THE EFFECT OF THINK-PAIR-SHARE STRATEGY ON THE STUDENTS' CRITICAL READING THROUGH DESCRIPTIVE TEXT "JOKO WIDODO" AT SMP MUHAMMADIYAH 47 SUNGGAL

SKRIPSI

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English Education Program

By

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ABSTRACT

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The objective of this research was to find out the effect of Think-Pair-Share Strategy on the students' critical reading through descriptive text "Joko Widodo" at SMP Muhammadiyah 47 Sunggal. This research applied experimental research. Population of this research were 130 students from eight grade of Junior High School in SMP Muhammadiyah 47 Medan at academic year 2017/2018. The sample applied cluster random sampling with the number of sample was 64 students. The treatment given by Think-Pair-Share strategy. The instrument of collecting data is multiple choice which consist of 20 items. The data analyzed by using t-test formula. The result of the data showed that $t_{observe}$ 5.87> of t_{table} 2.00. The final hyphothesis showed that H_o was rejected and H_a was accepted. It means that there was a significant effect of Think-Pair-Share (TPS) strategy on the students' critical reading through descriptive text "Joko Widodo. The English teachers are suggested to use Think-Pair-Share Strategy (TPS) in teaching reading. By which the teacher may easily teach reading interestingly because it can be an alternative strategy to motivate the students in reading.

Keyword: *Think-Pair-Share Strategy, Critical Reading, Descriptive Text.*

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ABSTRACT

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Keyword: *Think-Pair-Share Strategy, Critical Reading, Descriptive Text.*

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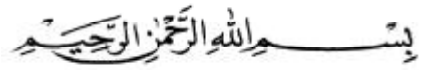

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The Researcher

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CHAPTER I

INTRDUCTION

A. The Background of the Study

There are four essential language skills in English. Those four skills are reading, writing, listening and speaking. As one of basic language skills, reading is a skill that works as communication way of a written text between a writer and a reader. By using this skill, the readers try to understand what the ideas or the information of the text that want to be delivered by the writer. Reader can be taught of as away to get some information, knowledge and understanding. The students can be a good reader while reading a book, peoples are not only read the text to get information but also to understand it.

Murni Jamal (2006) states reading is way of getting the meaning or the knowledge from printed page such as textbooks, newspapers, magazines, and novels. As Nunan (2003) states that the goal of reading is comprehension. Reading Comprehension refers to the ability to understand information presented in written form. Mendonce (2012) states reading comprehension is the level of understanding of text. This understanding comes from readers' interaction between the text and how they use their knowledge outside the text.

Talking about reading, there are so many types of text in reading, such as descriptive text, narrative text, recount text, argumentative text, etc. And one of the text that students need to master is descriptive text. The purpose of descriptive text is to describe. Descriptive is type writing in which the ideas arranged on the

basis of space or location such as in the description of person, landscape, the structure of the building, etc; for that reasons, vivid details must be used to point a picture for the readers. A descriptive text is a piece of writing that is intended to convey meaning to the reader through sensory details and provides image to the reader. Additionally, descriptive text is a paragraph that is defined as a group of sentences that are closely related in thought and which serve one comment purpose often used to describe what a person looks like and acts like, what a place looks like, and what an object looks like.

Based on the researcher's experience in the field Teaching Practicing Program (PPL) at the VIII grade students of SMP Muhammadiyah 47 Sunggal of the academic year 2017/2018. The researcher found the students were difficult to comprehend a reading text. It was shown when the researcher asked the students to read a text, most of them was difficult to understand about descriptive text. Therefore, the students cannot answer the questions about descriptive text correctly. And the students had low ability in finding the meaning words and mentioning the detail information implied in the descriptive text. In descriptive text researcher choose one of types of descriptive text, that is describing a personality. Talking about describing personality, researcher choose describing a personality about Indonesia's seventh President "JOKO WIDODO" because students had low knowledge about Indonesia's government and of course had difficult to describe about them.

In order to help the students comprehended a text, there were some learning strategies in teaching that could be used by a teacher. One of them is

Think-Pair-Share strategy. TPS strategy is the most appropriate strategy to teach reading skill. There are three steps in this strategy; *think* about your answer individually, *pair* with a partner and discuss your answers, *share* your answer (or your partner's answer) in group when called upon. In doing this strategy, the researcher was divide the students in to groups, where there are 5 until 6 students in every group. The students was asked to do discussion to find the information that given by the reading text.

Based on the background above, the researcher is interested to choose the tittle "The Effect of Think-Pair-Share Strategy on the Students' Critical Reading through Descriptive Text "Joko Widodo" at SMP Muhammadiyah 47 Sunggal".

B. The Identification of the Problem

Based on the background of the study above, the problems which are identified as follows :

The students can not answer the questions about descriptive text correctly, the students are difficult to comprehend a reading text, and the students can not mention the detail information implied in the descriptive text.

C. The Scope and Limitation

The scope of this research is about reading. The limitation was focused on applying TPS strategy in teaching descriptive text at eighth grade in SMP Muhammadiyah 47 Sunggal at academic year 2017/2018.

D. The Formulation of the Problem.

The problem of this study is formulate: Is there any significant effect of applying TPS strategy on the students' critical reading through Descriptive Text "Joko Widodo"?

E. The Objective of the Study

The objectives of the research is to find out the significant effect of applying TPS strategy on the students' critical reading through descriptive text.

F. The Significant of the Study

The significant of the research in formulated as follows :

a. Theoretically

The result of this research is hope to give information to teaching of descriptive text by using TPS strategy.

b. Practically

1. Teachers, this study is expected to give contribution on helping the teacher when he/she uses TPS (Thing-Pair-Share) can enhance the quality students' reading ability.
2. For students, this study is expected to give the students motivation on students' critical reading and hopefully increase their reading ability of descriptive text.
3. It is also can be reference for other researcher, and the other researchers can use this study as a comparison to other similar studies.

CHAPTER II

RIVIEW OF LITERATURE

A. Theoretical Framework

A research used on existing theories on certain fields' science and need explanation about the concepts that used in this research. In order to enable the reader avoid misinterpreting the concept of this study should be clarifying. The following description of the concepts and terms were consider part of the theoretical framework that would be support the analysis of the data.

1. Reading

Reading is a way to get information from something that is written. According to Harmer (2007:99) states that reading is useful for language acquisition. Providing that students more or less understand what they read, the more they read, they better they get at it. Reading also gives an effort on student's vocabulary knowledge on their spelling and on their writing. It means that reading is a process of knowing the meaning of words in the text and reading will also increase student's vocabulary. Then, after reading the students was easy to write down the ideas that they get.

The researcher concludes that reading is a process where the readers constructing meaning from the word. Those, the readers can get ideas, and additional information from the text, based on they ways of thinking. Then, reading can help the students to get information and increase their.

