Improving Reading Comprehension by Using Think-Pair-Share Technique for Students of the Grade XI IPA 2 at SMA N 1 Srandakan in the Academic Year of 2013/2014

A Thesis

Presented as a partial fulfillment of the requirements
for the attainment of the *Sarjana Pendidikan* Degree
on the English Language Education

By:

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IMPROVING READING COMPREHENSION BY USING THINK-PAIR-SHARE TECHNIQUE FOR STUDENTS GRADE XI IPA 2 OF SMA N 1 SRANDAKAN IN THE ACADEMIC YEAR 2013/2014

A THESIS

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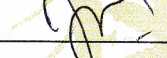**NIP. 19530423 197903 1 004**   **NIP. 19780430 200812 2 001**

RATIFICATION

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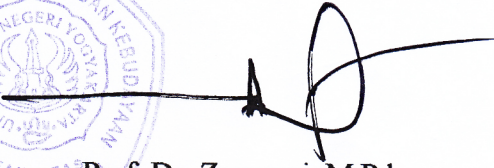
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MOTTOS

Indeed, ALLAH will not change the condition of a people until they change what is in themselves. (Al Quran, 13: 11)

The Prophet Muhammad (peace be upon him) once said to one of his companions: "Son, if you are able, keep your heart free from malice toward anyone." (Al Tirmidhi: 59)

Just go forward and leave the past behind you 'cause we live for the future.

Being successful isn't an option. It's a must.

Better a Has-been than a Never-was. But better a Never-was than a Never-tried-to-be. (anonymous)

DEDICATIONS

This thesis is highly dedicated to:

ALLAH SWT,

my great mother,

my awesome father,

my lovely brothers,

my lecturers,

my consultants,

and my friends.

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I realize that this thesis is far from being perfect so the constructive thought, suggestions, and criticisms are greatly appreciated. It is expected that this thesis will give contributions to improve the English teaching-learning process and benefits for the readers.

Yogyakarta, January 15, 2014

The Writer

Rina Shanty Pratiwi

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ABSTRACT

The objective of this research is to improve the students' reading comprehension of the eleventh grade students of IPA 2 class at SMAN 1 Srandakan in the academic year of 2013/2014 by using think-pair-share technique. This research was applied the principle of action research.

This research was conducted in two cycles which included some steps such as reconnaissance, planning, conducting action and observation, and having reflection. The subjects of the research were the English teacher and the students of grade XI IPA 2 of SMAN 1 Srandakan. The data were obtained by testing the students' comprehension, observing the teaching-learning process, interviewing the students and collaborator, holding discussions with the collaborators, and taking pictures of the teaching-learning process. The instruments used in this research were observation guideline, interview guideline, and digital camera. The data collection was qualitative data and it was supported by quantitative data which were obtained from the students' reading score of pre-test and post-test. The data were analyzed by data reduction, data display, and conclusion drawing and verification. Furthermore, this research was applied time and theoretical triangulation to get trustworthiness.

The results of the research showed that the students' reading comprehension and students' involvement in the reading class during teaching-learning process improved by using think-pair-share technique. This technique also improved the students' reading interest. They learnt the materials in the groups easily. It was shown by the students being more active and enthusiastic during the teaching-learning process. They were more confident in reading the text and had more chances in sharing their ideas and knowledge about what they read to the others. The various activities made the class atmosphere enjoyable. The group work activities improved the students' understanding towards the materials and the learning activities.

Key words: reading comprehension, think-pair-share technique

CHAPTER I

INTRODUCTION

A. Background of the Study

The English teaching and learning process in SMA is aimed to develop students' skills in terms of spoken and written communication. It means that the students have to be able to understand and share their ideas, information, thought, opinions, and feelings through spoken or written communication. Related to the written communication, the English subject is related to reading and writing ability. Reading is also viewed as a tool of communication in written language through the form of the text. In the teaching and learning process of reading in SMA, students are required to comprehend and to respond meaning of short functional texts and essays in their daily life in order to access knowledge. It means that students are expected to have a good ability in reading and it also can help students in the writing skill.

The teaching and learning process of reading in class has not reached the objective yet. Therefore, the students cannot identify and analyze the information of text correctly. Students often fail to get some information from the English text. It happens when the text for students is too long so it is too difficult for them in getting the details information and most of them have very limited vocabulary of English because they may seldom read various

kinds of texts. Such problems cause students' failure in comprehending the text of English. Comprehension is the key of reading. Without comprehension, the activity of reading will not achieve the goals. The most important part of reading activities is understanding the idea or the gist of reading materials conveyed in the text.

Some other problems are caused by the technique of teaching. Usually, the classroom activities are still teacher-centered. Most of teachers use speech method and translation when they are teaching reading text during teaching-learning process in the class. It makes students get bored then they tend to do their own activities in the class, such as chat with their friends, lay their head down on the table, even they may think another thing which is not relevant to the materials – such condition can be seen by their empty sight, or most of them felt so sleepy in reading texts. Besides the technique, it may be caused by the materials of reading texts. The topic of the text may be too strange for students so they get difficulties in comprehending the meaning or getting the information from the text.

From the discussion above, such conditions still happened in the class of XI IPA 2 at SMAN 1 Srandakan. The researcher found that classroom activities during the teaching-learning process needed some efforts which could improve both reading activities in the classroom and students' comprehension and involvement during the teaching-learning process. Then, she interested in conducting research on improving reading comprehension

ability for students of grade XI IPA 2 of SMAN 1 Srandakan in academic year 2013/2014 by using Think-Pair share technique.

B. Identification of the Problem

From the possible problems mentioned before, the researcher did an observation of the teaching-learning process to identify the existing problems. The observation had been done on 19 September 2013. Based on the observation, she obtained some problems in the teaching-learning process in the class. These following descriptions are the factors of the problems there.

The first factor is low vocabulary mastery by the students. They tend to be lazy to check the difficult words or the strange words which they had not found before (in the dictionary), especially when the text is too long. Another problem is that most students brought a dictionary to the class even if it was just a pocket dictionary. There were only one to two students that brought a dictionary in the class. Also, the students only remember the familiar words so it makes them lack of vocabulary.

The second factor is about the learning materials. The resources for the reading materials which were used by the teacher were only from the coursebook/LKS and the like. The teacher did not do any variation in giving the reading materials. She never used authentic materials. Actually, authentic materials can attract the student's interest, especially for reading activity. Unfortunately, the teacher regards the authentic material is not simple to get.

The third factor is students' interest in joining reading activities in the teaching and learning process. Usually the teacher tended to translate the text then asked the students to answer the questions related to the text in teaching reading. By only translating the text, most students did not pay attention to what their teacher had translated. Then when the students were asked to answer the question, they just copied from their friend.

The next factor is about the students' motivation. The students had low motivation in learning reading when they had to read a long English text. Actually, it was not a challenge for student. A long English text seemed like a burden for them. When the teacher asked them to comprehend the text, usually they asked to the teacher to discuss the text or sometimes the students just ask to read together.

The last factor is the teaching technique which often used speech method then it tended to make students get bored. There was no many activities in reading class except reading a text then students have to answer the questions or the students are asked to comprehend the text individually then usually students will stop their reading because they feel tired to read a long English text without any meaning which comes into their mind.

C. Limitation of the Problem

From the some factors mentioned above, the researcher limits the scope of the research. She focuses on the technique of teaching reading in the classroom. She considers such problem because this technique can improve

students' reading comprehension and students' involvement during teaching-learning activities, then it could avoid the students getting bored in the classroom. It is expected to attract students' interest and to improve teaching reading activities.

D. Formulation of the Problem

The problem of this research can be formulated as follows:

a. How could Think-Pair-Share technique be implemented in reading comprehension for students of the grade XI IPA 2 at SMA N 1 Srandakan?

b. How could Think-Pair-Share technique improve reading comprehension for students of the grade XI IPA 2 at SMA N 1 Srandakan?

E. Objectives of the Study

The objective of this research as follows:

a. to describe the implementation of Think-Pair-Share technique of reading comprehension for students of the grade XI IPA 2 at SMA N 1 Srandakan

b. to improve students' reading comprehension of the grade XI IPA 2 at SMAN 1 Srandakan by using Think-Pair-Share technique

F. Significance of the Study

It is expected that the result of this study can contribute some new ideas to some parties. There are several significances of this study. They are practical significance and theoretical significance.

In theoretical significance, this study aims to the other researcher which can be a reference to conduct research in relation to the teaching of English in senior high school, especially in reading.

In practical significance, it relates to the English teacher and the researcher herself. For the teacher, the research can be used to improve the student's reading comprehension in encouraging the achievements of students' learning output in English. For the researcher herself, the result of the research can develop her mind through the problem-solving process and be valuable experience related to her knowledge in research on education, her life and experience.

CHAPTER II

THEORETICAL REVIEW AND CONCEPTUAL FRAMEWORK

As it has been presented in Chapter I, the purpose of this study is to improve reading comprehension during the teaching-learning process for students of the grade XI IPA 2 at SMA N 1 Srandakan. In this chapter, some topics will be discussed that are related to the focus of the study.

A. Literature Review

1. The Nature of Reading

a. Definitions of Reading and Reading Comprehension

Reading is an activity that is done by written text or print text as a medium. In this activity, readers decode and interpret the language to get the meaning. There are some experts who explain the definitions of reading and reading comprehension. Those will be attached in this following.

According to Grabe (2009: 14), he states that reading is certainly a comprehending process. People read to understand what the writer intended to convey in writing, though they also do more. In addition, he says the one reason to point out the reading assumes comprehension is to be clear that all cognitive processing involved in reading is related to this fundamental goal.

Khand (2004: 43) points out that reading is a receptive language process. This definition implies that in reading the writers convey their

idea through language and the readers interact with the language to understand the writer's idea.

Moreover, Grellet (1981: 3) defines reading as a constant process of guessing, and what readers bring to the text is often more important than what they find it. It means that the readers need to employ their background knowledge in their brain to comprehend the text. In line with Grellet, Nunan (2003: 68) states that reading is a fluent process of readers combining information from the text and their own background knowledge to build meaning.

In the other words, Grellet (1981: 7) also defines reading comprehension as understanding a written text. It means filtering the required information from the text as efficiently as possible. It can be said that the readers should be actively engaged in the texts to comprehend information in it.

Furthermore, Brown (2001: 306) says that reading comprehension is primarily a matter of developing appropriate and efficient comprehension strategies which relate to bottom-up procedures and other enhances the top-down processes. This active engagement includes the use of readers' background knowledge. It also involves drawing inferences from words and expressions that a writer uses to communicate information. It can be inferred that both information in the texts and reader's background knowledge are crucial to attain reading comprehension.

In conclusion, reading is the process of getting knowledge from what the texts conveyed. Meanwhile, reading comprehension is constructing the meaning of the texts through combining what is in the text and what readers bring on their mind as background knowledge.

b. The Process of Reading

In relation to comprehension, the processes of reading which is based on the order how the readers decode the language involve bottom-up, top-down, and interactive reading (Goodman in Brown, 2001: 298). In the bottom-up process, readers have to identify and decode the language feature of the text. Using this process, readers have to know the spelling or the form of the words, and the discourse of the words. Readers have to able to decode the text first to comprehend the text. In the top-down process, readers must use their background knowledge to understand about the text, for example readers look at the title of the text then, they relate it to their knowledge or intelligent to guess what the text is about. Meanwhile, in interactive reading, readers combine the bottom-up processing and top-down processing. Readers not only identify and decode the language feature of the text but also use their background knowledge and experience to comprehend the text.

Furthermore, Tindale (2003: 7) defines both bottom-up and top-down approaches. The bottom-up approaches to reading are based on

the view that readers learn to read by decoding the text itself. Bottom-up generally sees reading skills as developing at the level of word recognition, with little connection to context or to the readers' background knowledge. Meanwhile, the top-down approaches place less emphasis on the role of decoding, seeing reading as a process of guessing meaning from context with the support of background knowledge. It can be said that in top-down process, readers analyze from the highest or largest to the lowest parts of a text.

According to Harmer (2001: 201), he notes that in bottom-up processing, the readers focus on words and phrases, and they achieve understanding by stringing those detailed elements to establish the whole. In the other hand, Nunan notes about top-down processing. He explains that top-down can be taught to young readers by using background knowledge, scanning, skimming, identifying the genre of the text, and discriminating between more and less important information (1993: 82).

Those processes of reading occur while readers are reading a text. Some readers do not notice that those processes happen while they are reading, but some of them do. Readers who know the theory of this reading process will realize that there are some process happened while they are reading.

c. Genres of Reading

According Brown (2004: 186), he divided genres of reading as follows.

1) Academic Reading

Academic reading is a reading activity in which the text is related to the academic world. Some written works that can be used for academic reading are general interest articles (in magazines, newspaper, etc) and technical reports (e.g., lab reports), thesis, essays, papers, etc.

2) Job-related Reading

Job-related reading is a reading activity which involves texts related to any activities in a job. Some written works that can be used for job-related reading are messages (e.g.., phone messages), letters or emails, memos (e.g., interoffice), reports (e.g., job evaluations, project reports), schedules, labels, signs, announcements, forms, applications, questionnaires, etc.

3) Personal Reading

Personal reading is a reading that is closely related to reading for personal interest. Some written works that can be used for personal reading are newspapers, magazines, letters, emails, greeting cards, invitations, recipes, novels, short stories, poetry, etc.

d. Microskills and Macroskills of Reading

To be able to read and comprehend English texts easily readers need some micro and macro-skills. Brown (2004: 187) proposes fourteen micro and macro-skills of reading.

Microskills:

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

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

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

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

5) Recognize grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), patterns, rules, and elliptical forms.

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

7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

Macroskills:

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

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

10) Infer context that is not explicit by using background knowledge.

11) From described events, ideas, etc., infer links and connections between events, deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.

12) Distinguish between literal and implied meanings.

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

14) Develop and use a battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of words from context, and activating schemata for the interpretation of texts.

e. Factors Affecting Reading Comprehension

Reading comprehension is the process to construct meaning from the text. However, how well a reader is able construct meaning from a text is influenced by many factors, including the nature of the reading activity, the abilities and skills the reader bring to the activity, the nature of the text being read or its genre, its subject matter, and the density and quality of its writing and the social and cultural factors that make up the context of the reading (Hetzel, 2000: 4).

According to Catherine and Shattuck (2005: 117), the factors influencing reading comprehension are reading instruction, social interactions in homes, classroom and the community that motivates students to read, reading for various purposes, a lot of exposure to many different kinds of reading, reader's interest, and socio-cultural contact in which reading takes place.

Lenz (2005: 1) states that reading comprehension is affected by the readers knowledge of the topic, knowledge of language structures and genres, knowledge of cognitive and metacognitive strategies, their reasoning abilities, their motivation, and their kind of engagement.

Lenz also states that reading comprehension is affected by the quality of the reading material. Readers who do not have the background, abilities, and motivation to overcome the barriers presented in inconsiderate text will have more difficulties in comprehending the text. Inconsiderate text is the text that is poorly organized and difficult to understand.

The theories above imply that reading comprehension is not a single matter. It is affected by some factors such as the readers' intelligence and background knowledge, the technique and strategy used, and the features of texts. All of those factors relate each other in influencing the readers' reading comprehension ability.

f. Principles in Teaching Reading Comprehension

In the teaching reading comprehension, there are some principles that must be considered by the teacher. The principles will become a guide for the teacher in teaching reading. There are some principles of teaching reading that is asserted by some experts. According to Harmer (2001: 70), there are six principles of teaching reading. They are as follows.

1) reading is not a passive skill,
2) students need to be engaged with what they are reading,
3) students should be encouraged to respond to the content of a reading text, not just to the language,
4) prediction is a major factor in reading,
5) match the task to the topic,
6) good teachers exploit reading texts to the full.

Those are principles of teaching reading comprehension which must be regarded as the teacher's principle in teaching reading. Those principles are used as the direction for the teacher. The teacher should know what the students need to learn and not. The teacher must know the main of teaching reading and what the teaching reading should be.

In conclusion, the teacher should understand what is reading itself and should be careful in deciding the teaching method, the text, the material, and the activity when he/she designs the lesson. Therefore, the purpose of improving students' reading comprehension can be achieved.

2. Cooperative Learning

   a. The Definition of Cooperative Learning

   Teaching reading to ESL students is not always easy than we imagine. Whether the text is too difficult or the activity is too boring, teaching reading to ESL students in the classroom needs more new ways and techniques to attract students' interest in improving their reading comprehension. On the other hand, there are so many learning methods and strategies which can be applied to teaching reading. Cooperative learning is kind of teaching strategies that commonly used. It is applicable used in ESL classroom and it could attract students' being more active in the classroom. In this following, the writer will show the definition of cooperative learning by some experts.

   According to Johnson, Johnson and Smith (1991), cooperative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning. In the cooperative condition, each member of groups try together to reach a goal which can be shared to another one.

   Richards and Rodgers (2001: 192) define that cooperative learning is a group of systematic learning activity which depends on the information exchange between the learners in the groups in which each is given responsibility for his or her own learning and is motivated to increase the learning of others. So, trough learning cooperatively the

member of groups is expected can get the information as equal as others.

Slavin (1995) states that in cooperative learning strategy, the teacher divides the students into small groups or teams. The teams or groups formed are heterogeneous --- made up of high, average, and low achievers, boys and girls students of different ethnic groups. In the cooperative learning, there is no difference between boys or girls or ethnics because students are expected to work together in a group and they have to make sure that each member understand well.

Thereby, cooperative learning depends on the effectiveness of every group. In this learning, the teacher is expected to be able making cooperative groups carefully so that all members of each group can work together to maximize their own learning and other members. In short, cooperative learning refers to learning methods where the students have to work together in a small group and can help each other in learning. Usually, cooperative learning engages groups or teams which consist of four students with different abilities.

b. The Elements of Cooperative Learning

Johnson and Johnson (1994) propose some basic elements which can help the cooperative learning more productive than competitive or individual learning. Those elements are as following.

1) Positive Interdependence

The main thing to create an effective cooperative learning is positive interdependence which means that every member of each group has to consider their group. In the cooperative learning, students have to be responsible for two main things which are learning the materials and ensuring that all members of group also do it. Positive interdependence occurs when students realize that they will never succeed doing certain duties if the other members get failed in doing such duties.

2) Promotive Interaction

Promotive interaction can be defined as an interaction in a group where every member supports each other to reach and produce something for same purposes. Promotive interaction occurs when the members of group help each other who needs help; sharing and processing the certain information effectively and efficiently; sharing their own opinion and conclusion to each other; support their own effort to each other to reach their goal; and believing to each other.

3) Individual Accountability

Everyone has to be responsible for their own duty. That is one of the elements of cooperative learning. When many members do not give their contribution and there are only some members who contribute too much then they are not responsible for the final result, it means that such group has failed in

cooperating. To ensure that every member has responsible for their own job, the teacher needs to consider how many efforts every member in contributing to their group and gives the feedback and evaluation to them.

4) Interpersonal and Small-group Skill

According to Johnson and Johnson (1991), to coordinate every effort to reach group's goals, students should; understand and believe to each other; avoid the ambiguity in communication to others; support to each other; and reconcile an issue which may cause a conflict.

5) Group Processing

Usually, an effective group work depends on how such group can reflect their own group processing. Johnson and Johnson (1991) states that the purpose of processing refers to any instrumental events in rising the wanted aims. In cooperative learning, group processing can be defined as group reflection in; describing any action whether it helps or not; deciding any action what needs to be continued or needs to be revised. The purpose of group processing is to clarify and improve the effectiveness group working to each member to reach group aims.

c. The Implementation of Cooperative Learning

The implementation of cooperative learning in the teaching and learning process of reading requires many preparations that should be understood by the teachers and students as the main elements who involve directly in the classroom.

Brown (2000: 157) proposes seven rules in implementing a group technique in cooperative learning. They are introducing the technique, designing the use of small group for technique, modelling the technique, giving clear and detail instructions, avoiding class into group, checking for explanation, and setting the task in action. These rules give clear descriptions toward the things which must be organized before implementing a group technique. It is useful to create cooperative group in the teaching and learning process.

In addition, cooperative structure can enhance many familiar English learning activities which encourage all students to be more actively involved as well as improve their reading comprehension. There are some activities that can be conducted in the classroom. They are Pair-Read, Think-Pair-Share, Numbered Heads Together, Round Table Brain Storming, and Group Discussion Quizzes. In the next discussion, there will be more explanation about Think-Pair-Share which is the main technique will be used in this study.

3. Think-Pair-Share Technique

    a. The Nature of Think-Pair-Share

Think-Pair-Share is a technique first developed by Professor Frank Lyman at the University of Maryland in 1981 and adapted by many writers in the field of cooperative learning since then. It introduces 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. Along with cooperative learning, Think-Pair-Share also builds learning communities as students become skilled at how to get along, how to care for themselves and each other, and how to manage their own behavior as they work toward a common goal (Kagan, 1999).

As Frank Lyman (1981: 19) states that Think-Pair-Share is "a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, then talk with each other in pairs, and finally share responses with the larger group".

According to Robertson (2006: 2), the definition of Think-Pair-Share is a strategy designed to enable the students formulate their individual ideas and share these ideas with another students. It is a learning strategy associates to encourage student classroom participation. Rather than using a basic presentation method in which a teacher poses a question and one student offer a response, Think-

Pair-Share encourage a high degree of students' response and can help keep students a task.

Judi Fenton (2009) defines Think-Pair-Share (TPS) as a collaborative learning strategy in which students work together to solve a problem or answer a question about the topic. This technique requires students to think individually about a topic or answer to a question, and then share ideas with classmates. Discussing an answer with a partner serves to maximize participation, focus attention and engage students in comprehending the reading material.

