THE INFLUENCE OF THINK - PAIR - SHARE TECHNIQUE (TPS) TO TEACH READING COMPREHENSION TO THE TENTH GRADE STUDENTS OF SMA NEGERI 1 SEKAYU

THESIS

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AUGUST 2020

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Presented to:

**Universitas Muhammadiyah Palembang
In Partial Fulfilmet of the Requitrements
For the Degree of Sarjana in English Education**

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2020**

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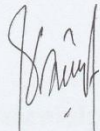
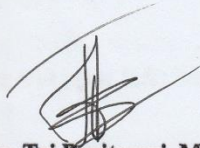Palembang , August 2020
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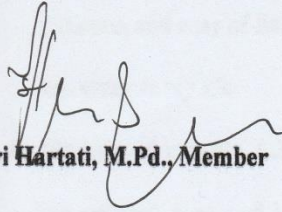Advisor II,

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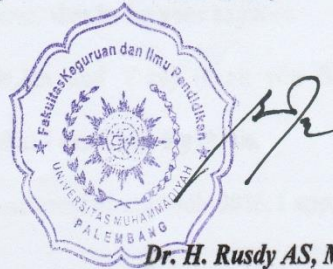
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Sri Ariski

MOTTO AND DEDICATION

Motto :

You will never influence the world by trying to be like it.

This thesis dedicated to:

- ❖ **Allah SWT, the only one God in this world, who has given the power, patience, and easy of finishing this thesis. Thanks for all blessing that you has given to my life.**

- ❖ **My beloved parents, A.Rasyid, SP,.M.SI and Suniartini who always give me support, pray and help. Thanks for all you have done for me, I love both of you, you are the great motivation in my life.**

- ❖ **My beloved sisters and brother (Rini Andriani, NovitaMayasari and Ilham Syaputra) thanks for your support and love, I love you so much.**

- ❖ **My boyfriend (Satria Wira Buana) thanks for your support.**

- ❖ **My best friends (Sinta, Della, Ika and Vera) thank you for support, friendship, and togetherness that I can finish my thesis.**

- ❖ **All my friends in English Department in academic 2016. I appreciate their support.**

- ❖ **Thanks for almamater**

ABSTRACT

Ariski, Sri. 2020. *The influence of Think-Pair-Share Technique (TPS) to Teach Reading Comprehension to the Tenth Grade Students of SMA N egeri 1 Sekayu.*Thesis,English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and EducationUniversitasMuhammadiyah Palembang. Advisors: (1) Tri Rositasari, M.Pd, and (2) DwiRarasaraswaty, M.Pd

Keywords: Think-Pair-Share, Reading Comprehension

This thesis is entitled "*The influence of Think-Pair-Share Technique (TPS) to Teach Reading Comprehension to the Tenth Grade Students of SMA Negeri 1 Sekayu*"the problem of the research is to find the Influence of *Think-Pair-Share* (TPS) to teach Reading Comprehension to the tenth grade students of SMA Negeri 1 Sekayu.The objective of this research was find out there is any significant nfluence of *Think-Pair-Share (TPS)* to teach reading comprehension to the Tenth Grade Students of SMA Negeri 1 Sekayu. The research design employed quasi-experimental research pretest and posttest control group design. The population of this researchwas all of the Tenth Grade Students of SMA Negeri1Sekayu in the academic years of 2019-2020 with a total number of 193 students, and the total sample of thisresearchwas sixty four students representatives of 193 populations. The test consisted 30 items in multiple choices. The result of test were calculated by using SPSS Software22. The alternative hypothesis (Ha) was examined through the test. Based on the criteria of testing hypotheses, the alternative (Ha) 5% significance level was t- obtained of the test. It means that teaching reading comprehension by using TPS technique to the Eighth Grade students of SMA Negeri 1 Sekayu in the academic year 2020 was effective.

ACKNOWLEDGEMENTS

The researcher would like to praise to God, finally the researchercould finish reading this thesis. This thesis was written on the research that the researcherconducted at SMA Negeri 1 Sekayu. Researcherwould like to express her appreciation to the school headmaster, teacher, and staff for their assistance and cooperation.

Finally, the researcher realizes that this thesis is far from being perfect therefore, the researcher will happily accept constructive criticism in order to make it better. The researcher hopes this thesis would be benefit to everyone.Theresearcher would like to express her sincerest and deepest gratitude to this following people.

1. DR. Abid Djazuli, SE., MM. Rector of *Universitas Muhammadiyah Palembang (UMP)* who has permitted to do this study.

2. Dr. H. Rusdy A Siroj, M.Pd. Dean of Teacher Training and Education Faculty for giving permission and facilities in this study.

3. Sri Yuliani,M.Pd. Head of English Education Program.

4. Dr. Tri Rositasari, M.Pd. and Dwi Rarasaraswaty, M.Pd. who has given guidance, suggestion, correction, encouragement, and advice that have been very helpful in the accomplishment of this thesis.

