits to the English teacher, the students, and the future researchers.

1. For the English teacher, this research can give contribution to the educational field, especially in the teaching technique. English Teacher of SMP Islam Gumukmas Jember by any chance could use Think Aloud Pair Problem Solving (TAPPS) technique to teach reading to their students.
2. This research can give the students a new experience in learning reading. For the eighth grade students of SMP Islam Gumukmas Jember, the process of this research can immerse them with a new learning process they have never experienced before.
3. This research result can provide useful information and a reference for

other researchers to conduct a further research about Think Aloud Pair Problem Solving (TAPPS) technique. In a different occasion, other researchers who want to conduct a research related to Think Aloud Pair Problem Solving (TAPPS) technique could gain the data from this research.



CHAPTER 2. RELATED LITERARURE REVIEW

This chapter discusses theories related to the teaching of reading by using Think Aloud Pair Problem Solving (TAPPS) technique. This chapter covers the theory of reading comprehension definitions, the meaning of reading comprehension achievement, narrative text, the definition of TAPPS technique, application of teaching reading by using TAPPS technique, the advantages and disadvantages of using TAPPS technique, the present situation of teaching reading comprehension at SMP Islam Gumukmas Jember, and the research hypothesis. The theories of this research are presented in the following sections respectively.

2.1 Reading Comprehension Definitions

Reading always involves comprehension. According to Woolley (2011:15), reading comprehension is the process of making meaning from texts. In other words, reading comprehension is an interaction between the reader and the text. The reader should read the text, process it and understand its meaning. The goal is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated words or sentences. Booth (1998:10) states that in understanding information from the text, “students need to be able to internalize what they read and then make connections between what they read and what they already know”. One of the most important parts of comprehension is having enough vocabulary, or knowing the meanings of enough words.

From the explanations above, it can be concluded that reading comprehension is a process of understanding and obtaining meaning from the text.

2.2 The Meaning of Reading Comprehension Achievement

Grellet (1996:3) defines reading comprehension as the process of extracting information from a written text. Related to achievement, Hughes (2003:12) explains that achievement is related to test that is done to discover how

successful students have been in achieving the objective of the course. So, it can be concluded that reading comprehension achievement deals with level of students' ability in comprehending a text in the form of reading test score. In reading comprehension the students should comprehend word, sentences, paragraphs, and at last, the whole text (Harvey and Wolfe, 2007:177). Each of these reading aspects is described in detail below.

2.2.1 Word Comprehension

Cain (2010:113) claims that “comprehension of individual words and word parts may be considered as a foundation for text comprehension”. It means that there is a strong relationship between word knowledge and reading comprehension. Knowledge of individual word meaning is the primary factor responsible for reading comprehension. Brassell and Rasinsky (2008:99) confirm that word knowledge plays a critical role in the comprehension of a written text. Logically, the relationship between word knowledge and reading comprehension makes sense. In order to understand a passage of a text, the reader must know the meaning of many words within the text and possess strategies for uncovering the meaning of the unknown words.

In brief, it is inferred that understanding word meaning is basically important in reading comprehension. The understanding of the written material depends on the understanding of word meaning. Therefore, it is impossible for the students to comprehend the text without understanding the meaning of the words.

Example:

“... open the modem program again and then remove...”

The word ‘remove’ means....

- | | |
|-----------|----------|
| A. insert | C. move |
| B. eject | D. throw |

(Fitriyani and Mukhyiddin, 2014:116)

In the above example, the word “remove” means “to move from a place or position occupied”. The appropriate answer of the question above is B. Eject.

2.2.2 Sentence Comprehension

After the students are able to comprehend the meaning of the words, they have to comprehend the sentence in order to know the meaning of the sentence. Ferreira and Henderson (Eds, 1998:74) describe that “sentence comprehension is often easy and effortless, but sometimes it can be quite challenging”. In accordance with that, McWhorter (1989:86) states that there are four ways to understand important information in a sentence. They are: identifying key ideas, locating details, knowing how the ideas are combined in a sentence, and reading complicated sentences. The explanation of those four ways will be presented in the following parts.

a. Identifying key ideas

McWhorter (1989:86), explains that every sentence expresses at least one key idea or basic message made up of two parts, a simple subject and a simple predicate. Further, he also suggests that to find the key idea, students have to ask:

1. Who or what is the sentence about?
2. What is happening in the sentence?

For example:

Kathy lives in Boston near the Waterfront.
who what

(McWhorter, 1989:86)

The key idea of the sentence above is “Kathy lives”. It is expressed by the simple subject and verb. The simple subject at this sentence is Kathy which tells us about who the sentence is about. The main part of the verb is lives. It tells us what the subject does. The rest of the sentence gives more information about the verb by telling where Kathy lives.

b. Locating Details

After identifying the key ideas, the next step in understanding a sentence is locating details. McWhorter (1989:88) suggests that the reader should pay

attention to the questions about the subject or predicate as what, where, which, when, how, or why.

For example:

Sam drove his car to Toronto last week.
 what where when

(McWhorter, 1989:88)

The details of this sentence are his car, to Toronto, and last week. The details have added the meaning of the key idea and the answer of the question about the key idea. His car answers the question “what did he drive?”; to Toronto answers the question “where did he drive?” ; and last week answers the question “when did he drive?”.

c. Combining Ideas into sentence

Ideally, a sentence always expresses one idea. However, McWhorter (1989:89) states that “some sentences may express more than one idea. Two or more complete ideas can be combined into one sentence.”

For examples:

1. The two ideas may be connected with a comma and a connecting word. These are: and, but, or, nor, so, for, and yet.

Example: Television is entertaining, and it is educational

(McWhorter, 1989:89)

Connecting word “and” above has a meaning signal of linking similar and equally important ideas.

2. Two ideas may also be joined by using a semicolon.

Example: Television is entertaining; it is also educational.

(McWhorter, 1989:90)

A semicolon usually signals a close connection between equally important ideas.

Two ideas are often combined to explain and emphasize the relationship between them. The words chosen to connect them often signal the relationship.

d. Reading Complicated Sentences

McWhorter (1989:93) states that many sentences are short, direct, and straightforward, and are easy to understand. Others are long and complicated.

In line with that, McWhorter (1989:94) states that the key to understand a complicated sentence is to unravel it, identify its key idea, and analyze how each additional piece (fact) modifies the meaning of that idea. The steps are as follows.

1. Locate the key idea(s). Establish what the sentence is about and what action is occurring. Be alert for two or more subjects and/or verbs. Many complicated sentences have more than one key idea.
2. Study the modifiers. Identify how each remaining piece of the sentence alerts its meaning. Does it describe the subject? Does it tell when, why, how, or where the actions occurred?
3. Paraphrase. Express the sentence basic meaning in the reader's own words without referring to the sentence. Split it into two or more basic sentences, if necessary.
4. Check vocabulary. Check the dictionary if Step 3 fails, then the difficult or technical vocabulary may be interfering with reader's comprehension.

Here is an example of the above procedures.

Since various body movements can be interpreted differently by different people and the interpretation may depend on the situation, non-verbal communication without words, can create confusion, which results in communication failure or distortion.

(McWhorter, 1989:94)

Step 1. Locate the key idea.

Non-verbal communication	can create	confusion
↑	↑	↑
Subject	verb	object

Step 2. Study the modifiers. The first part of the sentence, (since various body movements can be interpreted differently by different people and the interpretation may depend on the situation) gives two reasons why nonverbal communication can create confusion. A brief definition of the term non-verbal communication is included. The end of the sentence tells what happens as a result of the confusion.

Step 3. Paraphrase. The sentence might be paraphrased as follows:

Nonverbal communication, which is communication without words, can create confusion. There are two reasons: (1) differences in interpretation and, (2) meanings may change with the situation. This confusion causes communication to break down or misunderstood.

Step 4. Check the vocabulary. If necessary, check the meaning of words such as “interpretation” and “distortion”

2.2.3 Paragraph Comprehension

Gadd (2000:4) says that a paragraph is a group of sentences that develops one topic or idea. A paragraph can be as long or as short as necessary to develop the topic. In addition, each paragraph must be limited to a single topic.

McWorther (1989:102) states that a paragraph is a group of related sentences about a single topic. He also describes some essential parts of a paragraph; those are topic, main idea and detail.

a) Identifying the Topic

Carter (2013:21) states that a topic is not a sentence. Instead, it is a word or phrase, and it should be as specific as possible. The more specific we can make our statement of a topic, the easier it will be to determine the author's most important point about the topic, or the author's main idea.

The following is the example of a paragraph with a topic of “family violence”.

Family violence is a widespread problem in the United States. Family disputes account for 30 percent of the aggravated assaults and 33 percent of homicides. More police officers are killed handling domestic disputes than any other activity. We often assume that such violence is carried on by people who mentally deranged, but research has found that this is not. Normal people in all walks of life and at economic levels fall victim to family violence.

(McWhorter, 1989:106)

Identifying a topic of the paragraph plays an important role to help students understand what the author wants to say. In order to identify the topic, Carter (2013:21) suggests to follow these steps.

1. Look for a title, subtitle, headings, or subheadings that provide clues.
2. Look for bold or italicized words—this visual clue often indicates a definition or another important point and frequently reveals the topic of the passage.
3. Look for a word or words in the reading that occurs over and over again. This is a clue that indicates what the author is discussing.

b) Finding the Main Idea

Main idea is the most important part of a paragraph. Reading comprehension almost always involves looking for the main idea and details. Each passage has a main idea, or what the passage is mostly about. In general, every paragraph of a passage also has a main idea. Sometimes, the first sentence of the paragraph gives the main idea (Gray, 2010:46).

In recognizing the main idea, McWhorter (1989:107-108) describes four locations within a paragraph where the topic sentence is most likely to be found.

1. In the first sentence of the paragraph. In this type, the author first states his/her main point and then explains it.

Example:

Another important event in the early 1970s was the Watergate scandal which affected the public on the same level psychologically as the Vietnam War. The Vietnam conflict had ended and we lost face as a result of it. However, Watergate was to drop a great blanket on our trust in government. Everything ugly in American society was reflected in Watergate, which was devastating in its impact. Society had changed, and the result was massive depression. The American people had lost faith in our government; it does not seem as if we got it back during the 1970s.

(McWhorter, 1989:107)

Here, the writer first states that the Watergate scandal had a psychological effect on the public. The rest of the paragraph explains this effect.

2. In the last sentence of the paragraph. In this type, the author leads up to the main point and then directly states it at the end.

Example:

At the beginning of this century, only eight percent of marriages ended in divorce. In 1976, just over fifty did. The dramatic change doesn't necessarily mean that people were happy in marriage in the old days and are unhappy today. Expectations have changed, and divorces are now much easier to come by. People who years ago might have suffered along now sever the marriage bond. Yet, however the statistics are interpreted, it is clear that there is a reservoir of dissatisfaction in many marriages.

(McWhorter, 1989:107)

This paragraph first provides statistics on the increasing rate of divorce. Then, possible reasons for the increase are given. The paragraph ends with a general statement of what the statistics do show that there is much dissatisfaction in many marriages.

3. In the middle of the paragraph. The sentences before the topic sentence lead up to or introduce the main idea. In this type, the writer begins with an example, then states his main point and continues with the explanation.

Example:

You could be the greatest mechanical genius since Thomas Edison, but if no one knows about your talent or is in a position to judge it, you're wasting your time. Being in the right field is important. But within that field, it's also a good idea to maintain a high degree of visibility. If you've got the potential to be a brilliant corporate strategist, you may be wasting your time working for a small company employing a dozen or so workers. You'd be better off working for a large corporation where you have the opportunity to take off in any number of directions, learn how the different departments interface, and thus have a larger arena to test your skills.

(McWhorter, 1989:108)

In this paragraph, the writer begins with an example using Thomas Edison. He then states his main point and continues with examples that illustrate the importance of visibility in career advancement.

4. In the first and in the last sentences of the paragraph. The main idea will be stated at the beginning of a paragraph and again at the end.

Authors may use this arrangement to emphasize an important idea or to explain an idea that needs clarification.

Example:

Burger King Corporation offers both a service and a product to its consumers. Its service is the convenience it offers the consumers the location of its restaurant and its fast food service in catering to his or her lifestyle. Its product, in essence, is the total Burger king experience, which starts from the time you drive into the restaurant's parking lot and ends when you drive out. It includes the speed of service, the food you order, the price you pay, the friendliness and courtesy you are shown, the intangible feeling of satisfaction in short, an experience. Burger King then, is marketing a positive experience, as promised by its advertising and promotional efforts and delivered by its product.

(McWhorter, 1989:108)

The first and last sentence both state, in slightly different ways, that Burger King provides a desirable product and service that results in a positive experience.

c) Recognizing Supporting Details

Supporting details are the facts and ideas to prove or explain the main idea in a paragraph. It gives a clear and convincing picture of the main idea suggested by the topic sentence. It also gives additional information and is more specific (Alexander, 2012:205).

It is important to know how or what types of detail a writer uses to support his or her main idea. Alexander (2012:205) and McWhorter (1989:116-118) state some types of supporting details as follows.

1. Examples. The author makes ideas and concepts real and understandable. Example:

The speed that a body has at any one instant is called instantaneous speed. It is the speed registered by the speedometer of a car. When we say that the speed of a car at some particular instant is 60 kilometers per hour, we are specifying its instantaneous speed, and we mean that if the car continued moving as fast for an hour, it would travel 60 kilometers. So the instantaneous speed, or speed at a particular instant, is often quite different from average speed.

(McWhorter, 1989:116)

In this paragraph the author uses speed of a car to explain instantaneous speed. As we read illustrations and examples, try to see the relationship between the example and the concept or idea it illustrates.

2. Facts and Statistics. It is a form of information that can be checked for accuracy.

Example:

Elderly men and women are differ sharply in their marital status. More than three-fourths of all older men are married and living with their spouse, compared with less than half of women. The most dramatic difference in marital status between the sexes is shown under the category “Widowed.” In 1982, of those age sixty-five to seventy-four, 7.5 percent of the men and 38.3 percent of the women were widowed. Of those age seventy-five and over 21.7 percent of the men and 68.5 percent of women were widowed.

(McWhorter, 1989:117)

In this paragraph, the main idea that elderly men and women differ in marital status is supported by using statistics.

3. Reasons. The author may support an idea by giving reason why a main idea is correct.

Example:

We all know that warm air rises. From our study of buoyancy we can understand why this is so. Warm air expands and becomes less dense than the surrounding air and buoyed upward like balloon. The buoyancy is in an upward direction because the air pressure below a region of warmed air is greater than the air pressure above. And the warmed air rises because the buoyant force is greater than its weight.

(McWhorter, 1989:117)

In this paragraph, the author explains why warm air rises

4. Descriptions. When the topic of a paragraph is a person, object, place or process, the author may develop the paragraph by describing the object.