As mention above, Think-Pair-Share incorporates wait-time, verbal rehearsal, discussion, and cooperative learning. In its original form, Lyman defined two wait periods; the initial time after the question was asked (wait-time I) of three to five seconds after each pair shared back to the group (Lyman, 1989, cited in Baumeister, 1992, p.19). It was suggested that visual cues such as hand signals, cards or a cube can be used to announce transitions from are component of the strategy to the next (Baumeister, 1992, McTigre & Lyman, 1988; Thompson & Taymans, 1996). Lyman proposed that students would develop social skills, engage more positively in class discussion and develop cognitive awareness through the use of the strategy (Baumeister, 1992).

b. The Purpose of Think-Pair-Share

       Millis and Cottel (1998) mention the purpose of using Think-Pair-Share as follows:

1. The quality of student responses will increase by giving think time.

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

3. Research tells us that we need time to accept the new ideas in order to store them in memory. When teachers present too much information all at once, much of that information is lost. If we give students' time to do Think-Pair-Share throughout the lesson, more of the critical information will be retained.

4. 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 discussion stage.

5. Students are more willing to participate since they do not feel the peer pressure involved in responding in front of the whole class.

6. Think-Pair-Share is easy to use on the prompt of the moment.

7. Thin-Pair-Share is easy to use in large classes.

       Furthermore, Sherman (2008) mentions the purposes of Think-Pair-Share technique is keeping all of the students get involved in class discussions and provides an opportunity for every student to

share an answer to every question gave by the teacher. It takes the fear out of class discussion by allowing the students to think carefully about their answers and talk about them with a partner before they are called on to respond. For shy or tentative students, this can help put the shyness back on learning and make them be brave in doing speaking in the classroom.

c. The Benefits of Think-Pair-Share

According to Frank Lyman (1981) there are many benefits will be gotten by both of the teacher and students with using Think-Pair-Share (TPS).

1) Benefits to the Students

Students have time to at least think through their own answers to questions before the questions are answered and the discussion moves on. They practice responses mentally and sometimes verbally with another student, before being asked to share it to the whole class. All students have an opportunity to share their thinking with at least one other student, thereby it increase their sense of involvement. Think-Pair-Share is a Cooperative Learning strategy, and that has advantages for students in the areas of acceptance, peer support, achievement, self-esteem, and liking of other students.

Furthermore, Kristina Robertson (2006) states that TPS strategy is a versatile and simple technique for improving the

students' speaking skill. It gives students time to think about an answer and activates prior knowledge. Think-Pair-Share enhances students' oral communication skills as they discuss their ideas with their classmates. This strategy helps students become active participants in learning and include writing as a way of organizing thoughts generated from discussions.

Whereas Richard D. Solomon (2009) states that Think-Pair-Share have many advantages because it provides 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. The research on Think-Pair-Share is compelling that it encourages increased the student participation, and higher the levels of student thinking and questioning.

2) Benefits to the Teachers

Students have been found to spend more time on task and to listen to each other more when engaged in Think-Pair-Share activities. Many more students raise their hands to respond after rehearsing in pairs, students may have better recall due to increased waits time, and the quality of responses may be better. Like students, teachers also have more time to think when using Think-Pair-Share. They can concentrate on asking higher-order

questions, observing student reactions, and listening to the student responses. Class discussion can be much more relaxing experience for teachers and students.

d. The Steps of Using Think-Pair-Share Technique

In order to use TPS activity, Robertson (2006: 4) mentioned these steps:

1) Ask a thought provoking question to the students.

2) Give students some time to think about the question on their own, as well as the language they will need to respond.

3) Have students shared their thoughts with a partner, this gives students the opportunity to check out their answer with another student or hear another possible answer. If confused, the students can ask their peers to help.

4) Finally, ask the students to share thoughts with the whole group, which serves as a form of accountability for the students. In this discussion, the teacher gets feedback on what the students know or do not know through informal assessment.

Moreover Solomon (2009) explained the three steps of using Think-Pair-Share technique as follow: step one, each member individually and silently thinks about a question given by the teacher. Step two, two members are paired to exchange and discuss their responses. Step three, each member may share his response, his

partner's response, or something new with the group, another group, or the entire class.

e. Teaching Reading Comprehension in SMA by Using Think-Pair-Share Technique

Brown (2001: 92) states that secondary school students are of course becoming increasingly adult like in their ability to make those occasional diversions from the "here and now" nature of immediate communicative contexts to dwell on a grammar point or vocabulary item. But as in teaching adults, care must be taken not to insult them with stilted language or to bore them with over analysis.

As stated in School Based-Curriculum of 2006, English subject in Senior High School includes three components. First, the expression ability which concerns in the ability to understand and produce speech and written text and are realized in four skills, i.e. listening, speaking, reading, and writing. Second, comprehension and production ability of various short functional and monolog texts along with essays of text types (genre) such as procedure, descriptive, recount, narrative, report, news item, analytical exposition, hortatory exposition, spoof, explanation, discussion, review, public speaking.

The last, support of competence i.e. linguistic competence (the use of grammar, vocabulary, phonetic, and structure), socio-cultural competence (the use of expression and action language receive in various context communication), strategy competence (the ability to

overcome the problem which appears in communication process by using various methods) and building expression competence (the use of instruments if expression competence).

B. Review of Related Studies

Think-Pair-Share technique is one of attractive techniques which under the study of cooperative learning. It is believed that TPS technique could improve students' motivation in learning and comprehension in reading text. It can be proved from some researcher that used Think-Pair-Share as the technique in the teaching-learning process.

The first research was conducted by Robertson (2006), the tittle of the research was "Increase Students' Interaction with Think-Pair-Share and Circle Chats". From the research, it can be seen that there was improvement of students' interaction. By discussing the students' answer with a partner and the class, they had the opportunity to increase the interaction with their friends, and teachers could know their comprehension.

Another research was conducted by Masdelina Hutasuhut (2012). After the TPS technique was implemented, it was concluded that: TPS technique could improve students' achievement in reading comprehension. Their average score was gradually improved, from 59 in Cycle 1, 67.9 in Cycle 2, and 79.6 in Cycle 3. The students' active participation also showed the improvement from 68.3% in Cycle 1, 73.1% in Cycle 2, and 85.5% in Cycle 3. It means that the implementation of TPS technique not only

improved the students' comprehension but also it could improve students' participation actively in the class.

In addition, Eko Abdurrahman (2012) conducted the same study. Based on the result, the researcher was successful in improving the English reading comprehension by using TPS technique. Students were able to comprehend the text easier. It was proven by the mean score of students. From the first cycle, it was only 41.25, then it became 45 in the second cycle, and finally, students' mean score in the last cycle rose to 63.5. It was found that TPS could help students to improve their comprehension in reading text.

In conclusion, we can see that Think-Pair-Share technique gives a significant impact towards the students' reading comprehension. TPS technique also makes students being active in the class trough sharing information, opinions, and ideas to others.

C. Conceptual Framework

As we know, reading is important for us in getting information and knowledge. Globalization era demands people to master English texts because most of the information and news are in terms of English. Therefore, students are expected to have a good comprehension in their English reading ability so that they can absorb the information and the knowledge through reading activity.

At SMAN 1 Srandakan, the students of grade XI IPA 2 still face problems in comprehending the reading texts. One of the problems is caused

by learning activities. The condition of learning activities influences students' comprehension and involvement in the class. Related to the students' comprehension and involvement, it is needed to focus on the strategy of teaching which could improve both the learning activities and students' comprehension in reading ability.

The teaching strategy is one of the most important elements affecting English teaching and learning process including teaching reading. The application of the appropriate teaching strategy is very essential in determining the success of the teaching and learning process. In reading, the appropriate technique can influence students' performance and reading comprehension ability. Then, in order to improve students' reading comprehension at grade XI IPA 2 of SMAN 1 Srandakan, the researcher tries to conduct a research by using Think-Pair-Share technique in teaching reading.

Think-Pair-Share is a discussion cycle in which students will listen or they will be given a question or presentation. Then, they have time to think individually, talk with each other in pairs, and finally share responses with the larger group (Lyman, 1988:19). Solomon (2009) states that Think-Pair-Share is an equity pedagogical best practice because it provides students with (a) 'think time', a period to reflect and compose their answer, (b) 'behavioral rehearsal time', a period to practice and sharing their thoughts with a classmate, and (c) five safe options including sharing the thoughts of a learning partner.

In this research, Think-Pair-Share technique is used to motivate students in comprehending their reading of texts, especially during learning activities. By using Think-Pair-Share technique, the students will have more opportunity to develop their skills of reading whether individually or in groups. It is also used to make students being active during teaching-learning process. Think-Pair-Share technique is implemented in each meeting. Each meeting consists of 4 steps, those are building students' knowledge, modelling of the text, joining construction of the text and individual construction of the text. Think-Pair-Share is implemented at joining construction of the text. It is expected that there will be some positive changes in teaching-learning process, especially in reading activity.

CHAPTER III

RESEARCH METHODS

This chapter presents the method used in this research. It consists of the type of the research, the subject of the research, the instruments of the research, the data and the technique of collecting data, data analysis technique, procedures of the research, and the validity of the research.

A. Type of the Research

This research is classroom action research. It aims to portray the process of the improvement of students' reading comprehension ability. In this research, the researcher directly involved in improving students' reading comprehension ability. The nature of this action research was conducted through collaborative work among research team members. The study was conducted collaboratively which involved the English teacher, the researcher and the students. She and the collaborator applied the research to improve reading comprehension ability for students of the grade XI IPA 2 at SMA N 1 Srandakan by using Think-Pair-Share technique.

B. Setting of the Research

This action research was conducted in class XI IPA 2 of SMA N 1 Srandakan in the academic year 2013/2014. This school is a state school which is located in Jalan Pandansimo km 1 Bantul, Yogyakarta.

The teaching and learning activities in SMA N 1 Srandakan are generally grouped into intra-curricular and extra-curricular. Intra-curricular activities are the realization of school curriculum program which starts from 07.00 a.m. to 1.30 p.m. Extra-curricular activities are teaching learning activities outside the curriculum to increase students' skill, such as, Pramuka, Karate, etc.

In the classroom there are white board and an attendance board. Behind the class room, the organization chart of the class and the schedules for cleaning the class hang on the wall. In the middle up of the class, there are 12 tables and 20 chairs. Related to the curriculum, this school uses School Based Curriculum that implemented in the learning process. There are only two English teachers and they use English course book from the government and LKS.

C. Subject of the Research

The subjects of this research were the researcher, the English teacher and the students of class XI IPA 2 of SMA N 1 Srandakan. She chose this class as the subject of the study based on the discussion between her and the English teacher. It was conducted collaboratively by all research team members. This study involved the researcher herself, the English teacher, and the students class XI IPA 2 of SMA N 1 Srandakan.

D. Time of the Research

The study was conducted in the first semester of the academic year of 2013/2014. Then the action was conducted during November 2013. The researcher carried out the actions based on the school schedule, especially the English schedule of class XI IPA 2 of SMA N 1 Srandakan. The schedules of English lesson in class XI IPA 2 of SMA N 1 Srandakan were on Wednesday and Thursday at 12.00-13.30.

E. Instruments of Collecting Data

The instruments of the data collection are as follows.

1) Observation guideline

Observation guideline was used to note what happened in the classroom. It was used in the reconnaissance, action and observation steps. In the reconnaissance step, the observation guideline was used to find out the problems faced by the teacher in the reading class. In the action and observation steps, the observation guideline was used to see the implementation of the actions and the successes of the research.

2) Interview guideline

The interview guideline was used to get data related to the English teacher's and students' feelings about the implementation of the actions. In the reconnaissance step, the interview guideline was used to find out the problems faced by the teacher and students. In the reflection steps,

the interview guideline was used to see the students' and teacher's responses to the actions.

3) Reading comprehension test

Students' comprehension test was held twice. They were pre-test and post-test. Pre-test was held in the beginning of the research to measure the students' reading ability and post-test was held in the last of the research to find out the improvement of reading ability. Then, the score of both tests was compared.

F. Techniques of Collecting Data

The data were qualitative which supported by quantitative data. The data collection were aimed at describing the process during the action which involved vignettes, interview transcripts, teaching and learning process transcripts and photograph as a documentation. To get the data, the researcher used some techniques of data collection. They are as follows.

1. Class Observation

   The researcher observed the teaching and learning process, especially in teaching reading.

2. Structured Interviews

   The researcher conducted an interview with a list of the questions.

3. Record

   The researcher recorded the interview with the teacher and students.

4. Reading Comprehension Test

The test was aimed at supporting the qualitative data. The researcher conducted two steps of the test. First test was pre-test which was held before the researcher conduct the action. The second was post-test that the test was held after the action implemented.

5. Photographs Taking

The documentation aimed to support the data.

G. Data Analysis Techniques

According to Miles and Huberman (1994: 10-12), analyzing the qualitative data consists of three steps. They are data reduction, data display, conclusion drawing/verification. Firstly, the researcher selected, focused, simplified and transformed the data which were in the form of vignettes and interview transcripts. Then the researcher shortened, sharpened, focused, and organized the data to get the final conclusion. After that, the researcher organized the data in order to come to the conclusion drawing and action. The last step was the researcher drew conclusion from data display to know the progress of the implementation and verification.

H. Procedures of the Research

1. The Problem Identification of Reconnaissance

The researcher collected information to identify the problems by observing teaching and learning process. The researcher also interviewed the English teacher and some students related to teaching reading

strategies. Then, the researcher discussed the problems with the English teacher. After all problems are founded, the researcher and the English teacher grouped the problem based on the scale of priorities to be solved. Finally, they found that the most important problem was the students' reading comprehension ability in learning English.

2. Planning

     After the problems in teaching and learning process were known, the researcher started to plan the research. It included the time of the research, the instrument of the research, and the like.

3. Action and Observation

     Then the researcher and the collaborator conducted the research based on what had been planned. After doing the research, the researcher and the collaborator did an observation. It aimed to measure the result of the research.

4. Reflection

     The last was that the researcher and the collaborator did a reflection. It aimed to know whether the research was successful or not. If not, the action had to be revised. She and the collaborator did the research.

I. **Validity of the Research**

     Burns (1999: 161-162) explains five validity criteria in action research. They are as follows.

 1. Democratic Validity

This criterion relates to the extent to which the research is truly collaborative and allows for the inclusion of multiple voices.

2. Outcome Validity

This criterion relates to the notion of actions leading to outcomes that are 'successful' within the research context.

3. Process Validity

This criterion raises questions about the 'dependability' and 'competency' of the research.

4. Catalytic Validity

This criterion relates to the extent to which the research allows participants to deepen their understanding of the social realities of the context and how they can make changes within it.

5. Dialogic Validity

This criterion parallels the processes of peer review which are commonly used in academic research.

The reliability of this research was obtained by giving the genuine data, such as filed notes, interview transcripts, and teaching and learning process transcripts. The researcher used triangulation in order to avoid subjectivity and to get trustworthiness. Burns (1999: 163) argues that triangulation is used to verify the trustworthiness of the data.

1. Time triangulation: collecting data at one point in time or over a period of time to get a sense of what factors are involved in change processes.

2. Theoretical triangulation: analyzing data from more than one perspective. The researcher involved more than one source in gathering the data. They are the teacher and students.

CHAPTER IV

THE RESEARCH FINDINGS AND DISCUSSIONS

This chapter presents the research findings and its discussions. There are three sections in this chapter. The first section presents the research findings which includes reconnaissance steps, research problem, determining the actions, and action plans. The second section presents the implementation of the actions and discussions which includes the reports of cycle 1 and cycle 2. The last section presents the general findings.

A. Research Finding

1. Reconnaissance

The researcher conducted an observation and interview with the English teacher and the students to identify the field problems. The observation and first interview were done on September 19th, 2013 at class XI IPA 2 of SMA N 1 Srandakan. She observed the classroom during teaching-learning process in order to collect some problems especially about students' reading comprehension in English texts. The interview was done to get what problems faced by the teacher and students during the teaching-learning process.

> During the lesson, there were many students who did not pay attention to the ET or even to the materials. They were busy with their own activity, especially for students who sit in back row. They were talking with their partner without getting attention to their teacher. There were only some students who pay attention to the explanation by ET, especially they were sitting in the front row. When ET asked the students to answer her question voluntarily, they preferred keeping silent to answering. The condition of class was so far from quiet. The voice of ET in teaching was so low. It might make students not feel like to pay attention to their teacher. When ET knew the students who did not pay attention, she just kept smile and asked the students to pay attention and there was no punishment for them.
>
> (Vignette Observation, September 19, 2013)

....
R   :   Saya mengerti bu. Kalau begitu untuk sepesifik tentang kesulitan
         ketika ibu mengajar *reading* di kelas itu seperti apa bu?
ET   :   Ya itu tadi mbak, karena masih banyak siswa yang pasif dan tidak
         terlalu banyak berlatih membaca juga diluar jam pelajaran sehingga
         saya juga kuwalahan ketika membawanya di kelas.
R   :   Biasanya jenis materi dan aktivitas apa yang ibu gunakan di kelas
         ketika mengajar *reading* bu?
ET   :   Seperti biasa saja kok mbak Rina. Saya mengajarkan untuk membaca
         teks kemudian mengerjakan soal, nanti jika siswa itu menemukan
         kata sulit saya bantu mencari di kamus. Saya juga mengijinkan
         mereka membawa kamus elektronik juga kamus yang ada di HP itu.
         Tapi yang menggunakan di HP itu juga saya awasi penggunaannya.
....

(Interview Transcript I, September 19, 2013)

From the vignette of observation and interview transcript above, the field problems occurred during the teaching-learning process could be seen in Table 4.1.

Table 4.1: Field Problems in the English Teaching-Learning Process in

Class XI IPA 2 of SMA N 1 Srandakan

No.	Field Problems	Indicators
1.	The students were passive during the class activity.	When the teacher asked the students, there was no student who want to go in front of the class to share their answers/opinions.
2.	The students were not enthusiastic about the material given by the English teacher.	There were still found many students who did not follow the text when the teacher read loudly in front of the class. They tended to ignore what their teacher read.

3.	The reading materials were conventional.	The reading texts used were only taken from a course book and LKS. Also, the reading materials were only the texts though learning reading also could be pictures.
4.	There was no interesting media to engage the students' involvement into the lesson.	The teacher only used course book or LKS and white-board for teaching-learning process and did not use any media even it was just a picture.
5.	The teaching-learning process was teacher-centered.	The teacher often only gave presentation and explanation in front of the classroom without giving more opportunity to the students to involve in learning activities related to the lesson.
6.	The students lacked vocabulary mastery in comprehending the text.	The students often asked the teacher to translate some English words.
7.	The students had low motivation to learn English.	Some students did not do the tasks that were given by the teacher. They were relying on their friends' answer or waiting for the teacher that would ask to do or discuss together.
8.	The students were busy with their own activity.	They tended to have their own activity, such as, played their mobile phone, talked each other with their partner, or made some noisy activities to get their

		friends' attention like mocking their friends, etc.
9.	The teacher only focused on translating when teaching reading to the students.	The reading activity was only reading the text then the teacher would translate the text and the last the students had to answer the questions related to the text.
10.	There was a lack of variation of the teaching in reading.	The teacher was only teaching according to the course book. She did not use any various or interesting techniques to attract students' motivation in the teaching-learning process.

Based on the identified problem above, the researcher decided to overcome some field problems based on the feasibility to solve. The field problems that would be solved were identified according to the students' needs to improve their reading. Those are presented in the following table.

Table 4.2: The Feasible Field Problems to be solved

No	Field Problems	Indicators
1.	The students were passive during the class activity.	When the teacher asked the students, there was no student who want to go in front of the class to share their answers/opinions.
2.	The reading materials were conventional.	The reading texts used were only taken from a course book and LKS. Also, the

		reading materials were only the texts though learning reading also could be pictures.
3.	The teaching-learning process was teacher-centered.	The teacher often only gave presentation and explanation in front of the classroom without giving more opportunity to the students to involve in learning activities related to the lesson.
4.	The students had low motivation to learn English.	Some students did not do the tasks that were given by the teacher. They were relying on their friends' answer or waiting for the teacher that would ask to do or discuss together.
5.	There was a lack of variation of the teaching in reading.	The teacher was only teaching according to the course book. She did not use any various or interesting techniques to attract students' motivation in the teaching-learning process.

2. Research Problems

After determining the field problems that would be solved, the researcher and the English teacher had discussion to solve the feasible problems. The problems were related to the students' reading comprehension and the practice of English teaching-learning. Meanwhile, she and the English teacher analyzed the field problems first to find the main causes.

Table 4.3: Problems and Possible Causes

No.	Problems	Possible Causes
1.	The students were passive during the class activity. It could be seen when the teacher asked the students, there was no student who want to go in front of the class to share their answers/opinions.	The teacher did not give students the opportunity to involve more in the teaching-learning process. It was caused by most of the activities at class were conducted individually.
2.	The reading materials were conventional. It was proven by the reading texts used were only taken from a course book and LKS. Also, the reading materials were only the texts though learning reading also could be pictures.	The teaching-learning activities in the reading class mostly were reading aloud, translating the text, and answering the questions based on the text.
3.	The teaching-learning process was teacher-centered. The teacher often only gave presentation and explanation in front of the classroom without giving more opportunity to the students to involve in learning activities related to the lesson.	The teacher only focused on the need of finishing the materials from the course book. The teacher got difficulties when she wanted to engage students' involvement during the teaching-learning process.
4.	The students had low motivation to learn English. Some students did not do the tasks that were given by the teacher. They were relying on their friends' answer or waiting for the teacher that	The teaching-learning process was mostly teacher-centered, so the students preferred to do their own activity which more interesting for them than they had to do the tasks given by the teacher or

	would ask to do or discuss together.	even to pay attention to the teacher's explanation.
5.	There was a lack of variation of the teaching in reading. The teacher was only teaching according to the course book. She did not use any various or interesting techniques to attract students' motivation in the teaching-learning process.	The teacher was passive to look another attractive techniques of teaching. She had no sufficient books or any resource about recently teaching techniques which more interesting for students and the classroom.

