IMPROVING STUDENTS´ ACHIEVEMENT IN READING REPORT TEXT BY USING THINK PAIR SHARE STRATEGY AT SMA NEGERI 7 MEDAN

A SKRIPSI

Submitted to the Faculty of Tarbiyah and Teachers Training State Islamic University of North Sumatera Medan as a partial fulfillment of the Requirements for the Degree Sarjana Pendidikan

By :

ENGGAL ANGGRAINI

NIM : 34.15.4.146

DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHER TRAINING

STATE UNIVERSITY OF NORTH SUMATERA

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Kepada Yth:

Bapak Dekan Fakultas Ilmu Tarbiyah

dan Keguruan UIN Sumatera Utara

Di-

Medan

Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari

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Jurusan : **Penddikan Bahasa Inggris**

Judul : **Improving Students'Achivement In Reading Report Text By Using Think Pair Share Strategy**

Dengan ini kami menilai skripsi tersebut dapat disetuji untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

Medan, 16 Agustus 2019

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PERNYATAAN KEASLIAN SKRIPSI

Yang Bertanda Tangan di bawah ini:

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Jurusan　　　　**: Penddikan Bahasa Inggris**

Judul　　　　　**: Improving Students' Achievement In Reading Report Text By Using Think Pair Share Strategy**

Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul diatas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan di dalamnya sebagai sumbernya.

Apabila dikemudian hari saya terbukti atau dapat dibuktikan ini hasil jiblakan, maka gelar dan ijazah yang diberikan universitas batal saya terima.

Medan, 16 Agustus 2019

Yang Membuat Pernyataan

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ABSTRACT

ENGGAL ANGGRAINI. IMPROVING STUDENTS' ACHIEVEMENT IN READING REPORT TEXT BY USING THINK PAIR SHARE STRATEGY AT SMA NEGERI 7 MEDAN

Thesis, Medan: Department of English Education, Faculty of TarbiyahScience and Teacher Training, State Islamic University Of North Sumatera Medan 2019.

Keyword : reading report text and think pair share strategy

The researcher was aimed to find out the implementation of think pair share strategy in teaching reading report text. The researcher collected the data from Classroom Action Research (CAR) which was carried out in two cycle, in every cycle consisted of three meeting that have four steps namely : planning, action, observation, and reflection. The subject of this research was eleventh grade of SMA Negeri 7Medan. It consisted of one class (34 students). The instruments for collecting data were quantitative data and qualitative data. Based on reading report text score, students score kept improving in every test. In orientation test the mean was 61.47, in cycle I the mean of reading score was 70.29, in cycle II the mean of reading report text score was 83.82. based on diary notes, observation sheet and interview sheet, it was found that teaching learning process ran well. Students were active and interested in reading report text. The result of the research showed that Think Pair Share Strategy (TPS) can improve students' achievement in reading report text.

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بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

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Medan,   2019

The researcher

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TABLE OF CONTENTS

LIST OF TABLE

LIST OF FIGURE

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. Background of the Study

At this time English in one of the language that most people know. English language has been adapted as a compulsory subject at Indonesia school in every educational stage. As a foreign language learning in Indonesia, it is taught in every educational stage at school.

Reading is one of the most important skills in learning language beside listening, speaking and writing because the fundamental goal to any reading activity is to know enough science concepts and knowing the language especially comprehending or understanding. In the real word, people who read, read for intellectual profit or pleasure. The content of whatever they have chosen, to read will be useful to them or will help them to understand better. For students, academic goals like 'passing the course' provides something like a real world motivation for reading.

It means that by reading, we get the newest information, up-date our knowledge, and get to know anything. Moreover, reading skill is also an important tool for students academic achievement. An achievement is a standardized progress in developing of the measurable skills and knowledge learned in a given grade level, usually through planned instructions. So, reading is a particularly important role in education. Reading comoprehension is needed to be mastered by students, thus teachers need to develop and upgrade their knowledge and ability in teaching reading.

In era globalization, language connecting all people around the world. English as an international language makes everybody realize that this language is needed to be learned. That is why Indonesian government in education set English as one of the subject in school.

Reading is an active process which consists of recognition and comprehension skill, an important skill activity in life with which one can update his/her knowledge, and important tool for academic success.[1] This statement is related state that reading is a very important part of our lives. We need to take time everyday and read at least 20 to 30 minutes a day. It really helps when you read out aloud. You can hear yourself and see how you pronounce your words. Your reading will improve if you keep reading out aloud. You should whatever steps needed to help you learn the Art of Reading When you read, you will open up a life time of learning. When you read, you will gain knowledge and understanding of what you have just read. Reading is a fundamental skill that allows a person to be able to expand knowledge and widen certain topics of interest. For students, reading is one of the most important skills to be learnt, because the success of their study depends on the greater part of their ability to read. If their reading skill is poor, so they are likely to fail in their study. In the contrary, if they have a good skill in reading, they will have a better chance in their study.

But, the facts are different Based on researcher's experience during conducting Teaching Practice (PPL), most of students were not attracted if the material that would be learned was comprehend a text. Its caused the technique used was the same for everyday where students read the text loudly together, found the difficult words, translated it individually, and answered some question. It would need much more time to do the process so that students were very bored.

Now days, in teaching reading, usually the teacher orients to the students English book. The teacher teaches them by asking the students only to read the text and answer the question. It can not give contribution to the students reading comprehension. Therefore, students comprehend their reading text and be passive in the teaching learning process. In this

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[1] Patel, M. F., & Jain, P. M, *English Language Teaching (*Jaipur: Sunrise Publishers, 2008), page. 113.

case, most of the students still find some difficulties to comprehend a reading text. This situation must be overcome by teacher the use of teaching strategy for the students.

The first reason is, the lack of interest and concentration in reading. When the students lose their interest and concentration in reading, this is very difficult to the students to reach high reading achievement.

The second reason is the failure to understand words and sentences in a text. If the students could not understand words or sentences in texts which they read, they got difficulties to comprehend the texts. The last reason is, insufficient knowledge background of the students about the topic of the text. When the students did not have sufficient background knowledge about the topic of the text which they read, they got difficulties to comprehend the text. Based on the explanation above, it seems clear that there are many problems in English reading teaching learning process. It is English teachers' task to solve the problems. To overcome those problems above, there is an urgent need to apply a strategy or technique.

The appropriate teaching strategy for this reading skill is cooperative learning strategy because it can help the teacher to guide students in their inability of reading skill. Besides, by using the cooperative learning strategy, it may attract students' attention toward comprehension of reading text and increase their motivation by actively involving in learning.

In this paper, the writer, it has been discovered by some researchers that this strategy has many advantages. This study chooses and uses TPS strategy to improve the students' comprehension of reading comprehension and students' active involvement in learning process.

The students' reading achievement in the experimental group increased because they were taught by using the Think-Pair-Share (TPS) strategy. There was an improvement of students' mean scores between pretest and posttest.[2]

Think Pair Share Strategy is a cooperative learning strategy in which students work together to solve a problem or answer a question about an assigned reading. This technique requires students to (1) think individually about a topic or answer to a question; (2) pair with a partner and discuss the topic or question and (3) share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

The achievement is found the increasing of students' achievement in students' reading comprehension. Based on the result of students' quizzes, it is found that there was a positive impact of Think Pair Share strategy toward the increase of students' ability in answering the quiz based on the reading text. In other words, the use of Think Pair Share strategy could increasingly help and motivate them to learn for better text understanding.

Finally, from the explanation above, the writer got interested to do this research dealing with TPS strategy as a solution of difficulty of reading comprehension. The title of the research is "Improving Students' Achievement in Reading Report Text by Using Think Pair Share Strategy".

B. Problem of the Study

In the expectation of teaching reading English, it is required that the students are able to produce text in some genres including report text. However, the students still find it difficult to comprehend the report text. Therefore, to solve the problem, think pair share strategy is applied to improve students' achievement in reading. The problem of the study is formulated as follows:

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[2] Eka Apriani,"*Using The Think-Pair-Share (TPS) Strategy to Enhance Students'Reading Achievementof The Seventh GradeatMtsn Lumpatan*". Jurnal Pendidikan Islam vol.1, no 02,2016, page 10.

1. How is students interest in reading report text by using Think Pair Share Strategy ?

2. Does Think Pair Share Strategy improve the students' achievement in reading report text ?

C. Objective of the Study

The objective of study is

1. To know the students interest in reading report text by using Think Pair Share Strategy.

2. to investigate whether or not the applying of Think Pair Share strategy improves the students' achievement in reading report text.

D. Scope of the Study

There are some genres that are taught in Senior/Junior High School, namely recount, narrative, procedure, descriptive, report, and exposition. This study is limited on in reading report text by using Think Pair Share strategy, since this strategy is expected to be suitable for it.

E. Significance of the Study

The finding of this research is expected to be useful for:

1. English teachers who are expected to improve the English teaching quality

in teaching learning process.

2. The students who are expected to learn more about reading skills and get

motivation in improving their reading skill.

3. The researchers who are supposed to give some data to conduct researches

in the field.

CHAPTER II

LITERATURE RIVIEW

A. Theoretical Framework

The basic concept of a study must be made clear from the start. This is considered important to understand the ideas to be conveyed. Therefore the clarification of the concept will prevent possible misunderstanding between the writer and the reader. In other words, it is very important to discuss the concept used or being discussed so that the reader will get the point clearly

A.1 The students Achievement in Reading Comprehension

Kimble and Garmezy state that learning is a relatively permanent change in a behavioral tendency and is the result of reinforced practice.[3] Similarly teaching, which is implied in the first definition of learning, may be defined as showing or helping someone to learn how to do something, providing with knowledge, causing to know and understand.

