

**THE IMPLEMENTATION OF THINK PAIR SHARE TECHNIQUE
TO IMPROVE STUDENTS' READING COMPREHENSION
OF TENTH GRADE AT SMK ASY-SYAFA'AH JEMBER**

THESIS



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FACULTY OF TARBIYAH AND TEACHER TRAINING
PROGRAM ENGLISH EDUCATION
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Submitted to State Institute of Islamic Studies of Jember in Partial fulfilment of the requirement to obtain a bachelor's degree of Sarjana Pendidikan (S.Pd) Faculty of Tarbiyah and Teacher Training English Education Department

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Approval by Advisor



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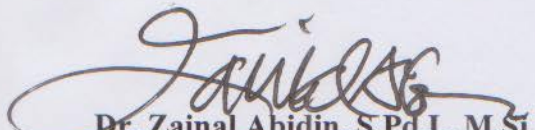
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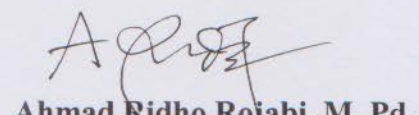
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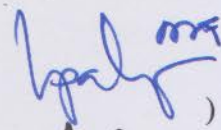

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MOTTO

..... وَشَاوِرْهُمْ فِي الْأَمْرِ فَإِذَا عَزَمْتَ فَتَوَكَّلْ عَلَى اللَّهِ ﴿١٥٩﴾

Meaning: “and consult them in the affairs. Then when you have take a decision, put your trust in Allah.”.(QS. Ali-‘Imran: 159)¹



¹ Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur'an*, terj (Medina Dar-us Salam Publication, 1996), 321.

DEDICATION

This thesis is dedicated for everyone who cares and loves me. I proudly dedicate
this thesis to:

1. My Beloved Father and Mother

A big thanks to Mr. Taufik Syamhaji as my beloved father and Mrs. Siti Hasanah as my beloved mother who always love me, pray for me to finish my thesis and always support me. Thanks for your endless love.

2. My brother Fahri Abdillah who always loves and prays for me.

3. All of my families who always support me.

4. My fiance Moch. Hendrik Hermawansyah. Thank you for your support and advice.

5. My beloved friend, the big family of universe class.



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Alhamdulillah Rabbil ‘Alamin. Thanks to Allah AWT who has always given me his blessing, mercy, opportunity, and guidance. So, I could accomplish this undergraduate thesis. Sholawat and salam are always delivered to our prophet Muhammad SAW, who has guided us from the darkness to the lightness.

This researcher realized that this undergraduate thesis would not finish without help and guidance from other people. Therefore, in this occasion I as the researcher would like to express her special gratitude to:

1. Prof. Babun Suharto, S.E,MM, as a Rector of State Institute of Islamic Studies of Jember who has given me opportunity to study in this institute.
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3. Mr. As’ari M.Pd.I as the Head of English Education Department who has motivated me to study English.
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9. My beloved mother and father who never stop praying for me and supporting me.

I wish Allah SWT give blessing to all of you. I realize that this thesis is far from being perfect. Therefore, criticisms and suggestions will be appreciated. The researcher hopes that this thesis will be useful for readers and other researcher who need it.

Jember, January 7th 2021

Researcher

IAIN JEMBER

ABSTRACT

Diana Fitri, 2021: *The Implementation of Think Pair Share Technique to Improve Students' Reading Comprehension of Tenth Grade at SMK Asy-Syafa'ah Jember.*

This research is about the implementation of Think Pair Share technique to improve students' reading comprehension. Reading comprehension is not only some activities of translating words and read the text by correct pronunciation, but also it dealing with comprehends the text. In the preliminary study, the researcher found that the students' difficulty was reading comprehension. The students also less enthusiastic when teaching learning process and most of them were still passive in the class. Based on the data from English teacher, there were only 23% of students who reached the passing grades and 77% of students who did not achieve passing grades. It means that the students need something new in teaching learning process. Hence, Think Pair Share technique is suitable technique in teaching reading to the condition of teaching learning process in this class because, the foundation of Think Pair Share technique to make the students more active in teaching learning process with their classmates. Therefore, the researcher and English teacher collaboratively used Think Pair Share technique to improve students' reading comprehension.

The research question of the research is formulated as follows; "How can the implementation of Think Pair Share technique improve the students' reading comprehension of tenth grade at SMK Asy-Syafa'ah Jember?" The research objectives are to describe how the implementation of Think Pair Share technique can improve the students' reading comprehension of tenth grade at SMK Asy-Syafa'ah Jember

In this research, the researcher conducted Classroom Action Research (CAR) as the research method. In the class room action research (CAR) there was some steps; those were planning, acting, observing and reflecting. The participant of this research was the of tenth grades at SMK Asy-Syafa'ah Jember which consists of 13 students that includes 5 males and 8 females. The data of this research was completed by using reading comprehension test, interview, observation and document review.

This research was carried out in one cycle. After using Think Pair Share technique, the students' reading comprehension was improved. The result of students' reading comprehension score showed that the mean score was 74.4. There were 10 students or 77% of the total students who got the score above the passing grade. Meanwhile, there were 3 students who did not reach the average score. This research can be said successful if the research was reached the criteria of success. The criteria of success in this research is the number of students who reach the minimum score (70) is equal to or higher than 70% of total students. It can be concluded that the result could achieve the criteria of success. There were improvements in students' reading comprehension. They had already known about the topic of the text, mean idea of the text, determining the specific information, general information, and their vocabulary were better. They could determine about the synonym and antonym. In the other hand, students are more active and could enjoy in the class. Hence, by discussing with a group, it motivated them to learn and the students were eager competing to share the right answer in the whole class. The researcher also gave suggestion for English teacher to increase the students' interest in reading comprehension by applying Think Pair Share technique or other technique that could help the students be active and enjoy the class. The researcher also gave suggestion for the further researcher to develop their research with new innovation such as the implementing Think Pair Share technique with different skill.

Key Words: *students' reading comprehension, Think Pair Share technique.*

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CHAPTER I

INTRODUCTION

This chapter discusses some points related to the topic of the research. Namely, background of the study, problem of the research, objective of the research, significance of the research, limitation of study/scope of study and definition key term.

A. Background of Study

Reading is an activity of getting information from books and it is one of the skills that should be mastered by students. It also supports the students in understanding and decoding the learning materials. Reading is useful for other purposes too: any exposure to English (provided students understand it more or less) is a good thing for language students.¹ Reading provides students to understand it more or less what they read, the more they read the better they get at it. Moreover, reading also helps us to know about all of the knowledge because reading is one of a tool to get the knowledge.

Reading is an incredibly active occupation. To do it successfully, we have to understand what the words mean, see the pictures and the words are printing, understand the arguments, and work out if we agree with them. If we do not do these things, and if students do not do these things, then we only just scratch the surface of the text and we quickly forget it.² The ability to read and to extract meaning from text is a fundamental skill necessary for most forms

¹ Jeremy Harmer, *How to Teach English*, (Harlow: Pearson Education Limited, 2007), 68.

² Harmer, 70.

of personal learning, intellectual growth, and educational attainment. Through reading, students can get knowledge and information from the text. Besides, reading also has a positive effect to the students in collect their vocabularies, their spelling, and their writing as well.

Moreover, reading is the first command Prophet Muhammad SAW received from God. As a Muslim, reading command is not something new in our ears because God was command to Prophet Muhammad SAW in Q.S Al-Alaq (verse 1) namely:³

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١)

“Read! In the name of your Lord who has created (all that exist).”

So, from the surah above, it can be seen how important reading itself because reading is one of the command from Allah SAW. By reading we can know about all of the knowledge especially the knowledge contained in the Al-Qur’an.

Comprehension is at the heart of what it means to really read.⁴ Comprehension also the process of understanding ideas in the text and get the messages from the text itself. Reading is process in the readers to confirm, reject, or refine the information presented in the written text as progress.⁵ Reading cannot stand alone, it cannot be separated by comprehension.

Reading comprehension is one of principle for English learning and for all

³ Muhammad Taqi-ud Din Al-Hilali and Muhammad Muhsin Khan, *The Noble Qur’an*, terj (Medina Dar-us Salam Publication, 1996), 842.

⁴ Jennifer Serravallo, *Teaching Reading in Small Groups*, (United State: Heinemann, 2010), 43.

⁵ Christine E Nuttall J Charles Alderson, *Teaching Reading Skills In A Foreign Language*, (London: Heineman, 2005), 25.

lessons. Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multicomponent, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).⁶ So, reading comprehension is not only some activities of translating words and read the text by correct pronunciation, but also it dealing with comprehend the text.

Desrina stated that comprehension is the reason for reading and without comprehension, reading is a frustrating, pointless exercise to do.⁷ However, there are many problems that appear dealing with reading comprehension. The most general problem is some of the students cannot comprehend the text very well. They cannot understand the context or content in the text. Besides, the lack of vocabularies and unfamiliar word is one of problem about it. As we know that English as a foreign language is different from their mother tongue. It will make students feel difficult to comprehend the whole text.

According to the preliminary study through the interview with English teacher, she stated that the students' difficulties was reading. The students' problem in reading includes lack vocabulary and comprehends the text. The students also get difficulty to translate the text because they were lazy to bring

⁶ Janette K. Klingner Sharon Vaughn Alison Boardman, *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York: The Guilford Press, 2007), 8.

⁷ Desrina Elita Zainil, Desmawati Radjab, "Improving Students' Reading Comprehension of Rcount Text Through Two Stay Two Stray (TSTS) Technique," 25th February 2020, <http://ejournal.unp.ac.id/index.php/elt/article/view/4573>.

dictionary while their vocabulary still lack. Thus, they could not understand about what they read easily.

Based on the observation in the tenth grade of SMK Asy-Syafa'ah, the researcher found that the students got difficulties in vocabulary mastery, comprehending the text, and lack of motivation. The students had not memorized many vocabularies and they were lack in vocabulary mastery. Whereas, the dictionary is very important to get some vocabularies and translating the text. By translating the text it will make the students easier know what they read.

The next problem was on the comprehending the text. The students could not comprehend the text well included determining the main idea of the text, the purpose of the text and generic structure of the text. Even though the teacher helped students to find unfamiliar word in the text, the students still could not comprehend the text well. It was proven when the teacher asked the students to answer the question about the main idea and generic structure of the text, they were still confuse about the answer. They did not really understand about what they had read.

The last problem was motivation. Beside the students lacked of vocabulary mastery and comprehending the text, the students also lacked motivation. They were less enthusiastic when the teaching-learning process and most of them were still passive in the class. Although, the teacher asked them to read the text together to practice their pronunciation and also to help

them to find the unfamiliar words of the text, the students still lacked of motivated in teaching-learning process especially in reading class.

According to interview with the English teacher of SMK Asy-Syafa'ah Jember, there were three classes in this school and found that the students of the tenth grade got some difficulties in comprehending the texts. There were 13 students in the class that consists of 5 male and 8 female. Most of the students in the class still got scores under the standard requirement score (70). In that class there were only 23% of students who reached the average score and the remaining 77 % of students did not achieve an average score.

From the problems and discussions above, the researcher and English teacher tried to find the solution to solve the problems. The students need an interesting technique in reading class to make them more active during the teaching reading process. The researcher found some technique to make them more active and interest in the class, especially in reading class. The suitable technique in teaching reading to the condition of teaching learning process at SMK Asy-Syafa'ah Jember is Think Pair Share. Comprehend the text by using Think Pair Share technique will make the students become interested and enthusiastic. Think Pair Share also help the students to understand about what they read.

Think pair share technique is a simple learning technique where when the teacher delivers a lesson in class, students sit in pairs between their teams

to answer assigned questions.⁸ This technique could make students more active in teaching-learning process by pairing and discussing with their friend in the class. On the other hand, this technique is more interesting and fun. So, it could make students more active and also it will have positive impact in reading comprehension text. It became an effective way to make a discussion class. Assuming that discussion requires setting and controlling the class as a whole, and the steps used in Think Pair Share give students more time to think about giving ideas and exchanging ideas.⁹

The step of Think Pair Share technique is thinking, pairing, and sharing.¹⁰ Teaching reading by implementation of Think Pair Share could provoke students to think about what they were going to share then asked them to conduct a discussion. In the lesson, the teacher gives time to students to think, discuss in pairs with their partner and ask them to share their idea to create more critical information. By implementing of Think Pair Share technique students were given time to think their own answers to the question. Students also had the opportunity to discuss with their partner about their responses before being asked to share their ideas publicly. This technique provides an opportunity for students to share their thoughts with other and also they can share the correct answers in the whole class.

⁸ Radhita Vidya, et. al., "Improving Students Reading Comprehension of Recount Text by Using Think Pair Share (TPS) Technique", *Profesional Journal of English Education*, vol. 2 no. 2, (March, 2019): 147.

⁹ Vidya, 147.

¹⁰ Sri Sumarni, "Think Pair Share Effect of Understanding The Concept and Achievement", vol.2, no.1, (2016): 784.

Several studies have been conducted by applying Think Pair Share technique. The first one belongs to Nurjannah Widyaningsih, “Improving The Eight Grade Students’ Reading Skill Through Think Pair Share Technique at SMP Negeri 3 Wonosari Gunung Kidul”. It showed that this research successfully improved the students’ reading skill by using Think Pair Share technique. The result of the students’ reading score in pre-test which shows that the mean score is 48,67 increased to 77.84 in post-test.¹¹ It means that the use of Think Pair Share technique was successful in improving students’ reading skill. Besides, Think Pair Share technique was effective in enhancing the students’ participation, especially in terms of sharing ideas, asking and answering the question.

Secondly, it has been done by Lilis Pristiani with the title, “*The Influence of Using Think Pair Share (TPS) Technique Toward Students’ Narrative Text Writing Ability in The Tenth Grade of SMA Persada Bandar Lampung at The Second Semester in The Academic Year of 2016/2017*”. This research methodology was quasi-experimental design. The researcher took two classes consisting of 30 students for experimental class and 32 students for control class. The result showed that there was a significant influence of using Think Pair Share technique toward students’ narrative text writing ability at the second semester of the tenth grade of SMA Persada Bandar Lampung. It could be seen from the result of T-test was 3,5 and of critical was 1,67. The criteria to know whether the hypo tests accepted or not, was to

¹¹ Nurjannah Widyaningsih. “Improving The Eight Grade Students’ Reading Skill Through Think Pair Share Technique at SMP Negeri 3 Gunung Kidul”. Thesis, Universitas Negeri Yogyakarta, 2014.

observed higher than 1, 67.¹² It means that there is a significant influence of using Think Pair Share (TPS) technique towards students' narrative text writing ability at the second semester

Another previous study is conducted by Rully Amalia entitled "*The Effectiveness of Using Think Pair Share (TPS) Toward Students' Reading Comprehension of Descriptive Text*". Her research used quasy-experimental design. The researcher collected the data through test comprising pre-test and post-test. The test were distributed to the 64 eight students and divided into two classes. Experimental class and controlled class there were 32 students of each classes. The result showed that using of think pair share technique was effective toward students' reading comprehension of descriptive text. It is indicated from the value of t_0 which is higher than value of t_1 at the level of 1% significance ($t_0 > t_1 = 3.61 > 3.23$).¹³ It means that think pair share was effective to improve students' reading comprehension of descriptive text.

In this research, the researcher used the Think Pair Share technique to improve the reading comprehension of tenth-grade students at SMK Asy-Syafa'ah Jember. The researcher chooses classroom action research as a research design to solve the problems of the students' reading comprehension. Besides, this technique has never been used in SMK Asy-Syafa'ah Jember. From the discussion above, the classroom action research entitled "**The**

¹² Lilis Pristiani. "The Influence Of Using Think Pair Share (TPS) Technique Towards Students' Narrative Text Writing Ability In The Tenth Grade Of SMA Persada Bandar Lampung At the Second Semester In The Academic Year Of 2016/2017". Thesis, Universitas Raden Intan Lampung, Lampung, 2017, 74.

¹³ Rully Amalia. "The Effectiveness of Using Think Pair Share (TPS) Toward Students' Reading Comprehension of Descriptive Text". Thesis, Syarif Hidayatullah State Islamic University Jakarta, 2015, 43.

Implementation of Think Pair Share Technique to Improve Students' Reading Comprehension at SMK Asy-Syafa'ah Jember" is conducted to know whether or not the implementation of Think Pair Share technique can improve students' reading comprehension of recount text in tenth grade.

B. Research Question

Based on the problem in the background above, the research question was formulated as follow:

How could the implementation of Think Pair Share technique improve the students' reading comprehension of tenth grade at SMK Asy-Syafa'ah Jember?

C. The Objective of The Research

Based on the background of the research and the research question, the objective of the research was formulated as follow:

To describe how the implementation of Think Pair Share technique can improve the students' reading comprehension of tenth grade at SMK Asy-Syafa'ah Jember.

D. The Significance of The Research

1. Theoretically

This research hopefully could enrich the body of knowledge about reading comprehension and think pair share technique.

2. Practically

a. For the teacher, this study could be used to formulate a suitable procedure for teaching reading. The teacher can see how the

implementation of Think Pair Share Technique can improve students' reading ability.