Example:

The Koran is the sacred book of the Islamic religion. It was written during the lifetime of Muhammad (570-630) during the years in which he recorded divine revelations. The Koran includes rules for family relationships, including marriage and divorce. Rules for

inheritance of wealth and property are specified. The status of women as subordinate to men is well-defined.

(McWhorter, 1989:117)

In this paragraph, the author describes a sacred book of the Islamic religion, by telling what it contains.

2.2.4 Text Comprehension

McWhorter (1989:131) states that a whole text consists of words, sentences, and paragraphs. In order to comprehend the whole text, the students need to comprehend words, sentences, and paragraphs first. It means that to understand the content of the whole text, the students should comprehend words, sentences, and paragraphs. From that explanation, it can be concluded that text comprehension needs a whole understanding of the text, not only word and sentence comprehension but also paragraph and text comprehension.

2.3 Narrative Text

According to the 2006 school based Curriculum of Junior High School, the reading genres that are taught to the eighth grade of junior high school students varied into some genres, they are descriptive, recount, and narrative. In this research, the researcher used narrative text because this type of text is taught to the eighth grade students of junior high school. Another reason why the researcher chose narrative text is because the students can be more imaginative and being entertained. As the explanation of narrative text explains, narrative text is an imaginative story to entertain the reader (Kodrat and Gusrayani, 2007:1). The researcher believes that narrative text can keep the students engaged while solving problems based on the content of the narrative texts by using TAPPS technique.

A narrative text is an imaginative story to entertain people. It uses past tense, it also uses adverb of time, examples: long time ago, once upon a time, in a far away land, etc., and it also uses conjunctions such as: then, after that, before, etc. According to Fitriyani and Mukhyiddin (2014:117), there are three generic

structures of a narrative text, namely orientation, complication, and resolution.

They are explained as follows.

1. Orientation : the opening paragraph where the characters of the story are introduced.
2. Complication : where the problem(s) in the story is/are developed.
3. Resolution : where the problems in the story is solved. It can be either bad or good ending.

The narrative text can be found in fable, folktale, fairy tale, and legend.

Fable is known as a story that gives the readers a moral message and suggestion after reading it. The characters in fable are animals or inanimate objects that have human qualities such as verbal communication. Folktale itself is a social story that is told by many people from the old generation to the young one. It is most similar with fairy tale definition, but the characters in fairy tale are usually about a princess story, fairies and giant. Meanwhile, legend can be defined as past story that there is no fact about the truth.

Considering that fable is known as a story that gives the readers a moral message and suggestion after reading it, in this research, the researcher chose fable as the reading texts.

Here is the example of a narrative text.

Orientation	Once upon a time, a lion and a bear caught and killed a goat. They had a quarrel over it.
Complication	They ran up and down the hill, under and over the fallen trees, in and out of the forest. They bid and scratched with all their strength. But no one could overcome the other. At last, they were both tired out and could fight no longer. They laid upon the grounds, panting and looking at each other.
Resolution	A fox that was passing by at the time saw them with dead goat nearby. She ran up to them, took the goat home and ate it up. (Nurhidayat, 2008:154)

2.4 Think Aloud Pair Problem solving (TAPPS)

TAPPS is a technique that encourages problem-solving skills by verbalizing one's thoughts to a listener (Hartman and Glasgow, 2002:38). Hassard (2011:35) defines TAPPS as a cooperative learning technique designed to help students to acquire problem solving skill. The idea behind TAPPS is that presenting aloud the problem-solving process helps analytical reasoning skills. In TAPPS, student pairs receive a series of problems as well as specific roles, problem solver and listener that switch along with each new problem (Barkley, 2010:259).

According to Whimbey et al. (2013:39) Thinking Aloud Pair Problem Solving is a very simple process that will become increasingly complex and sophisticated as our experience with it develops. Initially, all we need to know is that the problem solver must explain every step in his or her reasoning and that the listener has to understand every step that the problem solver takes. From these two simple goals everything else follows.

According to Barkley (2010:259), the essential steps in TAPPS technique are as follows.

1. Create a worksheet with a series of problems
2. The students form pairs and receive a series of problem.
3. The students receive specific roles, problem solver and listener. The problem solver thinks aloud, talking through the steps of solving a problem, while the partner listens, following the steps, attempting to understand the reasoning behind the steps, and offering suggestion if there are missteps.
4. The students switch roles with each new problem.
5. Call completion when the students have solved all problems.

Based on the explanations above, it can be concluded that TAPPS is a cooperative learning technique that focuses on problem solving skill by verbalizing thoughts. It consists of a pair that has each specific role, first is the problem solver and the second is the listener. They work together in order to solve the problem given.

2.4.1 The Application of Think Aloud Pair Problem Solving (TAPPS) Technique in Teaching Reading Comprehension.

According to Silver et al. (2007:86), there are three phases of mental activity in reading, they are pre-reading, while-reading, and post-reading. In this research, TAPPS technique was applied mainly in while-reading phase. The implementation of TAPPS technique was discussed in the following part.

1 Pre-Reading Phase

In this phase, the teacher activates the students' prior knowledge by showing or reading any clues stated in the material before the students read it. It can be done by showing pictures and giving leading questions (Silver et al., 2007:86).

2 While-Reading Phase

In this phase, students' reading is filled with a sense of purpose. Because they must find and collect evidence that will support their pre-reading predictions on the text's content, they naturally slow down to search the text deeply for key information. (Silver et al., 2007:87).

Based on the steps above, the researcher modified the steps of Barkley (2010:259) to teach reading on narrative text by using TAPPS technique. In this research, the applications of TAPPS technique in while-reading phase were as follows.

1. The teacher explained the materials about a narrative text and its components.
2. The teacher distributed an example of a narrative text and the worksheet.
3. The teacher asked the students to form pairs.
4. The teacher asked the students to read the text silently.

The students were asked to read a text in a genre of narrative which was distributed earlier by the teacher. While reading the narrative text, the TAPPS technique was not used yet.

5. The teacher asked the students to find the difficult words and discussed them together.
6. The teacher explained what TAPPS technique was, how to use it, and the roles of problem solver and listener.
7. The teacher gave an example on how to use TAPPS technique in order to give the students a clear understanding.
8. The teacher asked the students to answer the problems in the form of multiple choice questions by using TAPPS technique, in which The problem solver thinks aloud, talking through the steps of solving a problem, while the partner listens, following the steps, attempting to understand the reasoning behind the steps, and offering suggestion if there are missteps.

The teacher asked the students to answer the problems based on the narrative text which was given earlier. In terms of narrative text, the problem was a set of multiple choice questions of the narrative text which was given earlier.

9. The teacher asked the students to switch roles to solve each new problem. While the students were solving the problems, the teacher asked the students to alternate roles with each new problem in a proportional way so that the problems were divided equally.
10. The teacher asked the students to submit their work when they had solved all the problems
11. The teacher discussed the answers with the students together

From the steps explained above, it is clear that TAPPS is a technique to help students to comprehend the text by solving the problems.

3 Post-Reading phase

During the post-reading phase, the students reflected on their initial predictions and determined how specific evidence in the text had. In this phase, the teacher gave the students homework.

Based on the explanations, the researcher applied those three phases, pre-reading, while-reading, and post-reading in this research.

2.4.2 The Advantages and the Disadvantages of Think Aloud Pair Problem Solving (TAPPS) Technique

Applying TAPPS technique to achieve reading comprehension by solving the problems in the form of multiple choice questions given can give some advantages to the students. According to Lochhead (2001:21) and Barkley (2010:259) these are some advantages of applying TAPPS technique in teaching Reading comprehension.

1. TAPPS technique can be at least as valuable as an equal amount of time spent on individual practice because it provides students constant opportunities to learn from each other. It means that TAPPS technique is an effective way for learning, because by using TAPPS students can avoid wasting their valuable time by learning from each other, thus it is better than learning alone.
2. TAPPS can help students practice problem solving skills and learn to diagnose error in logic by articulating their thinking process and listen carefully to another's thinking process.
3. TAPPS can also improve analytical skill by helping students to formalize ideas, rehearse concepts, and understand the sequence of steps underlying their thinking.
4. TAPPS can also promote deeper understanding.

Although having many advantages, TAPPS technique also has some possible disadvantages. According to Hartman and Glasgow (2002:39), these are some disadvantages of applying TAPPS technique in teaching Reading comprehension.

1. People usually think faster than they speak, so sometimes thoughts trip over speech when students try to think aloud.
2. If students don't have adequate knowledge about a problem, they may not be able to think aloud effectively about how they are going to solve it.

3. Some students might be shy about thinking aloud because of their cultural/linguistic backgrounds, speech impediments, or simply peer pressure.

In order to anticipate the disadvantages, the teacher and students must share a common faith that although errors will be made, these errors will be corrected (Lochhead, 2001:21).

Following the explanation above, the following points were some difficulties that the researcher faced when conducting the research.

1. Some students were shy to think aloud. The researcher tried to pair the students randomly, and the result was the students were unable to think aloud effectively. It seemed that the student pairs felt a bit uncomfortable toward each others, thus they were unable to think aloud effectively. With regard to that condition, the researcher decided to pair the students with their most comfortable partners.
2. Some students were unmotivated to do the task given by the researcher. The researcher then created a competitive atmosphere by giving rewards to the best pairs who scored the best among the other pairs.
3. Some students were too noisy in the process of thinking aloud. It was rather contradictive, while the students were encouraged to think aloud yet they were prohibited from thinking too aloud. The researcher thus asked the students to control their voice in order not to disturb the neighboring classes.

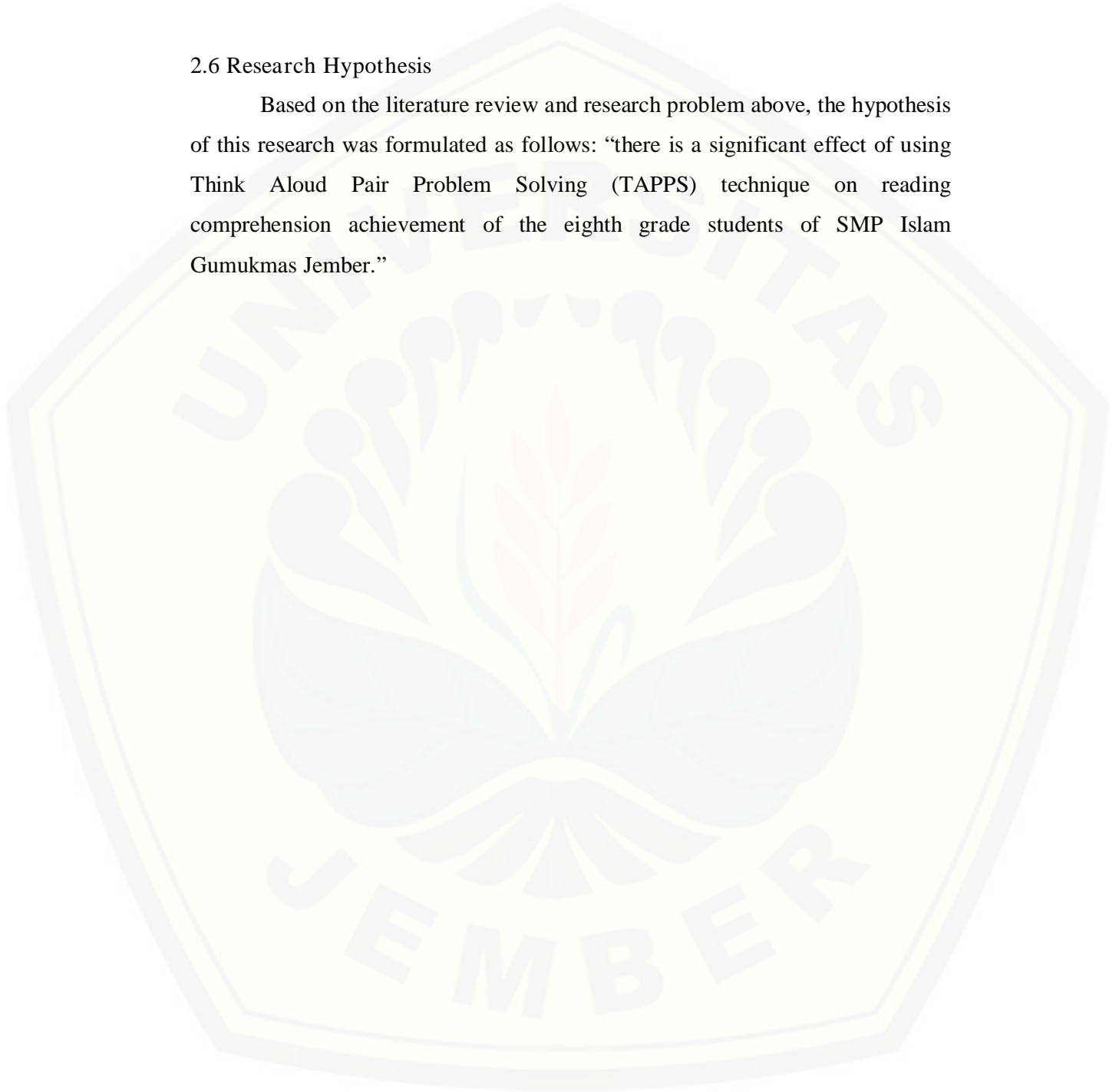
2.5 The Present Situation of Teaching Reading Comprehension at SMP Islam Gumukmas Jember.

In teaching reading, the English teacher of SMP Islam Gumukmas Jember applies Lecturing and Question-Answer techniques. In this case, she lectured the students about the lesson material and asked the students in turns, and then discussed the content of the text together with the class. However there are still some problems that the students face, they are still lack of concentration and have

difficulty in comprehending the text. Regarding on how the students do the task, the students usually work individually, in pairs, or in small group.

2.6 Research Hypothesis

Based on the literature review and research problem above, the hypothesis of this research was formulated as follows: “there is a significant effect of using Think Aloud Pair Problem Solving (TAPPS) technique on reading comprehension achievement of the eighth grade students of SMP Islam Gumukmas Jember.”



CHAPTER 3. RESEARCH METHOD

This chapter presents the research methods applied in this research. It covers the research design, area determination method, respondent determination method, operational definition of key terms, data collection method, and data analysis method.

3.1 The Research Design

The design of this research was quasi experimental research with Post-Test Only Control Group Design. Campbell (1988:191) states that when the assignment of the units in control and experimental groups at random is not feasible, the researcher may use quasi-experimental design. The researcher chose quasi experimental because the subjects were already part of a group (group), thus separating them was impossible.

Druckman et al. (2011:148) point out that in post-test only control group design, respondents are randomly assigned into two groups, experimental and control groups. In this research, the experimental group was given a treatment, that is, teaching reading by using TAPPS technique, while the control group was not given a special treatment, that is, teaching reading comprehension as usually applied by the English teacher, by using Lecturing and Question-Answer techniques. Then, after the treatment, post-test was given to both groups to know the significant mean difference of the reading comprehension achievement between the experimental and the control groups.