Achievement, as the output of outcome of teaching learning process, is behavioral pattern, values, definition, attitudes, appreciation, and skills. According to Bloom state that achievement covers cognitive, affective, and psychomotorist skill. Cognitive domains are knowledge, comprehension, application, analysis, synthesis, and evaluation. Affective domain are receiving, responding, valuing, organization, and characterization, psychomotorist domain are initiatory, pre-routine, and routinezed.[4]

Brown states that micro skills for reading comprehension are as the following :

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[3]Kadambari Sharma and Tripat Tuteja. 2008. *Principles and Practice of Language Teaching.* Commonwealth (New Delhi: Commonwealth, 2008), page.11.
[4]Agus Suprijono, Cooperative Learning: *Teori dan Aplikasi Paikem*.(Yogyakarta: Pustaka Pelajar, 2009), page.6.

1. Discriminate among the distinctive graphemes and orthographic patterns of English

2. Retain chunks of language of different lengths in short-term memory

3. Process writing at an efficient rate of speed to suit the purpose

4. Recognize a core of words, and interpret word order pattern and their significance

5. Recognize grammatical word classes, system, pattern, rules, and elliptical form

6. Recognize that particular meaning may be expressed in different grammatical forms.

7. Recognize cohesive devices in written discourse and their significance for interpretation

8. Recognize the rhetorical forms of written discourse and significance for interpretation

9. Recognize the communicative function of written texts, according to form and purpose

10. Infer context that is not explicitly by using background of knowledge

11. Infer links and connection between event, ideas, etc, deduce causes and effects, and detect such relations as main ideas, supporting ideas, new information, generalization, and exemplification

12. Distinguish between literal and implied meaning.

13. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata

14. Develop and use battery of reading strategies such as scanning and skimming, detecting discourse marker, guessing the meaning of words from context, and activating schemata for the interpretation of the text[5]

In addition, by reading, the students open their mind and refresh their knowledge every time .and also not only the parents or teachers at school who asked the students to read Allah also tells us to read says in Al-Qur'an, surah Al-Alaq verse 1-5 as follows:

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (1) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (2) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ(3) الَّذِي عَلَّمَ بِالْقَلَمِ (4) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (5)

Translation:

"Proclaim! Read: In the name of thy Lord Who createth, Createth man from a clot, Read: And thy Lord is the Most Bounteous, Who teacheth by the pen, Teacheth man that which he knew not.[6]

Of these verses we can see directly even the first word in the verse is "reading". So the word is not only aimed at students only but Allah told his people to reading not just reading but also to understand what was in it until Allah to us and understand the incredible creation for us as Muslims. So, actually the essence of reading is the reader necessity to work by them to interpret the text and get the
meaning of what the writer wants to convey.

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[5] H. Douglas Brown, Teaching by Principles an Interactive Approach to Language Pedagogy (San Francisco State University, 2001), page. 111.

[6] https://ayatalquran.net/2015/02/surah-al-alaq-العلق-the-clot-terjemah-bahasa-inggris

عَن أَبِي مُوْسَى رَضِيَ اللهُ عَنهُ قال:قال رَسُولُ اللهِ صَلَّى اللهُ عَليهِ وَ سَلَّم مَثَلُ
المُومِن اَلَّذِي يَقرأ الْقُران مَثَلُ الآترُجَةِ رِيْحُهَا طَيِبٌ وَطَعمُهَا طَيِبٌ وَمَثَلُ المؤمِنِ
اَلّذِي لأَيَقرأ الْقُران كَمَثَلِ النَّمرَة لأرِيح لَهَا وَطَعمُهَا حُلوٌ وَمَثَلُ المُنَافِقِ اَلّذِي يَقَرَأ
الْقُران مَثَلُ الرَّيْحَانَةِ رِيْحُهَا طَيَّبٌ وَطَعْمُهُ مُرٌّ وَمَثَلُ المُنَافق اَلّذِي لا يَقْرَأُ الْقُرآن
كَمَثِلِ الحَنْظَلَةِ لَيسَ لَهَا رِيحُ وطعمها مُرُّ. (رواه البخارى ومسلم والنسائي وابن
ماجة)

Meaning: From Abu Musa Al-Ash'ari (My Allah be pleased with him) said that the Messenger of Allah (peace and blessing of Allah be upon him) said: The quarrels of a mu'min who dillegently read the Qur'an are like the fruit of Al-Atrujah: the aroma is fragrant and tastes good. The parable of mu'min who does not read the Qur'an is like a tamr fruit (dates): no aroma but sweet taste. The Parable of munafiq but he is dilligent in reading the Qur'an is like the fruit of Raihanah: the aroma is fragrant but is tastes bitter . As for the munafiq, who is not dilligent in reciting the Qur'an, is like the fruit of Hanzalah: it has no aroma and its taste is bitter.

In foreign language learning, reading is likewise a skill that teacher simply expert learner to acquire . Reading is way to get information delivered verbally and it is the result of the opinions, ideas, theories and research expert to be known and knowledge of learners. To understand what we reading, it is influenced by many factors such as, mastering vocabulary, mastering reading theory and model of teaching. Reading is an active process that depends on both authors' ability to convey meaning using words and your ability to create meaning from them. Good reader is who have ability to take the meaning and understanding the goal of the author in written the passage.[7]

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[7] Douglas Brown. *Language Assesment Principle and Clasroom Practice* (United States of America : Longman. 2000)

In conclusion, achievement in reading comprehension is result of what an individual has learned to understand the meaning of the text in extracting knowledge and information from the text.

A.1.1 Reading

Many of the students do not actually understand about definition of reading. They only know, if the reading is the act when they are saying the words or the sentences orally or silently. They do not know what is the purpose of reading is to exchange the ideas or maybe the information between the author and the readers.

Reading is also an *interactive* process in at least two ways. First, the various processes involved in reading are carried out virtually simultaneously.[8]

Many specialist define that reading is a process of putting the reader in contact to idea. Grabe and Stoller state that reading is ability to draw the meaning from the printed page and interpret the information appropriately.. in this case, getting the meaning of the sentences is to find out a number of ideas from a reading text.[9]

A.1.2 The Purpose of Reading

According to Grabe and Stoller , the purpose of reading are :

a. Reading to search for simple information

Reading to search for information is a common reading ability. The reader only read the surface to look for the simple information without have to think the material deeply. In reading to search, the reader typically scans the text for a specific piece of information or a specific word.

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[8] William Grabe and Fredricks L. Stoller , *Teaching and Researching Reading England Language,* (England : Pearson Education Limited, 2007) p. 84

[9] William Grabe and Fredricka L. Stoller. *Teaching and Reasearching Reading (*London: Pearson Education, 2002), page. 19.

So, it can be said that reading to search is useful for the readers to find as well as to figure out the information needed by scanning and skimming the text.

b. Reading to learn from the text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to :

- Remember main ideas as well as a number of details that elaborate the main and supporting ideas in text

- Recognize and built rhetorical frames that organize the information in the text

- Link the text to the readers knowledge base.

Reading to learn is usually carried out at a reading rate somewhat slower than the general reading comprehension. In addition, it makes stronger interferential demands than general comprehension to connect text information with background knowledge.

c. Reading to Integrate Information, Write and Critique Text

Reading to integrate information requires additional decision about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple resources. This skills inevitability require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the readers goal

d. Reading for General Comprehension

Reading for general understanding is the most basic purpose for reading. Reading for general understanding is also found as the most complex than I commonly assumed. Reading for general understanding when it is accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning

representation of main ideas, and efficient coordination of many process under very limited time. Because of its demands for processing efficiency, reading for general understanding is more difficult to master than reading to learn.[10]

A.2 Reading Comprehension

Reading comprehension is the most obvious sense. According to Grabe and Stoller , reading comprehension needs the ability to understand or to gain the information from the text.[11] In line with Mc Cardle defines reading comprehension as the ability to understand written language at several levels: word in print, the relationship of these word in sentences, and how sentences and then group of sentences, paragraph, chapters and stories work together to provide information the reader uses to build and understanding. Mean while, Wong says that reading comprehension is a necessary skill throughout schooling and vital component of the successful to adult responsibilities. It is the complex out come of the process of constructing meaning from print.

Reading comprehension can be defined as an active thinking process through which a reader intentionally construct meaning to form a deeper understanding of concepts and information presented in text.[12]

Reading comprehension as the process simultaneously extracting and constructing meaning through interaction and involvement with written language.[13] Wooley[14] defines reading Comprehension is the process of making meaning from the text.

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[10]William Grabe and Fredricka L. Stoller. *Teaching and Researching Reading (*London: Pearson Education, 2002), page. 11-15.

[11] Ibid., page. 17.

[12] Peter Westwood, *Reading comprehension,* (Great Britain: Harper Collins Publishers, 2008), p. 56.

[13] Catherine E. Snow , *Reading for Understanding : Toward an R & D Program in Reading Comprehension.* (New York : Cambridge University Press, 2003) p. 11

[14] G. Wooley, *Reading Comprehension:Assisting Children with Learning Difficulties*, (New York: Springer, 2011) p. 15

. According Kristi[15], reading comprehension as a process in which the reader constructs meaning from text based information .

From the above statements it is clear that reading is a receptive language process. It is a psycholinguistics process in that it starts with a linguistics surface representation encoded by a writer and ends with the meaning which the reader reconstructs. There is thus an essential interaction between language and thought in reading. The writer encode the thought as language and the reader decodes language to thought.

