

**THE EFFECTIVENESS OF THINK - PAIR - SHARE
TECHNIQUE (TPS) TO TEACH READING
COMPREHENSION**

(An Experimental Study at The Eight Grade Students of SMP N 1 Juwiring in
2013/2014 Academic Year)

THESIS



**Submitted as A Partial Requirements for Degree of *Sarjana*
in English Education Program**

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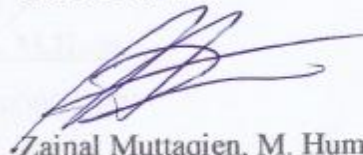
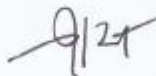
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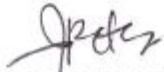


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RATIFICATION

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Here with I state all statements, opinions and analysis that I have written in this research study are my original work. I optimally conducted my own research study with the help of some references and suggestions. Every word or statement taken from this references was treated as a quotation and except in which the name of the authors and the publisher where stated. If any claim related to the analysis that I made persist in the future, I would be fully responsible for clarification.

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DEDICATION

This thesis is dedicated to:

1. *My beloved parents (Mr. Suharto and Mrs. Sri Mulyani)*
2. *My beloved brothers (Eny, Agus and Lia)*
3. *My beloved friends*
4. *My love*

MOTTO

"Indeed, Allah will not change the condition of a people until they change what is in themselves".

(The Holy Quran, Ar-Ra'du: 11)

"Real success is determined by two factors. First is faith and second is action."

(The Researcher)

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The researcher is sure that this thesis would not be completed without the helps, supports, and suggestions from several sides. Thus, the researcher would like to express her deepest thanks to all of those who had helped, supported, and suggested her during the process of writing this thesis. This goes to:

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, 24 February 2017

The researcher,

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ABSTRACT

Fatkur Rohman. 2017. *The Effectiveness of Think – Pair – Share Technique (TPS) to teach Reading Comprehension (An Experimental Study at The Eight Grade Students of SMP N 1 Juwiring in 2013/2014 Academic Year)*. Thesis. Language and Letters Department. Islamic Education and Teacher Training Faculty. IAIN Surakarta.

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The objectives of the research are to how the effectiveness of Think Pair Share to teach reading comprehension. Moreover, this research designed to study how the Think – Pair – Share technique (TPS) can be implemented in the eighth grade students of SMP N 1 Juwiring in the academic year of 2013/2014. The eight grade students of SMP N 1 Juwiring had problems dealing with reading comprehension. The researcher found that tenth A class has problems in reading, such as catching the main idea, identifying the implicit and explicit information of the text, found the word meaning, and word reference. The researcher found that the teacher taught in class dominated the students.

The method used in this research was Think – Pair – Share technique (TPS). This research was conducted in two cycles from October – November 2013. The subject of the research is the eighth grade students of SMP N 1 Juwiring. There are 30 students of the eighth class grade A, and 30 students of the eighth class grade B. This research was conducted in two cycles of actions with three meetings in cycle 1 and cycle 2. It is consisting of planning, acting, observing, and reflecting in each cycle and ended by post-test. In this research, the researcher applied the implementation of Think Pair Share to teach reading comprehension. The researcher collected the data by using observation, interview, and tests. The researcher analyzed the data by using three stages to analyze qualitative data; they are data reduction, data display, taking conclusion, meanwhile, the significant implementation of the students' achievement analyzed by using means of test.

The findings reveal that the implementation of TPS Technique is successful when viewed from some dimensions. (1) to know the effectiveness of Think Pair Share to teach reading at the Eighth grade of SMP N 1 Juwiring students in academic year of 2013/2014. (2) to know which one is more effective between Think Pair Share and Direct Instruction for teaching reading at the Eighth grade of SMP N 1 Juwiring students in academic year of 2013/2014.

The conclusion in this research is a significant difference of the effects on the students' reading comprehension between those who were taught using Think-Pair-Share and those who were taught using Direct Instruction . It can be proved from the score result of $t(7,403)$ which is higher than $t_{table}(2,000)$. The students who were taught using Think-Pair-Share (79,333) had higher scores than those who were taught using Direct Instruction (67,433). It means that the students who were taught using Think-Pair-Share have better reading comprehension than those who were taught using Direct Instruction . The method of Think-Pair-Share gives opportunities to students to improve their reading comprehension.

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CHAPTER I

INTRODUCTION

This chapter deals with background of the study, problem statement, the objective of the study, and the benefit of the study.

A. Background of the Study

Reading as one of four language skills is highly needed for junior high school students because its skills have to be mastered first than other skills. Reading involves understanding written text that needs simultaneous experiences which are influenced by reader's attitude and exercises which can be facilitated by employing appropriate strategy and technique.

However, one of the insufficient results in junior high school is on reading comprehension. As students face a reading text, they often argue that it is difficult enough for them to pronounce it, know the meaning of such words, and further understand the written text. What are the causes of this condition? The teacher's decision to use the method takes place in a higher position. Nearly all teachers believe that students are bored when they study English in the conventional classroom-atmosphere which puts them as passive learners rather than active learners. In reading class, the students only receive teacher's message rather than actively involve in learning process. Students are only expected to pay attention to the teacher's presentation, do the exercises in the classroom and, finally, do the independent exercises at home.

In addition, in this teacher-centered classroom students must compete and work individually in order to obtain high scores. Some students succeed but others fail. Thus, success depends on beating, defeating, and getting more than other people. Whereas social values like building students' awareness to help other students, cooperate in groups, trust each other that their friend will do their best in the

group, are very crucial to be recognized by students because later they will be in a real life situation where cooperation is more intended than competition.

Student's reading influences their abilities in comprehending the texts since it deals with the willingness to either approach or avoid reading situation. When students have desire to read, they will approach it, and when students do not have desire to read, they will avoid it. Student's only depends on the material from teacher. They read in the purpose of passing the examination and they do not have a certain time to read books.

After visiting one teaching learning activity of this class, the researcher finds some situations in reading priority, because that is influence to learning process. The situations are the students can't accurately and fluently using repeated oral reading. For example, the students find difficulties and are slow in understanding the material or the questions, because in reading skill there are usually a lot of reading materials, but most of the students are lazy to read. In fact, reading is a basic skills in English, just as important as speaking, listening and writing. And it is closely related with other subjects. Because most of the materials given by the teacher are presented in written form, it means that to understand the materials, the student must have the ability to look at and get the meaning of the written texts.

There are probably many approaches that can tackle those problems. The proposed approach in this research is Cooperative Learning under the umbrella of Think Pair Share. It is learner-centered approach that emphasizes on all students' success, so that not only high-achieving students succeed but also average and low-achieving students. According to Cruickshank et al (2003) co-operative learning occurs when learners work together in small groups and are rewarded for their collective accomplishment. From cooperative learning we can see this statement according to Slavin (1995) Learning Model Think-Pair-Share a learning model that provides an opportunity for groups to share results and information according to this structure proceeds as follows : (1.) Teacher poses a question

(usually a low consensus question). (2.) Students think of a response. (3.) Students use interview procedure to share the answers (Olsen and Kagan, 1997:19 ; Olsen, 1997:88).

As a learner-centered approach, CL places students as active learners, those who have awareness that they are the key to their successes and not fully from their teacher. In the contrary, Direct Instruction views that teacher takes more dominant role in the classroom. Consequently, students become more passive. Passive learners depend on their teachers' help and assistance. They need more pressure as well as teacher's on-going instructions. At the same time, teacher perhaps identifies students' activeness based on their intentions to the lesson, for instance, active learners perhaps seek additional materials, provide time to study and read more to improve understanding on the lesson. Therefore, it can be said that active learners have good reading awareness. On the other hand, passive learners may be identified as those who are fully dependent on teacher, have weak motivation in study, and do not provide certain time to read more to improve understanding on the lesson. Hence, passive learners are assumed to have bad reading awareness.

Relating to the discussion above, SMP N 1 Juwiring has problems on reading for the eighth graders. Students can't find the main points of the texts. Students only read the text without understanding the messages. Based on the interview to the English teacher, some students do not have dictionaries. So, students find it difficult to understand the message of the texts they read. Besides, students do not active in the class during the English lessons. They do not ask if they do not understand about the teacher explanation. Students keep their questions and never solve it because students are afraid to ask to their teacher. Besides, students do not have desire to compete to the other students. It is proved by the interview which researcher did to students and teacher.

The eighth grade in the first semester of 2013/2014 students are the subject of the research .The English teacher of SMP N 1 Juwiring said that the students of eighth grade in SMP N 1 Juwiring have the difficulties in learning English, especially in reading skill. The English teacher said that almost all students from every grade of that school have low capabilities in mastering English. The problem faced

in teaching reading is the students are bored with the lesson. On the other hand, they have the difficulties in knowing the content of the text and identifying the structures of the text. They also have the difficulties in understanding and comprehending the meaning of the texts.

Nonetheless, the approach used by teacher can probably elevate students' reading skill. The appropriate method will motivate students to read more and more. By this way, hopefully students from day to day become good reader and have high reading comprehension and are finally aware that reading comprehension can be improved by simultaneous activity. According to the background of the study, the writer is interested in carrying out a research dealing with teaching reading. Because of that, the writer takes courage to write a thesis with the title *The Effectiveness of Think Pair Share Technique to Teach Reading Comprehension (An Experimental Study in the Eighth Grade Students of SMP N 1 Juwiring Academic Year 2013/2014)*.

B. Problem Statements

This study addresses two key research questions:

1. How is the implementation of Think Pair Share to teach reading at the Eighth grade of SMP N 1 Juwiring students in the academic year of 2013/2014?
2. Is Think Pair Share is more effective than Direct Instruction to teach reading at the Eighth grade of SMP N 1 Juwiring students in the academic year of 2013/2014?

C. The Objective of the Study,

The objectives of the study are:

1. To know the implementation of Think Pair Share to teach reading at the Eighth grade of SMP N 1 Juwiring students in academic year of 2013/2014.

2. To know which one is more effective between Think Pair Share and Direct Instruction for teaching reading at the Eighth grade of SMP N 1 Juwiring students in academic year of 2013/2014.

D. The Benefit of the Study

The result of this study can contribute some benefits to students and teachers. As follows:

1. For Students

- a. It may stimulate students to improve their reading comprehension since they will find out that reading comprehension is not complicated. Their enjoyment in learning reading will help them master English well. As a result it will enrich their knowledge in reading comprehension.
- b. It provides students enjoyment in teaching listening process.

2. For teachers

For the other teachers, they will get a large knowledge about teaching reading using Think Pair Share and the result of the research can be a useful input in English teaching learning process especially for improving reading comprehension.

3. For schools

- a. The result of this study can improve the quality of teaching reading.
- b. The school also provide the opportunity to the teacher to conduct an innovative teaching and learning activity.

4. For other researches

For other researchers who would like to conduct further research at the same subject, the result of the research can be used as a reference.

E. Definition of the Key Terms

To avoid ambiguity in understanding some terms, the researcher tries to clarify some terms as a follow:

1. Reading

Reading is the essential skill for students since it is the core to nearly all subjects (Davis, 1988: 241). In learning every subject, reading activities are involved. Reading, in general sense, is what happens when people look at a text and assign meaning to the written symbols in that text.

There are many definitions of reading proposed by experts, one of which is stated by Grape (in Pan, 2006: 1). It is stated that reading is not only a receptive process of picking up information from the page in a word-by-word manner since it is a selective process and characterized as an active process of understanding. In the same perception, “Reading means reading and understanding” (1996: 138). These theories imply that an activity is called reading if there is understanding from what has been read, if not it cannot be said so.

2. Reading Comprehension

Comprehension refers to an ability to understand the meaning or importance of something. Reading comprehension is how far we can understand of what we read (United of University, 2008).

Ashmore (2004: 7) stated that there are three processes in reading comprehension: active, cognitive, and affective process in which the reader actively engages with the text and builds his/her own understanding of the text.

3. Think Pair Share (TPS)

Think Pair Share is one of kinds of Cooperative Learning. Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his/ her own leaning and is motivated to increase the learning of others.

According to Cruickshank et al (2003) co-operative learning occurs when learners work together in small groups and are rewarded for their collective accomplishment. From cooperative learning we can see this statement according to Slavin (1995) Learning Model Think-Pair-Share a learning model that provides an opportunity for groups to share results and information according to this structure proceeds as follows : (1.) Teacher poses a question (usually a low consensus question). (2.) Students think of a response. (3.) Students use interview procedure to share the answers (Olsen and Kagan, 1997:19 ; Olsen, 1997:88).

4. Direct Instruction (DI)

Direct Instruction is a teacher-centered model. When teacher becomes the center of the teaching and learning, it means he/she is the real actor in the classroom. Teacher gives explanation and presents the materials. There are, it can be concluded that DI is also closely related to “lecture and presentation” (Arends, 1997: 64).

Nunan (1996: 49) argues “.....in direct instruction, the teacher explicitly instructs the learners”. It seems that both Arends and Nunan agree with its name proposed, the essential thing in DI is “instruction”. Teacher instructs the students while students listen to teacher’s instruction as well as do the required things by teacher.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter deals with the nature of reading, the nature of cooperative learning, the nature of direct instruction, rationale, and hypothesis.

A. The Nature of Reading

1. The Definition of Reading

Reading is a basic life skill. It is a cornerstone for a child's success in school, and, indeed, throughout life. Without the ability to read well, opportunities for personal fulfillment and job success inevitably will be lost.

Reading is the essential skill for students since it is the core to nearly all subjects (Davis, 1988: 241). In learning every subject, reading activities are involved. Reading in general sense is what happens when people look at the texts and assign meaning to the written symbols in that texts.