The design of the research is illustrated as follows:

R	X	O
R		O

(Cottrel and McKenzie, 2011:186)

Notes:

R: Randomly assigned experimental and control groups

X: Treatment for the experimental group

O: Post-test

The steps of the research design were as follows.

1. Administering the homogeneity test to all groups of the eighth grade students of SMP Gumukmas Islam Jember in the 2014/2015 academic year in order to know the homogeneity of the population.
2. Analyzing the scores of homogeneity test by using ANOVA (Analysis of Variance) formula to know the homogeneity of population.
3. Determining the two groups as the experimental and the control groups based on the result of the homogeneity test. The Homogeneity test's result showed that the significant value ".sig" was higher than 0.05. It means that the population was homogeneous. Therefore, the researcher took the research respondents by using lottery, VIII B was chosen as the experimental group and VIII C as the control group.
4. Administering a try-out of the test material to establish reliability, difficulty index of the test items, time allocation, and the test instructions. The try out was given to one of the groups which did not belong to the research respondents.
5. Giving treatment to the experimental group, that was, teaching reading by using TAPPS technique, while the control group was taught reading using lecturing and Question-Answer technique.

6. Giving post-test to both of the groups to know the result of the treatment given.
7. Analyzing the result of post-test by applying the independent sample t-test to know whether there was a significant effect or not of teaching reading by using TAPPS technique on the students' reading comprehension achievement.
8. Drawing a conclusion from results of the data analysis to answer the research problem.

3.2 Area Determination Method

The area of the research is a place where the research was conducted. There are various methods in determining the area of the research. In this research, the researcher determined the area of the research using purposive method. Silverman (2010:141) defines that purposive method is a method in selecting the subject on area of the research in which the researcher is interested in. However, purposive method demands the researcher to think critically and carefully about the parameters of the population that was researched. The area of this research was SMP Gumukmas Islam Jember. The area was determined purposively based on two considerations. The first was the academic reason and the second was the technical reason. Based on the academic reason, TAPPS technique has never been used by the English teacher to teach reading comprehension on the eighth grade students in this school. Meanwhile for the technical reason, both the headmaster and the English teacher gave permission to the researcher to conduct the research.

3.3 Respondent Determination method

The population of this research was referred to all of the eighth grade students of SMP Islam Gumukmas Jember in the 2014/2015 academic year. In determining the respondents of this research, the researcher used cluster random sampling. Christensen and Johnson (2014:261) state that cluster random sampling is a form of sampling in which "cluster" are randomly selected. Cluster is a collective type of unit

that includes multiple elements. It means that in this research, the researcher randomly selected two groups.

The researcher administered the homogeneity test to the population. The results were analyzed using ANOVA formula to determine the experimental and the control groups. The Homogeneity test's result showed that the significant value ".sig" was higher than 0.05. It means that the population was homogeneous. Hence, the researcher took the research respondents by using lottery, VIII B was chosen as the experimental group and VIII C as the control group.

3.4 Operational Definitions of the Key Terms

The operational definitions of the key terms are used to help to understand the concepts which are used in this research, and to avoid misunderstanding between the readers and the researcher. The key terms which are necessarily to be defined are Think Aloud Pair Problem Solving, reading comprehension achievement and a narrative text.

3.4.1 Think Aloud Pair Problem Solving (TAPPS)

TAPPS is a cooperative learning technique that focuses on problem solving skill by verbalizing thoughts. It consists of a pair that has each specific role, first is the problem solver and the second is the listener. They work together in order to solve the problem given. In this research, TAPPS was a technique to help students to comprehend the text by solving the problems in the form of multiple choice questions given.

3.4.2 Reading Comprehension Achievement

Reading comprehension achievement in this research referred to the students' scores of the reading comprehension test that was achieved by the students after being taught reading narrative texts by using TAPPS technique (for the experimental group) and by using Lecturing and Question-Answer technique (for the control group). The

test scores indicated the students' ability in reading comprehension covering word comprehension, sentence comprehension, and text comprehension.

3.4.3. Narrative Text

The type of text that was used in teaching learning process was a narrative text. A narrative text is an imaginative story to entertain the reader. It can be found in fable, folktale, fairy tale, and legend. In this research, the narrative text used was a fable.

3.5 Data Collection Methods

This research needed to obtain two kinds of data, primary and supporting data. The primary data were taken by using reading test, while the supporting data were taken by using interview and documentation.

3.5.1 Homogeneity Test

The population of the research was the eighth grade students of SMP Islam Gumukmas Jember in the 2014/2015 academic year consisting of four groups. The homogeneity test was administered to know whether the four groups were homogeneous or not. This test was given to all of the eighth grade students of SMP Islam Gumukmas Jember in the form of Reading comprehension Test. In this research, the researcher used a multiple choice format to collect the primary data. The researcher chose a multiple choice format because it had some advantages. "The advantages are (1) it is highly reliable; (2) scoring is rapid and economical, (3) and students have only made a mark on the paper" (Hughes, 2003:76). The homogeneity test consisted of two different texts with the total number 10 questions: 3 items for word comprehension, 2 items for sentence comprehension, 2 items for paragraph comprehension and 3 items for text comprehension. The total score of the test items was = 100.

The results of the homogeneity test were analyzed by using ANOVA formula to determine the experimental and the control groups. The Homogeneity test's result showed that the significant value ".sig" was higher than 0.05. It means that the population was homogeneous. Hence, the researcher took the research respondents by using lottery, VIII B was chosen as the experimental group and VIII C as the control group.

3.5.2 Try-out Test

According to Hughes (2003:26), a good test should be valid and reliable. Kline (2000:17) states that "a test is said to be valid if it measures what it claims to measure". This research needed to establish content validity because the test materials were constructed by considering the indicators to be measured. It was the students' reading comprehension achievement in comprehending words, sentences, paragraphs and texts. Besides, the test materials were made based on the considerations of the guidelines stated in the KTSP Curriculum (2006:168).

Concerning the reliability, Guangbin (2007:10) defines reliability as the probability of a product to perform its intended function without failure under specific condition and time. The researcher conducted a try-out test to measure the reliability, difficulty index of the test items, time allocation, and the test instructions. The try-out was conducted to another group, which neither belonged to the experimental nor the control group. The try-out consisted of two different texts with the total number of 24 questions: 7 items for word comprehension, 7 items for sentence comprehension, 5 items for paragraph comprehension and 5 items for text comprehension. The total score of the test items was = 100.

The difficulty index of the test showed how easy or difficult the particular items provided in the test and was calculated by using the formula:

$$FV = \frac{R}{N}$$

Notes:

FV: Facility of value (The index of difficulty level)

R : the number of correct answer

N : the number of students taking test

(Heaton, 1991:178)

The test items were categorized into the criteria of difficulty index. The test items should not be too easy or too hard (Cunningham, 1998:100). It means that most of the test items were categorized as fair and the other items were categorized as easy and difficult, otherwise they were needed to be revised.

The criteria of difficulty index:

0.0 – 0.19 = difficult

0.20 – 0.80 = fair

0.81 – 1.00 = easy

(Djiwandono, 1996:141)

The first requirement to find out the reliability of a test is to have two sets of scores for comparison (Hughes, 2003:39). Therefore, split half reliability was used to estimate the reliability coefficient of the test. The procedures of estimating the reliability coefficient were as follows.

1. Conducting the try-out of the test and giving scores to each item.
2. Splitting the scores into two parts according to odd-even numbers
3. Giving sign (X) to the odd numbers and (Y) to the even numbers
4. Analyzing the correlation between X and Y using Product Moment Formula

$$r = \frac{n\Sigma XY - (\Sigma X)(\Sigma Y)}{\sqrt{(n\Sigma X^2 - (\Sigma X)^2)((n\Sigma Y^2 - (\Sigma Y)^2)}}$$

Notes:

r : Reliability coefficient for half of the test items

XY : The total number of odd and even items

X : The number of odd items

Y : The number of even items

n : The number of the respondents

(Jackson, 2011:162)

5. Estimating the reliability coefficient of the whole test using Spearman-Brown's formula as follows:

$$r_{ii} = \frac{2r_{hh}}{1+r_{hh}}$$

Note:

r_{ii} = Reliability coefficient for the whole test items

r_{hh} = Reliability coefficient for half of test items

(Whiston, 2012:48)

3.5.3 Post-Test

To measure the eighth grade students' reading comprehension achievement covering word, sentence, paragraph and text comprehensions, the researcher used post-test. The post test was administered to the control and the experimental groups.

The test consists of two different texts with the total number of 20 questions: 6 items for word comprehension, 6 items for sentence comprehension, 4 items for paragraph comprehension and 4 items for text comprehension. The total score of the test items was = 100.

3.5.4 Interview

Interview is a dialogue done by the interviewer in order to gain information from the interviewee(s). Although there are many kinds of interviews, Myers (2013:122) classifies interviews into three basic types, they are: structured interview (an interview that is done by the interviewer using a set of questions), unstructured interview (an interview that is done by the interviewer without using a set of questions), and semi-structured interview (an interview that is done by an interviewer using a set of questions, and new questions might be developed to obtain further information). Because of the flexibility of semi-structured interview, the researcher used semi-structured interview to gain the supporting data on the curriculum being used, the English books, teaching technique and strategies used by the teacher, and the students' problems in learning English, especially in reading comprehension.

3.5.5 Documentation

The researcher used documentation to get supporting data. The researcher needed the administrative data from SMP Islam Gumukmas Jember. Therefore, documentation was chosen to get the supporting data about the students' names of the experimental and control groups.

3.6 Data Analysis Methods

The results of the post-test were analyzed by using independent sample t-test, which was used to analyze a relationship between the independent variable (treatment) and the dependent variable (reading score) that was measured on the experimental and the control groups. According to Urdan (2005:106) t-test is intended to compare the means of the two groups (experimental and control groups) to see if they are significantly different from each other.

The post test results were analysed statistically by using Independent sample t-test formula through SPSS 20 (Statistical Package for the Social Sciences) software

to know the significance difference between the experimental and the control groups. Then, it was consulted to the t-table of significance level of 5% to test the hypothesis.



CHAPTER 4. RESEARCH RESULTS AND DISCUSSION

This chapter presents the description of the treatment, supporting data analysis (interview and documentation), the homogeneity test analysis, try-out analysis, primary data analysis, the hypothesis verification, and discussion. Each issue is highlighted in detail below.

4.1 The Description of the Treatment

It has been stated in the previous chapter that the experimental group (VIII B) was taught reading by using Think Aloud Pair Problem Solving (TAPPS) technique, while the control group (VIII C) was taught reading by using Lecturing and Question-Answer techniques. The teaching learning process was conducted in two meetings for the experimental group and two meetings for the control group. The materials for both groups were all the same, the only difference was the activities in teaching and learning process of reading. In TAPPS, the students form pairs and receive a series of problem. The students receive specific roles, problem solver and listener. The problem solver thinks aloud, talking through the steps of solving a problem, while the partner listens, following the steps, attempting to understand the reasoning behind the steps, and offering suggestion if there are missteps. The students switch roles with each new problem. Here was the example of how a pair of the students did the activities of TAPPS

Question

From the story we know that the lion is animal.

- A. an arrogant
- B. a funny
- C. a kind
- D. a patience

TAPPS

Problem solver: “the lion”

“The lion is the king of the jungle. It is appropriate for it to be arrogant. It can be seen from the text on paragraph 1 of how the lion looked down upon the mouse”

“I think the lion is an arrogant animal”

Listener : “what about the option B? The lion is a funny animal?”

Problem solver: “The lion was indeed laughing on the paragraph 2, but it was because of the mouse, not because it was a funny animal”

“The option C, the lion is a kind animal. It let go of the mouse. It seemed that it was a kind animal, but I am not too sure”

Listener : “Why are you not too sure?”

Problem solver: “because the lion let go the mouse because of the lion thought that the mouse was not tasted good”

“For the option D, the lion is a patience animal, I think it is not, because he was impatient and gave up on paragraph 4.”

“I think the most logical answer is the option A, the lion is an arrogant animal.”

The detailed procedures of the treatment were also stated in the lesson plan (enclosed). The lesson plans of teaching learning process are presented on appendices 6 and 7 on pages 58 and 67.

4.2 The Results of Supporting Data

The results of the supporting data of the research were obtained from the result of the interview that was conducted with the English teacher and the documentation.

4.2.1 The Result of Interview

The interview was conducted with the English teacher on 14 July 2014. The English teacher of SMP Islam Gumukmas said that English is taught twice a week in 2x40 minutes in one meeting. The school has applied Institutional Based Curriculum (KTSP). She also said that she usually teaches English by using “When English Rings a Bell” (SMP/MTs) published by Kementrian Pendidikan dan Kebudayaan, 2014.

In teaching reading, the English teacher usually applies Question-Answer and Lecturing techniques. In this case, she lectures the students about the lesson material and asks the students in turns, and then discusses the content of the text together with the class. However, she admitted that the students were still lack of concentration and had difficulty in comprehending the text. Regarding how the students do the task, she said that the students usually work individually, in pairs, or in small groups.

In addition, the teacher said that she has never used TAPPS technique in teaching reading because she had never heard nor seen this technique before.

4.2.2 The Result of Documentation

The documentation was used in order to get the data of the total number of the eighth grade students of SMP Islam Gumukmas in the 2014/2015 academic year and the names of the research respondents that were VIII B as the experimental group and VIII C as the control group. (See appendix 12 on page 86)

a. The Total Number of the Students

The total number of the eighth grade students of SMP Islam Gumukmas in the 2014/2015 academic year was 176 students. They were distributed into four groups (A-D). The distribution of the students can be seen on Table 4.1 below.

Table 4.1. The Total Number of the Eighth Grade Students of SMP Islam Gumukmas in the 2014/2015 Academic Year

No.	Groups	Males	Females	Total
1.	VIII A	21	23	44
2.	VIII B	20	24	44
3.	VIII C	23	21	44
4.	VIII D	23	21	44
Total		87	89	176

(Source: SMP Islam Gumukmas Jember 2014/2015 Academic Year)

b. The Names of the Respondents

The total number of the research respondents was 88 students. The respondents of the experimental group were 44 students from group VIII B, while the respondents of the control group were also 44 students from group VIII C. The names of them are presented in Appendix 12 on page 86.