A.2.1 Levels of Comprehension

Burn et.al suggest that reading comprehension is divided into four categories: literal reading, interpretive reading, critical reading, and creative reading.

a. Literal Reading

Reading for literal comprehension acquiring information that is stated directly in a selection. In literal reading, the main ideas are directly stated in the text. The reader needs only to understand exactly what is stated to receive the authors literal message. Literal comprehension is generally accepted as the most simple or basic comprehension skill and one that requires little thinking and reasoning. The ability to follow direction and the ability to restate the authors material are skill involved in literal reading. Recognizing sated main details, causes, effect and sequences as the basis and understanding of vocabulary, sentences meaning, and paragraph meaning is important.

b. Interpretive Comprehension

Interpretive reading identifies the way to read between the lines of making inferences. This is the process of deriving ideas that implied rather than directly stated. Skill for this level of comprehension includes :

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[15] L.Santi, Deborah, *improving reading comprehension of middle and high school students* (New York: Springer, 2015) 100

1. Finding main ideas of passage in which main ideas are not directly sated

2. Finding cause and effect relationship when they are not directly stated

3. Determining referents of pronouns

4. Determining referents of adverbs

5. Inferring omitted word

6. Detecting moods

7. Detecting authors purpose in writing

8. Drawing conclusion

c. Critical Comprehension

Critical comprehension is evaluating written material, compering the ideas discovered in the material with known standards and drawing conclusion about their accuracy, appropriateness and timeliness. When the reader read critically, they evaluate what is read. The critical reader must be an active reader, questioning, searching for facts and suspending judgment until he or she considered all of material. They examine critically the thoughts of the author, which have been identified through the lower level of comprehension and judge their validity or worth.

d. Creative Reading

In creative writing, the reader must be able to think and use their imaginations. Creative writing going beyond what the author has written, applying the ideas from text to new situations and recombining the authors ideas with other ideas to form new concepts or to expand old ones. The reader must understand cause effect relationship in a text although it is not stated directly. Through creative reading, the reader creates something new ideas, the solution to a problem, a new way of looking at something from the ideas gleaned from the text.

Based on the explanation above, it is conclude that reading comprehension is the process of reconstructing meaning from text. Process of reconstructing meaning is the process of transform the information that is presented and illustrated how the readers can show they understand what they read. [16]

A.3 The Assessment of Reading Comprehension

Bloom states that there domains in academic context namely, cognitive domain (intellectual capability, example: knowledge or think), affective domain (feelings, emotion and behavior, example: skills or do). One of this related to reading is the cognitive domains, this is intellectual capability.

Bloom argues that there are six categories in cognitive domain namely : knowledge (recall or recognize information), comprehension (understand meaning, re-state data in ones own words, interpret, extrapolate, translate), application (use or apply knowledge, put theory into practice, use knowledge in response to real circumstances), analysis (interpret elements, organizational principles, structure construction, internal relationship; quality, reliability of individual components), synthesis (develop new unique structures, systems, model, approaches, ideas, creative thinking, operations), evaluation (assess effectiveness of whole concepts, in relation to values, outputs, efficacy, viability; critical thinking, strategic comparison and review; judgment relating to external criteria).

This study focuses to literal and interpretation comprehension level so the categories that would be measured in reading are knowledge, comprehension and application. Furthermore, to measure these categories the students were given 20 multiple choice tests,

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[16] Burns, et.al, Teaching Reading In Today's Elementary School Third Edition (Boston: Houghton Mifflin, 1984), page. 177-199.

and they have found the main ideas, restate some information, and find details that are directly in the text. The time, which is to them to finish the test are 35 minutes.[17]

A.3.1 Cooperative Learning

According to Mandal states that cooperative learning is an instructional strategy on the human instinct of cooperation. It is the utilization of psychological aspects of cooperation and competition for circular transaction and students learning. The concept of cooperative learning refer to students work in groups and are rewarded in some way for performance as a group. Students motivated to help one another to master academic materials.[18]

A.3.2 Think-Pair-Share

There were some kinds of cooperative learning, they are jigsaw, three step interview, round robin, three-minutes review, number head together, buzz group, talking chips, critical debate, write around, praise question polish, think-pair-share. Think-Pair-Share is a structure first developed by professor Frank Lyman at the university of Maryland in 1981. It introduce into the peer interaction element of cooperative learning the idea of ´wait or think´ time, which has been demonstrated to be a powerful factor in improving student responses to question.

Kagan says that Think Pair Share strategy which offers the students opportunity to express their response. In this strategy, a problem is posed, students have time to think about it individually, and then they work in pairs to solve the problem and share their ideas with the class.[19] The following is step Think-Pair-Share :

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[17] Bloom, B. S. *Bloom taxonomy of learning Domains. (*David Mackay:New York, 1956)

[18] Rita Rani Mandal. *The modern Journal of Applied Linguistic (Volume 1:2*.Surabaya: MJAL, 2009)

[19] S Kagan (1992) Cooperative Learning (8th .Ed.), page. 173

- Think: Teachers begin by asking a specific higher-level question about the text or topic students will be discussing. Students "think" about what they know or have learned about the topic for a given amount of time (usually 1-3 minutes).

- Pair: Each student should be paired with another student. Teachers may choose whether to assign pairs or let students pick their own partner. Remember to be sensitive to learners' needs (reading skills, attention skills, language skills) when creating pairs. Students share their thinking with their partner, discuss ideas, and ask questions of their partner about their thoughts on the topic (2-5 minutes).

- Share: Once partners have had ample time to share their thoughts and have a discussion, teachers expand the "share" into a whole-class discussion. Allow each group to choose who will present their thoughts, ideas, and questions they had to the rest of the class. After the class "share," you may choose to have pairs reconvene to talk about how their thinking perhaps changed as a result of the "share" element.

  Think- Pair- Share is cooperative learning strategy which allows students to think and make interaction with other students to discussion. This strategy has good purpose and procedure to be done in teaching. But in this case, this strategy focuses used in teaching reading.

A.3.3 Application of Think-Pair-Share Strategy

In the application, students will have individual time to think about the question related to the topic of the study. Then, they will pair up with a partner to share their thoughts. Finally the pairs will share their idea in a whole class.

1. Generate a question related to the topic you are about a study. It means to create or certain the question with use mental skill, knowledge, comprehension, application, analysis, synthesis, and evaluation. They related to the topic.

2. Group students into pairs.

3. Pass out think-pair-share worksheet to each student. It means, in each of section think, pair and share should prepare some worksheet to write the result of thoughts.

4. Give students time to write down their individual thoughts in the "think" section of the worksheet. It means, in this section the students try to think something that instructed by teacher that related to the topic and then write their thoughts in their worksheet individually.

5. Then, in pairs, have groups share their individuals' thoughts. Pair should summarize their common thoughts in "pair" section of their worksheet. It means that the students stay in the second section namely "pair", in this section they have pair each other, so they in group share their individual thoughts, and each pairs should summarize their common thoughts.

6. Finally, pairs choose one major idea to share in whole class. This should be written in "share" section of worksheet. It means that pairs try to share one essence thought or idea with entire class and writing the result of thoughts in their worksheet.

A.4 The Advantages and Disadvantages of a Think-Pair-Share Strategy

The Advantages of a Think-Pair-Share Strategy such as :

1. When students have appropriate" think time", the quality of their responses improves.

2. Students are actively engaged in the thinking.

3. Thinking becomes more focused when it is discussed with partner.

4. More of critical thinking is retained after a lesson if students have an opportunity to discuss and reflect on the topic.

5. Many students find it safer or easier to enter into discussion with another classmate, rather than a large group.

6. No specific materials are needed for the strategy, so it can easily be incorporated into lessons. Building on the ideas of others is an important skill for students to learn.

7. Building on the ideas of others is an important skill for students to learn.

Disadvantages of a Think-Pair-Share Strategy such as :

1. Can be very noisy

2. puts time pressure on some

A.5 Types of Genre

According to Great and Wignell, there are several types of genres. Such as, report has a function to presents something as the way things are, with includes phenomenon of natural or non natural things, animal, environment, social, human, and scientific object. Descriptive has a function to describe a certain person, place or thing. Narrative has a function to amuse or entertain actual or vicarious experience in a different way. Discussion has a function to present information and opinions about issues at least two points of view. Recount has a function to retell or inform an event or activity in the past. Explanation has a function to explain the process involved in the formation of natural or socio-cultural phenomenon. Procedure has a function to help the readers how to do or make something. Analytical exposition has a function to reveal the readers that something is the important case. Hortatory exposition has a function to persuade the readers that something should or should not be the case or be done. Review has a function to give critique about an art or event for public audience. New item has a function to inform the readers about event of the day. Anecdote has

a function to share with others an account of an unusual or amusing story and spoof has a function to tell an event with a humorous twist.

A.6 Report Text

Report text that be chosen in this study is about information report. Information report consist of information about explanation in natural or non natural phenomenon. This explanation is not about the process or the formation of the phenomenon, meanwhile it explain what happens and deal with it, which has function to give information about additional knowledge to the readers. In order to the text has effective function, therefore explanation of additional knowledge is better to package in information report text.

Pardiyono states that report text is a text which presents information about a subject. The subject includes phenomenon of natural or non natural things, animal, environment, social, human, and scientific object. It is a result of an observation and analysis. Within reading report text, students have to read something decent to report by researching and analyzing something. Report text has a function to presents something as the way things are. The first point in report text is the general statement and description. A report text usually begins with a subject that is reported or it is well known by title. Then this definition followed by general statement of the subject. Meanwhile in description, elaborated with description of the parts, the function or the activities of the subject end of the year to measure the students ability after teaching and learning process. To conduct those kinds of process, school is helped by administrative staff. The staff manages the time from the beginning to the end of year.[20]

A.7 The Concept of Report Text

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[20] Pardiyono, M.Pd. Pasti Bisa! Teaching Genre-Based Writing.(Yogyakarta, 2007), page. 271.

