

**THE IMPLEMENTATION OF THINK, PAIR, AND SHARE STRATEGY
IN TEACHING READING COMPREHENSION
ON RECOUNT TEXT AT ELEVENTH GRADE
OF SMK ASY-SYAFA'AH JEMBER**

THESIS



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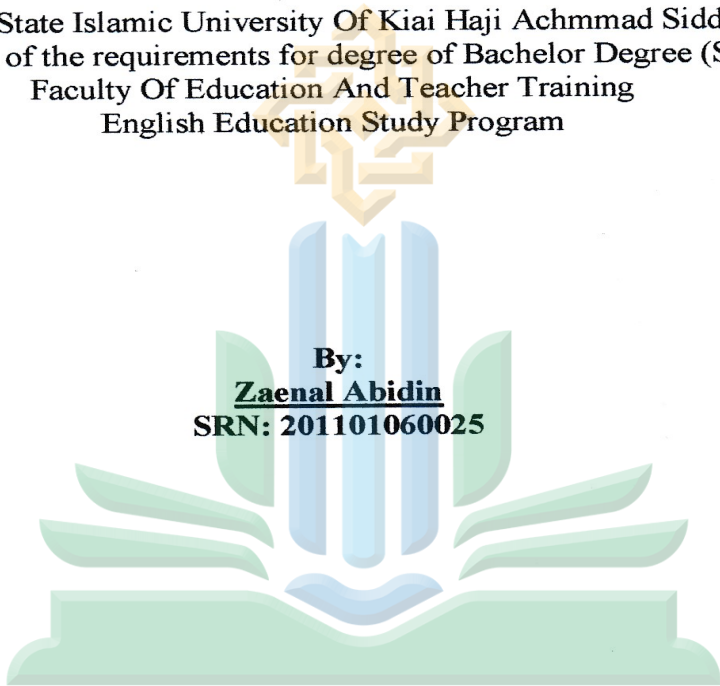
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**STATE ISLAMIC UNIVERSITY OF
KIAI HAJI ACHMAD SIDDIQ JEMBER
FACULTY OF EDUCATION AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
DECEMBER 2024**

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THESIS

Presented to the State Islamic University Of Kiai Haji Achmmd Siddiq Jember to
fulfill on of the requirements for degree of Bachelor Degree (S.Pd)
Faculty Of Education And Teacher Training
English Education Study Program



By:
Zaenal Abidin
SRN: 201101060025

Approval by Supervisor :

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R
As'ari, M. Pd. I
NIP. 197609152005011004

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in fulfilments of the requirements for the Education Bachelor Degree (S.Pd)
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English Education Study Program

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The Board Examiners

Chairman



Dewi Nurul Qomariyah, S.S, M.Pd.
NIP. 197901272007102003

Secretary

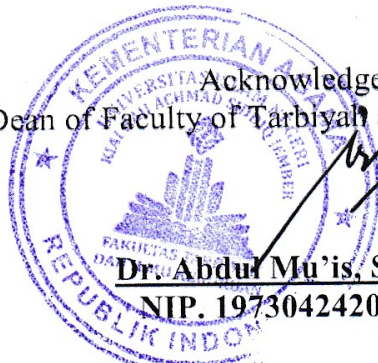


Khusnul Khotimah, M.Pd.
NIP. 197706042014112001

Members:

1. Dra. Sofkhatin Khumaidah, M.Pd., M.Ed., Ph.D.
2. As'ari, M.Pd.

Acknowledged by,
Dean of Faculty of Tarbiyah and Teacher Training



Dr. Abdul Mu'is, S.Ag., M.Si.
NIP. 197304242000031005

MOTTO

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ . خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ . اقْرَأْ وَرَبُّكَ الْأَكْرَمُ . الَّذِي عَلَّمَ
بِالْقَلَمِ . عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ

"Read with (mentioning) the name of your Lord Who Created. He has created humans from a clot of blood. Read, and your Lord is the Most Gracious, who teaches (humans) by means of qalam. He teaches humans what they do not know."

(Q.S. Al-Alaq: 1-5)*



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* Surah Al-Alaq (96:1-5, quran, <https://quran.com/en/al-alaq/1-5>)

DEDICATION

With respect and pleasure, I dedicated this thesis for:

1. Allah SWT, the Lord of the world, the Creator in this universe, and the Destroyer of the opposite, who has given me the straighten intention to complete this thesis as well as possible.
2. Myself who has struggle to finish this thesis in the midst of a busy life that continues to increase. I deserve to be proud of myself.
3. My beloved and powerful mother, Rizkiyah Syarifah, the one who becomes hero in my life. With the energy and struggle spent for me, in whatever the condition is, She really supports me doing this thesis. Thanks a lot for everything sacrificed for your son. I dedicate this undergraduate title for you, Mom.
4. My strongest father, Iskandar Lubis, who is never tired to always ask me the process of my thesis and always be myside in whatever the situation is. The one who doesn't know what tired is, the one who doesn't feel enough to sacrifice to the family, and the one who is strongest in my family. I also dedicate this undergraduate title for you, Dad.
5. My family, my grandmother, my grandfather, my elder brother, who also become my motivation to finish this thesis. I do really thank to always support me.

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In the name of God, Allah, the most gracious and the most merciful, praise to Allah for giving me mercy and blessing, health, and opportunity to finish this undergraduate thesis well. And Sholawat and Salam may be delivered to our prophet Muhammad SAW who has guided us to today civilization that is full of light and sciences.

At this part, the writer would like to express his gratitude and appreciate some people who help, contribute, and encourage the researcher in the process of this undergraduate thesis arrangement:

1. Prof. Dr. H. Hepni, S.Ag., M.M., CPEM, the Rector of State Islamic University of Kiai Haji Achmad Siddiq Jember who has given opportunity for me to study in this university.
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precious knowledge and experience during the entire semesters of study.

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The author recognizes that there is still potential for improvement in the writing and language of this thesis. For this reason, the author is open to critiques and suggestions that could assist to make this thesis better yet. It is hoped that future researchers will find this thesis to be useful. May Allah SWT return the extraordinary kindness of those who have assisted me to accomplish my thesis.

Jember, 06 December 2024



UNIVERSITAS ISLAM NEGERI Researcher
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ABSTRACT

Zaenal Abidin, 2024: The Implementation of TPS (Think, Pair, and Share) Strategy in Teaching Reading Comprehension on Recount Text at Eleventh Grade of SMK Asy-Syafa'ah Jember

Keywords: *Think-Pair-Share, Teaching, Reading Comprehension.*

Nowadays, the learning process is believed to be less effective when the learning activities are dominated by the teacher commonly known as teacher oriented process. There are a lot of research reporting that most of students are passive in the class. This is an indication that students are not cognitively challenged to think. Students commonly rely on the material delivered by the teacher. This condition can be overcome through one cooperative learning strategy called Think Pair Share (TPS).

The research focus forms as follows; 1) How are the goal of implementation of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember? 2) How are the steps of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember? 3) How is the evaluation of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember?

This research utilized qualitative approach particularly descriptive qualitative as the research design. This research was conducted at SMK Asy-Syafa'ah Jember. While, the researcher selected the purposive sampling so that the subject were the English teacher and five students of the eleventh grade. The data collection consisted of: observation, interview, and document review. Further, this research used data analysis technique from Miles Huberman and Saldana, that includes; data condensation, data display, and drawing and verifying conclusion. Last, the data validity was clarified from source triangulation and technique triangulation.

The findings of the research were; 1) The goals were; a) The students were able to think individually and students can formulate their own interpretations. b) The students were able to pair up encourages dialogue, where they can clarify and refine their thoughts. c) he students were able to share with the whole class to helps them articulate their understanding and learn from diverse perspective. 2) The steps were; a) The teacher gave a command the students to read and try to comprehend the text by their own comprehension. b) The students are asked to do pair-work with their table-mate to discuss it. c) Each pair came forward to the class to present their report result to the class. 3) The evaluation was formative assesment that were devided into; a) Students' participation assesment in discussion. that refers to how active the student in participating on peer discussion in the group, b) Students' performance assesment, in the side of how well the students perform their report or result of discussion in front of the class, c) Students' comprehension assesment, that refers to the level of comprehension gained by the students toward the given reading text to be comprehended.

LIST OF CONTENT

	Page
COVER	i
APPROVAL OF SUPERVISOR	ii
APPROVAL OF EXAMINERS	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGMENT	vi
ABSTRACT	viii
LIST OF TABLE	ix
LIST OF APPENDICES	xiii
CHAPTER I: INTRODUCTION	1
A. Research Context	1
B. Research Focus	8
C. Research Objective	9
D. Research Significance	9
E. Definition of Key Term	11
F. Structure of Thesis	12
CHAPTER II: REVIEW OF RELATED LITERATURE REVIEW	13
A. Previous Research	13
B. Theoretical Framework	19
1. TPS (Think, Pair, and Share) Strategy	19
a. Concept of Cooperative Learning	19
b. Concept of Think, Pair, and Share Strategy	20

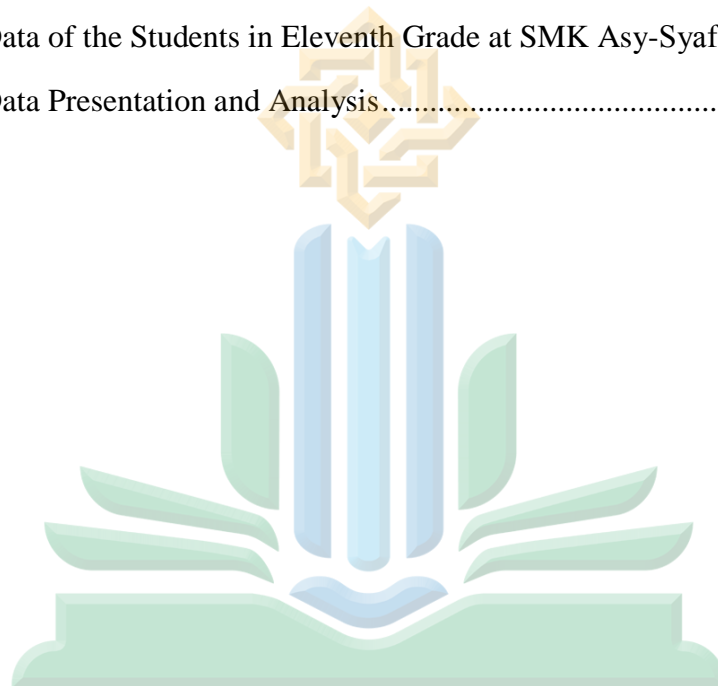
c.	TPS (Think, Pair, and Share) Strategy in Teaching Reading Comprehension	21
d.	The Procedures of Teaching Reading Using TPS (Think, Pair, and Share)	24
e.	Advantages and Disadvantages of TPS (Think, Pair, and Share) Strategy	25
1)	Advantages of TPS (Think, Pair, and Share) Strategy.....	26
2)	Disadvantages of TPS (Think, Pair, and Share) Strategy ..	27
2.	Teaching Reading Comprehension	27
a.	Concept of Reading.....	27
1)	Definition of Reading.....	28
2)	Element of Reading.....	30
3)	Definition of Reading Comprehension.....	32
b.	Concept of Teaching Reading.....	36
c.	Problem in Teaching Reading.....	38
d.	The Evaluation in Teaching Reading.....	40
e.	Concept of Text Genre.....	43
1)	Concept of Recount Text	44
CHAPTER III: RESEARCH METHOD		47
A.	Research Design and Approach	47
B.	Research Location	48
C.	Research Subject	50
D.	Data Collection Technique	52

E. Data Analysis Technique	58
F. Data Validity	60
G. Research Procedure	61
CHAPTER IV: FINDING AND DISCUSSION	64
A. Research Finding.....	64
1. The Research Object Description	64
2. Profile of SMK Asy-Syafa'ah	64
3. Goal, Vision, and Mission.....	65
4. Data Teacher and Staff.....	66
5. Data of The Students in Eleventh Grade.....	67
B. Data Presentation and Analysis.....	67
C. Discussion	79
CHAPTER V: CONGCLUTION AND SUGGESTION	88
A. Conclusion	88
B. Suggestion.....	89
REFERENCES	90
APPENDICES	

UNIVERSITAS ISLAM NEGERI
 KHAI HAJI ACHMAD SIDDIQ
 J E M B E R

LIST OF TABLES

No	Detail	Page
2.1	Similarities and Differences between the Previous Research and Current Research	17
4.1	Data Teacher and Staff SMK Asy-Syafa'ah	66
4.2	Data of the Students in Eleventh Grade at SMK Asy-Syafa'ah...	67
4.3	Data Presentation and Analysis.....	78



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

LIST OF APPENDICES

Appendix 1: Declaration of Authenticity

Appendix 2: Research Matrix

Appendix 3: Data Collection Form

Appendix 4: Teaching Module

Appendix 5: Documentation

Appendix 6: Research Journal

Appendix 7: Letter of Research Permission

Appendix 8: Letter of Research Completed

Appendix 9: Letter of Drillbit Check

Appendix 10: Researcher Biography



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J E M B E R

CHAPTER I

INTRODUCTION

A. Research Context

One English language ability that is seen to be crucial for a person's development as a person in many facets of life is reading. We are unable to avoid this activity every day. It can be seen that many activities people spend in reading, such as reading newspaper, books, magazine, notes, etc. Therefore, reading skill should be taught at school. In addition to being an enjoyable activity and a source of information, reading helps people strengthen their language skills. In another way, reading exercises can help students gain knowledge, pleasure, and information, among other things. Furthermore, reading is a very intricate language skill that involves a cognitive process aimed at extracting information from the text being read.²

According to Johnson, the single common barrier to academic success is reading.³ Reading is a dynamic activity that requires the use of both the eyes and the brain to digest written material and deduce the author's thoughts. After then, we are able to acquire a great deal of knowledge and information relevant to our daily needs.

² Jupri, "Penerapan Model Pembelajaran TPS (Think, Pair, and Share) Untuk Meningkatkan Keterampilan Membaca Siswa Kelas X IPA SMAN 1 Pringgarata", *LANGUAGE: Jurnal Inovasi Pendidikan Bahasa dan Sastra* 3, no.1 (2023): 35-43.

³ LouAnne Johnson, *Teaching Outside the Box: How to Grab Your Students By Their Brain* (PT. Indeks, 2009), p.263-264

In Al-Qur'an chapter Al-Alaq verse 1-5, it states that Allah the Almighty asked the human to read. They should do read the holy Qur'an and the other something yet as follows:

أَفْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ وَرَبُّكَ الْأَكْرَمُ (٣) الَّذِي عَلَّمَ بِالْقَلَمِ (٤) عَلَّمَ الْإِنْسَانَ مَا لَمْ يَعْلَمْ (٥)

Meaning: "Read: in the name of Allah the lord who create. Create the man of a clot. Read and the lord is the most bounteous. He who taught {the use of} the pen. Teach man that he did not know. (Qs. Al-Alaq: 1-5)⁴

Reading is always accompanied by understanding, According to Patel and Jain, reading serves as a tool for strengthening and expanding one's command of the language in addition to being a source of knowledge.⁵ Students can improve their knowledge and comprehend the writer's point of view through reading. It is capable of written communication with others since reading is an interactive process involving the intellect and language. Harmer states that reading is an incredibly active occupation. To do it successfully, we have to understand what the word mean.⁶

Through the use of a text-based approach, high school English instruction based on the K13 Curriculum seeks to equip students to communicate with the language in a variety of spoken and written contexts. Successful readers use a variety of skills to extract meaning from

⁴ Surah Al-Alaq (96:1-5, quran, <https://quran.com/en/al-alaq/1-5>)

⁵ M. Patel and Praveen M.Jain, English Language Teaching, (Jaipur:Sunrise,2008).p.114

⁶ Jeremy Harmer, How to Teach English An introduction to the Practice of English Language Teaching, (New York: Longman,2001) p.70

texts.⁷ One of the fundamental skills that students need to acquire is reading competency, which is specified in KD.3. This skill is necessary to investigate a variety of scientific sources and references, the majority of which are still written in English. Learning strategies that can result in success in the reading process are required for the aforementioned goal.

There are four linguistic abilities in English that each of us need to learn. Speaking, writing, listening, and reading are the four skills. The majority of science and technology references are written in English; therefore reading comprehension is the primary area where competence must be maximized for the objectives of learning and developing science and technology.

"Reading is an interactive activity to pick and understand the meaning contained in written language," argues Samsu Somadayo.⁸ If nothing is done, the reading process won't go smoothly and the explicit and implicit messages won't be picked up on. This viewpoint suggests that reading comprehension is crucial to the development of literacy. According to the overall results of the ANBK 2021, less than half of the students have attained the required level of competence for reading literacy.⁹ These findings suggest that Indonesian students still have a very low level of reading literacy overall.

⁷ Igno Seventilofa, *Mastering Reading Skill Faster*, (Ganec Swara:2022), Vol.16, p.1674

⁸ Samsu Somadayo, *Strategi dan Teknik Pembelajaran Membaca*, Yogyakarta: Graha Ilmu, (2011)

⁹ <https://badanbahasa.kemdikbud.go.id/berita-detail/3716/empat-kekuatan-yang-harus-dimiliki-dalam-upaya-meningkatkan-literasi>

The reading learning outcomes for class XI students in the limited face-to-face instruction that AS-SYAFAAH Vocational School has implemented are still low. External as well as internal factors are to blame for this. Low reading proficiency, a lack of vocabulary support, and reading motivation are examples of internal issues. Teachers' use of learning methods that are often repetitive and unvarnished, making them less appealing to students, are examples of external variables.¹⁰

Therefore, some students feel difficult in concluding information they have read from the text being read. They are still confusing about what the text about, what the writer means to explain, and how is the information shared by the writer. Overall, this difficulties refer to the aspect of reading comprehension. Moreover, students should get a good strategy in teaching reading comprehension.