4.3 The Results of the Homogeneity Test

The homogeneity test was conducted on May 11, 2015. The homogeneity test was administered to all of the students of the eighth grade to know whether the four groups were homogeneous or not. It has been explained in Chapter 3 that the population of the research was the eighth grade students of SMP Islam Gumukmas Jember in the 2014/2015 academic year consisting of four groups. So, this test was given to all of the eighth grade students of SMP Islam Gumukmas Jember in the form of Reading comprehension Test. The results of the homogeneity test were analyzed by using ANOVA formula as presented as follows. (See Appendix 5 on page 57)

Table 4.2 The Result of The Homogeneity Test

ANOVA

SCORE

	Sum of Squares	df	Mean Square	F	Sig.
Between Groups	877.066	3	292.355	1.998	.116
Within Groups	23850.180	163	146.320		
Total	24727.246	166			

The result of the ANOVA analysis above showed that the value of significant column was 0.116, and it was higher than 0.05. It means that there was no significant means score difference among the four groups. In other words, the population was homogeneous.

The lottery was done directly after knowing the result of homogeneity test to determine the experimental and the control groups from the population. Based on the lottery, two groups were chosen, VIII B as the experimental group and VIII C as the control group.

4.4 The Result of the Try-Out Test

The try out test was conducted on Monday, 18 May 2015 to VIII D which belonged to neither the experimental group nor the control group.

The analysis of the try out was focused on establishing test validity, difficulty index, reliability coefficient, the instruction, and the time allocation of the test. The test was consulted to the English teacher and the research consultants before it was administered to know the suitability of the test material with the students' level.

4.4.1 The Analysis of the Test Validity

Concerning with the validity of the test, this test established content validity since the test materials were constructed by considering the indicators to be measured based on the 2006 School-Based Curriculum. For this reason, the test could be said that it fulfilled the requirement of content validity.

4.4.2 The Analysis of the Difficulty Index

The try out test had 24 items in which each item had four options. The results of the try out test were analyzed by using the formula $FV=R/N$, where FV was the item difficulty index, R is the number of correct responses, and N is the number of students taking test. Cunningham (1998:100) states that the test items should not be too easy or too difficult. It means that most of the test items are categorized as fair, and the other items are categorized as easy and difficult.

After doing the try out, the researcher started to analyze the difficulty index. It could be seen that the proportion of test items fulfilled the requirement because 4 items of 24 items were categorized as easy items (16.67%), 3 items were categorized as difficult items (12.5%), and the rest of the items were categorized as fair items (70.83%). (See appendix 9 on page 82)

4.4.3 The Analysis of Coefficient Reliability

As stated in Chapter III, split half odd-even technique was applied to estimate the value of reliability coefficient (see Appendices 11 and 12 on pages 83 and 84). The value of the half of the reliability coefficient was calculated as follows:

$$\begin{aligned}
 &= \frac{n - () ()}{(- ()) ((- ()))} \\
 &= \frac{(() ()) () ()}{(() ()) (() ())} \\
 &= \frac{() ()}{() ()} \\
 &= \frac{ }{ } \\
 &= \frac{ }{ } \\
 &= .
 \end{aligned}$$

Notes:

- = the reliability coefficient of a the half test items
- n = the total number of respondents (the students)
- = the total number of odd items and even items
- = the total number of odd items
- = the total number of even items

(Jackson, 2011:162)

The result of estimation was the half score of reliability coefficient (0.371). In order to obtain the reliability coefficient for the whole test (r_{11}), the value of (r) was taken into the following formula:

$$\begin{aligned}
 &= \frac{r_{hh}}{n} \\
 &= \frac{(0.371)}{(0.371)} \\
 &= \frac{0.371}{0.371} \\
 &= 1
 \end{aligned}$$

Notes:

- r_{11} = the reliability coefficient for the whole test.
- r_{hh} = the correlation coefficient of a half test.

The result of the reliability coefficient was 0.541. After knowing the result of the reliability coefficient, the researcher compared it with the r-table. From the table it was known that n=24 with the level of significance 5% was 0.404.

From the comparison it was known that the reliability coefficient (0.541) was higher than that of r-table with n=24 (0.404). If the reliability coefficient was higher than r-table then the instrument was considered reliable (Umar, 2003:122). It means that the researcher did not need to revise the test items, so the researcher used the try-out test items as the post-test. (See appendix 9 on page 82)

The try out test was also intended to know whether the test instruction was clear or not and the time allocation was enough or not. Dealing with the test instruction, the test instruction was understandable as all students understood the test instruction well. Dealing with the time, the researcher found that the time allocation for the try out was appropriate because the students were able to do all the test items within the available time.

4.5 The Results of Primary Data

The result of the primary data was the post-test's result. It was administered to obtain the data about the significant difference between the experimental and the control groups. The results of the reading comprehension test were analyzed in the following part.

4.5.1 The Analysis of the Post-test

The post-test was administered on May 20, 2015 to the control and the experimental groups (VIII B and VIII C). The total number of students in the experimental group was 44 students and 44 students in the control group. While the total number of the test takers of the experimental group was 39 students and the control group was 40 students (see appendix 14 on page 93). The post-test results were analyzed statistically by using Independent sample t-test formula through SPSS (Statistical Package for the Social Sciences) to know the significant difference between the experimental and the control groups. Then, it was consulted to the t-table of significance level of 5% to test the hypothesis. The output of the post test was analyzed by using independent t-test of SPSS. It can be seen in the table below:

Table 4.3 The Output of Group Statistics of Post Test

Group Statistics					
	GROUP	N	Mean	Std. Deviation	Std. Error Mean
SCORE	Experimental	39	63.59	11.918	1.908
	Control	40	58.50	9.949	1.573

From the table above, the total number of the test takers of the experimental group was 39 students and the control group was 40 students. The mean score of the reading test of the experimental group was 63.59 with standard deviation 11.918 and the mean score of the reading test of the control group was 58.50 with standard deviation 9.949.

Table 4.4 The Output of Independent Sample T-Test of Post Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.758	.387	2.063	77	.043	5.090	2.476	.176	10.003
	Equal variances not assumed			2.058	73.926	.043	5.090	2.473	.162	10.018

From the table above, the value of significant column of Lavene's test for equality of variances was 0.387 and it was higher than 0.05. Consequently, the row that must be read was the first row of t-test column. In independent sample t-test column, the value of significant column means was 0.043, and it was lower than 0.05. It means that there was a statistical difference between the experimental and the control groups.

4.6 The Hypothesis Verification

In this research, to avoid bias, the researcher formulated the null hypothesis (H_0) that was "there is no significant effect of using Think Aloud Pair Problem

Solving (TAPPS) technique on reading comprehension achievement of the eighth grade students of SMP Islam Gumukmas Jember.”.

Based on the output of Independent sample t-test by using SPSS program, the value of significant column of Lavene's test of equality variances was 0,387 and it was more than 0.05 (confidence interval 95%). Consequently, the row that had to be read was the first row of t-test column table while ignoring the second row. In the t-test column we could see that the value of sig (2-tailed) column was 0.043 which was lower than 0.05. Thus, it could be concluded that there was a statistically significant mean difference between the experimental and control groups. It means that the null hypothesis (H_0) formulated: “there is no significant effect of using Think Aloud Pair Problem Solving (TAPPS) technique on reading comprehension achievement of the eighth grade students of SMP Islam Gumukmas Jember” was rejected. On contrary, the formulated hypothesis (H_a): “there is a significant effect of using Think Aloud Pair Problem Solving (TAPPS) technique on reading comprehension achievement of the eighth grade students of SMP Islam Gumukmas Jember” was accepted.

4.7 Discussion

The result of data analysis in this research proved that using Think Aloud Pair Problem Solving (TAPPS) technique significantly affected the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas Jember. This could be seen from the value of significance (2-tailed) that was less than 0.05 (confidence interval 95%) that was 0.043. It indicated that the result of t-test analysis was significant.

The result of this research was in line with the experts' opinions. TAPPS is a technique that encourages problem-solving skills by verbalizing one's thoughts to a listener (Hartman and Glasgow, 2002:38). Hassard (2011:35) defines TAPPS as a cooperative learning technique designed to help students to acquire problem solving skill. The idea behind TAPPS is that presenting aloud the problem-solving process helps analytical reasoning skills. In TAPPS, student pairs receive a series of problems as well as specific roles, problem solver and listener that switch along with each new

problem (Barkley, 2010:259). From the above opinions, TAPPS Technique provides the students' opportunities to work cooperatively to achieve the goal of their pair. To solve the problems given, the students have the same responsibility and support their pair to achieve the goal as they have their own role as problem solver and listener.

The result of this research also strengthened the previous research findings conducted by Rahmi (2012). She found out that Think Aloud Pair Problem Solving (TAPPS) technique showed a positive result; it could improve the students' reading comprehension of discussion text of the twelve grade students of SMA N 1 Dharmasraya. Another research carried out by Johnson (1999). He found out that Think Aloud Pair Problem Solving (TAPPS) technique was effective on the troubleshooting and analytical ability compared to Technical Troubleshooting Tutor (TTT) technique

From the above discussion, it could be concluded that the result of this research had no different result from the previous research outcomes that showed the significant effect on the students. This research showed that the application of Think Aloud Pair Problem Solving (TAPPS) technique had a significant effect on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas Jember.

In control group the researcher was the center of teaching reading of English. It means that the researcher was more active than the students, so most of the time the students only listened to the researcher explanation and afterward just answer the questions from the researcher. Although the students in control group also worked in pairs to solve the problem given, the way how they solved the problems was unstructured and not as good as the experimental group. The result, they could not answer the problems given effectively. On the contrary, the researcher used cooperative learning technique in teaching reading comprehension to the experimental group. The researcher taught reading by using TAPPS. The students who were taught reading by using TAPPS were easy to understand and comprehend the reading material than the students who were taught using Lecturing technique and Question - Answer technique, because they solved the problem loudly, structured as

problem solver and listener, and they discussed it together with their pair to produce the perfect answer. The students in the experimental group had great enthusiasm in learning reading and had more attention to the material given rather than the students in the control group. However, there are some considerations to be kept in mind when applying TAPPS.

When the researcher applied TAPPS, the researcher faced some difficulties. Some students were shy to think aloud. The researcher tried to pair the students randomly, and the result was the students were unable to think aloud effectively. It seemed that the student pairs felt a bit uncomfortable toward each others, thus they were unable to think aloud effectively. With regard to that condition, the researcher decided to pair the students with their most comfortable partners. Some students were also unmotivated to do the task given by the researcher. The researcher then created a competitive atmosphere by giving rewards to the best pairs who scored the best among the other pairs. And the last, some students were too noisy in the process of thinking aloud. The researcher thus asked the students to control their voice in order not to disturb the neighboring classes.

CHAPTER 5. CONCLUSION AND SUGGESTION

This chapter presents the conclusions of the findings and suggestions for the English teacher, the students, and the other researchers.

5.1 Conclusion

Based on the result of the data analysis that had been discussed and interpreted in chapter 4, it could be concluded that there was a significant effect of using Think Aloud Pair Problem Solving (TAPPS) on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas Jember.

5.2 Suggestions

Knowing the significant effect of using Think Aloud Pair Problem Solving (TAPPS) technique, some suggestions are proposed to the following people.

5.2.1 The English Teacher

Teaching reading by using TAPPS technique can be advantageous. The English teacher of SMP Islam Gumukmas Jember by any chance is suggested to apply TAPPS technique in teaching reading to the students.

5.2.2 The Students

The students of SMP Islam Gumukmas Jember are suggested to apply TAPPS technique in their study, especially in reading comprehension. They can use this technique to help them comprehend the content of the text well, because TAPPS technique allows them to analyze the text with their pair effectively.

5.2.3 The Other Researchers

Based on the results, the future researchers are suggested to conduct further research about (TAPPS) technique. In a different occasion, other researchers who want to conduct a research related to TAPPS technique can use the data as the reference.

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RESEARCH MATRIX

Title	Problems	Variables	Indicators	Data Resources	Research Method	Hypothesis
The Effect of Using Think Aloud Pair Problem Solving (TAPPS) on the Eighth Grade Students' Reading Comprehension Achievement at SMP Islam Gumukmas Jember	Is there any significant effect on the use of Think Aloud Pair Problem Solving (TAPPS) on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas Jember?	1. Independent Variable: The use of Think Aloud Pair Problem Solving (TAPPS) in teaching reading comprehension 2. Dependent Variable: The students' reading comprehension achievement	1. a. Working collaboratively to solve the problem b. Verbalizing thoughts to solve the problem 2. The students' scores in reading comprehension achievement in comprehending: a. words b. sentences c. paragraphs d. the whole text	1. Population: The eighth grade Students of SMP Islam Gumukmas Jember in 2014/2015 academic year 2. Informant: The English teacher of the eighth grade students of SMP Islam Gumukmas Jember 3. Documents: a. The names of the respondents b. The English curriculum for SMP/MTS	1. Research Design: Quasi-Experimental Research with post-test only control group design (Cottrel and McKenzie, 2011:186) 2. Area Determination Method: Purposive Method 3. Respondent Determination Method: Cluster Random Sampling 4. Data Collection Methods: a. Primary Data: 1. Reading Comprehension Test b. Secondary Data: 1. Interview 2. Documentation 5. Data Analysis Method: The data collected were analyzed statistically by using t-test through SPSS software.	There is a significant effect of using Think Aloud Pair Problem Solving (TAPPS) on the eighth grade students' reading comprehension achievement at SMP Islam Gumukmas Jember.

Appendix 2

The Schedule of Administering the Research at SMP Islam Gumukmas Jember

Activities	Dates	Time
Homogeneity Test Class VIID	Monday, May 11, 2015	07.00-07.30
Homogeneity Test Class VIIA	Monday, May 11, 2015	07.45-08.15
Homogeneity Test Class VIIB	Monday, May 11, 2015	09.00-09.30
Homogeneity Test Class VIIC	Monday, May 11, 2015	10.45-11.15
Control Group (Lesson Plan 1)	Wednesday, May 13, 2015	09.00-10.20
Experimental Group (Lesson Plan 1)	Friday, May 15, 2015	07.00-08.20
Try-Out Test	Monday, May 18, 2015	07.00-07.50
Control Group (Lesson Plan 2)	Monday, May 18, 2015	10.45-12.05
Experimental Group (Lesson Plan 2)	Tuesday, May 19, 2015	09.00-10.20
Posttest Control Group	Wednesday, May 20, 2015	09.00-09.40
Posttest Experimental Group	Wednesday, May 20, 2015	10.45-10.25

Appendix 3

The preliminary study was done on 14th July 2014 With Mrs. U as the English teacher of the eighth grade at SMP Islam Gumukmas Jember.