2. The Purpose of Reading

According to Grabe and Stoller (2002 :13-15) the purposes of reading are classified in :

a. Reading to learn from text : reading to learn typically occurs in academic and professional contexs in which a person needs to learn a considerable amount of information of a text reading to learn is usually carried out at a reading some what slower than general reading comprehension (primally due to reading and reflection) strategies to help remember information.

b. Reading to search for simple information and reading to skim : reading to search for simple information is a common reading ability though some researcher see it as a relatively independent cognitive process. It is used in reading task that it is probably best seen as a type of reading ability. Similiarly, reading to skim is a common part of many reading task and useful skill in its own right. It involves, in essence a combination of strategies for guessing where important information might be in the text, and then using basic reading comprehension skills on those segments of the text until a general ideas is formed.

c. Reading for general comprehension : is the most basic purpose for general. Underlying and supporting most other purposes for reading. General reading comprehension is actually more complex than commonly assumed. Reading for general information requires very rapid automatic processing of word, strong, skill in forming a general meaning representation of main ideas and

efficient coordination of many process of many processes under very limited time constraints.

d. Reading to integrate information, write and critique text : reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting, or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple sources. Both reading to write and reading to critique text require abilities to compose, select and critique information from a text.

3. Reason for Reading

Harmer (2001:200) states that we can divided reasons for reading into two broad categories :

a. Instrumental : a large amount of reading take place because it can help us to achieve some clear aim. It means that if we have read the text we can find some way what we need it. Thus, for example, we read a road sign so that we know where to go. We read the instruction on a ticket machine because we need to know how to operate it.

b. Pleasurable : another kind of reading take place largely for pleasure. It means that we read to make our life enjoy about something when we read a text. Thus people read magazines or spend hours buried in the Sunday paper. Some people are also reading illustrated cartoon or photo-stories.

4. Steps in Reading

According to Hill (2008, p. 176), there are three main steps in reading lesson: Before reading, the teachers build up the students' prior knowledge and link this to the book being read. Sometimes teachers talk through the book or build up semantic webs so that the new vocabulary in the book can be discussed and classified. During reading, teachers often use prompts to support students to problem solve and use several information sources such as the meaning, syntax to figure out the print, and after reading, teachers plan a range of activities for the students to practice what they need so they can become more independent readers.

Based on the statements above, it is important to know the steps of reading lesson. They are used as guidance for the teacher of how to teach reading through good steps. It means that the process of teaching and learning should be arranged as systematically.

5. The Process of Reading

The process of reading is refer to the process a person goes through to learn how to read. According to Nunan (2003:70), the models of reading processes can divided into three categories :

a. Bottom-up model : typically consist of lower-level reading processes. Students start with the fundamental basics of letter and sound recognition, followed by word recognition, building up to the identification of grammatical features, sentences, and longer texts. Letters, letter clusters,

words, phrases, sentences, longer text, and finally meaning is the order in achieving comprehension.

b. Top-down model : on the other hand, begin with the idea that comprehension resides in the reader. The reader uses background knowledge, makes prediction, and searches the text to confirm or reject the predictions that are made. A passage can thus be understood even if all of the individual words are not understood. Within a top-down approach to reading the teacher should focus on meaning generating activities rather than on mastery of word recognition. In top-down the reader begins with the largest elements and works down toward smaller elements to build comprehension of what is being read.

c. Interactive model : the third combines elements of both bottom-up and top-down models assuming, “that a pattern is synthesized based on information provided simultaneously from several knowledge sources” (Stanovich and Mutagh (1989) as quoted by Nunan (2003:70)) stresses that the best second language readers are those who can efficiently integrate”, both bottom-up and top-down process.

6. Reading Comprehension

As we know, reading comprehension has different meaning with reading. Reading comprehension refers to the understanding of printed text. Proficient readers engage in an intentional problem-solving process to comprehended. This process has a before, during, and after component. Most readers who are

explicitly taught reading comprehension skills and strategies are likely to learn, develop, and use them spontaneously (Collins Block & Pressley, 2001). And Pardo (2004) state that reading comprehension as the process of readers interacting and constructing meaning from text, implementing the use of prior knowledge, and the information found in the text. It means that students able to answer the question based on their interpretation or understanding present in the text. Inference from what they have read. It means students able to answer the question based on inference in the text.

According to Hill (2006 : 190), there are three elements are most important to know in reading; they are reader, text, and activity, because of three of them that are related in comprehending of reading skill. So a heuristic for thinking about reading comprehension is not occurring if one of three elements is to be lost. It has been stated above that a comprehension is a key to understand the content of reading text. Reading comprehension is complex and involves some of the processes interacting with each other. Reading comprehension is needed so, the written test that is read was understood. In other words through reading comprehension we find all the information and message from that we want and read.

7. Strategies of Reading Comprehension

According to Brown (2004:188) state that are some principal strategies for reading comprehension such as : Identify your purpose in reading a text, apply spelling rules and conventions for bottom-up decoding, use lexical analysis

(prefixes, roots, suffixes, etc) to determine meaning, guess at meaning (of words, idioms, etc) when you aren't certain, skim the text for the gist and for aim ideas, scan the text for specific information (names, dates, keywords), use marginal notes, outlines, charts, or semantic maps for understanding and retaining information, use silent reading technique for rapid processing, distinguish between literal and implied meanings and capitalize on discourse markers to process relationship.

8. Types of Reading Comprehension

In the world of languages, it is important to know the types of reading. It is because in improving our ability in reading comprehension. Patel and Jain as cited in Englishindo (2011: 1) state that there are four types of reading comprehension :

a. Intensive reading is text reading of passage reading. In this reading the learner read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading
b. Extensive reading has the purpose to train the students to read directly and fluently in the target language for enjoyment, without the aid of the teacher.
c. Reading aloud is also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.
d. Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading

is done to acquire a lot of information. Teacher has to make them read silently as and when they are able to read without any difficulties.

9. Level of Comprehension

There are three levels of comprehension that must be achieved in reading comprehension, they are literal reading, interpretive reading, and critical reading.

a. Literal Comprehension

Reading for literal comprehension, which involves acquiring information that is directly stated main ideas, details, causes, and effects, sequences, understanding of vocabulary, sentence meaning and paragraph meaning. Furthermore, the information required for literal comprehension comes largely from the text itself (Brasell 2008).

b. Interpretive Comprehension

Interpretive reading between the lines or making inferences is the process of deriving ideas that are implied rather than directly stated. There are some skills for interpretive reading namely inferring main ideas of passages in which the main ideas are not directly stated, inferring, cause and effect relationships when they are not directly stated, inferring referents of pronouns, inferrring referents of adverbs, inferring omitted words, detecting mood, detecting the author's purpose in writing, and drawing conclusions.

c. Critical Comprehension

Reading or evaluation is called critical reading. Critical reading is evaluating written material. It is comparing the ideas discovered in the

material with known standards and drawing conclusion about their accuracy, appropriateness, and timeliness.

10. Critical Reading

According Walz (2001), critical reading is an investigation into, and critique of the validity of arguments expressed in reading passages. Underlying meanings are enmeshed within the surface, or face value meaning of a text, which can seek to persuade the reader, sometimes with biased views, imbalanced presentation of evidence, or even purposefully including factual inaccuracies. Critical reading depend upon literal comprehension, and grasping implied ideas is especially important. It can conclude that critical reading includes the ability in distinguishing between the fact and opinion, evaluating the accuracy and the appropriateness of the information given the text and recognizing persuasive statement.