Students apparent lack of reading comprehension is the primary issue. Since students had to read lengthy passages from a written text and then respond to questions based on the material, they felt that reading was a tedious task. They will often ignore the questions and choose the answer at random in multiple-choice assessments if they are unfamiliar with the language in the lengthy text.¹¹

Additionally, the methods employed during the learning process are elements that affect the degree of students' reading motivation and reading proficiency. Instead of using particular reading teaching tactics in

¹⁰ Observation by Zaenal Abidin on 30th April 2024

¹¹ Resti Dwi Anggraeni, S. Pd, interviewed by Zaenal Abidin, Jember, 23rd May 2024

this instance, Teacher Centered Learning (TCL) based on the findings of the interview. The first step in TCL is for students to listen to the teacher's explanation materials. Second, the instructor assigns reading from the book to the class. Finally, the instructor assigns homework to the class based on the textbook.¹² The reading comprehension method used by teachers isn't engaging enough. Furthermore, teacher-centered learning occurs in the classroom. Students grow apathetic as a result.

However, Teachers should create fun and enjoyable learning conditions organize cooperative and collaborative student interaction patterns so that learning becomes better fun and challenging. To create a cooperative learning atmosphere collaborative researchers apply the Think Pair and Share type cooperative learning model (TPS). TPS is a cooperative discussion technique developed by Frank Lyman. It gets its name from the three stages of student action with emphasis on what students should do at each of those stages.¹³ It encourages students to collaborate with one another, maximizes their involvement in the learning process, and provides a chance for every student to demonstrate their involvement.¹⁴

According to Huda, there are three primary features of the TPS type cooperative learning model: Think (think on your own), Pair (pair up

¹² Nurmalinda Septya, *Improving Students' Reading Comprehension By Using Think- Pair- Share (TPS) Technique At The First Semester Of The Eighth Grade Of Smp N 1 Metro Kibang In The Academic Year Of 2019/2020*, 2019.

¹³ Lyman, F, *The Responsive Class Discussion* (Maryland: University of Maryland,1981)

¹⁴ Miftahul Huda, *Cooperative learning: Metode, Teknik, Struktur, dan Model Penerapan* (Yogyakarta: Pustaka Pelajar 2014), p.136

with friends or other friends), and Share (share answers with other friends or the class).¹⁵ It is an instructional strategy used by teachers to promote student participation in the classroom. The Think-Pair-Share strategy can assist in keeping kids focused and stimulates a high level of reaction from them. Through conversations during the learning process, it is believed that the TPS learning model can alter patterns of student engagement and collaboration, ultimately guiding students toward the achievement of preset reading competencies.

Regarding to the research conducted by Nurmalinda, she implemented Think-Pair-Share (TPS) strategy at the eighth grade of SMP N 1 Metro Kibang by focusing for teaching recount text. Meanwhile this research is conducted in order to know the implementation of Think-Pair-Share (TPS) strategy in reading comprehension. The result was the implementation of Think-Pair-Share (TPS) strategy for teaching reading exactly in recount text is improved. It can be assumed, this strategy is effective to be implemented in order to support the reading comprehension of Asy-Syafa'ah Vocational High School students.

In another research which was conducted by Nyayu and Aziz, their research focused more on university students. Even the strategy used is a similar strategy; the object is very different in which the level is higher than this research which focuses on the eleventh grade of Asy-Syafaah vocational high school. If this strategy can be implemented in university

¹⁵ Ibid.

students with a good obtained result, by applying this strategy for the eleventh grade of Asy-Syafaah vocational school, it can be assumed that this strategy is able to be applied for the students at senior high school, vocational high school, even junior high school.

The research done by Fajar, Ari, and Mahpul which entitled “the implementation of Think-Pair-Share (TPS) technique in teaching reading comprehension” also uses Think-Pair-Share (TPS) strategy in their research but something that makes this research different is this research doesn't use pre-test and post-test to know the result of applying TPS strategy; in contrast research done by Fajar, Ari, and Mahpul uses pre-test and post-test to gain the result of TPS strategy itself. The result of this research also shows that TPS strategy helped students' reading comprehension proven by the result of conducted pre-test and post-test for the TPS strategy.

Therefore, what become the fundamental excuses on this current research to be further conducted is the lack of several researches shown above. Several researches discussed above focused on different contexts, such as: the recount text as the target of TPS strategy, the different education strata, and the implementation of the TPS strategy in the classroom. Meanwhile, this current research brings an innovation of focusing the research discussion on the implementation of Think, Pair, and Share (TPS) strategy for the reading comprehension as its target of

implementation, while this research also brings the vocational high school students as the rare subject to be in certain research.

Due to several research lacks focusing on the implementation of Think, Pair, and Share strategy, the researcher of this current research provides a new discussion of TPS strategy in the context of Reading Comprehension implemented in the Eleventh grade of SMK Asy-Syafa'ah Jember strengthened by the conducted research entitled with *“The Implementation of Think, Pair, and Share Strategy in Teaching Reading Comprehension on Recount Text at Eleventh Grade of SMK Asy-Syafa'ah Jember.”*

B. Research Focus

Based on background of study above, the researcher set the boundaries of the research by questioning some aspects of the research discussion, as follow:

1. How is the goals of implementation of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember?
2. How are the steps of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember?
3. How is the evaluation of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember?

C. Research Objective

1. To describe the goals of teaching reading comprehension through Think, Pair, and Share at the eleventh grade of SMK Asy-Syafa'ah Jember.
2. To describe the steps of teaching reading comprehension through Think, Pair, and Share at the eleventh grade of SMK Asy-Syafa'ah Jember.
3. To describe the evaluation of teaching reading comprehension through Think, Pair, and Share at the eleventh grade of SMK Asy-Syafa'ah Jember.

D. Research Significance

The researcher expects that the results of this study will be beneficial to the process of teaching and learning English. This research has two different sorts of significance:

1. Theoretical Significance

Theoretically, this research purpose was to support English teachers in using significant strategy to support students' reading comprehension. The study's findings shed light on teaching English to students of vocational high school, particularly when it comes to support students' reading comprehension using Think-Pair-Share (TPS) Strategy.

2. Practical Significance

a. For Teacher

When teaching reading comprehension, teachers are able to learn important strategies for teaching reading comprehension. It also might let English teachers know that using the Think-Pair-Share (TPS) strategy is a useful way to support their students' reading comprehension.

b. For Student

Student benefit from this research's implementation is that student can gain additional knowledge how Think-Pair-Share (TPS) strategy could support students' competence in comprehending textual material.

c. For English Department

This study can help determine the best implementation strategy for teaching reading skills, particularly reading comprehension skills using the TPS (Think, Pair, and Share) strategy for eleventh grade students at Asy-Syafa'ah Vocational High School during the 2024–2025 school year. The implementation strategy for teaching reading skills, specifically reading comprehension using the TPS strategy, can be preferred based on this research.

d. For Future Researcher

For other scholars who are conducting research on this topic, this study can serve as a helpful resource or reference.

E. Definition of Key Term

Key term clarifies the meaning of elements in this research in order to avoid misinterpreting on the concept that will be used in this research.

The term that will be use, as follows:

1. Think, Pair, and Share (TPS) Strategy

Think-Pair-Share (TPS) is strategy of teaching in cooperative study which needs 2 people or more in one group. It shows this strategy can be an effective learning to make a discussion circumstance which focus on how the student interact to another students in cooperative. This strategy could be implemented minimally with two students in a group that can cooperate to do a task which is given by the teacher.

2. Reading Comprehension

Reading comprehension is an activity to understand the essence of text that the reader read. There are two elements in the process of reading comprehension, those are 1.) knowing of vocabulary that is written in the text and 2.) understanding about the text being read. With reading comprehension, the reader can comprehend what actually the author means in the text.

3. Teaching Reading Comprehension on recount text through Think, Pair, and Share (TPS) Strategy

Think-pair-share technique allows students to express their thoughts, opinions, and information obtained from recount texts to their

friends. Students could be encouraged to explore their ideas using the TPS (Think, Pair, and Share) technique, which takes into account their particular backgrounds and the assistance of their partners during discussions exactly on recount text. While cooperative learning aims to have students solve problems in groups, the teacher also plays a part in ensuring that students cooperate to finish their texts.

F. Structure of Thesis

The thesis's structure explains how the discussion of the thesis moves from the opening to the closing chapters. Systematic writing follows a descriptive narrative approach rather than a table of contents. The points that make up the systematic discussion are as follows:

Chapter I provided an introduction to the thesis, including the definition of a key phrase, a methodical discussion, and the research background, focus, purpose, and significance.

Chapter II offered a survey of relevant literature, encompassing the theoretical foundation and earlier studies.

Chapter III provided the current research method that consists of research approach and design, research location, research subject, data collection technique, data analysis, validity of data, and research procedure.

Chapter IV served the research object explanation, data presentation, and discussion.

Chapter V provided the conclusion and suggestion of the research.

CHAPTER II

REVIEW OF RELATED LITERATURE REVIEW

A. Previous Research

Currently, the researcher explains the findings from earlier studies that apply to the implementation of Think-Pair-Share (TPS) strategy in teaching reading comprehension. This research is aimed to create the desire scope of the uniqueness and research respective that can be observed. Some earlier studies on the implementation of the Think-Pair-Share (TPS) technique in reading comprehension instruction include the ones listed below:

- 1. Nurmalinda in 2019 entitled “Improving Students’ Reading Comprehension by Using Think- Pair- Share (TPS) Technique At The First Semester Of The Eighth Grade Of SMPN 1 Metro Kibang In The Academic Year Of 2019/2020”.**

The three phases that were used in this study were very helpful to the students in developing their skills, and the Think-Pair-Share (TPS) method contributed to the students' reading, which demonstrated that the lessons were more engaging. Students responded well to the arrangement of the presentation and the lesson. Based on statement above, it can be concluded that the eighth grade students at SMP N 1 Metro Kibang saw an improvement in their reading comprehension when they used the Think-Pair-Share strategy to recount texts. It has correlation with the research finding that implementation of Think-

Pair-Share (TPS) strategy improves students' reading skill exactly in reading recount text.

2. Jupri in 2023 entitled “The Implementation of TPS (Think, Pair And Sahre) Learning Model to Improve Reading Skills of Students of Class X Ipa 4 Sman 1 Pringgarata”.

This research aims to describe planning, implementation and evaluation increasing learning of reading skills in class X Science 4 students at SMA Negeri 1 Pringgarata using the TPS (Think Pair Share) strategy. The research results show that the average value is students obtained in cycle I was 67.88% with classical completeness of 30.3% while in cycle II the average score reached 81.67 with classical completeness of 96.97%. The research results show that learning using the TPS method can support reading skills, especially historical recount texts, for students in class X Science 4 at SMA Negeri 1 Pringgarata.

3. Yanpitherszon Liunokas in 2019 entitled with “The Use of Think, Pair, and Share (TPS) Strategy in Teaching Reading Skill”

This research was to investigate and measure the use of think, pair, and share (TPS) strategy in teaching reading skill. The research is classified into quantitative research method with pre-experimental design and it uses reading test as the major instrument to discover the use of TPS in teaching reading skill. In case, it emerged a proof that there was significant difference between the students' average score of

pre-test and post-test using the think, pair, and share strategy proven by the gained score of pre-test in the number of 26 while the post-test score was 51. In the statistical analysis, the value was smaller than a ($0.00 < 0.05$). The indication that can be taken is that there is significant difference between the result of pre-test and post-test after giving treatment in building the students' reading skill by the implementation of think, pair, and share (TPS) strategy

4. Nyanyu Yayu Surayani and Abdul Aziz Rifa'at in 2019 entitled with "Improving Reading Comprehension through Think-Pair-Share (TPS) Technique Students of STIK Siti Khadijah Palembang"

The research objectives were to discover: (1) the significant enhancement on the 3rd semester students' reading comprehension pre and post treated with the Think-Pair-Share technique at STIK Siti Khadijah Palembang, and (2) the significant difference on students' reading comprehension between the students who were taught with Think-Pair-Share technique and those who were not. The research used quantitative research method with true experimental design using two groups as the object, both are experimental and control group. The population used in the research is all the 3rd semester students of STIK Siti Khadijah Palembang while the taken samples were 56 students. Based on the procedures of pure experimental research, the research subjects were given a test twice to both experimental and control

group. True experimental design was used to analyze the data. To verify the hypotheses, the data used only the score of post-test to be further analyzed by using paired sample t-test and independent sample t-test. The result showed the number of 0.005 that meant lower than 0.05, It demonstrated that teaching reading comprehension utilizing the Think-Pair-Share method significantly improved students' reading comprehension and demonstrated the notable difference between students who received this method and those who did not.

5. Hanafi in 2020 entitled with “The Implementation of the Think Pair and Share Cooperative Learning Model in Grade VII PAI Subjects at SMPN 5 Satu Atap Batilap, South Barito Regency”

The research done to accomplish the undergraduate degree belongs to Hanafi aimed to know: (1) the implementation of cooperative teaching and learning model of Think-Pair-Share at SMPN Satu Atap 5 Batilap Kabupaten Barito Selatan, and (2) the students' activeness in the implementation of cooperative teaching and learning of Think-Pair Share type in the material of “Believe in Angels” in VII class. This research used qualitative research method with the data collection techniques of observation, interview, and documentation. Data analysis technique used the data reduction, data condensation, data display, and verifying conclusion by Miles, Hubberman, and Saldana. The research subjects were 1 Islamic Religion Education (PAI) teacher and 9 students in the VII grade at SMPN Satu atap 5 Batilap Kabupaten

Barito Selatan. The research results showed that (1) in the second meeting, there was significant difference by the implementation of Think Pair and Share model, the interested aspects were well comprehended. (2) the second meeting also showed that the students were more active in a group and also active in questioning the teachers about the materials being taught. Students were not frightened to utter their arguments in a presentation section during the teaching and learning process

Table 2.1 Similarities and Differences between Previous Researches with the Current Research

No.	Research Title	Similarities	Differences
1.	Improving Students' Reading Comprehension by Using Think-Pair-Share (TPS) Technique at the First Semester of the Eight Grade of SMPN 1 Metro Kibang in the Academic Year of 2019-2020	1.) Both researches have the same topic which discuss about students' reading comprehension using Think-Pair-Share strategy. 2.) Both researches use similar approach of research.	1.) The previous research focused on the students in Junior High School, meanwhile, in this current research focus on the student in Senior High School.
2.	The Implementation of TPS (Think, Pair And Sahre) Learning Model to Improve Reading Skills of Students of Class X Ipa 4 Sman 1 Pringgarata	1.) Both research is analyzed with qualitative descriptive. 2.) In both research, the authors targets the students in senior high school to be the object of the research.	1.) The previous research used classroom action research (PTK) and the data is presented through qualitative description data and quantitative.
3.	The Use of Think, Pair, and Share (TPS) Strategy in Teaching Reading	1.) Both research use Think-Pair-Share (TPS) Strategy to boost up student ability.	1.) The previous research used the fourth semester of English student department to be the object of the

	Skill	2.) Both research focus on Reading ability.	research. 2.) The previous research used TPS strategy in teaching Reading Skill. 3.) Reading test become the instrument of the research.
4.	Improving Reading Comprehension through Think-Pair-Share (TPS) Technique Students of STIK Siti Khadijah Palembang	1.) The Think-Pair-Share (TPS) Strategy is used in both studies to support student performance. 2.) Both research focus on the reading comprehension of the students.	1.) The previous research focused in improvement on the third semester students' reading comprehension before and after being taught using Think-Pair-Share (TPS) technique. 2.) There was a notable difference in the reading comprehension skills of the students who received instruction using the Think-Pair-Share (TPS) method and those who did not. 3.) The previous research used the third semester of STIK Siti Khadijah Palembang.
5.	The Implementation of the Think Pair and Share Cooperative Learning Model in Grade VII PAI Subjects at SMPN 5 Satu Atap Batilap, South Barito Regency	1.) In both research, the Think-Pair-Share (TPS) Strategy is employed to support student performance. 2.) Both research use qualitative method to collect the data, interviews, and documentation.	1.) The current research used TPS strategy in Islamic Education subject. 2.) The previous research focused in improvement on the student of junior high school.

The research gap in this research was the previous research did not explore Think-Pair-Share Strategy detail; also those researches did not mention in which part of reading skill that want to be focused. Most of the researchers in the previous research only focused to say that Think-Pair-Share (TPS) able to increase students' ability in reading skill. Regarding to

it, the novelty of this research is aimed not only to focus on reading ability, but also in a specific target of the subject being studied.

By comparing the similarities and differences between the previous and this research, it can be seen that the novelty of this research is focused on the support reading skill exactly in reading comprehension for eleventh graders of SMK As-Syafa'ah Jember.