The Result of the Interview with English Teacher

No	Questions	Answer
1	What curriculum which is being applied at SMP Islam Gumukmas Jember?	KTSP curriculum.
2	What books do you use in teaching English?	“When English Rings a Bell” (SMP/MTs) published by Kementrian Pendidikan dan Kebudayaan, 2014
3	How many times do you teach English to your students in a week?	English is taught twice a week in 2x40 minutes in one meeting
4	What teaching technique do you apply in teaching reading comprehension?	Lecturing and Question-Answer
5	Are there any difficulties faced by the students in reading comprehension?	The students are lack of concentration and they have difficulty in comprehending the text.
6	How do you help students to overcome their problem in reading comprehension?	I lecture the students about the lesson material and asks the students in turns, and then discuss the content of the text together with the class
7	How do you ask the students to do the task? Individually or in groups?	Usually, I ask the students to do the task individually, sometimes in pairs or small groups.
8	Have you ever used Think Aloud Pair Problem Solving (TAPPS) Strategy to teach the students?	No, I have not. I have never used TAPPS strategy before.
9	Why have you never used TAPPS strategy?	Because I have never heard and seen this strategy before.

HOMOGENEITY TEST

Subject : English Name :
Class/ Semester : VIII/2 Class :
Time : 30 minutes No :

Read the following text carefully and choose the correct answer by crossing a, b, c, or d on this problem!

The text below is for question no. 1 to 5

5	<p>Once upon a time, a lion and a bear caught and killed a goat. They had a quarrel over it. They ran up and down the hill, under and over the fallen trees, in and out of the forest. They bid and scratched with all their strength. But no one could overcome the other.</p> <p>At last, they were both tired out and could fight no longer. They laid upon the grounds, panting and looking at each other.</p> <p>A fox that was passing by at the time saw them with dead goat nearby. She ran up to them, took the goat home and ate it up.</p> <p style="text-align: right;">(Nurhidayat., 2008:154)</p>
---	---

1. Why did the lion and the bear fight at each other?
 - A. Because they both wanted to get the dead goat.
 - B. Because the lion wanted to kill the goat.
 - C. Because the bear killed the goat himself.
 - D. Because the fox set the bear and the lion against each other.
2. What is the similar meaning to the word “panting” in the sentence “they laid upon the grounds, panting and looking.....”?
 - A. Breathe quickly
 - B. Faint
 - C. Snore noisily
 - D. Sniff

3. “They had a quarrel over it.”
What is the similar meaning of the underlined words?
- Argument
 - Agreement
 - Question
 - Doubt
4. The word “them” in the sentence “A fox that was passing by at the time saw them...” Refers to.....
- the fox and the goat.
 - the fox and the bear.
 - the lion and the goat.
 - the lion and the bear.
5. From the story we know that the fox is a animal.
- | | |
|-------------|-------------|
| A. smart | C. wise |
| B. diligent | D. patience |

The text below is for question no. 6 to 10

	<p>In a field of summer’s day a grasshopper was hopping about, chirping and singing to its heart’s content. An ant passed by, bearing along with great toil an ear of corn he was taking to the nest.</p>
5	<p>“Why not come and chat with me,” said the grasshopper, instead of toiling and moiling in that way?” “I am helping to lay up food for the winter,” said the ant, and recommend you to do the same.” “why bother about the winter?” said the grasshopper, we have got plenty of food at present.” But the ant went and continued its toil.</p>
10	<p>When the winter come the grasshopper had no food and found itself dying of hunger, while it saw the ants distributing every day com and grain from the stores they had collected in the summer. Then the grasshopper knew it is best to prepare for the days of necessity.</p> <p style="text-align: right;">(Gratiana and Wulandari., 2009:116)</p>

6. Why did the ant refuse to chat with the grasshopper?
 - A. Because the grasshopper was a bad animal.
 - B. Because the grasshopper was busy collecting food.
 - C. Because the ant was busy collecting food..
 - D. Because the ant was chatting with another friend.
7. Which paragraph shows the regret of the grasshopper?
 - A. Paragraph 1
 - B. Paragraph 2
 - C. Paragraph 3
 - D. Not found
8. What does the first paragraph tell us?
 - A. The grasshopper regretted his action.
 - B. The ant was collecting food for the winter.
 - C. The grasshopper was relaxed.
 - D. The ant got plenty of food.
9. Which statement is not true according to the text above?
 - A. The ant was collecting food for the winter.
 - B. The ant refused to chat with the grasshopper.
 - C. The grasshopper was idling around.
 - D. The grasshopper was prepared for the winter.
10. What can we learn from the story above?
 - A. Never ignore your friends in your life.
 - B. Always have a good preparation for your life.
 - C. Friends are the most important part of our life.
 - D. Don't easily trust your friends in your life.

The Answer Keys of the Homogeneity Test

- | | |
|------|-------|
| 1. A | 6. C |
| 2. A | 7. C |
| 3. A | 8. C |
| 4. D | 9. D |
| 5. A | 10. B |

The Distribution of the Text Item

The Indicators of Reading Comprehension	Items	Text 1	Text 2
Word Comprehension	3	2, 3, 4	
Sentence Comprehension	2	1	6
Paragraph Comprehension	2		7, 8
Text Comprehension	3	5	9, 10
Total	10		

Scoring of the Text Item

$$\text{Score} = \frac{\text{the number of correct answers}}{\text{the number of test items}} \times 100$$

Appendix 5

The Students' Scores of the Homogeneity Test

NO Group	VIII A	VIII B	VIII C	VIII D
1	40	70	60	70
2	60	60	70	40
3	70	60	40	50
4	60	70	70	60
5	70	40	50	60
6	60	70	50	60
7	60	-	50	50
8	50	60	80	60
9	60	70	-	60
10	60	80	50	60
11	60	60	50	40
12	60	40	70	60
13	70	70	60	-
14	80	30	50	60
15	40	50	50	50
16	70	50	60	-
17	70	60	50	70
18	70	60	50	60
19	50	70	60	40
20	50	60	60	40
21	50	70	50	40
22	60	60	50	50
23	40	40	70	50
24	60	50	30	50
25	70	70	-	60
26	70	50	60	60
27	60	30	60	60
28	50	70	30	40
29	80	40	60	20
30	-	60	60	60
31	40	80	50	60
32	80	30	50	60
33	60	80	80	70
34	80	70	70	50
35	50	60	60	50
36	70	60	65	60
37	70	70	60	-
38	60	70	60	60
39	40	30	70	60
40	60	40	30	50
41	-	70	65	50
42	40	60	60	50
43	70	50	60	50
44	60	40	60	-
Mean score	60.2381	57.67442	56.90476	53.75

Note: (-) are the students who were absent

Appendix 6

Lesson Plan 1LESSON PLAN
(MEETING 1)

Subject : English
Class/Semester: VIII/2
Skill/Genre : Reading/ Narrative Text
Theme : Fable
Time : 2 x 40 minutes

I. Standard Competence

11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

- 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

III. Indicators

Cognitive

For both experimental and control groups

a. Product

- 11.2.1 Answering multiple choice questions based on the content of short simple written text in the genre of narrative text individually by choosing the best answer of the options given.

b. Process

- 11.2.2 Identifying words meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.

- 11.2.3 Identifying sentence meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.
- 11.2.4 Identifying paragraph meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.
- 11.2.5 Identifying text meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.

IV. Learning Objectives

For both experimental and control groups

a. Product

- 11.2.1 The students are able to answer multiple choice questions based on the content of short simple written text in the genre of narrative text individually by choosing the best answer of the options given.

b. Process

- 11.2.2 The students are able to identify words meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.
- 11.2.3 The students are able to identify sentence meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.
- 11.2.4 The students are able to identify paragraph meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.
- 11.2.5 The students are able to identify text meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.

V. Learning Materials

(Enclosed)

VI. Media and Sources

For both experimental and control classes

Media:

- Picture of “two Frogs” - Whiteboard
- Worksheets - Board marker

Source:

Mukhyiddin, M. A. & Fitriyani, E. 2014. Target Nilai 10 UN SMP/MTs 2015. Jakarta: Cmedia.

VII. Teaching Learning Approach and Technique

Experimental class

Approach : Cooperative Learning

Technique : Think Aloud Pair Problem Solving (TAPPS)

Control class

Approach : Traditional Lecturing Approach

Technique : Question and Answer

VIII. Teaching Learning Activities

No	Experimental Class	Time	Control Class	Time
1.	Setting Induction:	9'	Setting Induction:	10'
	1. Greeting	1'	1. Greeting	1'
	2. Checking the students' attendance	2'	2. Checking the students' attendance	3'
	A. Pre-Reading Phase		A. Pre-Reading Phase	
	3. Giving motivation by showing a picture of “two frogs”	1'	3. Giving motivation by showing a picture of “two frogs”	1'

	4. Asking some Leading Questions	3'	4. Asking some Leading Questions	3'
	5. Stating the course objectives	2'	5. Stating the course objectives	2'
2.	Main activities: B. While-Reading Phase	63'	Main activities: B. While-Reading Phase	60'
	1. Explaining the materials about a narrative text and its components.	8'	1. Explaining the materials about a narrative text and its components.	10'
	2. Distributing an example of a narrative text and the worksheet.	2'	2. Distributing an example of a narrative text and the worksheet.	2'
	3. Asking the students to form pairs.	2'	3. Asking the students to form pairs.	2'
	4. Asking the students to read the text silently individually.	8'	4. Asking the students to read the text silently individually.	10'
	5. Asking the students to find the difficult words and discussing them in pairs .	4'	5. Asking the students to find the difficult words and discussing them in pairs .	5
	6. Explaining the TAPPS technique to the students.	4'	6. Asking the students to answer the multiple choice questions in pairs.	20'
	7. Giving example on how to use the TAPPS technique.	3'	7. Asking the students to submit their work when they have solved all the problems.	1'
	8. Asking the students to answer the multiple choice questions by using TAPPS technique in pairs. In TAPPS, the problem solver	20'	8. Discussing the answer together with the class.	10'

	<p>thinks aloud, talking through the steps of solving a problem, while the partner listens, following the steps, attempting to understand the reasoning behind the steps, and offering suggestion if there are missteps.</p> <p>9. Asking the students to switch roles with each new problem.</p> <p>10. Asking the students to submit their work when they have solved all the problems.</p> <p>11. Discussing the answers together with the class..</p>	<p>1'</p> <p>1'</p> <p>10'</p>		
3.	<p>Closure:</p> <p>C. Post-Reading</p> <p>1. Guiding the students to draw a conclusion about the materials.</p> <p>2. Giving homework</p> <p>3. Parting</p>	<p>8'</p> <p>3'</p> <p>3'</p> <p>2'</p>	<p>Closure:</p> <p>A. Post-Reading</p> <p>1. Guiding the students to draw a conclusion about the materials.</p> <p>2. Giving homework</p> <p>3. Parting</p>	<p>10'</p> <p>4'</p> <p>3'</p> <p>3'</p>

IX. Evaluation

Product assessment (exercise I) in the form of reading comprehension test

Gumukmas, 13 May 2015

Trainee teacher

Priyo Waspodo

NIM: 090210401060

Instructional Materials for Meeting 1

Leading Questions:

1. Do you know what picture it is?
2. (It starts with “F”, ends with “G”)
3. How many frogs do you see?
4. Have you ever seen it?



The Components of Narrative Text

Social function : to entertain the reader

Generic Structures :

1. orientation : the opening paragraph where the characters of the story are introduced
2. complication : where the problems in the story developed
3. resolution : where the problems in the story is solved. It can be either bad or good ending.

Language Features:

1. using past tense
2. using adverbs of time, examples: long time ago, once upon a time, in a far away land, etc.
3. using conjunctions such as: then, after that, before

Read the text silently!

5	<p>Two frogs had lived in a village all their lives. They thought they would like to go and see the big city that was about ten miles away.</p> <p>They talked about it for a long time and at last they set off to the city. It was a hot day, and they soon began to feel tired. They had only gone a little way when one said to the other, ‘We must be nearly there. Can you see the city?’ “No, “said the other frog,” “but if I climb on your back I might be able to see it.” So he climbed up on the back of the other frog to see the city. Now when the frog put up his head, his eyes could only see what was behind. And not what was in the front. So he saw the village they had just left. “Can you see the city?” asked the frog who was below. "Yes," answered the frog who had climbed up. “I can see it. It looks just like our village.”</p>
10	<p>Then the frogs thought that it was not worthwhile going any further. They went back and told the frogs in the village that they had seen the city, and it was just like theirs.</p> <p style="text-align: right;">(Mukhyiddin and Fitriyani, 2014:119)</p>

Exercises

- I. Choose the correct answer by crossing a, b, c, or d on this problem based on the content of the text above!
1. “... And at last they set off to see the city” (paragraph 2 line 3)
 What is the similar meaning of the underlined words?
 - A. left
 - B. gave up
 - C. decided
 - D. stopped
 2. “They talked about it” (paragraph 2 line 3)
 The underlined word refers to.....
 - A. the village
 - B. the city
 - C. the frog
 - D. the other frog

3. “.....worthwhile going any further.” (paragraph 3 line 11)
What is the similar meaning of the underlined word?
- A. Futile
 - B. required
 - C. Pointless
 - D. Meaningful
4. What did they feel on their way to find a big city?
- A. Happy C. Sad
 - B. Glad D. Tired
5. Why did one of the frogs climb on the other’s back?
- A. It felt tired
 - B. It was a hot day
 - C. It could not see the city
 - D. It thought it was worthwhile
6. How long did it take for the two frogs to arrive at the big city?
- A. About thirteen kilometers
 - B. About fourteen kilometers
 - C. About fifteen kilometers
 - D. About sixteen kilometers
7. The frogs went back and told the other frogs in the village that they had seen the city.
Where can we find this information?
- A. In paragraph one
 - B. In paragraph two
 - C. In paragraph three
 - D. It cannot be found
8. From the third paragraph we can learn that.....
- A. the frogs lived happily after finding the city
 - B. the frogs were disappointed after seeing the city.
 - C. the frogs at last set off to the city.
 - D. the frogs had lived in a village all their lives.

9. Which Statement is not true based on the content of the story above?
- The frogs lived happily after finding the city.
 - The frogs were disappointed after seeing the city.
 - The frogs at last set off to the city.
 - The frogs had lived in a village all their lives.
10. What is the moral value of the text?
- Never do something useless with your friends.
 - Never trust within a single opinion without other evidence.
 - We have to accept whatever information we receive.
 - We can always ask someone's opinions for anything.

Answer Keys

Exercise I

- | | |
|------|-------|
| 1. A | 6. D |
| 2. B | 7. C |
| 3. D | 8. B |
| 4. D | 9. A |
| 5. C | 10. B |

The Distribution of the Text Item

The Indicators of Reading Comprehension	Items	Text 1
Word Comprehension	3	1, 2, 3
Sentence Comprehension	3	4, 5, 6
Paragraph Comprehension	2	7, 8
Text Comprehension	2	9, 10
Total	10	

Appendix 7

Lesson Plan 2LESSON PLAN
(MEETING 2)

Subject : English
Class/Semester: VIII/2
Skill/Genre : Reading/ Narrative Text
Theme : Fable
Time : 2 x 40 minutes

I. Standard Competence

11. Memahami makna dalam esei pendek sederhana berbentuk recount, dan narrative untuk berinteraksi dengan lingkungan sekitar

II. Basic Competence

- 11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar

III. Indicators

Cognitive

For both experimental and control groups

a. Product

- 11.2.1 Answering multiple choice questions based on the content of short simple written text in the genre of narrative text individually by choosing the best answer of the options given.

b. Process

- 11.2.2 Identifying words meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.