Critical reading is a process of analyzing, interpreting and sometimes evaluating the larger meanings of a text and how those meanings are created by the text. In addition, it involves abilities to take a position associating what the reader are reading so that consists from questioning and evaluating what the author is saying and forming the readers' own opinions about what the author is saying. Critical reading is also to recognize an authors' purpose recognizing purpose involves inferring a basis for choices of content and language, to understand tone and persuasive elements recognizing tone and persuasive

elements involves classifying the nature of language choices, and to recognize bias involves classifying the nature of patterns of choice of content and language.

To read critically is to make judgement about how the text is argued. This is highly reflective skill requiring the reader to stand back and gain some distance from the text of the readers are reading. Reader gain knowledge by memorizing the statements within a text. The critical reader, any single text provides but one portrayal of the facts, one individuals take on the subject matter. Critical reader thus recognize not only what a text says, but also how that text portrays the subject matter. They recognize the various ways in which each and every text is the unique creation of a unique author.

Critical reading comprehension skills and strategies include the ability to: Summarize, predict, develop questions, clarify, relate the content of the text to personal experience and knowledge (activate prior knowledge), construct mental representations of the text, monitor understanding of the test, and determine and connect important ideas to construct meaning (Collins Block, & Pressley, 2001; Moats, 1998)

Based on the statements above, critical reading is a process which includes many step in reading that lead the reader read the text more detail and clearly. The critical reader must be an active reader, questioning and searching or facts. Critical reading depends upon literal comprehension and interpretive comprehension, and grasping implied ideas is especially important. Critical reading is evaluating written material comparing the ideas discovered in the material with known standards and drawing conclusions about their accuracy,

appropriateness, and timeless. The researcher focus in critical reading, because it is one of level comprehension that can improve students develop not only their knowledge of the text they have read and critical reading match to combine with TPS strategy that need students' thinking to improve their comprehension.

11. Genres of Reading

According to I Wy Dirgayasa states that genre of text is type that has function as frame of reference so that the text is effective in its purpose, choice and structure of text elements, and grammar. Texts are classified into several types. They are :

a. Narrative : is a genre which has social function to amuse, entertain and to deal with actual or vicarious experience in different ways: narrative deal with problematic event which lead to crisis or turning point of some kind, which in turn find a resolution.
b. Recount : it is a kind of genre that has social function to retell event for the purpose of informing people entertaining.
c. Descriptive : a genre which has social function to describe a particular person, place or thing.
d. Report : a kind of genre that has social function to describe the way things are with reference to range natural, man-made and social phenomena in our environment.

e. Explanation : a genre which has social function to explain the processes involved in the formation or working of natural or social cultural phenomenon.

f. Hortatory : a type of spoken or written text that is intended to explain the listeners or readers that something should or should not happen or be done.

g. Procedure : a genre which has social function to describe how something is accomplished through a sequence of actions or steps.

h. Review : a genre which has social function to critique an art work or event for a public audience. Such works of art include movies, TV shows, books, plays, operas, recordings, exhibition, concerts, and ballet.

i. Anecdote : a genre which has social function to share with others an account of an unusual or amusing incident.

j. Spoof : kind of genre that has social function to retell an event a humorous twist.

The research decided to the text genre was focused in descriptive text.

12. Descriptive Text

Descriptive text is a text which describes something (thing, animal, plant, etc) or someone. In descriptive text, it tell the object in detail with their words as many as and clear as possible. It can be shape, the color, the characterisctics, or anything which is related to the object being described. The word “Description” tells what something looks, taste like, sounds like or smells like. The characteristic of descriptive text is generally, it uses the simple present tense. But

sometimes simple past tense is also used when the object being described is no longer exist. Pardiyono (2007:34) state that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or non-living things) and it has the aim that is giving description of the object to the reader clearly. According to Watkins (1999) states descriptive is a text based on generic structure and language feature dominantly used.

The researcher choose the genre of descriptive to be applied in Think-Pair-Share strategy.

13. Type of Descriptive Text

There are five types of descriptive, namely a process, an event, personality, a place, and an object.

13.1. Describing a Process

It is important for the writer to know and understand how something happens in describing a process in descriptive writing, that is why a writer should consider the steps for completing the process. Describing a process not only explains why it is done and what us needed to complete the process.

13.2. Describing an Event

To describe an event, a writer should be able to memorized and remember what happened in the event. Supposed the writer will write about the earthquake that happened last week. In this case, he/she had to explain all

details related to the event clearly, so that the readers can imagine the real situation.

13.3. Describing a Personality

In describing a person, the first thing that we do is recognizing his/her individual characteristics we need to describe people occurs fairly areas of physical attribute (hair, eye, lips, etc), emotional (warm, nervous), moral attribute (greedy, trust, worthy) and intellectual (cleverness, perception).

13.4. Describing an Object

To describe an object accurately is done by providing the physical characteristics of the object such as the color, form, shapes, and so on.

13.5. Describing a Place

Presenting something concrete was the way to describe place, for example: a home, a hospital, and school.

14. Generic Structure of Descriptive Text

The generic structure of descriptive text are:

a. Identification

Identification is the interesting statement about the object or the topic which is going to describe.

b. Description

The detail information about the topic, include characteristics, color, shape, etc).

15. Language Feature of Descriptive Text

Language feature of descriptive text, such as: (a) Specific participants, for examples: teacher, house, my cat and so on. Detailed noun phrase, for example: it was a large yard, a sweet young lady and so on, (b) use simple present tense, e.g. the polar bear lives inside the Arctic Circle near the North pole, (c) any kinds of adjectives, which point out describing, numbering, classifying, for examples: two strong legs, and sharp white fangs, (d) relating verbs to give information about subject, for example: my Mom is really cool, she has very thick fur and so on, (e) action verbs, for example: our new puppy bites our new shoes, (f) adverbials, to provide additional information, for examples: fast, at the three house, (g) figurative language, like simile, metaphor, for example: john is white as chalk.

16. Definition Think-Pair-Share (TPS) Strategy

Think-Pair-Share strategy was first proposed by Prof. Frank Lyman in 1981, and developed by many scientists in recent years. The basic foundation of this strategy is to make the students more active in the teaching-learning process by discussing with their classmates.TPS is a strategy that encourages students to share the ideas encountered in their reading. TPS develops independent reading skill by encouraging the reader to put the main idea of the passage into his/her own words, both orally and in written form. It can be employe as a study technique, there assisting long term memory. TPS is an effective strategy for students of grade four up to high school level. Because it is a multisensory approach to learning its effectiveness is enhanced. It is particularly beneficial for

students with learning problems because it encompasses analysis and synthesis. Using a Think-Pair-Share strategy, students think of rules that they share with partners and then with classmates in a group.

