USING THINK-PAIR-SHARE (TPS) TECHNIQUE IN IMPROVING STUDENTS' READING SKILL AT SEVENTH GRADE OF JUNIOR HIGH SCHOOL AT SMPN 6 PANYABUNGAN IN ACADEMIC YEAR 2019/2020

THESIS

SUBMITTED TO THE TARBIYAH AND TEACHER TRAINING UINSU MEDAN AS A PARTIAL FULFILLMENT OF THE REQUIREMENT FOR S-1 PROGRAM (DEGREE OF SARJANA PENDIDIKAN)

By :

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DEPARTMENT OF ENGLISH EDUCATION
FACULTY OF TARBIYAH SCIENCE AND TEACHERS TRAINING
STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA MEDAN
2019

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2019

PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan dibawah ini:

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Judul Skripsi   : **Using Think-Pair-Share (TPS) Technique in Improving Students' Reading Skill at Seventh Grade Of Junior High School at SMPN 6 Panyabungan in Academic Year 2019/2020.**

Menyatakan dengan sebenarnya bahwa skripsi yang saya serahkan ini benar-benar merupakan hasil karya sendiri, kecuali kutipan-kutipan dan ringkasan ringkasan yang semuanya telah saya jelaskan sumbernya.

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

Medan,   September 2019

Yang membuat pernyataan

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ABSTRACT

Using Think-Pair-Share (TPS) Technique in Improving Students' Reading Skill at Seventh Grade of Junior High School at SMPN 6 Panyabungan in Academic Year 2019/2020

Diah Nita Azhari Hasibuan
34.15.1.002

This research was aimed to find out the usability of TPS technique in teaching reading skill. This research was conducted by using Classroom Action Research (CAR). The subject of this research was seventh grade students of SMPN 6 Panyabungan in academic year 2018/2019 which consisted of 24 students. The objective of this research was to know the improvement of students' reading skill through TPS technique. This research was conducted in two cycles which each consists' of planning, acting, observing, and reflecting. The data were gathered through quantitative and qualitative data. The result of this research showed that there was increasing of students in reading. The mean of pre-test was 51.7. The mean of post-test 1 was 64.2. The mean of post-test 2 was 74.8. It indicated that the scores and the mean in second cycle were better than the first cycle. The percentage of students who got point >70 also grew up. In the pre-Test, the students who got point >70 up were 2 students (8.3%). In the post-test of cycle 1 students who got point >70 up were 10 students (41.7%). The post-test of cycle 2, students who got point >70 were 21 students (87.5%). In other words, the students' are more interest and enthusiast in reading the text during teaching and learning process by used TPS technique. It showed that that the students' reading skill have increasing in the first meeting to the last meeting by used TPS technique.

ACKNOWLEDGEMENT

Assalamu'alaikum Wr.Wb

Praise to Allah the Almighty for giving me healthy, opportunity, and ability to complete this thesis. Peace and Salutation to our beloved prophet Muhammad SAW who has guided us to have good life, the last messenger of Allah who brought complete teaching Islam and save the human life from destruction into safety that is right path of Allah.

This title of thesis is *Using Think-Pair-Share (TPS) Technique in Improving Students' Reading Skill at Seventh Grade Of Junior High School at SMPN 6 Panyabungan in Academic Year 2019/2020*. It is submitted to the English Department, Tarbiyah Science and Teacher Training Faculty, State Islamic University of North Sumatera 2019 a partial fulfillment of the requirement for taking the degree of Program. In completing this thesis, the researcher has encountered some difficulties, especially in collecting and analyzing data. The researcher also realized that without much help from numerous people this thesis would not be as it is now.

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1. To profound gratitude is directed to My beloved parents **Arfan Azhari Hasibuan** and **Mardiah Lubis**, who have given me advance and power to raise up to reach my dream and also their pray also makes me easy to do this thesis.

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Medan,   September 2019

<u>Diah Nita Azhari Hasibuan</u>
NIM. 34.15.1.002

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CHAPTER I

INTRODUCTION

A. The Background of the Study

Everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central development. It can support them learning all subject matters. English is one of international language. This language is used all over the world.

In learning English language, there are four skills that should be taught to students. They are listening, speaking, reading, and writing. Among those four skills, reading is one of the four language components that should be mastered by students. Mastering reading skill also becomes a must for all of the students who are studying English as a foreign language. Reading is an activity process to obtain information. By reading we can know something that we don't know yet, reading also provides broad insight into our knowledge. Without reading, the students could not enlarge their knowledge, open the window of the world, access information technology deeply.

The reading has a very important social role in human life of all time. Which is used by the reader to obtain information messages, which will be conveyed by the author through the medium of words or written language. Fluent readers create hypothesis about the text that they are will read based on what they have read, their knowledge in that field, and their knowledge of the language.

In addition, reading is a good thing in life because it is a factor of great importance in the individual development and the most important activity in school. It is also needed in every level of field of study. Particularly in cases where students need to read English materials for their own special subject. Reading is the most important skill of all for most students of English throughout the words. It means that they are not only expected to understand the structure but also to comprehend the meaning of the text. By reading the students are able to access much information which might have otherwise been unavailable, especially English textbook.

Based on observation, interview and questionnaire in pre-research at SMPN 6 Panyabungan, there are many students thought that reading was the most difficult part when learning English because they had problems when they read English text. The students' motivation to follow reading activity was low. The students were not enthusiastic and interested in learning reading. Moreover, they looked like sleepy and bored during the lesson. Most of the students still got difficulties in comprehending English texts. They found it difficult in comprehending a text when finding many new words. The students also tended to be passive during the teaching and learning process. They did not actively engaged in the learning activities.

Think-Pair-Share (TPS) technique is one of the Cooperative Learning Strategies. TPS is a group discussion which students will listen or they will be given a question of presentation. Then, they have time to think individually, talk

with each other in pairs, and finally share responses with the larger group.[1] TPS technique gives student time to think about an answer and activates prior knowledge. TPS technique enhances students' communication skills as they discuss their ideas with their classmates.

With TPS technique, students were given time to through their own answer to the questions before the questions were answered by other peers and the discussion moves on. Students also had the opportunity to discuss with another student about their response before being asked to share ideas publicly. This strategy provides an opportunity for all students to share their thinking with at least one other student; this, in turn, increases their sense of involvement in classroom learning.

This technique help students become active participants in learning process. Think-Pair-Share students with (a) "think-time", a period to reflect and compose their answer, (b) behavioral rehearsal time, a period to practice stating their thoughts with a classmate, and (c) fine safe options including sharing the thoughts of a learning partner.[2] From all of some activities in this strategy teacher hope the students improve their skill especially for reading. Although this strategy can help to solve these problems but the teacher should be active here is then the students. Also the teacher should be more creative.

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[1] F. Lyman, 1981, *Strategies for Reading Comprehension Think-Pair-Share. Cooperative Learning Community. Jones, Raymon C. Reading Quest.*

[2] R. D. Solomon, *An Equity Pedagogical Best Practice to Increase and Vary Student Participation in the Classroom.* http://richardsolomonblog.blogspot.com/2009/8/ Accessed on January, 26th 2019 at 10 a.m.

Based on the descriptions above the researcher is interested to do the Class Action Research which tittle *Using Think-Pair-Share (TPS) Technique in Improving Students' Reading Skill at Seventh Grade of Junior High School at SMPN 6 Panyabungan in Academic Year 2019/2020*. The researcher seek to resolve the problem by using the action research at seventh grade of junior high school at SMPN 6 Panyabungan by implementation TPS technique.

B. The Identification of the Study

Based on the background of the study, the problem is formulated as the following:

1. Most of the students like English lesson, but they have problems at reading English text.

2. The teachers have already done the teaching learning process but there are some students felt bored and sleepy in the class while teaching process.

C. The Limitation of the Study

There are many kinds of teaching reading skills. However this study focused on Think-Pair-Share technique. The teachers are able to motivate their students' reading by giving Think-Pair-Share technique to increase students' reading skill. This study is limited on the using of Think-Pair-Share as a technique to increase the reading skill of students. This is conducted by classroom action research.

D. The Formulations of the Study

Based on the background above the problem can be formulated as follow:

1. How can TPS technique improve the students' reading skill of the Seventh Grade students at SMPN 6 Panyabungan ?"

2. How is the use of TPS technique in improving students' reading skill of the Seventh Grade students at SMPN 6 Panyabungan?

E. The Objectives of the Study

Based on the formulation of the research above the main objectives of this research is :

1. To know the improvement of students' reading skill through TPS technique of the seventh grade students at SMPN 6 Panyabungan.

2. To describe how the use of TPS technique in improving students' reading skill of the seventh grade students at SMPN 6 Panyabungan.

F. The Significances of the Study

By conducting this study, the writer hopes that the results of this study give contribution to the reader especially:

1. Theoretically

The result of this study is to develop knowledge and science, also give beneficial contribution. Especially, for English knowledge, about teaching and learning in reading skill.

2. Practically

    a. English teacher

        Using this strategy teacher will get a new experience in their processes in teaching and learning. They will get easiness to teach reading.

    b. Students

        They can improve their skill in reading, by themselves. When reading they cannot plague other creature but they can do it by themselves.

    c. Writer

        It can improve the reading experience and have good understanding in English, mainly in the students' reading skill using this strategy.

CHAPTER II

LITERATURE REVIEW

A. **Theoretical Framework**

    A.1 Reading

In reading, consists of definition of reading, a construct of reading skill, the purpose of reading skill, the ways of reading, the models of reading, the phases of teaching reading.

    A.1.1 Definition of Reading

Reading is one important skill in learning a language. It also a means of recreation and enjoyment. Allah SWT suggested on the holy Al-Qur'an in Surah Al-Alaq 1-5:

$$\text{اقْرَأْ بِاسْمِ رَبِّكَ الَّذِى خَلَقَ ۝ خَلَقَ الْإِنسَـٰنَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ الْأَكْرَمُ ۝ الَّذِى عَلَّمَ بِالْقَلَمِ ۝ عَلَّمَ الْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝}$$

Meaning: "Read! In the name of your Lord Who has created (all that exist), He has created man from a clot (a piece o thick coagulated blood). Read! And your Lord is the Most Generous, Who has taught (the

writing) by the pen, He has taught man that which he knew not".(Al-Alaq 1-5).[3]

The verse above means that to get more expression or getting more information they have to reading expect that students can be active and creative for development their knowledge, because reading contain the various kinds of information with various filed of knowledge to give a change to students in learning.

الصَّلَاةَ وَأَقِمِ الْكِتَابِ مِنَ إِلَيْكَ أُوحِيَ مَا اتْلُ

Meaning: "Recite (O Muhammad SAW) what has been revealed to you of the Book (the Qur'an) and perform As-Salat (Iqamat-as-Salat)" (Al-Ankabut 29:45).[4]

In order to develop reading skill it is necessary to read many kinds of reading materials. Students should not only develop their reading skill through formal education and assignment in various school textbook, but they also should read fiction, free reading books, newspapers and magazines.

فَأُولَٰئِكَ بِهِ يَكْفُرْ وَمَنْ بِهِ يُؤْمِنُونَ أُولَٰئِكَ تِلَاوَتِهِ حَقَّ يَتْلُونَهُ الْكِتَابَآتَيْنَاهُمُالَّذِينَ الْخَاسِرُونَ هُمُ

Meaning: "Those (who embraced Islam from Bani Israel) to whom we gave the Book [the Taurat (Torah)] [or those (Muhammad SAW

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[3] Muhammad Taqi-ud-din Al-Hilali and Muhammad Muhsin Khan, *Translation Of The Meaning Of The Noble Qur'an In The English Language,* Madinah: King Fadh Complex For The Printing Of the Holy Qur'an, P. 842.
[4] *Ibid.,* P. 535.

companions) to whom We have given the Book (the Qur'an)] recite it (i.e. obey its orders and follow its teachings) as it should be recited (i.e. followed), they are the ones who believe the rein. And whoso disbelieve in it (the Qur'an), those are they who are the losers" (Al-Baqarah 2:121)[5]

Although people read many kinds of reading materials and have interest in reading, actually they do similar things. They try to catch the meaning or the idea of the text. It means that they do not only interact with the written symbol, but they also use the knowledge to catch the meaning.