- 11.2.3 Identifying sentence meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.
- 11.2.4 Identifying paragraph meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.
- 11.2.5 Identifying text meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.

IV. Learning Objectives

For both experimental and control groups

a. Product

- 11.2.1 The students are able to answer multiple choice questions based on the content of short simple written text in the genre of narrative text individually by choosing the best answer of the options given.

b. Process

- 11.2.2 The students are able to identify words meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.
- 11.2.3 The students are able to identify sentence meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.
- 11.2.4 The students are able to identify paragraph meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.
- 11.2.5 The students are able to identify text meaning from a short simple written text in the genre of narrative text in pairs by answering multiple choice questions based on the content of the text correctly.

V. Learning Materials

(Enclosed)

VI. Media and Sources

Media:

For both experimental and control classes

- Picture of “two Frogs” - Whiteboard
- Worksheets - Board marker

Source:

Salimi. 2014. Bank Soal UN SMP2015 Edisi Lengkap. Surabaya: Genta group production.

VII. Teaching Learning Approach and Technique

Experimental class

Approach : Cooperative Learning

Technique : Think Aloud Pair Problem Solving (TAPPS)

Control class

Approach : Traditional Lecturing Approach

Technique : Question and Answer

VIII. Teaching Learning Activities

No	Experimental Class	Time	Control Class	Time
1.	Setting Induction:	10'	Setting Induction:	10'
	1. Greeting	1'	1. Greeting	1'
	2. Checking the students' attendance	3'	2. Checking the students' attendance	3'
	A. Pre-Reading Phase		A. Pre-Reading Phase	
	3. Giving motivation by showing a picture of “two	1'	3. Giving motivation by showing a picture of “two	1'

	frogs” 4. Asking some Leading Questions 5. Stating the course objectives	3’ 2’	frogs” 4. Asking some Leading Questions 5. Stating the course objectives	3’ 2’
2.	Main activities: B. While-Reading Phase 1. Reviewing the materials about a narrative text and its components. 2. Distributing an example of a narrative text and the worksheet. 3. Asking the students to form pairs. 4. Asking the students to read the text silently individually. 5. Asking the students to find the difficult words and discussing them in pairs. 6. Reviewing the TAPPS technique to the students. 7. Asking the students to answer the multiple choice questions by using TAPPS technique in pairs. In TAPPS, the problem solver thinks aloud, talking through the steps of solving a	60’ 7’ 2’ 2’ 10’ 4’ 4’ 20’	Main activities: B. While-Reading Phase 1. Reviewing the materials about a narrative text and its components. 2. Distributing an example of a narrative text and the worksheet. 3. Asking the students to form pairs. 4. Asking the students to read the text silently individually. 5. Asking the students to find the difficult words and discussing them in pairs . 6. Asking the students to answer the multiple choice questions in pairs. 7. Asking the students to submit their work when they have solved all the problems. 8. Discussing the answer together with the class..	60’ 9’ 2’ 2’ 10’ 5’ 20’ 2’ 10’

	<p>problem, while the partner listens, following the steps, attempting to understand the reasoning behind the steps, and offering suggestion if there are missteps.</p> <p>8. Asking the students to switch roles with each new problem</p> <p>9. Asking the students to submit their work when they have solved all the problems.</p> <p>10. Discussing the answers together with the class.</p>	<p>1'</p> <p>1'</p> <p>10'</p>		
3.	<p>Closure:</p> <p>C. Post-Reading</p> <p>1. Guiding the students to draw a conclusion about the materials.</p> <p>2. Giving homework</p> <p>3. Parting</p>	<p>10'</p> <p>4'</p> <p>3'</p> <p>3'</p>	<p>Closure:</p> <p>C. Post-Reading</p> <p>1. Guiding the students to draw a conclusion about the materials.</p> <p>2. Giving homework</p> <p>3. Parting</p>	<p>10'</p> <p>4'</p> <p>3'</p> <p>3'</p>

IX. Evaluation

Product assessment (exercise I) in the form of reading comprehension test

Gumukmas, 18 May 2015

Trainee teacher

Priyo Waspodo

NIM: 090210401060

Instructional Materials for Meeting 1

Leading Questions:

1. Do you know what picture it is?
2. Have you ever seen a lion and a mouse?
3. What do you think the lion will do to the mouse?



Review of the Components of Narrative Text

1. What is the social function of a narrative text?
2. What are the generic structures of a narrative text?
3. What are the language features of a narrative text?

Read the text silently!

	<p>The lion was having a nap when a little mouse woke him up. The lion was annoyed, so he picked up the little mouse and threatened to eat him up.</p>
5	<p>“Please spare me, oh, King of the Jungle. If you do, I will do something for you one day!” begged the mouse. “What! A little thing like you? Ha! This is really funny,” laughed the lion. Then he got the little mouse free because he thought that the little creature did not even taste good.</p>
10	<p>Several days later when the lion was walking in the jungle, he got into a trap. He struggled hard, but he still could not free himself. When he was about to give up, the little mouse came. He gnawed at the ropes of the net and then said, “Didn’t you once laugh at me for being little? Look how I have saved your life today.”</p> <p style="text-align: right;">(Salimi, 2014:286)</p>

Exercises

- I. Choose the correct answer by crossing a, b, c, or d on this problem based on the content of the text above!
 1. “When he was about to give up.....” (paragraph 3 line 8)
What is the similar meaning of the underlined words?
 - A. Borrow
 - B. Lend
 - C. Bring
 - D. Surrender
 2. “.... annoyed, so he picked up the little mouse” (paragraph 1 line 2)
What is the opposite meaning of the underlined word?
 - A. Bored
 - B. Pleased
 - C. Irritated
 - D. Embarrassed

3. "... A little thing like you? Ha! This is really funny" (paragraph 2 line 4)
The underlined words refer to
- A. the mouse
 - B. the lion
 - C. the creature
 - D. the king of jungle
4. Where did the story happen?
- A. In the kingdom
 - B. In the village
 - C. In the jungle
 - D. In the field
5. How could the lion be free from the problem?
- A. The lion walked into the trap.
 - B. The lion killed the little mouse.
 - C. The mouse gnawed at the net and set him free.
 - D. The mouse woke up the lion.
6. Why was the lion annoyed?
- A. Because the mouse disturbed the lion night's sleep.
 - B. Because the mouse disturbed the lion noon's sleep.
 - C. Because the mouse threatened to eat the lion.
 - D. Because the lion threatened to eat the mouse.
7. The lion and the mouse met for the first time in
- A. paragraph one
 - B. paragraph two
 - C. paragraph three
 - D. paragraph four
8. What happened in the last paragraph?
- A. The lion saved the mouse.
 - B. The mouse saved the lion.
 - C. The lion gnawed at the mouse.
 - D. The mouse gnawed at the lion.

9. From the story we know that the lion is animal.
- A. an arrogant
 - B. a funny
 - C. a kind
 - D. a patience
10. What can we learn from the story?
- A. Help your friend only if you get a reward.
 - B. Don't underestimate those who are smaller.
 - C. Strength is always useful when we are in trouble.
 - D. Don't put your friend in trouble.

Answer Keys

Exercise I

- | | |
|------|-------|
| 1. D | 6. B |
| 2. B | 7. A |
| 3. A | 8. B |
| 4. C | 9. A |
| 5. C | 10. B |

The Distribution of the Text Item

The Indicators of Reading Comprehension	Items	Text 1
Word Comprehension	3	1, 2, 3
Sentence Comprehension	3	4, 5, 6
Paragraph Comprehension	2	7, 8
Text Comprehension	2	9, 10
Total	10	

TRY-OUT

Subject : English Name :
 Class/ Semester : VIII/2 Class :
 Time : 50 minutes No :

Read the following text carefully and choose the correct answer by crossing a, b, c, or d on this problem!

The text below is for question no. 1 to 10

The Wolf and the Goat	
5	<p>A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.</p> <p>“My dear friend,” said the wolf in his sweetest voice, “aren't you afraid you will fall down from the cliff? Come down here and graze on this fine grass beside me on safe, level ground.” “No, thank you,” said the goat. “Well then,” said the wolf, “aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area.” “No. thank you,” said the goat. “But the grass tastes better down here!” said the exasperated wolf,” Why dine alone?</p>
10	<p>“My dear wolf,” the goat finally said, “Are you quite sure that it is my dinner you are worrying about and not your own?”</p> <p style="text-align: right;">(Damayanti et al., 2009:110)</p>

1. What did the wolf ask the goat when he saw the goat grazing at the edge of a high cliff?

- A. To be his friend. C. To climb up higher.
 B. To graze on the level ground D. To be his dinner

2. “Aren't you cold up there in the wind?” (paragraph 2 line 5)

The word “there” refers to.....

- A. a high cliff C. grass
 B. sheltered area D. ground

3. "But the grass tastes better down here!" (paragraph 2 line 7)
The word "here" refers to.....
- | | |
|-------------------|-----------|
| A. a high cliff | C. grass |
| B. sheltered area | D. a hill |
4. ".....grazing down here beside me in this sheltered area." (paragraph 2 line 6)
What is the similar meaning of the underlined word?
- | | |
|------------|-------------|
| A. Running | C. Eating |
| B. Playing | D. Drinking |
5. "But the grass tastes better down here!" said the exasperated wolf" (paragraph 2 line 8) What is the similar meaning of the underlined word?
- | | |
|--------------|-----------------|
| A. Pleased | C. Disappointed |
| B. Satisfied | D. Enraged |
6. What did the wolf see at the edge of a high cliff?
- | | |
|--------------------------|------------------------|
| A. The wolf saw a goat. | C. The wolf saw a dog |
| B. The wolf saw a tiger. | D. The wolf saw a cat. |
7. How did the wolf ask the goat to come down and graze on the fine grass beside the wolf?
- | |
|---|
| A. The wolf asked the goat with his sweetest voice. |
| B. The wolf asked the goat with his sweetest grass. |
| C. The wolf asked the goat to fall down from the cliff. |
| D. The wolf asked the goat to avoid the cliff. |
8. Why did the wolf smack his own lips?
- | |
|--|
| A. Because the wolf thought to have the goat as the dinner. |
| B. Because the wolf thought to have dinner together with the goat. |
| C. Because the wolf thought that the goat can have a fine dinner. |
| D. Because the wolf thought that the goat missed his fine dinner. |
9. From the second paragraph, we know that....
- | | |
|---|---|
| A. the wolf was worried about the goat. | C. the wolf wanted to be the goat's friend. |
| B. the wolf wanted to thank the goat. | D. the wolf tried to persuade the goat. |

10. What does the last paragraph imply?
- The goat worried about the wolf's dinner.
 - The wolf worried about the goat's dinner.
 - The goat knew about the wolf's ill intention.
 - The wolf knew about the goat ill intention.
11. From the story we know.....
- the goat was very hungry.
 - the wolf was a helpful animal.
 - the wolf was eager to eat the goat.
 - the goat was going to fight with the wolf.
12. What can we learn from the story above?
- Don't look down to other creatures.
 - Don't easily believe in well behaved creatures.
 - Don't judge others by their appearance
 - Don't easily beat other creatures.

The text below is for question no. 11 to 20

	<p>Once upon a time, there were two butterflies, Teri and Roni. They had the same crown. One day, Kodi a frog, saw Teri and Roni quarrelling.</p>
5	<p>"You took it!" said Roni. "Hey, what's the matter?" asked Kodi. "Teri stole my crown!" said Roni. "No. I didn't," said Teri. "Yesterday, I still had my crown when she came to visit me," said Roni. "Today I cannot find the crown! Look! She is wearing it!"</p>
	<p>Roni shouted. "My mom gave me this crown." Teri explained. Kodi suggested they all go to Roni's house. "Where did you put it?" said Kodi to Roni. "I put it on the table," Roni answered. They didn't find the crown. "May be, it fell down." Kodi looked under the table. Nothing was there.</p>
10	<p>"It was my favorite crown!" Roni sobbed. "I didn't steal yours, but if you like it so much, you can have mine," Teri gave Roni the crown. "It's here!" Kodi saw the crown behind the curtain. Roni stopped crying, "Thank God, Kodi found it!" "Sorry, Teri, I accused you. I'm a terrible friend!" "It's OK," said Teri. "Let's say thanks to Kodi!"</p> <p style="text-align: right;">(Damayanti et al., 2012:109)</p>

13. From the first paragraph, we can tell that....
- A. Teri and Roni were playing together.
 - B. Teri and Kodi were playing together.
 - C. Teri and Roni were arguing at each other.
 - D. Teri and Kodi were arguing at each other.
14. "I put it on the table," (paragraph 2 line 7)
The word 'it' refers to.....
- A. The crown
 - B. The house
 - C. The table
 - D. The curtain
15. "I'm a terrible friend!" (paragraph 3 line 13)
What is the similar meaning of the underlined word?
- A. Insolent
 - B. Awful
 - C. Audacious
 - D. Rude
16. "..... much, you can have mine," (paragraph 3 line 11)
The word 'mine' refers to.....
- A. Mom's crown
 - B. Kodi's crown
 - C. Roni's crown
 - D. Teri's crown
17. Where did Kodi find the crown?
- A. Under the table.
 - B. On the table.
 - C. Behind the curtain.
 - D. In the house.
18. Why was Roni so furious?
- A. Because Roni thought that Teri stole his crown.
 - B. Because Roni thought that Kodi stole his crown.
 - C. Because Teri came to visit him yesterday.
 - D. Because Kodi came to visit him yesterday.

19. Who was the one that gave Roni a crown?
- A. Teri
 - B. Kodi
 - C. His mom
 - D. His friend
20. What happened in the second paragraph?
- A. Roni found the crown.
 - B. Roni cried out loud.
 - C. Roni believed that Teri stole his crown.
 - D. Roni suggested that everyone go to Roni's house.
21. At last, the problem was solved in the paragraph.
- A. first C. third
 - B. second D. fourth
22. How is the character of Roni in the story above?
- A. Harsh C. Envious
 - B. Stubborn D. Sad
23. From the story above, we can conclude that Kodi is a friend.
- A. wise C. polite
 - B. good D. happy
24. What can we learn from the story above?
- A. Trusting each other is very important.
 - B. Goodness is always the winner.
 - C. A wise friend can be trusted.
 - D. We shouldn't accuse of others without evidence.