According to Lie's study (2002: 57) Think Pair Share strategy is defined as a technique which gives the opportunity to the students to work alone and also in group. It means that the students have the opportunity to think about the lesson individually in think-time. Then, in pair-time the students could discuss their misunderstanding about their own answer in group and the students have opportunity to share their result discussion to their friend and other group could give respond to the representative in share-time, it could be seen their curiosity made them be more active.

Then, McTighe J. and F. T. Lyman (1988:18-24) say Think-Pair-Share is a cooperative learning technique which is said as a multi-mode discussion cycle in which students listen to a question or presentation, have time to think individually, talk with each other in pairs, and finally share responses with the larger group.

Furthermore, Think-Pair-Share (TPS) strategy made the students feel more confident in telling their ideas with their friends. Although the class was too noisy while the pairing and sharing process and their difficulty in finding the difficult words also made the thinking process took longer time, it could be seen their curiosity made them be more active. In sharing their ideas, students take ownership of their learning and negotiate meanings rather than rely solely on the teacher's authority.

In conclusion, This strategy guide the students to understanding the text and to make the connections about what they have read. In order to this strategy synthesize the students thinking to improve their comprehension for active reading.

17. The Importance of TPS Strategy

The purpose of TPS is to improve thinking, a strategy for helping readers read and understand the text. Allen (2004) states that "Purpose of TPS is designed to improve thinking, a strategy for helping readers read and understand the text. This strategy, with modeling and guided practice was help students in increasing reading comprehension".

There are three steps of TPS Strategy, they are: (1) *Think*: Students think independently about the question that has been posed, forming ideas of their own, (2) *Pair*: Students are grouped in pairs and then discuss their thoughts in pairs. This step allows students to articulate their ideas and to consider those of others., and (3) *Share*: Student pairs share their ideas with a larger group, such as the whole class.

The use of this strategy makes the students go back to the text during each stage of the TPS process. TPS can be used in a large group setting to offer students the chance to contribute to discussion and then by doing so build a larger knowledge base. However, teachers with students on a variety of reading levels can make a difference when using large groups. Students are more comfortable presenting ideas to a group with the support of a partner. It is harder to reach those

with high and low reading levels. It is important to note that for use in the classroom and visualizing while reading can increase reading comprehension.

18. The Procedure of TPS Strategy

The procedure based on Kagan (2009) are:

a. Organizing students into pairs.

Think-Pair-Share strategy is begun by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students. Besides, they was have higher chance to know each other closely, and it was increase the respect of a student to others.

b. Posing the topic or a question.

Next step is posing a question or a topic to the students. This question should be in general and has many kinds of answers. For example, “what do you know about descriptive?” If they read a text, the question may “what is the message in the text?” It makes the students think deeper and deeper, and they can give their opinions in many aspects.

c. Giving time to students to think.

The teacher should give the students several minutes to think an answer of the question given before. They should analyze the question and use their critical thinking to answer it. Hopefully, each student has a different answer to be shared to his or her classmates.

d. Asking students to discuss with their partner and share their thinking.

In this section, each student was share his or her own answer to his or her partner in pairs. They was share their thinking and discuss each other to find the best answer. Furthermore, this activity can be developed into higher level by gathering one pair into another pair, so that there was some groups that consist of six students in each group. It means that there was many ideas to be shared in order to find the best answer, and it helps the students to improve their critical thinking and analyzing. However, this activity helps the students develop not only their knowledge, but also their communicative skill and confidence.

e. Calling on a few students to share their ideas with the rest of the class.

The last step of this model is calling some students to share their ideas with the rest of the class. Some students give their answer, and the others can give their opinion or other answers. However, it improves not only the student's knowledge but also their confidence.

19. The Advantages of TPS Strategy

There are some advantages of *Think-Pair-Share* strategy in teaching reading, this kind of strategy can help the students to improve their communicative skill by discussing with their classmates. Moreover, they can share their knowledge each other, and it makes their affective aspect improve rapidly.

Kagan (2009) mentions some advantages of *Think-Pair-Share* strategy, they are: (a) when students have appropriate "think time," the quality of their

responses improves, (b) students are actively engaged in thinking, (c) thinking becomes more focused when it is discussed with a partner, (d) more critical thinking is retained after a lesson in which students have had an opportunity to discuss and reflect on the topic, (e) many students find it easier or safer to have a discussion with another classmate, rather than with a large group, (f) no specific materials are needed for this strategy, so it can be easily incorporated into lessons, and (g) building on the ideas of others is an important skill for students to learn.

20. Teaching and Learning TPS Strategy

In teaching and learning reading comprehension through TPS strategy, there are some steps to follow: (a) With students seated in groups of 6, give them member's number from #1 into #6. (b) Show them a Joko Widodo's picture. (c) Announce a discussion topic or problem to solve. (Example: Who is the person in the picture? How could we find out all about the person in the picture?). (d) Give students at least 20 seconds of think time to ***THINK*** of their own answer. (Researcher shows that the quality of student responses goes up significantly when you allow "think time".). (e) Using student numbers, announce discussion partners. (Example: For this discussion,Student #1 and #2 was partners. At the same time, Student #3 and #4 talk over their ideas, Student #5 and #6 also.). (f) Ask students to ***PAIR*** with their partner to discuss the topic or solution. (g) Finally, randomly call on a few students to ***SHARE*** their ideas with the class.

Teachers may also ask students to write their responses while doing the Think-Pair-Share activity. Think, Pair, Share helps students develop conceptual

understanding of a topic, develop the ability to filter information and draw conclusions, and develop the ability to consider other points of view.

B. Previous Study

Previous study is the result of research from the researcher before. This study covers about applying strategy in reading can help the reader in understanding to read the text. Here, to get and provide the originality of the research that deals especially with applying strategy in reading.

The first is the research by Abdurrahman Hi. Usman (2010) *"Using the Think-Pair-Share Strategy to Improve Students' Speaking Ability at Stain Ternate"*. Based on the results of the data analysis in the study, it can be concluded that the *think-pair-share* strategy is successful to improve the speaking ability of the first year students at the Islamic Education Department of STAIN Ternate. The classification of the students' scores of "good" after being treated and assessed by employing spoken test is theevidence of the effectiveness of the *think-pair-share* strategy. In addition, the category of "high" from the students' active involvement during teaching and learning process by employing the observation checklist is the evidence that the *think-pair-share* strategy an effective strategy to teach speaking to the first year students at the Islamic Education Department of STAIN Ternate.

