

**THE EFFECTIVENESS OF THINK PAIR SHARE METHOD IN TEACHING
READING COMPREHENSION VIEWED FROM STUDENTS' READING INTEREST**

(An Experimental Study on the Eleventh Grade Students of SMAN 5Tegal in the Academic Year
2017/2018)

THESIS

**Presented as Partial Fulfillment of the Requirements for the Magister Degree of Language
Education Programme**



By:

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**GRADUATE PROGRAMME
WIDYA DHARMA UNIVERSITY KLATEN
2018**

APPROVAL

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PRONOUNCEMENT

By this pronouncement, I state that myself write the thesis entitled **THE EFFECTIVENESS OF THINK PAIR SHARE METHOD IN TEACHING READING COMPREHENSION VIEWED FROM STUDENTS' READING INTEREST (An Experimental Study on the Eleventh Grade Students at SMA N 5 Tegal in the Academic Year 2017/2018).**

I absolutely state that this thesis is not a plagiarism or is made by someone else. The other works related to this thesis have been written in the form of quotation. The sources of the thesis have been listed in bibliography. If next this thesis can be proved as a plagiarism the certificate and the academic can be cancelled to be given.

Klaten, Juli 2018



DEDICATION

With deep profound love, this thesis is devoted to

My beloved wife“ **Desy ‘dee’** ”

and my daughter

“**Unna**”

‘ Thank you for loving me !’

MOTTO

**Our duty is just work,
then let Allah send to us**

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Needless to say, the thesis is still far from being perfect. The writer will accept every comment and suggestion. Hopefully, this thesis will give benefit to everyone who concerns with action research.

Klaten, Juli 2018

Nurofik

ABSTRACT

Nurofik.1681100024. THE EFFECTIVENESS OF THINK PAIR SHARE METHOD IN TEACHING READING COMPREHENSION VIEWED FROM STUDENTS' READING INTEREST (An Experimental Study on the Eleventh Grade Students of SMA N Tegal in the Academic Year 2017/2018). THESIS. Language Education. Graduate Programme. Widya Dharma University. 2018

This research is aimed finding out: (1) Whether the Think Pair Share is more effective than Direct Method to teach reading comprehension; (2) Whether students who have high reading interest have better reading comprehension than those who have low reading interest; and (3) Whether there is an interaction between teaching methods and students' reading interest in teaching reading comprehension.

This research was an experimental study. It was carried out at SMA N 5 Tegal in the academic year 2017/2018. The population was the eleventh grade students. The researcher used cluster random sampling to get sample. It consists of two classes: (1) 30 students of XI.A.1; and (2) 30 students of XI.A.4. There are two instruments for collecting data: (1) 40 items of reading test; and (2) 20 items of reading interest questionnaire. The two instrument were valid and reliable. The result of reading test were analyzed by multifactor analysis variance 2x2 (ANOVA). Then it was analyzed by Tukey Test.

The result of data analysis shows that : (1) Think Pair Share is more effective than Direct Method to teach reading comprehension with $F_o = 5.867$ is higher than $F_t = 4,00$, $p < 0,05$; (2) students who have high reading interest have better reading comprehension than those who have low reading interest with $F_o (15.528)$ is higher than $F_t (4.00)$, $p < 0,05$; and (3) there is interaction between teaching method and students' reading interest with $F_o (4.549)$ is higher than $F_t (4.00)$, $p < 0,05$.

Keywords: teaching method, reading comprehension, reading interest

ABSTRAK

Nurofik.1681100024. THE EFFECTIVENESS OF THINK PAIR SHARE METHOD IN TEACHING READING COMPREHENSION VIEWED FROM STUDENTS' READING INTEREST (An Experimental Study on the Eleventh Grade Students of SMA N Tegal in the Academic Year 2017/2018). THESIS. Language Education. Graduate Programme. Widya Dharma University. 2018

This Penelitian ini ditujukan untuk mencari jawaban (1) Think Pair Share lebih efektif daripada Direct Method untuk mengajar pemahaman membaca; (2) Siswa yang dikategorikan sebagai siswa yang memiliki minat baca yang tinggi memiliki pemahaman membaca yang lebih baik daripada mereka yang memiliki minat baca rendah; dan (3) Adanya interaksi antara metode mengajar dan minat baca dalam mengajar pemahaman membaca.

Penelitian ini adalah penelitian eksperimen. Penelitian ini diadakan di SMA N 5 Tegal di tahun ajaran 2017/2018. The Populasinya adalah siswa kelas sebelas (XI). Peneliti menggunakan teknik cluster random untuk memperoleh sample. Sampel ini terdiri dari dua kelas yaitu: (1) sebanyak 30 orang siswa kelas XI.A.1; dan (2) 30 siswa kelas XI.A.4. Ada dua instrumen yang dipakai untuk mengumpulkan data: (1) 40 butir tes membaca; dan (2) 20 butir kuesioner minat baca. Dua instrument itu telah valid dan reliable. Hasil tes membaca dianalisis dengan analisis multifactor varians 2x2 (ANOVA). Kemudian dianalisis dengan Tukey tes.