B. Theoretical Framework

1. TPS (Think, Pair, and Share) Strategy

a. Concept of Cooperative Learning

The word "cooperation" is the foundation of cooperative learning. Working together to achieve a common objective is called cooperation. According to Richard, cooperative learning is a type of group learning activity where each learner is held responsible for their own learning and encouraged to advance the learning of others. It is based on the socially structured exchange of information between group members.¹⁶

Cooperative learning is distinct from other teaching approaches in that it promotes student learning through a separate task, objective, and reward system. Students must collaborate in small groups to complete academic tasks under the cooperative learning task framework. Interdependent learning is necessary, and both group and individual effort are acknowledged by the goal and

¹⁶ Richard C. Jack, *Approaches and Methods in Language Teaching*. (Cambridge University Press, 2008), p.192

reward structures. Beyond academic learning, the cooperative learning paradigm seeks to teach social and group skills, cooperative behavior, and intergroup acceptance.

According to the definition given above, cooperative learning is a type of instruction where students collaborate in groups to share knowledge and inspire one another to learn more effectively in order to achieve common objectives.

b. Concept of Think-Pair-Share Strategy

Think Pair Share is a cooperative learning technique that helps students give meaning to the information they receive.¹⁷ In addition, Kagan says that think pair share technique is a technique that the students think to themselves on the topic provided by the teacher, they pair up with the other students to discuss it, than they share thought with the class.¹⁸ This technique is an effective way to change the discourse pattern in a classroom. It challenges the assumption that all recitation or discussion needs to be held in the whole group setting, and it has built in procedures for giving students more time to think and to respond and to help each other.

According to Kagan that think pair share is a very powerful frame for sequencing three structures technique that has created by Lyman.¹⁹ It gives students the chance to reflect for a short while,

¹⁷ Donna E. Walker, *Strategy for Teaching Differently* (California: Corwin Press Inc,1998), p.32

¹⁸ Spencer Kagan, *Cooperative Learning the Structural Approach* (Annual Summer Institute: Kagan Publishing,1990), p.14

¹⁹ Spencer Kagan,*Cooperative Learning* (San Clamente: Kagan Publising,2009), p.148

talk about it with a partner, and present what they have learnt to the class as a whole. This method works well when pupils have been introduced to a new subject. Before delving further into the topic, the teacher might assess the pupils' comprehension by using the think-pair-share method. Additionally, it allows students to put what they are learning into practice, which increases the significance of your material. Lastly, think pair share gives students the freedom to answer wrongly or make mistakes without fear of losing points for failing to identify knowledge gaps in their learning.

Based on the explanation above, it can be concluded that think pair share is a kind of cooperative learning technique for teaching and learning process that can be used by asking the students to work individually to think of the answer to a question posed by the teacher. After that, work in pairing to discuss the answer and finally share what they have been talking about with the whole class.

c. Think-Pair-Share (TPS) Strategy in Teaching Reading Comprehension

The TPS (Think, Pair, and Share) strategy is an effective collaborative learning method in teaching reading comprehension. In this context, TPS involves three main steps: thinking, pairing, and sharing. First, students are given a question or task related to

the text they have read. They are asked to reflect on their answers individually, which provides an opportunity for critical thinking before discussing with others. The second step involves students pairing up to discuss their understanding, listening to each other and sharing views, allowing for clarification and enrichment of ideas. The final step is sharing, where pairs reveal the results of their discussion to the class, facilitating shared learning and reinforcing understanding.

TPS strategy can significantly support students' reading comprehension. Fuchs et al. (2020) found that by discussing in small groups, students can clarify difficult concepts and deepen their understanding of the text read.²⁰ In addition, this strategy encourages higher student engagement. Rani and Ghosh (2021) noted that students who are actively involved in group discussions tend to have greater interest in the learning material, which contributes to improved comprehension.²¹

Furthermore, the use of TPS (Think, Pair, and Share) also helps students in supporting social and communication skills. Otten et al. (2019) revealed that collaboration in discussions allows students to appreciate the views of others, while

²⁰ Fuchs, L. S., Fuchs, D., & Stecker, P. M., The Effects of Think-Pair-Share on Students' Reading Comprehension, *Reading Psychology*, 2020, 41(4), 400-420.

²¹ Rani, M., & Ghosh, A., Enhancing Student Engagement through Collaborative Learning: The Role of Think-Pair-Share, *International Journal of Educational Research*, 107.

strengthening their ability to express ideas effectively.²² This is important in an educational context, where good communication skills are essential.

In addition, TPS (Think, Pair, and Share) also serves to increase students' confidence. By sharing their thoughts in front of the class, students feel more comfortable in conveying their ideas. Lestari et al. (2021) noted that this strategy helps reduce the anxiety that students often experience when speaking in public, so they are better prepared to participate in class discussions.²³

Overall, the TPS (Think, Pair, and Share) strategy is a very effective tool in teaching reading comprehension. Through the process of individual thinking, pair discussion, and sharing ideas, students not only support their reading skills but also social and communication skills. The implementation of TPS (Think, Pair, and Share) in teaching can create a collaborative and dynamic learning environment, supporting the development of important skills that will benefit students in the future.

²² Otten, S., van der Meijden, A., & Verhoeven, L., Collaborative Learning in Reading Instruction: Effects of the Think-Pair-Share Strategy, *Educational Studies*, 2019, 45(3), 299-314.

²³ Lestari, S., Wicaksono, H., & Susanti, E., The Impact of Think-Pair-Share on Students' Confidence and Public Speaking Skills, *Journal of Language Teaching and Research*, 2021, 12(5), 789-796.

d. The Procedures of Teaching Reading using TPS (Think-Pair-Share)

Thinking, pairing, and sharing are the three steps that make up the entire Think-Pair-Share (TPS) strategy. The procedures are as follows:

- 1) Thinking is the first step. The teacher assigns a text and a question related to the book's lesson, then gives the class a minute to reflect on the text's responses on their own. Students must be taught that chatting is not a part of thinking time after reading the material on the question in their book.
- 2) Pairing is the second step. After assigning a text and a question pertaining to the lesson in the book, the instructor allows the class a minute to independently consider the text's answers. After reading the information on the subject in their book, students need to be reminded that talking is not allowed during thinking time.
- 3) The last steps are sharing. The teacher asks the pairs to present their discussions to the class as a whole in this last phase.²⁴

According to Kagan, there are five steps in TPS technique,

those are:

- 1) Organizing the students into pairs
- 2) Posing the topic/ questions

²⁴ Robert E. Slavin, Cooperative Learning, Putri Yolanda, 2012, p.17

- 3) Giving time for the students to think
- 4) Asking the students to discuss with their pairs
- 5) Calling on some pairs to share their ideas in front of the class.

Based from the previous clarifications, it can be inferred that the Think-Pair-Share (TPS) method of teaching reading has three steps:

- 1) The first step is thinking, The teacher assigns the book's lesson's topic and question, then gives the class a minute to reflect on the text's response on their own.
- 2) The second is pairing, the teacher asks students to pair off and discuss about the topic they have read before.
- 3) The last steps is sharing, the teacher asks the pair to share the result of their discussion in whole class.

e. Advantages and Disadvantages of Think-Pair-Share (TPS) Strategy

There must be benefits and drawbacks to every teaching method. Knowing the benefits and drawbacks helps the teacher come up with a suitable solution and, if at all feasible, find a means to circumvent the drawbacks. If the teacher is aware of the benefits and drawbacks of the Think-Pair-Share (TPS) strategy, the instance of solving the problem in the activity may occur. These are the Think-Pair-Share (TPS) strategy benefits and drawbacks..

1) Advantages of TPS (Think, Pair, Share) Strategy

Lyman claims that there are certain benefits to using the Think-Pair-Share (TPS) strategy as one of the cooperative language learning strategies. They are as follows:

- a) The Think-Pair-Share (TPS) technique is quick and does not take much preparation time.
- b) The Think-Pair-Share (TPS) technique makes classroom discussions more productive, as students have already had an opportunity to think about their ideas before sharing with the whole class.
- c) Students have opportunity to learn higher-level thinking skills from their peers, and gain self-confidence when reporting idea to the whole class.
- d) The “pair” step ensures that no students are left out of the discussion.
- e) Every student has the chance to speak, and they can practice their answers both orally and cognitively.
- f) Both students and teacher have increased opportunities to think and become involved in group discussion.
- g) The Think-Pair-Share (TPS) technique is applicable across all grade levels and class sizes.²⁵

²⁵ Lyman, F, *The Responsive Class Discussion* (Maryland: University of Maryland,1981),p.186

2) Disadvantages of Think-Pair-Share (TPS) Technique

Despite its benefits, the Think-Pair-Share (TPS) approach has many drawbacks, which include the following:

- a) Not all students focus on topic (question), because they can share everything with their partner out of the topic given.
- b) There is possibility that the students who have low understanding about the topic given likely cheat to the other Pairs.²⁶

Giving students a time constraint to complete the researcher's exercise eliminates any opportunity for them to stray from the subject, which is one way to foresee the drawbacks. The second is that the researcher must first administer a pretest to determine the pupils' reading proficiency.

2. Teaching Reading Comprehension

a. Concept of Reading

Speaking, listening, reading, and writing are the four language skills that are taught in English classes. One of important skills that should be mastered in English is reading.

²⁶ Ibid, p.188

1) Definition of Reading

From elementary school through university, reading is one of the critical abilities that students require. Reading is an involved process, according to Grabe in Walter. The reader generates meaning from the text by activating his prior knowledge and expanding it with the new information provided by the text, resulting in a dynamic learning process between the writer and the reader. In the other words, reading concentrated on the text-reader interaction.²⁷ Reading is an independent activity to obtain excellent information, according to another meaning from Paulston and Bruder, unless there are contextual limitations on the educational scenario.²⁸

In addition, Johnson asserted states that reading is the only one of common obstacle in education success.²⁹ Reading is an active process in order to get information and comprehend from printed text using eyes and brain to understand what the writer thinks in his/her read. Then, Depending on our needs in life, we can obtain a great deal of knowledge and information. According to Patel and Jain, reading can help one expand and solidify their language skills

²⁷ Walter de gruyter, *Current Trends in the Development and Teaching of The Four Language Skills*, (Berlin: Library of Congress Cataloging, 2006), p.265

²⁸ Christina Bratt Jaulston & Mary Newton Bruder, *Teaching English as A second Language Technique and Procedures*. (Massachusetts: Winthrop Publishers, Inc, 1976), p.64

²⁹ LouAnne Johnson, *Teaching Outside the Box: How to Grab Your Students By Their Brian* (PT.Indeks, 2009), p.263-264

in addition to being a source of information and a recreational pastime.³⁰ Reading helps us comprehend the author's meaning and expand our knowledge. Because reading is an interactive activity between language and the mind, it can communicate with others through written language. According to Harmer, reading is a very busy profession. We must comprehend the meaning of the word in order to complete it correctly.³¹

Additionally, according to Bloom and Green in Walter, reading is a social process that emphasizes interactions between authors and readers. This method of reading is based on the idea that readers in a culture create the texts' meaning.³² Besides, According to Harmer, reading is not a passive skill. To succeed, we must comprehend the meaning of the words, be able to visualize the images they portray, comprehend the arguments, and choose whether or not we agree with them.³³

As educators, teacher should be able to help students support their ability to read English texts quickly and effectively. The reader-writer relationship is centered on how well the readers understand the writer's major point. A written book aims to convey a certain message or idea to the reader.

³⁰ M. Patel and Praveen M.Jain, *English Language Teaching*, (Jaipur:Sunrise,2008).p.114

³¹ Jeremy Harmer, *How to Teach English An introduction to the Practice of English Language Teaching*, (New York: Longman,2001) p.70

³² *Ibid*, p. 266

³³ *Ibid*, p. 70

Based on those explanations, it can be concluded that reading is a way to get information from something that was written. It is important process for the students to get the information and comprehend from printed text using eyes and brain to understand what the writer thinks in their read.

2) Element of Reading

Reading is a complex process that involves several interrelated components, which together facilitate comprehension and learning. These components, often referred to as the elements of reading, are essential for developing proficiency and are used as a framework in both instruction and assessment. According to Duke and Pearson, the elements of reading ensure that learners are equipped with the necessary skills to decode, comprehend, and critically engage with texts.³⁴:

a) Phonemic Awareness

This refers to the ability to recognize and manipulate the smallest units of sound (phonemes) in spoken words. It forms the foundation for learning phonics and developing decoding skills.³⁵

³⁴ Nell K. Duke and P. David Pearson, "Effective Practices for Developing Reading Comprehension," *Journal of Education*, Vol. 189, No. 1/2, 2002, pp. 107–122.

³⁵ Marilyn Jager Adams, *Beginning to Read: Thinking and Learning about Print* (Cambridge, MA: MIT Press, 1990).

b) Phonic

Phonics involves the relationship between letters and sounds and teaches students how to use this relationship to read and write.⁴ It is crucial for decoding unfamiliar words.³⁶

c) Vocabulary

Vocabulary greatly affects reading comprehension. Zhang and Wu stated in their meta-analysis found that vocabulary improvement contributes significantly to readers' comprehension ability.³⁷

d) Fluency

Fluency is the ability to read text accurately, quickly, and with proper expression. Fluent readers can focus on understanding the text rather than on decoding individual words.³⁸

e) Comprehension

Comprehension is the ultimate goal of reading and involves constructing meaning from text. It requires the

³⁶ Jeanne Chall, *Learning to Read: The Great Debate* (New York: McGraw-Hill, 1983).

³⁷ Zhang, Y., & Wu, Y., *The Role of Vocabulary in Reading Comprehension: A Meta-Analysis*. *Reading Psychology*, 2021, 42(2), 135-163.

³⁸ Timothy Rasinski, "Assessing Reading Fluency," *Pacific Resources for Education and Learning*, 2004.

integration of prior knowledge, language skill, and critical thinking.³⁹

3) Definition of Reading Comprehension

According to Pang, understanding is an active process that involves creating meaning and extrapolating meaning from related texts. It requires both thinking and reasoning in addition to word knowledge. Consequently, understanding is an active process rather than a passive one.⁴⁰ This indicates that understanding is a process that involves actively processing words to derive meaning. This means that when reading, readers automatically attempt to comprehend the book's meaning and deal with its purpose; after reading, they might be able to draw their own conclusions about the text.

Certain reading comprehension techniques that encourage students to observe and think before, during, and after reading have been linked to the largest impact sizes for children with learning disabilities. According to Klingner, these tactics push students to summarize important ideas, reflect on their prior understanding of the subject matter, and ask themselves questions while they read.⁴¹ It shows that

³⁹ P. David Pearson, Louise C. Roehler, Janice A. Dole, and Gerard G. Duffy, "Developing Expertise in Reading Comprehension, (Mahwah, NJ: Lawrence Erlbaum Associates, 1986).

⁴⁰ Elizabeth Pang, S. Muaka Angaluki, Benbard B. Elizabeth, Kamil, L. Machel, Teaching Reading (Chicago: Internal academy of Education, series 12, 2003) , p.14

⁴¹ Jannete K. Klingner, Vaughn Sharon, and Boardman Alison, Teaching Reading Comprehension to students with learning difficulties, (New York: The Guilford Press 2007),p.5

reading comprehension is crucial for pupils and that their comprehension can provide information.

From the explanation above, we can conclude that reading comprehension is the reader's ability to take information or message from paragraph or reading text.

a) Aspects of Reading Comprehension

According to Suparman, a reader must be proficient in a number of reading comprehension abilities in order to understand the text, including vocabulary, references, inference, particular information, and the main idea.

(1) Main idea

Important details that provide further context for the main concept in a paragraph or section of a text are known as the main idea. One of the most crucial reading comprehension abilities is identifying a paragraph's core concept.

(2) Specific information/ Supporting sentences

By providing definitions, instances, facts, comparisons, analogies, cause and effect data, and quotations, specific information or supporting sentences help to develop the theme sentences.

(3) Reference

Reference is word or phrases either before or after the reference in reading material. They are used to avoid unnecessary repetition of words or phrase. It can give the readers signals to find the meaning of the word in the text.

(4) Inference

Inference is an educational guessing or prediction about something unknown based on available fact and information.

(5) Vocabulary

Vocabulary is the stock of word used by the people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances

for reading.⁴²

b) The Students' Difficulties in Reading Comprehension

Many different factors contribute to the cause of students' difficulties in the understanding text. Some of those factors are located within the learner's background, some within the teaching technique, and some within the learner's environment.

⁴² Suparman, Developing Reading Skills and Strategies, (Bandung: Alfinio Raya,2012), p.22

(1) Learner's Background

The learner's background means something which comes from the learners themselves. It was related to the learner attitude toward reading, such as interest and motivation in reading and the prior knowledge that the learner has known before.

(2) Teaching Technique

The teacher is one of school environmental factors who has the important role to increase students learning achievement. The teacher is a subject in education who has the duty to transfer the knowledge to the students. A teacher is an important person in teaching learning process, especially for teaching reading, because the teacher also determines whether their students to be good readers or not. The teacher also will become the source of learning difficulties if the teacher does not choose the right technique to teach the material. Therefore, the teacher should be careful in choosing the technique to teach because it related to the students' understanding of the material.