The second is the research by Dino Sugiarto and Puji Sumarsono (2012) "*The Implementation of Think-Pair-Share Strategy to Improve Students' Ability in Reading Narrative Texts"*. The subject were class VIII students, at SMP Negeri 4

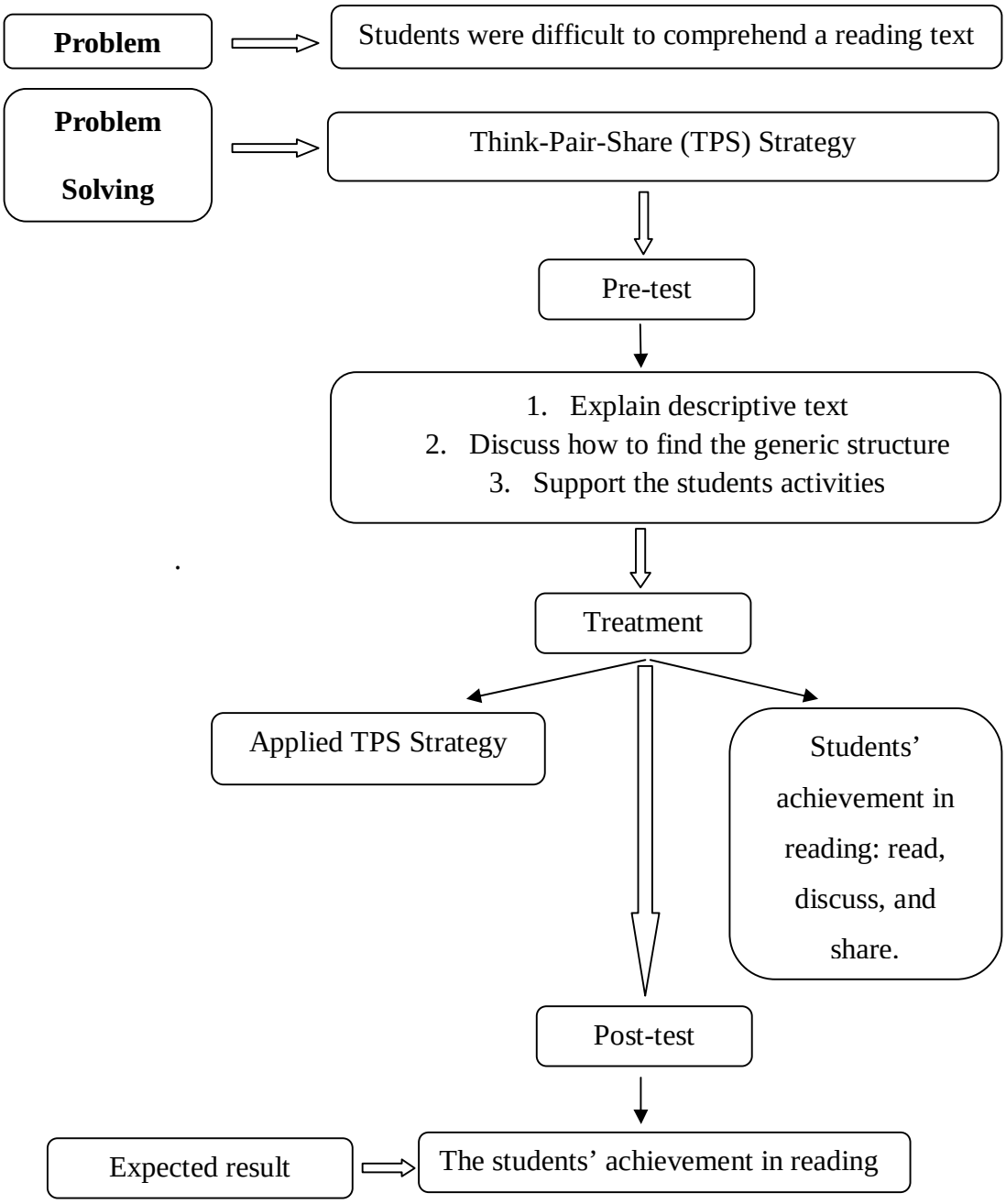
Ampelgading Satu Atap. This research was intended to find out how effective teaching was teaching reading a descriptive text by using TPS strategy at eight grade students. The objective of this research is to improve the student's ability in reading narrative texts by using *Think-Pair-Share* strategy. The findings indicate that there is a significant improvement in term of students' ability in reading English descriptive text after they were treated using *Think-Pair-Share*. It can be identified from the students' score which was increased from 71 to 80 after being treated using TPS strategy.

The third is the research by Dr. Tiur Asih Siburian (2013) "*Improving Students' Achievement on Writing Descriptive Text through Think-Pair-Share"*. The subject were class VIII students, Junior High School, Rantau Parapat, North Sumatera, Indonesia. This research was intended to find out how effective teaching was teaching reading a narrative text by using TPS strategy at eight grade students. There is a significant improvement on the students' achievement in writing descriptive text by applying the application of Think Pair Share strategy. It can be seen from the improvement of mean of students' score, namely: the mean of first evaluation (66,4375) sharply increased to the mean of second and the third evaluation, which have 78,125 and 87,5625 respectively. The score continuously improve from the first evaluation to the third evaluation. Observation result shows that the students give their good attitudes and responses during teaching and learning process by applying the application of TPS (Think-Pair-Share) strategy. Questionnaire and interview report shows that students agree that the application of TPS (Think-Pair-Share) strategy have helped them in

writing descriptive text. It can be concluded that the application of TPS strategy significantly improves students' achievement in writing descriptive text.

C. Conceptual Framework

The conceptual framework can be seen in the following figure:



Reading is one of the important skills which improve students‘ general language skill in English. Reading is a process to get the information of text that the writers share their mind to the readers. Students need to master reading, because reading is tested in National Examination in Indonesia. In other words, reading is important for students to master English. By mastering reading, students can learn another skills.

Talking about reading, many research results showed that the ability of Indonesian students to read English text was very low. It can be seen that some of students still have difficulties in comprehend the text. The first problem is because they should have enough knowledge about grammar, vocabulary, etc to get the information about the text. The other problem is the teacher. It‘s really hard to teach the students reading when the teacher has not yet the appropriate technique to make the students interest in learning reading. Hence, the teacher should find the an appropriate technique to increase students‘ reading ability.

Those explanations above seemed to be the reason why the researcher wanted to conduct this research. The researcher believes that reading is such a compulsory skill to be mastered and the underlying problem stated above is that the students have low motivation in and outside the classroom. Therefore, to get the students‘ want to read and comprehend the text, the teachers need the appropriate method and technique or strrategy which encourage students‘ reading skill.

There are so many strategy could be used by teacher. TPS strategy is one of strategy which is suitable to help students to improve about their reading

comprehension especially on descriptive text. By applying TPS strategy, the students might be motivated to be active in the class. Also, it can be easier to ask students to give responses and opinion. Besides that, TPS strategy can develop their thinking asthey are reading a text. This strategy is also help students to focus their attention on the the purpose of reading. It can be used in fiction or non-fiction text, especially in descriptive text.

Therefore, applying Think-Pair-Share strategy can increases the ability of the student to comprehension the reading text critically and it easy for the student to grasp information from reading text. Then the students can be attentive, energetic readers who reach rather than cursory understandings of the text well. So, it is very helpful to create a comfortable condition in studying since the students have more opportunity to interact with others.

In conclusion, by applying TPS strategy in teaching reading comprehension was have significant improvement on the students' achievement in critical reading of descriptive text.