Reading is an active process that depends on both an author's ability to convey meaning using words and your ability to create meaning from them. To read successfully, you need to constantly connect what you already know about the information to the words the author has written. There are some of things you may have written: (1) reading is a form of communication, using written language or symbols (text), (2) reading is two-way communication between an author and a reader, (3) reading is interpretation and understanding, (4) reading is a process, and (5) reading is thinking.[6] Reading as interpreting means reading to a written text as a piece of communication. She also states that in order word, reading is communicative intent on the writer's part that the reader has some purpose in attempting to understand.[7]

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[5] *Ibid.,* P. 23.

[6] Deborah Daiek and Nancy Anter, 2004, *Critical Reading for College and Beyon,* New York: McGraw-Hill. P. 5.

[7] Wallace, *Reading,* 1966, New York: Cambridge University Press, P. 4.

Reading is a complex "cognitive process" of decoding symbols in order to construct of derive meaning (reading comprehension). Reading is a means of language acquisition, communication and of sharing information and ideas. Like all languages, it is a complex interaction between the text and the reader which is shaped by the readers priot knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement.[8]

According to Aebsold and Field, that reading is something which people look at the text and assign to the written symbols in that text. The text and the reader are two physical entities necessary for the reading process to begin.[9] Another expert said that reading is a powerful activity that covers knowledge, insight, and perspective on readers. Those who grow up in homes where reading is seldom seen have a very different view of the value of reading.[10] In the most general terms, it can be concluded that reading involves the reader, the text, and the interaction between reader and text.

Based on the definitions above, it can be concluded that reading is active process, not a passive process. A written text is a piece of communication has two matters which play an important role on obtaining information from written symbols and understanding the meaning of

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[8] Ernita Daulay, *Learning Centered Approach Intensive Reading for English Education*, Medan: State Islamic University of North Sumatra, 2018.

[9] J. A, Aebersold and M.L, Field, 1997, *From Reader to Reading Teacher: Isuues and Strategies for Second Language Classroom*, Cambridge: Cambridge University.

[10] S. B, Heath, 1983, *Ways with Words: Language, Life and Work in Communities and Classroom,* New York: Cambridge University Press.

written forms. Reading is the interaction between the text and the reader that they are the two physical entities that are necessary for the reading process to begin. Reading is a powerful activity that covers knowledge, insight, and perspective on readers. Reading involves the reader, the text, and interaction between reader and text.

A.1.2 A Construct for Reading Skill

From the explanations above, it can be concluded that reading skill is an activity and active mental process of understanding literal and implied meaning. This activity involves understanding general ideas, understanding specific information and making inferences. In other words, reading is complex cognitive process which consists of receiving information, understanding, interpreting, and evaluating the meaning from the written or printed language. Reading is an active process, not a passive process that a written text as a piece of communication. It has two matters play important role on obtaining information from written symbols and understanding the meaning of written forms.

There are many aspects of reading ability. In this research, the researcher limits the aspects of reading ability as follows: (1) infer meaning of the words; (2) identify the main idea of the text; (3) identify referent of the text; (4) find implicit information of the text; (5) determine the explicit information; and (6) identify communicative purpose of the text.

A.1.3 The Purpose of Reading

Wallace describes that reading has three main objectives, they are:[11]

a. Reading for survival

It means reading a text that is very crucial for life, for example an instruction sign. Survival reading serves immediate needs.

b. Reading for learning

It is expected to be exclusively school-related. Reading is intended to support learning. The reader needs to "translate" the text literally or metaphorically, to learn vocabulary, to identify "useful" structure or collocations, to use a text as a model for writing and to practice pronunciation, for example one reads a text loudly, then analyzes it and makes the same kind of text.

c. Reading for pleasure

Reading for pleasure is reading to get happiness. The reader wants to enjoy the sound, and rhythm or rhyme of the text. The text being read is written originally to offer enjoyment. For example read narrative text.

From the purpose of reading above, the researcher used reading for learning in SMP N 6 Panyabungan. It is intended to support learning. The students need to "translate" the text literally or metaphorically, to learn vocabulary, to identify "useful" structure or collocations, to use a text as a model for writing and to practice pronunciation, for example one reads a

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[11]Wallace, *Op. Cit,* P. 6-7

text loudly, then analyzes it and makes the same kind of text. It is expected to solve the reading's problem of the students.

A.1.4 The Ways of Reading

Grellet defines for main ways to improve students' reading skillin reading, they are:[12]

a. Skimming

Brown states that skimming is the process of rapid coverage of reading matter to determine its gist or main idea.[13] Know roughly what a text is about, we read it through quickly. We let our eyes run over it. Then, we should have the gist that is the general meaning without any of the details.

b. Scanning

Brown states that scanning is a strategy used by all readers to find relevant information in a text.[14] It is a reading technique used only when we need to find answer to specific questions. Often the answers are short and factual and may be numbers or names.

c. Intensive Reading

Intensive reading is reading short text to extract specific information. This is more an accuracy activity involving reading for detail. This kind of reading, which seeks to grasp the whole message, including both arguments and supporting details, encourages careful, literal processing of text.

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[12] Francoise, 1988, Grallet, *Developing Reading Skill*, Cambridge: Cambridge University Press, P. 4.

[13] H. Douglas Brown, 2003, *Language Assessment Principles and Classroom Practice,* San Francisco, California: Longman, P. 213.

[14] *Ibid.,* P. 209.

d. Extensive Reading

Extensive reading is reading longer text usually for someone's pleasure, this is a fluent activity, mainly involving, global understanding.

Based on the ways of reading above, the researcher used Skimming, Scanning, Intensive Reading, and Extensive Reading. Skimming is used to find the main idea of the text; scanning is used to find explicit information, then intensive reading is used to find the word meaning, reference, implicit information, and communicative purpose of the text, and the last extensive reading is used to understanding the meaning. They are appropriate to improve reading skill of the seventh grade students of the SMP N 6 Panyabungan.

A.1.5 The Models of Reading

Barnett provides a thorough summery of models of reading. There are three models of how reading occurs:[15]

a. The Bottom-up theory

Argues that the reader constructs the text from the smallest units (letters to words to phrases to sentences, etc.) and that the process of constructing the text from those small units becomes so automatic that readers are not aware how it operates.[16] Deciding is an earlier term for this process.

b. The Top-down Theory

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[15] Barnett, 1988, *Teaching Reading in a Foreign Language*, ERIC Digest.
[16] D. Eskey, 1988, *Interactive to Second Language Reading,* Cambridge: University Press.

Argues that readers bring a great deal of knowledge, expectations, assumptions, and questions to the text and, given a basic understanding of the vocabulary, they continue to read as long as the text confirms their expectations.[17] The top-down school of reading theory argues that readers fit the text into knowledge (cultural, syntactic, linguistic, and historical) they already possess, then check back when new or unexpected information appears.

c. The Interactive school

Of theorists, which most researchers currently endorse-argues that both top-down and bottom-up process are occurring, either alternately or at the same time. These theorists describe a process that moves both bottom-up and top-down, depending on the type of text as well as on the readers' background knowledge, language proficiency level, motivation, strategy use, and culturally shaped beliefs about the reading.

The researcher used The Interactive School Processing in reading approaches. The interactive model combine top-down and bottom-up skills. Top-down processing may be easier for the poor reader who may be slow at word recognition but has knowledge of the text topic. While Bottom-up processing may be easier for the reader who is skilled at word recognition but does not know much about the text topic. The interactive model view reading is the interaction between reader and text. It is appropriate with the technique used in this research.

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[17] K. Goodman, 1988, *The Reading Process.* In Carell, P. Devine, J. Eskey, D (eds). *Interactive to Second Language Reading*, Cambridge: University Press.

A.1.6 The Phases of Teaching Reading

According to William there are three main phases needed to be followed in reading activity, namely:[18]

a. Pre-reading

This phase is aimed to introduced and arouse learners' involvement, interest, and motivation in the topic. In this phase, teachers present activities that activate and build up background knowledge, while at the same time helping with vocabulary development, and trying to arouse learners' interest.

b. While-reading

The main goals of while-reading phase are strategy and skill practice, and linguistic development, as well as helping learners to understand the writers' purpose, and the text structure and context. Some activities like answering comprehension question, completing diagrams or maps, making lists, and taking notes are while reading type work.

c. Post-reading

This last phase is aimed to consolidate what has been read with learners' knowledge, interest, or ideas. To achieve this objective, the teacher should give activities that contribute to the integration of reading with other language skills, for example, listing fact, summarizing, describing or providing information, discussion, etc.

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[18] William, 2011, *Teaching and Researching Reading*, New York: Pearson Education Limited.

The other expert, Wallace mentions that there are three stages in reading activities in the classroom as describes below:[19]

a. Pre-reading activities

Some pre-reading activities simply consist of questions to which the reader is required to find the answer from the text. Traditionally this type of question followed the text and was designed to test comprehension, but in more recent materials questions often precede the text and function as scanning task-that is the learner reads the text quickly in order to find specific information related to the question.

b. While-reading activities

Generally the purpose of while-reading activities is to encourage learners to be flexible, active, and reflective readers. Flexibility is encouraged by inviting the reader to read in ways which are perceived to be appropriate to the type of the text being presented. Many while reading tasks with the aim of encouraging active and reflective reading attempt to promote the kind of dialogue between reader and writer.

c. Post-reading activities

Usually, kind of post-reading activity consists of questions which follow a text.

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[19] C. Wallace, 1992, *Reading,* Oxford: Oxford University Press.

In conclusion the researcher will use three stages in reading activities in the classroom, they are Pre-reading, While-reading, and Post-reading.

A.2 Think Pair Share (TPS)

In TPS consists of definition of TPS, the applications of TPS, the purpose of TPS, the advantages of TPS.

A.2.1 Definition of Think Pair Share

Think-Pair-Share is a strategy designed to provide students with "food for thought" on a given topics enabling them to formulate individual ideas and share these ideas with another student. It is a learning strategy developed by Lyman and associates to encourage student classroom participation. Rather than using a basic recitation method in which a teacher poses a question and one student offers a response, Think-Pair-Share encourages a high degree of pupil response and can help keep students on task.[20]

Think pair share is a cooperative discussion strategy developed by Frank Lyman in his colleagues in Maryland. They get it name from the tree stages of student's action, with emphasis on what students are to be doing at each of those stages. (1) Think, the teacher asked the students' thinking with a question or prompt or observation. The students should take a few moments probably not minutes just to think about the question

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[20] K. Robertson, 2006, *Increase Students Interaction by Think-Pair-Share Technique*, Mexico City: Colorin Colorado.

or topics. (2) Pair, using designated partners nearby neighbours or a desk mate, student's pair up to talk about the answer each came up with. They compare their mental or written notes and identify the answers they think are best, most convincing, or most unique. (3) Share, after students talk in pair for a few moments (again, usually not minutes), the teacher calls for pairs or individually to present their thinking with the rest of the class.