3. Determining the Actions

  After the problems were identified, she and the English teacher determined some plans to the possible actions to solve the field problems. The actions are presented in the following table.

Table 4.4: Problems, Possible Causes, and Actions

No.	Problems	Possible Causes	Actions
1.	The students were passive during the class activity. It could be seen when the teacher asked the students, there was no student who want to go in front of the class to share their answers/opinions.	The teacher did not give students the opportunity to involve more in the teaching-learning process. It was caused by most of the activities at class were conducted individually.	1. Applying Think-Pair-Share technique 2. Giving reward for the students 3. Using pictures to attract students' attention 4. Giving the students

2.	The reading materials were conventional. It was proven by the reading texts used were only taken from a course book and LKS. Also, the reading materials were only the texts though learning reading also could be pictures.	The teaching-learning activities in the reading class mostly were reading aloud, translating the text, and answering the questions based on the text.	handout to help them in understanding the materials
3.	The teaching-learning process was teacher-centered. The teacher often only gave presentation and explanation in front of the classroom without giving more opportunity to the students to involve in learning activities related to the lesson.	The teacher only focused on the need of finishing the materials from the course book. The teacher got difficulties when she wanted to engage students' involvement during the teaching-learning process.	
4.	The students had low motivation to learn English. Some students did not do the tasks that were given by the teacher. They were relying on their	The teaching-learning process was mostly teacher-centered, so the students preferred to do their own activity which more interesting for them	

	friends' answer or waiting for the teacher that would ask to do or discuss together.	than they had to pay attention to the teacher's explanation.	
5.	There was a lack of variation of the teaching in reading. The teacher was only teaching according to the course book. She did not use any various or interesting techniques to attract students' motivation in the teaching-learning process.	The teacher was passive to look another attractive techniques of teaching. She had no sufficient books or any resource about recently teaching techniques which more interesting for students and the classroom.	

Related to field problems arose, Think-Pair-Share technique was proposed to the English teacher in order to improve students' reading comprehension and she agreed about it. They expected that the students would appreciate it because it belonged to a new activity for them. So, it would give new atmosphere for students in the learning process in the classroom.

Actually, to solve some problems which were found by the researcher, Think-Pair-Share technique proposed a new way related to teaching reading. It was aimed at facilitating the students to learn English in an attractive experience. They would read a text which could be done individually, in pairs, and the whole group member together. By working in groups, the students would interact each other to find or to

decide their best ideas to be shared in the whole class. They were also supporting each other in a group so that all members understood to the lesson.

Group working was required students to be a good competitor to another one. Moreover, in this research, reward was given in every activity to motivate the students to do their best. The reward given was in form of scores. The students had to collect the scores to become the winner. By accumulating scores, each group competed to collect it hardly. Each group would avoid to get the lowest score because there was a little punishment for each group who got the lowest score. The punishment was only an entertaining game where the lowest group had to perform in front of the class to amuse their friends.

Another action was using pictures in the teaching-learning process. It was aimed to avoid students feeling bored or monotonous during learning activities in the classroom. The pictures were used to build students' knowledge related to the text. By using pictures, the students would be easier in building their knowledge because pictures would develop their imagination obviously.

The last effort was giving a handout for students. It was aimed to help them in understanding the materials. The handout contained analytical exposition texts which the topic had been appropriated for the students' level of senior high school especially for students grade XI IPA 2 SMA N 1 Srandakan. It also contained some attractive exercises which was not only answering the questions but also matching and arranging the sentences or paragraphs. There were also many interesting pictures in the handout in order to attract students' attention and to motivate them in studying from the handout.

4. Action Plans

Before doing the actions, the researcher used two steps. In the first step, she wrote a course grid. The course grid consists of the basic competency, learning materials, indicators, and media. The basic competency for cycle 1 was analytical exposition text. She decided the topic of text about drugs. The basic competency for cycle 2 was about poster. The topic of poster was same with the topic of the analytical text in the first cycle. It was aimed to make the materials relevant to another one. Every cycle was conducted in three meetings. The media consisted of analytical exposition texts, pictures, and posters.

The second step, the researcher made the lesson plans of the actions and discussed the lesson plans and the materials with their English teacher. There was one lesson plan for each cycle so the researcher made two lesson plans for two cycles. The lesson plans were made according to the course grid which was made before. Genre-Based Language Teaching which includes BKOF, MOT, JCOT and ICOT was the method used in the learning activity steps. Besides, the application of Think-Pair-Share technique was planned in JCOT (Joint Construction of Text) step. The researcher applied the Think-Pair-Share technique in each cycle.

B. **The Implementation of the Action and Discussion**

1. **The Implementation of Cycle 1**

a. Planning

In this planning session, some efforts were planned to solve the problems identified above. The efforts were focused on improving the students' reading comprehension by using Think-Pair-Share technique. First, she determined the form of reading test which would be used for pre-test, and then, she designed

lesson plans, the materials, and the assessment instruments. The pre-test was aimed at gathering information on the students' current reading comprehension. After she had a discussion with the English teacher, the action plans of Cycle 1 would be described as below.

1) Applying Think-Pair-Share technique

Applying Think-Pair-Share technique had a purpose to improve students' reading comprehension. In this technique, the students would be encouraged to work in pairs and then, they had to finish in groups. Besides, this was also giving students to think individually first so this technique was not only focused on group works but also individual accountability. This would give more opportunities for students to express their ideas. Because the researcher divided the students in groups randomly, it means that each group consisted of various students in terms of English proficiency. It was aimed at showing the responsibility of each student to her or his self and group.

2) Giving rewards for the students

Rewards could attract students' motivation so that the researcher planned to give rewards for students who had best answers. Here, the reward was in form of scoring in every assignment. By giving rewards, she hoped that the students could be more motivated in involving in teaching-learning process. It was also based on the interview with the students which done by the researcher while observation. The students only focused on the getting high mark without willing to understand the materials. At least, giving rewards could ask students to comprehend the materials well in order to get best score. Each group exactly did not want to get the lowest score because it would ask them to entertain their friends in front of the class as the consequences getting the lowest score.

3) Using pictures to attract students' attention

In the other hand, there were still many English teachers who want to start teaching a text without building their students' knowledge first but they directly taught the main text. It might be one of the reasons why still many students having low motivation in learning especially in reading. Because of that, the use of pictures as the media was aimed at building the students' background knowledge before they come in to the main text. By seeing pictures, students would be easier in imagining about what they are going to learn.

4) Giving the students handout

The researcher also planned to distribute a handout for each student. The handout consisted of some related texts, explanations, and additional materials which relevant to basic competency. In order to avoid the students feel bored in learning the materials, she gave various tasks which could attract students' willing to do. So, the tasks in the handout were not only in form of answering the questions but also another assignment which more challenging and fun for students.

b. Action and Observation

According to the schedule that had been agreed, the first cycle was done in three meetings. The first meeting was conducted on Wednesday, October 30, 2013, the second was on Thursday, October 31, 2013, and the third one was on November 6, 2013. The researcher acted as the English teacher in the classroom and the English teacher became the collaborator. When the researcher taught in the classroom, the English teacher who was also as the collaborator sometimes took a note in the back of the class and she also observed the teaching-learning

process. Related to the efforts which were going to be implemented in this cycle, the discussions are explained in the following.

1) Applying Think-Pair-Share technique

Think-Pair-Share technique was implemented in every action of the cycle. Especially, it was implemented in JCOT (Joint Construction of Text) step in learning activities. It was asked the students to have in group of four. The students are divided into a group of four heterogeneously in terms of gender and students' ability. These heterogeneous groups were expected to be able encouraging the students to help, share, and support each other's learning.

Before applying the TPS technique, the researcher explained the rules of the activity. First, the students would be given a text and they were given a time to think individually. Then, they did pair reading and discussed the answer and finally they would share in group before they presented their group discussion's result with the whole class. The students were also reminded that their group discussion's result would be accumulated in scoring so they had to do the best. The implementation of this activity was aimed at building the students' reading skills by sharing the reading strategies and knowledge to others in comprehending the text. This activity was also to motivate students to work together as a team.

After explaining the rules of activity by using TPS technique, the researcher did the warming up or pre-teaching in order to build the students' background knowledge of field. She asked the students which relevant to the topic of lesson.

> R started to build background knowledge of students by asking them first "*So class, what do you know about using of drugs? And how are the victims?*". There was only two till three students started to answer such questions, "*narkoba*" "*illegal miss*" "*mematikan miss*" then R responded "*Ok good, what else? Apalagi? Bagaimana keadaan korban pengguna obat-obatan terlarang?*" "*kuruuuss*" "*pucat miss*" "*tidak semangat*" some others answered.
>
> (Vignette Meeting 1, October 30, 2013)

From the vignette above, there was still found many students who were passive in responding the teacher's questions. Actually, most of students could respond it but they tended to have no interest in learning the lesson. After having the warming up, she started to the proper lesson and applied the TPS technique. She divided the students into four groups that consisted of four students. R named each group by using the books' writer: Nunan, Brown, Harmer, and Burns. It was aimed at giving knowledge to the students about some examples of book writers especially about teaching theories.

> R divided students into four groups and four students for each group "*Class, as I explained before, I will divide you into four groups. Masing-masing group terdiri dari 4 siswa.*". After all students had sat into their groups, R handed out a short analytical exposition text. Students were given 5-7 minutes to read and think the questions below the text. Seven minutes passed "*Ok class, seven minutes passed and now you have to discuss in pairs and then with your group before finally you have to share your group's answer in to the whole class, kalian akan mempresentasikan jawaban group kalian. Do you get it?*" "*Yes miss*", students discussed their answer with their partner and then they discussed with their group before they shared in to the whole class. Students worked well in groups and were so enthusiastic in doing their work.
>
> (Vignette Meeting 2, October 31, 2013)

The vignette above showed how TPS technique was implemented in the class. It could be seen that during the activity the students were very enthusiastic because it might be something new for them in teaching-learning in the classroom. As the researcher had mentioned in the field problems, the technique of teaching-learning activities of reading were very common. The students were only asked to read aloud the text, then they translated the text together or word by word, and the last they had to answer the questions related to the text. Consequently, they could not enjoy learning reading in the classroom. By

implementing this activity, most of students liked it. She had interviewed some of

them and one the interview was reflected as below.

R : *Baik, mbak mau tanya dulu bagaimana pendapat dek Anita mengenai tiga pertemuan di kelas dengan mbak?*
(What do you think about the lesson?)
Ss2 : *Oh iya mbak, menurut saya cara mengajar mbak itu seru, menyenangkan dan yang pasti tidak membosankan, dan hasilnya juga memuaskan mbak jadi lebih paham.*
(I think that was fun and did not make us bored.)
R : *Oke, lalu menurut dek Anita belajar dengan Think-Pair-Share technique yang sudah saya lakukan di kelas adek itu menarik dan memotivasi kamu tidak?*
(Well, Do you think that learning in the classroom by using TPS technique is interesting and motivating?)
Ss2 : *Iya mbak, menarik dan memotivasi kok.*
(Sure miss, it was interesting and motivating.)

(Interview Transcript III)

Because Think-Pair-Share belongs to the Cooperative Learning, it also has

five components according to the components in the cooperative learning. Then,

the researcher could show such components in what she had applied in TPS

technique in the classroom. Those five components will be explained as follows.

a) Positive Interdependence

When the students realize that the success of the group was depending on

the success of all of group members and they were connecting to each other's

member, it is what meant by positive interdependence. Here, the students had to

coordinate each task to the efforts of every member to reach their goal together.

Positive interdependence could create the condition where the students could see

that each member's contribution had benefits to themselves and to their own

group. This component can be seen in the situation in the vignette below.

R saw that the students were seriously having in their own group's discussion. They discussed their answer with their partner and then they discussed with their group before they shared to the whole class. Students worked well in groups and were so enthusiastic in doing their work. When R walked around each group, she saw that each group had a person who led the discussion and the others were seriously pay attention to the leader. They coordinated well in deciding their answer to be presented in front of the class even though there were one or two members in each group who breaking the discussion. When all groups had finished doing their work, it was time for group's representative to present their answer in front of the class. Every group were so enthusiastic to present first.

(Vignette Meeting 2, October 30, 2013)

b) Promotive Interaction

Promotive Interaction can be described as an interaction in a group where each member had to help and support each other in order to reach their goal's group together. By working closely together, students could promote each other's success through explanations, teaching, checking for understanding, and discussions. This happens when each member in a group was giving feedback to each other in order to conclude their discussion to have the best answer to be performed. It also requires each member of group to trust and keep their emotion so that their groups have comfort condition. This condition can be seen in the vignette below.

After all students had sat with their groups, R handed out a jumbled paragraph and students were asked to rearrange it into a good analytical exposition text. R gave 5-7 minutes to read the text first and then the students had to think individually what the best arrangement. The class was so quiet in thinking time. The students were seriously reading the text. When seven minutes passed, the students discuss in pairs with their own partner technically. In the discussion time, R saw some of member's group taught another member in group who got difficulties in his or her job. After all groups finished their work and they had decided their group's representative, one by one of them presented competitively their group's answer in front of the class. Students were so enthusiastic want to know the best answer.

(Vignette Meeting 3, November 6, 2013)

c) Individual accountability

Each member in a group must have his or her own responsibility. It is one of the characteristics in cooperative learning or in other words it is called individual accountability. In the cooperative learning, this accountability appears when each member's contribution appreciated and given a feedback for them and their own group. When there are many members do not have much contribution while another one has more, this group belongs to a failed group in cooperating. To ensure the individual accountability, the researcher gave the students individual task where each member had to match a word to the explanation beside.

d) Interpersonal and Small-Group Skills

Interpersonal and small-group skills is aimed at coordinating every single effort in order to reach the group's goal. Moreover, the students are asked to trust and believe each other; communicate obviously and avoid the ambiguity; accept and support each other; and reconcile different arguments which tended to be a conflict for its group. Meanwhile, the students have to be taught how to coordinate well and effectively and they are motivated by such skills in order to having the productive condition in their group.

e) Group Processing

Group processing can be defined as a group's reflection in making a decision about what effort they have to continue and to be changed. This is aimed at improving the effectiveness member's cooperation to reach group's goal together. Group processing takes place on two levels, in small group and the whole class. In small group, the teacher will see how effective the members worked together. In the whole class, the groups work cooperatively. So, the main

aspect of both levels is something like a reward and feedback for each group and all students in the class. In this research, the researcher also always tried to give a feedback for each group and to the whole class. Nevertheless, it has some weaknesses like what an interviewee said and this following is the interview transcript with her.

R	:	*Oke deh, mungkin ada tambahan atau saran untuk mbak dari adek?*
		(Well, is there any suggestion for me?)
Ss2	:	*Oh iya, mbak kalau mengajar mungkin suaranya bisa lebih keras lagi aja mbak jadi biar yang gak denger biar gak ganggu dan gak ada yang terganggu. Itu aja sih.*
		(Hu'um, your voice should be louder than before to avoid in a group. That's it.)
R	:	*Oh gitu ya dek, baik dek. Terimakasih ya dek.*
		(Okay, thank you.)
Ss2	:	*Iya sama-sama mbak.*
		(It's ok, miss.)
		(Interview Transcript III)

2) Giving rewards for the students

To attract their motivation, the scoring in every task was used for students. Lew investigated the influence of reward and social skills to the students' performance in cooperative groups (1986). Then, the result showed that reward and social skills are significantly having influences to the improving of students' performance and positive interdependence between them. In other words, it means that reward can motivate students to improve their skill and performance in the class while teaching-learning process. Here, the researcher made a reward in terms of scoring for each group which accumulated by all tasks. Such condition could be seen in the vignette below.

After R finished her reading, students seemed exited to know their group's score. According to their agreement in the beginning activity, R would give reward for the group which got the highest score and the group which got the lowest score would get punishment to entertain a whole class in front of the class. Finally, the lose group sang a song together but they had to replace the vocal in the lyric of the song with "u". It was so entertaining their friends. When all activities were done, there were some students who asked more "*miss besok kaya' gini lagi ya*".

(Vignette Meeting 3, November 6, 2013)

From the vignette above, it can be concluded that reward could motivate students to compete each other positively in the teaching-learning process. When some students got the best score, it would make the others who got low score being motivated to lay others low. Exactly, it would improve the students' achievement in their learning in the classroom.

3) Using pictures to attract students' attention

To avoid the students feel bored, the researcher also used an interesting media in the form of pictures. She used pictures to help the students in building their background knowledge to the text. She chose some pictures which were relevant with the topic. Since the topic was about drugs, she took some pictures related to kind of drugs, the bad cause of drugs, etc. This following picture was used when the researcher did the warming up in building students' background knowledge.

Figure 1: Kind of Drugs

Those pictures was aimed at giving students knowledge about what they had to avoid. By showing the pictures, the students' attention toward the lesson increased. The vignette below shows the students' condition when the researcher used this media.

After the introduction, R started to build background knowledge of students by asking them first "*So class, what do you know about using of drugs? And how are the victims?*". There was only two till three students started to answer such questions, "*narkoba*" "*illegal miss*" "*mematikan miss*" then R responded "*Ok good, what else? Apalagi? Bagaimana keadaan korban pengguna obat-obatan terlarang?*" "*kuruuuss*" "*pucat miss*" "*tidak semangat*" and still the same students who answered again while the others were just kept silent. There was no student answering anymore, R showed a picture of *Drugs*. When R had said anything, the class was suddenly noisy again. Some students said "*Wah, gambar narkoba ya miss?*". Then, R tried to handle the class, "*Attention class, I have a picture. Look at this.*" "*What is going on that picture?*" and most of students answered "*drugs miss*" "*pemakai narkoba*". R asked again "*Do you think it is important to know Drugs?*" "*yeeesss miss*", they answered together. "*Why is it important?*" "*biar tidak merusak pelajar miss*" "*supaya anak muda terhindar dari bahaya narkoba miss*".

(Vignette Meeting 1, October 30, 2013)

    4) Giving the students handout

Before the researcher conducted this research, the teacher used English course book. It was a property from school because the students did not buy any course book beside LKS. Usually, the teacher brought those English course books to the class and it would distributed to the students. Then, the teacher taught the materials from the English course book and she wrote the explanation in the white board. It was actually useless and wasting time. The students was only copying the teacher's explanation from the white board to their own books so they did not pay attention to the content of teacher's explanation well.

Because of such condition, the researcher distributed handout to all students when they faced new materials. The handouts were given before the lesson

started. It helped them learning the materials and saved the time for writing. By using her own handout, she also made many attractive tasks for students in order to attract students' willing in doing the tasks well. As found in the field problems, when the tasks were only answering the questions, the students did not do the tasks intensely and they were just copying their friends' answer. They had no willing to do by their own. The following figure was the example of tasks in the handout made by the researcher.

Figure 2: Various Tasks in the Handout

c. Reflection

After conducting the actions in Cycle 1, the researcher and the English teacher who was also as the collaborator conducted a discussion to did some reflections. As mentioned in Chapter III, she also did the democratic and dialogic validity. The discussion was based on the observation during the teaching-learning process and interviewing both of English teacher and students. The English teacher and her analyzed the problems which found in Cycle 1 and tried to find the solution of that problems to make it better for next cycle. The results of the reflection would be explained as follows.

1) Applying Think-Pair-Share technique

During Cycle 1, pair and group works were used by the researcher. From the students' result, it could be concluded that students could improve their involvement in teaching-learning process. By working in group, it minimized the passive students because each student was asked to express her or his ideas and opinions in order to find the best answer in their own group. Group working was also asked students to have a contribution in their group. Besides, when there was a member who did not understand to the material, another member must help each other in order to get the best result in the group so that students had more opportunity to get better understanding in comprehending the text from their friends.

2) Giving rewards for the students

Giving rewards was very effective to motivate the students being more active in involving the learning activities. It was proven when the students who did the task correctly and successfully were happy and praised, and they wanted to do the task given in the next activity. They were happy by accumulating the rewards in form of score. They became motivated in doing the task. They did the task carefully in order to get the best score because they avoided the fun punishment in the end of meeting while they got the lowest score. So, this action solved the problem effectively which the students were passive and tended to do their own activity outside from the English teaching-learning process.

3) Using pictures to attract students' attention

Picture was the most attractive media which also easy in availability. The researcher was only searching the simple and relevant pictures to the materials. Choosing the pictures was also based on considering the daily life by the students.

It was aimed at building students' background knowledge simply to the text. When they got easily the field knowledge, they would be more motivated to learn or to know more. These media also attracted the students' attention to the lesson.

4) Giving the students handout

The handout given to the students helped them in learning the materials. The students did not need to waste time in copying the explanation from the white-board because they could learn well from the handout. So, the students could focus on the teacher's explanation instead making notes. The use of various tasks in the handout also helped them to improve their vocabulary mastery, grammar knowledge, and their own reading comprehension ability. They were more enthusiastic in doing the tasks.

d. Summary of Cycle 1

In Cycle 1, the implementation of the Think-Pair-Share technique was generally successful in improving both teaching English reading and students' reading comprehension. Think-Pair-Share technique gave more opportunity for students being more active in the process of teaching and learning of reading. They were trained to interact between their friends in group, in the whole class and also with their teacher. They had opportunities to share their ideas, opinions and their knowledge to the other students. Besides, the use of picture as the media of teaching in building students' background knowledge and giving rewards for their performance were also motivating them to involve in learning activities during the teaching-learning process.

2. The Implementation of Cycle 2

a. Planning

Based on the evaluation and reflection of the actions implemented in Cycle 1, the researcher and the English teacher revised some actions which had to be improved in Cycle 2. It was aimed at solving the rest problems that were still found in improving students' reading comprehension. In Cycle 2, the Think-Pair-Share technique was still being implemented with new materials in hope that the students could be more motivated in improving their reading comprehension. The actions would be improved in Cycle 2 as follows.