D. The Hypothesis

This research is to answer the question about whether yes or not the effect of using Think-Pair-Share (TPS) strategy on the students' in critical reading comprehension. To get answer of question, the researcher purpose alternative hypothesis (Ha):

Ha : Alternative hypothesis is receivable, so there an effect of the Think-Pair-Share (TPS) strategy on the students' critical reading comprehension.

CHAPTER III

METHOD OF RESEARCH

A. Location

The research was conducted at SMP Muhammadiyah 47 Sunggal, on Jl. Sei Mencirim Desa Medan Krio Sunggal. This research focused in second year of 2017/2018, the reason choose in this school because the students still got difficult to understand the text especially in reading descriptive text.

B. Population and Sample

1. Population

The population of this research was taken at eighth grade students of SMP Muhammadiyah 47 Sunggal, in which there are four classes. They were VIII-1, VIII-2, VIII-3 and VIII-4 . There were 32 students in VIII-1, 34 students in VIII-2, 30 students in VIII-3, and 34 students in VIII-4, so the total number of population are 130 students.

Tabel 3.1
The Population of
SMP Muhammadiyah 47 Sunggal

No.	CLASS	POPULATION
1	VIII-1	32
2	VIII-2	34
3	VIII-3	30
4	VIII-4	34
	TOTAL	130

2. Sample

In taking the sample, the researcher was used Cluster Random Sampling to decide the sample because many of classes in this school. The researcher was used Cluster Random Sampling technique by cards, after the researcher mixed these cards for a moment, two cards ware taken randomly as the sample of research. According Sugiyono (2011:61) Cluster sampling is a probably sampling procedure in which elements of the population are randomly selected in naturally occurring groupings (clusters). Cluster sampling involves the selection of population elements not individually, but in aggregates. The characteristic of the sample is expected really appropriate in the research because they have the same level of the capability. So, the research taken 2 classes, they were VIII-3 class and VIII-4. The first class in VIII-3 as Experimental Group while the second in VIII-4 as Control Group. Continuously, the sample of the research was listed in the table bellow:

Tabel 3.2
The Sample of
SMP Muhammadiyah 47 Sunggal

No.	CLASS	SAMPLE
1	VIII-3	30
2	VIII-4	34
	TOTAL	64

C. Research Design

The research was conducted by using quantitative design. The research was used an experimental method which consist of two groups, they were

experimental group and control group. The experimental group was taught by using Think-Pair-Share (TPS) strategy. The control group was taught by conventional method. Both of group was given pre-test and post-test. The design of this research could show below :

Tabel 3.3
Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental	**ü**	Think Pair Share (TPS) strategy	**ü**
Control	**ü**	Conventional method	**ü**

Experimental group consist of 30 students in VIII-3, was taught by using Think-Pair-Share (TPS) strategy and control group consist of 34 students in VIII-4 with conventional method.

D. Research Procedures

This part was decided into three steps :

1. Pre-test

Pre-test was conducted to find out the students' achievement in reading comprehension before having treatment. The pre-test was given both of two groups with the same test.

2. Treatment

Treatment was given to the students after the pre-test administrated. The experimental group was taught by using Think-Pair-Share (TPS) strategy, while the control group with the conventional method.

3. Post-test

Post-test was administrated to measure the students' achievement after the treatment was completed. The competence achievement of the group, then was compared and analyzed.

E. The Instrument of Research

In collecting data, the instrument used is multiple choice tests consist of 20 items. The time given 40 minutes. Each correct answer was scored 1 points and incorrect answer 0. So the highest of the test was 100 calculating by using formula : score $= \frac{true\ items}{members\ of\ items}\ x\ 100$

The material of test is about descriptive test. The procedure in administrating to both groups after they think by using Think-Pair-Share (TPS) strategy and Conventional Method. The test was taken from source, English in focus for Grade VIII Junior High School.

Rubric scoring critical reading in level (1-4) : (a) #1 : no opinions, inferences or insights, (b) #2 : with prompting expresses opinions and makes inferences, (c) #3 : has opinions and can express response to the book, and (d) #4 : thoroughly responsive to and opinionated about the book

F. The Technique of Collecting Data

In collecting the data, some steps was applied as follows :

a. Giving pre-test to both group

b. Giving treatment :

1. Experimental group (VIII-3) by applying Think-Pair-Share (TPS) Strategy
2. Control group (VIII-4) by applying Conventional Method

c. After giving the treatment, both of groups was tasted by giving a post-test the researcher was given the post-test in order to see the result whether the method was effective or not. The post-test was exactly the same as pre-test. It was interest to find out the mean of both groups.

G. The Technique of Analyzing the Data

After collecting the data from the test, some steps was applied in analyzing the data, they are :

1. Check the students answer
2. Scoring the students answer
3. Listing the score into two tables; first is for the experimental group scores and second is for the control group scores.
4. Calculating the total score of pre-test and post-test in experimental group and control group
5. Finding the mean score of pre-test and post-test in experimental group and control group (Sudijono, 2009)
6. Finding the standard of deviation (Sudijono, 2009)
7. Testing hypothesis by applying T-test (Sudijono, 2009)

   The formulas used in analyzing data as follows:

   a. Formula to find the mean score of pre-test and post-test in experimental group and control group:

1. Mean of variable X (variable 1)

$$Mx = \frac{\sum x}{N}$$

2. Mean of variable Y (variable 2)

$$My = \frac{\sum y}{N}$$

b. Formula to find the standard of deviation by using formula:

1. Standard Deviation (SD) for variable X (variable 1)

$SD = \sqrt{\frac{\sum x^2}{N}}$ (Sudijono, 2009)

2. Standard Deviation (SD) for variable Y (variable 2)

$SD = \sqrt{\frac{\sum y^2}{N}}$ (Sudijono, 2009)

3. Standard Error of mean of variable 1

$SE\ M_1 = \frac{SD_1}{\sqrt{N^1 - 1}}$ (Sudijono, 2009)

4. Standard Error of mean of variable 2

$SE\ M_2 = \frac{SD_2}{\sqrt{N^2 - 1}}$ (Sudijono, 2009)

5. The differences of standard error between mean of variable 1 and mean of variable 2

$SE\ M_1 - M_2 = \sqrt{SEM^2_1 + SEM_2}$ (Sudijono, 2009)

c. Testing hypothesis by applying T-test

$$t = \frac{M1 - M_2}{SEM_1 - M_2}$$ (Sudijono, 2009)

Notes :

M *x* = mean for variable 1 or X

M *y* = mean for variable 2 or Y

ΣX	= total of students' score
ΣY	= total of students' score
N1	= number of cases for variable 1
N2	= number of cases for variable 2
SD *x*	= standard deviation for variable x
SD *y*	= standard deviation for variable y
ΣX^2	= the square of total students' score
ΣY^2	= the square of total students' score
SE M*1* – M*2*	= standard error between M1 and M2
t	= t observed

H. Statistical Hypothesis

Based on the problem of the research, the hypothesis was formulated:

Ha : There is a significant effect of the Think-Pair-Share (TPS) strategy on the students' critical reading comprehension (the hypothesis was accept).