(3) Learner's Environment

The environment factors also can influence the students in mastering in learning English. Therefore,

someone who lives in environment that has reading habits will be supported by their environment indirectly. without practice and applied it outside school, the students cannot understand English perfectly. In the school and at home are two kinds of learners“ environment that can influence their learning English especially in learning reading achievement.

b. Concept of Teaching Reading

The teaching reading is a process of teaching on which the reader shows and help someone or students to learn how to read well in English to improve student’s awareness or reading as a skill. Brown stated that teaching is guiding and facilitation learning enabling the learners to learn, and setting the condition for learning. As a teacher, teaching reading for the students is one of greatest passions. Teaching is a process of transferring knowledge. Teaching reading is not only teaching to read, but more of it. Comprehending the text is one of the reading's goals. Teaching reading can be as facilitates students“ performance this in comprehending text. It can provide students with many opportunities for practice are encouraged in a number of comprehend.

Principles of teaching reading are the principle that can help the students to develop the reading skill successfully.

Principles of teaching reading are the principles that the teacher should pay attention in teaching learning process of reading. In this case, the writer describes six principles purposed by Harmer. The six principles are;

- 1) Suggest students to read as often and as much as possible our knowledge will increase if much new information in mind.
- 2) Students need to communicative situation.
- 3) Encourage students to respond to the content of a text.
- 4) Prediction is a major factor in reading.
- 5) Match the task to the topic.
- 6) Good teacher exploit reading to the full.⁴³

Teaching reading is not a stuck activity. Students have to enjoy the learning process. The teacher must know how to increase reading text in classroom, because teaching reading needs more than just reading in the text. Furthermore, Alyousef said that in teaching reading, contemporary reading task, unlike the traditional materials, involves there phase: pre, while, and post-reading stages.

- 1) Pre-reading, it helps in activating the relevant schema, for example: teacher can ask the students question that arose their interest and activate the students background knowledge while previewing the text.

⁴³ Jeremy Harmer, How to Teach English, (1st edition) (New York: Longman Impression,1998),p.70-71

- 2) While-reading, the aim of while reading stage (or interactive process) is to develop students' ability in tackling text by developing their linguistic and schematic knowledge.
- 3) Post-reading includes activities, which enhance learning comprehension using matching exercises, close exercise, cut-up sentences, and comprehension question.⁴⁴

Based on the statement above we can concluded that in teaching reading the teacher should have plan and stages of teaching reading which can make easier in teaching reading process. The students will be more directional in their learning, include pre-reading, while-reading, and post-reading.

c. **Problems in Teaching Reading**

Teaching reading in the classroom is not easy, because there are some problems that must be faced the teacher. There are four factors that are most often responsible for people to comprehend reading materials.

1) Classroom Management

There are some teachers that cannot manage their class in the teaching learning process. There are some factors that come from the condition, time, students or even teacher. It is caused the students is not active in learning process.

⁴⁴ H.S Alyousef, Teaching Reading Comprehension to ESL/EFL Learners (New York: Longman Inc.2005), p.149

2) Knowledge

Knowledge is important factor in teaching reading. The teacher must have a lot of background knowledge. It is the essential in comprehension. Without an appreciation of the meaning of words, it can be no comprehension. Moving beyond the meaning of individual words, domain knowledge is also considered crucial for comprehension.

3) Vocabulary Difficulties

An excessive vocabulary burden forces the reader to rely on the dictionary or to bypass many important words. When any appreciable number of words is left out understanding must suffer.

4) Lack of Pupil interest

It is difficult to some teacher, but the most thoroughly disciplined readers to concentrate on material they dislike or unrelated to their personal interest. Without thoughtful attention to content comprehension, some material will be underestimated. Lack of interest causes the mind to wander, encourages a dislike for the task and reduces consciousness effort.⁴⁵

⁴⁵ Eddy Kennedy, *The Method of Teaching Development Reading* (Washingtin: Peacock Publisher,1991) p.195-197

d. The Evaluation in Teaching Reading

Evaluation of reading learning is an important process that aims to measure students' reading skills, identify strengths and weaknesses, and provide feedback for improvement. Here are some evaluation approaches and instruments that can be applied⁴⁶:

1) Reading Comprehension Tests

Reading comprehension tests are designed to measure the extent to which students can comprehend and analyze the text read. These exams often include different types of questions, such as multiple choice, open-ended questions and summarizing tasks. Sood and Ranjan showed that the use of text-based questions can significantly improve students' reading comprehension, as it encourages them to think critically about the information presented⁴⁷. In addition, this structured evaluation allows teachers to assess students' analytical skills and provide specific feedback for further development.

2) Vocabulary Assessments

Measuring students' vocabulary is an important aspect in the evaluation of reading skills, as a strong vocabulary is closely related to reading comprehension. Research by Zhang and Wu emphasized that students with a wider vocabulary tend

⁴⁶ Sood, S., & Ranjan, R. (2020). Effectiveness of Text-Based Questions in Enhancing Reading Comprehension. *Journal of Educational Psychology*, 112(3), 496-508

⁴⁷ Ibid, p.498

to have better reading comprehension.⁴⁸ Vocabulary assessment can be done through vocabulary tests, word games, or through the use of challenging texts. The results of these assessments can provide insight into areas that need further development, as well as help teachers design appropriate learning activities to improve students' vocabularies.

3) Portfolio Assessments

Portfolios as an evaluation tool allow students to collect examples of their work throughout the learning period. In the context of reading skills, portfolios can include text analysis, summaries, and personal reflections on the reading experience. According to Abednia et al. stated that the use of portfolios provides deep insight into the development of students' reading skills, as well as helping them see their own progress.⁴⁹ Portfolios also allow teachers to evaluate students' progress holistically, rather than just based on a single test result, thus providing a more complete picture of students' abilities and progress.

4) Classroom Observations

Direct observation during reading activities provides valuable information about students' engagement and the

⁴⁸ Zhang, Y., & Wu, Y., The Role of Vocabulary in Reading Comprehension: A Meta-Analysis, *Reading Psychology*, 2020, 42(2), 135-163.

⁴⁹ Abednia, A., & Amini, M., The Effectiveness of Portfolio Assessment on EFL Learners' Reading Skills, *International Journal of Instruction*, 2020, 13(2), 139-154.

strategies they use while reading. Research by Kim and Hwang showed that observation can help teachers understand classroom dynamics and identify effective strategies in reading instruction.⁵⁰ By observing students' interactions with the text and each other, teachers can assess how students apply their reading skills and provide additional support needed to support reading comprehension.

5) Student Reflections

Inviting students to reflect on their reading experience is an invaluable method of evaluation. Reflection allows students to assess their own learning process, identify what they learned, and acknowledge the challenges they faced. According to Moje stated that the reflection supports deeper learning and student engagement, as it encourages them to think critically about what they have read and how they interacted with the text.⁵¹ Through reflection activities, students can evolve better self-awareness regarding their reading skills and plan the necessary improvement steps.

6) Formative Assessment

Formative assessment is an evaluation process carried out continuously during the learning process to provide

⁵⁰ Kim, J. H., & Hwang, J., Observational Study on Reading Strategies in Classroom Settings, *Reading Improvement*, 2019, 56(2), 66-77.

⁵¹ Moje, E. B., Preparing the Next Generation of Literacy Teachers: The Role of Teacher Education in Reading Instruction, *Journal of Teacher Education*, 2019, 70(5), 463-475.

feedback to students and teachers, with the aim of improving the quality of learning. Black and Wiliam explain that formative assessment aims to identify students' learning needs so that teachers can adjust teaching methods to meet these needs.⁵² This process helps create a learning environment that supports students' active engagement and leads them to achieve learning objectives.

e. Concept of Text Genre

Siahaan and Shinoda said that a text is meaningful linguistic unit in a contexts, it is both a spoken text and written text.⁵³ It means that a text is meaningful linguistic refers to any meaningful spoken or written. Learning English is learning to communicate in the culture of the English text if they want to communicate successfully in English. According to Garot, there several text type in English:

- 1) Spoof
- 2) Recount
- 3) Report
- 4) Analytical Exposition
- 5) News item
- 6) Anecdote

⁵² Paul Black dan Dylan Wiliam, "Developing the Theory of Formative Assessment," *Educational Assessment, Evaluation and Accountability*, Vol. 21, No. 1, 2009, page. 5–31

⁵³ Sanggam Siahaan and Kisno Shinoda, *Generic Text Structure* (Yogyakarta: Graha ilmu,2008), p.1

- 7) Narrative
- 8) Procedure
- 9) Description
- 10) Hortatory exposition
- 11) Explanation
- 12) Discussion
- 13) Reviews⁵⁴

To focus on, in this current research, the used genre of text covered the recount text. Briefly stated, recount text is described as follow:

1) Concept of Recount Text

There are many kinds of texts in English. The text has difference in definition, social function, language feature, generic structure. In this research will be focused on recount text.

a) Definition of Recount Text

Recount text is a text which retells the action happened in the past. Cahyono said that recount text is retelling past experience in the series of event in detail.⁵⁵ It means that recount text is retells the event that have occurred in the past. Furthermore Anderson said that

⁵⁴ Linda Gerot, et.al, Making Sense of Functional Grammar (Cammeray: Antipodean Educational Enterprises, 1995), p.192-205

⁵⁵ Bambang Yudi Cahyono, Teaching English by Using various text type, (Malang: State university of Malang Press, 2011), p.14

recount text is a text that retells past events, usually in the order in which they occurred. Its purpose is to provide the audience a description of what occurred and when it occurred.⁵⁶ Its means that recount text is retelling the experience in the past and give information to the reader about the past events.

From the explanation above, it can be concluded that recount text is a text that retell past events, to give information to the readers about the past events.

b) Social Function of Recount Text

Social function also can be called as purpose. The social function of the recount text is to retell events for the purpose of informing or entertaining.

c) Generic Structure of Recount Text

Recount text consist of orientation which the participant, place, and time, events which describe some events that happened in the past, and reorientation which describe state personal comment of the writer. According to Gerot and Wignell, the structure of recount text consist orientation, events, and re-orientation are:

Orientation : Provide the setting and introduce participants

⁵⁶ MRK Anderson and Kathy Anderson, The Types in English 3, (South Yarra: Macmillan Education Australia PTY LYD, 1998), p.24

Events : Tell what happened in what sequence

Re-orientation : Optional-closure of event.19

Based on those explanations, the recount text has special language feature those are: explains the events what happened and what sequence the events are happened.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER III

RESEARCH METHOD

The research design and approach, research location, research subject, data collection method, data analysis, data validity, and research procedure make up the research methodology of the current study, which is covered in this chapter.

A. Research Design and Approach

The qualitative method was used in this research. Qualitative is research used to research in the natural condition of the object, (as opposed to experiment) where research is a key instrument, technique data collection was carried out by triangulation (combination), analysis the data is inductive, and the results of qualitative research are more emphasized meaning rather than generalization.⁵⁷ This approach was selected as a research strategy that generates descriptive data in the form of spoken or written words from individuals and observable behavior because the researcher provided a verbal explanation of the investigation's subject.

However, this method's kind employed case study. Case study refers to a researcher deeply investigates several elements, such as; a program, a process, an event, an activity, and one or more personalities.⁵⁸ The case study design is particularly suited for this research as it allows for an intensive, holistic examination of a single bounded system—the classroom environment—facilitating the collection of multiple perspectives and the

⁵⁷ Sugiyono, *Metode Penelitian Pendidikan (pendekatan kuantitatif, kualitatif dan R&D)*, Bandung: Alfabeta, 2010, 24

⁵⁸ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Sage Publication, Inc, 2009), 30.

identification of patterns and themes related to the TPS strategy's effectiveness and challenges. This methodological choice is supported by the work of Yin, who emphasizes the value of case studies in exploring complex phenomena within their real-life context.⁵⁹

The case study in this study focuses on a specific instance that happened at the research location and involved the use of the Think, Pair, and Share (TPS) strategy to teach reading. Rather than using numerical data to convey meaning, the case study uses descriptive, spoken, or written words from specific informants. In addition, it generates factual, precise, and methodical depictions of reality and demographic traits.⁶⁰

Therefore, the researcher employed case study approach to find the implementation of TPS (Think, Pair, And Share) strategy and also it becomes the suitable design to explain in detail how is the implementation of Think, Pair, and Share (TPS) strategy in teaching reading comprehension at the eleventh grade of SMK As-Syafa'ah Jember.

B. Research Location

The research site designates the area where the researcher conducts the research. Additionally, since the research focuses on a particular area, defining the research location becomes crucial to the success of data collection. Additionally, the research site dictates the data that may be collected and meet the standards for the data needed for this study. In addition, the research location is also influenced by the uniqueness or gap found in the activities or

⁵⁹ Yin, R. K., *Case Study Research and Applications: Design and Methods*. Sage Publications, 2018, 68.

⁶⁰ Sumandi Suryabrata, *Metodologi Penelitian*, (Jakarta:Raja Grafindo Persada), 2008. 43.

program carried out at the target location where, there are still a bit of researchers take place in Vocational High School to be the target of the research. Therefore, the researcher chose the site in order to determine the research's outcome.

In this research, the researcher chooses SMK Asy-Syafa'ah Jember as the research location. The position of SMK Asy-Syafa'ah is located on Basuki Rahmad Street, No.5, Kebonsari, Sumbersari, Jember, East Java.

Several reasons why the researcher chooses this location are:

1. Proximity and Accessibility

SMK Asy-Syafa'ah was chosen as the research location due to the fact that the geographical proximity to the researcher. Also, the accessibility which is easy to be conducted of research becomes another reason why the researcher take the place to be researched.

2. Specific Focus on English Education

SMK Asy-Syafa'ah has an English Day Program which the students are obligated to get more understanding subject exactly in English. It's also supported that the English Day program takes place twice in a week which will make the students more focus in English subject.

3. A Few Doing Research in Vocational School

As it is well-known that the research done by many researchers mostly take place on senior high school or junior high school. It make the

researcher have an idea to take Vocational School to be the place where the research done.

C. Research Subject

The multiple subjects that will provide relevant data for the topic under discussion in this study are the research subject. In such a scenario, the study subjects have to be pertinent and suitable to serve as the source of data that will be acquired. Therefore, the subject will be chosen are the students of eleventh grade of SMK Asy-Syafa'ah which had done the English Day Program and have already studied English for 2 years that also indicates the students who are expert in English exactly in reading.

In this case, the researcher uses purposive sampling as the technique for selecting informan. Purposive sampling is a method for selecting data sources based on predetermined criteria, such as the belief that the subject is most knowledgeable about our expectations. One of the most popular sampling techniques, purposeful sampling assigns participants to groups based on predetermined standards pertinent to a certain research question. It also aims to evolve a detailed understanding which might involve beneficial information, and assist people to learn about the phenomenon.⁶¹ Based on the criterion of purposive sampling the researcher decided number of informan of this research which chosen with specific goals and considerations, as follows:

⁶¹ John. W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), 206.

1. English Teacher of SMK Asy-Syafa'ah Jember

Mrs. Resti Dwi Anggraeni, S. Pd., the English teacher at the eleventh grade, was chosen as the subject of this present research in addition to being observed and interviewed. It aims to gather relevant information about the goal, the content, the procedures, and the evaluation of teaching English reading using the Think, Pair, and Share (TPS) approach.

2. The Students of SMK Asy-Syafa'ah

Five students, three of whom were male and two of whom were female, participated in the observation portion of the second subject, which was conducted from SMK Asy-Syafa'ah, an eleventh-grade school. In addition, the researcher chose five students—Kholifa, Sintia, Sofyan, Raja, and Saiful—to participate in the focus group interview. These five children were chosen as research participants for a variety of reasons, including the recommendation of their English teacher. Second, there is a student who is capable, bright, and active with prior English experience. Third, even with no prior English experience, but could learn the language. Fourth, despite having no prior English experience, one of the students had a strong work ethic.

Therefore, the researcher assumed from the description that both the teacher and those students had understanding of the Think, Pair, and Share (TPS) strategy for teaching reading comprehension skills.

D. Data Collection Technique

Previous research has shown that the use of TPS (Think, Pair, and Share) strategies in the context of teaching reading has the potential to improve student comprehension. A study by Johnson and Johnson highlights the effectiveness of TPS strategies in promoting student understanding through collaboration and discussion.⁶² They found that students who engaged in individual thought processes (Think), discussed with peers (Pair), and shared their understanding with the group (Share) experienced significant improvements in their understanding of the texts they read.

In descriptive qualitative-based research regarding the implementation of the TPS strategy in teaching reading comprehension in the eleventh grade at SMK As-Syafa'ah Jember, the data collection method used must be able to provide in-depth insight into how the strategy is implemented and its impact on students' reading comprehension. There were three techniques to collect the data of this study consist of classroom observation, interview and document review:

1. Observation

Observation refers to an application to collect overt, direct evidence by observing subject or individual, and place at the research venue.⁶³

⁶² Johnson, D. W., & Johnson, R. T., *Learning together and alone: Cooperative, competitive, and individualistic learning*, 1999, 5, 26.

⁶³ John. W. Creswell, *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), 207.

A non-participant observer who focused on a monitor and took notes during observation activities without getting involved in the participant's activities was chosen by the researcher for this study. While part of the observation activities, the researcher watched while the instructor greeted the class, said a prayer, checked the attendance.

Additionally, the researcher noticed the objective condition of SMK Asy-Syafa'ah Jember, which was deemed a significant aspect to observe. Second, the researcher saw how a teacher utilized the TPS (Think, Pair, and Share) technique to describe the materials and the materials used to teach reading comprehension. Third, the researcher watched while teachers used the TPS (Think, Pair, and Share) technique to promote reading comprehension. Finally, the researcher observed how teachers use the TPS (Think, Pair, and Share) technique to assess students and the reading comprehension teaching and learning process.