1) Applying Think-Pair-Share technique

In the Cycle 1, the researcher still found some technical problems during the teaching-learning process that needed to be fixed. Also, some students still made a noise and did not do their own tasks well so that the others had to handle the tasks. It meant that the cooperation in such group did not run well. So, in cycle 2, the researcher planned to rearrange the members of each group in order to avoid some students being noisy and they could be more responsible to their own group.

In order to maximize the group processing, the researcher would maximize her role as a controller during the group work. She would be more intense in monitoring and guiding each group in order to help them if they got any difficulties in discussing the tasks. She also would create tasks differently between a member of groups to another one so that they could be more responsible to their own duties without disturbing the others. To help the students understand the researcher's instruction and explanation, she would speak slowly and clearly.

2) Giving rewards for the students

The researcher still planned to give rewards in the form of score for each group and the score would be accumulated till the end of the activity. As implemented in cycle 1, students tended to be more enthusiastic in doing the task because they had a motivation in competing with another group and being the winner. They competed to avoid having the lowest score because they did not want to be shy to entertain the whole class in front of the class.

3) Using pictures to attract students' attention

Related to the materials that would be taught in cycle 2 which was about poster, pictures would still be used as the interesting media during the teaching-learning process. Besides, the pictures were used as the media in building the students' background knowledge, she would also distribute another form of pictures which are categorized as posters to the students so that their knowledge could be built by using authentic materials. She hoped that pictures or real posters could attract students' attention towards the lesson.

4) Giving the students handout

The handouts were still used in this cycle. As found in cycle 1, it helped the students to learn and to comprehend the materials. It would consist of the materials, explanation, and tasks which would help the students to avoid wasting time because they did not need to write the same explanation from the white-board anymore. By giving handout, it also facilitated the students when they wanted to learn by themselves in their homes.

b. Action and Observation

As actions in the first cycle, the researcher also conducted three meetings in this cycle 2. The schedule of each meeting was on November 13, 2013 for the

first meeting, the second one on November 14, 2013, and the last meeting was on November 20, 2013. In cycle 2, the researcher also acted as the teacher in the class and the English teacher acted as the collaborator and the researcher. The discussion below would explain the implementation of the actions in cycle 2.

1) Applying Think-Pair-Share technique

As the implementation of actions in previous cycle, Think-Pair-Share technique was still applied in order to improve students' reading comprehension. The researcher also still used Genre-Based Language in teaching methods. The application of Think-Pair-Share technique in learning activities was clearly done in JCOT (Joint Construction of Text) steps. The following vignette describes the situation in the class during the activity by applying the TPS technique in cycle 2.

After all students had sat with their own groups, R handed out a poster about drugs. The students looked confused getting that poster because there was no instruction or question in a paper. Then R explained to students what should they do with that poster. *"Ok class, have everyone got a poster?"* *"Yes miss"* *"Well. Now what you have to do is please think about the language characteristic of the poster you have."* *"Gak mudeng miss"* *"Jadi, kalian akan saya beri waktu 5 menit untuk memikirkan tentang ciri-ciri kebahasaan yang ada pada poster yang kalian punya. Paham semua?"* *"Belum miss"* there were some students who did not get the point. *"Jadi, dalam poster yang kalian pegang kan ada kalimatnya, nah perintahnya kalian diminta untuk menemukan bagaimana ciri-ciri bahasa dalam kalimat yang ada di poster itu, do you get it?"* *"Oohh.. ya miss"* *"Good. Start from now."* The class was quiet and the students were serious in understanding the poster. Till five minutes passed, R asked students to discuss in pair before they shared with their own group and finally they had to share with the whole class. When they were discussing in their own group, the class was noisy. It seemed that some students led the discussions in their group. In this meeting, the students were more seriously both doing their own task and discussing with their group. R also asked the students to give applause to their friends who had presented in front of the class. After all group representative had shared their group discussion, R led students to conclude what language characteristic of poster.

The researcher chose teaching poster to students because she wanted to change the students' mind that learning reading was not only from the text but also could be from the pictures, like posters. From that the activity conducted in cycle 2, she found that there was many improvements in terms of students' willing and confidence in reading the texts and doing the tasks. Think-Pair-Share technique that became the main activity at the class during the teaching-learning process could improve students' motivation towards reading. From the vignette above, the components of TPS technique which the part of cooperative learning could be found. There are generally five components of cooperative learning which can be seen in the vignette.

a) Positive Interdependence

In order to become the winner in the activities, each group must compete with other groups to do the best for their own group. This situation could happen when each member of group considered that their own group could win if only their other members also could reach the group's goal together. By using TPS technique in doing the activity during the teaching-learning process, the students were stimulated to help each other's team mate in identifying the poster and answering the questions that aimed to them. In the meeting 6, there was an activity where each member in a group got the different question. From that case, there must always be one member or more who did not understand to the question. The researcher saw that in such situation, the other members helped their friend patiently. It showed that all members realized for being a winner also depending on the success of all members.

b) Promotive Interaction

Since encouraging the students worked in group, the promotive interaction occurred when they were helping, supporting and sharing information to each other. The activities in Cycle 2 where each member of group had to think what the language characteristics of poster and then they shared their ideas in to their own group, it showed that they could promote each other's success through discussions and explanations. The students worked together by sharing their knowledge to the other and discussed the results so that they could accomplish the task.

c) Individual Accountability

By giving the different question to each member of group, the students tried hard to answer the question. The group worked together to ensure that all answers from each member were correct. The researcher and the collaborator also could easily monitor the contribution of each member to their own group. The individual accountability also could be achieved through the use of individual assessment which is then used to determine the success level of the group as a whole.

d) Interpersonal and Small-Group Skills

Arranging the heterogonous skill of students into a group work does not mean that they could do it effectively. So, the students needed to learn how to work in group effectively and they had to be motivated to apply their skill in their own group. From the actions implemented in cycle 2, the researcher saw that some students had showed good improvement in the interpersonal and small-group skill during the activity. They could support to each other when their

member had to answer or present their group discussion's result in front of the class.

e) Group Processing

In the cycle 2, group processing of students had improved. All groups had worked cooperatively in reaching their goal. The member's group who had more ideas or knowledge taught the others and they helped each other in finishing the tasks. When one of their member had the chance to present their group's discussion result in front of the class, they prepared the best answer together. They also focused on maintaining their group's cohesiveness in order to become the best group and get the rewards in the end of meeting. It reinforced positive behaviors for the students towards reading.

2) Giving rewards for the students

Giving rewards for the group which got the highest score was one of the effective actions in attracting students' attention especially towards their reading comprehension. Since knowing that in the end of activity there would be reward for a group which got the highest score, the students were very excited in involving the teaching-learning process. Most of them were happy when accepting the reward as an appreciation for their effort. They seemed working hard and competitively in doing the tasks and presenting their group's discussion result. Such condition could be seen in the following vignette.

Then R explained the correct answer for every number, the students which the answer was true were cheered to each other. From the answer, R saw that students' comprehension were increase after they joined the group activity and they have got more motivated in comprehending the lesson. The last activity was R distributed a different poster to each group, then each group had to make their own sentence based on the picture of poster they have. After the last activity was done, the students asked R to inform the score of their groups and then R accumulated their groups' score. In scoring, R also paid attention to individual role and comprehension in their own group.

   After the students had known the group which got the lowest score, the group had to entertain their classmates in front of the class. The students who saw their friends performed were laughing loudly. In other hand, the group which got the highest score accepted a simple gift in terms of candies and chocolates. They were so happy. In the end of activity, all students gave applause.

(Vignette Meeting 6, November 20, 2013)

3) Using pictures to attract students' attention

In the activity of Cycle 2, the researcher used pictures as the media of teaching intensely. It was also because the materials for this cycle were about poster so she always used pictures in term of poster as the authentic materials. By using poster, the students could open their view if learning reading was not always about the text. Here are some pictures in term of poster that she used as authentic media.

Figure 3: Kind of posters used during the lesson

To ensure that the students were enthusiastic when they were learning by using authentic media especially pictures, this following vignette would show such condition during the teaching-learning process.

> After all students had sat with their own groups, R handed out a poster about drugs. When R handed out the posters, the students were excited to know what picture on that poster. Some of them said *"Miss, ini poster nakoba ya? Unik e miss gambare"* *"Miss ini posternya boleh dipek tho?"* *"Lha gini lho miss pake gambar kan asik belajare"*.
>
> (Vignette Meeting 5, November 14, 2013)

4) Giving the students handout

Regarding on the effectiveness of using handouts in cycle 1, the researcher also distributed the handout for each student because it also helped them in learning the materials. They did not need to write when the researcher was explaining the materials. They just made a little note of some additional information which was not covered in the handout. Besides containing the explanation, the handout also contained of various and attractive tasks in order to motivate the students doing the tasks. Such tasks would be attached in the figure below.
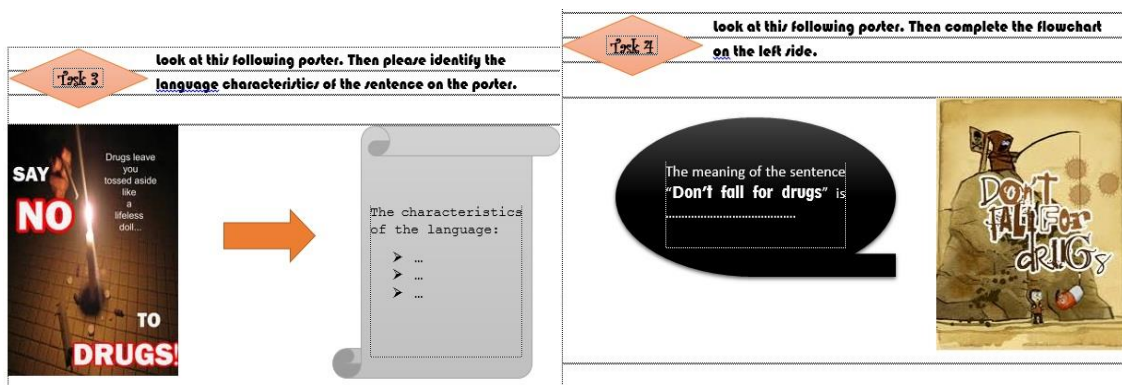
Figure 4: Kind of various tasks in handout

c. Reflection

When all efforts in improving students' reading comprehension in cycle 2 were done, the researcher and the English teacher did the final reflection. In this phase, the English teacher and her gained the data from the observations and the interviews done after all actions implemented. The reflection would be described as follows.

1) Applying Think-Pair-Share technique

Think-Pair-Share technique was successfully implemented in improving students' reading comprehension. The students had more opportunity to share their knowledge to their friends and help each other in order to reach their group's goal. This activity influenced significantly to the students' attitude towards reading. The students were also more enthusiastic and interested in reading. Working together in group did help them in understanding the materials. Since applying TPS technique, the students did not feel bored anymore mainly when they were facing the reading text.

In the other hand, this technique also improved the way of teaching by the researcher which was in this research as the English teacher in the class. She could handle the class well. She knew what should do when she was facing a noisy student or a passive student. Also, when she was explaining the materials, she could speak loudly and clearly. It made the students easier in understanding her explanation and instruction. She could be more sensitive in giving attention to what students need.

Moreover, when grouping in cycle 1 was not too successful, by rearranging the members of each group in cycle 2 the researcher found the improvement in group working. Each students was more realized to their own responsibility in

their own group. They were not joking anymore when the researcher started the lesson. In cycle 2, she also maximized the individual's contribution in their own group in term of giving the different question to each member of groups. It showed that applying Think-Pair-Share technique to improve students' reading comprehension was an effective and efficient way.

    2) Giving rewards for the students

To attract the students' participation during the teaching-learning process, giving rewards was successfully motivating them in their learning's involvement. It was proven by the increase of students' responds in every questions from the researcher. The students joined the process and activities actively because they wanted to get score in their activity. Moreover, she also asked the students to give applause after some of them presented their groups' discussion result in front of the class. The students felt satisfied by this action because they had already succeeded in doing the tasks when they got score. In the end of the activity, the researcher gave a simple gift for the group which got the highest score while the group which got the lowest score had to entertain their friends in front of the class. Such condition made the students fun in learning and they also got the lesson.

    3) Using pictures to attract students' attention

In cycle 2, besides using pictures in building students' background knowledge, the researcher mostly used pictures in term of poster as the media of her teaching. Poster belonged to the authentic materials in order to make students easier in understanding the lesson. It also attracted the students' willing in learning the English texts. By using pictures, the students were actively engaged with the lesson when the researcher showed a picture. The using of poster was

also giving the knowledge to the students that reading was not only learning the texts.

    4) Giving the students handout

By giving the handout for students, it helped them in studying the materials. The students could also pay more attention to the researcher's explanation. Besides, the researcher also gave the various tasks in the handout. It was aimed at reducing the students' boredom with the common task like what usually their teacher gave, for example, answering the question.

d. Summary of Cycle 2

In cycle 2, the researcher and the English teacher had to improve the actions in order to overcome the weaknesses in previous cycle. The change in cycle 2 was like teaching reading without text but rather using more pictures in term of poster. It was proven by increasing the students' interest when they were showed some examples of poster. The different combination of each group was also one of the effective ways in improving the students' motivation. She also asked some students who often made a noise in learning activities in previous cycle for being a leader for their own group in order to improve their responsibility. In the teacher's side, the researcher improved the way of her teaching in order to make students easier in absorbing the teacher's explanation.

C. General Findings

Based on what the researcher had planned, acted, observed and reflected in two cycles, the researcher finally found the general findings. As stated before, the research aimed at improving reading comprehension by using Think-Pair-Share technique for students grade XI IPA 2 of SMA N 1 Srandakan. Those findings were described as follows.

In Cycle 1, the implementation of the Think-Pair-Share technique was generally successful in improving both teaching English reading and students' reading comprehension. Think-Pair-Share technique gave more opportunity for students being more active in the process of teaching and learning of reading. They were trained to interact between their friends in group, in the whole class and also with their teacher. They had opportunities to share their ideas, opinions and their knowledge to the other students. Besides, the use of picture as the media of teaching in building students' background knowledge and giving rewards for their performance were also motivating them to involve in learning activities during the teaching-learning process.

However, there were still some weaknesses found in cycle 1. So, in cycle 2, the researcher and the English teacher had to improve the actions in order to overcome the weaknesses in previous cycle. The change in cycle 2 was like teaching reading without text but rather using more pictures in term of poster. It was proven by increasing the students' interest when they were showed some examples of poster. The different combination of each group was also one of the effective ways in improving the students' motivation. She also asked some students who often made a noise in learning activities in previous cycle for being a leader for their own group in order to improve their responsibility. In the teacher's side, the researcher improved the way of her teaching in order to make students easier in absorbing the teacher's explanation.

Regarding the findings of Cycle 2 that all actions were very successful in improving students' reading comprehensions and the objectives of the research were achieved, the researcher and the English teacher agreed to end this research in this cycle. In summary, the changes in reading teaching-learning process during Cycle 1 and Cycle 2 could be seen in the following table 4.5.

Table 4.5: The Improvements of the Cycles

No.	Actions	Cycle 1	Cycle 2
1.	Applying Think-Pair-Share technique	• Though most of students were enthusiastic in involving the learning activities by group working, there were still some others who made a noise and disturbed their other friends. • The students' wants to present their groups' discussion result was still low, and they were still pointing each other to be the representative.	• All students had paid attention seriously in doing the tasks and the students who made a noise in previous cycle were more responsible to their group and themselves. • The students competed to present first in front of the class.
2.	Giving rewards for the students	• The students became motivated in doing the tasks because they were going to get the rewards for the group which got the highest score.	• The students were more excited and motivated in accumulating their group's score, because they knew that the group which got the highest score would accept a gift by the researcher while the group which got the lowest score would entertain the whole class.
3.	Using pictures to attract students' attention	• The use of pictures helped the students in building their background knowledge.	• The use of more pictures attract the students' interest in involving the learning activities.
4.	Giving the students	• The handout given	• The handout given

	handout	successfully facilitated the students' learning.	successfully facilitated the students' learning. They were also more excited since there were various tasks in the handout.

D. The Results of Reading Test

The implementation of the Think-Pair-Share technique and some additional actions were proven that they were successful in improving students' reading comprehension in two cycles. The research findings could be gained from the observations before conducting the research, and the interviews with the students and the English teacher. Besides, the researcher also conducted a pre-test and post-test. It was aimed at measuring the students' comprehension before and after conducting the research. She conducted the pre-test on Thursday, November 24, 2013 while the post-test was conducted on Thursday, November 21, 2013. The topic of the test was an analytical exposition text and poster. The students just had to do the multiple choice based on an analytical exposition text and a poster in form of picture in the test. Meanwhile, this following table showed the results of pre-test and post-test.

Table 4.6: The Result's Comparison of the Students' Reading Comprehension

in the Pre-test and Post-test

Data	Pre-test	Post-test
Number of the students	17	17
Mean	5.7	7.8
Minimum passing grade (KKM)	7.5	

From the table 4.6, it was found that the mean of students' reading comprehension showed a significant improvement. It can be concluded that the research that conducted by the researcher using Think-Pair-Share technique was helping students in improving their reading comprehension. From the passing grade, we see that the students could pass the minimum grade after the research. In other words, this research was helpful both the teacher related to teaching new technique and the students related to their reading comprehension.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, SUGGESTIONS

This chapter is divided into three sections. They are conclusions, implications, and suggestions. Those sections are presented as follows.

A. Conclusions

In reference to the problems found in the English class of Grade XI IPA 2 at SMAN 1 Srandakan, it was related to the difficulty of the students in comprehending the English reading texts. This research was aimed at improving students' reading comprehension by using Think-Pair-Share (TPS) technique. The actions which were implemented in two previous cycles showed that using TPS technique was effective in improving students' motivation to read, improving students' reading comprehension by group working, and making students' active in the discussion in term of sharing their ideas and opinions.

The conclusions of each action are described as follows.

1. In connection with Cycle 1, applying the TPS technique could improve the students' motivation and interest in involving the reading activities during the teaching-learning process. It was because they were engaged in groups working. They interacted with their teacher, their groups, and with the whole class. However, there were still some students who did not give much contribution to their own group. Because they were heterogeneous groups, there were only the students with higher proficiency who were responsible to decide the discussion result while the others tended to make a noise in their group.

2. In connection with Cycle 2 as a follow up for unsuccessful points of Cycle 1, the use of TPS technique could improve the students' reading comprehension. Most of all

students were active and gave their contribution to their own group. It was also because the researcher rearranged the groups and gave the different question to each member of group in an activity. In this cycle, the students were more realized to their own responsibility in their group. They were also helping the other members when one of them got the difficulty. The students said that they could comprehend the text more when they were encouraged in a group work.

3. The using of pictures as the teaching media and giving rewards for the best group were also successful in attracting the students' attention to the materials. By using pictures, they were interested in attending the teacher's explanation. In the other hand, giving rewards could also attract the students' motivation in order to do the best when they were given the tasks. They were more competitive. Most of them wanted to get the winner predicate and also wanted to get the gift even it was only a simple gift. They tried hard in order to make their group not getting the lowest score because group which got the lowest score would perform in front of the class to entertain their classmates.

4. Giving the students handout was also an effective way in order to improve their willing to learn the materials. By having handout, they did not need to spend the learning time in the classroom just for writing what the teacher explained or wrote in the white-board. The students could only pay attention to the teacher's explanation. Handout was also facilitating the students for studying more. The various tasks in the handout could attract the students' involvement to do. They were not only relying on their friends' answer anymore. They were interesting to do it by themselves.

5. The improvement of students' reading comprehension was showed by the increase of the gain test score which was conducted in twice. They were pre-test which done

before the research and post-test which done after the research. The score showed that the mean of post-test score was higher than the pre-test score. The mean score of pre-test was 5.7 while the mean score of post-test was 7.8. So, it can be concluded that there was a significant improvement in the students' reading comprehension.

B. Implications

There were some implications due to the results of this research. The implications of the actions are described as follows.

1. The application of TPS technique was effective to be implemented in reading activity. It could improve students' reading comprehension. The students had more opportunities to express their opinions and share their information to each other. Besides, using TPS technique could improve students' involvement in reading activities during the teaching-learning process. In other words, TPS has effectively improved both students' reading comprehension skill as well as their involvement during the reading class activities. It implies that TPS technique are highly suggested to be applied by the English teachers of senior high schools in the process of teaching reading.

2. The use of pictures as the media of teaching could also attract students' attention to what teacher explained. They were easier in building their background knowledge since the researcher used pictures in BKOF step in learning activities. By using pictures, it also changed the students' mindset that learning reading is not only about text but also from any surrounding media, especially pictures. This implies that the teacher needs to enrich their teaching media in order to attract the students' attention and also help them in building their background knowledge.

3. Giving rewards for students was also one of attractive ways to encourage students' involvement during the teaching-learning process. They were motivated to actively

participate in the discussion within the groups. They became active and more responsible to their group and themselves. They kept their own group to get the best score. To become the winner getting the highest score, they realized that they needed to do their best for their own group that is why giving rewards motivated the students' involvement during the teaching-learning process. This implies that the teacher needs to motivate the students to be active during the learning activities by giving rewards or predicates for them.

4. Giving the students handouts was aimed at helping them in studying the lesson. It was effective because the students did not need to spend the lesson time writing what the teacher wrote in white-board. By having the handouts, the students could be more concentrated in paying attention to the teacher's explanation. When the teacher explained the materials, they only needed to take some notes of additional information which had not been covered in the handout. It implies that giving handouts for students was highly recommended for English teachers to help their students in studying the lessons.