There are many definitions of reading proposed by experts, one of which is stated by Grape (in Pan, 2006: 1). It is stated that reading is not only a receptive process of picking up information from the page in a word-by-word manner since it is a selective process and characterized as an active process of understanding. In the same perception, Ur notes, "Reading means reading and understanding" (1996: 138). These theories imply that an activity is called reading if there is understanding from what has been read, if not, it cannot be said so.

Meanwhile, Gipe (in Ashmore, 2001: 4) states, "Reading is a transaction that takes place between a reader and text in a particular situation". Clay (in Ashmore, 1991: 4) gives a comprehensive definition of reading. His remarks it as follows:

I define reading a message-getting, problem-solving activity which increases in power and flexibility the more it is practiced. My definition states that within the directional constrains of the printer's code, language and visual perception are purposefully directed by the reader in some

integrated way to the problem of extracting meaning from cues in a text, in sequence, so that the reader brings a maximum of understanding to the author's message.

The writer elaborates that reading is a process of getting the message and solving the problem from the text to be able to extract meaning and cues in the text and finally retain the maximum understanding to the author's message. It is quite obvious that reading depends on the reader's objective, and is not just an activity to read what is printed and written. Further, there should be understanding of the author's message after reading the material.

In addition, Nuttal (1996: 3) says "reading is the transfer of a message from the writer to the reader". Aeborsold (1997: 15) agrees by stating that reading is what happens when people look at a text and assign meaning to the written symbols in the text. According to Derajavan, as cited in Tella (2007: 119), reading has been described as "the art of interpreting printed and written words".

Likewise, Goodman (1988: 15) express that in a reading activity, there is a close interaction between language and thought, in which the writer encodes thought as language and the writer decodes language as thought. It can be deduced from the theories that reading is the activity of getting the message and understanding the written symbols that are written by the authors.

2. Reading Comprehension

Comprehension refers to an ability to understand the meaning or importance of something. Meanwhile, it is also stated that comprehension is the capacity of the mind to perceive and understand. Further, comprehension means to understand what is being communicated. It can be summarized that one has comprehension when he/she is able to understand and gets the importance of something, Asher (1996 : 241).

Reading comprehension is how far we can understand of what we read. Ashmore (2004: 7) stated that there are three processes in reading comprehension: active, cognitive, and affective process in which the reader actively engages with the text and builds his/her own understanding of the text. Meanwhile, Gipe (in Ashmore, 2001: 4) states that in reading comprehension the reader construct the meaning by using background knowledge or past experience in order to build new thoughts.

It can be concluded from the theories that reading comprehension is the degree to which the reader understand what he/she read, which is resulted from the what he/she knows before reading the text (the background knowledge) and how well he/she reads it. However, types of comprehension, skills considered to successful reading comprehension, and strategies for reading comprehension should be clearly exhibited. The next discussions are on those issues.

3. Types of Comprehension

The primary objective of reading is comprehension. Thus, teacher had better give reading comprehension assessment to test student's abilities. Mohamad (1999: 2) mentions three stands of comprehension, literal, interpretive, and critical comprehension. The first comprehension involves "surface meaning" in which students are asked to find out information and idea that are explicitly stated in the text, the second comprehension involves "deeper meanings" that needs student's critical reading with kind of activities such as drawing conclusion, making generalization; the third level involves critical reading whereby ideas and information are evaluated and it occurs when students have understood the ideas and information that the writer has presented.

The more comprehensive explanation is stated by Day (2005) in the journal *Reading in a Foreign Language*. In his article entitled *Developing Reading Comprehension Questions*, Day presents a detailed picture of six types of comprehension. Below are the explanations of each.

a. Literal comprehension

It is understanding of the straightforward meaning of the text and can be answered directly from the text.

b. Reorganization

It is based on literal understanding of the text, students must use information from various parts of the text and combine them for additional understanding.

c. Inference

It is making inferences involves more than a literal understanding. Students may initially have difficult time answering inference questions because the answers are based on material that is in the text but not explicitly stated. An inference involves students combining their literal understanding of the text with their own knowledge and intuitions.

d. Prediction

It involves students using both their understanding of the passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after the story ends.

e. Evaluation

It requires the learner to give a global or comprehensive judgment about some aspect of the text.

f. Personal response

It requires readers to respond with their feelings for the text and the subject.

The above comprehension types are from the lowest to the highest comprehension. The higher level the students are in, the higher comprehension they will obtain. The writer assumes that generally students in junior high school are on the literal comprehension although in some cases might go further on the reorganization comprehension-level. Due to the fact that the students where the writer will retain research are on the average level, the writer is quite sure that her students are on literal comprehension-level. For example, when the students are given a text entitled “ Tina’s Family”, the question might be “What is Tina’s father’s name?, What is Tina’s mother’s name?, How many sister does Tina have? Where does Tina live?” What is more, those questions can be answered explicitly from the text.

4. Micro Skills for Reading Comprehension

Harmer (1991: 183) postulates that there are six receptive skills, namely: predictive skills, extracting specific information, getting the general picture, extracting detailed information, recognizing function and discourse pattern, and deducing meaning from the context. More recent in his opinion, Harmer (2002: 201) describes that the skills in reading and listening are: identifying the topic, predicting

and guessing, reading and listening for general understanding, reading and listening for specific information, reading and listening for detailed information, and interpreting text.

In the concept of micro skills for reading comprehension, Edge (1993: 108) agrees that the skills teacher teaches to students, make students able to get general understanding of the text (skim), get main points, get specific information (scan), make inferences; for example about opinion, implications and the attitudes to the written words; comprehend in detail, and make evaluation what the readers have learnt and what the readers will do after reading the text.

By reading the skills stated above, the researcher might give example of what is remarked by Harmer (2002: 202) and Edge (1993: 108). “Identifying the topic” in Harmer’s view, is stated with “extracting main the point” in Edge’s view, and so does in reading for general understanding (skimming), get specific information (scanning) etc.

In the more detailed stated by Brown (2000: 307). He emphasizes:

- a. Discriminate among the distinctive graphemes and orthographic patterns of English.
- b. Retain chunks of language of different lengths in short-term memory.
- c. Process writing at an efficient rate of speed to suit the purpose.
- d. Recognize a core of words, and interpret word order patterns and their significance.
- e. Recognize grammatical word classes (nouns, verbs, etc), systems (e.g; tense, agreement, pluralization), patterns, rules, and elliptical forms.
- f. Recognize that a particular meaning may be expressed in different grammatical forms.
- g. Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.
- h. Recognize the rhetorical forms of written discourse and their significance for interpretation.
- i. Recognize the communicative functions of written texts, according to form and purpose.
- j. Infer context that is not explicit by using background knowledge.

- k. Infer links and connection between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
- l. Distinguish between literal and implied meanings
- m. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
- n. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for interpretation of texts.

The above explanation shows us the wide trap of micro skills for reading comprehension which are nearly impossible to be taught to students who are in junior high school that are still in the basic level of understanding. It is, then, the teacher's responsibility to assure which of the skills that would be easily learnt and which of the skills that would be rather difficult to be learnt by students. In conclusion, the red thread is the teacher's choice and decision.

For instance "identifying the topic" skill is possible to be taught in junior high school if only the topic is explicitly stated in the text (literal comprehension). Conversely, "interpreting text" skill is nearly impossible to be taught in junior high school since it needs students' critical thinking so that it is probably appropriate in either junior high school or university.

As the writer has explained before, the red thread is the teacher as decision maker; to select the skills to be taught. Thus, the writer (as the teacher) intends to select some skills as follows: identifying the topic, predicting and guessing, get general understanding (skimming), get specific information (scanning), and get detailed information. Identifying the topic means students are asked to look for the main idea/topic from a certain text (once more, it should be explicitly stated). Predicting and guessing can be referred to predicting and guessing the meaning of words as well as synonym and antonym from the text provided. Getting general understanding (skimming), together with getting specific information (scanning) are getting the information by straightforward manner. In getting detailed information (in multiple choice

questions), students are expected to determine which one of the statements is correct or which one of the statements is incorrect from the given text.

5. Extensive and Intensive Reading

There are two kinds of reading performance that are well-known seen from the teacher's role in choosing the reading text namely extensive and intensive reading. According to Harmer (2002: 210) extensive reading means teacher encourages students to select for themselves whatever reading materials to choose in the purpose of pleasure and language improvement while intensive reading means teacher selects the reading material in the purpose of developing specific receptive skills.

Likewise, the same opinion is emphasized by Brown (2001: 312). He emphasizes that intensive reading is the classroom activity which focuses on the "surface structure details text", while extensive reading is the outside-classroom activity which attempts to achieve a "general understanding of a longer text book". Recently, Richards and Schmidt (in Yamashita, 2002) says "extensive reading means reading in quantity and in order to gain a general understanding of what is read".

According to Waring as cited in Jarrel (2003: 200) "intensive reading.....to learn new vocabulary, to look at text organization, to help (learners) discover and develop reading skills, and so on". Then, he reveals Nation's opinion:

.....the procedures involved (in Intensive Reading) direct a lot of attention to the vocabulary, grammar and discourse of the text. This deliberate attention to language features means that intensive reading fits within the strand of language-focused learning"(2003: 201).

On the other hand, extensive reading ".....is generally associated with reading large amounts of text with the aim of getting an overall understanding of the material" (Bamford & Day, as cited in Jarrel, 2003: 201).

Furthermore, Jarrel's research shows that extensive reading appears to be more effective than intensive reading of turning a weak reader into a good reader. Jarrel's says that extensive reading

emphasizes on “motivation,” “comprehensible input,” and ‘building confidence’ that can help the weak reader to improve reading speed and deepen understanding of what is read.

To conclude, the activity done by both teacher and students in the classroom holds on intensive reading, vice versa, the activeness of students to improve their skills outside school time holds on extensive reading. In intensive reading programs, students are expected not only to read a text but also demonstrate understanding to a degree as detailed as possible which is usually concerned with vocabulary, text organization, and overall, improve reading skills, while in extensive reading students read relatively large amount of the text with the purpose of getting general understanding of what is being read.

Provided that one reads outside school time simultaneously, from time to time, one can develop his/her reading habit. In other words, one is considered as high reading habits-person if he/she always reads the books, and other reading materials such as magazines, newspapers, etc. wherever he/she is, the reading activity is involved. It is stated by Richards and Schmidt, (2002: 193-194) as cited in Yamashita. “Extensive reading is intended to develop good reading habits, to build up knowledge of vocabulary and structure, and to encourage a liking for reading”.

6. Strategies for Reading Comprehension

In order to get beneficial result in every single effort, people are advisedly to do their effort maximally with both best strategies, approaches, and so does reading. According to Barnet and Ken (2003: 74), reading strategies can be broadly defined as the mental process operations formed by a reader to achieve the goal of textual comprehension.

In addition, strategies can be operationalized as “learning techniques, behaviours, and problem solving or study skills that enhance learning more effectively and efficiently” (Oxford and Crolkall, in Pan, 2006: 1). Further, Phan cites Branmeier’s opinion about the strategies as follows:

The strategies may involve skimming, scanning, guessing, recognizing, cognates and word families, reading for meaning, predicting, activating general knowledge, making inferences, following references, and separating ideas from supporting ideas (2002: 1).

Brantmeier's strategies for reading comprehension seem to be overlapped with what the writer has discussed on the micro skills for reading comprehension. She advocates that micro skills as well as strategies might be used interchangeably since those strategies show how readers tackle a reading task, how they interpret their reading and what they do when they do not comprehend, above all, how to acquire the micro skills.

In the same way, Nuttal (1996: 16) proposes the well-known strategies ever known, namely top-down and bottom-up approach. In Nuttal's opinion, the former approach relies on schema theory (a reader's intelligence, experience, and background knowledge is essential for understanding the text); while the latter focuses on the smaller units of language that help the reader decodes a message: word and structure recognition, the sound-letter relationship, making meaning of syntactic units phrases and sentences.

Top-down approach or knowledge/background/ schemata, based as well as bottom-up or text-based processing has limitations. Eskey (2000, 173) points out "this model (top-down approach) is good for the skillful, fluent reader for whom perception and decoding have become automatic, not for the less proficient, developing reader". Further, he points out. The decoding model (bottom-up approach) is inadequate because it underestimates the contribution of the reader who makes predictions and processes information. It fails to recognize that students utilize their expectations about the text, based on their prior knowledge of language and how it works.

The above statement shows us that only if the reader is skillful, the top-down approach is more appropriate to be used than bottom-up approach. Meanwhile, in bottom-up approach, there is the ignorance of the importance of the student's way to predict the content of the text using background knowledge.

In spite of appearance limitation above, teacher ought to use these approaches interchangeably with the reason it influences one another; if bottom-up approach is underestimated, there is the risk of misunderstanding the basic meaning from which top-down approach is built. On the other hand, if bottom-up approach is underestimated, learners become passive readers and do not develop the skills to be good

readers. So, it is necessary to create a balance between those two approaches. As there is no single/best approach, the combination approach is needed so that result on a couple beautiful approaches, then the skills learnt get into the reader's mind completely. It is known as interactive approach.

According to Eskey, interactive approach in reading means "interaction between reader and text". Moreover, he explains that good readers are good decoders and good interpreters of text, their decoding skills become more automatic but no less important as their reading skills develop.

Notwithstanding, in the preceding discussion on micro skills of reading comprehension, the writer has mentioned some reading skills that will be used in this research, which (in the writer's perception) also have to be taught using interactive approach. For example, in identifying the topic; in order to be able to identify the topic, reader's experience becomes important because reader points out it after reading the text in which bottom-up approach relies on. By contrast, for predicting and guessing such as guessing the synonym, antonym of certain words, use top-down approach.