5. Great lecturer Kurnia Saputri, M.Pd. who has given great motivation and support during study.

6. All of the lecturers and academic staff of English Education Study Program of *Universitas Muhammadiyah Palembang (UMP)* particularly for all their knowledge, help, and guidance they have provided during studying there.

7. All of her sample (the fourth and the sixth semester students of *Universitas Muhammadiyah Palembang)* who have help her to get data of this thesis.

   Finally, the writer realizes that this thesis is far from being perfect therefore, the writer will happy accept constructive criticism in order to make it better. The researcher hopes this thesis would be a benefit to everyone.

Palembang, August 2020

The Researcher,

SA

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CHAPTER I

INTRODUCTION

This chapter presents ; (1) background of the research, (2) problem of the research, (3) objective of the research, (4) significances of the research, (5) hypothesis of the research

1.1 Background of the Research

English is an international language. Almost all countries have adapted English used as a compulsory subject at school. In learning English language, 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 skills that should be mastered by students. Mastering reading skill also becomes a must for all of the students who are researching English as a foreign language.

Reading is an important skill to be mastered by students because it deals with other skills such as listening, speaking and writing. According to Medina (2012), for academic purposes, reading is important because it is one of the most frequently used language skill in everyday life to get information. (p.81). Unfortunately, most of the teaching reading comprehension in senior high school is still conducted as teacher-centered approach. In this case, with Surjosuseno's Research (2012) that discovered teacher-centered approach led students the opportunity to develop ideas, comprehend text, and create discussion in learning is so limited. As that fact, the consequence is the students get bored to learn reading.

The researcher also did an observation and interview in pre-research at SMA Negeri1Sekayu, 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 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.

One of the strategies to implement cooperative learning is through Think-Pair-Share (TPS). It provokes students to think about what they were going to share then asked them to conduct a discussion.Think-Pair-Share (TPS) is a cooperative discussion strategy developed by Frank Lyman and his collogues in Maryland.

Think-Pair-Share (TPS) technique is one of the Cooperative Learning Strategies. TPS is a group discussion which students would listen, or they would 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. TPS technique gives the 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. Students also had the opportunity to discuss with other students about their response before being asked to share ideas.

By applying TPS strategy, the researcher expects the students would be able to acquire language easier based on the material given. The researcher is interested in

conducting research, and in making students more active in comprehending the material. That is why the researcher is interested in conducting research entitled "The Influence of Think-Pair-Share (TPS) to Teach Reading Comprehension to the Tenth Grade Students of SMA Negeri 1 Sekayu."

1.2 Problem of Research

Based on the general background stated, the problem of the research is to find the Influence of Think-Pair-Share(TPS) to Teach Reading Comprehension to the tenth grade students of SMA Negeri 1 Sekayu.

1.2.1 Limitation of the Problem

In this research, the researcher limited the problem with the influence ofThink-Pair-Share (TPS) to teach reading comprehension to the tenth grade students of SMA Negeri 1 Sekayu.

1.2.2 Formulation of the Problems

The research was formulated in the following questions:

How is the influence of Think Pair Share to teach reading at the tenth grade of SMA Negeri 1 Sekayu?

1.3 Objective of the Research

The objective of this research was to find out there is any significant Ifluence of Think-Pair-Share(TPS) to teach reading comprehension to the Tenth Grade Students of SMA Negeri 1 Sekayu.

1.4 Significance of the Research

Theresearch would be significant for the following parties, as follows:

a. For the researcher herself

This research can give valuable information and knowledge about The Influence of Think-Pair-Share (TPS) to Teach Reading Comprehension to the tenth grade students of SMA Negeri 1 Sekayu. That can improve the researcher teaching performance in the following times.

b. For the teacher of English

For the other teachers, they would get a large knowledge about teaching reading using Think Pair Share and the result of the research can be a useful input in English teaching learning process especially for improving reading comprehension.

c. For the students

It may stimulate students to improve their reading comprehension since they would find out that reading comprehension is not complicated. Their enjoyment in learning reading would help them master English well.

d. For other researcher

The result of this research can be used as a reference for those who want to conduct the same research.

1.5 Hypotheses of the Research

According to Fraenkel and Wallen (2012), hypotheses are simply put a prediction of the possible outcomes of research. (p. 83). The researcher proposed two hypotheses in this research. There ware alternative hypotheses (H_a) and the null hypotheses (H_o) as follows:

(H_a): There is as ignificant difference on the Tenth Grade Students reading comprehension achievement teach using Think-Pair-shareand the students who are not teach using Think-Pair-share strategy to the Tenth Grade Students of SMA Negeri 1 Sekayu .

(H_o) : There is no significant difference on theTenth Grade Students reading comprehension teach using Think-Pair-sharestrategy and the students who are not teach using Think-Pair-sharestrategy to the Tenth Grade Students of SMA Negeri 1 Sekayu.

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