- b. For the researcher, this research could add her experience in teaching-learning process by using Think Pair Share technique in reading comprehension of recount text.
- c. For the next researcher, the research could give significance to the other researcher as a reference for further studies on a similar topic related to Think Pair Share technique.

E. Scope of Study

The scope of the study of this research were the tenth-grade students of SMK Asy-Syafa'ah Jember in the second semester with the curriculum 2013. The material of this research was recount text with the theme of past experience which consists of about 3 paragraphs. This study belongs to a classroom action research (CAR). It focused on the implementation of Think Pair Share technique to improve students' reading comprehension.

F. Definition Key Term

1. Reading comprehension in this research was a process of understanding the meaning to get information about recount text, including general and specific information. It also means understanding the generic structure and language feature of recount text. In addition, students should comprehend the purpose of the text.
2. Recount text in this research was a text telling about the experience and event in the past. There are three the generic structure in this text includes

by orientation, events, and Re-orientation. The language feature of recount text is the use of simple past tense.

3. Think Pair Share in this research was a technique to improve students reading comprehension which consist of several steps namely thinking, pairing and sharing. There were several activities in every step of think pair share include:

- a. *Thinking*, the teacher gave the text of recount text and worksheet about general information in the table (orientation, events and re-orientation) and gave the students worksheet about specific information in the table (5W+1H) related of the text. Then, teacher asked the students to read the recount text and do the worksheet about general information and specific information in the table. Besides, the teacher gave the student's time to think their own answer individually.
- b. *Pairing*, the teacher divides the students into group randomly or pairing discussion about the reading text. Then, the teacher asked them to work in pairs to do the worksheet about general and specific information. The students could learn from the other as well as their ideas from the discussion.
- c. *Sharing*, the teacher choose the students pairs randomly and asked the leader of each pairs to *share* their answered with classmates. While the other pairs pay attention and gave suggestion or comment about their friend's answer.

CHAPTER II

LITERATURE REVIEW

This chapter presented some point about literature review to support the study. There were some topics which would be discussed in this chapter. They were previous studies and theoretical framework that related with the implementation of think pair share technique to improve students' reading comprehension. All points of this issue were discussed in the following sub chapter respectively.

A. Previous Studies

Riska Anastasia Sari has done the first in her thesis "*Improving Students' reading skill by TPS (A Classroom Action Research at the First Grade of SMPN 8 Surakarta in Academic Year 2011/2012)*". The research findings show that the used of Think Pair Share could improve students' reading skills and the class situation in English class. Most of the students more active and communicative during teaching and learning process. The students began more enthusiastic in reading class and they did not bother their friends. The similarities between the Riska Anastasia's researches with this research were the using Think Pair Share technique and the researcher focused on reading. Both of the researches used the classroom action research. In the Riska Anastasia's research, the object of the research was the first grade of junior high school at SMPN 8 Surakarta, but in this research, the object was a tenth grade of vocational high school at SMK Asy-Syafa'ah Jember. Riska

Anastasia used procedure text in her research, but in this research use a recount text.

In addition, Intaniya Fathanty Lukman, in her thesis *“The Effectiveness of Think-Pair-Share Technique toward Students Ability in Writing Descriptive Text At The Eighth Grade Students of SMP Negeri 3 Sinjai”*. This research showed that the eighth-grade students of SMP Negeri 3 Sinjai “fair” score on the pre-test with the mean score 46, 6. After giving treatment, the students got an improvement, the got a “good” score with the mean score 84, 05. The result of the data analysis indicated that three was a significant improvement in the students’ writing ability after being using Think Pair Share. It was provided by the result of the statistical analysis of the level significance $P = 0, 05$ with degree of the freedom ($df = 38$) indicated that the t-test values of the students’ writing (3, 99) were higher than t-value (2,021).

So, in this research found that the effectiveness of students ability in writing descriptive text by using Think Pair Share Technique. The similarity between Fathanty Lukman’s and this research is the using of Think Pair Share technique. The differences between this research and his research are the object, skill, the aim of the research, text and the research design. In the object of his research is the eighth grade of junior high school at SMP Negeri 3 sinjai, but the object in this research is tenth grade of vocational high school at SMK Asy-Syafa’ah Jember. In his research focused on writing ability but in this research focused on reading comprehension. In his research aimed to find

the effectiveness of Think Pair Share technique toward students' ability, but in this research aim to improve students' reading comprehension using Think Pair Share technique. In his research also used a descriptive text but in this research, use a recount text. Meanwhile, in his research used quasi-experimental, but in this research use classroom action research.

Vivi Vitasari in her thesis, *“Teaching and Learning Speaking Through Think-Pair-Share Technique Method At The First Semester of The Eight Grade of SMP Negeri 1 Tanjung Sari South Lampung In 2015/2016 Academic Year”*. Based on the research, the process of teaching-learning speaking through Think Pair Share technique was running well. The class seemed to support the teaching-learning process. Besides, the teacher was able to implement the step of teaching speaking through Think Pair Share technique well. The teacher's problem in teaching speaking through Think Pair Share technique was mainly about handling noise during the activity. Besides, the student's problem were mainly about the state of being self-confident, shy and afraid of making mistakes.

Furthermore, the similarities between her research and this research are using Think Pair Share technique. Besides, the differences between her research and this research were the research design, the object, and the aim of the research. In her research, she used qualitative descriptive but, in this research use a classroom action research. The object of her research was the eighth grade of junior high school at SMP Negeri 1 Tanjung Sari Lampung, but this research was the tenth grade of vocational high school at SMK Asy-

Syafa'ah Jember. This research was aim to improve students' reading comprehension using Think Pair Share technique, but her research aimed to know about the process and problems in teaching-learning speaking using Think pair Share technique.

Sahrin Sapsuha and Riki Bugis in their journal, "*Think Pair Share technique to Improve Students' Reading Comprehension*". This research was conducted in SMA Negeri Sawa. The sample of this research consisted of 23 students at eleventh grade of SMA Negeri Sawa. The objectives of this research was find out whether the use of Think Pair Share technique there are many different significant improvement of students' reading comprehension and to find out the motivate between the pre-test and post-test of the students reading after they have treatment. This research only focuses in one group. The result of the research was use of Think Pair Share Technique in teaching reading improved the students' reading and it can be concluded that the using of Think Pair Share Technique is effective to be implemented in improving the students' reading, and students' interested to learning reading through Think Pair Share Technique.

Furthermore, the similarities between this journal with my research are using Think Pair Share technique and the research focused on students' reading comprehension. Besides, the differences between this journal and my research were the object of the research, the research design, and the aim of the research. In this journal, she used quantitative but, in my research use a classroom action research. The aimed of this journal to find out whether the

use of Think Pair Share technique have many different significant improvement of students' reading comprehension but the aimed of my research to improve the students' reading comprehension by implementing Think Pair Share technique. The object of this journal was the eleventh grade of SMA Negeri Sawa, but my research was the tenth grade of vocational high school at SMK Asy-Syafa'ah Jember.

Table 2.1
Differences and Similarities between this research and previous ones

No.	Title	Similarities	Differences
1	2	3	4
1.	Riska Anastasia Sari with the title "Improving Students' reading skill by TPS (A Classroom Action Research at the First Grade of SMPN 8 Surakarta in Academic Year 2011/2012)".	<ul style="list-style-type: none"> • Both of the researches applied Think Pair Share in the research. • Both of the researches focused on reading. • Both of the research used the classroom action research. 	<ul style="list-style-type: none"> • Riska's study focused on junior high school. While, this research focused on vocational high school. • In her research used the procedure text, but in this research used a recount text.
2.	Fathanty Lukman with the title "The Effectiveness of Think-Pair-Share Technique Toward Students Ability in Writing Descriptive Text At The Eighth Grade Students of SMP Negeri 3 Sinjai".	<ul style="list-style-type: none"> • Both of the research used Think pair Share technique. 	<ul style="list-style-type: none"> • The object of Fathanty's study is eighth grade of junior high school. Yet, the object in this research was tenth grade of vocational high school. • In her research focused in writing ability but in this research focused in reading comprehension. • The aimed of her research to find

No.	Title	Similarities	Differences
1	2	3	4
			<p>the effectiveness of Think Pair Share technique toward students' ability, but in this research aimed to improve students' reading comprehension using Think Pair Share technique.</p> <ul style="list-style-type: none"> In her research used a descriptive text, but in this research the researcher used a recount text.
3.	<p>Vivi Vitasari with the title, "Teaching and Learning Speaking Through Think-Pair-Share Technique Method At The First Semester of The Eight Grade of SMP Negeri 1 Tanjung Sari South Lampung In 2015/2016 Academic Year".</p>	<ul style="list-style-type: none"> Both of the researches, the researchers used a Think Pair Share technique. 	<ul style="list-style-type: none"> Vivi's study used a qualitative descriptive but, this research used a classroom action research. Her research applied to the eight grade of junior high school. While, in this research applied to the tenth grade of vocational high school at SMK Asy-Syafa'ah Jember. This research aimed to improve students' reading comprehension but, her research aimed to know about the process and problems in teaching learning of speaking.

No.	Title	Similarities	Differences
1	2	3	4
4.	Sahrin Sapsuha and Riki Bugis with the title, "Think Pair Share technique to Improve Students' Reading Comprehension".	<ul style="list-style-type: none"> • Both of the research used a Think Pair Share technique. • Both of research focused on students' reading comprehension. 	<ul style="list-style-type: none"> • Sahrin Sapsuha and Riki Bugis' Journal used quantitative research as the research design, while this research used Classroom Action Research (CAR). • The aimed of their research was to find out whether the use of Think Pair Share technique has many different significant improvement of students' reading comprehension but the aimed of this research to improve the students' reading comprehension by implementing Think Pair Share technique. • The object of their journal was the eleventh grade of SMA Negeri Sawa, but this research was the tenth grade of vocational high school at SMK Asy-Syafa'ah Jember.

The distinguish of this research with the four previous research above, the researcher focused to improve students' reading comprehension by

implementing think pair share technique using classroom action research. The aspect of reading comprehension that would be evaluated were the topic of content, main idea, general information, specific information, synonym and antonym, so this research is more specific in some aspects of reading comprehension.

B. Theoretical Framework

1. Think Pair Share Technique

a. Definition and the Purpose of Think Pair Share Technique

Think Pair Share technique was first proposed by Prof. Frank Lyman in 1981, and developed by many scientists in recent years. The basic foundation of this model is to make the students more active in the teaching-learning process by discussing with their classmates.¹⁴

Meanwhile the teaching-learning process will be more attractive there will be more fun. It will give positive influence to students understanding the material given by the teacher. Think Pair Share technique is found in not only English teaching but also in many others areas of teaching such as mathematics or social science teaching.

Think Pair Share challenges the students to be more enthusiastic, proactive and more lively in the learning process.¹⁵ Think Pair Share was designed to give students the opportunity to process information,

¹⁴ Dino Sugiarto, Puji Sumarsono, "The Implementation of Think Pair Share Model to Improve Students' Ability in Reading Narrative Text", *International Journal of English and Education*, no. 3 (July, 2014): 208.

¹⁵ Aco nasir, "The Implementing of Think Pair Share (TPS) Strategy in Teaching Reading Skills", 23rd January 2020, <http://pasca.um.ac.id/conferences/index.php/gkt/article/download/330/313>.

formulate ideas (develop thinking) and then share thoughts with others (communication).

Think Pair Share is one of the cooperative learning methods that encourage individual participation.¹⁶ Cooperative learning is one of the most heavily researched areas of education.¹⁷ It also one of the most researched teaching models. It is a learning model that did not evolve from an individual's theory or a single approach to learning. The most developers of cooperative learning in a heterogeneous group are beneficial for all students with lesser abilities learn more by working alongside those which has gather abilities and that latter benefit from the process of serving as tutors their less-able peers. In cooperative learning, each student is required not only to complete their part of the work but to ensure that others do likewise.¹⁸ Cooperative learning appeals to teacher because it can provide opportunities for feedback to students that may not be readily available in other teaching-learning events such as during didactic instruction or individual work.¹⁹ Think Pair Share is a cooperative learning strategy where students think about the response to a prompt or question, and

¹⁶ Muhammad Lukman Syafii, "Using Think Pair Share Strategy to Increase Students' Active Involvement and to Improve Their Speaking Ability", *Indonesia Journal of English Education*, no. 5 (June, 2018): 64-65.

¹⁷ Wendy Jolliffe, *Cooperative Learning in The Classroom Putting it Into Practice*, (London: Paul Chapman Publishing, 2007), 6.

¹⁸ F. Ashman, et. al., *The Social and Intellectual Outcomes of Learning in Groups*, (London: Taylor and Francis Group, 2003), 37.

¹⁹Jolliffe, 90.

then discuss their individual answers in pairs.²⁰ Think Pair Share as the cooperative learning discussion usually process students to think about a question or an issue. They talk and discussions with their partner about their thought then some students share their discussion in front of people in the class.

Think Pair Share is as an effective way to make various atmospheres in the classroom discussion.²¹ It can formulate their individual ideas and share their ideas with others. Think Pair Share technique also designs to give a think time for the students before share and presenting their ideas. The time was given to discuss with others, especially with their pairs. The sharing of the ideas will make the students more confident to present their ideas in front of people in the class. The purpose of Think Pair Share technique is to provide students with a multimode discussion cycle that gives them time to think, share thoughts with partner, and then share those thoughts with the class.²²

Based on explanation above the researcher concludes that Think pair Share technique is one of cooperative learning which give students opportunity to try out their ideas, share their ideas, and supportive

²⁰ Sahrin Sapsuha, Riski Bugis, "Think Pair Share Technique to Improve Students' Reading Comprehension", *ICE-Ed Conference. ELT Practice in Asia: Challenges and Opportunities*, 2013.

²¹ F. Ashman, 37.

²² Margaret Bourchard, *Comperhension Strategies for English Languange Learners*, (U.S.A: Scholastic Inc, 2005), 110.

dialog with a partner. Then thinking and talking about an idea can help students sharpen their ideas as they listen to other.

b. The Characteristic of Think Pair Share Technique

There were three characteristic of Think Pair Share technique, such as:

- 1) Think. The teacher provokes students' thinking with a questioner prompt or observation. The students should take a few moments (probably not minutes) just to THINK about the question.
- 2) Pair. Using designated partners (such as with clock Buddies) nearby neighbors or a desk mate, students PAIR up to talk about the answer each up come with. Their compare their mental or written notes and identify the answers they think are best, most convincing, or most unique.
- 3) Share. After students talk in pairs for a few moments (again, usually not minutes), the teacher calls for pairs to SHARE their thinking with the rest of the class. She can do this by going around in round-robin fashion, calling on each pair; or she can take answers as they can call out (or as hands are raised). Often, the teacher or a designated helper will record these responses on the board or on the overhead.²³

c. The procedure of Think Pair Share Technique

The procedures of Think Pair Share techniques as follows:

²³ Lyman. "Think Pair Share", Reading Quest, 24th January 2020, <https://www.readingquest.org/tps.html>.

- 1) Assigning pairs before implementing strategy.
- 2) Giving a cue to listen and present a question. This can be in conjunction with presentation or a reading associated with the lesson. The teacher can introduce Think Pair Share any point during lesson.
- 3) Next, giving the cue for *think*. Students then think about their response to the question. (Give at least 3 minutes of “think” time.)
- 4) Then, giving the signal for *pair*. Students then pair with their partner. The partners discuss their answers and receive feedback from each other. Students may write or diagram their thought. (A “Think Pad” made from a small spiral notebook work well for this.)
- 5) Finally, giving the cue for *share*. Students raise their hands and share their partner’s response also.²⁴

Based on Kagan (2009) states from Aco Nasir’s research, there are five steps in Think Pair Share:

- 1) Organizing students into pairs by dividing the students into pairs randomly. The purpose of choosing randomly is to avoid the gap between high students and low students.
- 2) Posing the topic or question is posing a question or a topic to the students. This question should be in general and has many kinds

²⁴ Bourchard, 110.

of answers. It makes the students think deeper and they can give their opinion in many aspect.

- 3) Giving time to students to think meanwhile the teacher should give the students several minutes to think and answer of the question given before.
- 4) Asking students to discuss with their partner and share their thinking. In this section, each students share their answers with their partner in pairs.
- 5) Calling on a few students to share their ideas with the rest of the class. This is the last step that calling some students to share their ideas with the rest of the class.²⁵

From the explanation above, the researcher combine both of procedure because they were related to each other. The combination both of strategy was determined the time and organizing students into pairs randomly. In this research, there were several procedures to implementing think pair share technique:

- 1) The researcher introduces Think Pair Share any point during lesson.
- 2) The researcher poses the topic or question to students.
- 3) The researcher gives time to students think about the topic or answer question. The researcher determines the time at least 15 minutes to think.

²⁵ Aco nasir, "The Implementing of Think Pair Share (TPS) Strategy in Teaching Reading Skills", 23rd January 2020, <http://pasca.um.ac.id/conferences/index.php/gkt/article/download/330/313>.

- 4) The researcher organizes students into pairs randomly, from the low students and high students
- 5) The researcher asks the students to discuss and share their thinking and their answer with their partner, they also receive feedback each other.
- 6) The researcher chooses students randomly to share their ideas with the rest of the class.