From all the explanation about reading above, it can be concluded that reading is the activity of getting the message and understanding the written symbols that are written by the authors. In reading comprehension, students are intended to be able to understand the meaning of short written text both functional and simple essay in the form of descriptive, procedure, narrative and recount in the daily contexts. There are six skills in reading comprehension, they are getting general idea, getting main idea, getting explicitly stated information, getting implicitly stated information, getting meaning of certain words as well as synonym and antonym from the text provided, and word references.

B. The Nature of Cooperative Learning

1. The Definition of Cooperative Learning

Nowadays, in the era where everyone demands improvement in education quality, the sound of active, creative, and innovative teachers resound everywhere. The teachers whose learning strategies are

monotonous become left behind. Similarly, students who are taught by monotonous approach seem to be less motivated in learning that results in low achievements.

Alternatively, teacher must have a better attempt with other approaches to fresh student's mind, emerge the motivation, improve the skills, elevate good habits, and above all to have long impact on student's improvement. One of the methods proposed is cooperative learning, which implements cooperative activities by emerging small groups in the classroom. In this student-centered approach, as its name proposed, students become the center of the learning as they are actively involved in the teaching and learning process.

Cooperative learning stems from the word 'cooperation'. Johnson & Johnson (2006: 43) remark that cooperation is working together to accomplish shared goals. Further, both say that within cooperative learning groups of students are given two responsibilities: to learn the assigned material and make sure that all other members of their group do likewise. Johnson, Johnson, and Holubec (2006: 175) say that Cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other learning.

Olsen and Kagan, as cited in Richards and Rodgers (2001:192) acknowledge:

Cooperative learning is group learning activity organized so that learning is dependent on the socially structured exchange of information between learners in groups and in which each learner is held accountable for his/ her own leaning and is motivated to increase the learning of others.

Based on the theories above, it can be concluded that in cooperative learning students are involved in small group activities formed by the teacher, where each group has the same aim to tackle the problem given by the teacher, and in order to embark this purpose, everyone in each group is responsible for the success not only his/her own but also other members in the groups.

Teacher may think their classroom activities reflect cooperative learning, for instance having students sit side by side at the same table, doing the task (from teacher), and then assigning to write a report

to a group. The most possibility happening in such activities is, one (the high-achieving student) does all the work alone while the others (average and slow-achieving students) only put their name on the paper without knowing the content of the task.

The low motivation and attitudes may impact learning outcomes. In addition, the study used teacher still traditional. In the discussion material may occasionally use, but limited to the conventional discussion, so it is often found that students still depend on friends or teachers and students tend to be lazy to think. To solve the above problems, we need a method of learning that involves the active role of students to work together to maximize the learning conditions, so as to improve students' motivation and learning outcomes. Efforts to increase motivation and learning outcomes of students is done by applying economic model of cooperative learning Think Pair Share (TPS).

TPS is a simple technique with great advantages. TPS can increase a student's ability to recall information, and the student can also learn from other students as well as each other to convey the idea discussed before that is delivered in front of the class. In addition, TPS can also improve self-confidence and all students are given the opportunity to participate in the class. TPS is one of the cooperative learning methods which consist of three stages, namely thinking, pairing, and sharing. Teachers are no longer the only source of learning (teacher oriented), but rather the students are required to be able to discover and understand new concepts (student oriented).

Based on, the background of the problems that have been previously described, as an alternative and innovative learning to develop communication skills and the process of interaction between individuals that can be used as a means of social interaction between the students and at the same time answer the problems that exist in the learning process in schools.

2. Think Pair Share

a. Definition of ThinkPairShare

The think, pair, share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Students think through questions using three distinct steps:

- 1) Think: Students think independently about the question that has been posed, forming ideas of their own.
- 2) Pair: Students are grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others.
- 3) Share: Student pairs share their ideas with a larger group, such as the whole class. Often, students are more comfortable presenting ideas to a group with the support of a partner. In addition, students' ideas have become more refined through this three-step process.

The think, pair, share strategy is ideal for teachers and students who are new to collaborative learning. It can be used in a variety of contexts. However, to be effective, students must consider a question or issue. It could be a complex question, such as, "What do you think were the key issues that led to World War I?" It could be a more straightforward request, such as, "Create a pattern that could be described as "a, b, a, b" (Slavin, 1995).

As students consider the question or issue, they should derive some benefit from thinking about it further with partners, such as when there are multiple correct answers to a question. For instance, in the previous example, students could provide many examples of "a, b, a, b" patterns and seeing multiple answers will reinforce this concept. On the other hand, providing students with questions that have only one correct response, such as, "What is $5 + 2$?" soon becomes tedious to students, as there is not much to share with partners or the whole class.

The "think" step may require students merely to be quiet for a few moments and ponder their thoughts about the question. They may write some thoughts in response to the question.

Some teachers find it helpful to set a time limit for the "think" and "pair" steps of the strategy. If you choose to do this, be sure to give students an idea of how much time they will have. Remember to allow sufficient time during the "pair" step to allow both students to talk about their thoughts.

In the "share" step of the strategy, students can share their ideas in several ways. One way is to have all students stand, and after each student responds, he or she sits down, as does any student with a similar response. This continues until everyone is seated. Another way is to move quickly through the class, having students respond quickly, one after the other, or to have a class vote. Responses can be recorded on an overhead projector or on a graphic organizer for future discussions. Another variation is to stop after the "pair" step, and have students write their ideas. Collect students' responses and assess any problems in understanding.

b. The Technique of ThinkPairShare

This strategy often stretches students' thinking merely by its implementation. Some students consider it a challenge to articulate their thoughts to another person. However, once students become comfortable with this aspect, there are ways to expand the strategy achievement.

One way to is to be sure that students have opportunities to pair with a variety of partners. Pairing students who sit closest to each other is convenient but doesn't provide the same intellectual or social challenge as accommodating the learning and discussion styles of a variety of classmates.

Another method for varying the strategy is to allow two "pair" steps before proceeding to "share." Students can either participate in two consecutive pairings or can pair with one student and then the first pair can be grouped with another pair to discuss their thoughts before joining a whole-class discussion. This double-pair method is particularly helpful if you have a very large class or are dealing with an especially complex question.

c. Advantages of ThinkPairShare

ThinkPairShare can be use for all subjects and for all ages of students (Lie, 2005). TPS is able to optimize the participation of students in all subjects. The application of classical methods only

allows one student to come and share the results to the entire class. TPS provides more opportunities for each student to recognize and show their participation to other. In addition, TPS also provides the opportunity for the students to work together with others.

TPS activities pose a question to students that they must consider it alone and then discuss it with a neighbor before settling on a final answer. This is a great way to motivate students and promote higher-level thinking. Even though the activity is called think-"PAIR"-share, this is the term many instructors use for pairs and small groups (three or four students) alike. Groups may be formed formally or informally. Often this group discussion "sharing" is followed up with a larger classroom discussion. Some think-pair-share activities are short, "*quick-response think-pair-share*" and sometimes the activities may be longer and more involved, "*extended think-pair-share*". The instructor can use the student responses as the basis for discussion, to motivate a lecture segment, and to obtain feedback about what students know or are thinking and it is easy to incorporate more than one think-pair-share activity in a given class period.

- 1) Instructors find they can have a format change during lecture that only takes a small amount of class time. Preparation is generally easy and takes a short amount of time.
- 2) The personal interaction motivates students who might not generally be interested in the discipline.
- 3) It can ask different kinds and levels of questions.
- 4) It engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.
- 5) It can assess student understanding by listening in on several groups during the activity, and by collecting responses at the end.
- 6) The fluid nature of group formation makes this technique very effective and popular for use by instructors of large classes.

- 7) Full class discussion is generally more fruitful after a think-pair-share and throughout the semester as the frequent use of such activities generally improves student comfort levels and willingness to participate throughout a class period (King, 1993:30-33).

3. The Nature of Direct Instruction

a. The Definition of Direct Instruction

Conventional method which is contrasted to Cooperative Learning is Direct Instruction. In the previous discussion it is obvious that CL is learner-centered model, but DI is teacher-centered model. When teacher becomes the center of the teaching and learning, it means he/she is the real actor in the classroom. Teacher gives explanation, presents the material thereby it can be concluded that DI is also closely related to “lecture and presentation” (Arends, 1997: 64). Nunan (1996: 49) argues “.....in direct instruction, the teacher explicitly instructs the learners”. It seems that both Arends and Nunan agree with its name proposed, the essential thing in DI is “instruction”. Teacher instructs the students while students listen to teacher’s instruction as well as do the required things by teacher.

There are two phases of DI ”Planning Tasks and Interactive Tasks” (Arends, 1997: 75). The clear phases are as follow:

1) Planning Tasks

- a) Preparing Objective
- b) Choosing Content
- c) Performing Task Analysis
- d) Planning for Time and Space

2) Interactive Tasks

- a) Providing Objectives and Establishing set
- b) Presenting and Demonstrating
- c) Providing Guided Practice
- d) Checking Understanding and Providing Feedback

e) Providing Independent Practice

Before conducting DI model, first, teacher must prepare the objective of the teaching and learning process and decide whether the objectives are appropriate with the students. Second, choose contents either from books or other resources which must be in line with the curriculum. Third, it must be considered that complex skills cannot be learned at one time so that it needs tasks analysis. Arends (1997: 77) states that it can be done by:

Find out what a knowledgeable person knows or does when the skills is performed, divide the overall skills into sub skills, order sub skills logically so that some are prerequisite to others, design strategies to teach of the sub skills and then combine them”.

The last in the planning tasks is planning time and space. It means teacher should clearly state in his/her lesson plan time and space that will be used so that the learning process does not go around the bush since it has allocation time.

Interactive task takes place in the main point (in the teaching and learning process). First, teacher must establish the set by explaining the objective or purpose of the material that will be learnt. Only by explaining objectives, students will compensate that their learning will be beneficial as well as fruitful for their future. Second, he provides presentation and demonstration of the material in the purpose that students achieve clarity of the material given. In this section, teacher must ensure that his/her presentation does not embark students’ confusion but embark on students’ understanding. Third, provide guided practice by considering some principals as follows:

- 1) Assign short, meaningful amount of practice
- 2) Assign practice to increase over learning
- 3) Be aware of the advantages and disadvantages of massed and distributed practice
- 4) Attend to the initial stages of practice (Arends, 1997: 84-85)

The next is, checking understanding and providing feedback. “Teacher asks students and students give answer” is the closed example in this section. This is the salient thing in DI model

with the reason that without knowing how far students understand, teacher's guided practice seems nonsense for students because teacher does not check it anymore. It is better that feedback is given as soon as possible after the practice because students can remember clearly their own performance earlier. In addition, feedback should emphasize on praise as positive feedback. Likewise, as students perform negative feedback, teacher must show how to perform it clearly. In providing good feedback, teacher can do this by, for instance: "verbal feedback, video or audio taping of performance, tests, and written comments" (Arends, 1997: 85).

After giving feedback in the classroom, it is important to give additional practice or independent practice. They must do it either individually or in groups without teacher's help. Arends (1997: 88) comments that most independent practice assigned to students as the final phase of a DI lesson is homework.

From the definition and phases above, it can be concluded that DI is a teacher-centered model which is straightforward and can be done in step-by-step fashion.

b. Theoretical Background of Direct Instruction

Arends (1997:69) states that the learning theory which contributes most to Direct Instruction model is Behavioral Modeling theory. Further, he explores that it is originated by Dollard and Miller in the 1930s and 1940s. It is attempted "to use mechanisms of observation and vicarious reinforcement to explain the acquisition of various social behaviors such as aggressions and cooperation".

In the same way, Bandura as cited in Arends (1997: 296) declares that human learning is done by selectively observing and memorizing the behaviors of others. Further, he argues that it is a three-step processing: attention, retention, and production. In order to get students' attention, teacher may use gesture as expressively as possible. Retention is used to link the new skill to the students' prior knowledge and production is used to practice the new skills.

Reading the backgrounds above, the writer can take some points: DI focuses on teacher's behavior imitated by students where it is firstly introduced by teacher's way to get students' attention continued by retention and ended by production; it is where Behavioral Modeling theory takes places.

C. Rationale

Reading involves understanding written text that needs simultaneous experiences which are influenced by reader's attitude and exercises which can be facilitated by employing appropriate strategy and technique. In reading class, students need to employ approaches which place them as active learners, and not passive learners, as well as provide them cares of their friends' needs.

Based on the theory above it can be assumed that, the researchers captured a more active class of experiments by using the technique of think pair share. Students become more interested because the students enjoy and feel more relaxed on his own learning. So, the students will be able to better understand the material if the students can be more active in the learning process. The personal interactions motivates students who might not generally be interested in the discipline. On the contrary, with the techniques taught in class experimental in the classroom atmosphere is also more life to be monotonous and students also do not feel bored when it is compared to the control class. Because the classis so likely to control the atmosphere is not as active as passive experimental class. Thus, it can be assumed that Think Pair Share technique is more effective and more supportive for the effectiveness of classroom learning activity to thestudents than Direct Instruction to the control class.

D. Hypotheses

Hypotheses of this research are:

1. Think Pair Share can gives better response than Direct Instruction to students in teaching reading to the Eighth Grade Students of SMP N 1 Juwiring Academic Year 2013/2014.
2. Think Pair Share method is more effective than Direct Instruction for teaching reading at the Eighth Grade Students of SMP N 1 Juwiring Academic Year 2013/2014.

CHAPTER III

RESEARCH METHODOLOGY

This chapter deal's with the place and time of the study, the method of the study, population, sample and sampling, variables and research design, technique of collecting the data, and technique of analyzing the data.

A. The Method of the Research

Research is about inquiry that has systematic processes: a question, problem, or hypothesis, data and analysis of the data (Nunan, 1992: 2).The experiment is used in this research. There are forms of experimental design, in this research the researcher used *True Experimental Design*. The main characteristic of a true experimental design is that the sample used for the experiment or control group is taken at random from a specific population (Sugiyono, 2009: 112).