According to Pardiyono, a report text has several things that should be understood as the following :

- Communicative Purpose

  To inform about natural or non-natural phenomenon or things in the world, with purpose to give information about additional knowledge to readers

  - Generic Structure

    - Title

    - General Statement : is about sentences which include statement that relates to the topic

    - Description : is explanation about what have explained in the title and general statement previous

- Grammatical Pattern

  - Using declarative sentences

  - Using simple present tense

  - Using conjunction, e.g: and, but, then, next, and so on

  - Using conditional logical connection, e.g: when, which, and so on.[21]

A.8 Teaching Strategy

Brown states that strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. Furthermore, Brown state that teaching method is a generalize set of classroom specifications for accomplishing linguistics objectives. Method tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such feature as linguistics and subject-matter objectives, sequencing and materials. They

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[21] Ibid., page. 272-273.

are almost always thought of as being broadly applicable to variety of audiences in a variety of context.

So many strategy can be applied in classroom, but in this research only study about a Think-Pair-Share strategy

A. Conceptual Framework

Reading is the activity to get the meaning from the text. When the person does reading comprehension, it means that he or she tries to understand what the author has written the text. Therefore, the main purpose of the reading comprehension is to find the meaning of the text, and understand what the author means in his or her writing.

In fact, most of the students still find difficult to read comprehensively, even though they have learned for years. They find it hard to comprehend the authors intention of the text. That is why it is necessary to have a way in solving the case should be notice in order to improve their ability, so they read text comprehensively.

Think-Pair-Share strategy as one of the ways to improve students reading comprehension in which the students think about the topic about, and work in pair to discuss about the topic they have read, after discussing, one partner share their thought and have discussion to other partner. Think-Pair-Share also can help the student to activate their knowledge about the topic/content of the text

B. Related of Study

1. Devi Deviana (2012, Unimed) "Improving Students Achievement in Reading Recounts Text Through The Application of Think Pair Share Strategy".

   This study is aimed at improving students achievement for reading recounts text through the application of think pair share strategy. The research was conducted by applying classroom action research. To collecting data, the instruments were used quantitative and qualitative data (diary notes, interview, observation, and so

forth). Based on the data analysis, it was found that the students score improved. It is showed from the mean of the students score in three test : assessment I (55,46), assessment II (73,1), assessment III (85,56). Moreover, based on the observation sheet, diary notes, interview indicates that there is improvement in students abilities and interest in learning reading.

2. Umami Handayani (2014, Unimed) "Improving Students Achievement in Reading Comprehension Through Think Pair Share Strategy".

This study is aimed at improving students achievement for reading comprehension through think pair share strategy. The research was conducted by applying classroom action research. To collecting data, the instruments were used quantitative and qualitative data (diary notes, interview, observation, and so forth). Moreover, based on the observation sheet, diary notes, interview indicates that there is improvement in students abilities and interest in learning reading

CHAPTER III

RESEARCH METHOD

A. Research Design

This study was conducted by using action research. Ferrance says that action research is a process in which participants examine their own educational practice systematically and carefully, using the technique of research.

In line with ferrance, Burns state that action research is to identify a problematic situation or issue that the participants – who may include teachers, students, managers, administrators, or even parents – consider worth looking into deeply systematically.

Burn state action research is part of a broad movement that has been going in education generally for some time. It is related to the ideas of reflective practice and teacher as a research are :

1. Improving teacher self confident, because they have more knowledge experience to solve problems

2. Helping the teacher to understand the essence of education empirically not theoretically

3. Developing curriculum

4. More effective when we compare with other trainings

5. Improving research tradition among teacher

Based on the explanation above, it is conclude that action research is identify problem in a process teaching learning, do something to resolve the problem.

The cycle can be seen in this below figure based on the kemmis and McTaggart as quoted by Burn :
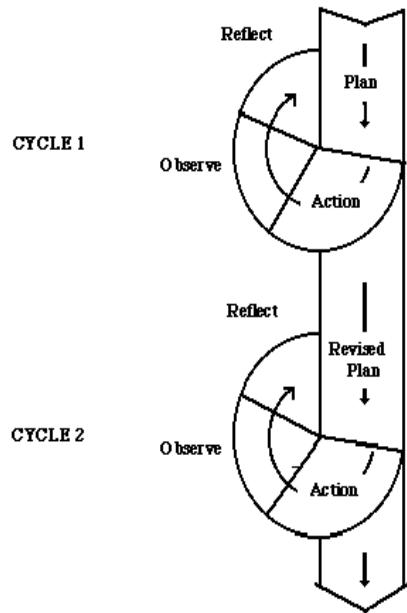
Figure 3.1. Cycle AR model based on Kemmis and McTaggart (1988)

Based on the figure above, there are four steps in a cycle, they are :

1. Planning is concerned with action or arrangement of doing something. It must be prospective to action, and must be forward looking

2. Action is a process of doing. It is careful and thoughtful variation of practice. It is the implementation of planning

3. Observation is used to establish objective data concerning what goes in most classrooms, or in range of classrooms. It is investigation about the various kinds of moves (structuring classroom activity, soliciting response) which teachers use in their teaching

4. Reflection is the evaluation of actions that has been done. It recalls action as it has been recorded in observation. Reflection has an evaluate aspect that asks action researcher to

weigh their experience, to judge whether effects are desirable. The reflection is done to recover the problem that is happened in previous cycles.[22]

B. Location and Subject of the Research

This research was conducted in SMA Negeri 7 Medan. It is located at Timor Street Number. 36 Medan. This school consist of three class of grade eleventh (XI). The researcher choose one class in researching. Each class approximately consist of 34 students.

C. The Instrument of Collecting Data

The data which were collected in this research is qualitative and quantitative data.

In qualitative data can be observed and recorded. This data type is non-numerical in nature. This type of data is collected through methods of observations, one-to-one interview, conducting focus groups and similar methods. Qualitative data in statistics is also known as categorical data. Data that can be arranged categorically based on the attributes and properties of a thing or a phenomenon.

In quantitative data the researcher was conducted the test which consist of multiple choices test of reading comprehension. In qualitative data the researcher were:

a) Interview sheets, it were collected the information about students attitudes, perception, point of view and problem in teaching reading

b) Observation sheets, it were used to see the condition in the classroom during teaching and learning process

c) Diary notes, it were used to identify the researcher personal evaluation about the class, and the progress of the project

d) Documentation, it were to perpetuate research activities

D. The Procedure of Research

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[22]S Kemmis., McTaggart R., Altrichter H., Skerritt O.Z.The Concept of Action Research. *The Learning Organization.(* Volume 9. Number 3, 2002) Page 125-126.

The procedure of data collection were performed by administrating for six meetings and for two cycle. Each cycle consist of three meetings. Each cycle contain four steps which are planning, action, observation, and reflection.

Before the procedure of collecting data begins, orientation test is administered to identity the basic knowledge of the students about reading report text.

1. **Cycle I**

    a. Planning

    Planning is arrangement for doing something. In planning the researcher prepare everything that will be needed in teaching learning process. This following points are the specification of the planning is first cycle :

    1. Preparing the pre-test to measure and to know the students ability in reading a certain topic in reading comprehension before giving any treatment

    2. Preparing lesson plans for three meetings

    3. Preparing the example of report text

    4. Preparing the media which would be needed in teaching and learning process

    5. Making post-test for cycle I

    6. Preparing the observation sheet the diary note that would be used to know the situation of the class when the strategy was being applied

    7. Determining the collaborator who would help the researcher to analyze the effectiveness and weakness of using Think Pair Share strategy in teaching learning process and to reflect the rusult

b. Action

    Acton is the process doing thins, it is implementation of planning. In this step the students will be taught how to comprehend reading report text through Think-Pair-Share strategy. The activities which have been done in three meetings were :

1. The first meeting

    a. Observing the classroom situation

    b. The teacher conducted a pre-test

    c. Introducing what Think Pair Share strategy works to improve their ability in reading report text

    d. Giving topic which was going to be read for the next meeting so that the students would be able to conduct their research toward the topic

2. The second meeting

    a. The teacher divided the students into four groups

    b. The teacher gave the students some topics

    c. The teacher gave the time for the students to read the topic

    d. The teacher asked them to think about the topic and shared the information with their work pair

3. The third meeting

    a. The students sit with their groups

    b. The teacher decided the students who would explain what they had read

    c. Conducting post-test cycle I

c. Observation

   Observation is purpose to find out information of the action, such as students attitudes, class condition, even the obstacle that happen. The observation were conducted to all the process and atmosphere of teaching and learning process. The researcher saw the overall condition occur during the instruction.

d. Reflection

   In reflection, the writer evaluated all that had been done on the first cycle of the process, the writer considered about the result of observation sheet and diary notes. The writer also

revised the process, the weakness and planned the new procedure that would be done on the next cycle

2. **Cycle II**

   if the result of the first cycle is not significantly improved, the writer would continue to cycle II. The revision would be done based on the analysis of cycle I including material, media, and the activities. So cycle II would actually be the modification of the first cycle

a. Planning

   After doing a reflection on the first cycle, the researcher revised his planning as follow :

   1. Preparing lesson plans for three meetings

   2. Preparing the topic of current issues which were interesting and challenging for students

   3. Preparing the media which be needed in teaching and learning process

   4. Redesigning procedures of teaching using Think Pair Share Strategy

   5. Conducting post-test for cycle I

b. Action

   1. The first meeting

      a. Reviewing students achievement in cycle I and giving motivation to the students to study more on cycle II

      b. Asking the students to give comment about what had they learned and the difficulties they might find in cycle I

      c. Giving substantial feedback on their reading

      d. Giving the next topics to research, which one of them would be read for the next meeting

   2. The second meeting

    a. The teacher divided the students into four groups

    b. The teacher gave some text about related topics

    c. The teacher gave the time for the students to read the texts

    d. The teacher asked the groups to present what they have read

3. The third meeting

    a. The students sat with their groups

    b. The teacher decided the students who would read first

    c. Conducting post-test for cycle 2

c. Observation

Observation would be done during the teaching and learning process. This have been done by the researcher and the collaborator. In observation, the writer observed and analyzed the whole process of the researcher by using the diary note and the collaborator used observation sheet. The purpose of observation was to know whether the planned teaching and learning design had been implemented as a whole or not

d. Reflection

In reflection, the writer evaluated all that had been done, the writer considered about the result of observation sheet and diary notes. In this cycle, the researcher would reflect and improve the data that he would get from the observation

E. Technique of Data Analysis

This research will be applied qualitative and quantitative data of analysis. The qualitative data were analyzed from interview, observation, and diary. The quantitative data were collected and analyzing by computing the score of the reading test.