This technique can stimulate students to think and share their understanding and opinion in order to create more critical information about the text.

d. The Advantages of Think Pair Share technique

Think pair Share technique as one of cooperative learning models has some advantages. They are follows:

- 1) All trainees are engaged in the thinking process, including those quiet students.
- 2) Trainees feel more comfortable and find it easier to get in a discussion with person next to them rather than a table group.
- 3) Active learning is a remarkable learning style for trainees.
- 4) Showing the importance of having partnership or team work.
- 5) Improving the communication skills.
- 6) Helping trainees fix the content of the lesson in their memories when the class has hour duration.
- 7) Developing skills in small-group discussion.

- 8) Everyone has an equal opportunity to participate in training activities.
- 9) Trainers are motivated to learn as they enjoy the socializing component.

e. **The Disadvantages of Think Pair Share technique**

The Think Pair Share technique also has some disadvantages in the teaching learning process. They are as follows:

- 1) Time consuming
- 2) Hard to assist all trainers during the discussion since they have so many groups.²⁶

Based on the disadvantages above the researcher has the way to solve these advantages. To solve time consuming, the researcher determines the time of students to think and discuss about the text. The students have to finished their work according to the time specified. The students also have to pay attention when the teacher gives some explanation or when their friends ask questions. In this research consist of 13 students so, there are only six groups in the class. The researcher can assist all groups because there are not many groups in the class.

2. Reading Comprehension

Reading is an active skill that involves guessing, predicting, checking, and asking some questions.²⁷ It means that to understand some

²⁶ Cathy Allen Simon, "Using The Think Pair Share Technique". Retrieved from the Read Write Think website, 26th January 2020, <http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-306206.html>.

the text, the reader have to guess, predict and understand about what the message of the text from the writers. Reading comprehension means interacting and constructing meaning from the text.²⁸ In addition reading comprehension is understanding a written text mean extracting the requires information from it as efficiently as possible.²⁹ Reading comprehension involves much more than readers' responses to the text.³⁰ It means they readers not only focus on understanding the content but also focus on understanding the message of the text that including general information and specific information of the text.

Specific information is information which stated explicitly in the text. The information is used to support the main idea of the text. Specific information includes word comprehension and sentence comprehension.

The students must know the meaning of the words that discover as they read. Without knowing the meaning of words, they will get difficulties in comprehending the reading text.³¹ In word comprehension the readers will understand the text from every single word in sentences. If the reader does not understand some words of the passage, some of the facts and ideas will probably escape him. So, the reader has to know the meaning of every single word in the text when they are read.³² On the other hand, sentence

²⁷ Francoise Grellet, *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercise*, (Cambridge: Cambridge University Press, 1996), 8.

²⁸ Ninuk Indrayani, *Vocabulary and Reading Comprehension: Lexically-Based Language Teaching Modul*, (Jember: STAIN Jember Press, 2013), 65.

²⁹ Grellet, 3.

³⁰ Jannete K. Klingner, Sharon Vaughn, Alison Boardman, *Teaching Reading Comprehension to Students With Learning Difficulties*, (New York: The Guilford Press, 2007), 8.

³¹ Indrayani, 66.

³² Grellet, 15.

comprehension means understanding what the sentence tells about, not only the meaning of the words but also the whole of the sentence completely.³³

General information is information which stated implicitly in the text. General information covers paragraph comprehension and text comprehension. Paragraph comprehension is a group of sentences which contains relevant information about one main or central idea. Besides, text comprehension is understanding the whole text.³⁴

In this research, reading comprehension is understanding the meaning and the purpose from the text. By reading comprehension students can get information from the text. One of the basic comprehension units in reading are related comprehending word and sentence. In word comprehension students will understand every single word in sentence of the text. The students must to combine the word into sentence and students try to understand what the whole of the sentence. It one of the tool to comprehending the text.

a. Types of Reading Comprehension

According to Brown there are several types of reading, they are include:

³³ Indrayani, 68.

³⁴ Nur Chlifah, *“Improving The Eigh Grade Students” Reading Comprehension Achievement By Using Collaborative Strategic Reading (CSR) At AMPN 1 Gumukmas*”, Thesis, Universitas Jember, 2016, 6.

- 1) *Perceptive*, Reading involves attending to the component of larger stretches of discourse letters, word, punctuation and other graphic symbols. Bottom-up processing is implied.
- 2) *Selective*, this category is largely an artifact of assessment formats. In order to ascertain one is reading recognition of lexical, grammatical, or discourse features of language with a very short stretch of language. A combination of bottom-up and top-down processing may be used.
- 3) *Interactive*, included among interactive reading types are stretches of language of several paragraph to one page or more in which the reader must, in psycholinguistics some interact with text.
- 4) *Extensive*, extensive reading as longer stretches of discourse such as long articles and books that usually read outside a classroom hour.³⁵

In this research, the researcher use selective reading. The students construct the meaning by the selective use information from all sources of meaning.

b. Strategies in Reading Comprehension

Actually, the students have to read a text to comprehend it, not only just know about the meaning of each vocabulary which they find in the text. If they just find the meaning of each word, of course it is only waste they time. The readers should know and master the

³⁵ H. Douglas Brown, *Languange Assessment Principles and Classroom Practice*, (San Fransisco: Pearson Education, 2004), 189.

strategies to read comprehensively. Reading strategy as plans for solving problems encountered in constructing meaning. It can help the readers in catching the meaning of the text. There are several reading strategies in reading comprehension:

- 1) Identifying the purpose of reading.
- 2) Using graphemic rules and pattern to aid in bottom-up decoding (especially for beginning level learners).
- 3) Skimming the text for main ideas.
- 4) Scanning the text for specific information.
- 5) Guessing when you are not certain.
- 6) Analyzing vocabulary.
- 7) Distinguishing between literal and implied meanings.
- 8) Capitalizing on its course makes process relationship.³⁶

From the explanation above, it means that reading strategies can help students to read comprehensively. They can choose some techniques which are appropriate for their reading purpose and each technique has its own purpose in reading. But, not all the technique will suitable for all students reading comprehension. However, students can master all of those strategies if they often practice them.

c. Teaching Reading Comprehension

Teaching is showing or helping someone to learn how to do something, giving instruction, guiding in the study of something,

³⁶ H. Douglas Brown, *Teaching by Principles: An Interactive Approach to Language Pedagogy Second Edition*, (San Fransisco : Person Education, 2001), 306.

providing with knowledge, causing to know or understand.³⁷ Teacher should help the students to read the text comprehensively and they should know the activity that will help students in reading comprehension. Graves, Calfee, Graves and Juel suggest the following activities prior to reading:

- 1) Set a purpose of reading
- 2) Motivate students to read
- 3) Pre-teach key vocabulary and concept
- 4) Link students' background knowledge and experiences with the reading.
- 5) Relate the reading to students' lives (making connection)
- 6) Build students' knowledge of the text future.³⁸

There are some activities which can be done before reading activity. The teacher should guide students to do those activities but, the teacher also needs some guidelines to teach and improve reading comprehension. The teacher needs to make a plan and know what they want to teach and what they want to do in the class. Mastopieri and Scruggs say that, if the teacher wants to improve students' reading comprehension they should do the following activities:

- 1) Teach strategies that have been documented as effective in promoting reading comprehension.

³⁷ H. Douglas Brown, *Principles of Language Learning and Teaching Fifth Edition*, (San Francisco: Person Education, 2007) 7.

³⁸ Alison, et. al., *Teaching Reading Comprehension to Students with Learning Difficulties*, (New York: The Guilford Press, 2007), 104.

- 2) Design instruction based on effective principles of direct instruction and strategy instruction.
- 3) Provide modeling, support, guided instruction, practice, attribution feedback, and opportunities to practice across text types.
- 4) Monitor students' progress and make adjustments accordingly.³⁹

In this researcher, the researcher also combines think pair share technique in teaching reading comprehension, as follows:

- 1) The researcher explains about the recount text.
- 2) The researcher guides students to ask question about the recount text.
- 3) The researcher gives a worksheet about the recount text and asks them to think their own answer individually.
- 4) The researcher organizes students into pairs randomly.
- 5) The researcher asks them to discuss their answer and do exercise with their partner. Besides, they also receive feedback each other.
- 6) The researcher chooses students randomly and ask them to share their ideas in the whole class
- 7) The researcher gives some feedback and opportunities to practice across text types.

³⁹ Alison, et. al., 124.

Those activities will help the teacher to improve students' reading comprehension. In conclusion, it is important for the teacher to prepare their self and their students before learning.

d. Assessing Reading Comprehension

To know whether the students make a progress in reading comprehension or not, assessment should be done. Assessment, on the other hand is an going process that encompasses a much wider domain.⁴⁰ Assessment is aimed to measure how far the students comprehend the text. The teacher can assess the students during the learning process and after the learning process. Then, assessment can be done during the lesson when students respond to a question, give comment, or ask question.

There are two types of assessment. It includes of informal assessment and formal assessment. Informal assessment can take a number of forms, starting with incidental, unplanned comments and responses, along with coaching and other impromptu feedback to the students. Examples include saying "Nice job!", "Good work", and "Well-done". On the other hand, formal assessments are exercises or procedures specifically designed to tap into a storehouse of skill and knowledge.⁴¹ Formal assessment is in the opposite of informal assessment. By using those kinds of assessment, the teacher prepares first some exercises to assess the students' competence. There are

⁴⁰ H. Douglas Brown, *Languange Assessment Principles and Classroom Practice*, (San Fransisco: Pearson Education, 2004), 4.

⁴¹ Brown, 5-6.

some techniques that can be used to assess the students' reading comprehension as follows:

1) Integrative test

This test aims to assess more than how well students read the text, how students understand the text and respond to the message of it.

2) The cloze test and gap-filling test

The cloze test is a test that is constructed by deleting from selected texts. Usually the numbers deleted are between 5 and 12. Whereas, gap-filling test does not use random deletion, but rational deletion. The words which are deleted represent the idea about the whole sentence.

3) Multiple Choice Technique

A multiple choice technique is a testing technique that provides choices for students to answer about a question. By using it, the tester can control the range of possible answers as distractors and students' thought process when they are responding to the text.

4) Matching technique

Matching technique allows the students to match two sets of components. For example, match the title to its paragraph.

5) Dichotomous technique

Dichotomous technique is a testing technique that allows the students to choose two possible answers given. For example, true or

falls, and agree or disagree. The students have to choose one of those two choices.

6) Short-answer techniques

Short-answer technique is a testing technique that allows the students to answer about the question in a few words or a brief response.

7) The summary test

The summary test is testing technique that allows the students summarize the main idea of the text that has been read.⁴²

Based on the explanation above, those reading assessments can be used to measure the students' competence in the form of score. In this research, the researcher use a multiple choice technique. This technique can assess the students' reading comprehension and make researcher easier to get the students score. Besides, a multiple choice technique can make student easily to answer the questions of the text.

3. Recount Text

a. Definition of Recount Text

Recount text is one genre that must be mastered by students in learning English. Recount text is type of ahort functional text.⁴³

According to Ken Hyland a recount text is a text that reconstruct past

⁴² J. Charles Alderson, *Assessing Reading*, (Combridge: Combridge University, 2000), 206-232.

⁴³ Suryadi, An aAnalysis of Students' Writing Skills in Recount Ttext at The Eighth Grade Students of SMP Negeri 2 KOTA Jambi, *Jornal of English Languange Teaching*, vol. 1, no. 1, (2017): 115.

experiences by retelling events in original sequence.⁴⁴ Anderson explain about recount text cited from Radhita Vidya's research, recount text is piece of text that retells past events, usually in the order in which they occurred. The purpose is to provide the audience with a description of what occurred and when it occurred.⁴⁵

From the definition above, it means that recount text is a type of reading text that tells about past activity. It provides some information or event in the past of sequence. In this research, the students have to reading recount text within personal recount about personal recount and they have to comprehend the text.

b. Generic Structure and Language Features of Recount Text

There are several parts in generic structure of recount text, includes:

- 1) Orientation: Information about an event and its setting. It provides details of who, what, when, where, or why.
- 2) Events: A sequence of events which happened in a chronological order.
- 3) Closing (Re-Orientation): Conclusion/summary of the events what you think, feel or decide about occurred events.

Recount text has a language features that includes:

⁴⁴ Ken Hyland, *Second Language Writing*, (Cambridge: Cambridge University Press, 2003), 20.

⁴⁵ Fadloeli, et al., Improving Students' Reading Comprehension of Recount Text By Using Think Pair Share (TPS) Technique, *Professional Journal of English Education*, vol. 2, no. 2, (March, 2019): 146.

- 1) Nouns and pronouns instead of person, animals, or things involved such as David, the monkey, we, etc.
- 2) Action verbs such as We went to the zoo; She was happy, etc.
- 3) Conjunction and time connectives which order events, happenings, or actions, such as and, but, then after, that etc.
- 4) Adverbs and adverb phrases to show location, time, and manner, such as right here, in my house, yesterday, afternoon, slowly, often, etc.
- 5) Adjectives to modify nouns such as beautiful, funny, childish, tiny, etc.

c. Types Of Recount Text

There are several types of recount text namely personal recount, factual recount, and procedural recount. Those types of recount text will be explained as follows:

1) Personal Recount

Personal recount is one of recount text which retelling an experience in which the writer was personally involved. The purpose of personal recount are to inform, entertain the audience (listeners or readers), or both.

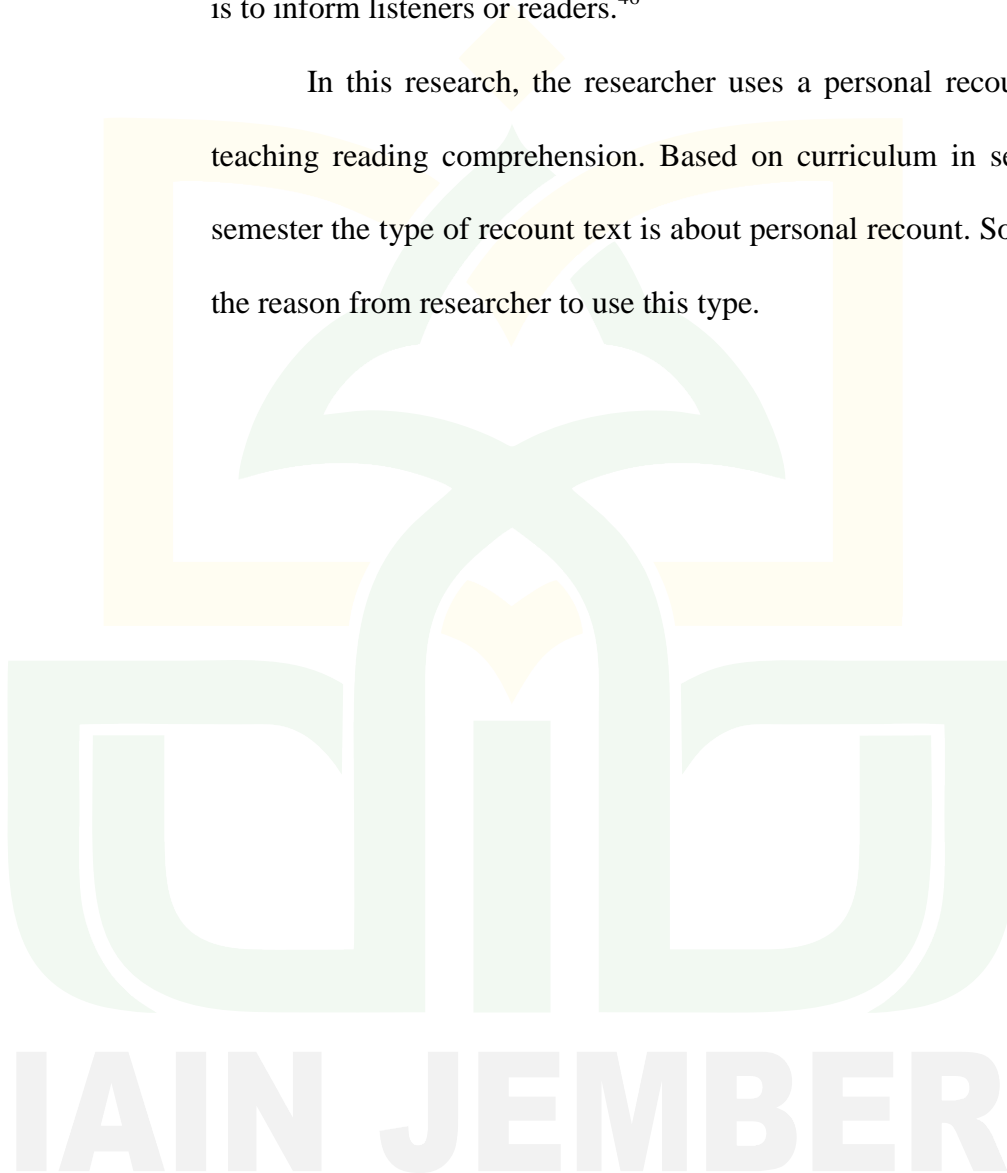
2) Factual Recount

Factual recount is a list or record of a certain event, such as new story, eye witness, news report, historical events.

