THE EFFECTIVENESS OF APPLYING THINK-PAIR-SHARE MODEL IN READING CLASS: ASSESSING THE TENTH GRADERS' ACADEMIC AND NON-ACADEMIC ACHIEVEMENTS AT SMK NEGERI 1 KLATEN IN ACADEMIC YEAR OF 2019/2020

This Thesis is submitted as a partial fulfillment of the requirements for obtaining an Undergraduate Degree in English Education Study Program

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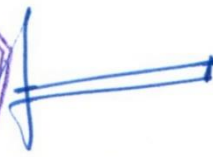NIDN/NIK. 0605087402/690909308

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PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitled "THE EFFECTIVENESS OF APPLYING FOR THINK-PAIR-SHARE MODEL IN READING CLASS: ASSESSING THE TENTH GRADERS' ACADEMIC AND NON-ACADEMIC ACHIEVEMENTS AT SMK NEGERI 1 KLATEN IN ACADEMIC YEAR OF 2019/2020"

It is not plagiarism or made by others. Anything related to other works is written in quotations, the sources of which are listed on the bibliography.

If then this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten,

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MOTTO

-If you do not like something, change it; if you can not change it, change the way you

think about it - Mary Engelbreit

-Being a positive person so the positive things will be happened - Writer

-Lebih baik terlambat dengan sesuatu yang tepat, daripada terburu-buru dengan

sesuatu yang salah - Writer

PRESENTATION

This thesis is presented to:

- My beloved mother, Ibu Suhartini, and father, Bapak Suyanto. "Thank you for all the things that you give to me (support, pray, and advice) in my every moment. You always guard me till this day. I love you.

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ABSTRACT

DIAN KOSTRADIANA, Student's Number. 1611200003, English Education Study Program, the Faculty of Teacher Training and Education, Widya Dharma University, Klaten, 2020. Thesis. ***THE EFFECTIVENESS OF APPLYING FOR THINK-PAIR-SHARE MODEL IN READING CLASS: ASSESSING THE TENTH GRADERS' ACADEMIC AND NON-ACADEMIC ACHIEVEMENTS AT SMK NEGERI 1 KLATEN IN ACADEMIC YEAR OF 2019/2020***

*This research aims at assessing the tenth graders' academic reading achievements at SMK NEGERI 1 Klaten through the think-pair-share model in the academic year of 2019/2020. This research applied for the mixed method and involved 36 students of the tenth year students of SMK NEGERI 1 Klaten as the respondents. Data collection used the students' reading test and observation. Quantitative data were statistically analyzed by the SPSS program to gain the descriptive analyses of the test, while qualitative data analyzed by using descriptive qualitative. The finding of the test also noted that the lowest score of reading gained 45.00 and the highest score was 100.00 through the analytic scoring assessment. Meanwhile, the mean was 78.89 and the standard deviation was 14.289 (n = 36). The overall achievement of reading was in **a good** category with 25.0%, while the finding of the observation showed that the tenth graders were able to work with their friends in reading class by conducting the think-pair-share model.*

Key Word: *Reading, think-pair-share, the effectiveness, mix method*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Reading is fun-way to get knowledge. It is true indeed- reading brings wisdom. Through reading, we learn a lot and it is the most prominent language skill. For now, students, adults, and even educators read very less. It is a well-known fact when there were no televisions or other forms of entertainment, reading was a primary leisure activity among the educated lot. People would spend hours reading books and travel to `lands far away or enjoy love. The tragedy is that, with time, people have lost their skill and passion to read (Sadiku, 2015: 30). Thus, the need to develop a habit to read is very important. Reading is known as a dynamic process combination (Grabe, 2009: 14). According to Alyousef (2006 63-73), reading can be seen as an "interactive" phase between the reader and the text that contributes to automation or (reading fluency). Reading means an interactive process for the readers to construct a meaningful representation of the text. It means that reading can build meaningful (Gilakjani & Sabouri, 2016: 229).

In the teaching and learning process of English, the basic skills should be integrated in a good way to make the teaching and learning process

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successful. It can help the students increase their communicative competence in English subject (Sadiku, 2015: 29).