F. Scoring the Test

Objective test in form multiple choice are analyzed to measure students achievement in reading text by using the following formula :

$$S = \frac{R}{N} \times 100\%$$

Where :   S = score number of test

R = number of the correct answer (s)

N = number of question

The mean of the students scores were computed in every administered objective test in order to see students improvement in reading the text. To know the mean students score, the following formula is applied :

$$X = \frac{\sum X}{N}$$

In which : X   = The mean of the students score

$\sum x$ = The total score

N   = The number of students

Next, to categorized the number of the students who are competent to reading comprehension, by using this formula :

$$P = \frac{R}{T} \times 100\%$$

In which :

P = The percentage of students who get the point 75

R = The number of students who get the point above 75

T = The total number of students who do the test.

CHAPTER IV

DATA AND DATA ANALYSIS

A. Data

This study applied quantitative data and qualitative data. The quantitative data were obtained from multiple choice test and the qualitative data were obtain from diary notes and observation sheets. The numbers of the students in that class were 34 students, which then divided into four groups. It was administered by doing two cycles. Every cycle consisted of four steps of action research (planning, action, observation, and reflection). The first cycle included orientation test was conducted in three meetings. The second cycle was also conducted in three meetings, therefore there were six meetings altogether. The factual data were gathered from students who always come from first meeting until the last meeting during the research.

A.1 The Quantitative Data

The quantitative data were taken from the multiple choice test result during the research that was conducted in six meetings. The first multiple choice test was given in the first meeting. Then, the tests were given at the end of each cycle.

The score of the students showed the improvement. The improvement of the students reading achievement score by applying Think Pair Share strategy can be seen Table 4.1.

Table 4.1 Students Scores in Three Tests

No	Initial Name	Orientation (Cycle I)	Test II (Cycle I)	Test III (Cycle II)
1.	AA	50	70	80
2.	AMZ	50	60	80
3.	AP	70	70	90

4.	AR	50	60	70
5.	AASM	50	60	80
6.	AS	70	80	80
7.	AND	70	80	100
8.	DAT	50	60	80
9.	EFA	70	70	90
10.	EMS	70	60	90
11.	FS	70	80	90
12.	FN	50	70	70
13.	FAS	60	70	80
14.	GRT	60	80	80
15.	GPG	60	70	70
16.	JAF	50	70	70
17.	JWH	50	70	80
18.	JJA	70	80	100
19.	JPA	80	70	90
20.	LN	50	60	80
21.	LNS	80	70	90
22.	MHW	80	80	100
23.	MT	70	60	90
24.	MAL	60	70	90
25.	NM	50	70	70
26.	NAS	50	70	80
27.	SSN	80	60	90
28.	SS	70	70	80
29.	TM	60	80	90
30.	WL	70	80	80
31.	AAM	50	80	80
32.	PT	50	70	80
33.	TE	60	70	90
34.	TP	60	70	90
	Total	$\sum X = 2090$	$\sum X = 2390$	$\sum X = 2850$
	Mean	X = 61.47	X = 70.29	X = 83.82

A.2 The Qualitative Data

The qualitative data were taken from the diary notes and observation sheet. The diary notes were used to write the personal evaluation about the activities in the class. From the diary notes, it could be seen whether there is any improvement of the students achievement in reading report text by using Think Pair Share strategy. Moreover , the students scores showed continuously improved.

B. Data Analysis

B.1 Analysis of Quantitative Data

The improvement of students can be seen from the mean which improved from the orientation test until post-test cycle II. The students mean in orientation test was 61.47, which are lower than in the post-test cycle I that was 70.29 and in the post test cycle II the mean 83.82. It shows that the means keep improving after the use of Think Pair Share strategy. The students can be said as a master student if she/he scores up to 70 (based on KKM). In the orientation test, the total score of the students was 2090 and the number of students who took the test was 34, therefore the mean of the orientation test is :

$$X = \frac{\sum X}{N} = \frac{2090}{34} = 61.47$$

In the post-test in cycle I, the total score was 2390 with the number of the students who took the test was 34, therefore the mean of the post-test in cycle I is :

$$X = \frac{\sum X}{N} = \frac{2390}{34} = 70.29$$

In the post-test in cycle II , the total score was 2850 with the number of the students who took the test was 34, therefore the mean of the post-test in cycle II is

$$X = \frac{\sum X}{N} = \frac{2850}{34} = 83.82$$

The percentage of students who got point 70 or students who passed the test also showed the improvement of students achievement from orientation test to the post-test II. Then, in categorizing the number of master of master students, the researcher used the following formula :

$$P = \frac{R}{T} \times 100\%$$

Where :   P = Percentage of the students who get point 70

R = Number of the students who get the point above 70

T = The total number of the students who do the test

The data on how many students passed the test is shown in table 4.2

Table 4.2 Students who passed the standard score of test (70)

Kinds of Test	Number of Students getting scores below of 70	Number of Students getting scores 70 to up
Orientation Test	20	14
Post-Test Cycle I	8	26
Post-Test Cycle II	0	34

Therefore, the percentage of the students who pass the standard score of the test which is shown as follows :

$$P_{1=\frac{R}{T} \times 100\% =\frac{14}{34} \times 100\% = 41.17\%}$$

$$P_{1=\frac{R}{T} \times 100\% =\frac{26}{34} \times 100\% = 76.47\%}$$

$$P_{1=\frac{R}{T} \times 100\% =\frac{34}{34} \times 100\% = 100\%}$$

The improvement of students scores can be seen from both the mean and the percentage of students passing up the test. The mean of orientation test is 61.47, 70.29 in post-test cycle I, 83.82 in post-test cycle II. In addition, the percentage of the students passing

up the test start 41.17% in orientation test, 76.47% in post-test cycle I and 100% in post-test II. The data showed that the students achievement improved.

Then, the analysis the improvement is done by seeing the differences of each test is done by comparing the scores of the orientation test, post-test cycle I and post- test cycle II, also the scores of the orientation test is compared to scores of post-test cycle II to see the total improvement students scores. The detail data is shown in table 4.3.

Table 4.3 The Improvement of Students Test Scores In Three Tests

No	Initial Name	Orientation (Cycle I)	Test II (Cycle I)	Test III (Cycle II)	Differences T2-T1	Differences T3-T2	Total Differences T3-T1
1.	AA	50	70	80	20	10	30
2.	AMZ	50	60	80	10	20	30
3.	AP	70	70	90	0	20	20
4.	AR	50	60	70	10	10	20
5.	AASM	50	60	80	10	20	30
6.	AS	70	80	80	10	0	10
7.	AND	70	80	100	10	20	30
8.	DAT	50	60	80	10	20	30
9.	EFA	70	70	90	0	20	20
10.	EMS	70	60	90	10	30	20
11.	FS	70	80	90	10	10	20
12.	FN	50	70	70	20	0	20
13.	FAS	60	70	80	10	10	20
14.	GRT	60	80	80	20	0	20
15.	GPG	60	70	70	10	0	10
16.	JAF	50	70	70	20	0	20
17.	JWH	50	70	80	20	10	30
18.	JJA	70	80	100	10	20	30
19.	JPA	80	70	90	10	20	10
20.	LN	50	60	80	10	20	30
21.	LNS	80	70	90	10	20	10
22.	MHW	80	80	100	0	20	20
23.	MT	70	60	90	10	30	20
24.	MAL	60	70	90	10	20	30
25.	NM	50	70	70	20	0	20
26.	NAS	50	70	80	20	10	30
27.	SSN	80	60	90	20	30	10
28.	SS	70	70	80	0	10	10
29.	TM	60	80	90	20	10	30
30.	WL	70	80	80	10	0	10

No.	Name						
31.	AAM	50	80	80	30	0	30
32.	PT	50	70	80	20	10	30
33.	TE	60	70	90	10	20	30
34.	TP	60	70	90	10	20	30
	Total	$\sum X = 2090$	$\sum X = 2390$	$\sum X = 2850$	$\sum X = 420$	$\sum X = 460$	$\sum X = 760$
	Mean	X = 61.47	X = 70.29	X = 83.82	X = 12.35	X = 13.52	X = 22.35

The total improvement can be seen by comparing the orientation test and post test cycle II. From the table of students improvement above it is known get teaching learning process by using Think Pair Share strategy helped students in understanding the test.

