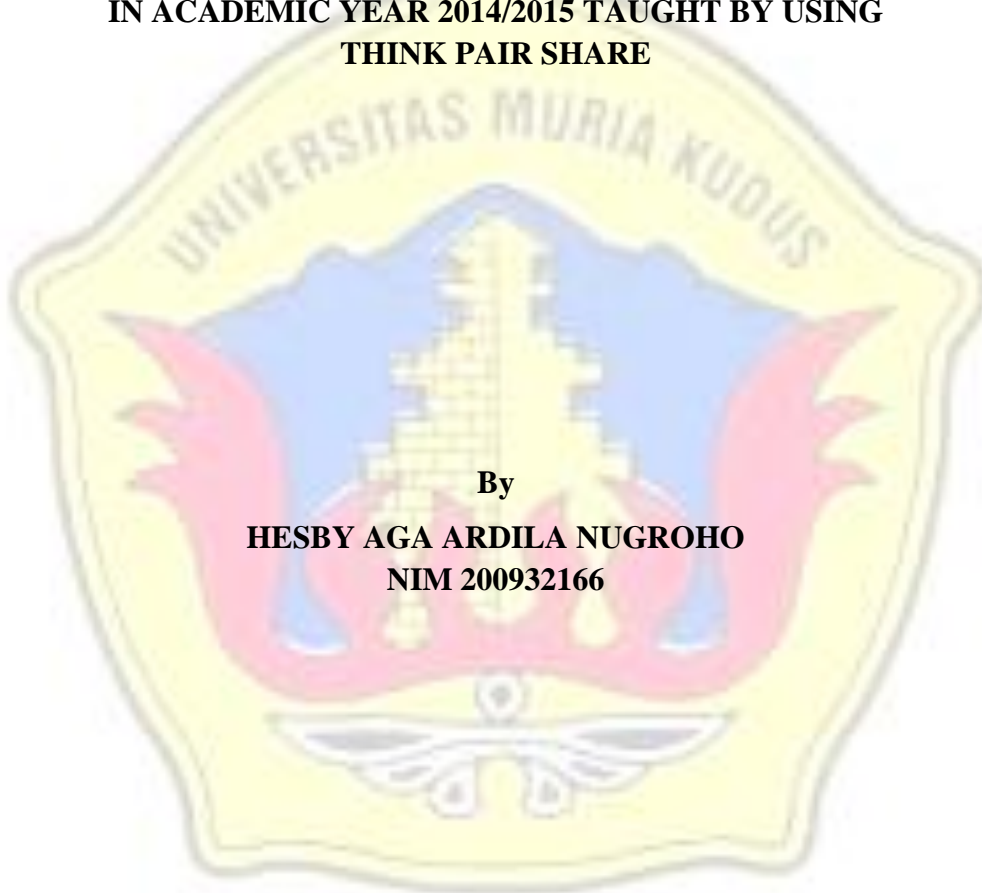




**THE READING COMPREHENSION OF
THE ELEVENTH GRADE STUDENTS OF SMA PGRI 1 PATI
IN ACADEMIC YEAR 2014/2015 TAUGHT BY USING
THINK PAIR SHARE**



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2015**

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THINK PAIR SHARE**

SKRIPSI

**Presented to the University of Muria Kudus
in Partial Fulfillment of the Requirement
for Completing the Sarjana Program
in English Education**

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2015**

MOTTO AND DEDICATION

MOTTO

- ❖ No success without God's help. "We only pray to You and only to You we ask help". (Al Fatihkah: 5)
- ❖ Future is the beginning of a success.
- ❖ Whatever the people say, just be you.
- ❖ It is not you think. You can do that is important; it is what you really do. (Mario Teguh)
- ❖ Education is the ability to listen to almost anything without losing your temper or you self-confidence. (Robert Frost)

DEDICATION

This skripsi is dedicated to:

1. His beloved parents who always care and supports his.
2. His brothis and his sister, Osvaldo and Amalia
3. His beloved girlfriend, Krisdina Kurnia Asikin

4. The family of SMA PGRI 1 PATI.

“Thanks for everything”.