Conduct direct observations of the learning process in classes that apply the TPS strategy. This observation will allow researchers to see directly how teachers apply these strategies, interactions between teachers and students, and students' responses to these strategies.

Classroom observation is a very important technique in this research, because it provides researchers with the opportunity to directly witness and understand the dynamics that occur in the learning process using the TPS strategy. Through this observation, researchers can observe how teachers implement the method of the TPS strategy, starting from the

individual thinking stage (Think), forming pairs or groups (Pair), to sharing understanding (Share) between students.

Apart from that, observation also allows researchers to pay attention to interactions between teachers and students, including the style of delivering material, the use of other learning methods that may occur besides the TPS strategy, as well as students' responses to learning. By conducting direct observations, researchers can identify potential successes and obstacles that may be faced in implementing the TPS strategy, as well as see how the strategy is integrated into the broader learning context in the eleventh grade at SMK As-Syafa'ah Jember.

Observations also allow researchers to systematically record various important aspects of learning, such as the level of student involvement, the teacher's ability to facilitate discussions, and interactions between students in groups. Thus, the data obtained from classroom observations will become a strong basis for conducting in-depth analysis of the effectiveness and challenges in implementing TPS strategies in reading learning at the upper secondary level.

Through careful and focused classroom observations, researchers were able to gain in-depth insight into how the TPS strategy was implemented in the real context of reading learning in the eleventh grade at SMK As-Syaafaah Jember, as well as its impact on student understanding and engagement.

2. Interview

Conduct focused interviews with a number of students who are research subjects. Some concepts of interview are as follows: One-on-One interviews, Focus group interviews, Telephone interviews, and E-mail interviews.⁶⁴ This interview applies one on one interview with aims became an appropriate and ideal to interview the subjects who were confident in their ability to speak, eloquent, and able to openly communicate opinions.

In addition, the researcher used a semi-structured interview technique, which meant that questions were systematically presented to the research subjects without compromising their comfort levels. To collect data in a semi-structured interview, questions were formulated within a pre-arranged thematic framework. However, neither the questions' order nor their phrasing was unregulated.

Further, the researcher conducted the one-on-one interview with the English teacher and focus group interview for five students; first, the researcher invited the subject to have a comfortable conversation by giving a friendly smile, salam, greeting, and asking conditions. Second, the researcher delivered the questions clearly; third, the subject answered the questions satisfactorily. Fourth, the researcher recorded and took notes. Then, all these steps above were carried out sequentially until the

⁶⁴ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Sage Publication, Inc, 2009), 217-219.

researcher closed the interview session by giving salam, thanking, and shaking hands.

Apart from that, interviews with students will also provide an opportunity for them to provide input and suggestions on how to support the implementation of TPS strategies in learning to read. By hearing directly from students' perspectives, researchers can gain a deeper understanding of the factors that influence the effectiveness of TPS strategies, as well as evaluate the extent to which the strategies match students' needs and preferences.

Interviews with students can also be a good forum for identifying potential obstacles or challenges faced by students in using TPS strategies, as well as strategies that can be used to overcome these obstacles. Information obtained from interviews with students will provide valuable insight for the development of learning that is more effective and relevant to the needs of students in the eleventh grade of SMK As-Syaafaah Jember.

By paying attention to students' views and direct experiences, researchers can gain a more holistic understanding of the effectiveness of TPS strategies in learning to read, as well as identify areas that need to be improved or developed in their implementation. This will help researchers in preparing recommendations that are more relevant and can be implemented in actual learning contexts.

3. Document Review

Document review includes to some private and public notes that this research gain about a study venue and participant. Those are; a newspaper, meeting minutes, an individual journal, letters, and so forth. These resources offer insightful data that aids researchers in comprehending central phenomena in qualitative research.⁶⁵

Collect and analyze documents related to the implementation of the TPS strategy in the school, such as lesson plans, learning materials, teacher notes, and student evaluation results. Analysis of these documents can provide additional context on how these strategies are implemented in school curriculum.

In this current research collected the document review as follows;

- a. Profile of SMK Asy-Syafa'ah Jember,
- b. Teacher and staff data of SMK Asy-Syafa'ah Jember,
- c. The students' data at the eleventh grade of SMK Asy-Syafa'ah Jember,
- d. Learning goal (TP) and learning goal flow (ATP) at the eleventh grade of SMK Asy-Syafa'ah,
- e. Teaching module including, first, general information of module involved; identity, educational unit's name, class/semester, topic, pre-requisite skills, time allocation, learning achievement, teaching method, infrastructure facilities, learning profile of pamcasila and profile of rahmatan lil'alam students. Second, the core component of module

⁶⁵ John W. Creswell, *Research Design Qualitative, Quantitative, and Mixed Method Approaches*, (Sage Publication, Inc, 2009), 223.

involved learning goal, meaningful comprehension, sparking questions, learning activity and assesment. Third, student's worksheet (LKPD). Fourth, reading materials for teachers and students. Fifth, glossaries and sixth, referencee.

Besides, document analysis can also help researchers identify obstacles or challenges that may be faced in implementing the TPS strategy. For example, researchers can look for indications about the support provided by schools or other support staff to teachers in implementing the strategy, as well as other factors that may influence the effectiveness of implementing TPS strategies.

By paying detailed attention to various documents related to the implementation of the TPS strategy, researchers can gain a more comprehensive understanding of the context, process and results of using the TPS strategy in learning to read in the eleventh grade of SMK As-Syafa'ah Jember. Analysis of this document will provide a strong foundation to complement data obtained from other data collection techniques, as well as assist researchers in formulating relevant conclusions and recommendations for the development of more effective learning in the future.

E. Data Analysis Technique

Data analysis is a stage in the research process with objectives investigate, transform, reveal patterns of social phenomena so that research reports can provide information, conclusions, and provide recommendations

for policy making. . Analysis of student data was analyzed using qualitative concept analysis according Miles, Huberman, and Saldana. Those steps are:⁶⁶

1. Data Condensation

The process of choosing, concentrating, simplifying, abstracting, and/or modifying the data that appears in written field notes, transcripts of interviews, documents, and other empirical material is referred to as data condensation.

Researchers collect data from as many sources as possible to be processed discussion in research. Also, data obtained from research field and the study is explained as it is, can be omitted or not included in the discussion of results research, because less valid data will reduce it scientific research results.

2. Data Display

Data obtained from the scene the research is explained scientifically by the researcher and is not closed the drawback. The research results will be presented and illustrated as is.

3. Drawing and Verification Conclusion

The first conclusion obtained is still temporary and will be change if no strong evidence is found and support the next stage of data collection. But if the conclusions found at the initial stage are supported by valid and consistent evidence when the researcher returns to the field data collection then the conclusions put forward are correct data.

⁶⁶ Matthew B. Miles, A. Michael Huberman and Johnny Saldaña, *Qualitative Data Analysis: a methods sourcebook*, third edition (London: Sage Publications, 2014), 12-13

F. Data Validity

In fact, the validity becomes a major deliberation to evolve and evaluate the instrument of measuring. The extent to which an instrument measures what it is intended to measure.⁶⁷ To set the data validity of qualitative research data, the researcher should pay attention on ‘the triangulation’. In addition, source triangulation and technique triangulation are the two types of triangulations utilized by the researcher to determine the reliability of qualitative data. By comparing the data that had been collected from various sources exist.

1. Sources Triangulation

The source triangulation method is to determine the reliability of the data. This was generated using data from the results of one-on-one interviews with all students who had been selected through purposive sampling techniques. So, the first and second sources are compared by researchers to obtain valid data.

In short, from source triangulation, researchers determine valid data by cross-checking the same information from different sources and comparing the two sources to find out whether the data obtained produces the same conclusion or not.

⁶⁷ Donald Ary et al., Introduction to Research in Education: eighth edition (Canada: Nelson education,Ltd),2010,225.

<https://www.modares.ac.ir/uploads/EnAgr.Doc.AgriculturalExtension.7.pdf>

2. Technique Triangulation

In essence, after the researcher compared and or cross-checked the source triangulation then the next step was the researcher utilize the triangulation technique to verify valid data by cross-checking the same information from different techniques and comparing those results to discover if the data provided the same conclusion.

G. Research Procedure

The research procedure refers to the researcher's research implementation strategy, which includes preliminary research, design development, actual research, and report writing. Regarding the research technique described above, this research comprises three steps that the researcher must complete on the research procedure form, as follows:

1. Pre-field Stage

Pre-field stage was implemented before doing the research.

a. Developing the research design

The plan was created by the researcher after considering the following factors: the title of the research, the justification for the research, the research's focus, its objective, its advantages, its subject and its methodology.

b. Selecting research field

The researcher selects field of the research at SMK Asy-Syafa'ah Jember.

c. Permit Processing

Before researchers conduct research, researchers should ask permission from the school, visit the research location to obtain authorization, and then begin the research phase process.

d. Assessing the state of the field

Following authorization, the research began to support comprehension of the context of the research object, and to facilitate data collection.

e. Make a research instrument

Following the completion of the preceding phases, the final step was to prepare the instrument required for conducting the research.

2. Field Work Stage

The research data was collected at this stage. Three methods were used by the researcher to gather the data for the study: observation, interviews, and document review.

3. Data Analysis Stage

Following the collection of data by observation, interviews, and document review, Miles, Huberman, and Saldana's model was used to analyze the data. Triangulation data and triangulation technique were then used to further confirm the data. Subsequently, it was explained in report form and discussed with the adviser. following all, this research was

examined and corrected one last time following the exam, when the research paper was fully completed.



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KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER IV

FINDINGS AND DISCUSSION

A. Research Finding

1. The Research Object Description⁶⁸

The subject of this study was conducted in SMK Asy-Syafa'ah which located in Basuki Rahmad Street, No.5, Kebonsari, Summersari, Jember, East Java. For more detail information were clarified on its school profile, as follow:

2. Profile of SMK Asy-Syafa'ah

- a. Name : SMK ASY-SYAFA'AH
- b. NPSN : 69758389
- c. Established : 2010
- d. Address : Basuki Rahmat 5 Street
- e. Zip Code : 68123
- f. Village : Kebonsari
- g. District : Kaliwates
- h. Regency-City : Jember
- i. Province : East Java
- j. School Status : Vocational
- k. The Principal's Name : Rusdi, M. Pd
- l. Educational Level : SMK
- m. Accreditation : B

⁶⁸ Document Review, "School Profile", 30 April 2024

3. Goal. Vision and Mission

a. Goal of School

- 1) The general objective of the Education Unit is to increase the excellence of the potential and achievements of students in order to become human beings who are faithful and devoted to God Almighty, have noble character, are healthy, knowledgeable, capable, creative, independent, entrepreneurial and become democratic and responsible citizens in order to realize the Pancasila Student Profile (P3).
- 2) Excellent customer service.
- 3) Conduct online business that is available on every application in the network.
- 4) Appropriate product categorization and arrangement.
- 5) Graduates must be able to compete in the labor market and be able to be independent.
- 6) In knowledge and skills in entrepreneurship.

b. Vision

“ SMK that excels in achievement based on faith and taqwa and produces graduates who are commendable, independent, skilled, professional and able to compete at the national and global levels to realize the Pancasila Student Profile (P3).”

c. Mission

- 1) Developing knowledge and skills for the advancement of students in the development of the nation and state.
- 2) Foster a competitive attitude to all school members.
- 3) Carry out learning activities optimally to achieve competence while still considering the potential possessed by students.
- 4) Organizing education that leads to the formation of a character that has a religious spirit, commendable character and love for the unitary state of the Republic of Indonesia.
- 5) Develop and apply school relations with the business world / industrial world and other institutions that have concerns in the implementation of vocational education.
- 6) Develop production and service units, and have a variety of skills in order to realize entrepreneurship /independence and fundraising.

4. Data Teacher and Staff

Table 4.1
Data Teacher and Staff SMK Asy-Syafa'ah Jember

NO.	NAME	Position
1.	Rusdi, M. Pd	Head Master
2.	Resti Dwi Anggraeni, S. Pd	Vice Principal For Curriculum
3.	Adi Nurcahyono, S. Sos	Vice Principal For Student Affairs
4.	Drs. Arsun Erhamni	Vice Principal For Facilities And Infrastructure
5.	Erna Puspita Dwi Pratomo, S. Pd	Vice Principal For Public Relations
6.	Maslichatul Fadilah, S. Pd	Treasurer
7.	Sri Wahyuni, S. Pd	Head of Library

8.	Homsyatul Lely, A. Md	Head of Computer Laboratory
9.	Abdul Muni	Operator
10.	Siti Amalia, S. Pd	Homeroom Teacher
11.	Erna Puspita Dwi P., S. Pd	Homeroom Teacher
12.	Siti Juhayriah	Administration

5. Data of The Students in Eleventh Grade

In the next section, the researcher recorded the number of students, specifically those in the eleventh grade, at SMK Asy-Syafa'ah during the Jember 2022–2023 academic year. In the meantime, there were 5 female students and 10 male students.

Table 4.2
Data of The Students in Eleventh Grade at SMK Asy-Syafa'ah Jember

NO.	NAME	F/M
1.	Bunga Dian Riski	F
2.	Danu Akmal Hardiyanto	M
3.	Dewi Djelau	F
4.	Fik Krik Yadi	M
5.	Kholifatul Maghfiroh	F
6.	Mochammad Radja Imam Muslim	M
7.	Muhammad Imdarur Rohman	M
8.	Mohammad Bagus Abdillah	M
9.	Muhammad Sofyan	M
10.	Nabila Lailatul Aisah	F
11.	Rasya Destian Sohibul Wafa	M
12.	Saiful Bahri	M
13.	Samsul	M
14.	Sintia Ramadhani	F
15.	Tri Maulana Ikhsan	M

B. Data Presentation and Analysis

In general, the procedures and approaches outlined in Chapter 3 were used to create the data descriptions and conclusions, which were then included

into the data presentation and analysis. The data descriptions in this study were grouped based on the subject that was pertinent to the research questions.

Each and every study must have data since it serves as evidence that the author carried out the investigation, observed, felt, and closely investigated the circumstances around the research object, interacted with multiple informants to obtain information, and acquired a range of supporting documentation. Additionally, this was relevant to the methods of data collecting that the researchers identified through document examination, observation, and interview.

Following data collection, An analysis was carried out in which the results of observations and a range of materials examined for the study were used to support the conclusions drawn from the interviews with various informants. This allowed for the description of related data, including the goals, steps, and evaluation of the implementation of the TPS (Think, Pair, and Share) strategy in teaching reading comprehension to the eleventh grade of SMK Asy-Syafa'ah during the academic year 2022–2023. As follows:

1. The goal of implementation of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember.

To obtain a comprehensive and reliable data presentation, the researcher performed observations, interviews, and document reviews. Additionally, with each research emphasis, the researcher explained, clarified, and interpreted. Indeed, the teacher had evolved a module prior

to teaching in the classroom, with a specific focus on teaching reading comprehension through TPS (Think, Pair, and Share) strategy. In the meantime, Ma'am Resti, the English teacher of SMK Asy-Syafa'ah Jember, said in her statement interview:

“The main purpose of using the Think, Pair, and Share strategy in teaching reading comprehension is to foster greater comprehension of the text. By first thinking individually, students are capable of creating their own interpretations. Pairing up encourages dialogue, where they can clarify and refine their thoughts. Finally, sharing with the whole class helps them articulate their understanding and learn from diverse perspectives.”⁶⁹

According to the researcher's conclusion in the previous statement, the goals of using the TPS (Think, Pair, and Share) technique to teach reading comprehension were; first, thinking individually, Students are capable of creating their own interpretations. Second, Pairing up encourages dialogue, where they can clarify and refine their thoughts. Finally, sharing with the whole class helps them articulate their understanding and learn from diverse perspectives.

The group interview conducted with students from SMK Asy-Syafa'ah Jember, Kholifa, Sintia, Raja, Sofyan, and Saiful, further corroborated the teacher's remark above. They stated:

“My opinion, this learning want make us can speak English in the class. Because miss Resti always makes interaction with us in the class so we have much time to speak in English.”⁷⁰

“In my opinion, this learning aims the students to think in critical before students share what the have read to the other.”⁷¹

⁶⁹ Resti Dwi Anggraeni, S. Pd, interviewed by Zaenal Abidin, Jember, 23rd May 2024

⁷⁰ Kholifatul Maghfiroh, interviewed by Zaenal Abidin, Jember, 7th May 2024

⁷¹ Sintia Ramadhani, interviewed by Zaenal Abidin, Jember, 7th May 2024

“I agree with Sintia sir. While the students are able to speak English, students are also obligated to think in deeper about text being given.”⁷²

“I think in this learning, the students are able to speak English because we are obligated to speak English in sharing.”⁷³

“If in my opinion, this learning is so fun because it used cooperative learning and I enjoy this learning.”⁷⁴

According to the researcher's observations in the classroom, the instructor greeted the students, led them in prayer, and reviewed the attendance list before explaining the subject and the goal of the lesson in light of the information covered.⁷⁵

Additionally, the lesson plan's purpose of teaching reading comprehension using the TPS (Think, Pair, and Share) strategy was demonstrated throughout the document evaluation. According to the teaching module's learning objectives, there were multiple objectives, including the following; First, thinking individually, students can formulate their own interpretations. Second, Pairing up encourages dialogue, where they can clarify and refine their thoughts. Third, sharing with the whole class helps them articulate their understanding and learn from diverse perspectives.⁷⁶

In summary, based on the observation, interview, and document review, the goal of teaching reading comprehension through TPS (Think, Pair, and Share) strategy are; first, thinking individually, students can formulate their own interpretations. Second, Pairing up encourages

⁷² Mochammad Radja Imam Muslim, interviewed by Zaenal Abidin, Jember, 7th May 2024

⁷³ Muhammad Sofyan, interviewed by Zaenal Abidin, Jember, 7th May 2024

⁷⁴ Saiful Bahri, interviewed by Zaenal Abidin, Jember, 7th May 2024

⁷⁵ Observation in SMK Asy-Syafa'ah Jember (Eleventh Class), 7th May 2024

⁷⁶ Document Review, “Teaching Module”, 23rd May 2024

dialogue, where they can clarify and refine their thoughts. Finally, sharing with the whole class helps them articulate their understanding and learn from diverse perspectives.