Think-pair-share strategy is a cooperative learning technique that encourages individual participation and is applicable across all grade levels and class sizes. Defined by Ledlow Think-pair-share is a low-risk strategy to get many students actively involved in classes of any size. Ledlow also declared that think-pair-share technique in education is also about:[21]

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

Think-Pair-Share is a cooperative learning strategy that can promote and support higher level thinking. The teacher asks to the students

[21] S. Ledlow, 2001, *Using Think-Pair-Share in the College Classroom,* Center for Learning and Teaching Excellence: Arizona State University.

to think about the specification of topic, pair with another student to discuss their own thinking, and then share their ideas with the group". Think, Pair, Share is a structure first developed by Professor Frank Lyman at the University of Maryland in 1981 and adopted by many writers in the field of co-operative learning since then. It introduces 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 questions.[22]

It is a simple strategy, effective from early childhood through all subsequent phases of education to tertiary and beyond. It is a very versatile structure, which has been adapted and used, in an endless number of ways. This is ones of the foundation stone for the development of the co-operative classroom.

Think-pair-share is a cooperative discussion strategy that provides structure in the classroom while allowing students "think time" to internalize content. Students follow a prescribed process that keeps them on task and holds them accountable for their results.

A.2.2 The Application of TPS

These are some techniques to apply this strategy by some references. Technique to use it from teacher vision:[23]

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[22] S. Kagan, 2009, *Kagan Cooperative Learning*, San Clemente Kagan Publishing, P. 14.

[23] F. Lyman, 1981, *Strategies for Reading Comprehension Think-Pair-Share. Cooperative Learning Community. Jones, Raymon C. Reading Quest.*

a. With students seated in teams of 4, have them number them from 1 to 4.

b. Announce a discussion topic or problem to solve. (Example: Which room in our school is larger, the cafeteria or the gymnasium? How could we find out the answer?)

c. Give students at least 10 seconds of think time to THINK of their own answer. (Research shows that the quality of student responses goes up significantly when you allow "think time.")

d. Using student numbers, announce discussion partners. (Example: For this discussion, Student 1 and 2 will be partners. At the same time, Student 3 and 4 will talk over their ideas.)

e. Ask students to PAIR with their partner to discuss the topic or solution.

f. Finally, randomly call on a few students to SHARE their ideas with the class.

The "think" step may require students merely to be quiet for responses while doing the Think-Pair-Share activity. Think, Pair, Share helps students develop conceptual understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

The think-pair-share strategy is ideal for teachers and students who are new to collaborative learning. It can be used in a variety of contexts

few moments and ponder their thoughts about the question. They may write some thoughts in response to the question.

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

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

Steps in do TPS strategy: decide on how to organize students into pairs, pose a discussion topic or pose a question, give students at least 10 seconds to think on their own. ("Think time"), ask students to pair with a partner and share their thinking, call on a few students to share their ideas with the rest of the class. [24]

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[24] http://www.eworkshop.on.ca/edu/pdf/Mod08_think_pair_share.pdf., accessed on Saturday, 9th March 2019 at 9.00 PM.

Applications of TPS from Eazhull that explain too about steps of application in TPS:

a. Before a lesson or topic to orient the class (previous knowledge etc).

b. During teacher modeling or explanation.

c. Any time, to check understanding of material.

d. At the end of a teacher explanation, demonstration etc, to enable students to cognitively process the material.

e. To break up a long period of sustained activity.

f. Whenever it is helpful to share ideas.

g. For clarification of instructions, rules of a game, homework etc.

h. For the beginning of a plenary session.

A.2.3 The Purpose of TPS

This purpose make to tell the user that think pair share strategy have purpose itself. According to Eazhull there are some purpose of Think Pair Share:[25]

a. Processing information, communication, developing thinking.

b. Providing "think time" increases quality of student responses.

c. Students become actively involved in thinking about the concepts presented in the lesson.

d. Research tells us that we need time to mentally "chew over" new ideas in order to store them in memory. When teachers present too much

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[25] http://www.eazhull.org.uk/nlc/think,_pair,_share.htm ., accessed on Sunday, 10th March 2019 at 2.15 PM.

information all at once, much of that information is lost. If we give students time to "think-pair-share" throughout the lesson, more of the critical information is retained.

e. When students talk over new ideas, they are forced to make sense of those new ideas in terms of their prior knowledge. Their misunderstandings about the topic are often revealed (and resolved) during this discussion stage. s

f. Students are more willing to participate since they don't feel the peer pressure involved in responding in front of the whole class.

g. Think-Pair-Share is easy to use on the spur of the moment.

h. Easy to use in large classes.

A.2.4 The Advantages of TPS

Advantages or benefit here for give the user in use this strategy. Also give score plus for this strategy with aim it is constantly use by every teacher that need help in teaching and learning process. Some benefits of using TPS strategy:

a. Student Benefits

With Think-Pair-Share, students are given time to think through their own answers to the questions before the questions are answered by other peers and the discussion moves on. Students also have the opportunity to think aloud with another student about their responses before being asked to share their ideas publicly. This strategy provides an opportunity for all students to share their thinking

with at least one other student; this, in turn, increases their sense of involvement in classroom learning.

As a Cooperative Learning strategy, Think-Pair-Share also benefits students in the areas of peer acceptance, peer support, academic achievement, self-esteem, and increased interest in other students and school.

b. Teacher Benefits

Students spend more time on task and listen to each other more when engaged in Think-Pair-Share activities. More students are willing to respond in large groups after they have been able to share their responses in pairs. The quality of students' responses also improves.

Based on the explanation above, it concluded from Bell that the benefits gained from TPS technique are:[26]

1. It's quick since it doesn't take much preparation time.

2. The personal interaction motivates many students with little intrinsic interest in the subject taken.

3. Multiple kinds and levels of questions can be asked.

4. It engages the entire class and allows quiet students to answer questions without having to stand out from their classmates.

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[26] J. Bell, 1998, *Improving Student Learning and College Teaching. Ideas on Lecturing from a Variety of Places and People, Ideas on Cooperative Learning and the Use of Small Groups*: Howard Community College.

5. Teachers can assess students' understanding by listening in on several groups during the activity, and by collecting responses at the end.

6. Teachers can do think-pair-share activities once or several times during a given class period.

Seeing the idea above, this kind of technique is suitable to be implemented in the teaching and learning process since it has many benefits either for both teachers and students.

B. Related Study

The study that will relevant this study are :

Agnasari Wulan Mulia did a research about *The Use Of Cooperative Learning "Think-Pair-Share" in Teaching Reading Descriptive Text (A Case Study of Year Seven Students of SMP N 1 Gabus, Purwodadi)* The use of TPS strategy was effective to improve reading descriptive text for Junior High School students. The writer offered some suggestions: for students, it was good for them to use think-pair-share strategy to improve their mastery in reading descriptive text. For teachers, they used the results as a reference to help the students' problem in learning English.

Faiza Maulida[27] did a research about *The Use Of Think-Pair-Share in Teaching Reading Comprehension (A Case Study of the English Teachers in SMKN 1 Randudongkal in the Academic Year of 2016/2017)*, by using qualitative

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[27] Faiza Maulida, 1998, The Use Of Think-Pair-Share in Teaching Reading Comprehension*, Journal of English Language Teaching (ELT)*, Vol 1, No. 6, P. 57.

method. The use of TPS technique in reading comprehension was relatively easy to be implemented in the classroom activity, it showed that this technique was appropriate to teach students in reading comprehension.

Wa Ode Mutiara[28] did a research about *Students' Reading Skill Improvement Through Think-Pair-Share (TPS) Method at The Eight Grade of Madrasah Tsanawiyah Uswatun Hasanah Lala*. TPS method can to improve or progress students' reading ability of the second year students of Madrasah Tsanawiyah Lala. It showed that this method was make students were active in the class, and improving students' learning motivation.

Arif Alexander Bastian did a research about *Improving Students' Reading Comprehension Ability of Analytical Exposition Text Through Think-Pair-Share Technique at The Second Grade of SMAN 10 Bandar Lampung.* He concluded that his technique provides the students with the three basic procedures that facilitate them in developing their mind, and this technique also can make students more active and brave to discuss in the class with their friends. It seems that TPS technique improves the students' reading ability in reading text.

Another research which way conducted by Andhiarsih (2012) proved that the use of Think-Pair-Share technique successfully creates conductive and comfortable class atmosphere. It immediately helps students to gain their motivation and enthusiasm to learn and to get involved in the class activity. There was also a better understanding of the material given.

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[28] Wa Ode Mutiara, 2018, *Students' Reading Skill Improvement Through Think-Pair-Share (TPS) Method at The Eight Grade of Madrasah Tsanawiyah Uswatun Hasanah Lala,*Universitas Iqra Buru, Maluku.

According to researchers above, the problem in reading can be solved by conducting TPS method. Because, TPS technique as one of Cooperative Learning strategy gives a good impact to the students in reading. The researchers proves that TPS can improve the development of reading comprehension strategies, the students' motivation, and encourage the students to actively participate in teaching learning process. That is way the researcher tries to conduct a research on improving the seventh grade students' reading skill through the TPS technique at SMPN 6 Panyabungan.

C. Conceptual Framework

From the definition of reading skill, it is revealed that reading activities are mostly aimed at attaining information, idea or message expressed by the writer through writing. A reading activity is started by decoding or perceiving the written language. A reader needs to recognize the word meanings in the passage.

In the teaching and learning process, the selection of the appropriate strategy and technique is important in determining the success of its process. The appropriate strategy can generate the students' motivation on the reading subject. So, the selected teaching and learning strategy is important. It also will influence the students' motivation in learning reading.

In this case, the teacher has responsibility to make the students being interested and motivated in learning process, especially in reading lesson. The teacher has to use the suitable and interesting technique to teach reading, in order to make the students want to learn, enjoy the reading learning, easy to understand the materials, and improve their reading skill.

Based on the statement above, the researcher tries to improve the students' reading skill by implementing the Think-Pair-Share technique. The Think-Pair-Share technique is one of the strategies that can increase the students' reading skill.

The Think-Pair-Share technique is designed to be implemented in English teaching and learning process including reading. Think-Pair-Share technique also helps the teacher to create enjoyable atmosphere which can maximize the effectiveness of teaching and learning process of reading, the Think-Pair-Share that can increase students' involvement. It encourage the students to actively involved in classroom activities. So, through the Think-Pair-Share technique the interaction between the teacher and the students and among the students can be improved too.

Hence, in reference to the explanation above and the strong desire of finding the solution of these problems, the researcher has motivation to do this research in improving the students' reading skill at seventh grade of SMP Negeri 6 Panyabungan through the Think-Pair-Share technique.

D. Actional Hypothesis

Based on conceptual framework of the research in hypothesis could be formulated as follow: Think-Pair-Share technique can be improve students' reading skill.

CHAPTER III

METHODOLOGY OF RESEARCH

A. The Location of Research

The study will be conducted at SMPN 6 Panyabungan. This school was chosen as the setting of the study for the following considerations:

1. The researcher found some of students had problems in their English reading.

2. The English teacher had not applied the TPS technique in teaching reading.

B. The Subject of the Study

The subjects of this study is the Seventh Grade of Junior High School, in Academic Year 2019/2020 at class VII-2 SMPN 6 Panyabungan. This total number of students in the class were 24 students.

C. Research Design

The design of this study is collaborative classroom action research (CAR). It was done in some cycles with the topic descriptive writing skill used. The researcher used collaborative Classroom Action Research (CAR) by Kemmis and Taggart theory.[29] In this research, the researcher collaborated with the collaborator teacher. In this case, the researcher used the modified collaborator teacher strategy, the

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[29] S. Kemmis and R. Mc. Taggart, *The Action Research Planner*, Victoria: Deakin University, 1988, P. 5.

researcher as the teacher and the teacher as the observer. This matter is meant that the strategy of study which selected goes or run well and as according to expectation.