The opportunities for the students to build their competence in reading is the goal to make the students have a better skill in reading (Sadiku, 2015: 29). From the explanation above, those skills are related to each other, therefore four skills must be studied simultaneously. In this research, the researcher wants to focus on reading skills. Reading is essential because the student can increase not only their wise in thinking but also their knowledge, attitudes, and information through reading activities (Listiani, 2014: 50).

Moreover, three aspects complete the basic skills in English learning. The three aspects are vocabulary, grammar, and spelling. In foreign language learning, vocabulary becomes an important thing because the meaning of the word is emphasizing both in the book and in the classroom. That is way, vocabulary is an important part. Recent research indicates that there is a problem in teaching vocabulary for a lot of teachers do not have a good confident when giving the best practice in vocabulary session (Berne & Blachowicz (2008); Alqahtani, 2015: 21). Grammar is known as a metalinguistic collection of (also normative) statements of regularity in language, which is the way most students think about grammar (Saaristo, 2015: 279). Grammar is the writer's rules governing when to use which forms or structures (DeCapua, 2008: 15) Thus, grammar is something that is very much

noticed. Grammar can convey a message that is implied by an easier understanding, especially by readers.

English as the only learning the correct spellings of the vocabulary not only can create a cozy environment for the students but also can make the students break the monotony in the classroom. It can help the students to form a sense between the letter and the sound. It can conclude that if the students learn to spell the words it means they will use the words in their speech (Diril, 2017: 432). In addition, Wai, Chan & Zhang (2014: 22) said that spelling is a complex process involving different abilities at the same time when a word is spelled. The learners should learn either the four skills or the three aspects. It is helpful for learners to have a good knowledge of reading.

Based on the pre-observation in the Akutansi 4 classroom in English subject on Thursday, November 14th, 2019, the researcher found that the students found the difficult thing not only when they translated the word, but also when they tried to understand the sentences talk about in Indonesia version. The students tried to find the meaning of the word one by one, but sometimes they could not understand what the text wanted to talk about. The students were afraid when they wanted to ask their friends and collaborate to answer the question from the teacher. The students made a quite situation, so the teacher stayed calm on her position and did not focus just on one point. They thought that this was a perfect way to avoid the attention of the teacher. From this thing, the researcher knew that collaboration among the students did not work well.

Think-pair-share is one of the techniques. The basic foundation of Think Pair Share was to make students more participate in the teaching-learning process by talking to their classmates (Sugiarto, 2014: 206). Arends (2009: 370) states that the think-pair-share strategy has grown out of cooperative learning and wait-time research. It can give the assumption for us that students are given more time to respond and think then help one and other in group settings. Sugiarto (2014: 214) states that think-pair-share can also be a solution in Indonesia that has a big class. Think Pair Share will give freedom to the students to share their ideas that they have. It does not need a lot of time because they can directly practice using this method.

B. The Reason for Choosing the Topic

The reasons for choosing the think-pair-share model in teaching and learning reading are:

1. To improve the quality and character development of students in reading skills by applying the think-pair-share model in the teaching and learning process.

2. To make the students more understand of the English material.

3. To train the students to work by collaborating with their friends, so they can learn not only the teamwork but also how to accept the differences.

C. The Limitation of the Study

1. Improving the quality and character development of students in reading skills by applying the think-pair-share model in the teaching and learning process.

2. Making the students more understand of the English material talks about.

3. Training the students to work by collaborating with their friends, so they can learn not only the teamwork but also how to accept the differences.

D. The Problem Statement

The problem statement in this research has two issues relating to the think-pair-share model, as follows:

1. Does the think-pair-share (T-P-S) model academically increase the tenth graders' reading achievement?

2. How does the think-pair-share (T-P-S) model non-academically influence to the tenth graders' reading subject?

E. The Aim of the Study

The aim of this study is to assess the tenth graders' reading achievements at SMK NEGERI 1 Klaten through the think-pair-share model to identify the tenth graders' non-academic achievements in reading subject in terms of revealing its character-based learning contribution in the academic year of 2019/2020.

F. The Use of the Study

The result of the study is expected to be useful.

1. The Theoretical Use

It can be used to enrich the repertoire of character-based teaching and learning reading theory. The result of this study can be used to strengthen another research.

2. The Practically Use

The teacher can apply this model in English subject to make the student be more interested and also the teacher gives them time to learn how teamwork does by practice. First, the students can think about the material by themself when the teacher gives them the topic. Second, the students try to make a good discussion with their pair, it means they learn how to accept the opinion from others and solve the problem together. Third, the students can convey their ideas in the sharing section.