C. Suggestions

Based on the conclusions and implications of the study, some suggestions are directed to the English teachers, the students and other researchers.

1. To government

The government is highly suggested to give more trainings for teachers related to improve their teaching, especially teachers of English subject. It is aimed at improving English teachers' performance and proficiency in the English classroom activities. Moreover, it is also expected to increase human resources both teachers and

students. It can be realized through government's instances, such as the colleges which indeed focus on forming highly recommended teachers.

2. To English teachers

It is essential for English teachers to improve the students' reading comprehension and the students' involvement by conducting various learning activities. It should be enjoyable and motivating the students. Besides, the topics of texts should also be appropriate, interesting, up-to-date, and familiar to them. Then, students would tend to be more motivated when they have prior knowledge about surrounding topics. Therefore English teachers should pay attention to the class condition when conducting the TPS technique, because as happening in this research, the class became noisy by working in groups. The English teachers also can focus on giving the students rewards. The rewards can be in various forms, such as predicates, stickers, applause, and so on.

3. To students of English

Since the students involved in the TPS activities, they should realize that learning was not only by themselves. They can share their opinions and information to their friends in order to enrich their knowledge. They can compete with their friends positively. Besides, they are also suggested to read English texts routinely in order to enrich their vocabulary so that they will easily comprehend the text during the teaching-learning process.

4. To other researchers

To the other researchers, it is suggested that in conducting the similar research they can make the students more active by providing more various tasks. The Think-Pair-Share technique can also be implemented to teach other language skills. In addition, they can conduct other research from different views of reading comprehension.

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COURSEGRID

The Teaching-Learning Process of Reading by Using Think-Pair-Share Technique

Subject   :   English

Class   :   XI IPA 2

Semester   :   1

Standard Competence   :   5. to understand in various kinds of short functional texts and essays in the forms of report, narrative and

                                     analytical exposition text in daily life contexts and to access knowledge.

Time Allocation   :   12 x 45 minutes

Cycle	Basic Competence	Learning Materials	Indicators	Learning Activities	The Implementation of Think-Pair-Share	Media
Cycle 1	5.2. Responding to the meaning and rhetoric steps of essays which uses written language variety in accurate, fluent, and acceptable manners in daily life contexts and to access	• Topic: Drugs • Input text: "The Government should Provide Rehabilitation Program for Drug Users" • Analytical exposition: is a text that elaborates the	• Identifying the detail, specific and general information of an analytical exposition text. • Identifying the grammatical rules in an analytical exposition text. • Categorizing	• Pre-teaching • Whilst-teaching **BKOF** 1)The teacher shows some pictures about "*Drugs*" and asks students related to the pictures. 2)The students answer some questions related to the pictures. 3)The teacher gives additional	1) The teacher divided the students into four group which consist of four students each group. 2) The students sit in their group. 3) The teacher distributes an analytical exposition text. (*Text 2*) 4) The students will be given 3 to 5 minutes to think individually	- Handout of analytical exposition. - Board marker - White board

knowledge in the form of analytical exposition.	writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter. • Generic structure: - *Thesis*: Introducing the topic and indicating the writer's position. - *Argument 1*: Explaining the argument to support the writer's position - *Argument 2*: Explaining the other arguments support the writer's position more - *Reiteration*: Restating the	the organization of analytical exposition text • Concluding the presented information on the text	information related to the pictures. **MOT** 1) The teacher gives an example of analytical exposition text. (*Text 1*) 2) The teacher asks the students to read the text first. 3) The teacher gives explanation about the analytical exposition text in the text. 4) The teacher asks the students to find the topic of the text, specific information, and the detailed information of the text by answering the questions from the text of the analytical exposition text. 5) The teacher asks students to find the verb in the text. 6) The students identify the verb use in the analytical	the answer of the question based on the text. Then, they discuss the answer in pairs of groups. Finally they should choose the best answer from the group. 5) Every group representative come forward to present the result of the discussions. 6) The teacher explains about the language feature of analytical exposition text. 7) The teacher asks the students to fill in the blanks of language feature of analytical exposition. The students have to do it individually. The result of individual score will contribute to the group's score. 8) Then the teacher distributes a jumbled analytical exposition text to each students.	

		writer's position • Language feature: - Using relational process - Using internal conjunction - Using causal conjunction - Using Simple Present Tense		exposition text. 7) The teacher explains about the use of Simple Present Tense. 8) The teacher asks the students to fill in the blanks with the correct answer in the box. 9) The teacher and the students discuss the answer. **JCOT** 1) The teacher divided the students into four group which consist of four students each group. 2) The students sit in their group. 3) The teacher distributes an analytical exposition text. (*Text 2*) 4) The students will be given 3 to 5 minutes to think individually the answer of the question based on the text. Then, they discuss the answer in	They have to rearrange into a good text individually before they discuss with their partner. Each group has to decide which the best arrangement to be presented. Finally, each group has to compete to answer in front of the class as soon as possible before another group. (*Text 3*) 9) A group which gets the highest score will get a reward for the next activity. 10) Last, the students are asked to answer the quiz about the analytical exposition text individually. The result of individual score will contribute to the group score.	

				pairs of groups. Finally they should choose the best answer from the group. 5) Every group representative come forward to present the result of the discussions. 6) The teacher explains about the language feature of analytical exposition text. 7) The teacher asks the students to fill in the blanks of language feature of analytical exposition. The students have to do it individually. The result of individual score will contribute to the group's score. 8) Then the teacher distributes a jumbled analytical exposition text to each students. They have to rearrange into a good text individually before they discuss		

				with their partner. Each group has to decide which the best arrangement to be presented. Finally, each group has to compete to answer in front of the class as soon as possible before another group. (*Text 3*) 9) A group which gets the highest score will get a reward for the next activity. 10) Last, the students are asked to answer the quiz about the analytical exposition text individually. The result of individual score will contribute to the group score. **ICOT** 1) The students identify T/F statements. 2) The students identify the statement by putting a thick on the correct statement. • Post-teaching		

Cycle 2	5.1. Responding to the meaning of short functional text (banner, poster, pamphlet, etc) formal and informal which uses written language variety in accurate, fluent, and acceptable manners in daily life contexts.	• Topic: *"Drugs"* • Input materials: some Posters	• Identifying the general information of poster • Identifying the language characteristics and functional text of poster • Categorizing the forms of poster	• Pre-teaching • Whilst-teaching **BKOF** 1) The teacher shows some examples of poster about *"Drugs"* and asks students related to the poster. 2) The students answer some questions related to the poster. 3) The teacher gives additional information to the poster. **MOT** 1) The teacher gives another example of poster about *"Drugs"*. 2) The teacher lets the students to pay attention to the poster. 3) The teacher leads students to look for the general information of poster. 4) The students	1) The teacher divides the students into four groups which consist of four students each group. 2) The students sit in their group. 3) The teacher distributes a Poster about *"Drugs"* to every group. 4) The students will be given 3 to 5 minutes to think individually the answer of questions based on the picture. Then they discuss the answer in pairs of groups. Finally they should conclude the best answer from the group. 5) Every group representative come forward to present the result of the discussion. 6) The teacher explains about language characteristics of poster.	Pictures (in form of posters)

				answer some related questions to identify the general information. 5) The teacher and students are getting the conclusion what are actually the general information of poster. **JCOT** 1) The teacher divides the students into four groups which consist of four students each group. 2) The students sit in their group. 3) The teacher distributes a Poster about *"Drugs"* to every group. 4) The students will be given 3 to 5 minutes to think individually the answer of questions based on the	7) The teacher distributes a poster about "*Drugs*" to every group. 8) The teacher asks to every member of each group to think what is going on the picture (poster) for 3 to 5 minutes. Then they have to discuss with their partner in group. Finally they conclude the answer in their own group to be presented in front of the class. 9) Last the teacher will distribute a poster again to each group. Every member will get a different question. The teacher gives 3 to 5 minutes for them to think their answer. Then they have to write their answer in a paper. For groups which their member are mostly correct will be the winner	

				picture. Then they discuss the answer in pairs of groups. Finally they should conclude the best answer from the group. 5) Every group representative come forward to present the result of the discussion. 6) The teacher explains about language characteristics of poster. 7) The teacher distributes a poster about "*Drugs*" to every group. 8) The teacher asks to every member of each group to think what is going on the picture (poster) for 3 to 5 minutes. Then they have to discuss with their partner in group. Finally they conclude the	and will accept a reward.	

				answer in their own group to be presented in front of the class.		
				9) Last the teacher will distribute a poster again to each group. Every member will get a different question. The teacher gives 3 to 5 minutes for them to think their answer. Then they have to write their answer in a paper. For groups which their member are mostly correct will be the winner and will accept a reward.		
				ICOT		
				1) The teacher distributes the last different poster to every member of group.		
				2) The students have to write their answer in paper based on the poster		

				they have.		
				• Post-teaching		

LESSON PLAN

A. Identify of the Lesson

Subject   : English

School   : SMA N 1 Srandakan

Grade/Semester : XI IPA 2/1

B. Standard of Competency

5. Being able to understand various kinds of short functional texts and essays in the forms of report, narrative and analytical exposition text in daily life contexts and to access knowledge.

C. Basic Competency

5.2. Responding to the meaning and rhetoric steps of essays which uses written language variety in accurate, fluent, and acceptable manners in daily life contexts and to access knowledge in the form of analytical exposition.

D. Indicators

1. Identifying the detail, specific and general information of an analytical exposition text.
2. Identifying the grammatical rules in an analytical exposition text.
3. Categorizing the organization of analytical exposition text.
4. Concluding the presented information on the text.

E. Instructional Objectives

At the end of the lesson, the students are expected to be able to:

1. Identify the detail, specific, and general information of an analytical exposition text.
2. Identify the grammatical rules in an analytical exposition text.
3. Categorize the organization of analytical exposition text.
4. Conclude the presented information on the text.

F. Teaching Method

Genre-Based Language Teaching:

1) BKOF   3) JCOT

2) MOT   4) ICOT

G. Instructional Materials

- Topic : Drugs

- Input text : "The Government should Provide Rehabilitation Program for Drug Users"

- Analytical exposition : is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

- Generic structure of analytical exposition :

    Thesis: Introducing the topic and indicating the writer's position.
    Argument 1: Explaining the argument to support the writer's position
    Argument 2: Explaining the other arguments support the writer's position more
    Reiteration: Restating the writer's position

- Language feature

    Using relational process
    Using internal conjunction
    Using causal conjunction
    Using Simple Present Tense

H. Time Allocation : 6 x 45 minutes

I. Teaching-Learning Activities :

a. Pre-teaching
1. The teacher opens the lesson with greeting
    "Good morning class", "how are you today?"
2. The teacher checks whether the students are ready for the lesson or not.
    "Is everybody ready to start our lesson today?"
3. The teacher and students have a prayer.
    "Ok class, before we start our lesson today, let's say a prayer. Prayer begins…"
4. The teacher checks students' attendance.
    "Who is absent today?"
5. Before the teacher starts the lesson, the teacher explains to the students about the procedure of teaching-learning process (Think-Pair-Share technique).
6. Teacher asks some questions related to today's lesson.

"So class, what do you know about the using of drugs and how are the victims?"

b. Whilst-teaching

Building Knowledge of Field
1) The teacher shows some pictures about "*Drugs*" and asks students related to the pictures.
2) The students answer some questions related to the pictures.
3) The teacher gives additional information related to the pictures.

Modelling of the Text
1) The teacher gives an example of analytical exposition text. (*Text 1*)
2) The teacher asks the students to read the text first.
3) The teacher gives explanation about the analytical exposition text in the text.
4) The teacher asks the students to find the topic of the text, specific information, and the detailed information of the text by answering the questions from the text of the analytical exposition text.
5) The teacher asks students to find the verb in the text.
6) The students identify the conjunction in the analytical exposition text.
7) The teacher explains about the language feature of an analytical exposition text.
8) The teacher asks the students to categorize which statements are true and false based on *Text 1*.
9) The teacher and the students discuss the answer.

Joint Construction of Text
1) The teacher divides the students into some groups which consist of four students each group.
2) The students sit in their group.
3) The teacher distributes an analytical exposition text. (*Text 2*)
4) The students will be given 3 to 5 minutes to think individually the answer of the question based on the text. Then, they discuss the answer in pairs of groups. Finally they should conclude the best answer from the group. The group which has best answer and good presentation will collect score.
5) Every group representative come forward to present the result of the discussions.
6) The teacher explains about the use of Simple Present Tense.
7) The teacher asks the students to rearrange five jumbled sentences. The students have to do it individually. The result of individual score will contribute to the group's score.
8) Then the teacher distributes a jumbled analytical exposition text to each students. They have to rearrange into a good text individually before they discuss with their partner. Each group has to decide which the best arrangement to be presented. Finally, each group has to compete to answer in front of the class as soon as possible before another group. (*Text 3*)

9) A group which has the highest score get a reward and the group which has the lowest score get a punishment from their own friends.

Individual Constructions of Text

1) The students match a word to the meaning by connecting a line on the correct explanation.

c. Post-teaching

1. Teacher asks students' difficulties during the lesson.
   "Ok class, do you have any questions so far?"
2. Teacher and students summarize today's lesson.
   "What did we get from our lesson today?"
3. The teacher closes the class.
   "Well, if there's no more question, I'll end the class today, see you in the next meeting"

J. Teaching Media : Handout

K. Text

1) Text 1

The Government should Provide Rehabilitation Program for Drug Users

Drug users are actually ill people who need to be helped. Rehabilitation is one of the main things that they should get. Instead of punishing and stacking them in prisons which are getting full, the government should provide rehabilitation for them.

Most users are actually victims of persuasive peddlers and they suffer from consuming the drugs. Therefore, by rehabilitating them, we are actually helping them out of a trap, which they might accidentally step on. They then, can start a normal life again. On the other hand, if we only arrest drug users and send them to jail it doesn't solve the problem because the drug users will still be addicted unless being properly treated. Jails will be filled up with drug users. Moreover, the users will still be the users after released from prison. They then, will be arrested again.

By providing rehabilitating programs for drug users and forcing them to participate on the programs is way better than only arresting them and do nothing on their illness. Moreover, the prison will not be so full and packed up with users. Only drug dealers, traffickers, and wholesalers should be imprisoned instead.

2) Text 2

The 'Report' of the New York Academy of Medicine agrees with the objective of stopping drug addiction and with the efforts at rehabilitation. It disapproves of the punitive approach and the fantastically brutal punishment. It proposes a more humane program as follows: 1. There should be a changed attitude toward the addict. He is a sick person, not a criminal. 2. The most effective way to get rid of drug addiction is to take the profit out of illegal drug traffic. The addict should be able to get his drugs at low cost under Federal control in conjunction with efforts to have him undergo withdrawal. 3. There should be medical supervision of existing addicts with strong efforts toward their rehabilitation. This would involve

persuasion of the addict to go through treatment and rehabilitation, evaluation of the methods of treatment, and supervision of addicts who were unwilling or stubborn to treatment. 4. There should be no reduction in the efforts toward the elimination of the supply of illegal drugs. Every effort should be made to arrest drug peddlers, wholesalers, and importers. While the addict should be considered as a sick person and treated appropriately, the non-addict trafficker should feel the full punishment of the law. 5. By means of all educational media, radios, televisions, the press, lectures, books, and classrooms, there should be a concentrated effort to inform the public of the dangers attendant on the use of narcotic drugs. 6. Such a program would provide enough data relating to the number of addicts, the origin of individual usage, the number under treatment, the outcome of various forms of treatment, the number known to be unwilling to treatment, and similar information which is not now available. Such information would form a solid basis for better control, better rehabilitation, and better knowledge concerning the effect of narcotic addiction.

3) Text 3
The Dangerous of Using Drugs

Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because its can caused harm to our body.

In terms of health, many organs in our body can be harm because using drug. In general, the impact of using drug are can unconscious, make us hallucinate, can harm our nerve, and cause addictive effect. Besides that, using drugs can make the users depressed, liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage, brain damage, and finally it can cause death.

When viewed in terms of Islamic law, drugs are forbidden. Because it is cause badness, self-harm, debilitate. And Islam proscribes all that can cause badness, self-harm because it is included zhalim. Also if we using drugs, it means we already do the forbidden things in Islam, it means we sin. So, in terms of Islamic law, using drugs also dangerous.

Furthermore, if the users of drugs are teenagers, it can endanger their future, and endanger their homeland, their country. From the data, 32 percent of drugs users in Indonesia are teenagers, so, if many teenagers –in this case Indonesia- use drugs, it can be endanger this country, harm youth generation, whereas youths are nation expectation. If the youth using drugs, our nation can be destroyed.

So, from now on we must pay attention of drugs, because it's very dangerous, both in terms of health, religion (Islam), nationality and state.

L. Learning Resources

Priyana, J., Riandi, & Mumpuni, A. P.. Interlanguage: *English for Senior High School Students XI.* Jakarta: Pusat Perbukuan Departemen Pendidikan Nasional.

M. Assessment

    a) Reading Performance

No.	Indicators	Form	Example
1.	Identifying the detail, specific and general information of an analytical exposition text.	Written text (essays)	
2.	Identifying the grammatical rules in an analytical exposition text.	Written text (essays)	
3.	Identifying the organization of analytical exposition text.	Written text (essays)	

    b) Think-Pair-Share Process

Students' name	Positive interdependence	Promotive interaction	Individual accountability	Interpersonal and small-group skill	Group processing

Srandakan,   October 2013

Teacher   Researcher

Purna Supriyati, S.Pd   Rina Shanty Pratiwi

NIP: 197210102000122004   NIM: 09202244049

LESSON PLAN

A. Identify of the Lesson
Subject   : English
School   : SMA N 1 Srandakan
Grade/Semester : XI IPA 2/1

B. Standard of Competency
5. Being able to understand various kinds of short functional texts and essays in the forms of report, narrative and analytical exposition text in daily life contexts and to access knowledge.

C. Basic Competency
5.1. Responding to the meaning of short functional text (banner, poster, pamphlet, etc) formal and informal which uses written language variety in accurate, fluent, and acceptable manners in daily life contexts.

D. Indicators
 1. Identifying the general information of poster.
 2. Identifying the language characteristics and functional text of poster.
 3. Categorizing the forms of poster.

E. Instructional Objectives
At the end of the lesson, the students are expected to be able to:
 1. Identify the general information of poster.
 2. Identify the language characteristics and functional text of poster.
 3. Categorize the forms of poster.

F. Teaching Method
Genre-Based Language Teaching: 1) BKOF 3) JCOT

              2) MOT   4) ICOT

G. Materials
Topic: Drugs
Sample of posters:

A **poster** is any piece of printed paper designed to be attached to a wall or vertical surface. Typically posters include both textual and graphic elements, although a poster may be either wholly graphical or wholly text.

The function of poster

Posters may be used for many purposes. The main aims are to persuade the readers to do something suggested and to appeal what be banned based on the poster. Poster is also used for advertisers (particularly of events, musicians and films), propagandists, protestors and other groups trying as a frequent tool to communicate a message.

The characteristic of the poster:

  o Using a simple statement
  o There are some pictures that can describe the content of the message of the poster
  o It is simply made depending on the theme.

H. Time Allocation : 6 x 45 minutes

I. Teaching-Learning Activities
   a. Pre-teaching
      1) The teacher opens the lesson with greeting.
         "Good morning class", "how are you today?"
      2) The teacher checks whether the students are ready for the lesson or not.
         "Is everybody ready to start our lesson today?"
      3) The teacher and students have a prayer.
         "Ok class, before we start our lesson today, let's say a prayer. Silent moment begins…"
      4) The teacher checks students' attendance.
         "Who is absent today?"
      5) Teacher starts asking some questions related to today's lesson.
         "Class, what do you know about poster?"
         "How are the forms?"
   b. Whilst-teaching
      Building Knowledge of Field
      1) The teacher shows some examples of poster about "*Drugs*" and asks students related to the poster.
      2) The students answer some questions related to the poster.
      3) The teacher gives additional information about the poster.
      Modelling of the Text
      1) The teacher gives another example of poster about "*Drugs*".
      2) The teacher lets the students to pay attention to the poster.
      3) The teacher leads students to look for the general information of poster.
      4) The students answer some related questions to identify the general information.

5) The teacher and students are getting the conclusion what are actually the general information of poster.

Joint Construction of Text
1) The teacher divides the students into some groups which consist of four students for every group.
2) The students sit in their group.
3) The teacher distributes a Poster about *"Drugs"* to every group.
4) The students will be given 3 to 5 minutes to think individually the answer of questions based on the picture. Then they discuss the answer in pairs of groups. Finally they should conclude the best answer from the group.
5) Every group representative come forward to present the result of the discussion.
6) The teacher explains about language characteristics of poster.
7) The teacher distributes a poster about "*Drugs*" to every group.
8) The teacher asks to every member of each group to think what is going on the picture (poster) for 3 to 5 minutes. Then they have to discuss with their partner in group. Finally they conclude the answer in their own group to be presented in front of the class.
9) Last the teacher will distribute a poster again to each group. Every member will get a different question. The teacher gives 3 to 5 minutes for them to think their answer. Then they have to write their answer in a paper. For groups which their member are mostly correct will be the winner and will accept a reward.

Individual Construction of Text
1) The teacher distributes the last different poster to every member of group.
2) The students have to write their answer in paper based on the poster they have.

c. Post-teaching
1) The teacher asks students' difficulties during the lesson.
   "Ok class, do you have any questions so far?"
2) The teacher and students summarize today's lesson.
   "What did we get from our lesson today?"
3) The teacher closes the class.
   "Well, if there's no more question, I'll end the class today, and this is our last meeting, class. I want to thank to you all for your help in doing my research."