The Answer Keys of the Try-out

1. B	11. C	21. C
2. A	12. B	22. B
3. B	13. C	23. A
4. C	14. A	24. D
5. D	15. B	
6. A	16. D	
7. A	17. C	
8. A	18. A	
9. D	19. C	
10. C	20. C	

The Distribution of the text item

The indicators of reading comprehension	Items	Text 1	Text 2
Word Comprehension	7	2, 3, 4, 5	14, 15, 16
Sentence Comprehension	7	1, 6, 7, 8	17, 18, 19
Paragraph Comprehension	5	9, 10	13, 20, 21
Text Comprehension	5	11, 12	22, 23, 24
Total	24		

Scoring of the text item

$$\text{Score} = \frac{\text{the number of correct Answers}}{\text{the number of test items}} \times 100$$

The Difficulty Index of Each Test Item

Item number	N	R	FV	CRITERIA
1	40	25	0.6	Fair
2	40	22	0.55	Fair
3	40	24	0.6	Fair
4	40	32	0.8	Fair
5	40	27	0.675	Fair
6	40	33	0.825	Easy
7	40	27	0.675	Fair
8	40	28	0.7	Fair
9	40	15	0.4	Fair
10	40	3	0.075	Difficult
11	40	20	0.5	Fair
12	40	4	0.1	Difficult
13	40	7	0.175	Difficult
14	40	35	0.875	Easy
15	40	13	0.33	Fair
16	40	29	0.73	Fair
17	40	22	0.55	Fair
18	40	17	0.425	Fair
19	40	36	0.9	Easy
20	40	13	0.3	Fair
21	40	33	0.825	Easy
22	40	15	0.375	Fair
23	40	15	0.375	Fair
24	40	18	0.5	Fair

Notes:

FV : Facility of value (The index of difficulty level)

R : the number of correct answer

N : the number of students taking test

(Heaton, 1991:178)

The criteria of difficulty index:

0.0 – 0.19 = difficult

0.20 – 0.80 = fair

0.81 – 1.00 = easy

(Djiwandono, 1996:141)

Appendix 10

The Analysis of the Odd and the Even Number Scores of the Try-out test

No	Odd number												Total
	1	3	5	7	9	11	13	15	17	19	21	23	
1.	1	1	0	0	1	1	1	0	1	1	1	1	8
2.	1	1	0	0	1	0	0	0	1	1	1	1	7
3.	0	1	0	1	0	0	0	1	1	1	0	0	7
4.	1	1	1	1	0	1	1	0	1	1	1	0	9
5.	1	1	0	1	0	1	0	1	0	1	1	0	7
6.	1	1	1	1	0	1	0	0	1	1	1	0	8
7.	1	1	1	1	0	1	0	1	0	1	1	0	8
8.	0	0	0	1	0	1	0	0	1	1	1	1	6
9.	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	1	1	1	1	0	0	0	0	0	1	1	1	7
11.	1	1	1	0	0	0	1	0	1	1	1	1	8
12.	1	1	1	1	0	0	0	0	1	1	0	0	6
13.	-	-	-	-	-	-	-	-	-	-	-	-	-
14.	0	0	0	1	1	1	0	0	1	0	1	1	6
15.	1	1	1	0	1	0	0	0	0	1	1	0	6
16.	-	-	-	-	-	-	-	-	-	-	-	-	-
17.	1	1	1	1	0	1	1	0	1	1	1	1	10
18.	1	1	1	0	0	0	0	0	1	1	0	1	6
19.	1	1	1	0	1	0	0	0	0	1	1	0	6
20.	0	0	1	1	1	1	1	0	0	1	1	0	7
21.	1	0	1	1	0	1	0	1	1	1	1	0	8
22.	1	0	1	0	1	1	0	0	1	1	1	0	7
23.	1	1	1	1	0	0	0	0	0	1	0	0	5
24.	0	0	0	1	1	0	0	1	0	1	1	0	5
25.	0	0	1	1	1	1	0	0	0	1	0	0	5
26.	0	0	1	1	1	1	0	0	0	0	1	0	5
27.	1	0	1	1	0	1	1	0	1	1	0	1	8
28.	1	1	0	1	0	1	0	1	0	1	1	0	7
29.	0	1	0	1	0	1	0	1	0	1	1	0	6
30.	1	0	1	0	0	0	0	1	1	1	0	0	5
31.	1	0	1	1	0	0	0	0	1	0	1	1	6
32.	1	0	1	1	0	0	0	1	1	0	1	1	7
33.	0	1	1	1	0	0	0	1	0	1	1	0	6
34.	1	0	1	0	0	1	0	0	1	1	1	1	7
35.	0	0	0	0	1	0	0	1	1	1	1	1	6
36.	1	1	1	1	0	0	0	0	0	1	1	1	7
37.	1	1	0	0	1	0	0	0	0	1	1	0	5
38.	1	1	1	1	0	1	0	1	0	1	1	0	8
39.	0	0	1	1	1	1	1	0	0	1	1	0	7
40.	0	1	1	1	0	0	0	0	0	1	1	1	6
41.	0	0	0	0	1	1	0	0	1	1	1	0	5
42.	0	1	0	0	1	0	0	1	1	1	1	0	6
43.	-	-	-	-	-	-	-	-	-	-	-	-	-
44.	0	1	1	1	0	0	0	0	1	1	1	0	6
Total	25	24	27	27	15	20	7	13	22	36	33	15	265

No	Even number												Total
	2	4	6	8	10	12	14	16	18	20	22	24	
1.	1	1	1	1	1	0	1	1	0	0	0	0	7
2.	1	0	1	0	0	0	1	1	1	0	1	0	6
3.	1	1	0	1	0	0	0	1	0	0	1	1	6
4.	0	1	1	1	0	0	1	1	0	0	0	1	6
5.	0	1	1	0	0	0	1	1	1	0	1	0	6
6.	0	1	1	1	0	0	1	1	0	0	0	1	6
7.	0	1	1	1	0	0	1	1	1	0	0	0	6
8.	1	0	1	1	0	0	0	1	0	0	1	0	5
9.	-	-	-	-	-	-	-	-	-	-	-	-	-
10.	1	1	1	1	0	0	1	0	0	1	0	0	6
11.	0	1	1	1	0	1	1	1	0	0	1	1	8
12.	0	1	1	1	0	0	1	1	0	0	1	0	6
13.	-	-	-	-	-	-	-	-	-	-	-	-	-
14.	1	1	0	1	0	0	1	1	0	0	0	0	5
15.	0	1	1	1	0	0	1	1	0	1	0	0	6
16.	-	-	-	-	-	-	-	-	-	-	-	-	-
17.	0	1	1	1	1	1	1	1	0	0	0	0	7
18.	0	1	0	0	0	0	1	1	1	0	0	1	5
19.	0	1	1	1	0	0	1	0	1	0	1	0	6
20.	1	1	1	0	0	0	1	0	0	1	1	1	7
21.	1	1	1	1	0	0	1	1	0	0	0	1	7
22.	0	1	1	1	0	0	1	0	0	1	0	1	6
23.	0	0	0	0	0	0	1	1	1	1	1	1	6
24.	1	1	0	1	0	0	1	0	0	0	1	1	6
25.	1	1	1	0	0	0	1	1	1	1	0	0	7
26.	1	1	1	0	0	0	1	1	1	1	0	0	7
27.	1	1	1	1	0	1	1	0	0	0	1	1	8
28.	0	1	1	1	0	0	0	0	0	1	0	1	5
29.	0	1	1	1	0	0	1	0	1	0	0	1	6
30.	1	1	0	1	0	0	1	1	0	0	0	0	5
31.	1	0	1	1	0	0	1	1	1	0	0	1	7
32.	1	0	1	1	0	0	1	1	1	0	0	0	6
33.	1	0	1	0	0	0	1	0	1	1	0	1	6
34.	0	1	1	1	0	0	1	1	1	0	0	0	6
35.	0	1	1	1	0	0	1	0	1	0	0	1	6
36.	1	1	1	1	1	1	1	1	0	0	0	1	9
37.	0	0	1	0	0	0	1	1	1	1	1	0	6
38.	0	1	1	1	0	0	1	1	0	1	1	0	7
39.	1	1	1	0	0	0	1	1	1	0	1	0	7
40.	1	0	1	1	0	0	1	0	0	1	0	1	6
41.	1	1	0	0	0	0	1	1	1	1	0	0	6
42.	1	1	1	0	0	0	0	1	0	0	1	0	5
43.	-	-	-	-	-	-	-	-	-	-	-	-	-
44.	1	1	1	1	0	0	0	1	0	0	0	0	5
Total	22	32	33	28	3	4	35	29	17	13	15	18	249

Appendix 11

The Division of Odd and Even Numbers

NO	NAMES	TEST ITEMS		X ²	Y ²	XY
		Odd (X)	Even (Y)			
1	M. Luki	8	7	64	49	56
2	Achmad Sholeh	7	6	49	36	42
3	Siti Nur Ifani	7	6	49	36	42
4	Agung Wahyuda	9	6	81	36	54
5	Ahmad Syamsul Arifin	7	6	49	36	42
6	Izza Avcarina	8	6	64	36	48
7	Bayu Candra Lestari	8	6	64	36	48
8	Della Rantika Rahma	6	5	36	25	30
9	Dikky Hariyanto	-	-	-	-	-
10	Eka Widya Hasanah	7	6	49	36	42
11	Eko Cahyono	8	8	64	64	64
12	Rizal Rahmatulloh	6	6	36	36	36
13	Masruri Zawawi	-	-	-	-	-
14	Galuh Parwati	6	5	36	25	30
15	Hendrik Juli Santiko	6	6	36	36	36
16	Junaidi	-	-	-	-	-
17	Lilis Setyowati	10	7	100	49	70
18	M. Abdul Rozak Mubarak	6	5	36	25	30
19	Muhammad Miftahul Huda	6	6	36	36	36
20	Muhammad Sofwan Fadli	7	7	49	49	49
21	Muhammad Amirkhan	8	7	64	49	56
22	M. Salman Al Farizi	7	6	49	36	42
23	Martika Indriyani	5	6	25	36	30
24	Mia Ardiana	5	6	25	36	30
25	Bayu Sepian P	5	7	25	49	35
26	Moh. Mahfud Dhofir	5	7	25	49	35
27	Mugiyati	8	8	64	64	64
28	Muhammad Rijal	7	5	49	25	35
29	Khomarul Huda	6	6	36	36	36
30	Novita Dwi Nurwahidah	5	5	25	25	25
31	Ois Septia Rahmawati	6	7	36	49	42
32	Qoyuma Dwi Kumalasari	7	6	49	36	42
33	Ramdinah Azizah	6	6	36	36	36
34	Riyan Lutfiyanto	7	6	49	36	42
35	Siti Faiqoh	6	6	36	36	36
36	Siti Faizah	7	9	49	81	63
37	Siti Maulidiyah Fatima	5	6	25	36	30
38	Siti Nur Afina	8	7	64	49	56
39	Windi Eka Oktavianingrum	7	7	49	49	49
40	Yanti Wulandari	6	6	36	36	36
41	Zahro Ulatifah	5	6	25	36	30
42	Hubal Khoiri	6	5	36	25	30
43	Muhammad Sandi	-	-	-	-	-
44	Umi Khanifah	6	5	36	25	30
	TOTAL	265	249	1811	1581	1665

Note: (-) are the students who were absent

Appendix 12

The Names of the respondents of the eighth grade students of SMP Islam Gumukmas Jember in the 2014/2015 Academic Year

No.	Experimental Group (VIII B)	No.	Control Group (VIII C)
1	Madinatul Munawaroh	1	Aldi Saifulloh
2	Alfira Damayanti	2	Alfina Infitahul. M
3	Ananda Fazri Rama	3	Amin Riyadi
4	Aneng Robiatul. A	4	Andika Yudhi Kurniawa
5	Budi Laksono	5	Aria Aria Ningsih
6	Dianti Wulandari	6	Arif Rahman Hakim
7	Doni Setiawan	7	Candra Karimuna
8	Dwi Minto Aji	8	Dian Prasetyo
9	Dwi Robiatul	9	Diki Dwi Subeki
10	Eva Ekata ma Mardina	10	Dimas Pangestu
11	Eva Zuli Ana	11	Dwi Mafathhul Huda
12	Feri Andreansyah	12	Evita Ratna Sari
13	Lis Saniatul. M	13	Faiz Qotur Riza Mia
14	Imam Bukhori Muslim	14	Faridatul Aini
15	Imam Nur Soim	15	Fikrotul Malika
16	Iwan Wahyudi	16	Hikmatu s Sholikhah
17	Khomsatul Hasanah	17	Ilham Showafi
18	Laelatun Najah	18	Intan Cahyandari
19	Lailiatu s Sa'diyah	19	Intan Nur Aini
20	Laili Kamilatul. H	20	Johan Andriawan
21	M. Diki Candra. A	21	Khorul Mustofa
22	M. Khoirul Ulum	22	Krisna Aditiya Utama
23	M. Rifqi Fuadi	23	Liwa Amilia
24	M. Wildan Amri	24	M. Abdul Rohman
25	M. Fahrul Gunawan	25	M. Khoirul Hakim
26	M. Romadhoni	26	Muhammad Abdul Rosit
27	Muhammad Syaiful	27	Muhammad Alan Susant
28	Nurlina Maulita	28	Muhammad Fuad Hasan
29	R. Hendrik Irawan	29	Puput Ageng Saputro
30	Riatul Fadilah	30	Rameliy
31	Risa Agustin	31	Rida Wulandari
32	Roni Baharudin	32	Saifudin
33	Saidatun Nisak	33	Shella Hazfauzia
34	Siti Aisyah	34	Silvi Amatul Latifah
35	Siti Badriatun Ni'mah	35	Siti Eka Purwitasari
36	Siti Mukarromah	36	Siti Istiqomah
37	Siti Nur Fadilah	37	Siti Monica Dwi. M
38	Siti Yulaikah	38	Siti Solehatul Rofiah
39	Slamet Riyadi	39	Slamet Rudiono
40	Tomas Angga	40	Tegar Laksana Karang
41	Vira Afzah Afkarina	41	Tika Triwuni
42	Wirdatul Jannah	42	Uswatun Hasanah
43	Ifa Robiatul Afifah	43	Windy Rahmatussania
44	M. Nur Hasyim	44	Wisnu Pramadyo Aji

(Source: SMP Islam Gumukmas Jember 2014/2015 Academic Year)

POST TEST

Subject : English Name :
 Class/ Semester : VIII/2 Class :
 Time : 40 minutes No :

Read the following text carefully and choose the correct answer by crossing a, b, c, or d on this problem!