In this classroom action research (CAR) the researcher used the spiral model as suggested by Kemmis and Taggart which consist of cycles.[30] This model consist of four steps, they are : step 1 is planning, step 2 is acting, step 3 is observing and step 4 is reflecting.
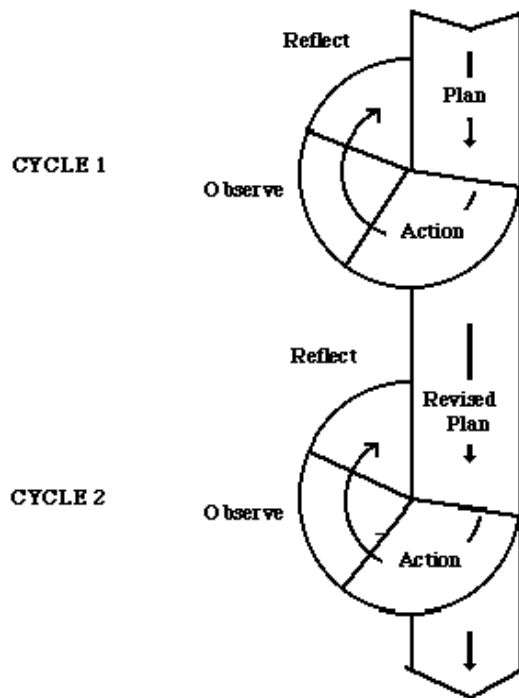
Figure. 3.1 Classroom Action Research Model (Adapted from Kemmis & Taggart,1988)

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[30] *Ibid.,* P. 7.

Kemmis and Mettagart states that there are four stages of action research. There are:

1. Planning is arrangement for doing something. Considered in advance it is purposed for the teacher as a hand book which is used in classroom to show the action, planning must be flexible because it depends on circumstance and curriculum.

2. Action in the process of doing things, it is implementation of planning the researcher should be flexible and welcome to the changing situation in the school, and then action should by dynamic, need immediately decision for what will be done, and completed simple evaluation.

3. Observation is purposed to find out information of action, such as the student's attitudes even the obstacles that happen. Thus, it is collected as the data which are used as a basic of reflection. So, the observation should be done carefully.

4. Reflection is a feedback process from action which has been done before. Reflection is used to help the teacher make decision. Reflection has aspect to evaluate the effect of spacious issues and suggest the way

Based on the explanation above, it could be conclude that action research was a very effective way of helping teachers to reflect on their teaching and to come up with their own alternatives to improve their practice. It aimed to improve the student's learning and the outcome of teaching learning process.

D. The Instrument of Data Collecting

In this research, the data was collected by using qualitative and quantitative data. Qualitative data is used to describe data which are not amenable to being counted or measured in an objective way, and are therefore 'subjective', while Quantitative is broadly used to describe what can be counted or measured and can therefore be considered 'objective'. In collecting quantitative data, the researcher conducted Reading Test. The test was given in orientation cycle I and cycle II.

The instrument of the research were observation, interview, reading test, dairy notes, and documentation.

1. Observation

Burns says that observation is taking regular conscious notice of classroom action and occurrences, which are particularly relevant to the issues or topics being investigated.[31]

In this research, the observation was carried out to cover the process of the implementation of TPS technique in teaching reading. Observations are ways of finding out more about the students' response, students' behavior, and students' activities during the learning process dealing with the students' reading ability, the interaction among students and

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[31] Anne, Burns, *Collaborative Action Research for English language Teachers,* United Kingdom: Cambridge University Press, 1999.

interaction between students and the teacher, and classroom situation in reading classroom.

2. Interview

According to Burns, interviews and discussion are face-to-face personal interactions, which generate data of research and allow specific issue to be discussed from other people perspective.

The researcher interviewed the teacher and the students about the way she implements the material, and the problem faced. The researcher also interviewed the students about their response during learning reading by using TPS technique. The researcher did the interview before and after conducting research in order to know the researcher's view of the teaching learning process and students' reading skill.

3. Test

To acquire the data, a test had been administered test was reading comprehension. The researcher used the objective test type, the test were pre-test and post-test. The result of the test is to know the students' skill in reading. The data were conducted by using reading test.

4. Dairy Notes

Dairy notes used to write students' activities in the class during the teaching learning process. The diary notes contain the writer's personal evaluation about the class and the progress of the project.

5. Documentation

Documentations were taken as instrument of data to analyze about the students achievement, activity, behavior, and expression during teaching and learning process in the classroom. It was include students' attendance list, and documentation.

E. The Procedure of Collection Data

Before the procedure of collection data was began, the writer administered to identify the basic knowledge about the students vocabulary achievement. The procedure of collection of the study was conducted by making two cycles . Cycle one consisted of two meetings. Cycle two consisted of two meetings. So there were fourth meetings all together. In conducting the action research, there are four steps that are covers such as: planning, action, observation, and reflection. More easily understood how the process of Classroom Action Research techniques can be described as follow :[32]

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[32] Suharsimi Arikunto. *Penelitian Tindakan Kelas,* Universitas Negeri Yogyakarta, 2007.

1. **Cycle 1**

   a. Planning

   Planning is arrangement for doing something. In planning it was considered everything that was related to the action that were done and it was also prepared everything that was needed in teaching and learning process. There was many activities that were done in planning. They are:

   1. Conducting the pre-test as the instrument to know the students' basic skill in vocabulary achievement before giving the treatments.

   2. Prepared the lesson plan about improving student's achievement in vocabulary by using acronym technique.

   3. Preparing and making media that are needed when doing the scenario of teaching learning.

   4. Prepare and designing the vocabulary material that will be used as long as the cycles which refer to the used textbook or other relevant textbook.

   5. Preparing the interview, questionnaire, and observation sheet that are used to know students' reaction and class condition as a whole, and also to see the development that is exist since applying vocabulary achievement through acronym technique.

6. Determining the collaborator who will help the researcher to do the research, to analyze the weakness in learning process and to reflect the result of teaching learning process.

7. Planning and designing the application model of teaching learning scenario of acronym technique.

8. Preparing the assignment needed.

b. Action

Action is the process of doing things in the implementation of planning. The researcher should be flexible and welcome to the situation changing in the school. Thus, the action should be dynamic, need immediately decision for what were done and completed simple evaluation. In this phase the researcher did everything that she has be planned. The students were though acronym method about vocabulary achievement. After that the students were asked to memorize vocabulary by using Acronym technique.

c. Observation

Observation is doing to recording the process during teaching and learning process. Besides that, the writer that was used by the writer in order to give the comprehension and improve the result of students learning to the material given. The observation was done in

classroom while the teaching learning process runs. It was about the behavior, attitude and all the activities while giving the action.

Took the diary notes, analyzed the classroom and wrote all of the action that happen in the classroom. It was done to know students interest in learning reading by using TPS technique and to know the influence of TPS technique in improving students' reading skill.

d. Reflection

1. Did the evaluating of teaching and learning process.

2. Reflected that evaluated what had been done.

2. Cycle 2

a. Planning

The result of cycle 1 indicated that there was an improving in the students' vocabulary, but it did not improve significantly. In order to get better improvement and to solve the problems found in the first cycle, so the cycle 2 was conducted. It was also done in three meetings with the same steps.

b. Action

After being revised, the teacher began to teach reading by giving information to the students and gave chance to the students to ask some questions which they didn't understand. Then, the teacher distributed the English text that was given by teacher and asked some

of them to read the text. After that the teacher gave chance to the students to fill TPS technique which the clues are inside, this activity has changed become dynamic in classroom. Most of the students participated in answering the question given. They enjoyed and have fun in progress of learning.

c. Observation

In this cycle, the students were motivated and serous in the process of learning. They were very enthusiastic and have fun to apply that TPS technique to enlarge their reading. Students' activities in applying TPS technique have showed that most of the students did not have significant problem in reading. It was found that most of them very active exited do the action than before.

d. Reflection

Having checked the students' reading test, the researcher found that the students' scores showed an improvement from their orientation test to second test in the cycle 2. Most of them have known all vocabularies based on the text. The students also more active by applying TPS technique. It means that the used of TPS technique is able to motivate the students in teaching and learning process.

F. Technique of Data Analysis

This study applied the quantitative and qualitative data. The quantitative data was used to analyze the score of students while qualitative data was used to describe the situation during on the teaching process.

1. Quantitative Data

The quantitative data was analyzed to see the improving of students reading skill. The researcher searched the mean of each post-test from every cycle. The writer applied the following formula:

a) The researcher seeks the average of students' reading skill score within pre-actin and post-action of every cycle by using the formula:

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

Where :

X = The mean of the students score

$\sum$X = The total score

N = The number of the students[33]

b) The researcher seeks the class percentage which pass the KKM score (70) by using the formula:

$$P = \frac{R}{T}\text{x } 100 \text{ \%}$$

Where:

P = The percentage of students who get the point 70

R = The number of students who get point up to 70 above

T = The total of students who do the test

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[33]Anas Sudijono, (2014), *Pengantar Statistik Pendidikan*, Jakarta: Raja Grafindo Persada, p. 86.

2. Qualitative Data

In analyzing the qualitative data, the researcher used qualitative technique as suggested by Miles and Huberman. The analysis can be define as consisting as three current flows of activity that is data reduction, data display, and conclusion drawing/verification so there are three steps to do, they are: [34]

a. Data Reduction

Data reduction become the first steps to do in analyzing the data in this research. According to Miles (1994:10), data reduction refers to the process of selecting, focusing, simplifying, abstracting, and transforming the data in written up field note or transcript. Based on Miles theory, in this step the researcher firstly analyzing the data checking the data by reading the students' reading skill.

The next step, the researcher decided to evaluation criteria of good reading the text and also make summarize to make easy in analyzing the data in next step.

b. Data Display

The second steps data display. According to Miles (1994:11), generally a display is an organized, compressed assembly of information that permits conclusion drawing and action. In display

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[34] Miles, M. B. & huberman, A.M. (1984). *Qualitative Data Analysis: A Sourcebook of New Methods.* California; SAGE publications Inc

data, the researcher analyze what was happening with the data presented. And the researcher began to do the next plan of the research.

c. Conclusion Drawing

After finished doing data reduction and data display, the last steps to analyze the data in this research is drawing conclusion. According to Miles (1994:11), final conclusion may not appear until data collection is over, depending on the size of the corpus of field notes; coding storage and retrieval methods of the funding agency, but they often have been prefigured from the beginning even when a researcher claims to have been proceeding inductively. In conclusion drawing In this step the researcher concludes the result of the research based on the research problems.

CHAPTER IV

RESEARCH FINDING

A. Data Analysis

The research analyzed two kinds of data. They were quantitative and qualitative data. The quantitative data were taken from the test score. The qualitative data involved observation sheet and interview sheet. The data were taken only one class. The class VII-2 which 24 students. This research was done in two cycles. Every cycle consisted of four steps of classroom action research, namely: Planning, action, observation, and reflection.

1. The Quantitative Data

The quantitative data were taken the test results during conducted research which carried out in two cycles. Form of the test is reading. Reading test was taken from pretest, post-test of cycle 1 and post-test of cycle 2. The result of the student's score could be seen in the following table.