There are two forms of design of true experiment, it is *Posttest Only Control Design* and *Pretest Group Design*. In this research the researcher used *Posttest Only Control Design*. In this design the researcher implements a treatment on the experimental class but does not implement it on the control class. The treatment is the independent variable: Think Pair Share method in the experimental group and old method Direct Instructional in the control group.

B. The Place and Time of the Study

In order to ensure that it is easier for the researcher to conduct the research, he is willing to have his research on her own school. It is a religion-based junior high school commonly known as SMP N 1 Juwiring in the academic year of 2013/2014. The research will be conducted from September up to October 2013.

C. Subject of the Study

In research especially in experiments, the term subject is used to mean someone who participates in an experiment. The subjects are the participants in the experiment, those who receive the experimental treatment. Subjects of this study are the eight grade students at SMP N 1 Juwiring the academic year of 2013/2014.

1. Population

Arikunto (2004:115) states that the population is all the subjects of a research. From the statement, the researcher can conclude that population is all subjects or individuals with certain characteristics that will be analyzed. Fraenkel and Walen (1999:554) states that, population is the group to which the researcher would like the result of the study to be generalizable. Dealing with those definitions of population, it can be said that the population of this study is the eleventh grade students of SMP N 1 Juwiring in the academic year of 2013/2014 which consist of 216 students.

2. Sample

Sample is part of all representatives of a population that are analyzed. According to Sugiyono (2007 : 66) sample is some, but not all, the elements of the population. In choosing the sample, the researcher use random sampling. From the random sampling, the researcher got VIII A as the experimental group while VIII B as the control group. The numbers of sample in this research are two classes that consist of VIII A (30 students) and VIII B (30 students). So, the total numbers of sample are 60 students.

3. Sampling

According to Fraenkel and Walen (1993: 556), sampling is the process of selecting a number of individuals (a sample) from a population, preferably in such way that individuals

represent the larger group from which they were selected. So, sampling is a way to take sample from population.

The sampling used in this study is cluster random sampling technique. This technique is used when the population is divided into groups or classes. So, when the writer is willing to retain the research on SMP N 1 Juwiring population, he can choose eleventh grade students. Then, the researcher takes two classes to be used in this research. The classes are VIII A class and VIII B class which consist of 60 students, one class for the experimental group and another one for the control group.

After getting two classes as the sample of this research, then the writer determines the experimental class and control class. The similarities of their characteristics are taken from their scores in reports or the average scores from the teacher.

D. Variables and Research Design

1. Variables

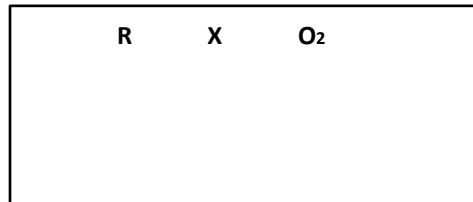
There are two kinds of variables; independent variable and dependent variable. Below are the clear distinctions.

- a. Independent Variable (X): the implementation of TPS (VIII A) and Direct Instruction method (VIII B)
- b. Dependent Variable (Y): students' ability in comprehending reading text.

2. Research design

The design of this research used True Experimental design type Posttest Only Control Design by using randomized sampling which is giving post-test. In this design there are two groups each of which is chosen at random (R). The first group was treated (X) and the other group was not given treatment. The group given treatment called experimental group and

the group that was not given treatment called control group (Sugiyono, 2009 :112). The design of experimental research can be seen as follow:



Where:

R : Sample in randomized

X : Treatment

O₂ : Post-test for TPS

O₄ : Post-test for DI

E. Technique of Collecting the Data

Data are absolute requirement of a research as it is a means of proving hypothesis. Data are used to either solve or answer the problem of the research. In order to get the appropriate data, data must be collected by using appropriate method. According to Arikunto, there are some techniques of collecting the data, namely: test, questionnaire, interview, observation, rating scale, and documentation (2002: 127).

In this research, the data are resulted from the test of students' reading comprehension in English.

1. Test

Arikunto (2006 : 150)state that test is a list of question or exercises and also other tools for measuring the skills, intelligence knowing, abilities and talents that have been owned by individual or groups. In this research, the researcher used post test to find out the student's achievement in reading comprehension after implementing two methods in order to measure student's competence. The students are from class VIII A and VIII B of SMP N 1 Juwiring. The content of the test was a kind of reading text, that is narrative text.

The writer used objective test. It was a multiple-choice type. The test consisted of 40 question items with 4 alternative choices for 90 minutes. Alternative choice included one correct answer and 3 incorrect answers. Posttest was given after two classes were given treatment on October 27thfor the experimental class and on October 29st,2013 for the control class. The purpose of this test is to know which one who got higher score between this experimental class and control class.

2. Observation

Burns (1999: 80) says that observation is taking regular conscious to notice of classroom act and occurrence which are particularly relevant to the issues or topics being investigated. In this research, observation was done by the researcher. Observation is a way of finding out more about the students' responses. Students' behaviors and activities were observed by during the English classes. The observation was focusing on the development of students' reading comprehension by using Think Pair Share in experimental class and direct instruction in control class.

F. Instruments of Collecting the Data

This section discusses the indicators of instrument and test of instrument.

1. Blueprint of Instrument

In using the techniques of collecting data in order to obtain the desire information, the collecting data instrument must be required. The collecting data of instrument is a tool to obtain data about phenomena (variables) which are researched. According to the technique used to collect the data, in this study the instruments of collecting data were test. This is the blue print of reading comprehension test of Think Pair Share and Direct Instruction :

Table 3.1

The Blueprint of Reading Comprehension Test :

No.	Criteria	Number	Total
1.	Main Ideas	1, 8, 16, 26	4
2.	Detail Information	2, 3, 4, 5, 7, 9, 10, 11, 12, 13, 17, 18, 19, 20, 21, 22, 27, 28, 29, 30, 31, 32, 36, 37, 38, 39	26
3.	Lexical Meaning	6, 14, 15, 25, 34, 40	6
4.	Reference	23, 24, 33, 35	4

Table 3.2

The Indicators of Observation

Aspects	Indicator	Done*	
		Yes	Not
Students' responses in the teaching and learning	Responses to English language material		
	Willingness to explain		
Students' responses to the task of the teacher	Willingness to work		
	Willingness to ask		
Students' responses to the discussion	Feedback on the discussion		
	Ability to give an opinion		

Students' responses to the type cooperative learning methods	Student satisfaction when participating in learning		
	Response to the type of cooperative learning methods		

* = put \sqrt if students do that

2. Test of Instrument

In one study particular statistical studies can not be separated from the measurements. It was to find out whether the instrument is good or not. That is why Suharsimi Arikunto (2006: 168) warns that a good instrument must meet two important requirements, which is valid and reliable. Therefore, the need for testing is in order to determine the validity and reliability of the instrument that will be used to collect the data. The validity and reliability of the instruments are essential to be determined.

a. The items validity:

$$r_2 = \frac{\bar{X}_i - \bar{X}_t}{s_t} \sqrt{\frac{p_i}{q_i}}$$

where:

r_2 = Coefficient of validity

\bar{X}_i = Mean score of correct answers of certain item

\bar{X}_t = Total mean score

p_i = The proportion of correct answer of all subjects

q_i = The proportion of incorrect answer of all subjects

s_t = Standard deviation of total score

The result of r_o is compared with $t_{(table)}$ at the level of significance.

$\alpha = 0.05$. The item is valid if $r_o > r_t$.

b. The reliability:
$$r_i = \frac{2rb}{1+rb}$$

Where:

r_{kk} = Coefficient of reliability

k = Total item

$\sum pq$ = Sum of all item variance

s^2 = Total Variance

The result of r_o is compared with $t_{(table)}$ at the level of significance.

$\alpha = 0.05$. The item is valid if $r_o > r_t$.

G. Data Analysis

It is a must to determine the normality and homogeneity of the test before analyzing the data.

1. Normality Test

It is used to determine whether the data are in normal distribution or not. The result of students' reading comprehension by using TPS and DI are analyzed by *One-Sample Kolmogrov-Smirnov*, with the criteria if (Asymp.sign.2-tailed) is higher than α at the level of significant 5% (0,05), the data are in normal distribution.

2. Homogeneity Test

Levenne' Test is used to test the homogeneity of the population variants. If *Levenne' Test* value ($F_o < F_t$) or F value lower than F table, it can be concluded that the data are homogenous.

H. Hypothesis Testing

To find the conclusions from the problems above and to justify the hypothesis, the data needs to be analyzed. The writer analyzes those data to be compared to the mean of experimental and control group and the student's responses to TPS and DI method. The writer analyzes the data by using statistical calculation and description. Below the description of the test and questionnaire to answer the problems in this research:

To find out the answer the first problem the writer uses t-test formula, which is:

$$t = \frac{M_x - M_y}{\sqrt{\left\{ \frac{\left(\sum x + \sum y \right) \left(\frac{1}{N_x} + \frac{1}{N_y} \right)}{N_x + N_y - 2} \right\}}}$$

Where:

$$\sum x^2 = \frac{\sum x^2 - \left(\sum x \right)^2}{N}$$

$$\sum y^2 = \frac{\sum y^2 - \left(\sum y \right)^2}{N}$$

Note:

M : Mean of the two groups

N : The number of students

X : Deviation of X and X

Y : deviation Y and Y

To test the hypothesis, it is used:

- d.b (degree of freedom) = $(N_x + N_y - 2)$

- Standard of significant = 0,05

Before the writer analyzed the data, the writer used a formula table of the control group (X) and experimental group (Y). Then, here is obtained – t (to) compared with the t- table.

- a. If the to is greater than t-table, the alternative hypothesis is accepted.
- b. If the to is smaller than t-table, the alternative hypothesis is rejected.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Description of SMP Negeri 1 Juwiring Klaten

4. General Description

SMP Negeri 1 Juwiring is one of the favorite junior high schools in Klaten. It is located in Kenaiban, Juwiring, Klaten. SMP Negeri 1 Juwiring was established in 1984. SMP Negeri 1 Juwiring has a large area. The total area is about 2,300 m² and this area is divided into two parts, they are 1,700m² for the building and 600 m² for the yard, parking area and the basketball field. The building of this school are divided into several rooms, they are; a headmaster office, a teacher room, a guiding and counseling room, a school committee room, a living room, a student committee room, a school health unit, a computer and multimedia room, a library, a language laboratory, a scientific laboratory, a mosque, eighteen classrooms, six canteens, a kitchen, and ten toilets. In the middle of the building, there is a square field which is used for sport activity and ceremony.

Like other junior high schools, SMP Negeri 1 Juwiring consists of three grades. They are grade VII, grade VIII, and grade IX. Those grades have different number of students. Each grade consists of six classes and thirty five up to forty students for each class. SMP Negeri 1 Juwiring has a school committee and 46 staff. They can be divided into: a headmaster, a vice headmaster, administrators, forty three teachers including subject teacher, eighteen class teachers, three guiding and counseling teachers, a librarian and a laboratory staff, a cleaning service, and a security officer.

5. Facilities

There are some facilities which are owned by SMP Negeri 1 Juwiring, such as library, scientific laboratory, language laboratory, art room with supporting facilities inside. In the library the students can read and borrow some books to support their studies or even to refresh their minds. Meanwhile, in the language laboratory the students can practice English skills especially listening

and reading. Besides, in the art room the students can practice how to make some handicrafts and to practice dancing.

6. Extracurricular Activities

SMP Negeri 1 Juwiring has three extracurricular activities that can be followed and enjoyed by the students. These extracurricular activities can be divided into:

- a. Religious activity, that focuses on reading the Holy Qur'an (BTA and Qira'ah). This activity is held everyday before the students begin to study in the classroom.
- b. Basketball, is one of the units of sport. This sport is held once a week on Tuesday, starting from 2.30 pm up to 4 pm for each meeting. The students who are permitted to join this activity are the chosen students of the seventh to the eighth grades.
- c. Scout (pramuka), is a very useful activity for students to train their creativity, teamwork, skill and to face problems. This activity can also increase their independence and their solidarity to other human beings. This extracurricular is held once a week on Friday. The scout trainers only supervise the activities but the activities are conducted by the chief assistants who are taken from selected students.

B. Research Finding

Teaching reading was done by the researcher to find out the students' ability in reading comprehension through Think-Pair-Share (TPS) to the subject under study, the eighth grade students SMPN 1 Juwiring in academic year 2013/2014. The writer held this research by teaching reading process that was done at two classes that are VIII A as experiment class and VIII B as control class.

3. The Implementation of TPS to Teach Reading

The writer tried to teach English use Think-Pair-Share in experimental class. The writer used Think-Pair-Share technique to build communicative class. In this research the writer took sample as many as 30 students from class VIII A. Teaching reading to increase the students' reading comprehension was done in three meetings.

a. Meeting I

The first meeting done on Monday, October 21th 2013. The procedure of teaching is as follow :

1) Pre-Activities

- a) Teacher open the class by greeting the students, the students answer teacher's greeting.
- b) Teacher introduces herself to the students, students listen carefully and ask question to their teacher.
- c) Teacher check the students attendance list, students listen their name carefully.
- d) Attract student's attention through interesting question such as "have you ever read story book or fairly tale?" what kind of fairly tale or legend that you have read?"
- e) Students answer teacher's question and share their fairly tale collection.