CHAPTER IV

DATA COLLECTION AND DATA ANALYSIS

A. Data Collection

After administrating pre-test and post-test to both of the score the pre-test and the post-test were presented in the following tables:

1. The Scores of Experimental Group

Table 4.1
The Scores of Pre-test and Post-test of Experimental Group

NO	Student's Initial Name	Pre-Test (X1)	Post-Test (X2)
1	DFA	60	80
2	FA	35	85
3	FSW	80	85
4	GH	35	85
5	HK	65	80
6	HH	60	90
7	HRY	55	80
8	HF	70	85
9	IAS	45	85
10	IM	80	85
11	IES	40	90
12	KFR	35	85
13	KA	80	85
14	MAPN	70	90
15	MIS	70	90
16	MR	65	95
17	MH	45	90
18	MTDP	65	85
19	MRPA	70	95
20	MR	65	95
21	MIAN	65	85
22	MRC	70	95
23	MZMN	80	85

24	MF	45	95
25	MC	50	80
26	NF	70	90
27	NW	60	80
28	NK	40	85
29	NAB	45	80
30	ZP	45	90
Total		**1760**	**2605**

Table 4.1, it showed that the total score of pre-test was 1760 with the lowest 35 and the highest one was 80. Meanwhile, the total score of post-test 2605 with the lowest 80 and the highest score was 95.

2. The Scores of Control Group

Table 4.2
The Scores of Pre-test and Post-test of Control Group

No	Student's Initial Name	Pre-Test (Y1)	Post-Test (Y2)
1	AP	60	65
2	AP	35	45
3	BTN	70	85
4	FS	70	75
5	MA	40	60
6	MAP	40	45
7	MFA	45	60
8	NA	70	75
9	NM	45	60
10	PR	45	60
11	PF	55	65
12	PAN	55	60
13	RSP	60	65
14	RC	60	65

15	RM	75	80
16	RF	35	45
17	RA	65	70
18	RS	45	60
19	SM	60	65
20	SH	60	70
21	SA	65	70
22	SA	65	70
23	SCA	65	70
24	SN	65	50
25	SBA	35	65
26	ST	35	55
27	STF	35	45
28	SDZ	40	45
29	SDC	40	45
30	TAL	50	65
31	VA	45	50
32	VS	30	45
33	YA	30	45
34	ZA	30	65
Total		**1720**	**2080**

Table 4.2, it showed that the total score of pre-test was 1720 with the lowest 30 and the highest one was 75. Meanwhile, the total score of post test 2080 with the lowest 45 and the highest score was 85. After getting the students' score in pre-test and post-test of both classes, it was known that there was a difference of students' achievement in reading after receiving the treatment.

B. Data Analysis

Based on the data from the test in the Table 4.1 and 4.2 the scores were analyzed in order to investigate the effect of Think-Pair-Share strategy on the students' critical reading through descriptive text by calculating the followings:

1. Mean of Variable X (Variable 1)

Table 4.3
The Differences of Scores of Pre-test and Post-test of Experimental Group

NO	Student's Initial Name	Pre-Test (X1)	Post-Test (X2)	X1 (X2-X1)
1	DFA	60	80	20
2	FA	35	85	50
3	FSW	80	85	5
4	GH	35	85	50
5	HK	65	80	15
6	HH	60	90	30
7	HRY	55	80	25
8	HF	70	85	15
9	IAS	45	85	40
10	IM	80	85	5
11	IES	40	90	50
12	KFR	35	85	50
13	KA	80	85	5
14	MAPN	70	90	20
15	MIS	70	90	20
16	MR	65	95	30
17	MH	45	90	45
18	MTDP	65	85	20
19	MRPA	70	95	25
20	MR	65	95	30
21	MIAN	65	85	20
22	MRC	70	95	25
23	MZMN	80	85	5
24	MF	45	95	50
25	MC	50	80	30
26	NF	70	90	20
27	NW	60	80	20

28	NK	40	85	45
29	NAB	45	80	35
30	ZP	45	90	45
Total		**1760**	**2600**	**845**

Based on the table above, the mean scores of experimental class was calculated as follow:

$$M_x = \frac{(\Sigma f X)}{(N)}$$

$$= \frac{(845)}{(30)}$$

$$= 28.16$$

Which:

M_x : The mean score of experimental score

ΣX : The score of x2-x1

N : The sample of experimental group

2. Mean of Variable Y (Variable 2)

Table 4.4
The Differences of Scores of Pre-test and Post-test of Control Group

No	Student's Initial Name	Pre-Test (Y1)	Post-Test (Y2)	Y1 (Y2-Y1)
1	AP	60	65	5
2	AP	35	45	10
3	BTN	70	85	15
4	FS	70	75	5

5	MA	40	60	20
6	MAP	40	45	5
7	MFA	45	60	15
8	NA	70	75	5
9	NM	45	60	15
10	PR	45	60	15
11	PF	55	65	10
12	PAN	55	60	5
13	RSP	60	65	5
14	RC	60	65	5
15	RM	75	80	5
16	RF	35	45	10
17	RA	65	70	5
18	RS	45	60	15
19	SM	60	65	5
20	SH	60	70	10
21	SA	65	70	5
22	SA	65	70	5
23	SCA	65	70	5
24	SN	65	70	5
25	SBA	35	65	30
26	ST	35	55	20
27	STF	35	45	10
28	SDZ	40	45	5
29	SDC	40	45	5
30	TAL	50	65	15
31	VA	45	50	5
32	VS	30	45	15
33	YA	30	45	15
34	ZA	30	65	35
Total		**1720**	**2080**	**360**

Based on the table above, the mean scores of control class was calculated as follow:

$$M_y = \frac{(\Sigma fY)}{(N)}$$

$$= \frac{(360)}{(34)}$$

$$= 10.58$$

Which:

M_y *:* The mean score of control group

Σy : The score y2-y1

N : The sample of control group

3. Standard Deviation (SD) of Variable X (Variable 1)

Table 4.5
The Calculation of Standard Deviation in Experimental Group

NO	Student's Initial Name	X1 (X2-X1)	X= (X-Mx)	$(X-Mx)^2$
1	DFA	20	-8.16	66.5856
2	FA	50	21.84	476.9856
3	FSW	5	-23.16	536.3856
4	GH	50	21.84	476.9856
5	HK	15	-13.16	173.1856
6	HH	30	1.84	3.3856
7	HRY	25	-3.16	9.9856
8	HF	15	-13.16	173.1856
9	IAS	40	11.84	140.1856
10	IM	5	-23.16	536.3856
11	IES	50	2184	476.9856

12	KFR	50	21.84	476.9856
13	KA	5	-23.16	536.3856
14	MAPN	20	-8.16	66.5856
15	MIS	20	-8.16	66.5856
16	MR	30	1.84	3.3856
17	MH	45	16.84	283.5856
18	MTDP	20	-8.16	66.5856
19	MRPA	25	-3.16	9.9856
20	MR	30	1.84	3.3856
21	MIAN	20	-8.16	66.5856
22	MRC	25	-3.16	9.9856
23	MZMN	5	-23.16	536.3856
24	MF	50	21.84	476.9856
25	MC	30	1.84	3.3856
26	NF	20	-8.16	66.5856
27	NW	20	-8.16	66.5856
28	NK	45	16.84	283.5856
29	NAB	35	6.84	46.7856
30	ZP	45	16.84	283.5856
Total				**6424.168**