The text below is for question no. 1 to 10

The Wolf and the Goat	
5	<p>A wolf saw a goat grazing at the edge of a high cliff. The wolf smacked his lips at the thought of a fine goat dinner.</p> <p>“My dear friend,” said the wolf in his sweetest voice, “aren't you afraid you will fall down from the cliff? Come down here and graze on this fine grass beside me on safe, level ground.” “No, thank you,” said the goat. “Well then,” said the wolf, “aren't you cold up there in the wind? You would be warmer grazing down here beside me in this sheltered area.” “No. thank you,” said the goat. “But the grass tastes better down here!” said the exasperated wolf,” Why dine alone?</p>
10	<p>“My dear wolf,” the goat finally said, “Are you quite sure that it is my dinner you are worrying about and not your own?”</p> <p style="text-align: right;">(Damayanti et al., 2009:110)</p>

1. What did the wolf ask the goat when he saw the goat grazing at the edge of a high cliff?

- A. To be his friend. C. To climb up higher.
 B. To graze on the level ground D. To be his dinner

2. “Aren't you cold up there in the wind?” (paragraph 2 line 5)

The word “there” refers to.....

- A. a high cliff C. grass
 B. sheltered area D. ground

9. From the story we know.....
- the goat was very hungry.
 - the wolf was a helpful animal.
 - the wolf was eager to eat the goat.
 - the goat was going to fight with the wolf.
10. What can we learn from the story above?
- Don't look down to other creatures.
 - Don't easily believe in well behaved creatures.
 - Don't judge others by their appearance/performance.
 - Don't easily beat othe

The text below is for question no. 11 to 20

	<p>Once upon a time, there were two butterflies, Teri and Roni. They had the same crown. One day, Kodi a frog, saw Teri and Roni quarrelling.</p>
5	<p>"You took it!" said Teri. "Hey, what's the matter?" asked Kodi. "Teri stole my crown!" said Roni. "No. I didn't," said Teri. "Yesterday, I still had my crown when she came to visit me," said Roni. "Today I cannot find the crown! Look! She is wearing it!" Roni shouted. "My mom gave me this crown." Teri explained. Kodi suggested they all go to Roni's house. "Where did you put it?" said Kodi to Roni. "I put it on the table," Roni answered. They didn't find the crown. "May be, it fell down." Kodi looked under the table. Nothing was there.</p>
10	<p>"It was my favorite crown!" Roni sobbed. "I didn't steal yours, but if you like it so much, you can have mine," Teri gave Roni the crown. "It's here!" Kodi saw the crown behind the curtain. Roni stopped crying, "Thank God, Kodi found it!" "Sorry, Teri, I accused you. I'm a terrible friend!" "It's OK," said Teri. "Let's say thanks to Kodi!"</p> <p style="text-align: right;">(Damayanti et al., 2012:109)</p>

11. From the first paragraph we can tell that....
- Teri and Roni were playing together.
 - Teri and Kodi were playing together.
 - Teri and Roni were arguing at each other.
 - Teri and Kodi were arguing at each other.

12. "I put it on the table," (paragraph 2 line 7)

The word 'it' refers to.....

- A. The crown
- B. The house
- C. The table
- D. The curtain

13. "I'm a terrible friend!" (paragraph 3 line 13)

What is the similar meaning of the underlined word?

- A. Insolent
- B. Awful
- C. Audacious
- D. Rude

14. "..... much, you can have mine," (paragraph 3 line 11)

The word 'mine' refers to.....

- A. Mom's crown
- B. Kodi's crown
- C. Roni's crown
- D. Teri's crown

15. Where did Kodi find the crown?

- A. Under the table.
- B. On the table.
- C. Behind the curtain.
- D. In the house.

16. Why was Roni so furious?

- A. Because Roni thought that Teri stole his crown.
- B. Because Roni thought that Kodi stole his crown.
- C. Because Teri came to visit him yesterday.
- D. Because Kodi came to visit him yesterday.

17. Who was the one that gave Roni a crown?
- A. Teri
 - B. Kodi
 - C. His mom
 - D. His friend
18. At last, the problem was solved in the paragraph.
- A. first
 - B. second
 - C. third
 - D. fourth
19. From the story above we can conclude that Kodi is a friend.
- A. wise
 - B. good
 - C. polite
 - D. happy
20. What can we learn from the story above?
- A. Trusting each other is very important.
 - B. Goodness is always the winner.
 - C. A wise friend can be trusted.
 - D. We shouldn't accuse of others without evidence.

The Answer Keys of the Post Test

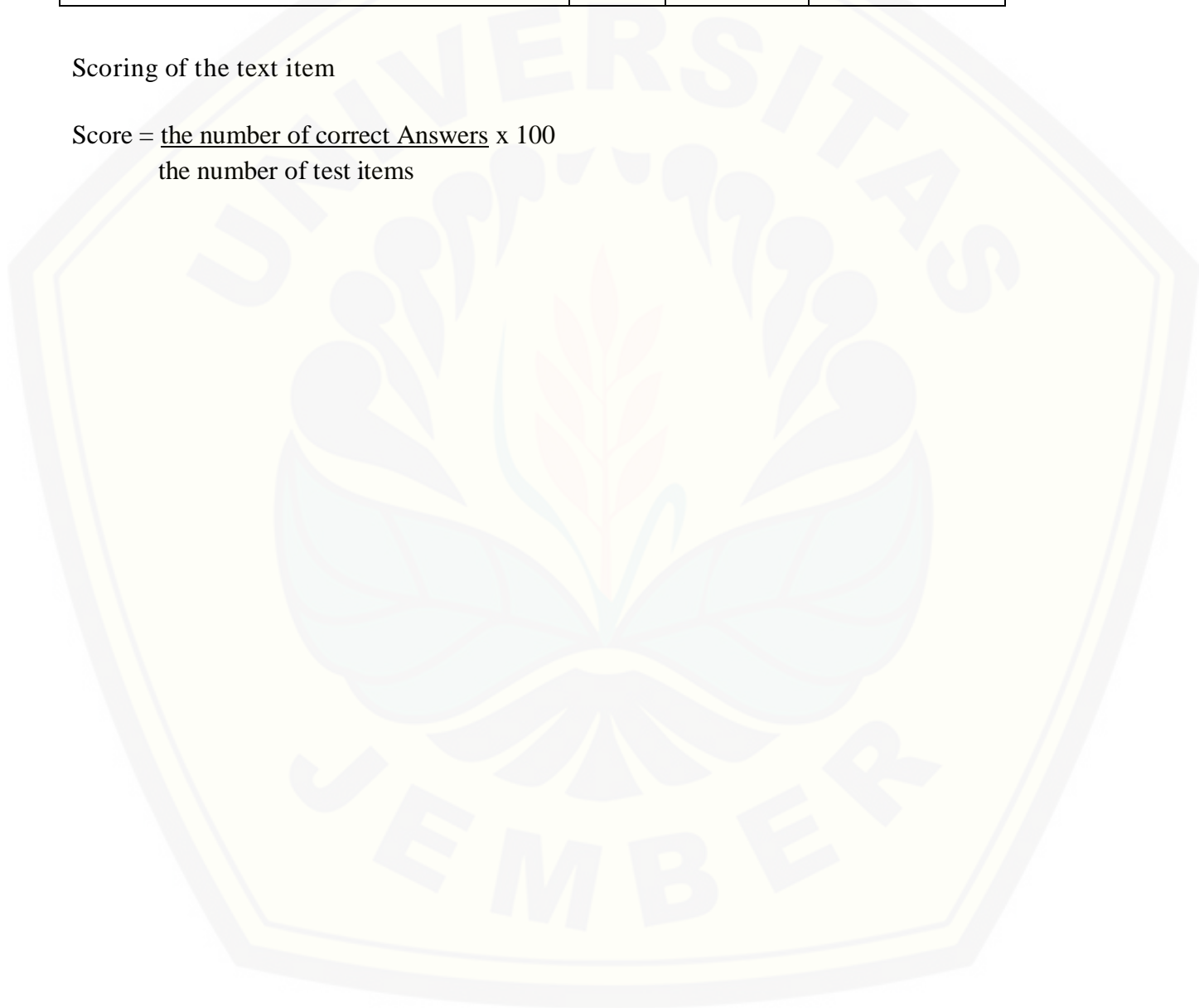
- | | |
|-------|-------|
| 1. B | 11. C |
| 2. A | 12. A |
| 3. C | 13. B |
| 4. D | 14. D |
| 5. A | 15. C |
| 6. A | 16. A |
| 7. D | 17. C |
| 8. C | 18. C |
| 9. C | 19. A |
| 10. B | 20. D |

The Distribution of the Text Item

The Indicators of Reading Comprehension	Items	Text 1	Text 2
Word Comprehension	6	2, 3, 4	12, 13, 14
Sentence Comprehension	6	1, 5, 6	15, 16, 17
Paragraph Comprehension	4	7, 8	11, 18
Text Comprehension	4	9, 10	19, 20
Total	20		

Scoring of the text item

$$\text{Score} = \frac{\text{the number of correct Answers}}{\text{the number of test items}} \times 100$$



Appendix 14

Post-test Scores

No.	Experimental Group (VIII B)	Scores	No.	Control Group (VIII C)	Scores
1	Madinatul Munawaroh	70	1	Aldi Saifulloh	65
2	Alfira Damayanti	70	2	Alfina Infitahul. M	80
3	Ananda Fazri Rama	60	3	Amin Riyadi	45
4	Aneng Robiatul. A	40	4	Andika Yudhi Kurniawa	75
5	Budi Laksono	-	5	Aria Aria Ningsih	45
6	Dianti Wulandari	50	6	Arif Rahman Hakim	50
7	Doni Setiawan	-	7	Candra Karimuna	65
8	Dwi Minto Aji	50	8	Dian Prasetyo	70
9	Dwi Robiatul	60	9	Diki Dwi Subeki	40
10	Eva Ekatama Mardina	50	10	Dimas Pangestu	70
11	Eva Zuli Ana	50	11	Dwi Mafathul Huda	60
12	Feri Andreansyah	70	12	Evita Ratna Sari	50
13	Lis Saniatul. M	60	13	Faiz Qotur Riza Mia	65
14	Imam Bukhori Muslim	65	14	Faridatul Aini	50
15	Imam Nur Soim	50	15	Fikrotul Malika	50
16	Iwan Wahyudi	65	16	Hikmatus Sholikhah	60
17	Khomsatul Hasanah	65	17	Ilham Showafi	60
18	Laelatun Najah	70	18	Intan Cahyandari	50
19	Lailiatul Sa'diyah	65	19	Intan Nur Aini	60
20	Laili Kamilatul. H	65	20	Johan Andriawan	-
21	M. Diki Candra. A	40	21	Khorul Mustofa	50
22	M. Khoirul Ulum	40	22	Krisna Aditiya Utama	70
23	M. Rifqi Fuadi	-	23	Liwa Amilia	60
24	M. Wildan Amri	70	24	M. Abdul Rohman	70
25	M. Fahrul Gunawan	70	25	M. Khoirul Hakim	60
26	M. Romadhoni	75	26	Muhammad Abdul Rosit	60
27	Muhammad Syaiful	75	27	Muhammad Alan Susant	50
28	Nurlina Maulita	80	28	Muhammad Fuad Hasan	-
29	R. Hendrik Irawan	70	29	Puput Ageng Saputro	35
30	Riatul Fadilah	-	30	Rameliy	65
31	Risa Agustin	75	31	Rida Wulandari	70
32	Roni Baharudin	70	32	Saifudin	50
33	Saidatun Nisak	85	33	Shella Hazfausia	70
34	Siti Aisyah	70	34	Silvi Amatul Latifah	50
35	Siti Badriatun Ni'mah	65	35	Siti Eka Purwitasari	-
36	Siti Mukarromah	70	36	Siti Istiqomah	70
37	Siti Nur Fadilah	80	37	Siti Monica Dwi. M	50
38	Siti Yulaikah	70	38	Siti Solehatul Rofiah	60
39	Slamet Riyadi	40	39	Slamet Rudiono	60
40	Tomas Angga	70	40	Tegar Laksana Karang	45
41	Vira Afzah Afkarina	50	41	Tika Triwuni	65
42	Wirdatul Jannah	65	42	Uswatun Hasanah	70
43	Ifa Robiatul Afifah	-	43	Windy Rahmatussania	60
44	M. Nur Hasyim	75	44	Wisnu Pramadyo Aji	-
	Mean score	63.59			58.50

Note: (-) are the students who were absent

Appendix 15

The Research Permission from the Dean of the Faculty Training Education



KEMENTERIAN PENDIDIKAN DAN KEBUDAYAAN
UNIVERSITAS JEMBER
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jalan Kalimantan Nomor 37 Kampus Bumi Tegalboto Jember 68121
Telepon: 0331- 334988, 330738 Faks: 0331-334988
Laman: www.fkip.unej.ac.id

30 APR 2015

Nomor : 2619 /UN25.1.5/LT/2015
Lampiran : -
Perihal : Permohonan Izin Penelitian

Yth. Kepala SMP Islam Gumukmas
Jember

Dalam rangka memperoleh data-data yang diperlukan untuk penyusunan skripsi, mahasiswa FKIP Universitas Jember tersebut di bawah ini:


Nama : Priyo Waspodo
NIM : 090210401060
Jurusan : Pendidikan Bahasa dan Seni
Program Studi : Pendidikan Bahasa Inggris

bermaksud mengadakan penelitian tentang “The Effect of Using Think Aloud Pair Problem Solving (TAPPS) on the Eighth Grade Students’ Reading Comprehension Achievement at SMP Islam Gumukmas Jember” di sekolah yang saudara pimpin.

Sehubungan dengan hal tersebut mohon Saudara berkenan memberikan izin dan sekaligus memberikan bantuan informasi yang diperlukannya.


Demikian atas perhatian dan kerjasama yang baik disampaikan terimakasih.

a.n. Dekan
Pembantu Dekan I,



Dr. Sukatman, M. Pd.
NIP. 196401231995121001

The Research Statement from SMP Islam Gumukmas Jember



LEMBAGA PENDIDIKAN MA'ARIF
SEKOLAH MENENGAH PERTAMA
SMP ISLAM GUMUKMAS
Alamat: Jl. Sultan Agung No. 16 Gumukmas Telp. 0336-321672

SURAT KETERANGAN TELAH SELESAI PENELITIAN
Nomor: 578/LPM.04/B.5/V/2015


Yang bertanda tangan dibawah ini Kepala SMP Islam Gumukmas Jember menerangkan bahwa:

Nama	: Priyo Waspodo
Status	: Mahasiswa Universitas Jember
NIM	: 090210401060
Jurusan	: Pendidikan Bahasa dan Seni
Program Studi	: Pendidikan Bahasa Inggris

Benar benar telah melakukan penelitian di SMP Islam Gumukmas jember. Sehubungan dengan keperluan yang bersangkutan untuk menyelesaikan skripsi dengan judul "*The Effect of Using Think Aloud Pair Problem Solving (TAPPS) on the Eighth Grade Students' Reading Comprehension Achievement at SMP Islam Gumukmas Jember*," dalam rangka penyelesaian kuliah di universitas jember.

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Gumukmas, Mei 2015
Kepala



Drs. Sukaeri