5. All of his friends in English Education
Department Muria Kudus University

2009




ADVISORS' APPROVAL

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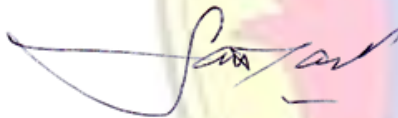
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Kudus, April 2015
The writer

Hesby Aga Ardila Nugroho

ABSTRACT

Nugroho, Hesby Aga Ardila. 2015. *The Reading Comprehension Of In The Eleventh Grade Students Of SMA PGRI 1 PATI In Academic Year 2014/2015 Taught By Using Think Pair Share*. Skripsi. Department of English Education, Faculty of Teacher Training and Education, University of Muria Kudus. Advisor: (I) Atik Rokhayati, S.Pd, M.Pd., (II) Rismiyanto, SS., M.Pd

Key words: Reading comprehension, narrative text, think pair share

The main purpose of English learning classroom is to develop four skill of the learners. Reading is one of those four skills. The problems that appears is the eleventh grade students of SMA PGRI 1 Pati in academic year 2014/2015 still have difficult and poor ability in English especially in reading ability. Based on preliminary study which the writer did by interviewing the teacher of eleventh grade students SMA PGRI 1 Pati in academic year 2014/2015, the writer found that the student's difficult in reading ability caused by the English teacher in SMA PGRI 1 Pati who doesn't use technique that can make the students enjoy in learning English. Because of that reason, the writer does the research. In this reseach, the writer teaches reading using Think Pair Share as new technique which has not been taught before. Think Pair Share is cooperative teaching strategy that included three components. They are time for thinking, time for sharing with a partner, time for each pair to share to a larger group.

The purpose of this research is to find out whether there is any significant difference between the reading comprehension of the students of SMA PGRI 1 Pati in academic year 2014/2015 before and after being taught by using Think Pair Share technique.

The research design used in this study is experiment research. There were some meeting in doing research that consist of one observation meeting, four treatment meetings, one try-out meeting, and one reading test meeting. This research applied two kinds of test, pre-test and post-test. the instrument used to gather the data is test instrument.

From the result of the test, it can be seen clearly that 35 students got lower mark than mean score 68.3, standard deviation 6.37 and only 7 students got higher than mean score in pre-test. It was increased in post-test into 4 students, event their mark is quiet good, but still lower than the mean grade in the reading comprehension is 75.5, standard deviation 8.55 and 38 students got higher than mean score. It means that there is a significant difference in student's reading comprehension in the eleventh grade students of SMA PGRI 1 Pati in academic year 2014/2015 before and after being taught by using Think Pair Share because the grade of t_0 (4,78) is higher than t_t (0.2542), so the alternative hypothesis (H_a) is accepted.

Realizing that the students still have difficulties in the reading comprehension, in this research the writer suggest to the English as follow: (1) The teacher should use the Think Pair Share in their teaching reading to make their students understand the lesson easier. Think Pair Share can be an effective way to create lot of ideas on a specific problem. (2) Think Pair Share gives self confident and good experience for students and teacher who does teaching learning activity. It could be an input for SMA PGRI 1 Patiand the management staff in developing classroom action research to improve the teaching methods. (3) Students should be more active in the teaching learning activity in the classroom especially in the teacher's explanation about the English text using Think Pair Share.