The data of table 4.5 showed that the calculation standard deviation of experimental group as follow:

$$SD_x = \sqrt{\frac{6424.168}{30}}$$

$$SD_x = \sqrt{214.13}$$

$$SD_x = 14.63$$

4. Standard Deviation (SD) for Variable Y (Variable 2)

Table 4.6
The Calculation of Standard Deviation in Control Group

No	Student's Initial Name	Y (Y2-Y1)	Y=Y-My	$(Y-My)^2$
1	AP	5	-5.58	31.1364
2	AP	10	-0.58	0.3364
3	BTN	15	4.42	19.5364
4	FS	5	-5.58	31.1364
5	MA	20	9.42	88.7364
6	MAP	5	-5.58	31.1364
7	MFA	15	4.42	19.5364
8	NA	5	-5.58	31.1364
9	NM	15	4.42	19.5364
10	PR	15	4.42	19.5364
11	PF	10	-0.58	0.3364
12	PAN	5	-5.58	31.1364
13	RSP	5	-5.58	31.1364
14	RC	5	-5.58	31.1364
15	RM	5	-5.58	31.1364
16	RF	10	-0.58	0.3364
17	RA	5	-5.58	31.1364
18	RS	15	4.42	19.5364
19	SM	5	-5.58	31.1364
20	SH	10	-0.58	0.3364
21	SA	5	-5.58	31.1364

22	SA	5	-5.58	31.1364
23	SCA	5	-5.58	31.1364
24	SN	5	-5.58	31.1364
25	SBA	30	19.42	377.1364
26	ST	20	9.42	88.7364
27	STF	10	-0.58	0.3364
28	SDZ	5	-5.58	31.1364
29	SDC	5	4.42	19.5364
30	TAL	15	4.42	19.5364
31	VA	5	-5.58	31.1364
32	VS	15	4.42	19.5364
33	YA	15	4.42	19.5364
34	ZA	35	24.42	59.3364
Total				**1826.638**

The data of table 4.6 showed that the calculation standard deviation of control group as follow:

$$SD_y = \sqrt{\frac{1826.638}{34}}$$

$$SD_y = \sqrt{53.72}$$

$$SD_y = 7.32$$

Based on the calculation above shown the following facts were presented.

SDx = 14.63

SDy = 7.32

N1 = 30

N2 = 34

X = 2605

Y = 2080

Mx = 28.16

My = 10.58

(X-Mx)2 = 6424.168

(Y-My)2 = 1826.638

Therefore, the following formula were implemented:

a. Standard Error of Experimental Group:

$$SE\ M_1 = \frac{SD1}{\sqrt{N1-1}}$$

$$SE\ M_1 = \frac{14.63}{\sqrt{30-1}}$$

$$SE\ M_1 = \frac{14.63}{\sqrt{29}}$$

$$SE\ M_1 = \frac{14.63}{5.38}$$

$$SE\ M_1 = 2.71$$

b. Standard Error of Control Group:

$$SE\ M_2 = \frac{SD2}{\sqrt{N2-1}}$$

$$SE\ M_2 = \frac{7.32}{\sqrt{34-1}}$$

$$SE\ M_2 = \frac{7.32}{\sqrt{33}}$$

$$SE\ M_2 = \frac{7.32}{5.74}$$

$$SE\ M_2 = 1.27$$

c. The Difference of Standard Error

$$SE\ M_1 - M_2 = \sqrt{SE}M_1^2 + SEM2^2$$

$$= \sqrt{(2.71)^2 + (1.27)^2}$$

$$= \sqrt{7.34 + 1.61}$$

$$= \sqrt{8.95}$$

$$= 2.99$$

C. Testing Hypothesis

The result above then was applied to test hypothesis:

$$t_o = \frac{M1-M2}{SEM1-M2}$$

$$= \frac{28.16-10.58}{2.99}$$

$$= \frac{17.58}{2.99}$$

$$= 5.87$$

The testing hypothesis was aimed to know whether the hypothesis was accepted or rejected. The hypothesis was tested as follows:

Ha : The value of the $t_{observe}$ was higher than the value of the t_{table} ($t_{table} \geq t_{observe}$). Where t_{table} value for the degree of freedom, the calculation showed as follow:

df = (N1 + N2 - 2)

= (30 + (34-2)

= 30 + 32

= 62

Based on the table of distribution, the pride of t_{table} with the degree of freedom (df) 62 at the level of significant 5% was at 2.00 while the critical value ($t_{observe}$) was 5.87. The result of computing indicated that the $t_{observe}$ was higher than t_{table} ($t_{observe} \geq t_{table}$; $5.87 \geq 2.00$). It means that hypothesis was accepted.

D. Research Finding

It was found that the effect of Think-Pair-Share strategy on students' critical reading through descriptive text gave the significant effect. The students' that were taught by using Think-Pair-Share strategy got the higher score than those taught by using conventional method. The result of the test showed that the $t_{observe}$ was higher than t_{table} ($5.87 \geq 2.00$). It means that the Think-Pair-Share strategy gave the significant effect on the students' critical reading through descriptive text.

So, the researcher concluded the alternative hypothesis was accepted that "there was a significant effect of Think-Pair-Share strategy on students' critical reading through descriptive text".

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter, the researcher mainly presents conclusions and suggestions based on the research findings and discussion presented in previous chapter.

A. Conclusion

After analyzing the data, it was found that there was there was a significant effect of Think-Pair-Share Strategy (TPS) on the students' critical reading through descriptive text, which was prove from the total scores of pre-test before giving treatment, 1760 and 2605 respectively. It was found $t_{observe}$ higher than t_{table} or 5.87 2.00 with df= 62, α=0.05. It means that the findings showed that the hypothesis of the study H_o was rejected and H_a was accepted. The result of this research concludes that, there was a significant effective on the students' critical reading after being taught by applying Think-Pair-Share strategy.

B. Suggestion

Referring to the conclusions above, some suggestions were stated as the following:

1. The English teachers are suggested to use Think-Pair-Share Strategy (TPS) in teaching reading. By which the teacher may easily teach reading interestingly because it can be an alternative strategy to motivate the students in reading descriptive text. Besides it can be contribution for English teacher to improve their teaching strategies.

2. The students are suggested to do a lot of practice to master of reading and easy to read the text by using Think-Pair-Share Strategy (TPS). It is an excellent strategy, because the students enjoy in learning process and easy to read the text. Students could compare about Think-Pair-Share Strategy (TPS) and using Conventional Method to take the best technique in reading especially in descriptive text.

3. The readers, especially at UMSU library are encourage to have a lot of information about teaching learning experiences for them.

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