Based on data analysis, it could be concluded that most of the students got the improvement on the scores. There were high and low improvements

B.2 Analysis of Qualitative Data

The qualitative data were obtained from diary notes, observation sheet, and interview sheet.

B.2.1 Diary Notes

The diary notes were analysis in order to know all things that contained the researcher personal evaluation about situation during teaching learning in the classroom, students gave good response in cycle I when the researcher explain the material, especially in report text. Some of the students were really enthusiastic to excite Think Pair Share and to discuss their material in their pairs but some of them were not serious, event they noisy in the class. after discussing the material, the students were ask to answer the question based on instruction that given individually. In doing the test, they did it seriously.

In cycle II, the researcher try to solve the problem that appeared in cycle I by explaining more about generic structure of report text, changing into interest text, and giving much time to discuss with their pairs. The students more gave attention to the teacher

explanation about report text after knowing their capability. At the end of the researcher, the students reading comprehension and scores kept improving in every reading test.

B.2.2 Observation sheet

Based on the observation list, the writer could manage the classroom effectively. The writer gave enough chance for the students to ask their question and discuss their materials. The researcher also gave motivation before starting the lesson. When the researcher guided the students in exciting Think Pair Share strategy, they were serious but some of them were not serious in executing Think Pair Share.

Some of students had difficulties in comprehending the text and they have poor vocabulary. When lesson had finished. The researcher made conclusion or the summary of the material so that the students understood what the purpose of the learning and evaluated the students reading comprehension.

B.2.3 Interview Sheet

The interview sheet was done to the students and to the teacher in first meeting and the end of the research. Interview in the first time to the students was to know whether the students understood about report text or not. After interviewing, the students did not understand and comprehend the text well.

The teacher also stated that the students were lazy to read and they lack motivation. The interview in the last time was to know whether the students understood about report text or not after using Think Pair Share in teaching learning process. It was found that the students had understood and could comprehend the text well. They enjoyed their material in the classroom because they could discuss after reading it so that they could comprehend easily.

C. Research Finding

The research indicated that there was an improvement of the students achievement in reading report text by using think pair share strategy. It was proved by the data, which showed that the mean of the students in post test cycle II (83.82) was higher post test cycle I (70.29), and also in orientation test that was (61.47).

The qualitative data showed that students interested in reading report text because they could discuss and share their knowledge and opinions each other. From the result of data, it was found that the use of think pair share strategy has successfully improved the students achievement in reading report text.

D. Discussion

This research was conducted in two cycles. Every cycle consisted of three meetings. Even though, the scores of the students were improved in cycle I, but in cycle II it must be conducted because the improvement did not reach the standard minimum value (KKM) yet. In cycle II, the activities were based on the reflection of activities in cycle I. Then , the students said that they always found the difficulties when they comprehended the text. By applying this strategy, most students felt easier in comprehending the report text and even in answering the test.

After conducting this research, the students achievement in reading report text was improved. It can be seen from the observation sheet. In conclusion, from the mean of the students scores in test I, II, and III, the students achievement in reading report text has improved by using think pair share strategy.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Based on the finding of this research, the researcher concluded this research as follow :

1. Think Pair Share Strategy can improve students' reading skill showed by the score they get. Furthermore, from the students' response toward the teaching and learning activity during CAR. It can be concluded that the students like with these strategy. It proven by their participation in the discussions, exchange opinions, and listen another opinion from another people.

2. The researcher did this research in only two cycle because the researcher had solved the problems proposed in this research. Think Pair Share Strategy make to improve the students ability in reading report text, it could be seen when this strategy was implemented at eleventh grade of SMA Negeri 7 Medan, the students ability increased in both cycle I and cycle II. In the first test (pre-test) the students who passed the KKM 70 were 14 students of 34 students (41.17%). In the second test (post-test1) the students who got the score up 70 or passed KKM were 26 students of 34 students (76.47%). In the third test (post-test 2) the students passed KKM 70 were 34 students of 34 students (100%). Thus, the researcher considered there were not any action needed to do again.

B. Suggestions

The result of the study showed that applying Think Pair Share improved the students achievement in reading report text.

Related to the conclusion above, some suggestion are pointed out as follows :

a. To English teachers, they are suggested to use Think Pair Share in teaching reading report text because this strategy can make the students easy to understand and to motivate them to cooperate in their pairs. Besides that, the teachers should create the classroom atmosphere alive to facilities

b. The students interest in learning English, especially reading report text

c. To the students, they are suggested to follow this strategy because they are trained to be more active and link the teachers knowledge with the material given by teacher

d. To the readers, they are suggested to use this strategy because it can improve their reading report text and it can strengthen this cognitive so you can remember the content of the reading text.

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Appendix I

Lesson Plan

(Cycle I)

School   : SMA NEGERI 7 MEDAN

Class   : XI

Subject   : English Language

Meeting   : 1st

Time Allocation : 2×45 minutes

Skill   : Reading

A. Standard Competence

Understanding the meaning of report text that text that related to the context of daily life and accessing the knowledge.

B. Basic Competence

Responding the meaning of report text accurately, acceptably in the context of daily life and accessing the knowledge of report text.

C. Indicator
1. Identifying the generic stricter, social function of report text
2. Responding the meaning of report text accurately
3. Identifying the case in the report text

D. Objectives

1. Students able to identifying the generic structure, social function of report text
2. Students able respond the meaning of report text accurately

E. Material

- To inform about natural or non-natural phenomenon or things in the world, with purpose to give information about additional knowledge to readers

- Generic Structure :

  ➢ Title

  ➢ General Statement : is about sentences which include statement that relates to the topic

  ➢ Description : is explanation about what have explained in the title and general statement previous

- Language Features :

  ➢ Using declarative sentences

  ➢ Using simple present tense

  ➢ Using conjunction, e.g: and, but, then, next, and so on

  ➢ Using conditional logical connection, e.g: when, which, and so on

F. Method/ Technique :Think-Pair-Share

G. Media

   Source : lesson plan, internet

   Media : Marker, Whiteboard, Notebook

H. Teaching Activities

Activities	
Teacher	Students
Opening 1. Teacher greet the student 2. Teacher interview the	Opening 1. Students responds the teacher

students about learning english and give the motivation for the students 3. Teacher shows the picture and ask them to guess the picture	2. Students listen to the teacher motivation 3. Students respond the teacher
Main Activities 1. Teacher ask the students to read the text silently 2. Teacher ask the students to sit in pairs, and explain the strategy 3. Teacher ask the students to identify the generic structure and social function report text 4. Teacher ask some question to the students 5. Students in pairs report their answer 6. Teacher ask the students to answer the test.	Main Activities 1. Students read the text silently 2. Students sit in pairs and listen to the teacher explanation about the strategy 3. Students pay attention 4. Students answer the question from the teacher 5. students in pair come in front of class and report their discussion pairs 6. students answer the test
Closing 1. Teacher ask the problem in understanding the report text 2. Teacher make conclusion about the topic	Closing 1. Students respond to the teacher 2. Students pay attention to the teacher

I. Evaluation

Answer exercise (multiple choices)

Medan,

English Teacher   Researcher

As the observer   As the teacher

Enggal Anggraini

Lesson Plan

(Cycle I)

School : SMA NEGERI 7 MEDAN

Class : XI

Subject : English Language

Meeting : 2nd

Time Allocation : 2×45 minutes

Skill : Reading

A. Standard Competence

Understanding the meaning of report text that text that related to the context of daily life and accessing the knowledge of report text

B. Basic Competence

Responding the meaning of report text accurately, acceptably in the context of daily life and accessing the knowledge of report text.

C. Indicators

1. Identifying the language features
2. Responding the meaning of report text
3. Identifying the case in the report text

D. Objectives

1. Students able to identifying the language features
2. Students able to responding the meaning of report text accurately
3. Students able to identify the case in the report text

E. Material

- Generic Structure :

    ➢ Title

    ➢ General Statement : is about sentences which include statement that relates to the topic

    ➢ Description : is explanation about what have explained in the title and general statement previous

- Language Features :

    ➢ Using declarative sentences

    ➢ Using simple present tense

    ➢ Using conjunction, e.g: and, but, then, next, and so on

    ➢ Using conditional logical connection, e.g: when, which, and so on

F. Method/ technique : Think-Pair-Share
G. Teaching Material

Activities	
Teacher	Students
Opening 1. Teacher greet students 2. Teacher check their absence 3. Teacher remind about the generic structure and social function of report text 4. Teacher show the picture and guess the topic	Opening 1. Students respond the teacher 2. Students respond the teacher 3. Students respond the teacher 4. Students pay attention to the picture
Main Activities 1. Teacher ask students to read	Main Activities 1. Students read text in

the text silently 2. Teacher ask the students to sit in pairs 3. Teacher ask to underline the parts of language features such as simple present tense, conjunction, and conditional logical connection 4. Teacher ask students in pair to report their answers 5. Teacher ask the students to give comment 6. Teacher ask the students to answer individual test	individually and silently 2. Students sit with their pairs 3. Students listening and doing the teacher instruction 4. Students in pair report their answer 5. Students give comment 6. Students answer the test
Closing 1. Teacher ask some difficulties of students 2. Teacher make conclusion about report text 3. Teacher close the meeting	Closing 1. Students respond the teacher 2. Students pay attention to the teacher 3. Students greet to the teacher

J. Evaluation

Answer exercise (multiple choices)

Medan,

English Teacher   Researcher

As the observer   As the teacher

Enggal Anggraini

Lesson Plan

(Cycle I)

School   : SMA NEGERI 7 MEDAN

Class   : XI

Subject   : English Language

Meeting   : 3rd

Time Allocation   : 2×45 minutes

Skill   : Reading

A. Standard Competence

Understanding the meaning of report text that text related to the context of daily life and accessing the knowledge