2) Whilst-Activities

- a) Teacher explain the generic structure in narrative text, students listen carefully and pay attention to teacher' explanation.
- b) Then, teacher gives reading material and asks students to read it and answer those comprehensive question individually (Think Activities). The students read about reading material individually and get the information from the text (Think Activities).
- c) Ask the students into the pair to discuss their answers to their partners (Pair Activities).
The students find their partners and discuss it together (Pair Activities).
- d) Asking students to share their idea and discussing the answer with other pairs in group.
The students share their opinion in pairs.
- e) Sharing their ideas and answer into the whole of the class randomly (Sharing Activities).
Some students share their opinion randomly in the whole of the class (Sharing Activities).
- f) Teacher rechecks student's answer generally, students listen and pay attention to the teacher's explanation.

g) Teacher improves student's answer generally, students make some notes after the teacher explains it.

3) Post-Activities

- a) Teacher asks the students "Do you have any questions?", students raise his/her hands and ask a question.
- b) Teacher answer student's question, students pay attention to the teacher's explanation and make some notes.
- c) Teacher gives a post test to the students, students answer the post test.
- d) Teacher ask students to make summary of what they have learned that day, students give a summary to the teacher and note it.
- e) Teacher close the class and says good bye, students say good bye too.

It was little difficult to get better scores because the students always stay in conventional method as explained by the English teacher to the researcher. The students need more time to adapt this strategy. Therefore; the researcher concluded that applying TPS technique in the teaching of reading needed longer duration or more meetings in a research in order to get the maximum result.

b. Meeting II

The second meeting was done on Thursday, October 24th 2013. The procedure of teaching is as follow:

1) Pre-Activities

- a) Teacher opens the class by greeting the students, Students answer teacher's greeting.
- b) Teacher checks the students attendance list, Students listen their name carefully.
- c) Teacher attracts student's attention through interesting question such as "have you ever read story book or fairly tale? what kind of fairly tale or legend that you have read"? The students answer teacher's question and share their fairly tale collection.

2) Whilst-Activities

- a) Teacher explains the generic structure in narrative text, students listen carefully and pay attention to the teacher's explanation.
- b) Teacher gives reading material and asks students to read it and answer it those comprehensive question individually (Think Activities). The students read the reading material individually and get the information from the text (Think Activities)
- c) Teacher asks the students into the pair to discuss their answers with their partners (Pair Activities). Students find their partners and discuss it together (Pair Activities).
- d) Teacher asks students to share their idea and discussing the answer with other pairs in group. Students share their opinion in pairs.
- e) Students share their ideas and answer into the whole of the class randomly (Sharing Activities). Some students share their opinion randomly in the whole of the class (Sharing Activities).
- f) Teacher rechecks student's answer generally, students listen and pay attention to the teacher's explanation.
- g) Teacher improves student's answer generally, students make some notes after teacher explains it.

3) Post-Activities

- a) Teacher asks the students "Do you have any questions?", students raise his/her hands and ask a question.
- b) Teacher answer student's question, students pay attention to teacher's explanation and make some notes.
- c) Teacher gives post test to the students, students answer post test.
- d) Teacher ask students to give summary what they have learned today, students give summary to teacher and note it.
- e) Teachers closing material and say good bye, students say good bye too

During applying TPS technique in meeting II, the students were able to communicate with their friend so it solved the problem related to the question. This technique allows the students the chance to speak, share personal views and develop their skills for working with others. They improved their confidence by explaining their ideas briefly and build confidence with students who were often reluctant to talk in front of the whole class

4. The Procedure of Direct Instruction in teaching reading

Direct Instruction is the teaching manner that is used by the teacher directly face to face with the students to give the material in front of the class and it is very easy to make the students understandable to accept the teacher explanation. Teaching reading with direct instruction was done in VIII B class. The steps of teaching will be like this:

a. Opening, the teacher greets the students, then the teacher asks the students about the reading.

b. The teacher writes the key words of the topic on the board and explaining them to the students.

He gives simple information about the reading topic, same to the students' level. For example, translate the idea of the topic by giving them the idea in their language and culture.

c. The teacher speaks with understandable language. The teacher should use everyday language and sentences that are used by the teacher should not be too long, because it can make the clarification become easier.

d. The teacher divides the materials that will be given. The teacher reviews all of the matter that has given before she continues the next subject. Dividing the materials becomes a problem. The amounts of those materials are not taken all. After one the problem has been solved, the teacher intends to solve another problem.

e. The teacher gives a detailed explanation about reading English and also the examples to the students. The teacher asks the students to read the passages in 20 minutes then asks the students to find some difficult words.

After the teaching reading process that was done at two classes, those are VIII A as experimental class and VIII B as control class, here are the result of the reading comprehension. The description

includes the mean, the mode, the median, the standard deviation and frequency distribution followed by histogram and polygon. The writer got the data from post test, which was given after the lesson finished.

Based on the group analyzed, the descriptions of the data can be divided into two groups, they are as follows:

1. The post-test data of the reading comprehension of the students for the group taught by Think-Pair-Share (post-test experiment).
2. The post-test data of the reading comprehension of the students for the group taught by Direct Instruction (post-test control).

The data of each group are presented below:

1. The post-test data of the reading comprehension of the students for the group taught by Think-Pair-Share (experimental class)

Descriptive analysis of the post-test data from experimental group shows that the score is 68 up to 95. The mean is 79,333 the standard deviation is 5,713, the mode is 79,733, the median is 80,000. The frequency distribution of the post-test data of experimental class is in table 1.

Histogram and polygon are presented in table 1.

Class Limit	f_i	X_i	$f_i X_i$
68 - 72	2	70	140
73 - 77	7	75	525
78 - 82	12	80	960
83 - 87	6	85	510
88 - 92	2	90	180
93 - 95	1	95	95
Sum	30	495	2410

Table 4.1. Frequency Distribution of Student's Reading Comprehension
in Experimental Class

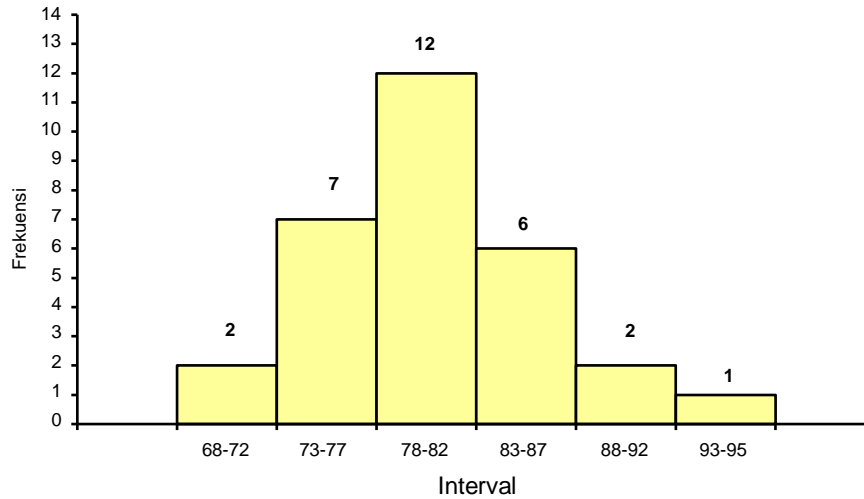


Figure 4.1. Polygon of Student's Reading Comprehension in Experiment Class

2. The post-test data of the reading comprehension of the students for the group taught by Direct Instruction (control class)

Descriptive analysis of the post-test data from class control shows that the score is 55 up to 83. The mean is 67,433 the standard deviation is 6,170, the mode is 70,500, the median is 68,500. The frequency distribution of the data of post-test control is in table 2. Histogram and polygon are presented in figure 2.

Class Limit	f_i	X_i	$f_i X_i$
55 - 59	3	57	171
60 - 64	6	62	372
65 - 69	8	67	536
70 - 74	10	72	720
75 - 79	2	77	154
80 - 83	1	82	82
Sum	30	417	2035

Table 4.2. Frequency Distribution of of Student’s Reading Comprehension
in Control Class

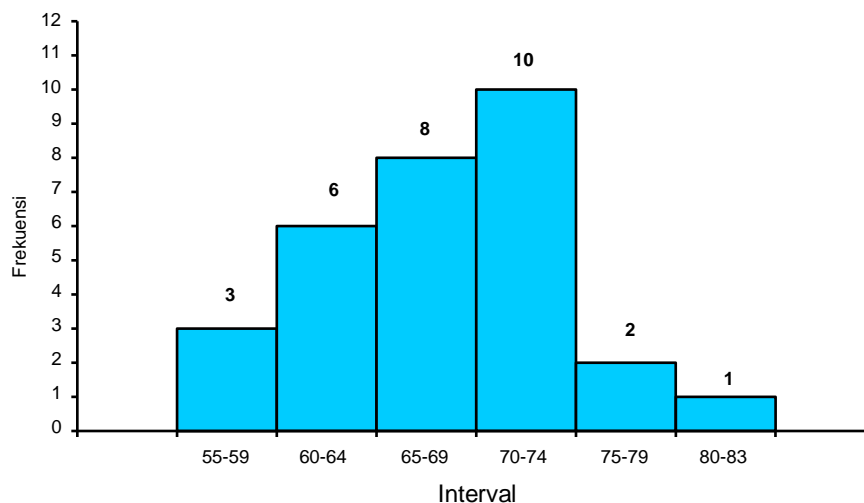


Figure 4.2. Polygon of

Student’s Reading Comprehension in Control Class

C. Normality and Homogeneity Test

Before analyzing the data using inferential analysis, normality, and homogeneity test must be done. The normality test is to know that the sample is in normal distribution and the homogeneity test is to know that the data are homogenous. Each test is presented in the following section.

2. Normality Test

The sample is in normal distribution if L_0 (L obtained) is lower than L_t (L table), $\alpha = 0.05$. L stands for Lilliefors.

No.	Data	The Number of Sample	L Obtained (Lo)	L Table (Lt)	Alfa (α)	Distribution of Population
1	Experiment class	30	0,156	0,161	0,05	Normal
2	Experiment class	30	0,111	0,161	0,05	Normal

Table 4.3. The Normality Test of Reading Comprehension

3. Homogeneity Test

Homogeneity test is done to know that the data are homogeneous. If χ^2 is lower than $\chi^2_{t(0.05)}$, it can be concluded that the data are homogeneous.

No.	Data	The Number of Sample	χ^2	χ^2 Table	Alfa (α)	Verb
1	Experiment	30	0,431	3,841	0.05	Homogen
2	Control	30				

Table 4.4. The Homogeneity Test

Based on the result of calculation above, it can be seen that the χ^2 (0,431) is lower than χ^2_t at the level of significantee (α) 5% = 3,841. So $\chi^2 < \chi^2_t$ (0,431 < 3,841) and the data are homogeneous.

D. Hypothesis Test

Hypothesis test can be done after the result of normality and homogeneity test are fulfilled. The test is done by using independent sample t test. H_0 is rejected if $t > t_{table}$ meaning that there are differences. The procedure of t test shall be as follows:

1. Seeking Mean

$$\begin{aligned} \text{Mean experiment (X}_E\text{)} &= \frac{\sum X_E}{N} \\ &= \frac{2380}{30} \\ &= 79,333 \end{aligned}$$

$$\text{Mean control (X}_C\text{)} = \frac{\sum X_C}{N}$$

$$= \frac{2023}{30}$$

$$= 67,433$$

2. Seeking $\Sigma(X - \bar{X})^2$ (see the table above)

$$\text{Group } X_E = 976,667$$

$$\text{Group } X_C = 1271,367$$

3. Seeking Variance (S)

$$S_{E2} = \frac{\Sigma(X_E - \bar{X}_E)^2}{n_E - 1}$$

$$= \frac{976,667}{30 - 1}$$

$$= 33,678$$

$$S_{C2} = \frac{\Sigma(X_C - \bar{X}_C)^2}{n_C - 1}$$

$$= \frac{1271,367}{30 - 1}$$

$$= 43,840$$

4. Seeking Sum of Variance (S)

$$S = \sqrt{\frac{(n_E - 1)S_E^2 + (n_C - 1)S_C^2}{n_E + n_C - 2}}$$

$$= \sqrt{\frac{(29 \times 33,678) + (29 \times 43,840)}{(30 + 30) - 2}}$$

$$= 6,226$$

5. Seeking t

$$t = \frac{\bar{X}_E - \bar{X}_C}{S \sqrt{\frac{1}{n_E} + \frac{1}{n_C}}}$$

$$= \frac{79,333 - 67,433}{6,191 \sqrt{\frac{1}{30} + \frac{1}{30}}} = \frac{11,900}{1,607}$$

$$= 7,403$$

6. Seeking t table

t table with db ($\alpha; n_1+n_2-k$) or (5%;58) = 2,000

7. Criteria

Accept H_0 if $t < t_{table}$.

Accept H_a if $t > t_{table}$

8. Conclusion

Because $t > t_{table}$ (7,403 > 2,000) for the level significance of 0,05, so H_0 is not accepted. It means there are differences reading comprehension between experiment and control class. It means the result is: There is a significant difference in students' reading comprehension between the students taught using TPS and those taught by using DI. The students taught by using TPS (79,333) have higher scores than those taught by using DI (67,433).

E. Discussion

1. The Implementation of Think Pair Share to Teach Reading to the Eighth Grade Students of SMP N 1 Juwiring in Academic Year of 2013/2014.

TPS is one of the techniques that can be applied in teaching reading because TPS technique in one of potential activity that gives students feeling of freedom to understand English. The researcher conducted the treatments in three meetings. The procedure of the implementation of TPS in teaching reading is divided into three stages: pre-activities, whilst-activities, and post-activities. Pre-activities is about introducing and attracting the students' attention. Whilst-activities were done to reading the materials and answer the questions individually (Think Activities), ask the students to discuss their answer with their partner (Pair Activities), and share their ideas and answers to the

whole class randomly (Sharing Activities). Post-activities is about giving summary and closing teaching learning.