J. Teaching Media : Pictures in form of Posters

K. Learning Resources
All pictures were taken from the internet:
https://www.google.com/search?hl=en&site=imghp&tbm=isch&source=hp&biw=1366&bih=651&q=poster+of+drugs&oq=poster+of+dr&gs_l=img.

L. Assessment

a) Reading Performance

No.	Indicators	Form	Example
1.	Identifying the general information of poster.	Written text (essays)	
2.	Identifying the language characteristics and functional text of poster.	Written text (essays)	
3.	Categorizing the forms of poster.	Written text (essays)	

b) Think-Pair-Share Process

Students' name	Positive interdependence	Promotive interaction	Individual accountability	Interpersonal and small-group skill	Group processing

Srandakan,   October 2013

Teacher   Researcher

Purna Supriyati, S.Pd   Rina Shanty Pratiwi
NIP: 197210102000122004   NIM: 09202244049

Drugs

Cycle 1

Task 1 — Look at this following picture. Then answer the questions according to the picture.

1) Do you know the things on that pictures?
2) Do you know their effects when you use them?
3) Do you think it is important to know them?
4) Where do you think you and your friends should learn about them?
5) What should the government do about them?

Task 2 — Read the following text. Then complete the missing information by choose the options on the box. *(Text 1)*

The Government should Provide Rehabilitation Program for Drug Users

Drug users are actually ill people who need to be helped. Rehabilitation is one of the main things that they should get. Instead of punishing and stacking them in prisons which are getting full, the government should provide rehabilitation for them.

Most users are actually victims of persuasive peddlers and they suffer from consuming the drugs. Therefore, by rehabilitating them, we are actually helping them out of a trap, which they might accidentally step on. They then, can start a normal life again. On the other hand, if we only arrest drug users and send them to jail it doesn't solve the problem because the drug users will still be addicts unless being properly treated. Jails will be filled up with drug users. Moreover, the users will still be the users after released from prison. They then, will be arrested again.

By providing rehabilitating programs for drug users and forcing them to participate on the programs is way better than only arresting them and do nothing on their illness. Moreover, the prison will not be so full and packed up with users. Only drug dealers, traffickers, and wholesalers should be imprisoned instead.

a. they are actually victim and they need a help, not a punishment (*e.g.* jail).
b. to persuade the readers helping drug users so they are not addicted to drugs.
c. providing rehabilitating program for drug users.

1) The text above is about…….
2) The government should provide rehabilitation program for drug users because……
3) The purpose of the text is……..

Task 3 — Match each of the following words to the meaning on the right side by connecting a line on the correct explanation. Do it individually.

Jail	Someone who buys and sells goods in large amounts to shop and business.
Addict	A person who travelled to different places to sell small goods (going from house to house).
Peddler	A place where criminals are kept to punish them for their crimes.
Trafficker	A person who trades in illegal goods, especially drugs.
Wholesaler	A person who cannot stop doing or using something.

Task 4 Categorize each paragraph of Text 1 to the box of generic structure.

The Generic Structure

Thesis	

Arguments	

Reiteration	

❖ **Notes**

The text above belongs to an **Analytical Exposition** text. Analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter.

The generic structure of analytical exposition:

Thesis: Introducing the topic and indicating the writer's position.

Argument 1: Explaining the argument to support the writer's position

Argument 2: Explaining the other arguments support the writer's position more

Reiteration: Restating the writer's position

Language feature:

Using relational process

Using internal conjunction

Using causal conjunction

Using Simple Present Tense

Task 5

After you read the text 1, read the following statements. Put a thick √ on T column if the statement is True and on F column if the statement is False.

No	Statements	T	F
1.	Drug users don't need to be in rehabilitation.		
2.	Most drug users are substantially victims.		
3.	Prison can solve the problem for drug users.		
4.	Providing rehabilitating program tend to force the drug users being addicted.		
5.	Drug wholesalers should be imprisoned.		

Task 6

Read the following text and then answer the questions. *(Text 2)*

The 'Report' of the New York Academy of Medicine agrees with the objective of stopping drug addiction and with the efforts at rehabilitation. It disapproves of the punitive approach and the fantastically brutal punishment. It proposes a more humane program as follows: 1. There should be a changed attitude toward the addict. He is a sick person, not a criminal. 2. The most effective way to get rid of drug addiction is to take the profit out of illegal drug traffic. The addict should be able to get his drugs at low cost under Federal control in conjunction with efforts to have him undergo withdrawal. 3. There should be medical supervision of existing addicts with strong efforts toward their rehabilitation. This would involve persuasion of the addict to go through treatment and rehabilitation, evaluation of the methods of treatment, and supervision of addicts who were unwilling or stubborn to treatment. 4. There should be no reduction in the efforts toward the elimination of the supply of illegal drugs. Every effort should be made to arrest drug peddlers, wholesalers, and importers. While the addict should be considered as a sick person and treated appropriately, the non-addict trafficker should feel the full punishment of the law. 5. By means of all educational media, radios, televisions, the press, lectures, books, and classrooms, there should be a concentrated effort to inform the public of the dangers attendant on the use of narcotic drugs. 6. Such a program would provide enough data relating to the number of addicts, the origin of individual usage, the number under treatment, the outcome of various forms of treatment, the number known to be unwilling to treatment, and similar information which is not now available. Such information would form a solid basis for better control, better rehabilitation, and better knowledge concerning the effect of narcotic addiction.

❖ **Questions:**

1. What is the text about?
2. What are the proposals or suggestions stated in the text?
3. What is the best title for the text?

Task 7

Study the following explanation, and then rearrange the jumbled sentences into a good sentence. Change the verb forms if necessary.

Simple Present Tense

Simple present tense in English is used to describe an action that is regular, true or normal.

Subject	Verb
I / you / we / they	V
He / she / it	V + s/es

1) For repeated or regular actions
   ➢ John sleeps eight hours every night.
2) For facts
   ➢ A dog has four legs.
3) For habits
   ➢ Rani brushes her teeth twice a day.
4) For things that are always/ generally true
   ➢ They speak English at work.

1) everyday – by – to – school – Rian – bicycle - go
2) Tia – not – homework – today – her – do - does
3) cook – always – breakfast – morning – My mother – every
4) on – the – usually – clothes – my - I – wash – weekend
5) me – up – every – picks - My father – the – Saturday – in - school

Task 8

Please rearranged this jumbled paragraph into a good analytical exposition text. *(Text 3)*

The Dangerous of Using Drugs

Furthermore, if the users of drugs are teenagers, it can endanger their future, and endanger their homeland, their country. From the data, 32 percent of drugs users in Indonesia are teenagers, so, if many teenagers –in this case Indonesia- use drugs, it can be endanger this country, harm youth generation, whereas youths are nation expectation. If the youth using drugs, our nation can be destroyed.

Everybody must pay attention of drugs. Drugs are very dangerous for us. Why it is very dangerous for us? Because its can caused harm to our body.

So, from now on we must pay attention of drugs, because it's very dangerous, both in terms of health, religion (Islam), nationality and state.

In terms of health, many organs in our body can be harm because using drug. In general, the impact of using drug are can unconscious, make us hallucinate, can harm our nerve, and cause addictive effect. Besides that, using drugs can make the users depressed, liver disease, schizophrenia, blockage of blood vessels, dehydration, optic nerve damage, brain damage, and finally it can cause death.

When viewed in terms of Islamic law, drugs are forbidden. Because it is cause badness, self-harm, debilitate. And Islam proscribes all that can cause badness, self-harm because it is included zhalim. Also if we using drugs, it means we already do the forbidden things in Islam, it means we sin. So, in terms of Islamic law, using drugs also dangerous.

Cycle 2

look at this following picture. Then answer the questions according to the picture.
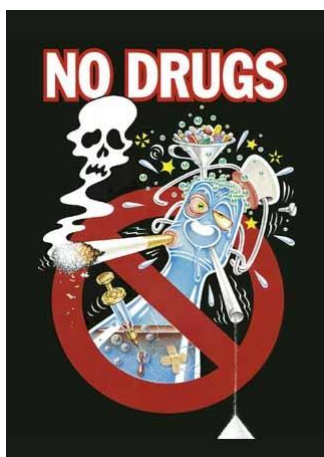
1. What do you think about the picture?
2. What kind of picture is it?
3. Where will usually such picture?

look at this following poster. Then find any general information based on the poster.

Poster is ....

The purpose of the poster is..

Task 3

look at this following poster. Then please identify the language characteristics of the sentence on the poster.

The characteristics of the language:

➤ …
➤ …
➤ …

Task 4

look at this following poster. Then complete the flowchart on the left side.

The meaning of the sentence "**Don't fall for drugs**" is …………………………………..
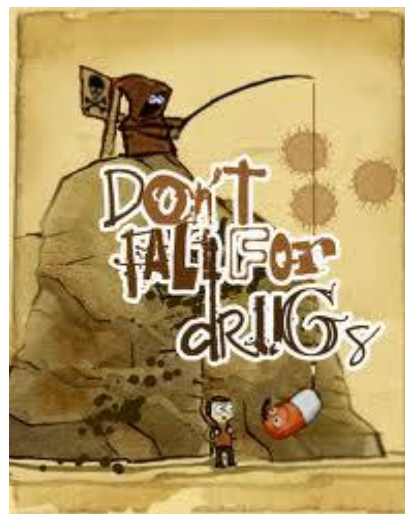
Task 5

look at this following poster. Then answer the questions in groups. Every member of groups will have a different question to each other.
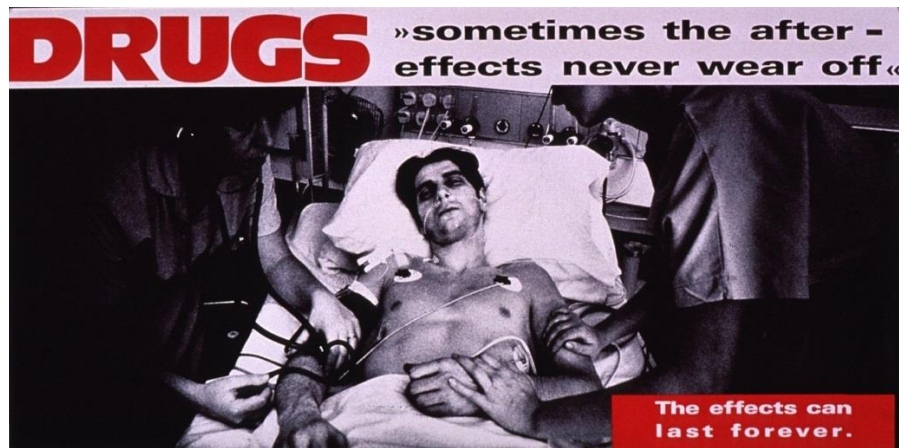
1. What is going on the poster?
2. What does information you get from the poster?
3. What does the meaning of the sentence "*the effects can last forever*"?
4. How about the language characteristics on that poster?

Task 6

Each group will have a different poster. Then make your own simply sentence.

Observation Sheet of Teacher's Activities in the Teaching and Learning Process of Reading

Day/Date : Thursday, September 19, 2013   **Meeting** : 7th-8th

Topic   : Report text   **Time**   : 12.00-1.30 pm

Instructions:

1) **This observation sheet is to observe the teacher's activities during the teaching and learning process of reading class. It should be completed by the observer.**
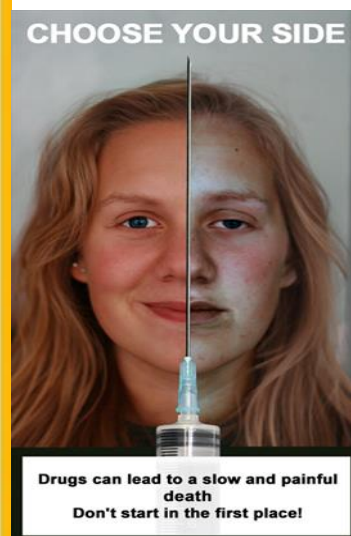2) **The observer checks (√) to Yes/No column based on the real condition. Yes if the teacher does it while No if the teacher does not do it. Give your description on Descriptions column.**

No.	Aspects	Yes	No	Descriptions
1.	**Opening the lessons**			
	- Giving lead-in	√		The teacher gave lead in which related to the material topic.
	- Starting the learning objective	√		When starting the learning objectives, the teacher asked the students but only some students who answered.
	- Motivating students	√		The way of the teacher motivated the students was by helping students when they got difficult words/sentences.
2.	**Organizing the teaching and learning process**			
	- Presenting the materials	√		The teacher presented the materials well. The teacher also gave the students' opportunity to ask a question or give their opinion, but most of them was just keeping silent.
	- Organizing students in groups		√	The teacher did not conduct groups.
	- Guiding students in groups		√	

	- Controlling students in groups		√	
	- Evaluating students' works in groups		√	
3.	**Managing the teaching and learning process**			
	- Managing the time		√	The teacher did not plan the lesson so when she was teaching, she couldn't manage the teaching time properly.
	- Using media		√	The teacher only used a book from school (library).
4.	**Closing the lesson**			
	- Summarizing the materials		√	The teacher did not summarize the learning materials and the learning objectives.
	- Giving feedback	√		The teacher gave encouragement to some students, for example "your answer isn't wrong but it must be repaired so it can be right."

Srandakan, 19 September 2013

Observer

Observation Sheet of Students Activities during the Teaching and Learning Process of Reading

Day/Date : Thursday, September 19, 2013   **Meeting** : 7th-8th

Topic   : Report text   **Time**   : 12.00-1.30 pm

Intructions:

1) **The observation sheet is completed by the observer during the students' activities in class.**
2) **The observer check (√) to the column based on real condition.**

No.	Aspects	Yes	No	Descriptions
1.	Pay attention and understanding to teacher's explanation.		√	There were some students who sit in front row paid attention to the teacher's explanation. When they were asking their understanding, they just nodded their head.
2.	Participation in the class.		√	Most of them were still passive during the teaching-learning process. They tended to have their own activity with their friend.
3.	Comprehending the text of reading.		√	When they got questions related to the text, they often asked the answer to the teacher.
4.	Communication in the group.		√	The teacher did not conduct the groups
5.	Cooperation in the group.		√	
6.	Responsibility to the group.		√	

Srandakan, 19 September 2013

Observer

Interview Guidelines

Pre-research

❖ Teacher

1. Dapatkah ibu jelaskan bagaimana proses belajar mengajar di kelas ibu?
2. Dapatkah ibu jelaskan tentang kemampuan bahasa Inggris siswa kelas XI?
3. Masalah-masalah apa yang ibu hadapi di kelas?
4. Menurut ibu kenapa *reading* itu sulit?
5. Jenis materi dan aktivitas apa yang ibu gunakan di kelas?
6. Menurut ibu, kemampuan membaca siswa kelas XI bagaimana?
7. Kesulitan apa yang biasanya siswa hadapi ketika mendapat teks reading?
8. Apakah siswa banyak yang punya kamus untuk membantu memahami teks?
9. Apakah siswa selalu menggunakan kamus ketika membaca teks bahasa Inggris?
10. Bagaimana cara ibu meningkatkan motivasi siswa dalam hal reading?
11. Apakah ibu tau mengenai Think-Pair-Share technique?
12. Apakah ibu pernah/sering menerapkan TPS?
13. Ada yang ingin ibu tambahkan?

❖ Students

1. Kamu suka tidak belajar bahasa Inggris?
2. Kemudian masalah apa yang biasa kamu hadapi di kelas?
3. Selama ini bagaimana cara kamu mengatasi masalah tersebut?
4. Apakah guru selalu menggunakan bahasa Inggris?
5. Materi dan aktivitas apa yang sering digunakan guru di kelas?
6. Apakah guru sering mengadakan kerja kelompok?
7. Selain itu, apa guru juga sering menggunakan games/sejenisnya?
8. Ada yang ingin ditambahkan?

Post-research

❖ Teacher
1. Apa pendapat ibu tentang actions yang sudah saya terapkan?
2. Menurut ibu, apakah materi tersebut sudah sesuai dengan tujuan kegiatan belajar mengajar Bahasa Inggris berdasarkan SK dan KD?
3. Menurut ibu apakah Think-Pair-Share Technique menarik dan memotivasi siswa?
4. Menurut ibu apakah siswa dapat memahami materi dengan jelas dan mudah?
5. Menurut ibu apakah materi-materi dan aktivitas-aktivitas tersebut efektif untuk meningkatkan kemampuan *reading* siswa?
6. Peningkatan itu terutama terlihat dimana bu?
7. Adakah/apa saran ibu untuk action selanjutnya?

❖ Students
1. Bagaimana pendapat kamu tentang 3 pertemuan kemarin?
2. Apakah kamu menikmati pelajarannya?
3. Menurut pendapat kamu, apakah belajar dengan Think-Pair-Share Technique menarik dan memotivasi kamu?
4. Dapatkah kamu memahami materi tersebut dengan jelas dan mudah?
5. Dapatkah kamu memahami penjelasan guru?
6. Menurut kamu apakah materi-materi dan aktivitas-aktivitasnya efektif untuk meningkatkan kemampuan *reading* kamu?
7. Ada masalah yang lain?

R: Researcher	Ss1: Afi
ET: English Teacher	Ss2: Anita
Ss: Students	Ss3: Galih

Interview I
Thursday, September 19, 2013
at 11.50 am.

R : Selamat siang bu Purna, maaf mengganggu. Jika ibu berkenan saya ingin meminta waktu ibu sebentar untuk melakukan wawancara berkaitan dengan penelitian yang akan saya lakukan di kelas ibu.

ET : Oh iya mari silahkan mbak Rina, boleh saja selama jam istirahat ini. Setelah ini mbak

Rina ikut saya masuk kelas kan untuk observasi?

R : Iya bu. Baik, sebelumnya terimakasih atas waktunya bu.
Begini bu, pertama-tama saya ingin menanyakan tentang bagaimana keadaan proses belajar mengajar di kelas ibu?

ET : Ya saya kalau di kelas itu mengajarkan berbicara; mendengarkan; membaca dan menulis mbak Rin. Saya juga sebisa mungkin membiasakan siswa itu untuk aktif di kelas.

R : Oh begitu bu. Kemudian mengenai kemampuan berbahasa Inggris siswa itu sendiri bagaimana bu?

ET : Ehm ya mengenai kemampuan siswa itu masih belum memadai ya mbak Rina, ketika

bebicara itu masih belum bias lancar karna masih belum banyak kata yang mereka kuasai. Ketika membaca dan mengerjakan soal juga masih sebagian besar siswa itu meminta bantuan temannya yang bisa atau guru itu harus selalu mendampingi begitu.

R : Berarti seperti itu ya bu masalah-masalah yang ibu hadapi di kelas ketika mengajar bahasa Inggris untuk mereka? Atau mungkin ibu menghadapi masalah-masalah lain?

ET : Ya, permasalahannya itu lebih ke siswa banyak yang masih pasif mbak, jadi ketika menghadapi kesulitan pun dia tidak mau menanyakan kepada guru, ketika didekati dia

baru bertanya. Mereka pendiam seperti itu mbak Rina, terkadang menanyakan pada temannya pun tidak mau. Dan sebaliknya dengan beberapa siswa yang aktif itu jadi cenderung membikin gaduh di kelas seperti itu.

R : Saya mengerti bu. Kalau begitu untuk sepesifik tentang kesulitan ketika ibu mengajar

reading di kelas itu seperti apa bu?

ET : Ya itu tadi mbak, karena masih banyak siswa yang pasif dan tidak terlalu banyak berlatih membaca juga diluar jam pelajaran sehingga saya juga kuwalahan ketika membawanya di kelas.

R : Biasanya jenis materi dan aktivitas apa yang ibu gunakan di kelas ketika mengajar *reading* bu?

ET : Seperti biasa saja kok mbak Rina. Saya mengajarkan untuk membaca teks kemudian

mengerjakan soal, nanti jika siswa itu menemukan kata sulit saya bantu mencari di kamus. Saya juga mengijinkan mereka membawa kamus elektronik juga kamus yang ada di HP itu. Tapi yang menggunakan di HP itu juga saya awasi penggunaannya.

R   :   Oh begitu bu, kalau kemampuan membaca siswa kelas XI itu sendiri bagaimana bu?

ET   :   Wah kemampuan membaca siswa itu masih minim mbak Rina, sehingga ketika mereka memahami suatu teks pun masih sulit karena itu tadi, pengetahuan tentang kata yang mereka kuasai terbatas.

R   :   Berarti kesulitan yang siswa hadapi ketika mendapat teks *reading* itu ya pemahaman akan makna kata itu sendiri ya bu?

ET   :   Iya, benar sekali mbak Rina.

R   :   Ehm baik, sebenarnya siswa itu sering membawa atau menggunakan kamus tidak bu ketika membaca teks bahasa Inggris?

ET   :   Sudah ada beberapa yang membawa kamus berupa buku itu ya, sebagian membawa yang kamus eletronik itu dan yang ada di HP itu mbak Rina. Tapi untuk sebagian besar

tidak punya atau tidak mau membawa lebih tepatnya dengan alasan 'keberatan' mbak

Rin.

R   :   Oh ya, kalau begitu cara ibu meningkatkan motivasi siswa dalam hal *'reading'* itu bagaimana bu?

ET   :   Ya biasanya saya bantu sampai benar-benar tau arti kata yang tidak mereka pahami mbak Rina, atau saya juga selalu mensarankan mereka mampu menganalogi atau memahami artinya secara kontekstual.

R   :   Begitu bu. Kemudian kan penelitian yang akan saya terapkan di kelas ibu kan mengenai peningkatan pemahaman *'reading'* siswa menggunakan teknik Think-Pair-

Share bu, apakah ibu sudah tau mengenai Think-Pair-Share itu sendiri bu?

ET   :   Maaf mbak Rina, saya belum pernah mendengar itu. Itu bagaimana ya?

R   :   Oh itu bagian dari *Cooperative Learning* bu, jadi lebih ke *group-work* seperti itu. Berarti ibu belum pernah menerapkan teknik tersebut di kelas ya bu?