Hasil analisis data menunjukkan bahwa: (1) Think Pair Share lebih efektif daripada Direct Method untuk pengajaran pemahaman membaca dengan $F_0=5.867$, $p < 0,05$; (2) siswa yang memiliki minat baca tinggi memiliki pemahaman membaca lebih baik daripada mereka yang memiliki minat baca rendah dengan $F_0=15.528$, $p < 0,05$; dan (3) ada interaksi antara metode mengajar dan minat baca siswa dengan $F_0=4.549$, $p < 0,05$

Kata kunci: Metode mengajar, pemahaman membaca, minat baca siswa

CHAPTER I

INTRODUCTION

A. Background of the Problem

The mastery of English has become a key to success for individuals, society and Indonesia in so many kinds of fields in the global era today.

One of the English skill is reading. It is one of important skills that should be mastered by the students to be able to use English for communication in their daily life. The subject of English for Senior High School is aimed to develop or to improve students' potency in order to have communicative competency in interpersonal, transactional, and functional text by using kinds of English spoken and written text. Through using those texts, the students are guided to use factual knowledge, conceptual and procedural and also the ethics of country characteristic, in life context in the around of the house environment, school and society. Development of Basic Competency is expected to yield the students who can do the speech act interpersonally, transactionally, and functionally in activities of getting and compiling the purpose which is realized in any kinds of text to reach the social function by using structure of the text (generic structure) and those language features which appropriate with its context. The learning process should be dialogical, collaborative, guided, and improving the students' independencies.

The importance of reading skill is composed in the newest Curriculum of English for Senior High School. It is oriented towards providing real life reading skills. The objectives of the skill include identifying particular information contained in a text. For children, adolescents and adults, the ability to read opens up new world and opportunities. It enables students to get new knowledge, enjoy literature, and doing everyday things that are part of modern life, such as, reading the newspapers, job listings, instruction manuals, invitation and soon. Considering to the importance of reading in teaching English, Indonesian government provides sets of standard competency and basic competency as the minimal requirements that should be achieved by the students in reading skills.

Reading is one of important skills is sometimes disregarded in teaching learning activity. It is because reading is difficult and the students have lack interest when they are asked to read. Based on the researcher's observation, commonly the students often felt anxious and did not have braveness when their teacher asked them to read, because not only have to read but students also have to know the information on it passage. As the result, the students reading competency is low. It is proven by the result of students' reading test which showed that almost all of the students had lack ability in reading. The students could not achieve the standard achievement of reading competency. The teacher also stated that the competency of the students in reading is very low, worrying and not satisfying. It might

because the teacher used inappropriate teaching method when they attempt to explain reading materials. In the classroom is still often found that there is teacher-centered, so the students have less opportunities to express their ideas in the class. The students just be followers during teaching and learning process. The lack of students' reading comprehension is caused by inappropriate teaching method when the teacher delivers about reading materials, so to solve this problem and also to reach the goals of reading it is needed an appropriate method and also feeling interest in reading from students.

A Teaching method used is important factor that can affect to students' reading comprehension ability. There are some kinds of teaching methods can be applied. So, a teacher must choose an appropriate in teaching reading comprehension. One of which is proposed is Cooperative learning. In Cooperative learning, the students are asked to be creative, because they are as centered-learning. In this study, the writer takes one of Cooperative learning methods, it is Think Pair Share. It is developed by Lyman to engage the students' participation which is think individually for few minutes, and then continued by discussion and compare their responses with their partner before sharing with the entire class. It is particularly useful for preparing the students to participate more fully and more effectively in whole class discussion.

Think Pair Share is a complete learning process. It has time to let the students to think, and it has time to discuss to associate with their pair and also it can collaborate by sharing to entire class.

Another factor which can determine success of teaching learning is students' interest which is formulated by Hilgard in Slameto (2003:57) that: *"Interest is persisting tendency to pay attention to and enjoy some activity or content.* Someone can be interested when he or she has pleasure, passion, attention and involvement. In this study, the interest which is meant is reading interest. Students who have high interest in reading a text, they are more capable in reading a text. Reading interest is needed by students to know the text well or even know comprehensively. When the students have low interest in reading, they can get a low score of their reading test.

Many researchers had taken similar studies. The writer can mention some, such as a study by M.afan, A. A. I. N. Marhaeni, N. Dantesin 2013 with the title *The Effect of Think Pair Share Technique on The English Reading Achievement of The Students Differing In Achievement Motivationat Grade Eightof SMPN 13 Mataram.* According to this study, the Think Pair Share had given significant effect to teach reading. There was a significant difference in English reading achievement between the groups of student who were taught by using think-pair-share technique and those taught with conventional teaching technique.

Another similar study was from Tauricha Astiyandha (2012), She used Think Pair Share Method to teach reading comprehension, and the interaction with students' motivation. For the result that Think Pair Share is more effective than Direct Method in this study to teach reading comprehension, the second result is the students with high motivation have better reading comprehension than the students with low motivation. From many researches the writer had known, that one of appropriate methods in teaching reading is Think Pair Share Method.