3) Procedural Recount

Procedure recount records events such as science experiment or a cooking experience. It present the events chronologically (in the other in which they happened). The purpose of procedural recounts is to inform listeners or readers.⁴⁶

In this research, the researcher uses a personal recount in teaching reading comprehension. Based on curriculum in second semester the type of recount text is about personal recount. So, it is the reason from researcher to use this type.



⁴⁶ Suryadi, 120.

CHAPTER III

RESEARCH METHODS

This chapter discusses about the research method applied in this classroom action research. It consists of the research design, research setting, data collection method, data analysis, criteria of success and validity data.

A. Research Design

The design of this research was classroom action research. Action research is a reflective process that aims to solve particular teaching or learning that has been identified.⁴⁷ Bassey states that action research is an enquiry which is carried out in order to understand, to evaluate and then to change, in order to improve educational practice.⁴⁸ Action research is conducted by one or more individuals or groups for the purpose of solving a problem or obtaining information in order to inform local practice.⁴⁹ Classroom action research focused on finding the problem, planning actions, planning the action, implementing the action, observing the class, evaluating the data analysis, and reflecting the result of the action. The purpose of the classroom action research is to make something better and to improve the quality or achievement of teaching learning process.

In this research, the researcher conducted the research collaboratively with English teacher to solve the problems including determine the problem,

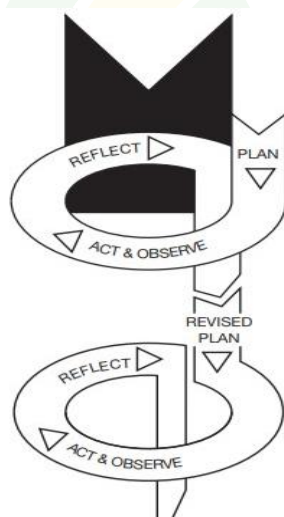
⁴⁷ Anne Burns, *Collaborative Action Research for English Language Teachers*, (Cambridge: Cambridge University Press, 1999), 30.

⁴⁸ Valsa Koshy, *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), 8.

⁴⁹ Wallen, et al., *Design and Evaluate Research in Education Seventh Edition*, (New York: McGraw-Hill Companies Inc, 2009), 589.

strategy, lesson plan and time of the research. The researcher and English teacher decided to use Think Pair Share technique in teaching reading comprehension. They conducted Think Pair Share technique to improve students' reading comprehension at SMK Asy-Syafa'ah Jember.

According to Kemmis and McTaggart there are several steps in classroom action research. That includes planning, acting, observing, and reflecting. The design of classroom action research as the following diagram.⁵⁰



1. Planning

Planning means make a plan of critically informed action to improve what is already happening. In this stage the researcher planned the action before implementing the action. There were several activities as follows:

- a. Interviewing the English teacher about the problems in the class especially in reading class.

⁵⁰ Valsa Koshy. *Action Research for Improving Practice*, (London: Paul Chapman Publishing, 2005), 4.

- b. Interviewing the students about the problems of reading comprehension.
- c. Observing teaching learning process in the class.
- d. Identifying about the students' problem in reading comprehension.
- e. Discussing with English teacher to find the appropriate technique to solve the problems.
- f. Constructing a lesson plan about recount text based on the curriculum 2013. In the lesson plan, it was mentioned about the steps of Think pair Share technique, consisted of three meetings and one test.
- g. Preparing material based on the curriculum 2013 in the second semester.
- h. Constructing the reading comprehension test.

2. Acting

Action is the process of doing something. Usually the action means that performing the planning. In this research the action in every meeting had several steps. The steps were:

- a. The researcher gave a picture and the text.
- b. During the teaching-learning process the researcher gave a recount text with the title *A Trip to The Zoo, My Holiday and Beautiful Day in Jogja*.
- c. The researcher explained about it and guided the students to ask question about social function, generic structure, and language feature.

- d. The researcher distributed the text of recount and worksheet about general information in the table (orientation, events and re-orientation) and gave the worksheet about specific information in the table (5W+1H) related to the text. Then, asked students to read and do the worksheet. The researcher gave the students time to think their own answer individually.
- e. The researcher divided the students into pairs randomly and asked them to work in pair to do the exercise.
- f. The researcher called the students randomly to share their answer in the whole class.
- g. The researcher took a field note during teaching learning process and collaborated with the English teacher to observe all activities happening in the class.

3. Observation

Observation is needed to take a data concerning the result of the action. In this stage the researcher gave reading comprehension test in the fourth meeting to find out the whether or not the implementation of Think Pair Share technique to improve students' reading compression. The test of reading comprehension is about the recount text especially personal recount. There are 3 recount texts given with 25 questions in the form of multiple choice test.

4. Reflection

Reflection is conducted to know the strengths and weaknesses using the Think pair Share technique. The researcher conducted the data analysis to analyze the data (*see section 8*). Then, the researcher compared the result with the criteria of success. The criteria of success in this research were available on (*section 1*). Thus, if the result from implementation of Think Pair Share could improve students' reading comprehension or reach the criteria of success, it means that the cycle one is successful then we do not need to conduct the cycle two. If it is not successful the researcher has to conduct the cycle two by revising the strategy.

B. Research Setting

1. Research location

This research was conducted in SMK Asy-Syafa'ah Jember. The location of the research was in Kebonsari kec. Kaliwates Jember. It is an Islamic boarding school. Most of students stayed at the boarding school and some of them came from Ambon. In this research the researcher used a purposive method. Purposive method is a method employed in choosing a research area based on certain purpose or reason.⁵¹ The researcher chose SMK Asy Syafa'ah Jember as the research area because in this school Think Pair Share technique had not been applied by English Teacher.

⁵¹ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik (Research Procedure: Apractical Approach)*, (Jakarta: PT Rineka Cipta, 2006), 16 .

Besides, the headmaster and English teacher had given permission to conduct this research.

2. Research subject

The subjects of this research were the students of tenth grade of SMK Asy-Syafa'ah. The class had 13 students, consisted of 5 males and 8 females. The subject was chosen because students in this class had problems in reading comprehension and the most of students in this class had a low score in reading. It could be known based on the interview with English teacher and observation in the class.

C. Data Collection Method

1. Primary data

Reading Comprehension Test

In the primary data the researcher collected the data through reading comprehension test. In this research, the researcher used a multiple choice test that included 3 recount texts with 25 questions. Multiple choice questions were a common device for testing students' text comprehension. By virtue of the distractor, they may present students with possibilities they may not otherwise have thought of. This amounts to a deliberate tricking of students and may be thought to result in a false measure of their understanding.⁵²

The researcher adopted text from the internet according to the type of text and the level of students' vocabulary. In the multiple choice test

⁵² J. Charles Alderson, *Assessing Reading*, (Cambridge: Cambridge University, 2000), 211.

every the correct answers got 4 scores and 0 scores for wrong answers. The time allocation from the reading comprehension test was carried out in 60 minutes. The indicator questions in reading comprehension included the topic of the text, main idea, general information, specific information, synonym and antonym. The test was given to get the students' score after applying the technique in each cycle.

2. Secondary Data

a. Interview

In this classroom action research interview was used to identify the problem in reading comprehension and the researcher used semi-structure interview. Semi-structure interviews allow you to probe further during the interview.⁵³ So, the question session could be conducted deeper.

In this research, the researcher interviewed the English teacher and the students of tenth grade. The purpose of the interview was to support the data about the students' reading comprehension. For the interviewing with the English teacher, it was known that the tenth grade had a lower score in reading comprehension. The researcher also interviewed the students of tenth grade to know about how far they liked English subject especially in reading class. The result of the interview showed that the students of ten grade was very problematic in reading comprehension. (*See appendix 3*)

⁵³ Valsha Koshi, "*Action Research for Improving Practice*", (London, Paul Chapman Publishin, 2005), 92.

b. Observation

In this research, the researcher observed the students of tenth grade during the teaching learning process in the class. The researcher found out the technique could fulfill student's need in reading comprehension. In this class the researcher found any problems in reading comprehension. (See appendix 4)

c. Document review

Document review is one the way to collect the data. In this research document review consisted of the name of students, the total number of students, and student's score before implementing this technique. (See appendix 5)

D. Data Analysis

Data analysis is a way to analyze the result of the data. The collected data was students' reading test score in every cycle. The purpose of data analysis was to ensure the reading comprehension using think pair share technique could improve or not. To know the mean score of the students' reading comprehension test, the researcher used a formula as follows:

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

Notes:

M_x= The mean score

X= The sum of the score of all students

N= The number of the students

The result of reading test were analyzed by using the following formula to find out the percentage score:

$$E = \frac{n}{N} \times 100 \%$$

Notes:

E= The percentage of students who achieve the minimum standard score

n= The number of students who achieved the minimum score

N= The total number of students

E. Criteria of Success

In this research, the researcher determined criteria of success. The research would be successful if the research objective indicator was reached. The criteria of success in this research is the number of students who reached the minimum score (70) is equal to or higher than 70% of total students in this research.

F. Validity of Data

Validity is the most complex criterion of a good test, the degree to which the test actually measures what it is intended to measure. A valid test of reading ability is one that actually measures reading ability and not, says 20/20 vision, previous knowledge of a subject, or some other variable of questionable relevance.⁵⁴ In test of language, validity is supported most convincingly by subsequent personal observation by teachers and peers. The validity of a high score on the final exam of a foreign language course will be substance by “actual” proficiency in the language. There are some types of

⁵⁴ H. Douglas Brown, *Teaching by Principles An Interactive Approach to Language Pedagogy Second Edition*. (San Fransisco: Pearson Education, 2001, 387.

validity. Such as face validity, construct validity, empirical validity, consequential validity and content validity.⁵⁵

In this research the researcher used content validity. Based on Brown's book, if a test actually samples the subject matter about which conclusions are to be drawn, and if it requires the test-taker to perform the behavior that is being measured, it can claim content-related evidence of validity, often popularly referred to as content validity.⁵⁶ Thus, content validity was talk about content of the test. The tests have to make by people who understand and expert about the test. Besides, the test should be suitable with the curriculum, the content of the test have to suitable with the material and also see the test according to the purpose.

Before constructing the test, the researcher wrote a specification of the test that included information on what content of the test writer was going to concern, type and length of the text, topic, training, and scoring procedure.

There were some points that the researcher applied to make the valid, they were; the test was designed based on curriculum. In reading comprehension test based on basic competence, students' target was to be able to distinguish text structure, social functions, and linguistic elements of the recount text. Secondly, the researcher provided clear instruction to the students. Then, in reading recount text, the students had to answer the questions of 25 multiple choice test. Thirdly, the researcher gave the students time to do the test that was 60 minutes. (*See appendix 8*)

⁵⁵ Brown, 388.

⁵⁶ H. Douglas Brown, *Language Assesment Principle and Classroom Practice*. (San Fransisco: Pearson Education, 2001), 22.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter discusses about the profile of the school, research finding and discussion. The detail of the research processes in this research is described in this chapter.

A. Profile of SMK Asy-Syafa'ah Jember

SMK Asy-Syafa'ah Jember located in Kebonsari kec. Kaliwates Jember. The vision of SMK Asy-Syafa'ah is "Improving the quality of education in the Vocational High School achievement based on intellectually and spiritually who has good attitude, competent, professional and able to compete at the national and global levels". The school mission is "realization the students who spirited creative leader and creative jobs in entrepreneurship. Carry out religious learning by integrating pesantren". Besides, SMK Asy-syafaah has one major namely marketing and there are several facilities includes 3 classrooms, teacher's room, library, marketing production room, and laboratory.

B. Research Finding

This section consists of the result of the Classroom Action Research (CAR). In this research, the researcher prepared one cycle which consisted of four meetings. The obvious explanations were as follows:

1. The implementation of Think Pair Share Technique

This research was done on 3rd March 2020. The researcher conducted the reading comprehension test to know the students' improvement of

reading comprehension by using Think Pair Share technique. The implementation of the research could be seen from:

a. Planning

At the first time the researcher did an interview with the English teacher and students. The interview was conducted on Wednesday 18th of December 2019 at 10.00 a.m. in SMK ASY-Syafa'ah Jember. The result of interview with English teacher and students showed that the students' reading was not satisfying. It happened because commonly the students got difficulties in vocabulary, comprehend the text and they lack motivation. The students were lazy to bring a dictionary in the class. Whereas, the dictionary was very important to get vocabulary and translate the text. Hence, the students could not comprehend the text well. They also did not determine the main idea of the text, the purpose of the text and generic structure of the text. The students also lack of motivation. They did not enthusiastic in the class and still passive in learning process.⁵⁷

On the other hand, the researcher and English teacher tried to solve problem by discussing about the technique to improve students' reading comprehension. After that, the researcher decided to use Think Pair Share technique in her research to improve students' reading comprehension. Then, the English teacher allowed her to implement

⁵⁷ Appendix 1.

this technique because the English teacher had not used a Think Pair Share technique yet.

After that, the researcher prepared everything related the step of the action. At that point, the researcher discussed with the English teacher as collaborator to make a lesson plan. The researcher and English teacher designed a lesson plan, media, and material based on the topic that stated in the curriculum. The material was about recount text especially personal recount with the theme past experience. The researcher and English teacher designed four meetings in one cycle. Three meetings for teaching learning process and a meeting for reading comprehension test.

b. Acting

In the implementing the action, the researcher as the teacher conducted the action based on the lesson plan that already prepared. The implementation was conducted during English subject and the description of the action can be explained as follows:

1) First Meeting

The first meeting was conducted on Monday, 24th of February 2020 at 07.00 a.m. in X class of SMK Asy-Syafa'ah. The researcher made a planning based on the problem faced by students about reading comprehension. The researcher made a planning for the teaching learning process by collaborated with English teacher. The English teacher also helped the researcher for observing the

students and took the field note during teaching learning process. The English teacher took field note on the back of the class to observe the teaching learning process in the class.

After preparing the material, the researcher started the class by greeting, praying, checking attendance and informing them about what they were going to have in the meeting⁵⁸. There were two students did not show in that day because they were sick. At that point, the researcher asked the students about kind of the text and made sure that they still remembered about that. After that, the researcher started to explain about the material by showing the picture related to the topic. In this research, the genre of the text was recount text especially personal recount. In the first meeting, the researcher gave the example about *A Trip to the Zoo* as the topic of the text. The researcher also gave some leading questions like as: *What picture is it?* Some students answered “*Animal miss*” The other said “*Gajah, jerapah, zebra miss*”. *Who can guess what the name of this place?* “*Kebun binatang miss*”. The students enthusiastically answered the leading question. “*Ok, good. This is the zoo*”. *Have you ever gone to the zoo?* Asked the researcher again. The students answered “*Yes miss*” a girl answered loudly. “*Ok, what’s your name?*” asked the researcher to the students. “*My name is Desty miss*”. “*Ok Desty, when did you go to the*

⁵⁸ See Appendix 6

zoo?” asked the researcher again. “Apa miss?” the student asked and then she laughed starred her friend. “Kapan Desty pergi ke kebun binatang?” asked the researcher in Bahasa. “Oo, waktu masih SD miss” she replied. “Bisakah Desty menceritakan pengalaman kamu dulu ketika pergi ke kebun binatang?” asked the researcher. Then, the students told her experienced in the zoo by using Bahasa. “Nah, itu adalah salah satu contoh cerita pengalaman teman kalian dimasa lampau. Jadi hari ini kita akan mempelajari text yang menceritakan pengalaman dimasa lampau atau yang disebut recount text” said the researcher.

After that, the researcher explained about recount text includes the definition, social function, generic structure, language future, etc. The researcher also gave the example of the recount text. The researcher asked them to read the text and invited them to analyse the text together. Then, the researcher asked question to the students about the text includes the topic, specific information (5W+1H), and general information (orientation, events and re-orientation). In this moment, there are four students who active in the class. They answered the researcher’s questions enthusiastically and asked a question if they did not understand. In this case the English teacher helped the researcher to control the class and ask the students to ask a question when they did not understand about the explanation of recount text.

Figure 4.1**The researcher explained the material to the students**

The next activity, the researcher gave some exercises like multiple choice that include three texts and the exercise about specific information (5W+1H) and general information (orientation, events and re-orientation). Next, the researcher asked them to read the text of number one in the exercise of multiple choices. The researcher asked them to read the text individually and think about the answer of the specific information (5W+1H) and general information (orientation, events and re-orientation) of the text by own answered. But, at the time there are students did not bring dictionary and only several students that used a dictionary.

Thereafter, most of students were still confused to translate the text because most of them did not bring a dictionary. So, the researcher asked them to ask about the unfamiliar word. Some

students asked to the researcher about the meaning of vocabulary in the text. A students (Rohana) asked “miss artinya ‘I was suppressed’ itu apa?”. The researcher directly answered “*Saya terkejut. Disitu ada kata ‘was’ nahh itu menandakan bahwa kalimat tersebut adalah simple past yang menunjukkan arti lampau/peristiwa yang telah terjadi*”. After that, the students continued to translate the text and thinking about the answered individually. The researcher gave the several times to they thought about their answered.