2. The steps of implementation of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember.

This section describes the method of teaching reading comprehension using the Think, Pair, and Share (TPS) strategy in class XI of SMK Asy-Syafa'ah Jember. The TPS strategy was implemented as an effort to support students' comprehension skills in reading recount texts, particularly by encouraging active interaction and critical thinking. The following data presentation will outline the procedures for putting this tactic into practice during the teaching and learning process, including the Think, Pair, and Share phases, and how each of these phases contributes to students' reading comprehension.

Following an interview with Ma'am Resti, the English teacher of SMK Asy-Syafa'ah Jember, regarding the TPS (Think, Pair, and Share) strategy of teaching reading comprehension, she stated:

“The implementation of the Think, Pair, and Share (TPS) strategy in teaching reading comprehension in my eleventh-grade class at SMK Asy-Syafa'ah Jember has been a structured and interactive process aimed at improving students' understanding of recount texts. But, after greeting and pray, I tell the students about the topic and begin to explain the material. After that, I have my own step in applying this (TPS) strategy. Here's how I implement it step-by-step:

Think: First, I give each student time to read a recount text that I prepared. During this time, they focus on understanding the main ideas and key details quietly. This helps them form their own initial thoughts without outside influence.

Pair: Next, students pair up with a classmate to discuss what they understood from the text. They talk about the main points, clarify any confusing parts, and share their interpretations. This phase allows them to learn from each other and feel more confident.

Share: Finally, each pair shares their insights with the entire class. I guide the discussion, helping them focus on important details and clearing up any misunderstandings.

Through this structured approach, students not only help their comprehension skills but also get more involved and active participants in their learning.

At the end of teaching learning, I also open the question to all students according to the topic given in order to ensure that the students follow my class by their focus.”⁷⁷

In fact, the statement above was reinforced by the group interview, those students, Raja, Sofyan, and Saiful as the students of SMK Asy-Syafa’ah Jember, they said that:

“At first Miss Resti always open the class with greeting and pray together, then told us about the topic and then explain the material. After explained the materials, Miss Resti gave us a question related to the materials. Then begin to focus on the class in it’s subject.”

⁷⁷ Resti Dwi Anggraeni, S. Pd, interviewed by Zaenal Abidin, Jember, 23rd May 2024

It was also added by other students from Kholifa as the students of SMK Asy-Syafa'ah, she said that:

“For the first miss Resti told us about the material we are going to discuss about, then we are ordered to read the recount text given by mis Resti. After that we are pairing with our classmate to discuss about what we have read. Then, each of us pair with the entire class and it's controlled by miss Resti”⁷⁸

The results of the interview with the English teacher and the eleventh-grade students revealed that the opening, core, and closing steps of teaching reading comprehension through the TPS strategy were as follows: greetings, prayer, checking attendance, warm-up/ice-breaking if necessary, learning objectives, and then the material explanation, think steps, pair steps (by working in pairs), share steps (by sharing the report result to the class), and evaluation.

These interviews were further supported by the researcher's observation of the classroom on 21st May 2024, where the researcher observed that the teacher greeted the class, began the lesson with a prayer, checked on the students' well-being, and then verified their attendance. The teacher then expressed gratitude by relating the present content to the student's prior knowledge and experiences. The teacher then asked the student about the material. The researcher then observed that the instructor had also explained the goals and advantages of learning. References were provided, including the learning technique, the material overview, the offered learning competencies, and divided students into multiple groups.

⁷⁸ Kholifatul Maghfiroh, interviewed by Zaenal Abidin, Jember, 7th May 2024

It was backed up by a module on learning activities that included the steps for teaching reading comprehension using the TPS strategy: a) the teacher instructed the students to read the recount text to gain comprehension on their own, b) they then discussed it sensibly with their tablemates, and c) finally, the students and their pairs confidently came forward to the class to present their report results.⁷⁹

In summary, the following were the steps taken to teach reading comprehension to eleventh grade students at SMK Asy-Syafa'ah Jember using the TPS strategy, based on observation, interview, and document review: a) The teacher instructed the students to read and attempt to understand the text on their own. b) To debate it, the students are instructed to work in pairs with their table partner. c) Every duo approached the class to share the findings of their report.

3. The evaluation of implementation of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember.

In reference to the interview conducted by Ma'am Resti, the English teacher at SMK Asy-Syafa'ah Jember, regarding the assessment of reading comprehension instruction using the TPS (Think, Pair, and Share) technique, she said:

“In the evaluation section, I actually evaluated the students during the course of activities. I used formative assessment in evaluating the students. For the first one, I evaluate the students' participation would be evaluated during their time to discuss with the mate.

⁷⁹ Document Review, “Teaching Module”, 23rd May 2024

Then, I evaluate the students' performance could be evaluated when the students perform in front of the class from the result after discussion. In addition, I also give a feedback, comment, and also suggestion to the students where there are some mistakes in their presentation in order the students can also know which is the right. Also, I evaluate the students' comprehension could be evaluated from the task that I give to them to make sure that all the students have a good comprehension in reading a text. In the end of the class, I also ask the student about how is their comprehension about the subject I've shared in order there are no students that do not understand about the topic given.”⁸⁰

Additionally, group interviews with Kholifa and Sintia, who are SMK Asy-Syafa'ah students, provided support for it. They stated :

“As long as this process of instruction continues, particularly with regard to the reading comprehension class, after Ma'am Resti She provided us instructions on how to read and understand the assigned text, which we were to do in pairs and present to the class. She then assessed our performance by providing comments, suggestions, and corrections on how well we had presented the text. assessed the students' understanding by assigning them a paper to complete and turn in.”⁸¹

It was also added by Sofyan as the students of SMK Asy-Syafa'ah in the group interview, he said that:

“She always poses questions to us before class ends, asking us to respond to questions regarding the social function, text structure, and linguistic elements of recount texts, as well as what we still don't understand about the subject. Then Miss Resti reminds us that in order to improve and test our understanding, we should always read texts that are simple to understand.”⁸²

The researcher concluded that the English teacher at SMK Asy-Syafa'ah Jember used the formative evaluation that was used during the course activities to observe and know the students' gaps during the

⁸⁰ Resti Dwi Anggraeni, S. Pd, interviewed by Zaenal Abidin, Jember, 23rd May 2024

⁸¹ Kholifatul Maghfiroh and Sintia Ramadhani, interviewed by Zaenal Abidin, Jember, 7th May 2024

⁸² Muhammad Sofyan, interviewed by Zaenal Abidin, Jember, 7th May 2024

teaching learning process, based on the teacher and students' interviews about the evaluation of teaching reading comprehension through the TPS (Think, Pair, and Share) strategy.

Additionally, those interviews were further enhanced by **21st May 2024** at teaching reading comprehension through TPS (Think, Pair, and Share) strategy at the classroom. The researcher discovered that Ma'am Resti, the English teacher, had been observing the students' performance from the beginning of the lesson until the end in order to determine whether the teaching materials, steps, technique, and evaluation had helped the students reach the learning objective.

Additionally, Ma'am Resti gave the students an assignment to practice and assess their knowledge of the TPS strategy by having them discuss it with a partner before presenting it verbally. The instructor then offered feedback and recommendations based on the student's comprehension errors. The student was then given a multi-choice exercise to complete as part of the next test to gauge their knowledge of the recount material.⁸³

Moreover, on the document review that was also proven about the evaluation of teaching reading comprehension through TPS (Think, Pair, and Share) strategy. Regarding to the lesson plan, the evaluation of teaching speaking skills through TPS strategy at eleventh grade students that was approved in lesson plan namely Assessment. The evaluation

⁸³ Observation in SMK Asy-Syafa'ah Jember (eleventh grade), 21st May 2024

conducted was formative assessment.⁸⁴ The practical evaluation was conducted when the students are thinking, pairing, and sharing in the teaching learning. Furthermore, written test where it refers to fill in the blank text and choose the right answer in multiple choice. Furthermore, in addition, in learning activities in closure stage where it stated teacher gave the questions to the students to help them do reflection toward the teaching-learning process.

In summary, the researcher concluded that the instructor used the formative evaluation to teach reading comprehension using the TPS (Think, Pair, and Share) technique based on the information obtained from the interviews, observations, and document review explanation above. In addition, the purpose of this assessment was to gauge student performance and identify issues in the classroom. As a result, the instructor was able to figure out how to improve the teaching and learning process. There some techniques in formative assesment to evaluate or assess the students, those were valued from; first, students' performance, second, students' discussion, and last, students' comprehension. From those explanation the formative evaluation has achieved the teaching purposes.

⁸⁴ Document Review, "Teaching Module", 23rd May 2024

Table 4.3
Data Presentation and Analysis

NO	Research Focus	Findings
1	2	3
1.	How is the goal of implementation of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember?	The goal of implementation of teaching reading comprehension through TPS (Think, Pair, and Share) strategy at the Eleventh Grade of SMK Asy-Syafa'ah Jember were: 1) The students were able to think individually and students can formulate their own interpretations. 2) The students were able to pair up encourages dialogue, where they can clarify and refine their thoughts. 3) The students were able to share with the whole class to helps them articulate their understanding and learn from diverse perspectives.
2.	How are the steps of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember?	The steps of teaching reading comprehension ththrough TPS (Think, Pair, and Share) strategy at the Eleventh Grade of SMK Asy-Syafa'ah were: 1) The teacher gave a command the students to read and try to comprehend the text by their own comprehension. 2) The students are asked to do pair-work with their table-mate to discuss it. 3) Each pair came forward to the class to present their report result to the class.
3.	How is the evaluation of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember?	The evaluation of teaching reading comprehension ththrough TPS (Think, Pair, and Share) strategy at the Eleventh Grade of SMK Asy-Syafa'ah, there were some techniques to evaluate or assess the students, those were valued from; 1) Formative Assessment; <ul style="list-style-type: none"> • Students' Participation Assessment • Students' Performance Assessment • Students' Comprehension Assessment

C. Discussion

In this section, the researcher discussed the findings of earlier studies that were gathered from the field through document review, observation, and interviews. The results of the study were then provided by the researcher for comparison with the theories discussed in the preceding chapter.

1. The Goal of Implementation of Teaching Reading Comprehension through Think, Pair, and Share Strategy at the Eleventh Grade of SMK Asy-Syafa'ah Jember

The goal that is able to be as known as purpose is strongly related with the definition of several things which are early set up to be the object or the end expected to be attained by the executor. In addition, regarding to the focus of the research, the goal refers to some objects which are aimed to be achieved in the application of Think, Pair, and Share strategy toward reading comprehension at the Eleventh Grade of SMK Asy-Syafa'ah.

Related with the research findings which have been analyzed and presented previously, the goal of implementation of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah cover: 1) the students were able to think individually and students can formulate their own interpretations, 2) the students were able to pair up encourages dialogue, where they can clarify and refine their thoughts, and 3) the students were able to share with the whole class to help them articulate their understanding and learning from diverse perspectives.

These research findings mentioned above are actually relevant with the statements and previous findings of several researches conducted before. Specifically, the first finding of this current research is relevant with the research finding discovered by Fuchs *et al.*, (2020) stating that small group discussion existing in Think, Pair, and Share strategy can help the students to clarify difficult concepts and deepen their understanding of the reading text.⁸⁵ Further, it is also supported by the research finding belongs to Rani and Ghosh in 2021 underlining that students who are involved actively in group discussions tend to have greater interest in the learning material, that also contributes to the supporting comprehension of the students.⁸⁶

Furthermore, the second finding of this current research is relevant with the previous finding of a research conducted by Otten *et al.*, in 2019 revealing that collaboration in discussions allows students to appreciate the views of others, while strengthening their ability to express ideas effectively.⁸⁷ In other words, it can be meant that the appreciation given by the students on other students' views actually shape their own understanding on the topic being discussed due to action of clarification and refinements that happens in the moment they listen to other students.

⁸⁵ Fuchs, L. S., Fuchs, D., & Stecker, P. M. the Effects of Think-Pair-Share on Students' Reading Comprehension. *Reading Psychology*, 41(4), 400-420, 2020.

⁸⁶ Rani, M., & Ghosh. A. Enhancing Student Engagement through Collaborative Learning: The Role of Think-Pair-Share. *International Journal of Educational Research*, 2023 page 107.

⁸⁷ Otten, S., Van der Meijen, A., & Verhoeven, L. Collaborative Learning in Reading Instruction: Effects of the Think-Pair-Share Strategy. *Education Study*, 45(3). 299-314, 2019.

Additionally, the third finding of the current research that touches the side of sharing and articulating their thoughts to whole students in the classroom is in line with the previous finding of Lestari *et al.*, in 2021 highlighting that the Think, Pair, and Share strategy can help the students reduce the anxiety that students often experience when speaking in public, so they are better prepared to participate in class discussion.⁸⁸ Specifically, with the steps sequences happening in Think, Pair, and Share strategy, the students are expectedly able to utter well what they have understood on the reading text they have read, supported with the activity that is done in the strategy of TPS itself.

In sum, the research findings of the current research obtained by the researcher on the goal or purpose of implementation of Think, Pair, and Share strategy are matched and relevant with the findings of previous related researches. Also, the goals or purposes of implementation of Think, Pair, and Share strategy existing in SMK Asy-Syafa'ah as gained by the researcher have been in line with the actual results of TPS strategy itself. Thus, the goals or purposes of Think, Pair, and Share strategy found at the eleventh grade of SMK Asy-Syafa'ah are acceptable.

⁸⁸ Lestari. S., Wicaksono, H., & Susanti. E. The Impact of Think-Pair-Share on Students Confidence and Public Speaking Skills. *Journal of Language Teaching and Research*, 12(5), 789-796, 2021.

2. The Steps of Teaching Reading Comprehension through Think, Pair, and Share Strategy at the Eleventh Grade of SMK Asy-Syafa'ah Jember

Step is able to defined as a systematic procedure, technique or mode employed in certain activity with the aim of attaining several objectives which have been early set up. In this current research, steps are connected with overall sequences existing Think, Pair, and Share strategy which is employed in reading comprehension course at the eleventh grade of SMK Asy-Syafa'ah Jember with the actual aim of achieving the determined goals or purposes.

In regard to the current research findings focusing on the steps which were employed on teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah involve the activities: 1) the teacher gave command to the students to read and try to comprehend the text based on their own comprehension toward the text; 2) the students were asked to do pair-work with their table-mater especially to discuss the topic they have previously read, equipped with their own comprehension, and 3) each pair group came forward to the class to present their report result of discussion to the whole students in the classroom.

The research findings of the current research previously mentioned are aligned with the steps or phases discovered by Arends in 1997, adapted by Tjokrodihardjo in 2003, and cited from Liunokas in 2019, revealing

that the teaching and learning steps in Think, Pair, and Share strategy for reading comprehension covered; 1) Think (thinking): the teachers asks a question or problem associated with the lesson, and asks students to take a few minutes to think for themselves about the answer of problem; 2) Pair (pairing): the teacher asks the students to pair up and discuss what they have gained. Interactions during the provided time can unify the answer if a proposed question brings together the ideas when a specific problem is identified; and 3) Share (sharing): the teacher asks each pair to share with the whole students in the classroom about what they have been discussing and talking about.⁸⁹

Hence, regarding to the relevance discussion described above, the step found by the researcher about the employed steps of Think, Pair, and Share strategy in teaching reading comprehension at the eleventh grade of SMK Asy-Syafa'ah have been similarly relevant with the principle of implementing Think, Pair, and Share strategy for reading comprehension discovered by the previous research. Thus, the steps of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah had been conducted properly based on the actual Think, Pair, and Share strategy should be.

⁸⁹ Liumokas, Y. The Use of Think, Pair, and Share (TPS) Strategy in Teaching Reading Skill., *IDEAS (Journal of Language Teaching and Learning Linguistics and Literature)*, 7(2), 2019, page 65.

3. The Evaluation of Teaching Reading Comprehension through Think, Pair, and Share Strategy at the Eleventh Grade of SMK Asy-Syafa'ah Jember

Evaluation is defined as the process of scoring, measuring, correcting, and repairing any elements of conducted activity. Evaluation is done with the aim of knowing how far the objectives are reached in a certain program. In this current research, evaluation refers to the process of what is scored from the students' progress in reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember.