By doing this research, the writer hopes that this topic is useful as an input for government; teachers and students to increase and improving their reading competency. Considering to the facts above, the writer is interested in that problem. The writer decides to choose the title for this study The Effectiveness of Think Pair Share (TPS) Method in Teaching Reading Comprehension Viewed From Students' Reading Interests (An Experimental Study on The Eleventh Grade Students at SMA N 5 Tegal in the Academic Year 2017/2018).

B. Problem Identification

In this study the writer attempts to identify the problem that maybe appear related with the theme of the study as follows:

1. Almost students are not good enough in reading comprehension. It is worse when the students have less interest.
2. In teaching reading, the teacher doesn't use an appropriate approach, method and technique.

3. Teacher does not think that Think Pair Share is not more effective than Direct method in teaching reading comprehension.
4. Teacher does not think that students' reading interest influence to students' reading comprehension
5. Teacher thinks there is not any interaction between students' reading interests and teaching method to teach reading comprehension.

C. Problem Limitation

To avoid widely research, the writer needs to limit this research only on related variables. The writer focuses on Think Pair Share as the dependent variable and experimental variable to teach reading comprehension as dependent variable and also students' reading interest is as attributive variable.

D. Problem Statement

Based on the problem identification and problem limitation above the writer formulates the problem as follows:

1. Is Think Pair Share more effective than Direct method in teaching reading comprehension for the eleventh grade students of SMA N 5 Tegal in the academic year 2017/2018?
2. Do the students that are categorized as students who have high interest have better reading comprehension than those who have low interest for the eleventh grade students of SMA N 5 Tegal in the academic year 2017/2018?

3. Is there any interaction between teaching method and students' n reading interests to teach reading comprehension for the eleventh grade students of SMA N 5 Tegal in the academic year 2017/2018?

E. Objective of the Study

Like many other studies which have purpose, this study has purpose as well. The objectives of the study are:

1. To know whether or not that Think Pair Share (TPS) is more effective than Direct Method in teaching reading comprehension for the eleventh grade students of SMA N 5 Tegal in the academic year 2017/2018
2. To know whether or not that students that are categorized as students who have high reading interest have better reading comprehension than those having low reading interest for the eleventh grade students of SMA N 5 Tegal in the academic year 2017/2018.
3. To know whether there is any interaction between teaching method and students' reading interests to teach reading comprehension for the eleventh grade students of SMA N 5 Tegal in the academic year 2017/2018

F. Significance of the Study

This study aimed at investigating about the effectiveness of Think Pair Share (TPS) Method in teaching reading comprehension viewed from

students' reading interest. From this study, it is expected to be some inputs.

There are significances of the study:

1. Theoretical Benefits

This study can give the readers a clear finding about the effect of used of Think Pair Share (TPS) Method in teaching reading comprehension viewed from students' reading interest for the eleventh grade students of SMA N 5 Tegal in the academic year 2017/2018.

2. Practical Benefits

This study can stimulate the students to learn reading well and improving their interest in reading. For the teacher and the Educational Department, the result of the study can contribute to them to keep improving and evaluating in teaching reading well. To encourage the English teacher to be creative in teaching English, especially teaching reading by choosing and using the appropriate teaching method to improve their students' achievement.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the description of the data analysis, some findings are stated as follows:

1. Think Pair Share method is effective for teaching reading comprehension to the eleventh grade students of SMAN 5Tegal in the academic year 2017/2018.
2. The students that are categorized as the students who have high interest get better score reading comprehension on the eleventh grade students of SMAN 5Tegal in the academic year 2017/2018.
3. There is an interaction between teaching method with students' reading interest in reading comprehension on the eleventh grade students of SMAN 5 Tegal in the academic year 2017/2018.

Based on research finding, the conclusion is that Think Pair Share Method is an effective method to teach reading for the eleventh grade students of SMAN5 Tegal in the academic year 2017/2018.

B. Implication

After conducting the research, it has implication such as in teaching reading, it is needed an appropriate method to increase students' reading comprehension and students' interest, so that the teaching and learning reading comprehension can run well. The research finding shows that Think

Pair Share Method is more effective than another method (Direct method), in this study is for the eleventh grade students of SMAN 5 Tegal. Interest is also one of important factors influencing student in learning that should be considered in teaching learning process, because interest can affect of someone's achievement, the evidence is shown by the result of the study. The study shows thatt the students having high reading intetest have better result of reading comprehension than those having low reading interest.

C. Suggestion

Based on the research finding, there are some suggestion proposed.

1. English teachers

It can be good for English teacher to use Think Pair Share as an appropriate method to teach reading comprehension. And by this study, it suggest to the teacher to encourage and stimulate students' interest

2. Students

After doing the research, it is suggested for students to read this study, so they will understand why they often feel lack in reading comprehension, the factors are method and interest

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