B. Basic Competence

Responding the meaning of report text accurately, acceptably in the context of daily life and accessing the knowledge of report text

C. Indicator

1. Identifying the generic structure, social function, and the language features of report text

2. Responding the meaning of report text accurately

3. Identifying the case in the report text

D. Objectives

1. Students able to identifying the generic structure, social function of report text

2. Students able respond the meaning of report text accurately

3. Students able to identify the case in report text

E. Material

- To inform about natural or non-natural phenomenon or things in the world, with purpose to give information about additional knowledge to readers
- Generic Structure :

    ➢ Title

    ➢ General Statement : is about sentences which include statement that relates to the topic

    ➢ Description : is explanation about what have explained in the title and general statement previous

- Language Features :

    ➢ Using declarative sentences

    ➢ Using simple present tense

    ➢ Using conjunction, e.g: and, but, then, next, and so on

    ➢ Using conditional logical connection, e.g: when, which, and so on

F. Media

Source : lesson plan, textbook look ahead, internet, dictionary

Media : Marker, whiteboard, and notebook

G. Method/ technique : Think-pair-share

H. Teaching Activities

Activities	
Teacher	Students
Opening 1. Teacher greet the students greet 2. Teacher motivate students 3. Teacher ask the students to review the explanation of	Opening 1. Students respond the teacher 2. Students listen the teacher 3. Students respond the teacher to review about report text

report text	
Main Activities 1. Teacher ask the students to guess the topic 2. Teacher ask the students read the text silently 3. Teacher ask the students to sit in pairs 4. Teacher ask the students to identify the generic structure and social function and language features of report text 5. Teacher ask some question and called "think time" 6. Teacher ask the students in pairs report their answer 7. Teacher ask the students to answer the individual test	Main Activities 1. Students look the picture and guess the topic 2. Students read the text 3. Students sit in pairs 4. Students listen the teacher instruction 5. Students discuss with their pairs 6. Students report their discussion in front of class and some of the other pair comment the report 7. Students answer the text
Closing 1. Teacher ask the students conclude the important thing learning report text 2. Teacher close the meeting	Closing 1. Students make conclusion about the important learn report text 2. Students greet the teacher

I. Evaluation

Answer exercise (multiple choices)

Medan,

English Teacher   Researcher

As the observer   As the teacher

Enggal Anggraini

Lesson Plan

<div align="center">(Cycle II)</div>

School   : SMA NEGERI 7 MEDAN

Class   : XI

Subject   : English Language

Meeting   : 4th

Time Allocation   : 2×45 minutes

Skill   : Reading

A. Standard Competence

Understanding the meaning of report text that text related to the context of daily life and accessing the knowledge

B. Basic Competence

Responding the meaning of report text accurately, acceptably in the context of daily life and accessing the knowledge of report text

C. Indicator

1. Identifying the generic structure, social function, and the language features of report text
2. Responding the meaning of report text accurately
3. Identifying the case in the report text

D. Objectives

1. Students able to identifying the generic structure, social function of report text
2. Students able respond the meaning of report text accurately
3. Students able to identify the case in report text

E. Material

- To inform about natural or non-natural phenomenon or things in the world, with purpose to give information about additional knowledge to readers
- Generic Structure :

    ➢ Title

    ➢ General Statement : is about sentences which include statement that relates to the topic

    ➢ Description : is explanation about what have explained in the title and general statement previous

- Language Features :

    ➢ Using declarative sentences

    ➢ Using simple present tense

    ➢ Using conjunction, e.g: and, but, then, next, and so on

    ➢ Using conditional logical connection, e.g: when, which, and so on

F. Media

Source : lesson plan, textbook look ahead, internet, dictionary

Media : Marker, whiteboard, and notebook

G. Method/ technique : Think-pair-share

H. Teaching Activities

Activities	
Teacher	Students
Opening 1. Teacher greet the students 2. Teacher interview the students about learning English and give the motivation for the students	Opening 1. Students respond the teacher 2. Students listen to the teacher motivation 3. Students respond the teacher

3. Students review the explanation of report text	
Main Activities 1. Teacher show the picture and ask the students to guess the topic 2. Teacher ask the students to sit in pairs, and explain the strategy clearly 3. Teacher explanation about what are the part of generic structure and social function in report text 4. Teacher ask some questions to the students 5. Teacher ask the students to read the text silently 6. Teacher ask the students to sit in pairs 7. Teacher ask the students to identify the generic structure and social function report text 8. Teacher ask the students to report their answer 9. Teacher ask the students to respond the report 10. Teacher ask the students to answer the individual test	Main Activities 1. Students look the picture and guess the topic 2. Students sit in pairs and listen the teacher instruction 3. Students pay attention to the teacher explanation 4. Students respond to the teachers question 5. Students read the text 6. Students listen and doing the teachers instruction 7. Students in pairs report their answer 8. Students report their answer 9. Students give respond to their friend about the report 10. Students answer individual test
Closing 1. Teacher ask some difficulties of students 2. Teacher make conclusion	Closing 1. Students respond to the teacher 2. Students pay attention to the

about report text	teacher
3. Teacher close the meeting	3. Students greet to the teacher

J. Evaluation

Answer exercise (multiple choices)

Medan,

English Teacher   Researcher

As the observer   As the teacher

Enggal Anggraini

Lesson Plan

School   : SMA NEGERI 7 MEDAN

Class   : XI

Subject   : English Language

Meeting   : 5th

Time Allocation   : 2×45 minutes

Skill   : Reading

A. Standard Competence

Understanding the meaning of report text that text related to the context of daily life and accessing the knowledge

B. Basic Competence

Responding the meaning of report text accurately, acceptably in the context of daily life and accessing the knowledge of report text

C. Indicator

4. Identifying the generic structure, social function, and the language features of report text

5. Responding the meaning of report text accurately

6. Identifying the case in the report text

D. Objectives

4. Students able to identifying the generic structure, social function of report text

5. Students able respond the meaning of report text accurately

6. Students able to identify the case in report text

E. Material

- To inform about natural or non-natural phenomenon or things in the world, with purpose to give information about additional knowledge to readers

- Generic Structure :

    ➢ Title

    ➢ General Statement : is about sentences which include statement that relates to the topic

    ➢ Description : is explanation about what have explained in the title and general statement previous

- Language Features :

    ➢ Using declarative sentences

    ➢ Using simple present tense

    ➢ Using conjunction, e.g: and, but, then, next, and so on

    ➢ Using conditional logical connection, e.g: when, which, and so on

F. Media

Source : lesson plan, textbook look ahead, internet, dictionary

Media : Marker, whiteboard, and notebook

G. Method/ technique : Think-pair-share

H. Teaching Activities

Activities	
Teacher	Students
Opening 1. Teacher greet the students 2. Teacher interview the students about learning English and give the motivation for the students	Opening 1. Students respond the teacher 2. Students listen to the teacher motivation 3. Students look the picture and guess the topic

3. Teacher show the picture and ask them to guess the topic	
Main Activities 1. Teacher ask the students about the material that they still don't understand 2. Teacher ask the students to sit in pairs, and explain the strategy clearly 3. Teacher explanation about what is the generic structure and social function in report text 4. Teacher ask to underline the parts of language features such as simple present tense, conjunction, and conditional logical connection 5. Teacher ask the question 6. Teacher ask to read the text silently 7. Teacher ask to identify the language feature 8. Teacher ask to report their answer 9. Teacher ask the students answer the test	Main Activities 1. Students respond the teacher 2. Students listen to the teachers explanation 3. Students listen the teachers explanation 4. Students pay attention to the teacher 5. Students respond and give the answer 6. Students read the text 7. Students identify the language feature 8. Students in pair report their answer in front of class, and the other students give comment 9. Students answer the test
Closing 1. Teacher ask the students about their difficulty 2. Teacher ask the students to make the summary the	Closing 1. Students ask the teacher 2. Students respond the teacher 3. Students greet to the teacher

learning material 3. Teacher close the meeting	

I. Evaluation

Answer exercise (multiple choices)

English Teacher

As the observer

Medan,

Researcher

As the teacher

Enggal Anggraini

Lesson Plan

School   : SMA NEGERI 7 MEDAN

Class   : XI

Subject   : English Language

Meeting   : 6th

Time Allocation   : 2×45 minutes

Skill   : Reading

A. Standard Competence

Understanding the meaning of report text that text related to the context of daily life and accessing the knowledge

B. Basic Competence

Responding the meaning of report text accurately, acceptably in the context of daily life and accessing the knowledge of report text

C. Indicator

1. Identifying the generic structure, social function, and the language features of report text

2. Responding the meaning of report text accurately

3. Identifying the case in the report text

D. Objectives

1. Students able to identifying the generic structure, social function of report text

2. Students able respond the meaning of report text accurately

3. Students able to identify the case in report text

E. Material

• Generic Structure :

➢ Title

➢ General Statement : is about sentences which include statement that relates to the topic

➢ Description : is explanation about what have explained in the title and general statement previous

• Language Features :

➢ Using declarative sentences

➢ Using simple present tense

➢ Using conjunction, e.g: and, but, then, next, and so on

➢ Using conditional logical connection, e.g: when, which, and so on

F. Media

Source : lesson plan, textbook look ahead, internet, dictionary

Media : Marker, whiteboard, and notebook

G. Method/ technique : Think-pair-share

H. Teaching Activities

Activities	
Teacher	Students
Opening 1. Teacher greet the students 2. Teacher interview the students about learning English and give the motivation for the students 3. Teacher show the picture and ask them to guess the topic	Opening 1. Students respond the teacher 2. Students listen to the teacher motivation 3. Students look the picture and guess the topic