Based on the research findings of the current research, the evaluation of reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah was undergone by through formative assessment . The formative assessment was conducted by the teacher in the side of: 1) Students' participation assessment in discussion. that refers to how active the student in participating on peer discussion in the group, 2) students' performance assesment, in the side of how well the students perform their report or result of discussion in front of the class; and 3) students' comprehension assessment, that refers to the level of comprehension gained by the students toward the given reading text to be comprehended.

Based on the presented research findings above, the findings of this current research have been relevant with previous research conducted by

previous researchers and or theory previously discovered. for the formative assessment in case of first assessing the students' participation in peer discussion, this current research finding was related with the statements of Slavin indicating that teachers' gradual evaluation or assessment on students participation during discussions by observing their engagement, contributions, and collaboration in group activities is the key to attain group goals and individual comprehension, it was also strengthened that by assessing how students interact, share ideas, and respond to peers, teachers can gauge both the students' involvement in the process and their understanding of the materials.⁹⁰ This cited previous research statement implied that the students' participation assessment conducted by the teacher in teaching Think, Pair, and Share strategy to evaluate the students' discussion was suitable with the true meaning of how the implementation of discussion in TPS strategy should actually be undergone by the students.

Furthermore, the second formative assessment conducted by the teacher to evaluate the students' reading comprehension was the students' performance assessment, this current finding was relevant with the statement of Logan underlining that performance assessments measure what and how a student understands instead of measure what the student knows as aimed by the Multiple-choice test.⁹¹ In this, it indicated that the

⁹⁰ Robert E. Slavin., *Cooperative Learning: Theory, Research, and Practice*, (Boston: Allun and Bacon, 1996).

⁹¹ Logan, C. R. *The Relationship between Instruction and Assessment*, (Unpublished Doctoral dissertation: The Pennsylvania State Univerisity, 1996).

previous research strengthened that the chosen assessment in the form of performance assessment by the teacher was suitable and on target of evaluating how the students gain their own comprehension about the given reading text, and it also shows that students' performance assessment fit the principle of TPS strategy that it wants to know the comprehension of the students on the reading based on how they deliver what they understand on the text they previously have read.

Lastly, for the current finding on the formative assessment specifically on the students' comprehension assessment conducted by the teacher to objectively measure the students' comprehension on the reading text, it was relevant with the statements of Sood and Ranjan mentioning that the use of text-based questions as one of the forms of students' comprehension assessment can significantly help students' reading comprehension, as it encourages them to think critically about the information presented in the reading text.⁹² The relevance explained before has indicated that the students' comprehension in the forms of filling answer related with reading conducted by the teacher has been suitable to be used as one of assessments to evaluate the students after doing the Think, Pair, and Share strategy.

To sum up, the findings of the current research presented above, based on its relevance with the previous researches relevance, came to conclusion that the assessments used by the teacher at SMK Asy-Syafa'ah

⁹² Sood, S., & Ranjan, R. Effectiveness of Text-Based Questions in Enhancing Reading Comprehension. *Journal of Educational Psychology*, 112(3), 2020.

to evaluate the Think, Pair, and Share strategy toward the students could be considered as suitable and appropriate to be implemented in regard to the previous researches results on it.



UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

CHAPTER V

CONCLUSION AND SUGGESTION

This last chapter presents the current research conclusion and suggestion, as follow:

A. Conclusion

The conclusion of above that written in the chapter IV exactly in discussions and findings are;

1. The goal of implementation of teaching reading comprehension through TPS (Think, Pair, and Share) strategy at the Eleventh Grade of SMK Asy-Syafa'ah Jember are as follow: 1) The students were able to think individually and students can formulate their own interpretations. 2) The students were able to pair up encourages dialogue, where they can clarify and refine their thoughts. 3) The students were able to share with the whole class to helps them articulate their understanding and learn from diverse perspectives.
2. The steps of teaching reading comprehension thtough TPS (Think, Pair, and Share) strategy at the Eleventh Grade of SMK Asy-Syafa'ah are: 1) The teacher gave a command the students to read and try to comprehend the text by their own comprehension. 2) The students are asked to do pair-work with their table-mate to discuss it. 3) Each pair came forward to the class to present their report result to the class.
3. The evaluation of teaching reading comprehension thtough TPS (Think, Pair, and Share) strategy at the Eleventh Grade of SMK Asy-Syafa'ah,

there were some techniques to evaluate or assess the students, those were valued from formative assessment; 1) Students' participation assessment in discussion. that refers to how active the student in participating on peer discussion in the group, 2) Students' performance assesment, in the side of how well the students perform their report or result of discussion in front of the class, 3)Students' comprehension assessment, that refers to the level of comprehension gained by the students toward the given reading text to be comprehended.

B. Suggestion

In this section, based on the discussion and conclusion that has been written above, the researcher would provide some suggestions, as follows;

1. The English Teacher

According to the researcher, in the teaching learning process through TPS (Think, Pair, and Share) strategy, teachers should be able to employ sustainable innovation to create engaging and enjoyable classroom activities. Teacher also must aware to the students who are in lost control during the activity of teaching learning and direct the students to the circumstances of teaching learning process.

2. The Future Researcher

For the future researcher, the researcher proposed that in order to discover new uniqueness in the same topic, it is essential to delve deeper into the case. It sets the present study apart from the earlier one.

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APPENDIXES

Appendix 1: Research Matrix

STATEMENTS OF AUTHENTICITY

This undersigned below:

Name : Zaenal Abidin
SRN : 201101060025
Major : Tadris Bahasa Inggris
Faculty : Tarbiyah dan Ilmu Keguruan
Institution : UIN KHAS Jember

Stated that the undergraduated thesis entitled “**The Implementation of Think, Pair, and Share Strategy in Teaching Reading Comprehension on Recount Text at Eleventh Grade of SMK Asy-Syafaah**” is truly my original work. It does not incorporate any material previously written by another person except those indicated in quotation and references. Do the fact, I am only person who is responsible for the thesis if there is any objection or claim from others.

Jember, November 26th, 2024

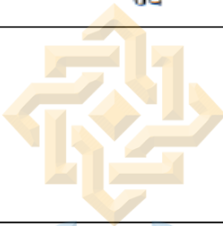
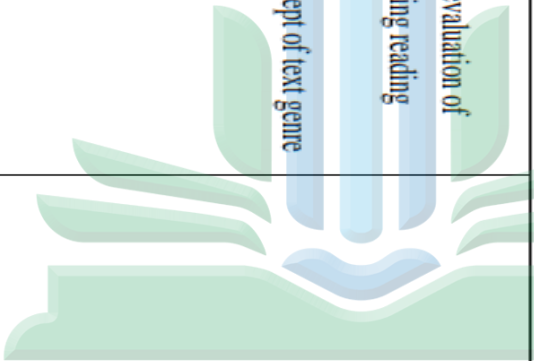
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Zaenal Abidin
NIM. 20110106002

Appendix 2: Research Matrix

Title	Research Problem	Variables	Indicator	Data Sources	Research Method
<p>The Implementation of Think, Pair, and Share in Teaching Reading Comprehension on Recount Text at Eleventh Grade of SMK Asy-Syafa'ah Jember</p>	<p>1. How is the goals of implementation of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember?</p> <p>2. How are the steps of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember?</p>	<p>1. Think, Pair, and Share</p> <p>2. Teaching Reading</p>	<p>1. Concept of Cooperative Learning</p> <p>2. Concept of Think, Pair, and Share</p> <p>3. Think, Pair, and Share strategy in teaching reading comprehension</p> <p>4. The procedures of teaching reading using Think, Pair, and Share</p> <p>5. Advantages and Disadvantages of Think, Pair, and Share strategy</p> <p>6. Concept of Reading</p> <p>7. Concept of teaching reading</p> <p>8. Problem in teaching reading</p>	<p>1. Research Subject: English teacher of SMK Asy-Syafa'ah Jember. Students of eleventh grade of SMK Asy-Syafa'ah</p> <p>2. Literature Review</p>	<p>1. Research Method: Qualitative</p> <p>2. Research Approach: Qualitative Descriptive</p> <p>3. Research Location: SMK Asy-Syafa'ah Jember</p> <p>4. Data Collection Technique: a. Interview b. Observation c. Document review</p> <p>5. Data Analysis: Miles, Huberman, and Saldana Theory: a. Data Condensation b. Data Display c. Drawing and Verifying Conclusion</p> <p>6. Data Validity: a. Triangulation of</p>

	<p>3. How is the evaluation of teaching reading comprehension through Think, Pair, and Share strategy at the eleventh grade of SMK Asy-Syafa'ah Jember?</p>		<p>9. The evaluation of teaching reading</p> <p>10. Concept of text genre</p>		<p>UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ J E M B E R</p>
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Technique

Appendix 3: Data Collection Form

TEACHER INTERVIEW QUESTION

No.	Question	Answer
1.	What do you know, as a teacher, about Think, Pair, and Share Strategy?	As a teacher, I see Think, Pair, and Share as an effective collaborative learning strategy. It allows students to think critically about a topic, discuss their ideas with a partner, and then share their insights with the larger group. This method not only promotes engagement but also enhances their comprehension and retention of the material.
2.	As what've been planned, how is the purpose of teaching reading comprehension through Think, Pair, and Share strategy that you have arranged?	The main purpose of using the Think, Pair, and Share strategy in teaching reading comprehension is to foster greater comprehension of the text. By first thinking individually, students are capable of creating their own interpretations. Pairing up encourages dialogue, where they can clarify and refine their thoughts. Finally, sharing with the whole class helps them articulate their understanding and learn from diverse perspectives
3.	How are you, as a teacher, going to teach reading comprehension through Think, Pair, Share strategy? How is the steps?	The implementation of the Think, Pair, and Share (TPS) strategy in teaching reading comprehension in my eleventh-grade class at SMK Asy-Syafa'ah Jember has been a structured and interactive process aimed at improving students' understanding of recount texts. But, after greeting and pray, I tell the students about the topic and begin to explain the material. After that, I have my own step in applying this (TPS) strategy. Here's how I implement it step-by-step: Think: First, I give each student time to read a recount text that I prepared. During this time, they focus on understanding the main ideas and key details quietly. This helps them form their own initial thoughts without outside influence. Pair: Next, students pair up with a

		<p>classmate to discuss what they understood from the text. They talk about the main points, clarify any confusing parts, and share their interpretations. This phase allows them to learn from each other and feel more confident. Share: Finally, each pair shares their insights with the entire class. I guide the discussion, helping them focus on important details and clearing up any misunderstandings. Through this structured approach, students not only help their comprehension skills but also get more involved and active participants in their learning. At the end of teaching learning, I also open the question to all students according to the topic given in order to ensure that the students follow my class by their focus</p>
4.	<p>What kinds of evaluation do you use? How do you evaluate the students' process of learning the reading comprehension through Think, Pair, and Share strategy?</p>	<p>In the evaluation section, I actually evaluated the students during the course of activities. I used formative assessment in evaluating the students. For the first one, I evaluate the students' participation would be evaluated during their time to discuss with the mate. Then, I evaluate the students' performance could be evaluated when the students perform in front of the class from the result after discussion. In addition, I also give a feedback, comment, and also suggestion to the students where there are some mistakes in their presentation in order the students can also know which is the right. Also, I evaluate the students' comprehension could be evaluated from the task that I give to them to make sure that all the students have a good comprehension in reading a text. In the end of the class, I also ask the student about how is their comprehension about the subject I've shared in order there are no students that do not understand about the topic given.</p>

STUDENTS8 INTERVIEW

RS1: Kholifatul Maghfiroh

RS2: Sintia Ramadhani

RS3: Mochammad Radja Imam Muslim

RS4: Muhammad Sofyan

RS5: Saiful Bahri

Kholifa, Sintia, Raja, Sofyan, and Saiful are the chosen students from the eleventh grade of SMK Asy-Syafa'ah.

Z : Assalamualaikum wr. Wb.

RS : Waalaikumsalam wr. Wb.

Z : How is your life goes on guys?

RS : We're fine sir. How about you sir?

Z : I am fine too. Thank you. First before we start our interview, may you introduce yourself one by one guys?

RS : Of course sir.

RS1 : My name is Kholifatul Maghfiroh. You can call me Kholifa sir.

RS2 : My name is Sintia Ramadhani. You can call me Sintia sir.

RS3 : My name is Mochammad Radja Imam Muslim. You can call me Raja sir.

RS4 : My name is Muhammad Sofyan. You can call me Sofyan sir.

RS5 : My name is Saiful Bahri. You can call me Saiful sir.

Z : Alright guys, for the first guys, how is your opinion in the teaching learning for today? Is it fun and joy?

RS : Yes sir. Of course, it is.

Z : Well, it means that everybody agree with this kind of learning is fun and joy?

RS : Yes sir.

Z : So here, I am going to asked all of you some questions about theteaching learning that was conducted by Miss Resti for a few meetings ago.

RS : Okay sir.

Z : In your opinion, how is the goal of teaching reading comprehension using TPS strategy on recount text?

RS1 : My opinion, this learning want make us can speak English in the class. Because miss Resti always makes interaction with us in the class so we have much time to speak in English.

- RS2 : In my opinion, this learning aims the students to think in critical before students share what the have read to the other.
- RS3 : I agree with Sintia sir. While the students are able to speak English, students are also obligated to think in deeper about text being given.
- RS4 : I think in this learning, the students are able to speak English because we are obligated to speak English in sharing.
- RS5 : If in my opinion, this learning is so fun because it used cooperative learning and I enjoy this learning.
- Z : Then in your opinion how are the steps of Miss Resti taught all of you in teaching reading comprehension with TPS strategy on recount text in the classroom?
- RS3, 4 &5: At first Miss Resti always open the class with greeting and praytogether, then told us about the topic and then explain the material. After explained the materials, Miss Resti gave us a question related to the materials. Then begin to focus on the class in it's subject.
- RS 2 She always give us questions before close the class such as "anything to ask or things you don't still get?", she asked us to answer the question about type of recount text, text structure and then give us some question related to the material and we answer it orally. Then miss Resti reminded us to always practice.
- RS 1 : for the first miss Resti told us about the material we are going to discuss about, then we are ordered to read the recount text given by mis Resti. After that we are pairing with our classmate to discuss about what we have read. Then, each of us pair with the entire class and it's controlled by miss Resti.
- Z : How is the evaluation in teaching reading comprehension through TPS strategy?
- RS1,2 : As long as this process of instruction continues, particularly with regard to the reading comprehension class, after Ma'am Resti She provided us instructions on how to read and understand the assigned text, which we were to do in pairs and present to the class. She then assessed our performance by providing comments, suggestions, and corrections on how well we had presented the text. assessed the students' understanding by assigning them a paper to complete and turn in.
- RS4 : She always poses questions to us before class ends, asking us to respond to questions regarding the social function, text structure, and linguistic elements of recount texts, as well as what we still don't understand about the subject. Then Miss Resti reminds us that in order to improve and test our understanding, we should always read texts that are simple to understand.
- Z : What is your obstacle in learning reading comprehension?
- RS2 : Sometimes, I feel difficult in understanding in some texts which I don't know the meaning of some vocabularies because I think the important thing to understand text is mastering the vocabulary in it. Therefore, by knowing little bit vocabularies, it makes me difficult in understanding the main of text.
- RS1 : I agree with Sintia. Being lack of vocabulary really becomes a difficulty in understanding text.
- RS3 : I sometimes don't know many vocabularies therefore I felt difficult in comprehending the text.
- RS4 : I sometimes feel confused in identifying subject, predicate, and object.
- RS5 : I think so. I agree with Sofyan.
- Z : So guys, I think that all my questions for you, thanks for your time and hopefully it will be a meaningful for you all and keep it up. Wassalamu'alaikum wr.wb.
- RS : Yes sir. Wassalamualaikum wr wb.

Appendix 4: Teaching Module

TEACHING MODULE SMK AS SYAFAAH

**JL.Basuki Rahmat V/31 Kebonsari RT 006 RW 031Kabupaten
Jember**

INFORMASI UMUM	
A. IDENTITAS MODUL	
Penyusun	: Resti Dwi Anggraeni, S. Pd.
Instansi	: SMK AS- SYAFAAH
Tahun Penyusunan	2024
Jenjang Sekolah	: SMK
Mata Pelajaran	: Bahasa Inggris
Fase / Kelas	: F/XI (Sebelas)
Materi Pembelajaran	: Recount text
Alokasi Waktu	: 4JP (2 Pertemuan)
<p>Capaian Pembelajaran: Peserta didik diharapkan dapat menguasai kompetensi bahasa inggris termasuk Speaking, listening, reading, and writing dengan baik dan benar. Tujuan lainnya adalah mempromosikan nilai-nilai pancasila seperti keadilan, kebersamaan, persatuan, dan ketahanan nasional melalui bahasa inggris. Pembelajaran bahasa inggris juga diintegrasikan dengan pemahaman budaya dan kearifan lokal, agar peserta didik dapat menghargai keberagaman budaya indonesia, dan juga menekankan pengembangan keterampilan berpikir kritis, kompetensi keterampilan hidup, dan penggunaan teknologi informasi. Peserta didik diperkuat untuk lebih sadar dalam lingkungan dan berperan aktif dalam menjaga lingkungan.</p>	
B. KOMPETENSI AWAL	
✦ Guru dapat memperkenalkan materi terlebih dahulu kepada peserta didik dan menjelaskan tujuan pembelajaran.	