Figure 4.2

The students were thinking about the answer of the text



After the students answered the exercise about specific information (5W+1H) and general information (orientation, events and re-orientation) individually, the researcher divided them to make a pairs. The researcher made one group consisting of two and three students. There were thirteen students in the class, so there

were six groups. The researcher divided them randomly from the lower students and higher students so it was fair for the students. It was logical and fair to mix students based on their achievement. The researcher called the students who have six highest ranks become the leader of groups. The researcher got the list score from the teacher. Then, the other students counted from number one until six to decide the member of groups. After the all of students got their group, the students sat with their own group and made name of groups from group one until six.

Subsequently, the researcher asked the students to discuss about their answered of specific and general information of the text. Almost all students had discussion with their friends and some students joked with their friends. But, the researcher comes over and asked: *“Have you discussed your assignment?”* *“No, miss”* said them. All students looked them and suddenly they were silent and embarrassed. On the other hand, the researcher found that there were students who cheating other pairs. The situation in the class was very noisy. The researcher controlled the class by the monitor students and asked them to ask about their difficulty in unfamiliar words to the researcher.

After the students discussed the general and specific information with their groups, the researcher asked them to share their answer in the whole class. The researcher allowed the

students to raise their hand and share their ideas. But, the students were pointing each other. So, the researcher decided to appoint the students to share their answer in the whole class. When one group presented their answer, the researcher asked the other group to pay attention. The researcher also gave a chance to another group to give their opinion about the answer when the first group could not answer correctly. In this section, the students understood about specific information and general information of the text. Although there were students who did not answer the specific information correctly. After the all of groups were share their answer, the researcher and students made a conclusion about the text.

The next activity, the researcher asked students to discuss the exercise of multiple choice together to determine the topic of the text, main idea, general information, specific information, synonym and antonym. The researcher pointed the students to read the text in turns and answered the question together.

After the researcher closed the class the researcher made a reflection from the students who did not bring the dictionary. In the next meeting the researcher implemented the reward and punishment. So, if the students who brought the dictionary in every meeting and active in the class without cheating in other pairs, the researcher would gave a reward in the last meeting but if the students did not brought the dictionary, they had to memorize five

vocabularies include the synonym and antonym and also answer the question of the text that given from the researcher as their punishment.

After implementing Think Pair Share technique in the first meeting, the researcher checked the field note.⁵⁹ Based on the field note, the researcher looked the students more active in the class and they could share their opinion each other. The students also focused for the explanation that given by researcher in the class but, some of students still had a problem in reading comprehension. They did not know to translate the text and determine the general and specific information. They still confused about the material, so they made the class noisy by joked with their friends. So, the researcher should try and look improvement of students' reading comprehension in the second meeting.

2) Second meeting

The second meeting was conducted on Tuesday, 25th February of 2020 at 10.00 a.m. The second meeting was not different from the first meeting previously. The researcher opened the meeting by greeting, praying, and checking attendance. In that day, the all of students came to the class and there were no students who absent.

⁵⁹ See Appendix 9.

After started the teaching learning process, the researcher reviewed the last meeting to refresh the memory of students about recount text. The researcher gave a brainstorming to the students by asked them about recount text. The researcher asked *“Do you still remember about the recount text?”* and the all of students said *“Yes, miss”*. *“What is the recount text?”* asked the researcher again, and some students said *“Text yang menceritakan pengalaman dimasa lampau miss”*. The researcher also asked them about social function and generic structure of the text. Some students still remembered about the recount text but, several students did not memorize about the recount text. The researcher tried to explain again the material of recount text. After the students understood about the recount text, the researcher gave a picture about Mount Bromo and then the researcher asked some leading question as like: *“What picture is it?”* and the students answered *“Mountain miss”*. Then, the researcher said *“Who can guess what the name of this place?”*, *“No miss, itu gunung kerakatau miss?”* boy said. *“No. It’s Mount Bromo, have you ever gone to the mount Bromo?”*. *“Oo Bromo, no miss”* and some student said *“yes miss, pernah waktu liburan sama teman-teman miss”*. The researcher asked *“where is it located?”* the student answered *“in Probolinggo miss”*. *“Yes, that’s true! The mount Bromo located in Probolinggo and Mount bromo one of the famous*

mountains in east java because it has a beautiful scenery right?"

boy asked *"Scenery apa itu miss?"*. *"Scenery itu artinya pemandangan. Jadi gunung bromo adalah salah satu gunung yang terkenal di jawa timur karena memiliki pemandangan yang sangat indah/beautiful right?"*. *"Oo Yes miss, very beautiful"* they said by enthusiastic.

The researcher gave the text about Mount Bromo and the researcher asked the student to read the text loudly. Then, she asked the other to pay attention because the researcher would appoint students to continue reading the text. The researcher translated and told them about the content of the text. The researcher also explained about the specific and general information of the text. While the researcher explained about it, the students listened and paid close attention.

In that time, the student asked about specific information because she did not know the differences about "what and why" in the table. "Miss, perbedaannya what dan why itu apa? Menjelaskan apanya miss?" she asked. *"What, yang dimaksud itu digunakan untuk menanyakan peristiwa yang terjadi di dalam teks tersebut. Contoh di teks peristiwa yang terjadi adalah 'My holiday in mount bromo'. Nah, kalau Why itu digunakan untuk menanyakan sebab. Contohnya sebab dari peristiwa yang terjadi di dalam teks ini adalah 'I really fun to have a holiday like this because the scenery*

in mount bromo was very beautiful'. Researcher said". After the students understand about researcher's explanation, the researcher gave the exercise of multiple choice and gave some question include the specific information (5W+1H) and general information (orientation, events and re-orientation) of the text.

Afterwards, the researcher asked who did not bring the dictionary. Nevertheless, there were two students that did not bring the dictionary in the class. He did not have a dictionary while his friend forgot to bring a dictionary. So, the researcher would give the punishment in the end of the lesson. The students have to memorised five vocabularies and do the exercise of recount text that given by researcher. The students also prohibited to out of the class before they finished their punishment. It motived the students to bring the dictionary to avoid the punishment. After the researcher reminded about the punishment, the researcher gave the time to the students to finish their work.

After the researcher gave some worksheets, the researcher asked students to read the text in number one of multiple choice texts and asked them to think about the answer of the exercises about specific and general information of the text individually. In that moment, both of students still asked the meaning of vocabulary to the researcher because they did not bring the dictionary and did not know to translate the text. Finally, the

researcher helped them to translate the sentence of the text. After that, the researcher asked them to answer the exercise by own word. In this section, the students were more serious in doing the exercises. It can be seen when they were active to ask the question and translate the text.

The next activity, the researcher divided the students in pairs. The researcher chooses the students randomly from the lower students and higher students. After that, the researcher asked them to discuss their answered about the specific and general information in pairs. Then, one of students asked about the several meaning of the text and grammatical of the text. She asked "*Miss artinya we made campfire itu apa?*", the other student asked "*Kalau we packed everything itu apa miss?*", then the other students also asked "*Artinya we sat up apa miss?*". The researcher answered the students question one by one. "*For the first question, what is the meaning of campfire? Campfire artinya api unggun, jadi artinya kami membuat api unggun. Lalu pertanyaan kedua 'packed' artinya adalah mengemasi, jadi artinya adalah kami mengemasi semuanya. Then, the third question is the meaning of sat up adalah duduk*" the researcher said. "*Lohh miss, kalau bahasa inggris duduk bukannya sit up?*" Ask the student. The researcher answered "*Betul, sit up artinya duduk. Namun karena dalam teks recount menggunakan simple past jadi harus*

menggunakan V_2 ya. V_2 dari sit (duduk) adalah sat”. “Oo begitu miss” said the student. After that, the students focused to continue their discussion with their pairs to determine the specific and general information.

Figure 4.3

Students activity in pairs



After we discussed about the text, the researcher asked the students to share their answered in the whole class. The researcher asked the leader of groups to share their answered but the students did not want to come forward without being chosen by researcher. They were shy to come forward of their own accord. “*Miss, di pilih atau diacak saja miss gorupnya biar adil. Malu kalau maju duluan miss*”. The student said. Willy-nilly, the researcher chose a group by shuffle the name of group and asked the leader to share their answered in the whole class. Then, the third group chose to come forward and share their answer in the whole class. When the third group read the answer, the other groups pay attention. After

that, the researcher gave a chance to the students who want to share their opinion for the right answer. There were students who raised their hand to give their opinion about the right answer. In this section, the situation of the class more active because the students more enthusiastic to share their answer. But, there were several students made the class crowded and did not pay attention when their friend share their answered in the whole class. Hence, the researcher reprimanded the students who crowded in the class. Then, after the students finished sharing their answer and giving opinion for their friends answer, the researcher gave some feedback about the text correctly.

After implementing the technique, the researcher asked the students to answer the multiple choice exercises about the text that include the topic of the text, main idea, general information, specific information, synonym and antonym. The students read and answered the exercises together. The students clearly understood to determine the topic of the text, main idea, general information and specific information but, they did not understand for determine the antonym and synonym of the text. It could be seen when the students answer the question.

In the fifteen minutes before the researcher closed the class, the researcher asked the students who got the punishment to come forward. Then, the researcher gave them five vocabularies and

some exercises. They have to finish their punishment before they left the class.

In this section, the students more understood enough to determine the specific information. There students answered specific information correctly. The students were more active than the previous meeting. Based on the field note from the teacher, the students enjoyed and active in the class.⁶⁰ They were easier to comprehend the text because they discussed the exercise together with their friends.

3) Third meeting

The third meeting was conducted on Monday, 2nd of March 2020. The researcher and English teacher came to the class X at 07.00 a.m. Then the researcher opened the lesson by greeting, praying, checking attendance and she taught the students based on the lesson plan.⁶¹ In that day, the student was absence. She was absence because she getting sick.

On that day, the researcher reviewed the last meeting to refresh the student's memory about the material before. The researcher gave a picture e about Malioboro in Jogjakarta and asked them some leading question like as: *"Who can guess what the name of this place?"* and the students answered *"Maliboro Jogjakarta miss"*. *"Yes, that's true! Where is it located?"* and

⁶⁰ See Appendix 9

⁶¹ See Appendix 6

several students answered by a loud voice *“In Jogjakarta miss”*. *“Have you ever gone to Jogjakarta?”* then, the researcher repeat the question in Bahasa, *“Apa kalian pernah pergi ke Jogjakarta?”* and student said *“Yes miss, waktu rekreasi di SMP”*, several students said *“Belum miss”*. *“Siapa tadi yang pernah rekreasi ke Jogja?”* asked the researcher. Then, the students answered *“Ladfia miss”*. *“Ok, Ladfia can you tell us about your story at Jogja as the example of recount?”*. Ladfia asked *“Pakai Bahasa Inggris miss?”*, *“Bisa pakai Bahasa Inggris atau Bahasa Indonesia”*. said the researcher. *“Pakai Bahasa Indonesia saja ya miss, saya gak tau ngomongnya kalau Bahasa Inggris”* Ladfia said. *“It’s ok Ladfia, ceritakan pegalamanmu di Jogja dan yang lainnya mendengarkan cerita Ladfia ya?”*. *“Yes miss”* the students answered.

After she told her friend about her experience in Jogja, the researcher asked question to the students about specific information includes (5W+1H) by using Bahasa like as: *Apa topik cerita yang diceritakan oleh ladfia? Kapan ladfis pergi ke Jogjakarta? Siapa yang bertemu ladfia sana? Etc.* The researcher also asked them about the definition of recount text, social function, generic structure and she explained again for make sure that they still memorize about recount text. After that, the researcher gave another example about the recount text. The researcher provokes the students to translate and determine the

specific and general information the text together. The students really enjoyed to translate the text together with researcher.

Next, the researcher gave some exercise as usual the researcher gave them a multiple choice exercise. Then, the researcher also gave the exercise about specific information (5W+1H) and general information (orientation, events and re-orientation) of the text. The researcher asked students to read and comprehend the text of number one. Then, the students had to think and determine the specific and general information of the text individually. In the “thinking” section, the situation of the class was conducive. The students more focused to find the answer of the text. In that day, the all of students brought the dictionary in the class. So, they could translate the text easier but the researcher still helped them who asked about the unfamiliar word.

The next activity, the researcher divided them into pairs randomly and asked them to discussed their answers about the text. In the third meeting, they enthusiastically discussed and answered question together. It could be seen when the researcher asked them to share their answer in the whole class, the students raised their hand and come forward without pointing each other. When the leader of each groups shared their answer in the whole class, the other groups paid attention and gave their opinion. In this section, the students were active than before. The students began to be

brave to express their opinion. After the leader of each group share their ideas in the whole class and the other groups express their opinion, the researcher always asked students to give applause for the answer of their friends.

Figure 4.4

The students' activity of sharing their answer



After that, the researcher asked students to answer the question of multiple choices together. The researcher also gave more explanation for the synonym and antonym of vocabulary. The next activity after the students understood about the researcher explanation and answers the question, the researcher made a conclusion about the material.

In the third meeting, the researcher found out that the classroom condition was better.⁶² The students more comprehend the text well. They also determine the topic of the text, mean idea, general information, specific information, synonym and antonym

⁶² See Appendix 9

in the text. In this moment, the students did not make a lot of noises. Based on the field note from the teacher, the students were more enjoy working in pairs or groups than individually. Hence, by working in a pairs or groups, they could find the answers together. It caused the students easier to do the exercise and more active in the class. In the other hand, the students were eager competing with other groups.

Finally, the lesson ended. After concluding the material, the researcher also informed the students that there was reading comprehension test in the next meeting. The researcher asked them to learn more about the recount text and practice doing the exercise as previous discussion. After wards, the researcher gave the students suggestion and greets them before leaving the class.

c. Observing

In this section, the observing was conducted on Tuesday, 3rd of March 2020 at 10.00 a.m. The researcher collected the data about the implementation of Think Pair Share technique by giving a reading comprehension test to know about the improvement of students reading comprehension. In the reading comprehension test, all of students of ten grade was attended the class.

In the observing section, the researcher started the class by greeting, praying and checking attendance before the test begins. Then, the researcher informed students that in this section the researcher

wanted to give the reading comprehension test for students. After that, the researcher hand out the peppers of test to the students. Then, the researcher also provided the instruction before they start the reading test. In the reading comprehension test, the researcher did not allow them to open the dictionary or asked the answer to their friends. In the reading comprehension test, the material was about recount text. The test consisted of 3 texts and 25 questions. Besides, the indicator questions in reading comprehension test included the topic of the text, main idea, general information, specific information, synonym and antonym.⁶³ The researcher gave 60 minutes for students to finish their test.

In that day, the situation of this class was conducive and the students did the test seriously.⁶⁴ After the time was over, the researcher asked students to submit their test at the teacher's desk. Then, asked them to sit down in their chairs. After that, the researcher closed the class by giving the suggestion to the students about the learning English especially in reading comprehension, greet them and prayed before leaving the class.

d. Reflecting

In this phase, the researcher evaluated the students' reading comprehension during teaching learning process by looking the data that had been collected. The researcher used field note that was written

⁶³ See Appendix 7

⁶⁴ See Appendix 9

by English teacher from the first meeting until the test and used the result of students' score in reading comprehension test.

Based on the field note of the first meeting, the students were active in the class and they could share their opinion in groups. The students were interested in the lesson given through Think Pair Share.⁶⁵

The students focused on the explanation that given by researcher but some students had problem in reading. They did not know to translate the text and determine the general and specific information. Therefore, they made the class noisy by joked with their friends and cheating in other pairs. Besides, one of the factors that caused students did not know to translate the text because the students did not bring the dictionary. So, the researcher decided to give the punishment and reward for students.

The researcher also checked the field note in the second meeting. The students' response in reading class was good. They were interested in learning process through Think Pair Share. It could be seen when the students interested to follow the researcher instruction the technique of Think Pair Share. Besides, the students more understood to determine the specific information of the text but they still did not know determine the synonym and antonym. Besides, the students were active to asked question and discussed with their pairs. However, the students were still embarrassed to come forward and share their answer in the whole class.

⁶⁵ See Appendix 9

They still asked the researcher to appoint them for share their answer. In this meeting, there were students who did not bring the dictionary and the researcher gave them punishment to memorize five vocabularies and doing the exercises.

Next, the researcher checked the field not in the third meeting. The researcher looked the classroom condition was better. They more enjoyed working in pairs than individually. The students also could comprehend the text well. They more understood to determine the topic of the text, mean idea, general information, specific information synonym and antonym. In this meeting, the students did not make a lot of noises in the class. Besides, the students were active than previous meeting. They were enthusiastic to discuss with their pairs or groups. In this meeting, the students more confidence to come forward and share their answer in the whole class. It could be seen when the students raised their hand to come forward without pointing each other.

Besides, the data of the last meeting showed that there were improvements of students' reading comprehension. It can be seen from the students' score of the test. The researcher, compared the students' score of reading comprehension test with criteria of success. The criteria of success in this researcher the number of students who reached minimum score (70) was equal to or higher than 70% of students. In this section, the researcher compared with the students average score after implementing Think Pair Share technique in the

class. After the researcher calculated the average score of students, the result of average score during fourth meeting in cycle one was 74,4.