TABLE 4.1

The student's Score from the Pre-test, the Post-Test in

cycle I and the Post-Test in cycle II

No.	Initial Name	Student Score		
		Pre-test	Post Test of Cycle 1	Post Test of Cycle II
1.	AM	60	70	80

2.	ABB	50	65	**75**
3.	BN	45	55	**70**
4.	HS	**70**	**75**	**90**
5.	LL	50	**70**	**75**
6.	MB	40	60	**70**
7.	MR	60	**70**	**75**
8.	ML	55	65	**70**
9.	MKM	45	55	65
10.	MAM	**70**	**80**	**95**
11.	MHR	35	50	60
12.	MRN	40	55	**75**
13.	MS	45	60	**70**
14.	MRD	60	**70**	**80**
15.	NB	50	65	**75**
16.	NM	40	50	65
17.	RA	45	60	**75**
18.	SK	50	**70**	**75**
19.	MHS	65	**70**	**80**
20.	SN	65	**70**	**85**
21.	SR	45	60	**70**
22.	SW	50	65	**75**
23.	UFN	55	**70**	**75**

24.	ZN	50	60	**70**
Total		**1240**	**1540**	**1795**
Mean		**51.7**	**64.2**	**74.8**

1.1 The Pre-Test

Pre-cycle meeting was conducted at the beginning of the research. The purpose of this meeting was to find out the students' reading skill. In pre-cycle consist of four steps: planning, action, observation, and reflection.

a. Planning

In planning step, the researcher prepared in teaching learning, such as make lesson plan with the theme which has been discussed about experience, material about reading text, pre-test as instrument to collect the data, and observation sheet.

b. Action

In action, researcher opened the teaching and learning process by greeting, ask students condition, and check the attendance list. Teacher explained to the students about how to answer the questions. Then, teacher gave a piece of paper to the students and asked them to answer the questions with correctly.

c. Observation

From the observation in this activity, the researcher found some facts that happen in the classroom during in English lesson. In teaching learning process, the students did not being active by asking to the

teacher related to the material. They just kept silent and did the exercise from the teacher without understand the point of the material. There were only half of the students were active and enthusiastic. A half of students need more attention from the teacher in teaching and learning process.

d. Reflection

After finishing answer the tests, the teacher asked them to collect their paper. Most of them said that the questions is very difficult, because they did know the meaning of the text in some questions. Besides that, they got difficulties in translating the Indonesian into English. After implementing the test, the researcher examined the answer sheet and finds the result. The result of test can be seen in Appendix I. From the result, researcher calculated the mean of the students' score, therefore the mean of pre-test:

The number of students who pass the test was calculated as follows:

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

$$X = \frac{1240}{24} = 51.7$$

The percentage of students' reading skill formulated as below:

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

$P_1 = \frac{22}{24} \times 100 \% = 91.7\%$

$P_2 = \frac{2}{24} \times 100 \% = 8.3\%$

From the result of students writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different criteria. The result was below:

TABLE 4.2

Distribution of Students' Reading Skill in Pre-Test

Criteria	Total students	Percentage
Successful	2	8.3%
unsuccessful	22	91.7%

From the table above, it can be concluded that the students' reading skill was low. The mean of student was 51.7. From the table above shown that 2 students got successful it was 8.3% and 22 students got unsuccessful it was 91.7%. It means that the students' reading skill is low. Based on the achievement above, the means of students' score in pre-cycle was still poor and not satisfactory. The researcher was aware that most the students still had difficulties to read the text.

1.2 The Cycle I

The researcher as the teacher tried to increase the students' achievement in reading through TPS technique. The detail procedure of the first cycle was described. There were several procedure that were conducted

this cycle I, such as planning, action, observation, and reflection. The detail of each procedure was as follow:

a. Planning

Based on the result of pre-cycle, it showed that the students' reading skill was still low. In the planning step, the researcher prepared the teaching learning design, such as:

1. Making lesson plan based on teaching material in cycle I.

2. The facilities and method that will be used.

3. Prepared to the post-test 1 to collect the data to know the students improvement after used TPS technique.

b. Action

In the action step, the researcher have some procedures, they were:

1. Researcher opened the teaching and learning process by greeting, ask students condition, and check the attendance.

2. Then researcher explained about reading achievement of the students after Pre-test.

3. The researcher introduced and explained the TPS technique to the students.

4. The researcher demonstrated how to use TPS technique in reading.

5. The researcher gave some exercise to the students.

6. Then researcher ask the students to answer the exercise.

7. In the last, the researcher gave conclusion which is about the material.

c. Observation

The observation was done to observe the students' behavior and what the students problem during the teaching learning process. Most of the students had participated effectively during the teaching and learning process when the researcher used TPS technique.

d. Reflection

After whole activity had finished, the researcher assessed the students' reading result. From the result, researcher calculated the mean of the score students' reading result, therefore the mean of post-test in cycle I:

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

$X = \frac{1540}{24} = 64.2$

The number of students who pass the test was calculated as follows:

$$P = \frac{R}{T}\text{x } 100\ \%$$

$P_1 = \frac{14}{24}\text{x } 100\ \% = 58.3\%$

$P_2 = \frac{10}{24}\text{x } 100\ \% = 41.7\%$

From the result of students writing test in this cycle, the researcher calculated the percentage of achievement of study and classified into different criteria. The result was below:

TABLE 4.3

Distribution of Students' Reading Skill in Post-Test I

Criteria	Total students	Percentage
Successful	10	41.7%
Unsuccessful	14	58.3%

From the table above, there was an improvement of students' skill in reading from pre-test. It could be seen from that the mean of students in post-test I was 64.2. From the table above shown 10 students got successful it was 41.7% and 14 students got unsuccessful it was 58.3%. Based on the problem above, researcher conducted cycle 2 in order to improve the students' reading skill.

1.3 The Cycle II

In observation, the researcher observed the students activity during teaching learning process. Based on the result of observation sheet, some of the students still got difficulties. The researcher decided to do second cycle, It was expected that the second cycle would get better result than the first cycle .

a. Planning

In this cycle, the researcher prepared the lesson plan and emphasized the teaching learning process in teaching reading. In planning of this research, researcher had been prepared :

1. Identification a new problem of the students based on cycle I

2. Reading test that consisted of 10 multiple choice items

3. Making the lesson plan for 2 meetings in cycle II

b. Action

The researcher gave motivation to the students to support them to be better in reading text. Researcher showed them the TPS technique in order to make them easier to understand the procedure of constructing TPS technique. The researcher had implemented TPS technique in teaching learning process and the researcher had done all of procedures that mentioned in planning step.

c. Observation

The observation was still done during the teaching and learning process. The activities of the students were observed and it showed the most of the students did not have significant problems about reading. It was found that most of the students were very active and more enthusiast than before.

d. Reflecting

Having evaluated the students' reading that was consisted of 10 multiple choice items, it found that the students' score showed the improvement. Based on the observation and the result of their test, the researcher concluded that the students had significant improving in their reading by using TPS technique.

From the result, researcher calculated the mean of the score students'
reading result. The result of the evaluation test in cycle II was as follow:

$$X = \frac{\Sigma X}{n}$$

$$X = \frac{1795}{24} = 74.8$$

The percentage of student writing narrative text formulated as below:

$$P = \frac{R}{T} \text{x } 100 \text{ \%}$$

$$P_1 = \frac{3}{24} \text{x } 100 \text{ \%} = 12.5\%$$

$$P_2 = \frac{21}{24} \text{x } 100 \text{ \%} = 87.5\%$$

From the result of students writing test in this cycle, the researcher
calculated the percentage of achievement of study and classified into different
criteria. The result was below:

TABLE 4.4

Distribution of Students' Reading Skill in Post-Test II

Criteria	Total students	Percentage
Successful	21	87.5%
Unsuccessful	3	12.5%

From the table above, shown that 21 students get success score or it
was 87.5% and 3 students got unsuccess score or it was 12.5%. It could
conclude that the students' ability in reading text. The researcher concluded
that the problems have been solving through TPS technique.

2. **The Qualitative Data**

The qualitative data were taken from the result of the observation, interview, diary notes, and documentation. Both teacher and students' behavior during the teaching learning process in the classroom were evaluated in qualitative data.

a. **Observation**

Observation sheets were used to record the level of students' activities during teaching learning process in which TPS technique was applied students' activities and behavior of the students and interaction between teacher, students, and other people. The result of observation during the research can be seen in Appendix VII.

b. **Interview**

The interview was done before conducting the first cycle. The researcher interviewed the teacher and students.it was found that the teacher had a problem in teaching reading because some of students has low in reading and some of them were not interested to study English lesson, especially reading. They felt bored to learn reading because they said that the teacher did the same way, the teacher just had the students take some difficult words from reading text, and the teacher ask them to find the meaning of the difficult words. So, it made the students bored to learn reading .

c. Diary Note

Diary notes were written up by researcher in every meeting during conducting the research. From the diary notes, it was found that the students were active and enthusiastic during the teaching learning process. Even though, some of the students were lazy to learned reading, but when teacher apply the TPS technique the felt interested and enjoy to study reading lesson using TPS technique. So, in this research, students showed the improvement to learning reading. The result of this observation is put on observation sheet in Appendix XIII.

d. Documentation

Documentation was taken from the teacher such as Lesson Plan and the students' score. It was also used as a reference in planning the scenario of teaching learning process in first and second cycle. From the documentation, it was found that students were active and enthusiastic during teaching and learning process after implemented TPS technique. It can be seen by the photograph in Appendix XIV.

B. Research Finding

The finding of this research was that TPS technique can help the students improve their reading. By using this TPS technique, the score of the students in reading kept increasing from the pre-test until the second test of cycle II. It was improved by the data which showed that the mean of the students in the second test

(74.8) was higher than that of the first test (64.2) and also higher than that of orientation test (51.7) of 24 data.

TABLE 4.5

Comparison the results of observation on pre-test, cycle I, and cycle II

Name of Test	Number of the Students who Got the Score >70	Percentage
Pre-test	2	8.3%
Post-test I	10	41.7%
Post-test II	21	87.5%

The students' score in those three test were varied. In the first lowest score was 25 and the highest one was 80. In the second test, the lowest score was 55 and highest one was 85. In the third test, the lowest score was 65 and the highest one was 95. The achievement of the students' score in the vocabulary tests can be seen in the table:

TABLE 4.6

The Comparison of the Students' score in Three Test

Name of Test	Pre-Test	Post-Test I	Post-Test II
Lowest Test	35	55	60
Highest Test	70	80	95
X	51.7	64.2	74.8
N	24	24	24

The result of students ability was indicated that there was an improvement on the students' ability in reading by used TPS technique. The mean of the pre-test 51.7 it was very low. The mean of the post-test I cycle I was 64.2, then the mean of post-test II cycle II was 74.8. It was indicated that the scores and the mean in cycle II were better than pre-test and post-test I.

C. Discussion

Based on the whole meeting, it can be seen that there were some significant improvements from the orientation test to cycle I and cycle II. The improvements of students' achievement can be seen in the table 4.1. It was because the teacher controlled that class better. By using a strategy can influence the result of teaching. There are a lot of media can be applied in the classroom. When the teacher teaching in front of class, that teacher should be choose the good and creative strategy or media that can make their students understood the lesson and enjoy their study.

Students' data in the cycle II test showed that the mean of student's score was higher than the mean of the students' score in cycle I test also better that the orientation test. In the last test of cycle II, there were 21 students who got the score above 70 and 3 students who got the score under 70 point. And the highest score was 95. The fact said that the students more interested in learning reading by TPS technique. It implies that the use TPS technique could improve the students' reading skill and also help the teacher to easy teaching reading.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of data analysis, the researcher concluded that: it was the TPS technique can make students more interest with the material in reading and also can make the students more enjoy in read the text. This means there was improvement on the students' reading skill through TPS technique. The improvement could be seen from the means the students' scores. The researcher also find out that the students' achievement in reading got increase through TPS technique, the students' score increased from pre-test until post-test of cycle I and cycle II. The mean of pre-test was 8.3% where 2 students passed the test. The mean post-test of cycle I was 41.7%, where 10 passed the test. The mean of post-test in cycle II was 87.5% where 21students' passed the test. It can be stated that the score improved from the pretest of cycle I to the post test of cycle II. Therefore, it can be concluded that TPS technique can improve the students' reading skill.