ABSTRAKSI

Nugroho, Hesby Aga Ardila. 2015. *The Reading Comprehension Of In The Eleventh Grade Students Of SMA PGRI 1 PATI In Academic Year 2014/2015 Taught By Using Think Pair Share*. Skripsi. Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing: (I) Atik Rokhayati, S.Pd, M.Pd., (II) Rismiyanto, SS., M.Pd

Key words: Pemahaman membaca, narrative teks, think pair share

Tujuan utama dari kelas belajar bahasa Inggris adalah untuk mengembangkan empat keterampilan peserta didik. Membaca adalah salah satu dari empat keterampilan. Permasalahan yang muncul adalah siswa kelas XI SMA PGRI 1 Pati di tahun akademik 2014/2015 masih memiliki kemampuan yang sulit dan miskin dalam bahasa Inggris terutama dalam kemampuan membaca. Berdasarkan studi pendahuluan yang penulis lakukan dengan mewawancarai guru siswa kelas XI SMA PGRI 1 Pati pada tahun akademik 2014/2015, penulis menemukan bahwa student yang sulit dalam kemampuan membaca yang disebabkan oleh guru bahasa Inggris di SMA PGRI 1 Pati yang doesn ' menggunakan teknik yang dapat membuat siswa menikmati belajar bahasa Inggris. Karena alasan itu, penulis melakukan penelitian. Dalam penelitian ini, penulis mengajarkan membaca dengan menggunakan Think Pair Share sebagai teknik baru yang belum diajarkan sebelumnya. Think Pair Share adalah strategi pembelajaran kooperatif yang mencakup tiga komponen. Mereka adalah waktu untuk berpikir, waktu untuk berbagi dengan pasangan, waktu untuk setiap pasangan untuk berbagi dengan kelompok yang lebih besar.

Tujuan dari penelitian ini adalah untuk mengetahui apakah ada perbedaan yang signifikan antara kemampuan membaca siswa dari SMA PGRI 1 Pati di tahun akademik 2014/2015 sebelum dan sesudah diajarkan dengan menggunakan teknik Think Pair Share.

Desain penelitian yang digunakan dalam penelitian ini adalah penelitian eksperimen. Ada beberapa pertemuan dalam melakukan penelitian yang terdiri dari satu pertemuan observasi, empat pertemuan pengobatan, satu pertemuan coba-out, dan satu pertemuan tes membaca. Penelitian ini menggunakan dua jenis tes, pre-test dan post-test. instrumen yang digunakan untuk mengumpulkan data adalah instrumen tes.

Dari hasil tes, dapat dilihat dengan jelas bahwa 35 siswa mendapat nilai lebih rendah dari rata-rata skor 68.3, standar deviasi 6.37 dan hanya 7 siswa mendapat lebih tinggi dari rata-rata skor pada pre test. Hal meningkat pada post test menjadi 4 siswa, keterangan nilainya cukup baik, tapi masih lebih rendah dari rata-rata kelas dalam pemahaman membaca adalah 75.5, deviasi standar 85.5 dan 38 siswa mendapat lebih tinggi dari rata-rata skor. Ini berarti bahwa ada perbedaan yang signifikan dalam membaca pemahaman siswa pada siswa kelas XI SMA PGRI 1 Pati di tahun akademik 2014/2015 sebelum dan sesudah

diajarkan dengan menggunakan Think Pair Share karena kelas t0 (4.78) lebih tinggi dari tt (0,2542), sehingga hipotesis alternatif (H_a) diterima.

Menyadari bahwa siswa masih mengalami kesulitan dalam memahami bacaan, dalam penelitian ini penulis menyarankan kepada Inggris sebagai berikut: (1) Guru harus menggunakan Think Pair Share dalam membaca mengajar mereka untuk membuat siswa mereka memahami pelajaran lebih mudah. Think Pair Share dapat menjadi cara yang efektif untuk menciptakan banyak ide-ide tentang suatu masalah tertentu. (2) Think Pair Share memberikan percaya diri dan pengalaman baik bagi siswa dan guru yang tidak mengajar kegiatan pembelajaran. Ini bisa menjadi masukan bagi SMA PGRI 1 Pati dan staf manajemen dalam mengembangkan penelitian tindakan kelas untuk meningkatkan metode pengajaran. (3) Siswa harus lebih aktif dalam kegiatan belajar mengajar di kelas terutama dalam penjelasan guru tentang teks bahasa Inggris menggunakan Think Pair Share.



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