The result of reading comprehension test score in cycle one was below:

Table 4.5

Students Achievement in Cycle One Test

No.	NIS	Name	Students Score
1	153/153.108	ACO LAMDA	76
2	154/154.108	AFFANDI	72
3	155/155.108	AHMAD NURIL ANDI	44
4	158/158.108	DESTY AMALIA TUL J	88
5	162/162.108	FIKRI ROMADONI	76
6	165/165.108	HERLINDA TAHONJABY	72
7	166/166.108	LADFIATUL NURUL ALIM	92
8	168/168.108	M. FAWAID	76
9	171/171.108	NUR LINA DWI ANDHITA	80
10	172/172.108	PUTRI AYU ASHARI	68
11	173/173.108	ROHANA SITI RAHAYU	84
12	176/176.108	SITI AMINAH	72
13	177/177.108	SITI MAIMUNAH. D	68
	Total		968
	Maximum		92
	Minimum		44

The mean of students score was as follow:

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

$$M_x = \frac{968}{13} = 74,4$$

Notes:

M_x = The mean score

ΣX = The sum of the score of all students

N = The number of the students

From the result of the students' test in reading comprehension by Think Pair Share technique above, it could be seen that the cycle one was success. The students' average score had improved the students' reading comprehension after implementing Think Pair Share technique. Besides, after knowing about the average score of students, the researcher calculated the percentage of students who reached the minimum standard score. The percentage of students who got the minimum score was 77%. It could be seen by the formula bellow:

$$E = \frac{n}{N} \times 100 \%$$

$$E = \frac{10}{13} \times 100 \%$$

$$E = 77\%$$

Notes:

E = The percentage of students who achieved the minimum standard score

n = The number of students who achieved the minimum score

N = The total number of students

From the result above, it could be concluded that there were 10 students or 77% of students who got the minimum score or achieve the

criteria of success. Meanwhile the students who did not get the minimum score were only 3 students. From this result, the researcher concluded that the implementation of Think Pair Share technique could improve the students' reading comprehension. It means the cycle one had successful and the researcher did not need to conduct the next cycle.

C. Discussion

In the last step of the action research was discussing the result of the research finding for teaching reading comprehension by implementing Think Pair Share technique. This technique was implemented in one cycle. The findings of the researcher, the Think Pair Share technique was successful to improve the students' reading comprehension. It could be seen from the preliminary study, the students mean score was 62 and the percentage of that students who achieved the minimum score (70) was 23%. It means that there were 3 students who passed the minimum score. Meanwhile the other 10 students did not achieve the minimum score.

Besides, after the researcher implemented the Think Pair Share technique the students mean score was 74,4 and the percentage of the students' minimum score was 77%. There were 10 students who passing grades and 3 students who got the under minimum score. It means that the implementation of Think Pair Share technique improved the students' reading comprehension because it was proven by increasing the students mean score and students percentage which got the minimum score.

When the researcher implemented Think Pair Share technique in the class, the students had gained a good response. Think Pair Share technique created the different situation in the class because it could make the students more active in learning process. This is in line with Robyn M, he stipulated that Think Pair Share technique is an effective way to make various atmospheres in the classroom discussion.⁶⁶ The students enjoyed and focused on the explanation from the researcher. The students' response when applying Think Pair Share technique indicated that students were really interactive in the class. When the researcher gave them an example of recount text and asked them a question, the students gave a good response to answer. They answered it without being nervous and their answer was suitable with the questions. The students were very enthusiastic in teaching learning process by using Think Pair Share technique and they were active in a group discussion.

Think pair share technique is one of the cooperative learning methods that encourage individual participation.⁶⁷ In the implementation of Think Pair Share technique, the students were given the time to think through their own answer. In this section, the students could participate by finding their own answer to discuss with their friends. Then, the researcher determined the students to make a pairs and asked them to discuss their answer in a pairs. The discussion from a pairs or groups could encourage them to participate in the activity. The students more enjoy working in pairs or groups than individually.

⁶⁶ Robyn M, Gilies and Adrian F. Ashman, *The Social and Intellectual Outcomes of Learning in Groups*, (London: Taylor and Francis Group, 2003), 37.

⁶⁷ Muhammad Lukman Syafi'i, "Using Think Pair Share Strategy to Increase Students' Active Involvement and to Improve Their Speaking Ability", *Indonesia Journal of English Education*, 5, (June, 2018), 64-65.

It related from the function of cooperative learning. Based on Wendy Jollife's book, cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others.⁶⁸ Hence, by discussing with their pairs, the students understood the text and they more interested in learning process easily. After wards, the students shared their answer in the whole class. This step was supported by the Margaret Bourchard's book. It stated that the step of Think Pair Share technique includes *thinking* (giving wait time), *pairing* (discussion with a partner), and *sharing* responses (with the entire class).⁶⁹ On the other hand, discussion and sharing with other groups, the students could comprehend the text easier than before. They could share their opinion for the right answer and the students were eager competing with other groups. Besides, the aim of Think Pair Share technique was to make students become active in the teaching and learning process by pairing and discussing with friends in their class.⁷⁰

Concerning to their ability in reading, their reading comprehension was better. They knew about the topic and main idea of the text. They also know to determine the general information like as; orientation, events, and reorientation of the text. They also determined specific information like as; who, what, when, where, why, and how the story of the text. Their knowledge about vocabulary also more better. They could determine about the synonym

⁶⁸ Wendy Jollife, *Cooperative Learning in The Classroom Putting it Into Practice*, (London, Paul Chapman Publishing, 2007), 3.

⁶⁹ Margaret Bourchard, *Comperhension Strategies foe English Languange Learners*, (U.S.A: Scholastic Inc, 2005), 110.

⁷⁰ Fadloeli, et. al., "Improving Students Reading Comprehension of Recount Text by Using Think Pair Share (TPS) Technique", *Profesional Journal of English Education*, vol. 2 no. 2, (March, 2019): 147.

and antonym. The students began to know about comprehend the text because they could discuss and share their answer each other. Hence, by discussing together with their pairs, the students were confidence to share their opinion about the right answer in the whole class.

On the other hand, during the implementation of Think Pair Share technique in the class, the students were happy. They really enjoyed the class when the researcher gave them a good technique like Think Pair Share. The students did not make a lot of noise in the class and there was improvement on the students' reading comprehension. It means that the students needed a technique that could make them fun in the class to make them more active in the class and interested in learning process. It is the same with the Kagan's statement that teaching learning process by using Think Pair Share technique will be more attractive and fun.⁷¹

Teaching reading by using Think Pair Share technique in the class had advantages for the students and researcher. The advantages by implementing of Think Pair Share technique in this research were the researcher could make the students enjoy and active in the class. The all of students were engaged in thinking process, including those quite students. The students were comfortable by having partner in a pairs and they more enthusiastic to comprehend the text with their partner. Every students participated in activities in the class. They were active and able to share their opinion with groups. On the other hand, the students were eager competing to show the

⁷¹ Dino Sugiarto, Puji Sumarsono, "The Implementation of Think Pair Share Model to Improve Students' Ability in Reading Narrative Text", *International Journal of English and Education*, 3, (July, 2014), 208.

right answer in the class. They felt motivated to learn when they enjoyed in learning process in the class. It related to Cathy Allen Salmon statement that one of the advantages of Think Pair Share technique were developing skills in small group discussion and the students were motivated to learn as they enjoy the socializing component.⁷²

Besides, Think Pair Share technique had disadvantages for the researcher and students. When researcher was using Think Pair Share technique in reading class, the students made a noise in the class. Besides, the students were possibility that the students who had low understanding about the question likely cheat to their friends. The time of implementing Think Pair Share technique it was consuming to share their answer one by one. It also related from Cathy statement that disadvantage of Think Pair Share technique were time consuming and hard to assist the students during the discussion since they have so many groups.⁷³

Concerning to the disadvantages of using Think Pair Share technique to teaching reading comprehension in the class, the researcher prepared solution to control learning process in the class. The researcher gave the reward for the students who bring the dictionary and active in the class without cheating in other pairs. Besides, the researcher gave the punishment for students who did not bring the dictionary and cheating each other. However, giving reward and punishment were effective to improve the involvement of students and

⁷² Cathy Allen Simon, "Using The Think Pair Share Technique". Retrieved from the Read Write Think website, 26th January 2020, <http://www.readwritethink.org/professional-development/strategy-guides/using-think-pair-share-306206.html>.

⁷³ Ibid.,

smoothened the discussion and also to reduce the gap of the low-motivated students and high-motivated students. It implies that the activity can use to overcome the problems that might be arising during the group work by using Think Pair Share in the class. After the researcher implemented the punishment and reward to the students who did not bring a dictionary, the students always bring a dictionary in the class to avoid the punishment. It related from the Irawati statement that by giving a reward, students will be focus in learning process and make students compete with other students to get the reward in the class. Besides, giving punishment also makes other students to be careful in make a mistake in the class.⁷⁴

⁷⁴ Irawati, An Fauziyah Rozani Syafei, "The Use of Reward and Punishment to Increase Young Learners' Motivation in Learning English As Foreign Language Adapted to Indonesian Context", *Journal of English Language Teaching*, Vol. 5, No. 1, (2016), 270.

CHAPTER V

CONCLUSION AND SUGGESTIONS

This chapter consists of two points. They are conclusion and suggestions. In this chapter the researcher discussed about the conclusion of class room action research and suggestion from English teacher and for future researcher.

A. Conclusion

Based on the data analysis, the researcher concluded that the implementation of Think Pair Share technique could improve the students' reading comprehension. The students who achieved the minimum score were 77%.. It means, there was improvement on the students reading comprehension score. Think Pair Share technique could make the students active in the class discussion. The students motivated to eager competing to show the right answer in the class. They were enthusiastic and felt comfortable to share their opinion in the whole class. The students also comprehended the text easily because they could discuss together with their pairs.

However, they clearly understood about the topic and main idea of the text. The students also knew to determine the general information like as; orientation, events, and reorientation of the text. Besides, they also determined specific information like as; who, what, when, where, why, and how the story of the text. The students could comprehend the text well. In the other hand, the students' vocabulary also better. They could determine about the synonym and antonym. From the result above, it can be concluded that Think Pair Share

technique could improve the students' reading comprehension and this research was considered.

B. Suggestions

After implementing this technique and making conclusion, the researcher would like to give suggestion for English teacher and further researcher as follows:

1. For the English teacher

The researcher hopes that the English teacher can make the students more active and enjoy in reading class to make them more comprehend the text well. The English teacher must be creative in teaching learning process to transferring their knowledge to the students. The teacher should have new idea to make the students active in the class. The researcher suggests the English teacher to use Think Pair Share technique in teaching reading comprehension. As we know that Think Pair Share technique can build the class discussion that make the students more active and enjoy in the class. So, it can make help the teacher to improve students' reading comprehension.

2. For the further researcher

The researcher hopes that this research can be a reference for further researcher by using better technique in teaching learning process. On the other hand, the further researcher can develop this research with new innovation such as the implementing this technique with different skill, such as in writing or speaking skill.

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IAIN JEMBER

Appendix 1. Matrix of Research

Tittle	Variable	Indicator	Source of data	Research Method	General Question:
<p>THE IMPLEMENTATION OF THINK PAIR SHARE TECHNIQUE TO IMPROVE STUDENTS' READING COMPREHENSION OF TENTH GRADE AT SMK ASY-SYAFI'AH JEMBER</p>	<p>STUDENTS' READING COMPREHENSION</p> <p>THE IMPLEMENTATION OF THINK PAIR SHARE TECHNIQUE</p>	<ol style="list-style-type: none"> 1. Comprehending main idea of the text. 2. Comprehending supporting detail of the text. 3. Comprehending language feature of the text. 4. Comprehending organization of the text. <ol style="list-style-type: none"> 1. Thinking: <ol style="list-style-type: none"> a) The teacher gives the students text of reading comprehension. b) The teacher gives 	<ol style="list-style-type: none"> 1. Primary Data: Students' score of reading comprehension test. 2. Secondary Data: <ol style="list-style-type: none"> a. Interview data b. Observation data c. Documents 	<ol style="list-style-type: none"> 1. Research Design: CAR (Classroom Action Research) which is conducted in cycles. The cycles consist of: <ol style="list-style-type: none"> a) Planning b) Implementation c) Observation d) Reflection 2. Data collection method: <ol style="list-style-type: none"> a. Reading comprehension test b. Interview 	<p>How can the implementation of Think Pair Share technique to improve students' reading comprehension of tenth grade at SMK Asy-Syafa'ah Jember?</p>

		<p>the students worksheet about general information in the table (orientation, events and re-orientation) and gives the worksheet about specific information in the table (5W+1H) related of the text.</p> <p>c) The teacher asks the students to read the recount text and do the worksheet about general information in the table (orientation, events and re-orientation) and the worksheet about specific information in the table (5W+1H).</p>		<p>c. Observation d. Document review</p> <p>3. Data analysis technique :</p> <p>a. Average Score</p> $M_x = \frac{\sum x}{N}$ <p>M_x = the students mean score. X = the sum of the score of all students. N = the number of the students.</p> <p>b. Pass Score</p> $E = \frac{n}{N} \times 100 \%$ <p>Notes:</p>	
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		<p>Besides, the teacher gives the student's time to think their own answer individually</p> <p>2. Pairing:</p> <ol style="list-style-type: none"> a) The teacher divides the students into pairs randomly. b) The teacher asks the students to work in pairs to do the worksheet about general and specific information. <p>3. Sharing:</p> <ol style="list-style-type: none"> a) The teacher chooses the students pairs randomly and asks the leader of each pairs to share their answer with their friends in the whole 		<p>E = the percentage of students who achieve the minimum standard score.</p> <p>n = the number of students who achieved the minimum score.</p> <p>N = the total number of students.</p> <p>4. Criteria of success:</p> <p>The number of students reach the minimum score (70) are equal to or higher than 70% of total students in this</p>	
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		class. b) The teacher asks the other pairs to pay attention and give suggestions or comments about their friend's answer		research.	
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Appendix 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK Asy-Syafa'ah
Mata Pelajaran : Bahasa Inggris
Komp. Keahlian : PEMASARAN
Materi Pokok : Recount Text
Kelas/Semester : X/II
Tahun Pelajaran : 2019/2020
Alokasi Waktu : 2 jam pelajaran / 1x pertemuan

A. Kompetensi Inti

3. Pengetahuan

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

B. Kompetensi Dasar

3.7: Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

Indikator KI dan KD pengetahuan:

3.7.1: Siswa mampu mengidentifikasi gambaran umum dan informasi tentang kegiatan, kejadian, dan peristiwa tertentu pada teks *recount*.

3.7.2: Siswa mampu menemukan fungsi sosial, generic structure, dan language feature pada teks *recount*.

3.7.3: Siswa mampu menemukan main idea pada setiap paragraf di dalam teks recount.

3.7.4: Siswa mampu menemukan sinonim pada setiap kata di dalam teks recount.

3.7.5: Siswa mampu menemukan antonim pada setiap kata di dalam teks recount.

3.7.6: Siswa mampu menemukan spesifik informasi di dalam teks recount.

3.7.7: Siswa mampu menemukan general informasi di dalam teks recount.

3.7.8: Siswa mampu menemukan tema pada teks recount.

D. Materi Pembelajaran

Leading question:

1. What picture is it?
2. Who can guess what the name of this place?
3. Have you ever gone to the zoo?



Main activities

Recount Text

A recount text is a text which tells about something that happened in the past. The purpose of recount is to list describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).

Generic structure:

- **Orientation:** It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.
- **Events:** Describing series of event that happened in the past. Telling what happened and in what sequence. (Also read other article at : Air Moves Slow Down)
- **Reorientation:** It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story

Language feature:

- Introducing personal participant; I, we, my group, etc.
- Using chronological connection; then, first, after that, etc.
- Using linking verb; was, were, saw, heard, etc.
- Using action verb; buy, go, speak, etc.
- Using simple past tense

Types of recount:

- **Personal recount**
These usually retell an event that the writer was personally involved in.
- **Factual recount**
Recording incidents, e.g. a science experiment, police report
- **Imaginative recount**
Writing an imaginary role and giving details of events, e.g. a day in the life of a pirate; how I invented...

The example of recount text:

A Trip to the Zoo

Orientation:

Yesterday my family went to the zoo to see the elephants.

Events:

When we go 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 lunch, we went for a ride on the elephant. It was a thrill to ride it. Dad nearly fell off when he let go of the rope. During lunch, we fed some birds in the park. In the afternoon, we saw the animals being fed.

Re-orientation:

When we returned home, we were tired but happy because we had so much fun.

E. Metode Pembelajaran

Cooperative learning: Think Pair Share technique

F. Media Pembelajaran dan Sumber Belajar

Media: Gambar, worksheet, dan papan tulis.