The use of the TPS technique describe in detail that the researcher use in the classroom, it start from seated the students in teams, each team consist to four students. For the "think" step teacher asked the students think independently about the question that has been posed, forming ideas of their own. In the "pair" step, the students are grouped in pairs to discuss their thoughts, and allows the students to articulate their ideas and to consider those of others. And the last step is "share", each student pairs share their ideas with a larger group, students are more comfortable presenting ideas to a group with

the support of a partner. So, the students' ideas have become more refined through this three-step process.

B. Suggestion

From the conclusion above, there were some suggestions that are proposed by the researcher:

1. For teacher, it can be apply in teaching reading so that students can be more interest and enjoy during the learning process.

2. For the students, it is useful as one of the alternative technique, because can make the students more interest, easier and enjoyable in reading activities.

3. To the other researcher, it is useful as information and the researcher suggested to conduct the research related to this study.

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APPENDIX I

TABLE 4.1

The student's Score from the Pre-test, the Post-Test in

cycle I and the Post-Test in cycle II

No.	Initial Name	Student Score		
		Pre-test	Post Test of Cycle 1	Post Test of Cycle II
1.	AM	60	**70**	**80**
2.	ABB	50	65	**75**
3.	BN	45	55	**70**
4.	HS	**70**	75	**90**
5.	LL	50	**70**	**75**
6.	MB	40	60	**70**
7.	MR	60	**70**	**75**
8.	ML	55	65	**70**
9.	MKM	45	55	65
10.	MAM	**70**	**80**	95
11.	MHR	35	50	60
12.	MRN	40	55	**75**
13.	MS	45	60	**70**
14.	MRD	60	**70**	**80**
15.	NB	50	65	**75**

No.	Name			
16.	NM	40	50	65
17.	RA	45	60	**75**
18.	SK	50	**70**	**75**
19.	MHS	65	**70**	**80**
20.	SN	65	**70**	**85**
21.	SR	45	60	**70**
22.	SW	50	65	**75**
23.	UFN	55	**70**	**75**
24.	ZN	50	60	**70**
Total		**1240**	**1540**	**1795**
Mean		**51.7**	**64.2**	**74.8**

APPENDIX II

TABLE 4.5

Comparison the results of observation on pre-test, cycle I, and cycle II

Name of Test	Number of the Students who Got the Score >70	Percentage
Pre-test	2	8.3%
Post-test I	10	41.7%
Post-test II	21	87.5%

APPENDIX III

LESSON PLAN

CYCLE I

Sekolah   **: SMPN 6 Panyabungan**

Mata Pelajaran   **: Bahasa Inggris**

Kelas/Semester   **: VII/1**

Topik   **: Greeting**

Pertemuan   **: Ke 1 - 2**

Alokasi Waktu   **: 2 x 40 Menit**

A. KOMPETENSI INTI:

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalm sudut pandang/teori.

B. KOMPETENSI DASAR

• Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan *greeting/sapaan, pamitan, ucapan terimakasih, dan permintaan maaf* serta responnya, sesuai dengan konteks penggunaannya.	• Mengidentifikasi fungsi sosial, ungkapan sapaan, pamitan, dst, sesuai dengan konteks penggunaannya. • Mengidentifikasi struktur teks, ungkapan sapaan, pamitan, dst, sesuai dengan konteks penggunaannya. • Menerapkan unsur kebahasaan yang berkaitan dengan ungkapan sapaan, pamitan, dst, sesuai dengan konteks penggunaannya.
• Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	• Melakukan dialog untuk menyapa, pamitan, dan seterusnya.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1) Siswa mengidentifikasi ciri-ciri interaksi sapaan, fungsi sosial, struktur teks, dan unsur kebahasaan.

2) Siswa terampil menggunakan ungkapan menyapa dalam percakapan sehari-hari seperti contoh yang diberikan.

D. Materi Pembelajaran

1) Teks:

• Teks lisan untuk *Sapaan*

2) Fungsi Sosial:

- Menjaga hubungan interpersonal dengan guru dan teman

3) Struktur teks: (Ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

GREETINGS	RESPONSES
➢ Good…. (morning/afternoon/evening…)	➢ Good…. (morning/afternoon/evening…)
➢ Hi !	➢ Hi !
➢ Hello !	➢ Hello !
➢ How are you ?	
➢ How's life ?	➢ Fine/I'm fine/great
➢ How are you doing ?	➢ Not bad/Never better
➢ What's going on ?	➢ Very well, thank you
➢ What's up ?	
➢ How do you do ?	➢ How do you do ?

Unsur Kebahasaan

- Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.

Topik

- Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran ungkapan menyapa di dalam maupun di luar kelas.

E. Metode Pembelajaran

1. Pendekatan: Scientific Approach
2. Model: Problem Base Learning
3. Metode: Tanya jawab, wawancara, bermain peran

F. Langkah-langkah Pembelajaran

Pertemuan 1

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pendahuluan	• Guru memberi salam (greeting) • Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. • Guru memeriksa kehadiran peserta didik. • Guru menyiapkan peserta didik secara psikis dan fisik • Guru menjelaskan tentang tujuan dan metode pembelajaran atau kompetensi dasar yang akan dicapai. • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 Menit	Power Point
Kegiatan Inti	**Mengamati (Observing)** • Peserta didik mendengarkan/menonton interaksi *sapaan* yang diputar dalam video. • Peserta didik mengikuti interaksi *sapaan* • Menirukan model interaksi *sapaan* • Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi *sapaan* (fungsi sosial, struktur teks, dan unsur kebahasaan). **Menanya (Questioning)**	60 Menit	

	• Dengan pertanyaan pengarah dari guru, siswa terpancing untuk mempertanyakan tentang ungkapan *menyapa* dengan responnya dari tayangan yang didengar atau dilihat. • Dengan pertanyaan pancingan dari guru, siswa mempertanyakan ungkapan lain yang digunakan untuk *menyapa*.		
Penutup	• Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. • Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. • Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. • Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	10 Menit	

Pertemuan 2.

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pendahuluan	• Guru memberi salam (greeting) • Guru mengajak peserta didik untuk	10 Menit	Power Point

	mengawali kegiatan dengan berdoa. • Guru memeriksa kehadiran peserta didik. • Guru menyiapkan peserta didik secara psikis dan fisik • Guru menjelaskan tentang tujuan dan metode pembelajaran atau kompetensi dasar yang akan dicapai. • Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.		
Kegiatan Inti	**Mengasosiasi (Associating)** • Siswa memperhatikan kembali video dan mencatat ungkapan yang digunakan dalam video • Siswa membacakan ungkapan-ungkapan yang digunakan untuk *menyapa* yang disalin kepada teman sebangku. • Siswa membacakan ungkapan-ungkapan yang digunakan untuk menyapa dan disalin dengan pengucapan dan tekanan kata yang tepat. **Mengkomunikasikan (Communicating)** • Secara berkelompok mempersiapkan presentasi percakapan yang berkaitan	60 Menit	

	dengan sapaan. • Secara berkelompok mempraktekkan presentasi percakapan yang berkaitan dengan *sapaan* dengan Bahasa Inggris dalam konteks *simulasi, role-play*, dan dengan kegiatan lain yang terstruktur.		
Penutup	• Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. • Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. • Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. • Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	10 Menit	

G. Media Pembelajaran

• White board and things around us.

H. Teknik

• Pendekatan   : CTL
• Model   : Cooperative Learning
• Strategi   : Think-Pair-Share (TPS) Technique

I. **Penilaian Hasil Pembelajaran**

1) **Instrument Penilaian**

   Practice a short greeting dialogue before the class

   e.g. *A: Hello, good morning*

        B: Good morning

        A: How are you?

        B: I'm fine thank you, and you?

        A: I'm fine too. Thank you.

2) **Kriteria Penilaian:**

   - Tingkat ketercapaian fungsi sosial *sapaan.*

   - Tingkat kelengkapan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, dan intonasi.

3) **Cara Penilaian**

   - Untuk Kerja

     a. Bermain peran (role play) dalam bentuk interaksi *sapaan*

     b. Ketetapan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam ungkapan *sapaan* serta responnya

   - Observasi

     Penilaian untuk tujuan memberi balikan. Sasaran penilaian:

     a. Upaya menggunakan bahasa inggris untuk mempraktekkan percakapan tentang sapaan, pamitan, dan berterima kasih dalam berbagai kesempatan

     b. Kesungguhan siswa dalam proses pembelajaran disetiap tahapan

     c. Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi.

4) Rubrik Penilaian

- Aspek Sikap

No.	Butir Sikap	Deskripsi	Skor
1.	Sungguh-sungguh	• Selalu Sungguh-sungguh	5
		• Sering Sungguh-sungguh	4
		• Kadang-kadang Sungguh-sungguh	3
			2
		• Jarang Sungguh-sungguh	1
		• Tidak Pernah Sungguh-sungguh	
2.	Tanggung Jawab	• Selalu tanggung jawab	5
		• Sering tanggung jawab	4
		• Kadang-kadang tanggung jawab	3
			2
		• Jarang tanggung jawab	1
		• Tidak pernah tanggung jawab	
3.	Peduli	• Selalu tanggung jawab	5
		• Sering tanggung jawab	4
		• Kadang-kadang tanggung jawab	3
			2
		• Jarang tanggung jawab	1
		• Tidak pernah tanggung jawab	
4.	Kerjasama	• Selalu kerjasama	5
		• Sering kerjama	4
		• Kadang-kadang kerjasama	3
		• Jarang kerjasama	2
		• Tidak pernah kerjasama	1

- Aspek Pengetahuan

No.	Butir Pengetahuan	Deskripsi	Skor
1.	Pengucapan	• Hampir sempurna	5
		• Ada kesalahan tapi tidak menganggu makna	4
		• Ada beberapa kesalahan dan mengganggu makna	3
		• Bnyak kesalahan dan menggangu makna	2
		• Terlalu banyak kesalahan sehinggan sulit dipahami	1
2.	Intonasi	• Hampir sempurna	5
		• Ada kesalahan tapi tidak menganggu makna	4
		• Ada beberapa kesalahan dan mengganggu makna	3
		• Bnyak kesalahan dan menggangu makna	2
		• Terlalu banyak kesalahan sehinggan sulit dipahami	1
3.	Fluency	• Sangat fasih	5
		• Fasih	4
		• Cukup fasih	3
		• Kurang fasih	2
		• Tidak fasih	1

- Aspek Tingkah Laku

No.	Butir Tingkah Laku	Deskripsi	Skor
1.	Melakukan tindak komunikasi yang tepat	• Selalu melakukan kegiatan komunikasi yang tepat	5
		• Sering melakukan kegiatan komunikasi yang tepat	4

		• Beberapa kali melakukan kegiatan komunikasi yang tepat	3
		• Pernah melakukan kegiatan komunikasiyang tepat	2
		• Tidak pernah melakukan komunikasi yang tepat	1

Mengetahui,

Kepala SMPN 6 Panyabungan

Guru Mata Pelajaran

Bahasa Inggris

NIP.   NIP.

APPENDIX IV

LESSON PLAN

CYCLE II

Sekolah   : **SMPN 6 Panyabungan**

Mata Pelajaran   : **Bahasa Inggris**

Kelas/Semester   : **VII/1**

Topik   : **Greeting**

Pertemuan   : **Ke 3-4**

Alokasi Waktu   : **2 x 40 Menit**

A.   KOMPETENSI INTI:

1. Menghargai dan menghayati ajaran agama yang dianutnya.

2. Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

3. Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, terkait fenomena dan kejadian tampak mata.

4. Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalm sudut pandang/teori.

B. KOMPETENSI DASAR

• Memahami fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan *greeting/sapaan, pamitan, ucapan terimakasih, dan permintaan maaf* serta responnya, sesuai dengan konteks penggunaannya.	• Mengidentifikasi fungsi sosial, ungkapan sapaan, pamitan, dst,sesuai dengan konteks penggunaannya. • Mengidentifikasi struktur teks, ungkapan sapaan, pamitan, dst, sesuai dengan konteks penggunaannya. • Menerapkan unsur kebahasaan yang berkaitan dengan ungkapan sapaan, pamitan, dst, sesuai dengan konteks penggunaannya.
• Menyusun teks lisan sederhana untuk mengucapkan dan merespon ungkapan sapaan, pamitan, ucapan terimakasih, dan permintaan maaf, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	• Melakukan dialog untuk menyapa, pamitan, dan seterusnya.

C. Tujuan Pembelajaran

Setelah mengikuti serangkaian kegiatan pembelajaran, peserta didik dapat:

1. Siswa mengidentifikasi ciri-ciri interaksi sapaan, fungsi sosial, struktur teks, dan unsur kebahasaan.
2. Siswa terampil menggunakan ungkapan menyapa dalam percakapan sehari-hari seperti contoh yang diberikan.

D. Materi Pembelajaran

1.) Teks:

- Teks lisan untuk *Sapaan*

2.) Fungsi Sosial:

- Menjaga hubungan interpersonal dengan guru dan teman

3.) Struktur teks: (Ungkapan hafalan, tidak perlu dijelaskan tata bahasanya)

GREETINGS	RESPONSES
➢ Good…. (morning/afternoon/evening…)	➢ Good…. (morning/afternoon/evening…)
➢ Hi !	➢ Hi !
➢ Hello !	➢ Hello !
➢ How are you ?	
➢ How's life ?	➢ Fine/I'm fine/great
➢ How are you doing ?	➢ Not bad/Never better
➢ What's going on ?	➢ Very well, thank you
➢ What's up ?	
➢ How do you do ?	➢ How do you do ?

Unsur Kebahasaan

- Kosa kata, tata bahasa, ucapan, tekanan kata, dan intonasi.

Topik

- Berbagai hal terkait dengan interaksi antara guru dan siswa selama proses pembelajaran ungkapan menyapa di dalam maupun di luar kelas.

E. Metode Pembelajaran

1. Pendekatan: Scientific Approach
2. Model: Problem Base Learning
3. Metode: Tanya jawab, wawancara, bermain peran

F. Langkah-Langkah Pembelajaran

Pertemuan 3 & 4

Aktivitas	Deskripsi Kegiatan	Waktu	Media
Pendahuluan	4. Guru memberi salam (greeting) 5. Guru mengajak peserta didik untuk mengawali kegiatan dengan berdoa. 6. Guru memeriksa kehadiran peserta didik. 7. Guru menyiapkan peserta didik secara psikis dan fisik 8. Guru menjelaskan tentang tujuan dan metode pembelajaran atau kompetensi dasar yang akan dicapai. 9. Guru menyampaikan cakupan materi dan uraian kegiatan sesuai RPP.	10 Menit	Power Point
Kegiatan Inti	• Mengulas sedikit tentang ungkapan-ungkapan sapaan, ucapan terimakasih, dst. • Guru menjelaskan Think Pair Share (TPS) Technique. • Guru memberikan pertanyaan secara umum. • Memberikan siswa teks, dan meminta siswa untuk memahami isi dari teks tersebut. • Guru mengarahkan siswa untuk berpasang-pasangan dengan	60 Menit	

	• Guru meminta mereka untuk mempresentasikan hasil dari diskusi bersama pasangannya.		
Penutup	• Guru dan peserta didik secara bersama-sama membuat ringkasan bahan yang sudah dipelajari pada pertemuan ini. • Guru mengajukan pertanyaan kepada peserta didik untuk membantu mereka melakukan refleksi terhadap kegiatan belajar yang telah mereka lakukan. • Guru mengingatkan peserta didik untuk mempelajari kembali materi hari ini di rumah. • Guru menjelaskan rencana kegiatan pembelajaran yang akan datang.	10 Menit	

G. Media Pembelajaran

- White board and things around us.

H. Teknik

- Pendekatan   : CTL
- Model   : Cooperative Learning
- Strategi   : Think-Pair-Share (TPS) Technique

I. Penilaian Hasil Pembelajaran

1.) Instrument Penilaian

Practice a short greeting dialogue before the class

e.g.   *A: Hello, good morning*

B: Good morning

A: How are you?

B: I'm fine thank you, and you?

A: I'm fine too. Thank you.

2.) Kriteria Penilaian:

- Tingkat ketercapaian fungsi sosial *sapaan.*
- Tingkat kelengkapan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, dan intonasi.

3.) Cara Penilaian

- Untuk Kerja
    a. Bermain peran (role play) dalam bentuk interaksi *sapaan*
    b. Ketetapan dan kesesuaian menggunakan struktur teks dan unsur kebahasaan dalam ungkapan *sapaan* serta responnya

- Observasi

  Penilaian untuk tujuan memberi balikan. Sasaran penilaian:

    a. Upaya menggunakan bahasa inggris untuk mempraktekkan percakapan tentang sapaan, pamitan, dan berterima kasih dalam berbagai kesempatan
    b. Kesungguhan siswa dalam proses pembelajaran disetiap tahapan
    c. Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi.

4.) Rubrik Penilaian

- Aspek Sikap

No.	Butir Sikap	Deskripsi	Skor
1.	Sungguh-sungguh	• Selalu Sungguh-sungguh • Sering Sungguh-sungguh • Kadang-kadang Sungguh-sungguh • Jarang Sungguh-sungguh • Tidak Pernah Sungguh-sungguh	5 4 3 2 1
2.	Tanggung Jawab	• Selalu tanggung jawab	5

No.		Deskripsi	Skor
		• Sering tanggung jawab	4
		• Kadang-kadang tanggung jawab	3
			2
		• Jarang tanggung jawab	1
		• Tidak pernah tanggung jawab	
3.	Peduli	• Selalu tanggung jawab	5
		• Sering tanggung jawab	4
		• Kadang-kadang tanggung jawab	3
			2
		• Jarang tanggung jawab	1
		• Tidak pernah tanggung jawab	
4.	Kerjasama	• Selalu kerjasama	5
		• Sering kerjama	4
		• Kadang-kadang kerjasama	3
		• Jarang kerjasama	2
		• Tidak pernah kerjasama	1

• Aspek Pengetahuan

No.	Butir Pengetahuan	Deskripsi	Skor
1.	Pengucapan	• Hampir sempurna	5
		• Ada kesalahan tapi tidak menganggu makna	4
		• Ada beberapa kesalahan dan mengganggu makna	3
		• Bnyak kesalahan dan menggangu makna	2
		• Terlalu banyak kesalahan sehinggan sulit dipahami	1
2.	Intonasi	• Hampir sempurna	5
		• Ada kesalahan tapi tidak menganggu makna	4
		• Ada beberapa kesalahan dan mengganggu makna	3
		• Bnyak kesalahan dan menggangu makna	2
		• Terlalu banyak kesalahan sehinggan sulit dipahami	1
3.	Fluency	• Sangat fasih	5
		• Fasih	4
		• Cukup fasih	3
			2

| | | • Kurang fasih | 1 |
| | | • Tidak fasih | |

• Aspek Tingkah Laku

No.	Butir Tingkah Laku	Deskripsi	Skor
1.	Melakukan tindak komunikasi yang tepat	• Selalu melakukan kegiatan komunikasi yang tepat	5
		• Sering melakukan kegiatan komunikasi yang tepat	4
		• Beberapa kali melakukan kegiatan komunikasi yang tepat	3
		• Pernah melakukan kegiatan komunikasiyang tepat	2
		• Tidak pernah melakukan komunikasi yang tepat	1

Mengetahui,

Kepala SMPN 6 Panyabungan   Guru Mata Pelajaran

                                                             Bahasa Inggris

NIP.   NIP.

APPENDIX V

THE TEST OF READING ENGLISH SKILL

PRE-TEST

Name   :
Class   :

Read carefully and choose the best answer between a, b, c, or d!
Text 1 is for questions no 1-4

Fariz and Rizqi is in the cinema to watch a movie. Suddenly they meets Aji, friend of Fariz outside of the cinema.

Fariz   : Hello Aji, Good Afternoon.
Aji   : Good Afternoon, Fariz (1)………..?
Fariz   : I'm fine thank you and how about you?
Aji   : (2)………….
Fariz   : Oh, this is my friend, Rizki.
Aji   : Hello Rizki,my name is Aji. (3)……………….
Rizki   : Hi, my name is Rizki. Nice to meet you too.
Fariz   : Well Aji, I think we have to go now, the movie is started to play.
Aji   : Oh okay, (4)…………….
Fariz   : See you.

1. A. Nice to meet you   C. How are you?
    B. Where are you?   D. Glad to see you

2. A. I'm fine too   C. Good to see you
    B. Nice to meet you   D. See you later

3. A. How are you?   C. Nice to meet you
    B. Good Afternoon   D. Glad to see you

4. A. Where are you going?   C. How are you?
    B. See you later   D. Nice to meet you

5. Ester   : I'm Ester. How do you do?
    Fitri   : …………. I'm Fitriyani Maida.
    A. Are you ok?   C. How do you do
    B. How are you?   D. I'm fine

Read the following text to answer question number 6 to 8!

My bestie, Annie

You finally made it! I always knew that you will be accepted. St. Morris High School is the best school in our town! I hope you can achieve your dream. I also hope this is the beginning of your bright future. Good luck.

Your best friend,
Mona

6. The purpose of the text is…
    A. To entertain someone
    B. To invite someone
    C. To offer someone
    D. To congratulate someone

7. What has Annie done?
    A. Accepted in favorite school
    B. Win a competition
    C. Join a contest
    D. Graduated from school

8. According to the text, which statement is correct?
    A. Annie has graduated from school
    B. Mona has been accepted to St. Morris
    C. St. Morris is the best school in town
    D. Annie is not accepted

Read the following text to answer question number 9 to 10!

Happy Mother's Day

Mom, you are my sun and my moon. You shine bright every day and night. You lighten up my way and guide me to the right path. Thank you, Mom.

9. The card is best sent to…
    A. Father
    B. Mother
    C. Uncle
    D. Grandfather

10. "You shine bright…" The underlined word refers to…
    A. Writer   C. Father
    B. Mother   D. Sister

APPENDIX VI

POST-TEST

Name   :

Class   :

Read the following text to answer question number 1 to 2!

CONGRATULATION!
Congratulation on your success in winning the table tennis competition this year, Roy.it was a tough competition. We are so proud of you. We knew you would make it. We wish you the best always.
VIII D

1. What do the students of VIII D say to complement their friend?
    A. It was a tough competition
    B. Winning the speech contest this year
    C. We are so proud of you
    D. We wish you the best always

2. "We *wish* you the best always". The underlined word has the same meaning with…
    A. Hope
    B. Hoop
    C. Wash
    D. Watch

Read the following memo to answer question number 3 to 5!

Mom, I borrow your clutch bag the one with black suede color and two side pocket. I need it for Clarita's birthday party tonight.