After the meeting I, it was little difficult to get better scores because the students always stayed in conventional method as explained by the English teacher to the researcher. The students needed more time to adapt this strategy. Therefore; the researcher concluded that applying TPS technique in the teaching of reading needed longer duration or more meetings in order to get the maximum result of research.

During applying TPS technique in meeting II, the students were able to communicate with their friend to solve the problems related to the question. This technique allows the students the chance to speak, share personal views and develop their skills for working with other. They improved their confidence by explaining their idea briefly and building confidence with students who are often reluctant to talk in front of the whole class.

Based on the description above, there are three major steps in TPS technique. The first step was *Think*; students think independently about the question that has been posed and forming the ideas of their own. The second step was *Pair*; students were grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others. And the last step was *Share*; student pairs share their ideas with a larger group such as the whole class.

2. Think Pair Share the Effectiveness of compare to Direct Instruction to Teach Reading to the Eighth Grade Students of SMP N 1 Juwiring Academic Year of 2013/2014.

The result of hypothesis test with t-test shows that there is a significant difference of the student's reading comprehension between those who are taught using Think-Pair-Share and those who are taught using Direct Instruction . It can be proved from the score result of t (7,403) which is higher than t_{table} (2,000). The result of analysis shows that the mean score (\bar{X}) of the students who are taught using Think-Pair-Share (79,333) is higher than those who are taught using Direct

Instruction (67,433). It means that the students who are taught using Think-Pair-Share have better reading comprehension than those who are taught using Direct Instruction .

So, TPS technique increased the students' reading comprehension. This technique was successful for improving students' reading comprehension. They were enthusiastic to think and share their understanding. During the process of teaching learning, the students were active and enthusiastic. They thought individually then they shared their ideas in pair and in whole discussion. The class was enjoyable and interesting during teaching and learning process. The motivation of students to read English text increased as well. It could be seen from the activities in pair group, and they shared about their understanding of the text. This activity increased students' motivation. All of the students participated in these activities and made the class alive and cooperative, and the students were more confident to study reading skill.

In the TPS technique for learning and teaching process, students were provided with authentic text that they had to share and communicate to each other. The students were given some questions related to the text to be thought individually before shared their ideas in pair and then to the whole class. In the individual think, the students were not allowed to ask the other students. Then in pair time, the students just shared their idea to each pair in order that they could find out their own understanding. In this activity, the students were more active, argumentative, and selective. And the last activity was Share. Every pair had to share the ideas which they discussed in pair.

Often, students were more comfortable in presenting ideas to a whole class with the support of a partner. In addition, students' ideas became more valid through these three steps (think-pair-share). So, the student's can improve the reading comprehension. In accordance with Cathy (2013), Think-Pair-Share (TPS) technique gave some advantages that develop positive interdependence as the students are able to learn from each other and also provides individual accountability because students are accountable to each other for sharing ideas.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the data analysis, so the researcher can come to the conclusions as follows:

1. The implementation of Think Pair Share to teach reading at the Eighth grade students of SMP N 1 Juwiring academic year of 2013/2014 is conducted in three meetings. Each meeting is divided into three stages: pre-activities, whilst-activities, and post-activities. Pre-activities is about introducing and attracting student's attention. Whilst-activities: the first step was Think; students think independently about the question that has been posed and forming the ideas of their own. The second step was Pair; students were grouped in pairs to discuss their thoughts. This step allows students to articulate their ideas and to consider those of others. And the last step was Share; student pairs share their ideas with a larger group such as the whole class. The post-activities is about giving summary and closing teaching learning.
2. There is a significant difference of the effects on the students' reading comprehension between those who were taught using Think-Pair-Share and those who were taught using Direct Instruction . It can be proved from the score result of $t (7,403)$ which is higher than $t_{table} (2,000)$. The students who were taught using Think-Pair-Share (79,333) had higher scores than those who were taught using Direct Instruction (67,433). It means that the students who were taught using Think-Pair-Share have better reading comprehension than those who were taught using Direct Instruction . The method of Think-Pair-Share gives opportunities to students to improve their reading comprehension.

B. Suggestion

Based on the result of research, the researcher would like to propose some suggestions as follows:

1. Suggestions for an English teacher

- a. The teacher is suggested to use Think Pair Share as one alternative of good techniques in teaching reading comprehension since it can build up the students' interest, participations, and motivation in learning reading comprehension.
- b. The teacher is expected to enrich the knowledge about the method and the technique. It can be some help for teaching reading comprehension with its components such as finding the word meanings, important information, and main ideas. It is believed that the students' abilities in reading comprehension can be improved and increased.
- c. The teacher should be creative and innovative to avoid the monotone teaching technique in the class. And the teacher should have many ideas to make the students active and enthusiastic in order that they feel comfortable and spirit in the classrooms.

2. Suggestion for students

- a. The students can use Think Pair Share technique with school friends as a guidance to increase their abilities in reading and motivate them in learning English better.
- b. The students are suggested to make use of public libraries as the places for improving their reading comprehension and expected to read various kinds of English reading texts outside the school time.

3. The next researcher can study the process of teaching English using TPS technique for different skill, such as speaking and writing, or applying TPS technique to improve students' English achievements.

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Appendix 1**Blueprint of Reading Comprehension Test**

No	Criteria	Number	Total
1	Main Ideas	1, 8, 16, 26	4
2	Detail Information	2, 3, 4, 5, 7, 9, 10, 11, 12, 13,17, 18, 19, 20, 21, 22, 27, 28, 29, 30, 31, 32, 36, 37, 38, 39	26
3	Lexical Meaning	6, 14, 15, 25, 34, 40	6
4	Reference	23, 24, 33, 35	4

POINT OF QUESTION POST TEST

NUMBER	ASPECT
1.	Communicative purpose
2.	Undetailed information (implicit)
3.	Undetailed information (implicit) (correct/incorrect statement)
4.	Synonym
5.	Undetailed information (implicit)
6.	Referring
7.	Undetailed information (implicit)
8.	Detailed information (explicit)
9.	Detailed information (explicit)
10.	Communicative purpose
11.	Detailed information (explicit)
12.	Detailed information (explicit)
13.	Detailed information (explicit)
14.	Undetailed information (implicit) (correct/incorrect statement)
15.	Detailed information (explicit)
16.	Undetailed information (implicit)
17.	Undetailed information (implicit)
18.	Referring
19.	Undetailed information (implicit)
20.	Detailed information (explicit)

Appendix 2.

List of Question

Choose either a, b, c, or d for the correct answer.

The text is for questions 1 to 5.

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What type of text is the above text? It is ...

- A. a narrative text
- B. a description text
- C. a recount text
- D. an expository text

2. What destroyed the homes of all rats?

- A. a group of mice did
- B. the hunter did
- C. elephant-hunter did
- D. a group of elephant did

3. What helped the elephant's herd free?

- A. the elephant-hunter did
- B. the hunters did

- C. the trapped elephants did
 - D. entire group of rats did
4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
- A. Identification
 - B. Orientation
 - C. Complication
 - D. Resolution
5. At the end of the story, how was the elephant's herd?
- A. angry
 - B. sad
 - C. happy
 - D. dead

The text is for questions 6 to 9.

Snow White and the Seven Dwarfs

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents had died.

One day, she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have money to take Snow White with them.

Snow White didn't want her uncle and aunt to do this, so she decided to run away. The next day she ran away from home when her aunt and uncle were having breakfast. She ran away into the woods. She was very tired and hungry. Then, she saw a little cottage. She knocked out but no one answered. So, she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs Doc, one of the dwarfs asked, "What is your name?" Snow White answered "My name is Snow White."

The dwarf said, "if you wish, you may live here with us" Snow White said, "Oh, could I? Thank you." Then, Snow White told the dwarfs the whole story about her. Snow White and the seven dwarfs lived happily ever after.

6. Snow White ran from house ...
- A. At night
 - B. In the morning
 - C. At midnight
 - D. In the evening
7. The third paragraph describes in detail ...
- A. Where Snow White's aunt and uncle had breakfast
 - B. What Snow White did after hearing her uncle's plan
 - C. How Snow White went into the cottage
 - D. Whom Snow White met in the woods
8. The dwarf said, "If you wish, you may live here with us." What did the dwarf mean with the words underlined?
- A. He asked Snow White for a permission to stay with her
 - B. He offered Snow White to stay with them
 - C. He showed his interest in Snow White
 - D. He agreed to stay with Snow White
9. What is the type used by the writer?
- A. Report
 - B. Narrative
 - C. Explanation
 - D. Descriptive

The text is for questions 10 to 13.

The Smartest Animal

Once there was a farmer from Laos. Every morning and every evening, he ploughed his field with his buffalo.

One day, a tiger saw a mouse deer, and a cockerel walking together to meet a snail. On their way, they saw a farmer and a buffalo working in the field. The tiger said to the mouse deer and a cockerel, "I wonder how stupid the buffalo is. He lets himself being ruled by the small animal." "You are right. The big animal is really stupid. I'm sure he knows very well that the small animal has killed my brothers and sisters

for their meals", said the cockerel. "Well, if it were true, the small animal must be heartless one. I think you'd better ask the big animal, Tiger" said the mouse deer.

After the man went home, the tiger spoke to the buffalo, "You are so big and strong. Why do you do everything the man tells you?" The buffalo answered, "Oh the man is very intelligent." The tiger asked, "Can you tell me how intelligent he is?" "No, I can't tell you," said the buffalo, "but you can ask him."

So the next day the tiger said to the man, Can I see your intelligence?" But the man answered, "It's at home." "Can you go and get it?" asked the tiger. "Yes," said the man, "but I'm afraid you will kill my buffalo when I'm gone. Can I tie you on a tree?" After the man tied the tiger on the tree, he didn't go home to get his intelligence. He took his plough and hit tiger. Then he said, "Now, you know about my intelligence even if you haven't seen it"

10. The tiger became more curious because of ...

- A. the snail's advice.
- B. the big buffalo's suggestion.
- C. the man's intelligence.
- D. the mouse deer's request.

11. Which of the following was surprised to see the buffalo and the farmer working on the field?

- A. The lion
- B. The tiger
- C. The snail
- D. The cockerel

12. What lesson can we learn from the story?

- A. Don't leave your intelligence at home.
- B. Intelligence can't be judged from appearance.
- C. Don't compare man's intelligence to animal's.
- D. The bigger a person, the more intelligence he is.

13. The main idea of paragraph 2 is ...
- A. The buffalo is very useful for the farmer.
 - B. The mouse deer didn't believe the cockerel's story.
 - C. The mouse deer told the tiger to ask the buffalo to get the answer to their surprise.
 - D. The tiger was surprised to hear the cockerel's story about his family.

The text is for questions 14 to 16.

Cinderella

Once upon a time, there was a beautiful girl called Cinderella. She lived with her stepsister & stepmother. They were very bossy. She had to do all the housework.

One day, an invitation to the ball came to the family. Her stepsister did not let her go, so Cinderella was very sad. The stepsister went to the ball without her.

Fortunately, the fairy godmother came and helped her to get to the ball. At the ball, Cinderella danced with the prince, who fell in love with her, then later he married her. They lived happily ever after.

14. Which of the following is NOT TRUE according to the text?
- A. Cinderella was helped by her stepsister to do all the housework
 - B. Cinderella felt happy with her husband
 - C. Cinderella felt annoyed with her stepsister
 - D. Cinderella was helped by a fairy to get to the ball
15. The communicative purpose of the text is to
- A. entertain the readers with a fairy tale
 - B. describe how Cinderella went to the ball
 - C. persuade the readers to read the story
 - D. inform the readers about Cinderella's marriage

16. "They were very bossy." (Paragraph 1).

The word 'bossy' means

- A. Arrogant
- B. Attractive
- C. Sensitive
- D. Domineering

The text is for questions 17 to 21.

The Rats and The Elephants

Once upon a time there lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death.

Then the king of rats decided to approach the elephant's chief and request him to guide his herd through another route. On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved.

One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned one of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

17. What type of text is the above text? It is ...

- A. a narrative text
- B. a description text
- C. a recount text
- D. an anecdote text

18. What destroyed the homes of all rats?

- A. a group of mice did
- B. the hunter did
- C. elephant-hunter did
- D. a group of elephant did

19. What helped the elephant's herd free?
- A. the elephant-hunter did
 - B. the hunters did
 - C. entire group of rats did
 - D. a group of king did
20. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
- A. Identification
 - B. Orientation
 - C. Complication
 - D. Resolution
21. At the end of the story, how was the elephant's herd?
- A. Angry
 - B. Sad
 - C. Happy
 - D. Dead

The text is for questions 22 to 31.

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very, very smart. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was very nice, but then he got angry. "You are a stupid bird! Why can't you say the word? Sat CATano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't talk.

One day after trying for many hours to make the bird say Catano, the man got very angry. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left.

The next day the man came back to the chicken house. He opened the door and stopped. He was very surprised at what he saw! He saw three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!"

Vocabularies: wonderful: hebat, parrot: burung beo, bird: burung, picked up: mengambil, throw: melemparkan, stupid: bodoh, put: menaruh, saw: melihat, scream: berteriak, smart: pandai

22. Where does the story take place?

- A. London
- B. Jakarta
- C. Puerto Rico
- D. Buenos Aires

23. What is the word that the parrot cannot say?

- A. Catano
- B. Canato
- C. Tacano
- D. Nacato

24. How often did the owner teach the bird how to say the word?

- A. Always
- B. Many times
- C. Everyday
- D. Every second

25. Which statement is true according to the text?

- A. The parrot could say Catano
- B. At last the parrot could say Catano
- C. Catano was the name at the parrot
- D. The man never got angry at the parrot

26. What does the man do to the bird because the bird cannot say the name of a place.

- A. The man ate the bird.
- B. The sold the bird.
- C. The man killed the bird.
- D. The man taught the bird.