Sumber Belajar:

- English book for vocational high school students grade X
- <https://azbahasainggriscom.cdn.ampproject.org/v/s/azbahasainggris.com/contoh-recount-text-dalam-bahasa-inggris>
- <https://www.tutorialbahasainggris.com/contoh-recount-text-singkat-tentang-liburan-keluarga.html>

G. Kegiatan Pembelajaran

LANGKAH PEMBELAJARAN	AKTIFITAS PEMBELAJARAN	WAKTU
Pre-Activity	<ol style="list-style-type: none"> 1. The teacher greets the students. 2. The teacher asks the students pray before start the lesson. 3. The teacher checking 	15 minutes

	<p>students' attendance list.</p> <ol style="list-style-type: none"> 4. The teacher gives brainstorming to the students. 5. The teacher showing a picture related to the topic. 6. The teacher giving some leading question related to the picture. 7. The teacher starting the learning objectives. 	
Whilst-Activity		
Observing (Stimulation)	The teacher give the example of recount text about "A Trip to The Zoo".	
Questioning (Problem Statement)	The teacher guides the students to ask question about the material related to the function, generic structure and language features.	
Experimenting/Exploring (Data Collection)	<p>Thinking</p> <ol style="list-style-type: none"> 1. The teacher gives the students text of reading comprehension. 2. The teacher gives the students worksheet about general information in the table (orientation, events and re-orientation) and gives the worksheet about specific information in the table (5W+1H) related of the text. 3. The teacher asks 	60 minutes

	<p>the students to read the recount text and do the worksheet about general information in the table (orientation, events and re-orientation) and the worksheet about specific information in the table (5W+1H). Besides, the teacher gives the student's time to think their own answer individually.</p>	
<p>Associating (Data Processing/ verification/generalization)</p>	<p>Pairing</p> <ol style="list-style-type: none"> 1. The teacher divides the students into pairs randomly. 2. The teacher asks the students to work in pairs to do the worksheet about general and specific information. 	
<p>Creating and Communicating</p>	<p>Sharing</p> <ol style="list-style-type: none"> 1. The teacher chooses the students pairs randomly and asks the leader of each pairs to share their answer with their friends in the whole class. 2. The teacher asks the other pairs to pay attention and give suggestions or comments about their friend's answer. 	
<p>Post-Activity</p>	<ol style="list-style-type: none"> 1. The teacher and students discuss the 	

	<p>multiple choice exercise of reading comprehension together.</p> <ol style="list-style-type: none"> 2. The teacher gives a feedback about the materials. 3. The teacher guides the students to make conclusion. 4. The teacher gives the exercises for their homework. 5. The teacher closes the study. 	15 minutes
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H. Teknik Penilaian

Pilihan Ganda	Skor	Jumlah Soal
1. Benar	5	20
2. Salah	0	20



WORKSHEET:

Please read and comprehend the text to find the specific and general information of the text!

(Specific Information)

WHO?	
WHAT?	
WHEN?	
WHERE?	
WHY?	
HOW?	

(General Information)

ORIENTATION	
EVENTS	
RE-ORIENTATION	

Students Exercise

Read the following text to answer question number 1 to 5 and choose the correct answer by crossing (x) a, b, c or d!

Embarrassing day ever

Last Sunday, I had a running time with my best friend in the park. We did some sports together.

That day we were running in our third round when we saw the bicycle rent for people and we decided to rent the bike and had another round. We were in the second round when I saw someone looked like my friend. I was calling her name while rode my bike towards her. She didn't hear me called her name. So I came to approach her and hit her in shoulder softly. I was suppressed when the girl that hit wasn't my friend. Then I said sorry and went away from her.

It was the embarrassing day ever, because all of the people were looking at me at the same time.

(Adopted from: <https://azbahasainggriscom.cdn.ampproject.org/v/s/azbahasainggris.com/content-recount-text-dalam-bahasa-inggris>)

1. What did the text tell us about?
 - a. The writer's good day.
 - b. The writer's sports activity
 - c. The writer's daily activities
 - d. The writer's embarrassing experience**
2. Where was the writer running with her friend?
 - a. In the garden
 - b. In the park**
 - c. In the school
 - d. In the middle of the crowd
3. Why writer feel surprised when she hit girl's shoulder?
 - a. The girl cry when the writer hit her shoulder

- b. The girl was not her friend
 - c. She met someone whom she hadn't met for long
 - d. She saw someone like her friend
4. "So I came to **approach** her and hit her in shoulder softly" (paragraph 2 line 4). The word **approach** has similar meaning with...
- a. Come near
 - b. Back up
 - c. Stay away
 - d. Go away
5. From the text, we can conclude that the writer felt ... after he called a wrong person.
- a. Shy
 - b. Worried
 - c. Embarrassed
 - d. Excited

Read the following text to answer question number 6 to 10 and choose the correct answer by crossing (x) a, b, c or d!

Holiday in Sari Ringgung Beach

Last holiday, I went to Sari Ringgung beach in Pesawaran, Lampung. I went there with my family. We left for the beach from my grandparents' home in Tanggamus at 08.00 a.m. We went there by car. We arrived in the beach at 10:00 a.m.

In Sari Ringgung beach, I swam with my brothers and my sisters. After swimming, we play sand together. We made a fort, houses, and hills of sand. After being satisfied playing on the beach, we then took a bath and ate the roasted corn while drinking coconut water. After being fresh anymore, we continued to view seascape on boats.

I really enjoyed the atmosphere in the beach. After having fun for about five hours, finally we returned home. Before reaching home, we rested beforehand and

ate meatball on the side of the road. The meatball is so tasty that I ate two bowls of meatballs there. Not long after that, we continued the journey and got home safely at 7 p.m.

It was a tiring day, but we were very happy, because we got a lot of fun together there.

(Adopted from: <https://www.berbahasainggris.com/2017/01/17-contoh-recount-text-pengalaman-pribadi.html>)

6. What is the main idea of the first paragraph?
 - a. **The writer went to Sari Ringgung beach on the last holiday**
 - b. The writer spend a holiday with family
 - c. The writer went to Sari Ringgung beach by car
 - d. The writer left from the beach from grandparents' home
7. "The meatball is so **tasty** that I ate two bowls of meatballs there" (paragraph 3 line 3). The word **tasty** has similar meaning with....
 - a. Bland
 - b. Distasteful
 - c. **Delicious**
 - d. Tasteless
8. What did they do after play sand on the beach?
 - a. They eat meatballs
 - b. **They took a bath and ate the roasted corn while drinking coconut water**
 - c. They swam together
 - d. They continued to view seascape on boats
9. What is the generic structure of the second paragraph?
 - a. Complication
 - b. Re-orientation
 - c. **Event**
 - d. Orientation
10. What did the text tells us about?
 - a. Sari Ringgung beach will forever hold a place in the writer's heart
 - b. **The writer's holiday in Sari Ringgung beach**
 - c. The best travelling in Sari Ringgung beach
 - d. The writer's experience in the beach

Read the following text to answer question number 11 to 20 and choose the correct answer by crossing (x) a, b, c or d!

Trip to Jogjakarta

On the last holiday, my family and I went to Jogjakarta. That was my third time visited Jogjakarta, but I still love to be there. Jogjakarta is very classic and very special, that's what I am feeling about this city. As soon as we arrived in Jogjakarta, my family and I checked in at a hotel called "Septia".

Our first day in Jogjakarta, we went to Prambanan temple. That was the third time I went to Prambanan temple. The situation still looks like the last time when I visited it. My family and I started to walk around the Prambanan temple. There, my family and I took pictures of ourselves. We also took some pictures with tourists from another country.

The second day we visited Jogjakarta palace. Just like Prambanan temple, that was also the third time I visited Jogjakarta palace. I was not really interest about the palace, because I thought that palace still like that. But, there was something different from the last time I visited it. My parents asked a guide that full of spirit to explain anything about the palace. He explained anything, from the statue, the building and the pictures in that palace.

In the evening, my family and I went to "Malioboro". We were so happy at "Malioboro" because there, we bought so many things until our legs got weak. So, we decided to stop and eat something before we continue to shop. We ate "mie ayam" and drank a glass of iced tea. After we finished, we continued to shop although we already felt tired. Finally we went back to the hotel at ten o'clock at night.

The last day at Jogjakarta my family and I went to "Bumi Jawa". "Bumi Jawa" is a place to buy special gifts from Jogjakarta. There, we could buy many traditional Jogjakarta foods such as, Bakpia, Geplak, Gethuk, and any other traditional food.

We also could taste it before we buy it. My parents bought a lot of foods there, because it would be used as souvenirs for the other family members at home. After we have finished, we went back to the hotel and we directly tidy up our stuff to our suitcase because we need to go back home on the next day. It was nice holiday. Hopefully my family and I can visit Jogjakarta again someday.

(Adopted from: <https://www.tutorialbahasainggris.com/contoh-recount-text-singkat-tentang-liburan-keluarga.html>)

11. What is the topic of the text?

- a. The writer's trip to jogja
- b. The writer's holiday
- c. The writer's experience
- d. The writer's story with family

12. What is the mean idea of the first paragraph?

- a. The third writer's time visited to Jogjakarta
- b. The writer very like to trip in Jogjakarta
- c. Jogjakarta is very classic and very special so the writer very like this city
- d. The writer and family went to jogja on the last holiday

13. "My parents asked a **guide** that full of spirit to explain anything about the palace" (paragraph 3 lines 4). The word **guide** has similar meaning, *except....*

- a. Coach
- b. Follow
- c. Mentor
- d. Lead

14. "There was something **different** from the last time" (paragraph 3 line 3).

The antonym of **different** is?

- a. Diverse
- b. Contrasting
- c. **Similar**
- d. Unlike

15. "We went back to the hotel and we directly **tidy up** our stuff to our suitcase because we need to go back home on the next day" (paragraph 5 line 6). The word **tidy up** has similar meaning with.....

- a. Untidy
- b. **Clear up**
- c. Pick up
- d. Shake up

16. Why they were so happy when they arrived in malioboro?

- a. **They bought many things**
- b. They ate mie ayam and drank a glass of iced tea
- c. They could back to the hotel at night
- d. They bought traditional food

17. How many times the writer visited Jogjakarta?

- a. For the first time
- b. For the second time
- c. **For the third time**
- d. The writer never visited Jogja

18. The following statement is correct based on the text, except...

- a. That was a third time the writer visited Jogjakarta

- b. The writer visited some place in Jogjakarta
- c. The writer hopefully can visited Jogjakarta again someday
- d. **The first holiday, the writer and family went to Jogkarata**

19. What is the first paragraph is called?

- a. Re-orientation
- b. Resolution
- c. **Orientation**
- d. Events

20. What is the main idea of the last paragraph?

- a. **The writer and family went to Bumi Jawa in the last day at Jogajakarta**
- b. The writer bought many food in Bumi Jawa
- c. The writer and family enjoyed with their journey at Bumi Jawa
- d. The writer and family hopefully to visit Jogjakarta again

Answer Key

- | | |
|-------|-------|
| 1. D | 11. A |
| 2. B | 12. D |
| 3. B | 13. B |
| 4. A | 14. C |
| 5. C | 15. B |
| 6. A | 16. A |
| 7. C | 17. C |
| 8. B | 18. D |
| 9. C | 19. C |
| 10. B | 20. A |

No.	Idicators	Number of Items	Total Items	Score Each Items	Total Scores
1.	Topic	1, 10, 11	3	5	15
2.	Specific Information	2, 3, 8, 16, 17, 18	6	5	30
3.	General Information	9, 19	2	5	10
4.	Synonym	4, 7, 15	5	5	25
5.	Antonym	13, 14	2	5	10
6.	Main Idea	5, 6, 12, 20	4	5	20



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK Asy-Syafa'ah
 Mata Pelajaran : Bahasa Inggris
 Komp. Keahlian : PEMASARAN
 Materi Pokok : Recount Text
 Kelas/Semester : X/II
 Tahun Pelajaran : 2019/2020
 Alokasi Waktu : 2 jam pelajaran / 1x pertemuan

A. Kompetensi Inti

3. Pengetahuan

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

B. Kompetensi Dasar

3.7: Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

Indikator KI dan KD pengetahuan:

3.7.1: Siswa mampu mengidentifikasi gambaran umum dan informasi tentang kegiatan, kejadian, dan peristiwa tertentu pada teks recount.

3.7.2: Siswa mampu menemukan fungsi sosial, generic structure, dan language feature pada teks recount.

3.7.3: Siswa mampu menemukan main idea pada setiap paragraf di dalam teks recount.

3.7.4: Siswa mampu menemukan sinonim pada setiap kata di dalam teks recount.

3.7.5: Siswa mampu menemukan antonim pada setiap kata di dalam teks recount.

3.7.6: Siswa mampu menemukan spesifik informasi di dalam teks recount.

3.7.7: Siswa mampu menemukan general informasi di dalam teks recount.

3.7.8: Siswa mampu menemukan tema pada teks recount.

D. Materi Pembelajaran

Leading question:



1. What picture is it?
2. Who can guess what the name of this place?
3. Have you ever gone to the mount Bromo?
4. Where is it located?

Main activities

Recount Text

A recount text is a text which tells about something that happened in the past. The purpose of recount is to list describe past experiences by retelling events in the order in which they happened (chronological order). Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).

Generic structure:

- **Orientation:** It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.
- **Events:** Describing series of event that happened in the past. Telling what happened and in what sequence. (Also read other article at : Air Moves Slow Down)
- **Reorientation:** It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story

Language feature:

- Introducing personal participant; I, we, my group, etc.
- Using chronological connection; then, first, after that, etc.
- Using linking verb; was, were, saw, heard, etc.
- Using action verb; buy, go, speak, etc.
- Using simple past tense

Types of recount:

- **Personal recount**
These usually retell an event that the writer was personally involved in.
- **Factual recount**
Recording incidents, e.g. a science experiment, police report
- **Imaginative recount**
Writing an imaginary role and giving details of events, e.g. a day in the life of a pirate; how I invented...

The example of recount text:**My Holiday*****Orientation:***

Last week I went to Mount Bromo. I stayed at my friend's house in Probolinggo, East Java. The house has a big garden with colorful flowers and a small pool.

Events:

In the morning, my friend and I saw Mount Batok. The scenery was very beautiful. We rode on horseback. It was scary, but it was fun. Then, we went to get a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we took a rest and had lunch under a big tree. Before we got home, we went to the zoo at Wonokromo. We went home in the afternoon.

Re-orientation:

We were very tired. However, I think it was really fun to have a holiday like this. I hope my next holiday will be more interesting.

(Adopted from: <http://britishcourse.com/contoh-recount-text-my-holiday-beserta-terjemahannya.php>)

E. Metode Pembelajaran

Cooperative learning: Think Pair Share technique

F. Media Pembelajaran dan Sumber Belajar

Media: Gambar, worksheet, dan papan tulis.

Sumber Belajar:

- English book for vocational high school students grade X
- <http://britishcourse.com/contoh-recount-text-my-holiday-beserta-terjemahannya.php>
- <https://contohcontohteks.blogspot.com/2016/04/11-contoh-recount-text-pilihan-recount.html>
- <https://www.pintarnesia.com/contoh-recount-text-singkat/>

G. Kegiatan Pembelajaran

LANGKAH PEMBELAJARAN	AKTIFITAS PEMBELAJARAN	WAKTU
Pre-Activity	<ol style="list-style-type: none"> 1. The teacher greets the students. 2. The teacher asks the students pray before start the lesson. 3. The teacher checking students' attendance list. 4. The teacher gives brainstorming to the students. 5. The teacher showing a picture related to the topic. 6. The teacher giving some leading question related to the picture. 7. The teacher starting the learning objectives. 	15 minutes
Whilst-Activity		
Observing (Stimulation)	The teacher give the example of recount text about "My Holiday".	60 minutes
Questioning (Problem Statement)	The teacher guiding the students to ask question about the material related to the function, generic structure and language features.	
Experimenting/Exploring (Data Collection)	<p>Thinking</p> <ol style="list-style-type: none"> d) The teacher gives the students text of reading comprehension. e) The teacher gives the students worksheet about 	

	<p>general information in the table (orientation, events and re-orientation) and gives the worksheet about specific information in the table (5W+1H) related of the text.</p> <p>f) The teacher asks the students to read the recount text and do the worksheet about general information in the table (orientation, events and re-orientation) and the worksheet about specific information in the table (5W+1H). Besides, the teacher gives the student's time to think their own answer individually.</p>	
<p>Associating (Data Processing/ verification/generalization)</p>	<p>Pairing</p> <ol style="list-style-type: none"> 1. The teacher divides the students into pairs randomly. 2. The teacher asks the students to work in pairs to do the worksheet about general and specific information. 	
<p>Creating and Communicating</p>	<p>Sharing</p> <ol style="list-style-type: none"> 1. The teacher chooses the students pairs randomly and asks the leader of each pairs to share their answer with their 	

	<p>friends in the whole class.</p> <p>2. The teacher asks the other pairs to pay attention and give suggestions or comments about their friend's answer.</p>	
Post-Activity	<ol style="list-style-type: none"> 1. The teacher and students discuss the multiple choice exercise of reading comprehension together. 2. The teacher gives a feedback about the materials. 3. The teacher guides the students to make conclusion. 4. The teacher gives the exercises for their homework. 5. The teacher closes the study. 	15 minutes

H. Teknik Penilaian

Pilihan Ganda	Skor	Jumlah Soal
1. Benar	5	20
2. Salah	0	20

WORKSHEET:

Please read and comprehend the text to find the specific and general information of the text!

(Specific Information)

WHO?	
WHAT?	
WHEN?	
WHERE?	
WHY?	
HOW?	