Thank you very much.
Sinta

3. Where is Sinta going?
    A. She is going to market
    B. She is going to mother's party
    C. She is going to Clarita's party
    D. She is not going to anywhere

4. Which bag does she borrow form her mother?
    A. Black suede color bag
    B. Black suede color and two side pocket
    C. Black suede color and one side pocket

D. White suede color and bag without pocket

5. Whom is the memo given to?
   A. Sinta
   B. Sister
   C. Sinta's mother
   D. Clarita's father

6. You are sending a friend off at the airport. She is going on a holiday. Just before she boards the plane. What will you say to her …
   A. Have a safe journey
   B. Drive carefully
   C. Good job
   D. Do not come again

7. Daughter : Let me help you to plant flowers, Papa!
   Father   : You are so kind, dear……………
   A. You are kind too
   B. Have a nice dream
   C. Thank you
   D. Good bye

Read the following dialogue to answer question number 8-9!
Yunus is a new neighbor. Yunus meets Farid in the street.
Farid   : Hello, I'm Farid
Yunus : Hello, I'm Yunus
Farid   : You are a new neighbor, right?
Yunus : Yes, I am. I just moved from Lampung.
Farid   : Well, nice to meet you, Yunus.
Yunus : Nice to meet you too.

8. Yunus is a….
   A. New teacher   C. New lecturer
   B. New Student   D. New neighbor

9. Who is moved from Lampung…
   A. Yunus   C. Student
   B. Farid   D. Teacher

10. Where are they meet?

    A. In the park
    B. In the street
    C. In the mall
    D. In the market

KUNCI JAWABAN

PRE-TEST	POST-TEST
1. C	1. C
2. A	2. A
3. C	3. C
4. B	4. B
5. C	5. C
6. D	6. A
7. A	7. C
8. C	8. D
9. B	9. A
10. B	10. B

APPENDIX VII

STUDENTS' OBSERVATION SHEET FOR CYCLE I

Date   : July, 24th 2019
School   : SMPN 6 Panyabungan
Subject   : English
Class   : VII-2

1: Poor,   2: Enough,   3: Good,   4: Very Good

No.	Indicators	1	2	3	4
1.	Students participate in learning process actively			✓	
2.	The enthusiast and interest of students in learning process through TPS technique			✓	
3.	The encouragement of students to ask the teacher about the material			✓	
4.	The ability of students in answering the teachers' question			✓	
5.	The ability of students in doing the test			✓	
6.	The interaction between teacher to students			✓	
7.	The interaction between each students			✓	
8.	The condition of Class in learning process			✓	

Observer,

Diah Nita Azhari Hasibuan
34.15.1.002

APPENDIX VIII

STUDENTS' OBSERVATION SHEET FOR CYCLE II

Date   : August, 5th 2019
School   : SMPN 6 Panyabungan
Subject   : English
Class   : VII-2

1: Poor,   2: Enough,   3: Good,   4: Very Good

No.	Indicators	Score			
		1	**2**	**3**	**4**
1.	Students participate in learning process actively				✓
2.	The enthusiast and interest of students in learning process through TPS technique				✓
3.	The encouragement of students to ask the teacher about the material				✓
4.	The ability of students in answering the teachers' question				✓
5.	The ability of students in doing the test				✓
6.	The interaction between teacher to students				✓
7.	The interaction between each students				✓
8.	The condition of Class in learning process				✓

Observer,

Diah Nita Azhari Hasibuan
34.15.1.002

APPENDIX IX

TEACHERS' OBSERVATION SHEET FOR CYCLE I

Date   : July, 22nd 2019
School   : SMPN 6 Panyabungan
Subject   : English
Class   : VII-2

1: Poor,   2: Enough,   3: Good,   4: Very Good

No.	Indicators	Score			
		1	**2**	**3**	**4**
1.	Doing perception			✓	
2.	Mastering the material of study			✓	
3.	Delivery the material of study clearly			✓	
4.	Learning process based on goal of study and students' characteristics			✓	
5.	Controlling the whole class well			✓	
6.	Using time Effectively			✓	
7.	Applying strategy in learning Process			✓	
8.	Giving questions to stimulate students' active			✓	
9.	Giving reward to students who can Answer the question			✓	
10.	Giving students change to ask the Teacher related to the topic of study			✓	
11.	Doing evaluation			✓	
12.	Asking students to make conclusion together			✓	

Observer,

Diah Nita Azhari Hasibuan
34.15.1.002

APPENDIX X

TEACHERS' OBSERVATION SHEET FOR CYCLE II

Date   : July, 29th 2019
School   : SMPN 6 Panyabungan
Subject   : English
Class   : VII-2

1: Poor,   2: Enough,   3: Good,   4: Very Good

No.	Indicators	Score			
		1	2	3	4
1.	Doing perception				✓
2.	Mastering the material of study				✓
3.	Delivery the material of study clearly				✓
4.	Learning process based on goal of study and students' characteristics				✓
5.	Controlling the whole class well				✓
6.	Using time Effectively				✓
7.	Applying strategy in learning Process				✓
8.	Giving questions to stimulate students' active				✓
9.	Giving reward to students who can Answer the question				✓
10.	Giving students change to ask the Teacher related to the topic of study				✓
11.	Doing evaluation				✓
12.	Asking students to make conclusion together				✓

Observer,

Diah Nita Azhari Hasibuan
34.15.1.002

APPENDIX XI

INTERVIEW SHEET

BEFORE USED THE METHOD

A. **Interview With The Teacher at The First Session**

1. Bagaimana pendapat Ibu mengenai kemampuan siswa dalam membaca?

   Jawab : Menurut saya kemampuan siswa dalam membaca teks berbahasa Inggris itu masih lemah, dikarenakan siswa masih sangat sulit dalam pengucapan bahasa inggris itu sendiri.

2. Jika kemampuannya baik atau buruk, menurut Ibu apa saja yang mendukung dan menghambat kemampuan siswa tersebut?

   Jawab: Menurut saya, minat siswa dalam belajar itu sangatlah minim, khususnya dalam belajar membaca teks berbahasa inggris. Jadi saya sebagai guru Bahasa Inggris mereka harus dengan sunguh-sungguh membimbing mereka sampai minat membaca mereka berubah menjadi lebih giat lagi.

3. Metode yang seperti apa yang anda gunakan dalam proses pengajaran reading?

   Jawab: Saya menggunakan metode seperti biasa, berpacuan pada contoh yang saya berikan dan juga contoh yang ada dalam buku pelajaran.

4. Apakah anda pernah mendengar TPS sebagai metode ataupun strategi?

   Jawab: Ya, sebelum ini saya pernah mendengar TPS tehnik.

5. Menurut bapak/ibu apakah TPS efektif pada pengajaran skill reading?

   Jawab: Menurut saya metode tersebut sangat efektif, dan mungkin dapat meningkatkan minat siswa dalam belajar, khususnya minat membaca siswa.

6. Menurut ibu, apakah reading diary activities dapat meningkatkan kemampuan membaca siswa dalam bahasa inggris?

   Jawab :Ya tentu saja, karena dengan membaca setiap hari dapat memahirkan mereka dalam mengucapkan kata demi kata dalam bahasa Inggris.

B. Interview With The Students at The First Session

1. Apakah kamu suka membaca?

    The student 1 : Suka buk

    The student 2 : Kadang-kadang buk, tergantung cerita yang mau dibaca juga
    buk

    The student 3 : Enggak buk

2. Jenis bacaan yang seperti apa yang kamu suka?

    The student 1   : Buku cerita buk

    The student 2 : Bacaan yang ada gambar-gambarnya gitu buk, seperti Komik

    The student 3 : Saya suka bacaan tentang cerita-cerita dongeng gitu buk

3. Media/ metode apa yang sering digunakan guru pada saat mengajar reading?

    The student 1 : Seperti biasa buk, kadang guru menjelaskan dulu tentang
    pelajaran yang akan dipelajari hari ini, kemudian guru itu
    memberikan contoh, dan kemudian kami dikasih soal seperti
    contoh yang guru berikan.

    The student 2 : Guru menyuruh kami membaca teks yang ada di dalam buku
    pelajaran, kemudian guru menyuruh kami menemukan kata-
    kata yang sulit dipahami, dan kemudian kami mengartikan
    kata-kata sulit tersebut.

    The student 3 : Kadang guru menyuruh kami untuk membuat kelompok, dan
    mengerjakan soal yang diberikan oleh guru sesuai kelompok
    masing-masing.

4. Menurut kalian penting atau tidak media dalam reading?

    The student 1 : Penting buk

    The student 2 : Tergantung medianya buk

    The student 3 : Penting buk

APPENDIX XII

INTERVIEW SHEET

AFTER USED THE METHOD

A. Interview With The Teacher at The Second Session

1. Bagaimana pendapat ibu/bapak tentang pembelajaran reading melalui metode TPS?

   Jawab : Menurut saya sangat bagus, karena siswa dapat bertukar pikiran dengan teman sebangkunya dan membuat mereka lebih mudah dlam memahami kata demi kata dalam baccan tersebut.

2. Apakah anda merasa termotivasi setelah melihat penggunaan tehnik metode TPS dalam pembelajaran dikelas?

   Jawab : Ya, saya sangat termotivasi dengan metode TPS ini. Dan selanjutnya saya akan mencoba menggunakan metode ini dalam proses pembelajaran.

B. Interview With The Students at The Second Session

1. Apakah dengan metode baru (TPS) memudahkan kamu dalam membaca?

   The student 1 : Ya buk, metode ini seru buk

   The student 2 : Ya buk, lebih mudah

   The student 3 : Ya buk

2. Apakah kamu setuju metode ini digunakan guru saat proses membaca dalam pelajaran reading?

   The student 1 : Sangat setuju buk

   The student 2 : Setuju buk

   The student 3 : Setuju sekali buk.

APPENDIX XIII

DIARY NOTES

First Meeting (Monday, July 22nd 2019)

The researcher entered to the class for the first time and prepared the tools for recording document such as, paper, and camera to take a pictures. The English teacher started open the class. The first meeting the researcher gave the pre-test. During the test many questions seemed very difficult because they did not have a good preparation. They were really confused when the researcher gave a test because most of them not brought a dictionary and that some students made noisy in doing the test but other looked serious. They said that the question had been difficult it could be seen from their expression and that they looked bored. During teaching learning process many the students only cheated their friend's work this is statement was proved when the researcher checking their work some student's answer looked same.

Second Meeting (Wednesday, July 24th 2019)

The second meeting was better than the first meeting. In the first meeting the researcher explained what's reading and how important to study English and the researcher inform to the students about how learn English be easy and made joyful activities. Here, the researcher explained teaching learning through TPS technique to made easy the students' memorized and remember it. The students focused on the material, most of the students asked to the researcher what they did not understand. At the end of the teaching learning process, the researcher check the students' ability

in understanding the text by giving some question related to the words in the TPS as post-test I in the first cycle.

Third Meeting (Monday, July 29ᵗʰ 2019)

In this meeting the students were more enthusiast in studying reading through TPS technique. The researcher were repeated the last topic and asked they were still remembered the words. The researcher asked test to the students and the topic about greetings text in reading, the students can be easier to understanding the text of greetings and make the students can easier to answered the questions because they are do the test with their partner. With TPS technique they were more active and enthusiastic during teaching learning process.

Fourth Meeting (Wednesday, 31ˢᵗ 2019)

In the fourth meeting , the researcher gave the reading test II in this meeting but different test. Based on the result of students' reading score, it was found that students' applied to procedure of TPS technique to answer the question. In the last meeting the researcher gave evaluation, and based on the result of students' reading scores, it was found that the students' reading skill was improved. Based on the reflection of the cycle II, this research could be stopped because students' reading skill had been increased.

APPENDIX XIV

DOCUMENTATION

Picture 1. The Researcher Explain the Lesson in Learning Process

Picture 2. The Students Doing the Pre-Test

Picture 3. The Researcher Explain about the TPS Technique

Picture 4 and 5. The Students Doing the Post-Test of Cycle I

Picture 6. The Students Doing the Post-Test of Cycle II