27. It is most likely that

- A. The bird killed the three chickens.
- B. The three chickens killed the bird.
- C. The bird played with the chicken.
- D. The bird killed one of the three chickens.

28. What is the story about?

- A. A parrot and a cat
- B. A parrot and a chicken
- C. A parrot and the owner
- D. A parrot, the owner, and chickens

29. "It was very, very smart".

The underlined word refers to

- A. The man
- B. The bird
- C. The chicken
- D. Puerto Rico

30. "The parrot was very, very smart"

The word '*smart*' means

- A. Stupid
- B. Pretty
- C. Clever
- D. Beautiful

31. "The parrot was screaming at the fourth chickens".

What does the underlined word mean?

- A. Smiling
- B. Shouting
- C. Crying
- D. Laugh

The text is for questions 32 to 40.

.....

A kangaroo is an animal found only in Australia, although it has a smaller relative, called a wallaby, which lives on the Australian island of Tasmania and also in New Guinea.

Kangaroos eat grass and plants. They have short front legs, but very long, and very strong back legs and a tail. These they use for sitting up on and for jumping. Kangaroos have been known to make forward jumps of over eight metres, and leap across fences more than three metres high. They can also run at speeds of over 45 kilometres per hour.

The largest kangaroos are the great Grey kangaroo and the Red kangaroo. Adults grow to a length of 160 centimetres and weigh over 90 kilograms.

Kangaroos are marsupials. This means that the female kangaroo has an external pouch on the front of her body. A baby kangaroo is very tiny when it is born, and it crawls at once into this pouch where it spends its first five months of life.

32. Where is kangaroo found?

- A. In Japan
- B. in Austria
- C. in Australia
- D. In London

33. It is about the kangaroos, *except*.....

- A. They eat grass and plants
- B. they have a tail
- C. They have short front legs
- D. they are not marsupials

34. The followings are what the kangaroo can do, *except*.....
- A. They have been known to make forward jumps of over eight metres
 - B. They can leap across fences more than three metre high
 - C. They can also run at speeds of over 45 kilometres per hour
 - D. They can't walk
35. Adult ghrow to a length of..... metres.
- A. 160
 - B. 150
 - C. 170
 - D. 140
36. Adult ghrow to a weigh over.....kilos.
- A. 40
 - B. 60
 - C. 90
 - D. 50
37. A baby kangaroo is.....
- A. Very big
 - B. Very tiny
 - C. very cool
 - D. Very long
38. What the title about the text...
- A. What the kangaroo?
 - B. kangaroo is marsupials
 - C. what the animal?
 - D. What the buffalo?
39. The largest kangaroos are....
- A. The great grey kangaroo and the white kangaroo
 - B. The great blue kangaroo and the red kangaroo
 - C. The great grey kangaroo and the red kangaroo
 - D. The great red kangaroo and the green kangaroo

40. Why kangaroo can run at speeds of over 45 kilometres per hour?

- A. Kangaroo have short front legs, but very long
- B. Kangaroo can run like lion
- C. Kangaroo can run like tiger
- D. Kangaroo can run like zebra

***# GOOD LUCK *#**

Appendix 3.

Key Answer of Narrative Texts !!!

1. A	11. B	21. C	31. B
2. D	12. C	22. C	32. C
3. D	13. B	23. A	33. D
4. B	14. A	24. B	34. D
5. C	15. A	25. B	35. A
6. B	16. D	26. D	36. C
7. C	17. A	27. A	37. B
8. B	18. D	28. C	38. A
9. B	19. C	29. B	39. C
10. B	20. B	30. C	40. A

Appendix 4
List of The Student

No	Experiment Class	Class	Control Class	Class
1	Achmad Echsanuddin	VIII A	Agnes Rindi Dila Adha	VIII B
2	Alviana Nur Risma .S	VIII A	Ahnan Fatkhur Rozi	VIII B
3	Andiky Virsa Djito.S	VIII A	Alfin Hidayah	VIII B
4	Budi Hastutik	VIII A	Asri Hartutika	VIII B
5	Dara Tri Diana	VIII A	Dewi Purwanti	VIII B
6	Eka Noviana Wahyu H	VIII A	Diyah Septiani Mutia	VIII B
7	Entar Wahyu .S	VIII A	Dwi Listyaningsih	VIII B
8	Etri Wijayati	VIII A	Eka Ayu Hardiana	VIII B
9	Imania Wahyu	VIII A	Eni Hastuti	VIII B
10	Khoiroton Nisa	VIII A	Eni Nur Safitri	VIII B
11	Kiki Yuliana	VIII A	Hera Putri Ifayana	VIII B
12	Leni Susi lestari	VIII A	Indah Ayu Sarvika	VIII B
13	Lilik Ambarwati	VIII A	Intan Rahmawati	VIII B
14	Lucky Anjar Sari	VIII A	Istiqomah	VIII B
15	Luvita Sari	VIII A	Ledy Roisatul Mutmainah	VIII B
16	Mega Salfia	VIII A	Lia Ni'matul Maula	VIII B
17	Muhammad Habibi	VIII A	Mahmud Afandi Bhakti	VIII B
18	Muhammad Zaenal M	VIII A	Naro Nurlina	VIII B
19	Nika Arvina	VIII A	Octaviana Fitria Lestari	VIII B
20	Rahmah Dyah As	VIII A	Putri Wibitama Nurbaeti	VIII B
21	Santi Dian Sari	VIII A	Rika Riyanto	VIII B
22	Silvia Bintang F	VIII A	Selfi Suharti	VIII B
23	Siti Mong 'Arofah	VIII A	Sugeng	VIII B
24	Sugeng Riyanto	VIII A	Syahara Lathif Syafillah	VIII B
25	Titin Setyoningsih	VIII A	Syarifatul Alimah	VIII B
26	Umi Salamah	VIII A	Tika Agustina	VIII B
27	Wistantri Wibiyanti	VIII A	Utami Rahmiyatun	VIII B
28	Yuli Ita Purnama S	VIII A	Wahyu Nurul subari	VIII B
29	Yuliantin Rahmawati	VIII A	Warsini	VIII B
30	Yusub Setiawan	VIII A	Wulan Aggraeni	VIII B

Appendix 5

The Scores of Post Test between TPS (Think Pair Share) and DI (Direct Instruction)

NO	Name of Experiment Class	TPS	Name of Control Class	DI
1	Achmad Echsanuddin	80	Agnes Rindi Dila Adha	73
2	Alviana Nur Risma .S	70	Ahnan Fatkhur Rozi	65
3	Andiky Virsa Djito.S	70	Alfin Hidayah	67
4	Budi Hastutik	73	Asri Hartutika	67
5	Dara Tri Diana	73	Dewi Purwanti	70
6	Eka Noviana Wahyu H	75	Diyah Septiani Mutia	70
7	Entar Wahyu .S	70	Dwi Listyaningsih	65
8	Etri Wijayati	75	Eka Ayu Hardiana	73
9	Imania Wahyu	78	Eni Hastuti	73
10	Khoirotun Nisa	80	Eni Nur Safitri	73
11	Kiki Yuliana	65	Hera Putri Ifayana	60
12	Leni Susi lestari	70	Indah Ayu Sarvika	75
13	Lilik Ambarwati	80	Intan Rahmawati	75
14	Lucky Anjar Sari	85	Istiqomah	75
15	Luvita Sari	85	Ledy Roisatul Mutmainah	80
16	Mega Salfia	88	Lia Ni'matul Maula	83
17	Muhammad Habibi	65	Mahmud Afandi Bhakti	53
18	Muhammad Zaenal M	70	Naro Nurlina	57
19	Nika Arvina	70	Octaviana Fitria Lestari	60
20	Rahmah Dyah As	75	Putri Wibitama Nurbaeti	60
21	Santi Dian Sari	65	Rika Riyanto	60
22	Silvia Bintang F	70	Selfi Suharti	63
23	Siti Mong 'Arofah	65	Sugeng	63

24	Sugeng Riyanto	70	Syahara Lathif Syafillah	65
25	Titin Setyoningsih	65	Syarifatul Alimah	57
26	Umi Salamah	68	Tika Agustina	65
27	Wistantri Wibiyanti	80	Utami Rahmiyatun	73
28	Yuli Ita Purnama S	80	Wahyu Nurul subari	75
29	Yuliantin Rahmawati	68	Warsini	65
30	Yusub Setiawan	75	Wulan Aggraeni	70

Number of Items																Sum	Nilai	
24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			40
0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	1	1	32	80
1	1	1	0	1	1	1	0	1	0	1	0	1	0	0	0	1	31	78
1	1	0	0	1	0	1	1	1	1	1	0	1	0	1	1	1	29	73
1	1	0	1	0	1	0	1	1	0	0	0	1	1	1	1	1	31	78
0	1	1	1	0	1	1	1	0	1	1	1	1	1	1	0	1	29	73
0	1	0	1	1	0	1	0	1	0	1	1	0	0	1	1	0	30	75
1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	1	28	70
1	0	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1	30	75
1	1	1	0	1	1	1	1	1	1	1	0	1	0	1	1	1	31	78
1	1	0	1	1	1	0	1	1	0	0	1	1	1	0	0	1	32	80
1	1	1	1	1	0	1	1	1	1	1	0	1	0	1	1	1	31	78
0	1	1	1	1	1	0	0	1	0	1	1	1	0	1	1	1	30	75
1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	32	80
1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	1	1	34	85
0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	34	85
1	1	1	1	1	1	1	0	1	0	1	1	1	1	1	1	1	35	88
1	1	1	1	1	1	1	1	0	0	1	0	1	1	1	1	0	34	85
1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	38	95
1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	34	85
1	1	0	1	1	1	1	1	1	1	1	0	0	1	1	1	1	31	78
1	1	1	0	0	0	1	1	1	1	1	1	1	1	1	1	1	35	88
1	1	1	1	0	1	0	1	1	1	1	0	1	0	1	1	1	31	78
1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	30	75
0	1	0	1	1	1	0	1	0	1	1	1	1	1	1	1	1	31	78
0	0	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	29	73
1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	33	83
1	0	1	0	1	1	1	1	1	0	0	1	0	1	1	1	0	32	80
1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	32	80
1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	27	68
1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	33	83

2372.5
79.083

Appendix 7

The Score of Reading Test in Control Class

No. of Resp.	Number of Items														Number of Items											
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20					21	22
1	1	1	1	1	1	1	0	1	1	0	0	1	0	0	1	0	0	1	0	0	1	1	1	1	1	1
2	1	1	1	0	1	0	1	1	0	0	1	0	1	0	0	0	0	0	0	0	1	1	1	1	1	0
3	1	1	1	1	1	1	1	0	1	1	0	1	1	0	0	0	1	0	1	1	1	1	1	1	1	1
4	1	1	1	0	1	0	0	1	1	1	1	0	1	0	1	0	1	1	1	1	1	1	1	1	1	1
5	1	1	1	1	1	0	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	1	0	0	0	1
6	1	1	1	1	0	1	1	0	0	1	1	0	0	0	1	1	0	0	1	1	0	0	1	1	1	0
7	1	0	0	1	0	0	0	0	1	1	1	0	1	1	0	1	0	1	0	1	0	1	0	1	0	1
8	1	1	1	1	1	1	1	0	1	0	0	1	0	1	0	1	0	1	0	1	0	1	0	1	1	0
9	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	1	0	1	1	0	1	1	1	1
10	1	1	1	1	1	1	0	1	1	1	0	1	0	1	1	0	1	1	1	1	1	0	0	0	0	1
11	0	1	1	1	0	1	1	1	1	0	1	1	1	0	1	1	0	1	1	0	0	0	1	0	0	1
12	1	0	0	1	0	0	1	0	1	0	1	0	1	1	1	1	1	0	1	0	0	0	1	1	1	1
13	1	1	1	1	0	0	0	1	0	0	0	1	1	1	1	0	0	1	0	1	0	1	1	1	1	1
14	0	0	1	0	0	0	1	0	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	0	1
15	0	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	0
16	1	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1
17	1	1	1	0	1	0	0	1	1	0	1	1	1	1	0	0	0	0	1	1	1	0	0	0	0	0
18	1	1	1	1	1	1	0	1	0	0	0	0	0	0	0	0	0	1	1	1	1	1	0	1	1	1
19	1	0	0	1	1	0	1	0	0	0	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1	1
20	1	0	1	1	0	1	1	1	0	1	1	0	1	1	0	1	1	1	1	1	0	0	0	0	0	0
21	1	0	1	1	0	1	1	0	0	0	0	1	1	1	0	1	0	1	0	1	0	1	0	1	1	1
22	1	0	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	1	0	1	0	1
23	0	1	1	1	0	0	1	1	1	0	0	0	1	0	1	0	1	1	1	1	1	1	0	1	0	0
24	0	1	1	1	0	1	0	1	1	0	1	0	1	0	0	1	0	0	0	0	0	0	1	1	1	1
25	1	0	0	1	0	1	1	1	0	1	0	1	0	1	1	0	0	1	1	0	0	1	1	0	1	0
26	0	1	0	0	0	1	0	1	0	0	1	1	1	1	1	1	1	1	1	0	0	0	0	1	1	1
27	1	1	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0	1	0	1	1	1	1	1	1	1
28	1	1	1	0	1	1	1	1	0	0	1	0	0	1	1	1	1	1	1	1	1	1	0	1	0	0
29	1	1	1	1	1	1	0	1	0	0	0	0	0	1	1	0	1	1	1	1	1	0	1	0	1	1
30	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	1	0	0	0	0	0	1	1	1	0