ET   :   Ya belum tho mbak Rina, saya saja baru mendengarnya ini.

R   :   Oh iya bu, kalau begitu mungkin ada yang ingin ibu tambahkan?

ET   :   Ya semoga penelitian mbak Rina menggunakan Think-Pair-Share technique ini bisa meningkatkan pemahaman *'reading'* dan motivasi siswa khususnya.

R   :   Baik bu, terimakasih atas waktu dan wawancaranya.

ET   :   Sama-sama mbak Rina. Ini sudah bel masuk, mari ke kelas.

R   :   Ya bu.

Interview II
Thursday, September 19, 2013
at 1.30 pm.

R   :   Selamat siang adek, boleh mbak minta waktunya sebentar? Cuma wawancar sedikit aja kok.

Ss1 :   Iya boleh mbak. Tentang apa ya?

R : Begini dek, mbak kan mau mengadakan penelitian di kelasmu tentang pemahaman 'reading' bahasa Inggris. Ehmm sebelumnya, nama adek siapa ya?

Ss1 : Nama saya Afi mbak.

R : Dek Afi suka tidak belajar bahasa Inggris?

Ss1 : Suka mbak, tapi ya gitu kalau menemui kesulitan jadi males.

R : Oh begitu. Masalah atau kesulitan apa yang biasa dek Afi temui di kelas?

Ss1 : Kesulitannya tu kadang dari teks bahasa Inggris gak tau arti katanya mbak, jadi susah

memahami di kelas.

R : Terus ketika kamu menghadapi masalah seperti itu, dek Afi biasanya bagaimana mengatasinya?

Ss1 : Buka kamus mbak atau tanya bu Purna.

R : Oke. Lalu ketika di kelas apa guru atau bu Purna selalu menggunakan bahasa Inggris?

Ss1 : Ya imbang sih mbak, ketika guru pake bahasa Inggris dan murid-murid gak tau ya guru nranslate gitu.

R : Ehm gitu, kalau materi dan aktivitasnya bagaimana? Seperti apa yang sering digunakan guru di kelas?

Ss1 : Ya cuma gitu mbak, menjelaskan trus murid mendengarkan, terus membaca teks mengerjakan soal.

R : Kalau mengadakan kerja kelompok bagaimana? Sering tidak?

Ss1 : Jarang mbak. Belum pernah di kelas ini.

R : Oh, kalau menggunakan games atau permainan bagaimana?

Ss1 : Tidak pernah juga mbak.

R : Baik dek, mungkin dek Afi ingin menambahkan?

Ss1 : Tidak mbak.

R : Ok deh dek Afi, terimakasih atas waktunya ya. Hati-hati pulang ke rumah.

Ss1 : Sama-sama mbak.

Interview III
Thursday, November 7, 2013
at 11.45 am.

R : Siang dek, boleh tau namanya siapa?

Ss2 : Siang mbak, nama saya Anita.

R : Dek Anita, mbak boleh wawancara sedikit mengenai penelitian yang sudah mbak Lakukan di kelas adek?

Ss2 : Iya mbak, tentu boleh.

R : Baik, mbak mau tanya dulu bagaimana pendapat dek Anita mengenai tiga pertemuan di kelas dengan mbak?

Ss2 : Oh iya mbak, menurut saya cara mengajar mbak itu seru, menyenangkan dan yang pasti tidak membosankan, dan hasilnya juga memuaskan mbak jadi lebih paham.

R : Kalau begitu dek Anita menikmati pelajarannya ya?

Ss2 : Sangat menikmatinya mbak.

R : Oke, lalu menurut dek Anita belajar dengan Think-Pair-Share technique yang sudah

saya lakukan di kelas adek itu menarik dan memotivasi kamu tidak?

Ss2 : Iya mbak, menarik dan memotivasi kok.

R : Berarti dengan teknik yang sudah mbak gunakan, kamu bisa memahami materi-materi

pelajaran dengan jelas dan mudah?

Ss2 : Iya mbak, sangat jelas dan mudah.

R : Jadi dek Anita bisa memahami apa yang sudah mbak ajarkan dan jelaskan di kelas ya?

Ss2 : Iya bisa mbak.

R : Terakhir nih, apa menurut dek Anita, materi-materi dan aktivitas-aktivitasnya sudah efektif untuk meningkatkan kemampuan '*reading*' dek Anita?

Ss2 : Ya menurut saya sudah efektif mbak, materinya sudah sesuai kurikulum dan kegiatannya sangat menarik dan memudahkan pemahaman saya juga.

R : Oke deh, mungkin ada tambahan atau saran untuk mbak dari adek?

Ss2 : Oh iya, mbak kalau mengajar mungkin suaranya bisa lebih keras lagi aja mbak jadi biar yang gak denger biar gak ganggu dan gak ada yang terganggu. Itu aja sih.

R : Oh gitu ya dek, baik dek. Terimakasih ya dek.

Ss2 : Iya sama-sama mbak.

Interview IV

Thursday, November 20, 2013

at 11.51 am.

R : Siang adek, maaf dengan adek siapa ya namanya?

Ss3 : Siang mbak, saya Galih.

R : Oke dek Galih, bersedia tidak untuk mbak wawancara mengenai penelitian yang mbak

lakukan di kelas dek Galih?

Ss3 : Ya tentu mbak. Tanya-tanya bagaimana mbak?

R : Ehm bagaimana pendapat dek Galih tentang pertemuan-pertemuan yang sudah mbak lakukan di kelas?

Ss3 : Wah asik mbak, soalnya kita kan sebelumnya terbiasa dengan kegiatan yang monoton

itu-itu saja di kelas.

R : Berarti dek Galih menikmati pelajarannya ya?

Ss3 : Iya menikmati mbak.

R : Menurut dek Galih, apakah belajar dengan Think-Pair-Share technique menarik dan memotivasi adek?

Ss3 : Iya menarik mbak, karena berkelompok dan ada nilai kompetitifnya dengan kelompok

lain jadi memacu untuk bisa paham dan bisa lebih unggul dari kelompok lain gitu.

R : Baik, dek Galih bisa memahami materi dengan jelas dan mudah?

Ss3 : Iya bisa mbak.

R : Kalau mengenai penjelasan mbak bagaimana dek? Bisa dipahami?

Ss3 : Kalau saya pribadi sih bisa mbak, penjelasan mbak bisa dan jelas dipahami.

R : Oke, kalau mengenai materi dan aktivitasnya bagaimana dek? Apakah itu efektif untuk meningkatkan *'reading'* kamu?

Ss3 : Saya rasa iya mbak, efektifnya itu karena di kelompok dan ada waktu untuk *sharing* nya jadi bikin lebih semangat.

R : Baik dek Galih, mungkin dek Galih mau kasih saran atau ada tambahan lain untuk mbak?

Ss3 : Kalau dari saya sih enggak ada mbak, karena saya menikmati kegiatan tersebut jadi sudah sangat baik.

R : Oke deh dek Galih, terimakasih ya untuk waktu wawancaranya. Selamat istirahat.

Ss3 : Sama-sama mbak.

Interview IV
Thursday, November 20, 2013
at 11.55 am.

R : Selamat siang ibu, apa saya mengganggu waktu ibu istirahat?

ET : Oh sama sekali tidak mbak Rina, saya sudah selesai kok. Bagaimana mbak Rina? Ada
yang bisa saya bantu?

R : Iya bu, jika ibu tidak keberatan saya ingin mewawancara ibu mengenai penelitian yang
sudah saya lakukan di kelas bu.

ET : Oh iya boleh mbak Rina, mari silahkan duduk disini.

R : Terima kasih bu. Begini bu, pertama-tama bagaimana pendapat ibu tentang *actions* yang sudah saya terapkan bu?

ET : Menurut saya, actions yang sudah mbak Rina lakukan sudah bagus dan berjalan dengan lancar sehingga membuat siswa juga menjadi aktif dalam pembelajaran, ya signifikan lah mbak peningkatannya.

R : Syukurlah bu, kalau mengenai materinya bagaimana bu? Apakah materi yang saya ajarkan sudah sesuai dengan tujuan kegiatan belajar mengajar bahasa Inggris berdasarkan SK dan KD bu?

ET : Sudah mbak. Menurut saya sudah baik kok, sudah sesuai dengan tujuan pembelajaran
bahasa Inggris yang tertuang pada SK dan KD.

R : Baik bu, kemudian apakah Think-Pair-Share Technique menarik dan mampu memotivasi siswa bu?

ET : Benar itu mbak, pengamatan saya di kelas dengan mbak Rina menggunakan tehnik tersebut sangat menarik dan mampu meningkatkan kemampuan serta memotivasi siswa dalam proses pembelajaran di kelas.

R : Kemudian apakah menurut pengamatan ibu siswa bisa dengan mudah dan jelas dalam
memahami materi yang saya berikan bu?

ET : Ya mbak, saya melihat siswa dengan mudah dalam memahami apalagi ditambah dengan konfirmasi di setiap akhir kegiatan.

R : Bagaimana dengan materi dan aktifitasnya bu? Apakah sudah efektif untuk

meningkatkan kemampuan *'reading'* siswa?

ET : Iya benar, sudah benar mbak Rina. Materi dan aktivitas yang sudah mbak Rina terapkan baik di siklus pertama maupun kedua sudah cukup efektif dalam peningkatan

kemampuan *'reading'* siswa.

R : Peningkatan itu terutama terlihat dimana bu?

ET : Ya terutama ketika siswa jadi bersemangat saat berpartisipasi di kelompok untuk memberikan pendapat dan mengerjakan setiap kegiatannya karena mungkin saling berbagi itu.

R : Baik bu, terakhir mungkin ibu ada saran atau tambahan untuk action selanjutnya bu?

ET : Kalau saran dari saya mungkin hanya mengenai masih ada satu atau dua siswa yang masih pendiam itu lebih didekati atau diperhatikan saja.

R : Baik kalau begitu sekian bu wawancara ini, terimakasih sekali ibu sudah berkenan memberi waktunya dan jam mengajar ibu untuk penelitian saya.

ET : Iya sama-sama mbak Rina, saya malah senang dibantu untuk lebih baik mengajar. Semoga skripsinya mbak Rina lancar.

R : Amin bu, terima kasih.

VIGNETTES

Observation

September 19th, 2013

Time: 12:00 to 13:30

The class started at 12.00 pm. ET asked R to follow her come into the class XI IPA 2. After they had been in the class, R took a sit in behind the class. Before ET started the lesson, she introduced R into the students and she also explained the purposed of R in their class. When R was introduced by ET, R got up and gave smile to a whole class. Then ET continued her teaching. R paid attention to the why ET taught and the condition of the class during the teaching-learning process. At that day, ET taught about *Report Text*.

During the lesson, there were many students who did not pay attention to the ET or even to the materials. They were busy with their own activity, especially for students who sit in back row. They were talking with their partner without getting attention to their teacher. There were only some students who pay attention to the explanation by ET, especially they were sitting in the front row. When ET asked the students to answer her question voluntarily, they preferred keeping silent to answering. The condition of class was so far from quiet. The voice of ET in teaching was so low. It might make students not feel like to pay attention to their teacher. When ET knew the students who did not pay attention, she just kept smile and asked the students to pay attention and there was no punishment for them.

R joining the class till the time had over. After that, R asked a student to get interview with her. R asked her name first which her name was Afi. Then she asked what she felt and what she wanted when she was joining in English subject. The interview took for five minutes. R recorded her interview with the student by her mobile phone. After finished the interview, R said thanks to the student because Afi wanted to get this interview.

Meeting 1

October 30th, 2013

Time: 12:00 to 13:30

R entered the class at 12 pm. but some students were still in the outside and some others were still getting prayer in the mosque. R waited the students till everybody had in the class. After all students had been in the class, R greeted all the students, "*Good Afternoon class*". All students replied loudly "*Good Afternoon*". After greeting the students, R asked

them *"How are you today?"* then they answered *"I'm fine, and you?"* and the last R replied *"I'm fine too, thank you"*. To know how many students in the class, R asked the students *"Who is absent today? Siapa yang tidak masuk kelas hari ini?"* *"Nihil miss"*, they answered. After that, R introduced herself to the students that R would replace their English teacher for a while, she explained the purpose why she was in the class. R also explained the rules of the activity in her teaching. She would divide students into several groups and four students for each group. The rules was each group would be given 5-7 minutes to think for topic which given by R. After thinking time, students would discuss their thought in pairs of their own group. Then 2 pairs would join in a group and the last they would share to another group. There were 2 till 3 activities which scored.

After the introduction, R started to build background knowledge of students by asking them first *"So class, what do you know about using of drugs? And how are the victims?"*. There was only two till three students started to answer such questions, *"narkoba"* *"illegal miss"* *"mematikan miss"* then R responded *"Ok good, what else? Apalagi? Bagaimana keadaan korban pengguna obat-obatan terlarang?"* *"kuruuuss"* *"pucat miss"* *"tidak semangat"* and still the same students who answered again while the others were just kept silent. There was no student answering anymore, R showed a picture of *Drugs*. When R had said anything, the class was suddenly noisy again. Some students said *"Wah, gambar narkoba ya miss?"*. Then, R tried to handle the class, *"Attention class, I have a picture. Look at this."* *"What is going on that picture?"* and most of students answered *"drugs miss"* *"pemakai narkoba"*. R asked again *"Do you think it is important to know Drugs?"* *"yeeesss miss"*, they answered together. *"Why is it important?"* *"biar tidak merusak pelajar miss"* *"supaya anak muda terhindar dari bahaya narkoba miss"*. *"Good class, then what should the government do to solve such problem?"* R asked again but there was no student who answered. R pointed and asked a student to answer, *"Galih, what should the government do to solve illegal drugs? Apa yang harus pemerintah lakukan?"* *"doing rehabilitation miss"* *"Ok good Galih, thank you, is there any other option? Ada jawaban lain?"* *"dipenjara miss"* *"Are you sure? Should drug users be jailed?"*. Students did not answer the last questions then R began to the proper lesson.

R distributed an example of analytical exposition text to the students *"Does everybody get the text?"* *"Yes miss"*. R asked the students to read the text first entitled *"The Government should Provide Rehabilitation Program for Drug Users"*. After they finished reading the text, R asked them *"Do you know what kind of text is this?"*. There was no students know what the text is. Finally R explained to the students about analytical exposition. R guided the students

to get what topic is, what important and required information based on the text. R and students answered the questions from the text. Then R and students identified the language feature of analytical exposition text together. R also distributed some exercises for students related to the text and kind of analytical exposition. After all students finished their work, students and R discussed together. In the end, R closed the class. Before ended the class, R asked to the students what they had learned. The bell rang at 13.30 then R closed the class and they went home.

Meeting 2
October 31st, 2013
Time: 12:00 to 13:30

R entered the class at 12.00 pm. As usual, R should wait for students because most of them had not entered the class yet. When R saw all students been in the class, R greeted the class *"Good afternoon, class" "Good afternoon miss" "How are you today?" "I'm fine and you?" "I'm good" "Who is absent today?" "Trio and Yoga miss" "Ooh what's going on to them?" "Sick" "Sakit miss" "I'm sorry to hear that"*. Then R asked for students' readiness before R started the lesson *"Are you ready to start our lesson today?" "Yes…" "Ok good, so what we have learned yesterday?"* R asked what students had learned last meeting to refresh their memories. Some students answered analytical exposition text. There was some other students who answered about the language feature of analytical exposition text. R asked again, *"What about the characteristic of analytical exposition text?"* then some students answered *"argumentative miss"* *"Good"*.

R divided students into four groups and four students for each group *"Class, as I explained before, I will divide you into four groups. Masing-masing group terdiri dari 4 siswa."*. After all students had sat into their groups, R handed out a short analytical exposition text. Students were given 5-7 minutes to read and think the questions below the text. Seven minutes passed *"Ok class, seven minutes passed and now you have to discuss in pairs and then with your group before finally you have to share your group's answer to the whole class, kalian akan mempresentasikan jawaban group kalian. Do you get it?" "Yes miss"*, R saw that the students were seriously having in their own group's discussion. They discussed their answer with their partner and then they discussed with their group before they shared to the whole class. Students worked well in groups and were so enthusiastic in doing their work. When R walked around each group, she saw that each group had a person who led the discussion and the others were seriously pay attention to the leader. They coordinated well in

deciding their answer to be presented in front of the class even though there were one or two members in each group who breaking the discussion. When all groups had finished doing their work, it was time for group's representative to present their answer in front of the class. Every group were so enthusiastic to present first because there was a more reward for a group which presenting first. After all groups had presented their answer, R informed about the score for every group. Students were so motivated and they asked for another activity to increase their group score. Before continue to the next activity, R asked the students about the language use in an analytical exposition text *"Now class, I want you to pay attention to the text that you have, and please identify the language use based on the text. Bentuk kalimat seperti apa yang ada di text."* There was a student who answered *"Simple miss"* *"Simple what?"* and there was no answer anymore. *"Ok class, the language use in this text is Simple Present Tense and how's the pattern? Bagaimana pola kalimatnya?"* *"Kata kerja pertama miss"* and then R explained about the use of simple present tense and she also gave some examples for students. After all students seemed understand, R gave them the second activity. In second activity, students in groups are asked to rearrange jumble sentence and changed the verb in form of simple present tense if necessary. The rules of activity was still the same.

When each group had finished their work, they submitted it to the R. The students seemed in hurry because few minutes more the bell rang which was signed for going home. R reminded students in order to do their work carefully to get best score *"Kerjakan dengan tepat dan benar, perhatikan bentuk Verb nya."* *"Sudah semua miss, pulang miss"* there were some students answered. When all groups had submitted their works, R ended the class "Ok class, has every group submitted your work? Sudah semua?" "Sudah miss" "Good. So what we have learned yesterday?" *"Ciri kebahasaan analytical text miss"* *"simple present tense"* some students answered. *"Great. Well, if there is no question, I will end the lesson today. But before we go home, let's say a prayer, silent moment begins… Amin. Good afternoon class, see you next week."* *"See you miss."* R leaved the class.

Meeting 3
November 6th, 2013
Time: 12:00 to 13:30

R entered the class at 12.00 pm. Because the class was started after break time, there were still some students in the outside whether in the canteen or getting prayer in the mosque. About ten minutes passed, all students had come back in the class. R greeted the class *"Good afternoon, class"* *"Good afternoon miss"* *"How are you today?"* *"I'm fine and you?"* *"I'm*

good" "*Who is absent today?*" "*No…*". Then R asked for students' readiness before R started the lesson "*Are you ready to start our lesson today?*" some students answered "*Ready miss*" "*Yes*" "*Ok good, so what we have learned last week?*" R asked what students had learned last meeting to refresh their memories. "*Ciri kebahasaan analytical text miss*" "*Simple Present Tense miss*" some students answered but most of them were just silent. R gave little explanation about the language feature of analytical exposition text just to remind the students. R asked students to sit with their own groups. After all students had sat with their groups, R handed out a jumbled paragraph and students were asked to rearrange it into a good analytical exposition text.

Because the rule of activities was still the same, R gave 5-7 minutes to read the text first and then the students had to think individually what the best arrangement. The class was so quiet in thinking time. The students were seriously reading the text. When seven minutes passed, the students discuss in pairs with their own partner technically. In the discussion time, R saw some of member's group taught another member in group who got difficulties in his or her job. After all groups finished their work and they had decided their group's representative, one by one of them presented competitively their group's answer in front of the class. Students were so enthusiastic want to know the best answer. In the other hand, R asked the students to always give applause to their friends who had presented in front of the class. It was aimed at appreciating the students' performance in order to motivate them being brave to share their ideas. Even when R started to read the text in correct arrangement, all students got silent and seriously paid attention to what R read. When what R read was same with their answer they were cheering but when their answer was wrong, they showed a disappointed face. R also explained about the generic structure of an analytical exposition text. After R finished her reading, students seemed exited to know their group's score. According to their agreement in the beginning activity, R would give reward for the group which got the highest score and the group which got the lowest score would get punishment to entertain a whole class in front of the class. Finally, the lose group sang a song together but they had to replace the vocal in the lyric of the song with "u". It was so entertaining their friends. When all activities were done, there were some students who asked more "*miss besok kaya' gini lagi ya*".

The last, because the time was up and the bell had rang which meant to go home, R ended the class. "*Ok class, are you happy today?*" "*Yes miss*" most of students answered it loudly. "*What did you get from lesson today?*" "*menyusun paragraph*" "*generic structure miss*" "*That's great, is there anymore question?*" "*No miss*" "*Well, if there is no more*

question, I will end the class. Before we go home, let's say a prayer. Silent moment, begins…
Amin." "Good Afternoon class and see you next week" "See you miss". R, the students and the English teacher leaved the class.

Meeting 4
November 13ᵗʰ, 2013
Time: 12:00 to 13:30

As third meeting before, R entered the class at 12.00 pm. But there were only few students in the outside who getting prayer, most of them had been in the class. R greeted the class and asked for students' readiness. R also asked the students who is absent and there were two students absent which were Arif and Yoga. Then R explained what they were going to learn today. The activity rules was still the same but the materials were different.

R showed an example of poster to the students "*What do you think about this picture? What kind of this?*" "*Poster*" students answered contemporaneously, "*Great. What topic of this poster?*" "*Drugs*" only some students answered. "*Good. Where will usually we find this poster?*" some students answered "*School*" and others also answered "*Rumah sakit miss*", "*Exactly. Poster about drugs are usually lied in the schools or hospital.*" Then R gave some additional information about poster. R distributed an example of poster to every student. R asked the students to pay attention to the poster. R led the students to look for the general information of poster "*Please attention to the poster you have. What information you get from the poster?*" "*gambar tangan pengguna drugs miss*" only a student answered. R explained the general information of poster. Then students did the exercise in form of some questions related to the poster.