C. PROFIL PELAJAR PANCASILA

- ✦ Beriman, Bertaqwa kepada Tuhan Yang Maha Esa dan Berakhlak Mulia
- ✦ Mandiri.
- ✦ Gotong Royong.
- ✦ Bernalar Kritis

D. SARANA DAN PRASARANA

- ✦ Alat: Spidol, Papan Tulis
- ✦ Bahan: Buku Bahasa Inggris, LKPD

E. TARGET PESERTA DIDIK

- ✦ Peserta didik regular/tipikal.

F. JUMLAH PESERTA DIDIK

- ✦ 13 Orang

G. STRATEGY PEMBELAJARAN

- ✦ Model Pembelajaran: *Think, Pair, and Share* (TPS)
- ✦ Metode Pembelajaran: Ceramah, Diskusi, Presentasi.

KOMPONEN INTI

A. TUJUAN PEMBELAJARAN

Setelah melaksanakan kegiatan pembelajaran dengan model Think, Pair, and Share, siswa mampu:

- ✦ Mempresentasikan/mempraktekkan *Recount Text* berdasarkan pengalaman pribadinya (personality) dengan bahasendiri dengan tepat.
- ✦ Mengidentifikasi kata kerja, menceritakan pengalaman menggunakan kata kerja dalamcerita dan mengurutkan kata kerja yang benar.
- ✦ Peserta didik mampu berfikir secara individual, berdiskusi sehingga peserta didik dapat menyempurnakan pemikirannya, dan mempresentasikan hasil kerjanya didepan kelas.

B. PERTANYAAN PEMANTIK

- ✦ Do you know what is Recount Text?
- ✦ What is the general structure of Recount Text?
- ✦ What is the main purpose of a Recount Text?

C. KEGIATAN PEMBELAJARAN

Kegiatan Belajar 1

a. Persiapan Mengajar

- Menyiapkan media dan bahan ajar yang diperlukan.
- Menyiapkan sarana prasarana yang dibutuhkan.
- Mengkondisikan siswa sesuai dengan metode pembelajaran yang akan diterapkan.
- Menyiapkan LKPD.

b. Kegiatan Pembelajaran di Kelas

1) Kegiatan Pembuka.

- Peserta didik dan pendidik mempersiapkan kelas agar lebih kondusif untuk proses belajar mengajar: kerapian dan kebersihan ruang kelas secara bersama sebagai wujud sikap *gotong royong*.
- Peserta didik bersama pendidik mengawali pembelajaran dengan berdo'a.
- Peserta didik dipastikan dalam keadaan baik, sehat, siap belajar oleh pendidik, sekaligus melakukan presensi.

2) Kegiatan Inti

MEETING 1

1. Penyajian Materi

- Guru menjelaskan materi pembukaan dengan menghubungkan kegiatan mereka pada materi Recount Text.
- Guru menjelaskan pengertian Recount Text kepada seluruh siswa.
- Guru menjelaskan beberapa ciri-ciri yang terkait dengan Recount Text kepada seluruh siswa..

2. Diskusi Kelas

- Guru memberikan kesempatan kepada peserta didik untuk memberi opini mengenai materi.
- Pendidik mengintruksikam peserta didik untuk beerkelompok

dengan teman.

- Pendidik membimbing peserta didik untuk membuat Recount text.

3. Pengenalan Permasalahan.

- Pendidik memperkenalkan tugas menulis Recount Text tentang pengalaman pribadi atau pengalaman yang pernah terjadi.

4. Pembuatan Recount Text

- Peserta didik diminta untuk menulis Recount text tentang pengalaman pribadi atau pengalaman yang pernah terjadi.

5. Presentasi.

- Setiap kelompok mempresentasikan Recount Text mereka di setiap kelompok kelas dengan perwakilan 1 anggota kelompok.

6. Refleksi dan Diskusi.

- Gur dan peserta didik berdiskusi tentang apa yang mereka pelajari selama proses ini.
- Mereka membandingkan teks mereka dan berbagi pengalaman.

3) Kegiatan Penutup

- Pendidik memberikan umpan balik terhadap proses pembelajaran: Well student, you have done a very good job today. Most of you are good. How do you feel during the lesson? Is there anyone want to say something?
- Menyimpulkan apa yang dipelajari hari ini.
- Melakukan refleksi terhadap pembelajaran hari ini.
- Menyampaikan agenda pertemuan berikutnya.
- Pendidik dan peserta didik mengakhiri pelajaran dengan membaca do"aa.

D. REFLEKSI

1. Refleksi Pendidik

- Apakah tujuan pembelajaran sudah tercapai?
- Apakah peserta didik belajar aktif dan mengikuti dengan baik?
- Apakah pembelajaran sudah selesai dengan apa yang saya rencanakan?

- Langkah perbaikan apa yang dilakukan agar bisa lebih baik lagi?
2. Refleksi Peserta didik
- Materi mana yang sulit dipahami?
 - Apa yang akan kamu lakukan untuk memperbaiki hasil belajarmu?
 - Siapa yang bisa membantu untuk memahami?

E. ASESMEN / PENILAIAN

1. Formative Assesment
- Students' Performance
 - Students' Discussion
 - Students' Comprehension

F. KEGIATAN PENGAYAAN DAN REMEDIAL

1. PENGAYAAN

Pengayaan diberikan kepada siswa yang telah melampaui Kriteria Ketercapaian Tujuan Pembelajaran (KKTP). Pengayaan dilakukan dengan cara:

- Belajar individual.

2. REMEDIAL

Remedial diberikan kepada siswa yang belum melampaui Kriteria Keterampilan Tujuan Pembelajaran (KKTP). Remedial dilakukan dengan cara:

- Pembelajaran ulang.
- Pemberian bimbingan secara khusus.
- Pemberian tugas-tugas latihan secara khusus.

LAMPIRAN

A. MATERI

RECOUNT TEXT

A. Definition.

Recount text is Recount text is one type of text in learning English that has a function to retell events or experiences that occurred in the past.

B. The different types of recount text can be seen below:

- **Personal recount**
- **Factual recount**
- **Imaginative**

C. Structure Recount Text.

The generic structure of a recount text consists of three main parts:

- a. Orientation
- b. Events
- c. Re-orientation

D. Characteristics of Recount Text:

- a. Uses past tense sentences.
- b. Uses action verbs.
- c. Uses adverbs and adverbial phrases to express time, place, and manner.
- d. Uses conjunctions and time connectives to sequence events or occurrences.

E. Example of Recount Text

CAME LATE TO SCHOOL

Last Wednesday, I came late to my school because I played playstation until 2.00 am in the night. Because I woke up late.

I woke up about 6.30 am and the class would begin at 7.00 am. I ran to bathroom to take a bath. I usually had breakfast after taking a bath, but on that day I did not do that.

I always went to school by my motorcycle. But on that day, I forgot where I put the key. So, I went to the school by public transportation. It took me a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher had stood in front of the class to teach. I entered my class and of course my teacher was angry at me because I came late.

It was my bad experience and I hoped I would not do that again.

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B. LEMBAR KERJA PESERTA DIDIK

Identitas Peserta Didik

Nama peserta didik :

Kelas :

Materi : Recount Text

Tujuan pembelajaran : Mengidentifikasi kata kerja, menceritakan pengalaman pribadi atau pengalaman yang pernah terjadi dengan kata kerja yang benar.

Choose the best answer based on the text above for questions 1 to 5!

Last holiday my students and I went to Yogyakarta. We stayed at Morison Hotel which is not a long way from Malioboro. On Friday, we went to the sanctuaries in Prambanan.

There are three significant sanctuaries, the Brahmana, Siwa, and Wisnu. They are truly stunning. We went by just Brahmana and Syiwa sanctuaries, on the grounds that Wisnu sanctuary is being remodeled. On Saturday morning we went to Yogya Kraton.

We spent around two hours there. We were fortunate on the grounds that a brilliant and amicable aide drove us. At that point, we proceeded with our adventure to Borobudur. We touched base there at four p.m. At 6 p.m. we heard the declaration that the Borobudur entryway would be closed. In the evening we left Yogyakarta by bus.

1. The content above basically talks about ...

- A. The writer's trip to Yogyakarta.
- B. The writer's first visit to Prambanan.
- C. The writer's impression of the guide.
- D. The writer's experience at Yogya Kraton.

2. The content is composed as an/an ...

- A. Recount
- B. Narrative
- C. Report

D. Anecdote

3. What is the purpose of the text ...

A. Tell past events.

B. Entertain readers.

C. Describe the smugglers.

D. Report an event to the police.

4. What else the big temples in Prambanan?

A. Angkor wat, syiwa, and sudra temples.

B. Paria, brahmana, and temples.

C. Brahmana, syiwa, and wisnu temples.

D. Wisnu, syiwa, and borobudur temples.

5. When did they go home?

A. On Saturday morning

B. On Friday evening

C. On Thursday evening

D. On Saturday evening

6. Why did they visit Brahmana and Syiwa sanctuaries?

A. Because there was no wisnu temple.

B. Because wisnu temple was amazing.

C. Because wisnu temple was too small.

D. Because wisnu temple was being repaired.

Read the following text to answer questions number 7 to 10.

A Trip to the Zoo

Yesterday my family and I went to the zoo to see the elephant. When we got to the zoo, we went to the shop to buy some food to give to the animals.

After getting the food, we went to the nocturnal house where we saw birds and reptiles which only come out at night.

Before having lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad fell off when he let go of the rope, but he was ok.

During lunch, we fed some birds in the park. In the afternoon we saw the animals being fed. When we returned home we were very tired but happy. It was because we had so many fun activities at many places at the zoo.

7. What happened to the writer's dad when he rode an elephant?

- A. He felt a thrill
- B. He felt fun
- C. He fell off
- D. He failed

8. Why did the writer and his family feel very tired after having a trip to the zoo?

- A. They had to visit many places in the zoo.
- B. They took a long time to reach the zoo area.
- C. They had to feed a lot of animals in the zoo.
- D. They had no time to take a rest in the zoo.

9. ... our family felt tired after visiting the zoo, but we were still happy.

- A. Since
- B. Because

C. Although

D. Nevertheless

10. Where was the place in a text?

A. Mini Market

B. School

C. Zoo

D. Mosque

C. Penilaian

Jumlah Soal 10 x 10 = 100

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Kepala SMK Asy-Syafa'ah

Guru

Rusdi, M. Pd

Resti Dwi Anggraeni, S. Pd.

Appendix 5: Documentation



Preliminary Study by Observation



Interview with English Teacher



Implementation of Think, Pair, and Share Strategy



Implementation of Think, Pair, and Share Strategy

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Implementation of Think, Pair, and Share Strategy



Implementation of Think, Pair, and Share Strategy



Researcher Observation in Class











Researcher Observation in Class

Appendix 6: Research Journal

RESEARCH JOURNAL

THE APPLICATION OF TPS (THINK, PAIR, AND SHARE) STRATEGY IN TEACHING READING COMPREHENSION ON RECOUNT TEXT AT THE ELEVENTH GRADE OF SMK AS-SYAFAAH JEMBER

NO.	Day/Date	Activity	Signature
1.	30 April 2024	The researcher do the preliminary study by conducting the observation and interview with English teacher.	
2.	2 May 2024	The researcher confirm the researcher permission.	
3.	7 May 2024	Observe The Application Of TPS (Think, Pair, And Share) Strategy In Teaching Reading Comprehension On Recount Text At The Eleventh Grade Of SMK As-Syafa'ah Jember	
4.	7 May 2024	Interview with the Eleventh grade of SMK Asy-Syafa'ah	
5.	21 May 2024	Observe The Application Of TPS (Think, Pair, And Share) Strategy In Teaching Reading Comprehension On Recount Text At The Eleventh Grade Of SMK As-Syafa'ah Jember	
6.	23 May 2024	Interview with the English teacher about The Application Of TPS (Think, Pair, And Share) Strategy In Teaching Reading Comprehension On Recount Text At The Eleventh Grade Of SMK As-Syafa'ah Jember	
7.	18 May 2024	Complete the research data and document review.	
8.	30 May 2024	The researcher ask a letter of research finishing	

UNIVERSITAS ISLAM NEGERI
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JEMBER

Peneliti


Z.enal Abidin

Kepala Sekolah SMK Asy-Syafa'ah



M. Pd

Appendix 7: Letter of Research Permission



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos: 68136
Website: [www.http://ftik.uinkhas-jember.ac.id](http://ftik.uinkhas-jember.ac.id) Email: tarbiyah.iainjember@gmail.com

Nomor : B-7314/In.20/3.a/PP.009/04/2024

Sifat : Biasa

Perihal : **Permohonan Ijin Penelitian**

Yth. Kepala SMK Asy-Syafaah

Jln. Basuki Rahmad, No.5, Kebonsari, Sumbersari, Jember, Jawa Timur.

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon diijinkan mahasiswa berikut :

NIM : 201101060025
Nama : ZAENAL ABIDIN
Semester : Semester delapan
Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai "THE IMPLEMENTATION OF TPS (THINK, PAIR, AND SHARE) STRATEGY IN TEACHING READING COMPREHENSION AT THE ELEVENTH GRADE OF SMK AS-SYAFAAH JEMBER

" selama 30 (tiga puluh) hari di lingkungan lembaga wewenang Bapak/Ibu M. Masykur Abdullah, Lc., M. Th. I

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 30 April 2024

an. Dekan

Wakil Dekan Bidang Akademik,



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J E M B E R

KHOTIBUL UMAM

Appendix 8: Letter of Research Completion



**YAYASAN PENDIDIKAN ASY – SYAFA’AH
SMK ASY – SYAFA’AH JEMBER**

Bidang Keahlian : Bisnis dan Manajemen
Jalan Basuki Rahmad Gg. V/31 Kebonsari - Jember
e-mail : smk_asyasyafaah@yahoo.com

NSS : 342052430334

NPSN : 69758389

SURAT KETERANGAN PENELITIAN

Nomor : 405/SMK/ASY/XI/2024

Yang bertandatangan dibawah ini Kepala SMK Asy-Syafa'ah Jember :

Nama : Rusdi, M.Pd
Nip : -
Jabatan : Kepala Sekolah

Dengan ini menerangkan bahwa :

Nama : Zaenal Abidin
Nim : 201101060025
Status : Mahasiswa UIN KHAS Jember

Judul Penelitian : The Implementation of TPS (Think, Pair, And Share) Strategy In Teaching
Reading Comprehension On Recount Text At The Eleventh Grade of SMK
Asy - Syafaah Jember.

Yang bersangkutan benar-benar telah melaksanakan penelitian di SMK Asy-Syafa'ah Jember pada Program Pelajaran Bahasa Inggris terhitung mulai tanggal 30 April - 30 Mei 2024 dengan judul berikut :

**“The Implementation Of TPS (Think, Pair, And Share) Strategy In Teaching
Reading Comprehension On Recount Text At The Eleventh Grade of SMK Asy - Syafaah
Jember”.**

Demikian surat keterangan ini dibuat, untuk dapat digunakan sebagaimana mestinya.

Jember, 30 Mei 2024

Kepala Sekolah



Appendix 9: Letter of Drillbit Check



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Jl. Mataram No. 1 Mangli, Jember Kode Pos 68136
Telp. (0331) 487550 Fax (0331) 427005 e-mail: info@uin-khas.ac.id
Website: www.uinkhas.ac.id

SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Zaenal Abidin

NIM : 201101060025

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : The Implementation of Think, Pair, and Share Strategy in Teaching Reading Comprehension on Recount Text at Eleventh Grade of SMK Asy-Syafa'ah Jember

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan skor akhir sebesar (20,8 %)

- | | | |
|------------|------|---|
| 1. BAB I | : 29 | % |
| 2. BAB II | : 24 | % |
| 3. BAB III | : 25 | % |
| 4. BAB IV | : 21 | % |
| 5. BAB V | : 5 | % |

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 26 November 2024

Penanggung Jawab Turnitin

FTIK UIN KHAS Jember

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
JEMBER

(ULFA DINA NOVIENDA S. Sos. M.Pd.)

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

Appendix 10: Researcher Biography



Personal Information:

- Complete Name : Zaenal Abidin
- SRN : 201101060025
- Gender : Male
- Place, Date of Birth : Jember, 23rd of January 2002
- Address : Bagorejo, Gumukmas, Jember
- Religion : Islam
- Faculty/ Study Program : FTIK/ English Education Department
- Phone Number : 0895-1599-8850
- Email Address : zenddingdong@gmail.com

Educational Background:

- Elementary School (2009-2015) : SDN Bagorejo 02
- Junior High School (2015-2017) : SMPN 1 Kencong
- Senior High School (2017-2020) : SMA Annuqayah Guluk-Guluk
- University (2020-2024) : UIN KHAS Jember

Organizational Experience:

- Chief of IAA IC (Ikatan Alumni Annuqayah in Campus) Jember (2021-2022)
- Chief of ESA (English Student Association) UIN KHAS Jember (2022-2023)
- The Head of Field 3 Advocacy of PMII Fakultas Tarbiyah dan Ilmu Keguruan (2022-2023)
- The Head of Advocacy Commission of SEMA-FTIK UIN KHAS Jember (2023-2024)
- The Head of Advocacy Commission of SEMA- U UIN KHAS Jember (2024-2025)
- The Head of Field of 2 External PMII Komisariat UIN KHAS Jember (2024-2025)