Number of Items																	Sum	Nilai		
23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39			40	
1	1	1	1	1	1	1	1	0	1	1	0	1	0	1	1	0	1	1	29	73
1	1	0	0	1	1	1	1	1	1	0	1	1	0	1	1	1	1	1	26	65
1	0	1	1	1	1	0	1	0	1	1	1	0	1	1	0	0	0	1	27	68
0	1	1	1	0	1	1	1	0	1	1	0	1	1	0	1	0	0	27	68	
0	0	1	0	1	1	1	0	1	0	0	1	1	1	1	1	0	1	28	70	
1	1	0	0	1	1	1	1	1	1	0	1	1	1	1	1	1	1	28	70	
0	1	1	1	1	0	1	1	1	1	1	1	0	1	1	1	1	1	26	65	
1	1	1	1	1	0	1	1	0	1	1	1	1	1	1	1	0	1	29	73	
1	1	1	1	0	1	0	1	1	0	1	1	0	1	0	0	0	0	29	73	
1	1	1	1	1	1	1	1	0	1	1	0	1	1	0	1	0	0	29	73	
0	0	0	0	0	1	0	1	1	1	1	1	1	1	0	1	1	0	24	60	
0	0	1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	27	68	
1	1	1	1	1	1	0	0	1	1	1	1	1	1	1	1	1	1	29	73	
0	1	1	1	0	1	1	1	1	1	1	1	1	1	1	1	0	0	28	70	
1	1	0	1	1	0	0	1	1	1	1	0	1	1	1	1	0	1	31	78	
1	1	1	1	1	1	1	0	1	1	1	0	1	0	0	1	1	1	33	83	
1	0	0	1	1	1	1	0	1	1	1	0	1	0	0	1	1	0	22	55	
0	1	1	0	0	0	1	0	1	1	0	0	1	0	1	1	1	0	23	58	
0	1	0	0	0	1	0	1	1	1	1	1	0	1	1	0	1	1	24	60	
0	1	1	0	1	1	1	1	1	0	0	1	1	1	0	0	1	0	24	60	
0	1	0	1	0	1	0	0	1	0	1	1	0	0	1	1	1	1	24	60	
1	1	0	1	1	0	0	1	0	0	1	1	0	1	0	0	0	0	25	63	
1	0	0	1	0	1	0	1	1	0	1	1	1	1	1	0	1	1	25	63	
1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	0	1	1	26	65	
0	0	0	0	1	1	0	1	0	1	1	1	1	1	0	1	1	0	23	58	
1	1	1	1	1	1	1	1	1	1	1	0	0	1	1	1	0	0	26	65	
1	1	1	1	1	1	0	0	1	0	1	1	1	1	1	1	1	1	30	75	
1	0	1	1	0	1	1	1	1	1	1	0	1	1	0	1	1	1	29	73	
1	0	0	1	1	1	0	1	1	0	1	0	1	0	0	1	1	1	26	65	
1	1	1	1	1	1	1	1	0	0	0	1	1	1	1	0	1	1	29	73	

2015
67.167

Appendix 8

Data Result of Students' Reading Test

No	Experiment Class	Control Class
1	80	73
2	78	65
3	73	68
4	78	68
5	73	70
6	75	70
7	70	65
8	75	73
9	78	73
10	80	73
11	78	60
12	75	68
13	80	73
14	85	70
15	85	78
16	88	83
17	85	55
18	95	58
19	85	60
20	78	60
21	88	60
22	78	63
23	75	63
24	78	65
25	73	58
26	83	65
27	80	75
28	80	73
29	68	65
30	83	73
Sum	2380	2023
Average	79.333	67.433
Max	95.000	83.000
Min	68.000	55.000
SD	5.803	6.621

Appendix 9

Distribution Frequency of Students Reading Comprehension in Experiment Class

Interval	f	x	x^2	fx	fx^2
68 - 72	2	70	4900	140	9800
73 - 77	7	75	5625	525	39375
78 - 82	12	80	6400	960	76800
83 - 87	6	85	7225	510	43350
88 - 92	2	90	8100	180	16200
93 - 97	1	95	9025	95	9025
Sum	30	495	41275	2410	194550

Class	=	5.875	
Length	=	4.500	5
Mean	=	80.333	
Median	=	80.000	
Modus	=	79.773	
SD	=	5.713	

Distribution Frequency of Students Reading Comprehension in Control Class

Interval	f	x	x^2	fx	fx^2
55 - 59	3	57	3249	171	9747
60 - 64	6	62	3844	372	23064
65 - 69	8	67	4489	536	35912
70 - 74	10	72	5184	720	51840
75 - 79	2	77	5929	154	11858
80 - 84	1	82	6724	82	6724
Sum	30	417	29419	2035	139145

Class	=	5.875	
Length	=	4.667	5
Mean	=	67.833	
Median	=	68.500	
Modus	=	70.500	
SD	=	6.170	

Appendix 10
Normality Test
Students' Reading Comprehension in Experiment Class

No.	Xi	$(Xi-x)^2$	Zi	F(Zi)	S(Zi)	Lo
1	68	128	-1.95	0.0256	0.0333	0.008
2	70	87	-1.61	0.0537	0.0667	0.013
3	73	40	-1.09	0.1379	0.1667	0.029
4	73	40	-1.09	0.1379	0.1667	0.029
5	73	40	-1.09	0.1379	0.1667	0.029
6	75	19	-0.75	0.2266	0.3000	0.073
7	75	19	-0.75	0.2266	0.3000	0.073
8	75	19	-0.75	0.2266	0.3000	0.073
9	75	19	-0.75	0.2266	0.3000	0.073
10	78	2	-0.23	0.4090	0.5333	0.124
11	78	2	-0.23	0.4090	0.5333	0.124
12	78	2	-0.23	0.4090	0.5333	0.124
13	78	2	-0.23	0.4090	0.5333	0.124
14	78	2	-0.23	0.4090	0.5333	0.124
15	78	2	-0.23	0.4090	0.5333	0.124
16	78	2	-0.23	0.4090	0.5333	0.124
17	80	0	0.11	0.5438	0.7000	0.156
18	80	0	0.11	0.5438	0.7000	0.156
19	80	0	0.11	0.5438	0.7000	0.156
20	80	0	0.11	0.5438	0.7000	0.156
21	80	0	0.11	0.5438	0.7000	0.156
22	83	13	0.63	0.7357	0.7667	0.031
23	83	13	0.63	0.7357	0.7667	0.031
24	85	32	0.98	0.8365	0.9000	0.064
25	85	32	0.98	0.8365	0.9000	0.064
26	85	32	0.98	0.8365	0.9000	0.064
27	85	32	0.98	0.8365	0.9000	0.064
28	88	75	1.49	0.9319	0.9667	0.035
29	88	75	1.49	0.9319	0.9667	0.035
30	95	245	2.70	0.9965	1.0000	0.004
X	2380	977				

$$\begin{aligned} \text{Mean (} x \text{)} &= 79.333 \\ \text{SD} &= 5.803 \end{aligned}$$

Result:

$$\begin{aligned} \text{Lo max} < \text{L table (30;0,05)} &= 0,161 \\ 0.156 &< 0,161 \end{aligned}$$

The data is Normal

Appendix 11
Normality Test
Students' Reading Comprehension in Control Class

No.	Xi	$(Xi-x)^2$	Zi	F(Zi)	S(Zi)	Lo
1	55	155	-1.88	0.0294	0.0333	0.004
2	58	89	-1.42	0.0778	0.1000	0.022
3	58	89	-1.42	0.0778	0.1000	0.022
4	60	55	-1.12	0.1314	0.2333	0.102
5	60	55	-1.12	0.1314	0.2333	0.102
6	60	55	-1.12	0.1314	0.2333	0.102
7	60	55	-1.12	0.1314	0.2333	0.102
8	63	20	-0.67	0.2514	0.3000	0.049
9	63	20	-0.67	0.2514	0.3000	0.049
10	65	6	-0.37	0.3557	0.4667	0.111
11	65	6	-0.37	0.3557	0.4667	0.111
12	65	6	-0.37	0.3557	0.4667	0.111
13	65	6	-0.37	0.3557	0.4667	0.111
14	65	6	-0.37	0.3557	0.4667	0.111
15	68	0	0.09	0.5359	0.5667	0.031
16	68	0	0.09	0.5359	0.5667	0.031
17	68	0	0.09	0.5359	0.5667	0.031
18	70	7	0.39	0.6517	0.6667	0.015
19	70	7	0.39	0.6517	0.6667	0.015
20	70	7	0.39	0.6517	0.6667	0.015
21	73	31	0.84	0.7995	0.9000	0.101
22	73	31	0.84	0.7995	0.9000	0.101
23	73	31	0.84	0.7995	0.9000	0.101
24	73	31	0.84	0.7995	0.9000	0.101
25	73	31	0.84	0.7995	0.9000	0.101
26	73	31	0.84	0.7995	0.9000	0.101
27	73	31	0.84	0.7995	0.9000	0.101
28	75	57	1.14	0.8729	0.9333	0.060
29	78	112	1.60	0.9452	0.9667	0.021
30	83	242	2.35	0.9906	1.0000	0.009
X	2023	1271				

$$\begin{aligned} \text{Mean (} x \text{)} &= 67.433 \\ \text{SD} &= 6.621 \end{aligned}$$

Result:

$$\begin{aligned} \text{Lo max} < L \text{ table (30;0,05)} &= 0,161 \\ 0.111 &< 0,161 \end{aligned}$$

The data is Normal

Appendix 12
Homogeneity Test

No.	Class		Square	
	Experiment	Control	Experiment	Control
1	80	73	6400	5329
2	78	65	6084	4225
3	73	68	5329	4624
4	78	68	6084	4624
5	73	70	5329	4900
6	75	70	5625	4900
7	70	65	4900	4225
8	75	73	5625	5329
9	78	73	6084	5329
10	80	73	6400	5329
11	78	60	6084	3600
12	75	68	5625	4624
13	80	73	6400	5329
14	85	70	7225	4900
15	85	78	7225	6084
16	88	83	7744	6889
17	85	55	7225	3025
18	95	58	9025	3364
19	85	60	7225	3600
20	78	60	6084	3600
21	88	60	7744	3600
22	78	63	6084	3969
23	75	63	5625	3969
24	78	65	6084	4225
25	73	58	5329	3364
26	83	65	6889	4225
27	80	75	6400	5625
28	80	73	6400	5329
29	68	65	4624	4225
30	83	70	6889	4900
Sum	2380	2020	189790	137260

$$\begin{aligned}
 N_E &= 30 \\
 N_C &= 30 \\
 X_E &= 2380 \\
 X_C &= 2020 \\
 X_{E^2} &= 189790 \\
 X_{C^2} &= 137260
 \end{aligned}$$

Homogeneity

Test

* Seeking variance :

$$\begin{aligned} S_i X_E &= \frac{\{X_{E2} - (X_E)^2\}/N_E}{N_E - 1} = \\ S_i X_C &= \frac{\{X_{C2} - (X_C)^2\}/N_C}{N_C - 1} = \\ df X_E &= N_E - 1 = 29 \\ df X_C &= N_C - 1 = 29 \\ \log S_i X_E &= 1.527 \\ \log S_i X_C &= 1.633 \\ df.\log S_i X_E &= 44.293 \\ df.\log S_i X_C &= 47.367 \\ Jml &= 91.660 \end{aligned}$$

* Sum of Variance

$$\begin{aligned} S_2 &= (df \times S_i)/df \text{ total} \\ &= 38.333 \end{aligned}$$

* B value

$$\begin{aligned} B &= (\log S_2) \times df \text{ total} \\ &= 91.847 \end{aligned}$$

* Chi Quadrat Test

$$\begin{aligned} X_2 &= \frac{2,303 (B - Jml \text{ dk.log } S_i)}{0.431} \\ &= 0.431 \\ X \text{ table (2-} &= 3.84 \\ \text{1;0,05)} &= 3.84 \\ X_2 &< X \text{ table (1;0,05)} \\ 0.431 &< 3.84 \end{aligned}$$

Result:

Homogen

Appendix 13
t test of Student's Reading Comprehension

No.	Score of Reading Test	
	Experiment	Control
1	80	73
2	78	65
3	73	68
4	78	68
5	73	70
6	75	70
7	70	65
8	75	73
9	78	73
10	80	73
11	78	60
12	75	68
13	80	73
14	85	70
15	85	78
16	88	83
17	85	55
18	95	58
19	85	60
20	78	60
21	88	60
22	78	63
23	75	63
24	78	65
25	73	58
26	83	65
27	80	75
28	80	73
29	68	65
30	83	73
Sum	2380	2023
Mean	79.333	67.433

No	Nilai (X - X) ₂	
	Experiment	Control
1	0.444	30.988
2	1.778	5.921
3	40.111	0.321
4	1.778	0.321
5	40.111	6.588
6	18.778	6.588
7	87.111	5.921
8	18.778	30.988
9	1.778	30.988
10	0.444	30.988
11	1.778	55.254
12	18.778	0.321
13	0.444	30.988
14	32.111	6.588
15	32.111	111.654
16	75.111	242.321
17	32.111	154.588
18	245.444	88.988
19	32.111	55.254
20	1.778	55.254
21	75.111	55.254
22	1.778	19.654
23	18.778	19.654
24	1.778	5.921
25	40.111	88.988
26	13.444	5.921
27	0.444	57.254
28	0.444	30.988
29	128.444	5.921
30	13.444	30.988
Sum	976.667	1271.367
S ₂	33.678	43.840

t test calculation :

1. S₂ = 6.226

2. t = $\frac{11.900}{6.226 \sqrt{(1/30+1/30)}}$
 = 7.403

3. t table 0,05 (58) = 2,000

t = 7.403 > t tabel = 2,000

4.

Criteria:

H_0 ditolak karena $t_{hitung} > t_{tabel}$

5. Conclusioni : there are diferent of student's reading comprehension between students who are taught by using TPS (experiment) and DI (control)