Then R and students discussed together students' answer. They read their answer one by one. After all students had read their answer, R led students to get the conclusion of the general information of poster. "*So class, what are actually general information of poster?*" "*kalimat ajakan atau nasihat miss*" "*Good, another else?*" "*banyak gambarnya kalimat sedikit*" some students answered. Finally the bell rang and R ended the class. "Is there any question so far? Ada pertanyaan?" "No miss" "Well, if there is no question, I will end the class. Before we go home, let's say a prayer. Silent moment, begins… Amin. See you tomorrow." "See you miss". R leaved the class and students followed her.

Meeting 5
November 14ᵗʰ, 2013

Time: 12:00 to 13:30

R entered the class at 12.00 pm and most of students had been in the class. Before R started the class, she greeted the students. R also asked for students' attendance and there was no student absent. Then R asked for students' readiness and she directly divided students into four groups. The current groups were different from groups in third meeting before. R tried to make a differentiation to know more about students' comprehension. There were some students got disappointed because they got comfort with their last group but it was not a big deal. Students were still enthusiastic to learn in groups.

After all students had sat with their own groups, R handed out a poster about drugs. When R handed out the posters, the students were excited to know what picture on that poster. Some of them said *"Miss, ini poster nakoba ya? Unik e miss gambare" "Miss ini posternya boleh dipek tho?" "Lha gini lho miss pake gambar kan asik belajare"*. In the other hand, the students looked confused getting that poster because there was no instruction or question in a paper. Then R explained to students what should they do with that poster. *"Ok class, have everyone got a poster?" "Yes miss" "Well. Now what you have to do is please think about the language characteristic of the poster you have." "Gak mudeng miss" "Jadi, kalian akan saya beri waktu 5 menit untuk memikirkan tentang ciri-ciri kebahasaan yang ada pada poster yang kalian punya. Paham semua?" "Belum miss"* there were some students who did not get the point. *"Jadi, dalam poster yang kalian pegang kan ada kalimatnya, nah perintahnya kalian diminta untuk menemukan bagaimana ciri-ciri bahasa dalam kalimat yang ada di poster itu, do you get it?" "Oohh.. ya miss" "Good. Start from now."* The class was quiet and the students were serious in understanding the poster. Till five minutes passed, R asked students to discuss in pair before they shared with their own group and finally they had to share with the whole class. When they were discussing in their own group, the class was noisy. It seemed that some students led the discussions in their group. In this meeting, the students were more seriously both doing their own task and discussing with their group. R also asked the students to give applause to their friends who had presented in front of the class. After all group representative had shared their group discussion, R led students to conclude what language characteristic of poster.

Then R handed out a poster again. The second activity was asked students to comprehend the implied meaning of a sentence in a poster. R should explain the instruction for many times because students were confused what the meaning of sentence on that poster. Till every students got understanding what they had to do, R started to give them five minutes to think. Finally, each group representative shared their group discussion in front of the class.

R gave them score based on their discussion result. The time was up because the ball had rang which was meant the lesson had over. R closed the class *"Well class, because the bell had rang so we are going to continue the lesson for next week. Before we go home, let's say a prayer. Silent moment, begins… Amin. See you next week, class." "See you miss."* R leaved the class and followed by students.

Meeting 6
November 20th, 2013
Time: 12:00 to 13:30

R entered the class at 12.00 pm. She directly greeted the class because she saw all students had been in the class. *"Good Afternoon, class" "Good Afternoon, miss" "How are you today?" "I'm fine, and you?" "I'm great, thank you. Is there anyone absent today?"* R asked students' attendance *"No, miss" "Good. So what have we learned last meeting? Apa yang sudah kita pelajari minggu lalu?"* all students were silent and looked confused to answer, so R led them to answer *"minggu lalu tentang ciri apa dari poster?" "ciri bahasa poster miss"* finally some students answer that. R explained a little about language characteristic of poster to refresh students' mind. *"So, are clear enough about language characteristic of poster? Sudah jelas tentang ciri kebahasaan dari poster?" "ya miss" "sudah"*. Then R asked students to sit with their last group.

R handed out a new poster which the sentence was more complicated and each member of group had a different question from another one. As last activity, students were given five minutes to think their answer. Finally, each group representative shared their own group discussion in front of the class. Then R explained the correct answer for every number, the students which the answer was true were cheered to each other. From the answer, R saw that students' comprehension were increase after they joined the group activity and they have got more motivated in comprehending the lesson. The last activity was R distributed a different poster to each group, then each group had to make their own sentence based on the picture of poster they have. After the last activity was done, the students asked R to inform the score of their groups and then R accumulated their groups' score. In scoring, R also paid attention to individual role and comprehension in their own group.

After the students had known the group which got the lowest score, the group had to entertain their classmates in front of the class. The students who saw their friends performed were laughing loudly. In other hand, the group which got the highest score accepted a simple gift in terms of candies and chocolates. They were so happy. In the end of activity, all

students gave applause. Because the time was most up, R stopped the activity and she asked for permission "*Ok class, before I end the class, saya mau pamit karna ini pertemuan terakhir kita di kelas. Terima kasih sudah membantu saya dalam kelancaran mengadakan penelitian ini. Terima kasih atas kerjasama kalian yang luar biasa. Kalian hebat dan jadilah selalu murid yang berprestasi. Maaf jika selama mengajar saya ada salah kata atau galak ya.*" "*miss ngajar disini lagi terus dong miss*" "*terima kasih kembali miss*" some students answered. Then R ended the class and leaved the class.

Name :   Subject : Bahasa Inggris
Class :   Test duration : 30 minutes

Directions:

   ❖ Don't forget to write your name, number, and class.
   ❖ There is no cheating. Do it by yourself on the answer sheet.
   ❖ Don't use any dictionary.
   ❖ Good luck.

Questions number 1-6.

Read the text and choose the correct answer for every question below.

Why is learning English important? Language is the mean of communication. Mostly groups of society have their own languages. Some of them appear the top global languages. Most people in the world hear about English, Arabic, and Mandarin. However English is the most global spoken language. Then if we want to catch a global goal, we have to master English.

Everyone recognize that English is an international language. English is used in written and spoken language by many people all over the world. It can be either as a first or second language. We even hear British, American, Australian, and even Singaporean English. Those various names of English are used as the first language in those countries. Furthermore, some countries have their own languages as a mother language but also use English mostly in daily communication.

Besides usage in daily interaction, English is also used as a key to open doors leading to scientific and technical knowledge. No wonder we find manual guides and instructions of many devices written in English. Even if we have a pack of instant noodle, we will see the cooking instruction also written in English. This transfer of science and technic will include many countries in economic, social and politics development.

Finally, the most easily seen in the importance of learning English is that most top requirement in filling job opportunities is the ability using English; active or passive. Job applicants who master English are more favorable than ones who do not.

The above facts prove that everybody needs to learn English if he likes to greet the global era.

1. What is the text about?
    a. Important of English   c. Global era
    b. Learning English   d. Communication

2. Why English becomes important?
    a. English is the best language.
    b. English is easy.

    c. English is used for international communication.
    d. English is a first language in the world.

3. Where does British come from?
    a. United Kingdom   c. Australia
    b. United States   d. Austria

4. Which are belongs to the countries that use English as their first language?
    a. Indonesia, Singapore, Malaysia, Australia
    b. Singapore, America, United Kingdom, Austria
    c. Indonesia, Malaysia, Australia, United States
    d. Singapore, Australia, United States, United Kingdom

5. The following is true about learning English, except….
    a. Indonesian use English as daily communication.
    b. English becomes an international language.
    c. English is required for job applicants.
    d. English is the first language for Singaporean.

6. What is the purpose of the text?
    a. to tell readers that the writer loves English so much
    b. to persuade readers to learn English
    c. to motivate readers learning English
    d. to attract readers enjoying English

Questions number 7-10.

Please attention to the following picture.
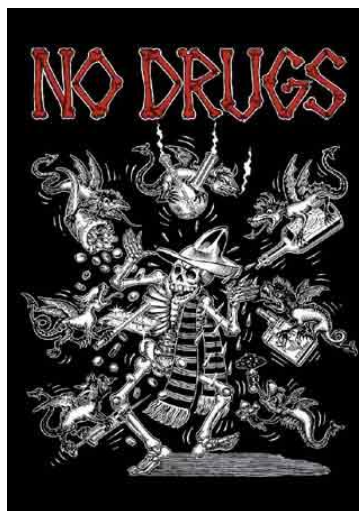
7. What is kind of picture above?
    a. Pamphlet   c. Poster
    b. Banner   d. Brochure

8. What is the topic?

a. Skull   c. Disease
    b. Death   d. Drugs

9. What is the purpose?
    a. to appeal the audiences to avoid drugs
    b. to motivate audiences to do it
    c. to persuade audiences to use drugs
    d. to tell audiences about death

10. Where are usually we find such poster?
    a. at home   c. at department store
    b. at school   d. at office

DOCUMENTATIONS

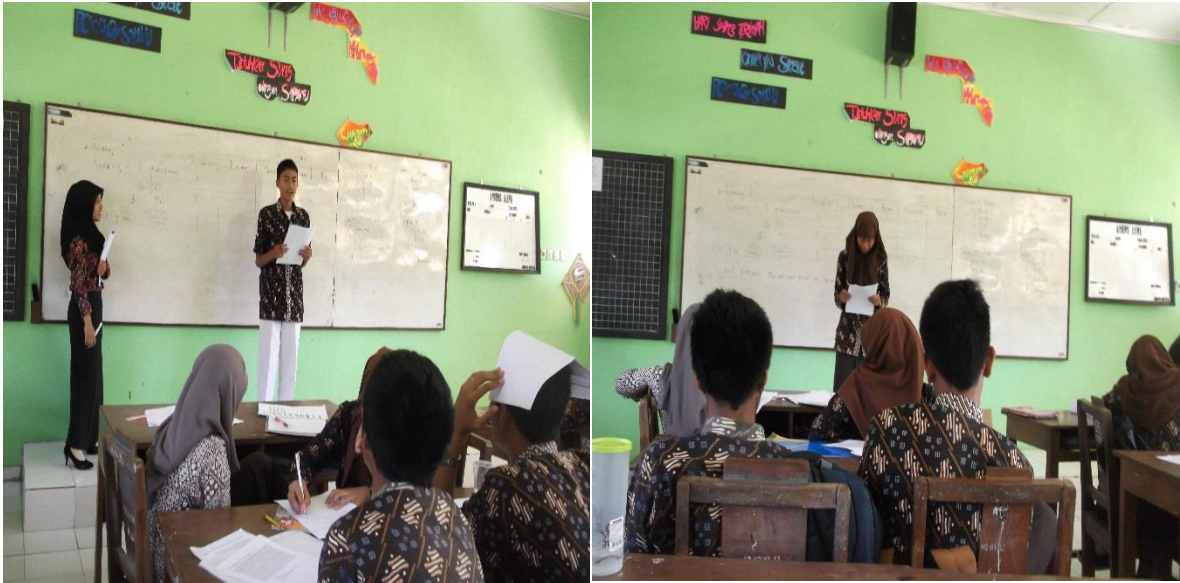a). The researcher was explaining the rules of Think-Pair-Share technique

b.) The researcher was distributing an analytical exposition text to each group

c) The English teacher who also as the collaborator had a role in this research.

d) The students were enthusiastic doing the exercise.

e) Every group representative was sharing their group discussion in front of the class.

f) The researcher was explaining what each group should do with their poster.

g) The researcher was helping the group who asked the instruction.

h) The students were seriously sharing their answer.

i) Group which got low score should amuse their friends.

j) The researcher was interviewing the English teacher and the student about the research she had done.

UNIVERSITAS NEGERI YOGYAKARTA
FAKULTAS BAHASA DAN SENI

Alamat: Karangmalang, Yogyakarta 55281 ☎ (0274) 550843, 548207 Fax. (0274) 548207
http://www.fbs.uny.ac.id//

Nomor	: 1018c/UN.34.12/DT/X/2013		25 Oktober 2013
Lampiran	: 1 Berkas Proposal		
Hal	: **Permohonan Izin Penelitian**		

Kepada Yth.
Gubernur Daerah Istimewa Yogyakarta
c.q. Kepala Biro Administrasi Pembangunan
Sekretariat Daerah Provinsi DIY
Kompleks Kepatihan-Danurejan, Yogyakarta 55213

Kami beritahukan dengan hormat bahwa mahasiswa kami dari Fakultas Bahasa dan Seni Universitas Negeri Yogyakarta bermaksud mengadakan **Penelitian** untuk memperoleh data guna menyusun Tugas Akhir Skripsi (TAS)/Tugas Akhir Karya Seni (TAKS)/Tugas Akhir Bukan Skripsi (TABS), dengan judul:

IMPROVING READING COMPREHENSION BY USING THINK-PAIR-SHARE TECHNIQUE FOR STUDENTS GRADE XI IPA 2 OF SMA N 1 SRANDAKAN IN THE ACADEMIC YEAR 2013/2014

Mahasiswa dimaksud adalah :

Nama	: RINA SHANTY PRATIWI
NIM	: 09202244049
Jurusan/ Program Studi	: Pendidikan Bahasa Inggris
Waktu Pelaksanaan	: Oktober – Desember 2013
Lokasi Penelitian	: SMA N 1 Srandakan

Untuk dapat terlaksananya maksud tersebut, kami mohon izin dan bantuan seperlunya.

Atas izin dan kerjasama Bapak/Ibu, kami sampaikan terima kasih.

a.n. Dekan
Kasubag Pendidikan FBS,

Indun Probo Utami, S.E.
NIP 19670704 199312 2 001

Tembusan:
1. Kepala SMA N 1 Srandakan

SURAT KETERANGAN IJIN
070 /Reg / V/   7602   /10 /2013

Membaca Surat :	**DEKAN FAKULTAS BAHASA DAN SENI UNY**	Nomor : **1018C/UN.34.12/DT/X/2013**
Tanggal :	**25 OKTOBER 2013**	Perihal : **IJIN PENELITIAN**

Mengingat :

1. Peraturan Pemerintah Nomor 41 Tahun 2006 tentang Perizinan bagi Perguruan Tinggi Asing, Lembaga Penelitian dan Pengembangan Asing, Badan Usaha Asing dan Orang Asing dalam Melakukan Kegiatan Penelitian dan Pengembangan di Indonesia;
2. Peraturan Menteri Dalam Negeri Nomor 20 Tahun 2011 tentang Pedoman Penelitian dan Pengembangan di Lingkungan Kementerian Dalam Negeri dan Pemerintah Daerah;
3. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 37 tahun 2008 tentang Rincian Tugas dan Fungsi Satuan Organisasi di Lingkungan Sekretariat Daerah dan Sekretariat Dewan Perwakilan Rakyat Daerah;
4. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta.

DIIJINKAN untuk melakukan kegiatan survei/penelitian/opengembangan/pengkajian/studi lapangan kepada:

Nama	: **RINA SHANTY PRATIWI**	NIP/NIM :	**09202244049**
Alamat	: KARANGMALANG, YOGYAKARTA		
Judul	: *IMPROVING READING COMPREHENSION BY USING THINK_PAIR-SHARE TECHNIQUE FOR STUDENTS GRADE XI IPA 2 OF SMA N 1 SRANDAKAN IN THE ACADEMIC YEAR 2013/2014*		

Lokasi	: **KAB. BANTUL**			
Waktu	: **28 OKTOBER 2013**	s/d	**28 Januari 2014**	

Dengan Ketentuan

1. Menyerahkan surat keterangan/ijin survei/penelitian/pendataan/pengembangan/pengkajian/studi lapangan *) dari Pemerintah Daerah DIY kepada Bupati/Walikota melalui institusi yang berwenang mengeluarkan ijin dimaksud;
2. Menyerahkan *softcopy* hasil penelitiannya baik kepada Gubernur Daerah Istimewa Yogyakarta melalui Biro Administrasi Pembangunan Setda DIY dalam bentuk *compact disk* (CD) maupun menggunggah (*upload*) melalui website: *adbang.jogjaprov.go.id* dan menunjukkan n
3. Ijin ini hanya dipergunakan untuk keperluan ilmiah, dan pemegang ijin wajib mentatati ketentuan yang berlaku di lokasi kegiatan;
4. Ijin penelitian dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat ini kembali sebelum berakhir waktunya setelah mengajukan perpanjangan melalui *website*: *adbang.jogjaprov.go.id*;
5. Ijin yang diberikan dapat dibatalkan sewaktu-waktu apabila pemegang ijin ini tidak memenuhi ketentuan yang berlaku.

Dikeluarkan di Yogyakarta
Pada tanggal **28 OKTOBER 2013**

An. Sekretaris Daerah
Asisten Perekonomian dan Pengembangan
Ub.
Kepala Biro Administrasi Pembangunan

Hendar Susilowati, SH.
NIP. 19580120 198503 2 003

Tembusan:

1. Yth. Gubernur Daerah Istimewa Yogyakarta (sebagai laporan)
2. **Bupati Bantul, Cq. Bappeda**
3. Ka. Dinas Pendidikan Pemuda dan Olah Raga DIY
4. DEKAN FAKULTAS BAHASA DAN SENI UNY
5 Yang Bersangkutan.

SURAT KETERANGAN/IZIN
Nomor : 070/ Reg / 2477 / 2013

Menunjuk Surat : Dari : Sekretariat Daerah DIY   Nomor : 070/Reg/V/7602/10/2013

    Tanggal : 28 Oktober 2013   Perihal : Ijin Penelitian

Mengingat :

a. Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Oganisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantu sebagaimana telah diubah dengan Peraturan Daerah Kabupaten Bantul Nomor 16 Tahun 2009 tentang Perubahan Atas Peraturan Daerah Nomor 17 Tahun 2007 tentang Pembentukan Oganisasi Lembaga Teknis Daerah Di Lingkungan Pemerintah Kabupaten Bantul;

b. Peraturan Gubernur Daerah Istimewa Yogyakarta Nomor 18 Tahun 2009 tentang Pedoman Pelayanan Perijinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pengembangan, Pengkajian, dan Studi Lapangan di Daerah Istimewa Yogyakarta;

c. Peraturan Bupati Bantul Nomor 17 Tahun 2011 tentang Ijin Kuliah Kerja Nyata (KKN) dan Praktek Lapangan (PL) Perguruan Tinggi di Kabupaten Bantul.

Diizinkan kepada

Nama	:	**RINA SHANTY PRATIWI**
P. T / Alamat	:	**Fak Bahasa dan Seni UNY, Karangmalang Yogyakarta**
NIP/NIM/No. KTP	:	**09202244049**
Tema/Judul Kegiatan	:	**IMPROVING READING COMPREHENSION BY USING THINK_PAIR-SHARE TECHNIQUE FOR STUDENTS GRADE XI IPA 2 OF SMA N 1 SRANDAKAN IN ACADEMIC YEAR 2013/2014**
Lokasi	:	SMA N 1 Srandakan
Waktu	:	28 Oktober 2013 sd 28 Januari 2014
Personil	:	1 orang

Dengan ketentuan sebagai berikut :

1. Dalam melaksanakan kegiatan tersebut harus selalu berkoordinasi (menyampaikan maksud dan tujuan) dengan institusi Pemerintah Desa setempat serta dinas atau instansi terkait untuk mendapatkan petunjuk seperlunya;

2. Wajib menjaga ketertiban dan mematuhi peraturan perundangan yang berlaku;

3. Izin hanya digunakan untuk kegiatan sesuai izin yang diberikan;

4. Pemegang izin wajib melaporkan pelaksanaan kegiatan bentuk *softcopy* (CD) dan *hardcopy* kepada Pemerintah Kabupaten Bantul c.q Bappeda Kabupaten Bantul setelah selesai melaksanakan kegiatan;

5. Izin dapat dibatalkan sewaktu-waktu apabila tidak memenuhi ketentuan tersebut di atas;

6. Memenuhi ketentuan, etika dan norma yang berlaku di lokasi kegiatan; dan

7. Izin ini tidak boleh disalahgunakan untuk tujuan tertentu yang dapat mengganggu ketertiban umum dan kestabilan pemerintah.

Dikeluarkan di : B a n t u l
Pada tanggal : 28 Oktober 2013

Kepala,
Kepala Bidang Data
Penelitian dan Pengembangan,
u.b. Kasubbid Litbang

Heny Endrawati, S.P., M.P.
NIP: 197106081998032004

Tembusan disampaikan kepada Yth.

1. Bupati Bantul (sebagai laporan)
2. Ka. Kantor Kesatuan Bangsa dan Politik Kab. Bantul
3. Ka. Dinas Pendidikan Menengah dan Non Formal
4. SMA N 1 Srandakan
5. Yang Bersangkutan

SURAT KETERANGAN

Nomor : 027/SMA 1/crd/XI/ 2013

Yang bertanda tangan di bawah ini:

Nama	:	Drs. Witarso
NIP	:	195910051985031016
Jabatan	:	Kepala SMA N 1 Srandakan

Menerangkan dengan sesungguhnya bahwa:

Nama	:	Rina Shanty Pratiwi
NIM	:	09202244049
Jurusan	:	Pendidikan Bahasa Inggris
Fakultas	:	Bahasa dan Seni
Perguruan Tinggi	:	Universitas Negeri Yogyakarta

Benar-benar telah melaksanakan penelitian dalam rangka penulisan skripsi dengan judul **"IMPROVING READING COMPREHENSION BY USING THINK-PAIR-SHARE TECHNIQUE FOR STUDENTS GRADE XI IPA 2 OF SMA N 1 SRANDAKAN IN THE ACADEMIC YEAR 2013/2014"** dari tanggal 30 Oktober s.d. 20 November 2013.

Demikian Surat Keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Srandakan, 20 November 2013
Kepala Sekolah

Drs. Witarso
NIP. 195910051985031016