Main Activities	Main Activities
1. Teacher ask the students about material that they still don't understand 2. Teacher ask the students to sit in pairs and explain the strategy 3. Teacher explain about what is the generic structure, the parts of language features and the social function 4. Teacher ask the students to answer the question 5. Teacher ask the students to read the text silently 6. Teacher ask the students to identify the generic structure, the part of language features and social function 7. Teacher ask the students to sit in pairs and report their answer 8. Teacher ask the students to answer the test	1. Students respond the teacher 2. Students listen to the teachers instruction 3. Students pay attention to the teacher 4. Students respond the teacher 5. Students read the text 6. Students listen to the teacher 7. Students sit in pair and report their answer and give a comment 8. Students answer the test
Closing 4. Teacher ask some difficulties of students 5. Teacher make conclusion about report text 6. Teacher close the meeting	**Closing** 4. Students respond to the teacher 5. Students pay attention to the teacher 6. Students greet to the teacher

K. Evaluation

Answer exercise (multiple choices)

	Medan,
English Teacher	Researcher
As the observer	As the teacher
	Enggal Anggraini

Appendix II

Diary Notes

The First Meeting

Researcher welcomed by the students, she introduced herself and listened to her well, researcher asked question to the students answer the question well. The researcher gave the test, there were 10 questions based on text given. In doing the test, some of the students did the test individually but some of the students asked to their friends about the answering from some question. Some of the students tried to open his and her dictionary, because they thought the words of the difficulty. When the bell had rung, some of the students collected their paper lately.

The Second Meeting

Researcher came on time, but some of the students coming late enter the class. the researcher motivated the students firstly but they didn't listen attentively. The researcher applied TPS but the strategy was given not systematic. So the students look confusing. The air was hot so they didn't focus to follow the lesson in teaching learning process. Some of them didn't listen to the researcher explanation but they made noisy talking to their friends. Some of them didn't active in the class, because they didn't like study English. When the researcher using of the TPS they look confusing, when the researcher gave the task some of the students couldn't do it well because they were lazy to did it

The Third Meeting

Researcher came on time, in this meeting, the teaching learning process was done based on the lesson plan. The researcher motivated the students, but some of them pay attention well, and some of them not pay attention to the researcher and it made class very noisy, then directly gave the materials to discuss, then the students in pairs presented what

they had got. Some of the students look active, but some of them looked passive and only look their friends. Because limited of time, the students do their task.

The Fourth Meeting

Research came on time and the students responded the researcher greeting well. The researcher try to motivated her student with extrinsic motivation such as reward. The students look spirit to follow the English subject and the students listen the researcher explanation about the topic. The TPS was used systematic and the task material taught better. The class condition was more relax and comfort. So the students felt enjoy to study reading comprehension. The students were more active in teaching learning process and the researchers explanation attentively. There were some students that always asked the question about the text given and they were bravely in giving their opinion. When giving the task, they do it individually. Because they didn't like their friends score higher that his or her own. The researcher saw that the students more seriously and active in the classroom.

The Fifth Meeting

A researcher came on time to school. Researcher gave quiz and the students responded happily. The students looked to love English in teaching and learning process, the students brave in doing their opinion. The researcher control the class well so the students could not made noisy. The students did the task well and they did it individually.

The Sixth Meeting

Researcher came on time to school. She welcome by the students well. The students looked like enthusiastically. They were active in teaching and learning process. In doing the test, they did individually but there around six students cheated their friends answering. The

students did not make noisy because their focus to their test , and they tired to did the best to their test. There are some of the students asked about the topic, after doing the test, the researcher interview them also then. And this is the last note of the research.

Appendix III

OBSERVATION SHEET

(Cycle I)

School   : SMA Negeri 7 Medan

Students   : XI IPA 4

Subject   : English

FOCUS	TOPICS	YES	NO
The researcher as a teacher	1. Teacher comes on time		
	2. Teacher starts the lesson by saying a prayer		
	3. Teacher checks the students attendance and asks the students condition		
	4. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom		
	5. Teacher motivates the students for learning seriously		
	6. Teacher tell to students the goal of the study		
	7. Teacher prepare the words and show to the students the steps of anagram		
	8. Teacher gives explanation about the topic of study		
	9. Teacher explain the material clearly		
	10. Teacher gives students chance to ask the teacher related to		
	11. the topic of study		
	12. Teacher controls the students by walking round the class		
	13. Teacher ends the lesson by conclude the material of teaching and saying a prayer		
Students	1. Students come to class on time		

2. Students answer greeting from the teacher a saying a prayer

3. Students answer the students attendance from the teacher and saying their condition to the teacher

4. Students answer the questions given by the teacher spiritly.

5. Students feel motivated and excited to learn seriously

6. Students listen teacher explanation seriously about the goal of the study

7. Students are interested and enthusiastic in studying reading with think pair share strategy

8. Students listen teacher explanation about the topic of study

9. Students listen teacher explanation about the material

10. Students ask the teacher about material they do not understand

11. Students answer the test given by the teacher

12. Students answer the test seriously

13. Students feel that think pair share strategy is good to aplly in learning reading report text. Students saying a prayer

Medan ,   2019

English Teacher   Researcher

Santiur Sianipar S.Pd   Enggal Anggraini

NIP. 196109161986022001   NIM. 34154146

Appendix IV

OBSERVATION SHEET

(Cycle II)

School   : SMA Negeri 7 Medan

Students   : XI IPA 4

Subject   : English

FOCUS	TOPICS	YES	NO
The researcher as a teacher	1. Teacher comes on time		
	2. Teacher starts the lesson by saying a prayer		
	3. Teacher checks the students attendance and asks the students condition		
	4. Teacher gives warming up to the students, such as given students some question about the topic that will be discussed to the students in the classroom		
	5. Teacher motivates the students for learning seriously		
	6. Teacher tell to students the goal of the study		
	7. Teacher prepare the words and show to the students the steps of anagram		
	8. Teacher gives explanation about the topic of study		
	9. Teacher explain the material clearly		
	10. Teacher gives students chance to ask the teacher related to the topic of study		
	11. Teacher gives test to the topic of study		
	12. Teacher controls the students by walking round the class		
	13. Teacher ends the lesson by conclude the material of teaching and saying a prayer		
Students	1. Students come to class on time		
	2. Students answer greeting from the teacher a saying a		

prayer

3. Students answer the students attendance from the teacher and saying their condition to the teacher

4. Students answer the questions given by the teacher spiritly.

5. Students feel motivated and excited to learn seriously

6. Students listen teacher explanation seriously about the goal of the study

7. Students are interested and enthusiastic in studying reading with think pair share strategy

8. Students listen teacher explanation about the topic of study

9. Students listen teacher explanation about the material

10. Students ask the teacher about material they do not understand

11. Students answer the test given by the teacher

12. Students answer the test seriously

13. Students feel that think pair share strategy is good to aplly in learning reading report text. Students saying a prayer

Medan ,   2019

English Teacher   Researcher

Santiur Sianipar S.Pd   Enggal Anggraini

NIP. 196109161986022001   NIM. 34154146

Appendix V

THE INTERVIEW RWPORT

Interview to The Teacher

The Researcher   **:**   What do you think about the students' interest and

achievement to study English especially in reading

report text ?

The Teacher   **:**   They interest in study English but the students still low,

espesially in reading. They are difficult to find the main ide,

they are also difficult to know meaning the words.

| **The Researcher** | **:** | Do you know about Think Pair Share straegy ? Do you apply it |
| in | | |

the classroom?

| **The Teacher** | **:** | I ever hear about the strategy, but I never apply it. |
| **The Researcher** | **:** | What do you think about KWL startegy to the students' |

achievement ?

| **The Teacher** | **:** | I think KWL strategy is good to apply in learning English |

subject especially reading. I saw their improvement in their

score after studying by using KWL strategy and they were

also interested.

Interview to The Students

1. Do you like to study English ? give your reason !

   - Student I : Sangat suka, karena bahasa inggris bahasa yang bisa di gunakan di

     negara mana saja

   - Students 2 : Suka, karena dari sd saya sudah belajar bahasa inggris

   - Students 3 : Tidak, karena susah untuk mengartikan dan membaca nya

2. How your teacher teaches English in classroom ?

   - Student 1 : sangat baik, karena guru kami mengajari dengan sabar dan pelan

     pelan dalam menjelaskan

   - Student 2 : bagus, karena mam itu mengajarkan dengan mudah dan gampang

     dimengerti

   - Student 3 : enak, karena mam itu kadang suruh kami membaca dan

     mengartikan sehingga membuat kami semakin banyak kosa katanya

3. What is your problem in learning English especially in reading ?

- Student 1 : ada beberapa kata yang susah dibaca karena tidak tahu cara membacanya

- Student 2 : kadang susah nya ketika ada huruf atau kata yang tulisan nya begini tapi baca nya berbeda

- Student 3 : masalahnya ketika ada kata atau huruf yang beda antara tulisan dan cara bicaranya

4. What do you think about learning English reading report text by using think pair share strategy ?

- Student 1 : sangat bagus, karena saya bisa bertukar pikiran dalam menjawab soal

- Student 2 : belajar nya lebih mudah dan membaca nya juga gak ribet karena bisa nanya dan bertukar pikiran sama kawan satu kelompok

- Students 3 : bagus sih Cuma rebut juga sedikit karena kami saling berbica untuk mendapatkan jawaban dan bertukar pikiran

5. Do you like the strategy ?

- Students 1: iya saya suka

- Students 2 : suka kok

- Students 3 : suka

Appendix VI

Documentation