G. The Clarification of the Key Terms

To make the topic clear and easy to understand, this research classifies the terms of the study as follows:

A. Effective

According to Hornby (2005: 488) confirmed that effective is producing a successful result. Here, effective can be stated to do something in a better way or with a better result than before. In this study, the students' academic and non-

academic conditions have to improve in better condition by applying the think-pair-share model to the tenth graders of SMK NEGERI 1 Klaten in the academic year of 2019/2020.

B. Reading

Reading is a method of using text to make sense. He adds that reading is a constantly developing skill (Johnson, 2008: 3-4). One more statement, reading is a tool for humans to be able to communicate with others in the way of written form. Unfortunately, since many students still find it difficult to master reading comprehension, perhaps the implementation of the cooperative learning method will help to solve the problem (Maulida, 2017: 51). In this study, the tenth graders can be good readers by practice constantly the reading skill. By reading, students can improve their vocabulary and know the grammatical rule which is mastered by the tenth graders of SMK NEGERI 1 Klaten in the academic year of 2019/2020.

C. Think Pair Share

Think-pair-share is a cooperative learning model that gives students time to think, listen, respond and support each other, at which point thinking becomes an important factor in improving students' ability to answer the questions (Sumarni, 2016:783). This model is beneficial for students since it is one way to incorporate cooperative learning into a classroom in order to give students the opportunity to actively process and develop a meaningful understanding of class material (Sampsel, 2013: 28). In this study, the

researcher did this model to the students of tenth graders of SMK NEGERI 1 Klaten in the academic year of 2019/2020.

H. The Organization of the Study

In order to facilitate the thesis arrangement, the research organizes the writing arrangement into five chapters, namely:

Chapter I is an introduction. It consists of the background of the study, the limitation of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is a review of related literature. It discusses previous studies, the theory of reading, theory of teaching reading and the theory of think-pair-share (TPS) model.

Chapter III is the research methodology. It consists of the meaning of the research method, the strategy of the research the subject of the study, the data and source of the data, the validity and reliability of data, the procedure of the mixed method, and the technique of analyzing the data.

Chapter IV is the research findings and discussion. It consists of the present of the data, the analysis of the data, and the discussion of the findings.

Chapter V is a conclusion and suggestion. It consists of a conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher gives the result of the research as the conclusion and also suggestion.

A. Conclusion

In this part, the researcher would like to answer the research question in this study, namely "Does think-pair-share (T-P-S) model academically increase the tenth graders' reading achievement?" and "How does think-pair-share (T-P-S) model non-academically influence to the tenth graders' reading subject?". Based on the research conducted in the tenth graders of SMK Negeri 1 Klaten, the researcher concludes that Think-pair-share is effective to increase students' reading achievement showed by the score that they got.

The first reason is this model can touch the students to have critical thinking about the material before the teacher explains it. The students read the material first to get the meaning of it. The second reason is that the students should have the pair to conduct this model, so it can not only build a positive social relationship among the student's environment, but also it teaches them to control their emotions to make good teamwork with accepting the opinion from others. In this era, the teacher teaches the students not only to know well about the material but also to practice how they can work with others. The third reason is the students should share their results with the pair. It means that the students

should speak up to share their opinion, exactly in English. In this way, the students can practice their speaking skills too. Think-pair-share model conducts to make the learning process be more enjoyable and make the students be more active.

B. Suggestion

Based on the conclusion, the researcher gives some suggestions. For the English teachers, teachers are recommended to apply and use the Think-pair-share model as the option to design the learning activity. It can make the process of teaching and learning in English class more meaningful and fun by collaborating with their friends. It helps the students to learn great teamwork. The students are able to work with their friends to make a better understanding of the material given in a reading. They can explain their understanding of the material by oral that can indicate it can increase their self-confidence to explain something in English.

The teacher could see the students while developing the ideas, attitudes, and skills when doing the discussion with the pair in the Think-pair-share model. In another hand, by doing this model, students will be trained to collaborate on the material by group discussion and also learn how to accept the differences (opinion) to make a great goal in a group. It is conducted to make the teaching and learning process be more fun and make it alive.

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