(General Information)

ORIENTATION	
EVENTS	
RE-ORIENTATION	

Students Exercise

Read the following text to answer question number 1 to 5 and choose the correct answer by crossing (x) a, b, c or d!

Went Camping

Last Sunday, my friends and I went camping on the mountain. We went to Palutungan, Kuningan. The spot was near from our town. It was about one hour to get there. We choose Palutungan because it was not too far from our home.

We prepared everything before went to Palutungan. We brought cooking utensils and the food from home, clothes, camera, guitar, etc. We went there by motorcycles.

On the first day, we sat up the tent on the camping area. The air was so fresh there. We took a bath on the waterfall. The waterfall was called curug Putri. After played at waterfall, we felt hungry. Then, we cooked the food for the lunch and had lunch together. The first night of our camping, the air was so cold, we made a campfire, sang songs together and after we slept. We used sleeping bag when we slept to make our body still in warm condition.

On the second day, we had some activities. We tried to go fishing in the river near the waterfall but we got a shoe. After that, we packed everything we bought. We cleaned the area

We made a memory by taking photos together in front of a waterfall and then went home happily. We felt very tired.

(Adopted from: <https://contohcontohteks.blogspot.com/2016/04/11-contoh-recount-text-pilihan-recount.html>)

1. What is the topic of the text?
 - a. The scenery of the mountain
 - b. The writer's camping on the mountain**
 - c. The writer's experience in the holiday
 - d. The writer enjoyed his camping in the mountain

2. Why the writers choose palutungan as the place to camp?
 - a. Palutungan was not too far from the writer's home
 - b. Palutungan has a beautiful scenery
 - c. Palutungan has a waterfall
 - d. The air of Palutungan was so fresh
3. What are the writer bring when he camping with his friends?
 - a. They bring cooking utensils, food from home, clothes, camera and guitar.
 - b. They bring cooking utensils, food from market, clothes, camera and guitar.
 - c. They bring cooking utensils, food from home, tent, camera and guitar.
 - d. They bring cooking utensils, food from home, clothes, computer and guitar.
4. "The **spot** was near from our town" (paragraph 1 line 2). The word **spot** has opposite meaning with....
 - a. Place
 - b. Thing
 - c. Human
 - d. Trees
5. What is the last paragraph called?
 - a. Complication
 - b. Orientation
 - c. Re-orientation
 - d. Events

Read the following text to answer question number 6 to 10 and choose the correct answer by crossing (x) a, b, c or d!

Holiday at Home

At last year holiday I did not go anywhere. I just stay at home for the whole month. It was not too bad to spend the holiday at home because I had something to do. I did a small project building a small fishpond at home. What I need is river sand, cement, and some tools. I choose the middle space of my yard.

After that, I made the design. Anyway, I would like to keep some koi fish at that fishpond, so that I had to make the design as well as I can. I preferred to choose the nature landscape as the model. I did it alone, day and night. I was so happy to do that. After two weeks, I finished it. It was a small beautiful fishpond with nature landscape designed. Before I put on it some koi fish, I fill the water and waited for about two weeks to make sure that the fishpond was free from poison.

Finally, I bought 5 koi fish and keep them at my new fishpond. It was a nice thing to spend the holiday at home.

(Adopted from: Sumber : <https://www.pintarnesia.com/contoh-recount-text/>)

6. What is the main idea of the first paragraph?
 - a. **The writer did not go anywhere in the last year holiday**
 - b. The writer did a small project to build a small fishpond at home
 - c. The writer holiday in the last year
 - d. The writer has a koi fish in the fishpond

7. “It was a small **beautiful** fishpond with nature landscape designed” (paragraph 2 line 4). The word **beautiful** has a similar meaning, *except...*
 - a. Good
 - b. Gorgeous
 - c. **Hideous**
 - d. Likely

8. What is the theme that writer used as the landscape design of the fishpond?

- a. Sea landscape
 - b. Nature landscape
 - c. Water landscape
 - d. Fish landscape
9. What the first paragraph is called?
- a. Orientation
 - b. Re-orientation
 - c. Events
 - d. Complication
10. What did the text tells us about?
- a. The best holiday at home
 - b. The writer's holiday at home
 - c. The writer activity
 - d. The writers made fishpond

Read the following text to answer question number 11 to 20 and choose the correct answer by crossing (x) a, b, c or d!

Visit Uncle's House

The last semester vacation was an unexpected holiday because I didn't have any vacation schedule but my father gave me a surprise. I was very happy and excited to visit my uncle who had not met for two years.

I prepared everything needed to go on vacation. After that, dad invited me to go to the terminal because we did left at 05.00 pm. The trip that must be taken to Panyabungan was around 13 hours. Along the way, I saw such an amazing view from the bus window. The next day, we arrived at 08.00 am. I didn't expect them to gather to greet us on the day, I had to take a rest for freshen my body.

The second day there, I did taken by my uncle to go to the garden to harvest oranges. The location of garden was not far from Uncle's house. Arriving there, I was happy to be able to pick oranges directly from the tree. The oranges that had been picked were sold and some were for souvenirs.

The third day my uncle and me went to the river for took a bath. I did amaze to see the water that was so clear. There, I found many people busy to washing and bathing. The holiday was over I had to go back Medan to continue the routine activities.

While, I got a lot of experience and visited family that I had never met before. Although it was a short vacation, it was a memorable holiday for me. I got a lot of experience there.

(Adopted from: <https://www.pintarnesia.com/contoh-recount-text-singkat/>)

11. "I didn't have any **vacation** schedule but my father gave me a surprise" (paragraph 1 line 1). The word **vacation** has similar meaning with?
 - a. **Holiday**
 - b. Busy
 - c. Bustle
 - d. Journey
12. What did the writer do with his uncle in the second day?
 - a. He visited Panyabungan
 - b. He take a rest for freshen his body
 - c. He went to the river for took a bath
 - d. **He went to the garden to harvest orange**
13. Did the location of garden near from the uncle's house?
 - a. No, it didn't
 - b. No, it doesn't
 - c. **Yes, it did**
 - d. Yes, it does
14. What is the main idea of the second paragraph?
 - a. The writer was very happy to visit uncle's house
 - b. **The writer prepared everything needed to go on vacation**
 - c. The writer saw such an amazing view from the bus window
 - d. The writer's trip to uncle's house
15. What is the main idea of the fourth paragraph?

- a. The holiday in the uncle's house
 - b. He found a beautiful river near in the his uncle's house
 - c. He looked many people busy washing and bathing in the river
 - d. **His uncle and him went to the river for took a bath**
16. "I saw such an **amazing** view from the bus window" (paragraph 1 line 3). The antonym of **amazing** is?
- a. Marvellous
 - b. Awesome
 - c. **Unsurprisingly**
 - d. Astonishing
17. The following statement is correct based on the text, except...
- a. He was very happy and excited to visit my uncle who had not met for two years.
 - b. He did taken by his uncle to go to the garden to harvest oranges
 - c. **He didn't like to visit his uncle's house**
 - d. He took a bath in the river with his uncle
18. "I was **happy** to be able to pick oranges directly from the tree" (paragraph 3 line 2). The word **happy** has similar meaning with?
- a. Hapless
 - b. Luckless
 - c. Sad
 - d. **Excited**
19. What is the main ide of the last paragraph?
- a. **He got a lot of experience and he can visited family's house that he had never met before.**
 - b. It was a short vocation for him
 - c. He visited uncle's house with his family
 - d. His holiday was over and he had to go back Medan to continue the routine activities.

20. What did the text tells us about?

- a. His last semester vacation was an unexpected holiday because his father gave him surprise to visit his uncle's house
- b. His vocation with his family
- c. His uncle was very happy because his nephew came to his house
- d. His father gave him surprise in the holiday

Answer Key

- | | |
|-------|-------|
| 1. B | 11. A |
| 2. A | 12. D |
| 3. A | 13. C |
| 4. A | 14. B |
| 5. C | 15. D |
| 6. A | 16. C |
| 7. C | 17. C |
| 8. B | 18. D |
| 9. A | 19. A |
| 10. B | 20. A |

No.	Idicators	Number of Items	Total Items	Score Each Items	Total Scores
1.	Topic	1, 10, 20	3	5	15
2.	Specific Information	2, 3, 8, 12, 13, 17	6	5	30
3.	General Information	5, 9	2	5	10

4.	Synonym	4, 11, 18	3	5	15
5.	Antonym	7, 16	2	5	10
6.	Main Idea	6, 12, 19, 20	4	5	20



RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : SMK Asy-Syafa'ah
 Mata Pelajaran : Bahasa Inggris
 Komp. Keahlian : PEMASARAN
 Materi Pokok : Recount Text
 Kelas/Semester : X/II
 Tahun Pelajaran : 2019/2020
 Alokasi Waktu : 2 jam pelajaran / 1x pertemuan

A. Kompetensi Inti

3. Pengetahuan

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

B. Kompetensi Dasar

3.7: Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks *recount* lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya.

C. Indikator Pencapaian Kompetensi

Indikator KI dan KD pengetahuan:

3.7.1: Siswa mampu mengidentifikasi gambaran umum dan informasi tentang kegiatan, kejadian, dan peristiwa tertentu pada teks *recount*.

3.7.2: Siswa mampu menemukan fungsi sosial, generic structure, dan language feature pada teks *recount*.

3.7.3: Siswa mampu menemukan main idea pada setiap paragraf di dalam teks recount.

3.7.4: Siswa mampu menemukan sinonim pada setiap kata di dalam teks recount.

3.7.5: Siswa mampu menemukan antonim pada setiap kata di dalam teks recount.

3.7.6: Siswa mampu menemukan spesifik informasi di dalam teks recount.

3.7.7: Siswa mampu menemukan general informasi di dalam teks recount.

3.7.8: Siswa mampu menemukan tema pada teks recount.

D. Materi Pembelajaran

Leading question:



1. Who can guess what the name of this place?
2. Where is it located?
3. Have you ever gone to Jogjakarta?

Main activities

Recount Text

A recount text is a text which tells about something that happened in the past. The purpose of recount is to list describe past experiences by retelling events in the order in which they happened (chronological order).

Recounts are written to retell events with the purpose of either informing or entertaining their audience (or both).

Generic structure:

- **Orientation:** It is about introduction the participants, place and time. It tells who was involved, what happened, where the events took place, and when it happened.
- **Events:** Describing series of event that happened in the past. Telling what happened and in what sequence. (Also read other article at : Air Moves Slow Down)
- **Reorientation:** It is optional. It consists of closure of events/ending. It is stating personal comment of the writer to the story

Language feature:

- Introducing personal participant; I, we, my group, etc.
- Using chronological connection; then, first, after that, etc.
- Using linking verb; was, were, saw, heard, etc.
- Using action verb; buy, go, speak, etc.
- Using simple past tense

Types of recount:

- **Personal recount**
These usually retell an event that the writer was personally involved in.
- **Factual recount**
Recording incidents, e.g. a science experiment, police report
- **Imaginative recount**
Writing an imaginary role and giving details of events, e.g. a day in the life of a pirate; how I invented...

The example of recount text:

A Beautiful Day at Jogja

Orientation:

That day was August 23, 2016. A week before that day I had been preparing everything. Then, at that day i was ready for my holiday. At 9 in the morning, I went to the station. The train would arrive at 10 a.m. It took 30 minutes walking from my home to the station. At that station, I bought the ticket to go to Yogyakarta.

Event:

It took around 5 hour to go to Yogyakarta from Tulungagung by train. I arrived in Tugu Station Yogyakarta at 3.15 pm. I had no fix idea about the places at which I would visit. So, I was free to do anything in this city.

At first, I went walking around at Malioboro Street. I saw so many people in this street. Perhaps, they did the same thing as I did, just walking and sometimes stopped at some street merchandise sellers a long that road. At 6 p.m., i was tired and hungry. I was at Alun-Alun Kidul, the south side of Yogyakarta Palace. I looked around and find Angkringan, at that place I ordered for a glass of ice tea and ate some Sego Kucing with Sate and also Gorengan. After eating, I began to think of where I would get the cheap hotel to stay for several days in Yogyakarta.

Reorientation:

That was my story which I always remember about my holiday at Yogyakarta.

(Adopted from: <https://gudangpelajaran.com/contoh-recount-text/>)

E. Metode Pembelajaran

Cooperative learning: Think Pair Share technique

F. Media Pembelajaran dan Sumber Belajar

Media: Gambar, worksheet, dan papan tulis.

Sumber Belajar:

- English book for vocational high school students grade X
- <https://gudangpelajaran.com/contoh-recount-text/>
- <https://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html?m=1>
- <https://www.berbahasainggris.com/2017/01/17-contoh-recount-text-pengalaman-pribadi.html>
- https://evabebest.blogspot.com/2013/03/contoh-recount-text-pendek-our-trip-to_20.html

G. Kegiatan Pembelajaran

LANGKAH PEMBELAJARAN	AKTIFITAS PEMBELAJARAN	WAKTU
Pre-Activity	<ol style="list-style-type: none"> 1. The teacher greets the students. 2. The teacher asks the students pray before start the lesson. 3. The teacher checking students' attendance list. 4. The teacher gives brainstorming to the students. 5. The teacher showing a picture related to the topic. 6. The teacher giving some leading question related to the picture. 7. The teacher starting the learning objectives. 	15 minutes
Whilst-Activity		
Observing	The teacher give the	

(Stimulation)	example of recount text about “ A Beautiful Day at Jogja”.	
Questioning (Problem Statement)	The teacher guiding the students to ask question about the material related to the function, generic structure and language features.	
Experimenting/Exploring (Data Collection)	<p>Thinking</p> <ol style="list-style-type: none"> 1. The teacher gives the students text of reading comprehension. 2. The teacher gives the students worksheet about general information in the table (orientation, events and re-orientation) and gives the worksheet about specific information in the table (5W+1H) related of the text. 3. The teacher asks the students to read the recount text and do the worksheet about general information in the table (orientation, events and re-orientation) and the worksheet about specific information in the table (5W+1H). Besides, the teacher gives the student’s time to think their own answer individually. 	60 minutes

<p>Associating (Data Processing/ verification/generalization)</p>	<p>Pairing</p> <ol style="list-style-type: none"> 1. The teacher divides the students into pairs randomly. 2. The teacher asks the students to work in pairs to do the worksheet about general and specific information. 	
<p>Creating and Communicating</p>	<p>Sharing</p> <ol style="list-style-type: none"> 1. The teacher chooses the students pairs randomly and asks the leader of each pairs to share their answer with their friends in the whole class. 2. The teacher asks the other pairs to pay attention and give suggestions or comments about their friend's answer. 	
<p>Post-Activity</p>	<ol style="list-style-type: none"> 1. The teacher and students discuss the multiple choice exercise of reading comprehension together. 2. The teacher gives a feedback about the materials. 3. The teacher guides the students to make conclusion. 4. The teacher gives the exercises for their homework. 5. The teacher closes the study. 	<p>15 minutes</p>

H. Teknik Penilaian

Pilihan Ganda	Skor	Jumlah Soal
1. Benar	5	20
2. Salah	0	20



WORKSHEET:

Please read and comprehend the text to find the specific and general information of the text!

(Specific Information)

WHO?	
WHAT?	
WHEN?	
WHERE?	
WHY?	
HOW?	

(General Information)

ORIENTATION	
EVENTS	
RE-ORIENTATION	

Students Exercise

Read the following text to answer question number 1 to 5 and choose the correct answer by crossing (x) a, b, c or d!

A Trip to Borobudur Temple

Three years ago, I and my classmates visited Borobudur Temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took us 24 hours to arrive there. I arrived there nine o'clock the next day. Along the road, we saw many vehicles, unique houses, prominent buildings, and some other tourists.

After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area. Then we went up to the top of the temple. Borobudur temple was built at Budur Village, Magelang, Jawa Tengah by Syailendra Dynasty. Borobudur Temple is the biggest temple in the world. It has 504 statues and 1.400 reliefs. From the top of the temple we can see such beautiful scenery. I and my friends went around the temple together. Finally, after having some visits, we should go to the hotel to stay and continue our study tour the next day.

We felt tired that day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors and the government.

(Adopted from: <https://www.englishiana.com/2016/03/10-contoh-recount-text-holiday-dan.html?m=1>)

1. When did the event happen?
 - a. In the holiday
 - b. Three years ago**
 - c. In the afternoon
 - d. A years ago
2. What is the topic of the text above?
 - a. A beautiful scenery in Borobudur temple

- b. A trip to Borobudur temple
- c. The story of Borobudur temple
- d. The story of holiday
3. “Along the road, we saw many **vehicles**, unique houses, prominent buildings, and some other tourists” (paragraph 1 line 3). The word vehicles have similar meaning, except....
- a. Transportation
- b. Conveyance
- c. Mount
- d. View
4. Which of the following is not true according to the text?
- a. He felt tired that day but we felt so happy to visit Borobudur temple
- b. Borobudur Temple is the biggest temple in the world
- c. After he arrived at the Borobudur temple, he went to buy tickets
- d. Borobudur temple has 504 statues and 1.400 reliefs
5. What is the generic structure of the second paragraph?
- a. Re-orientation
- b. Events
- c. Problem
- d. Complication

Read the following text to answer question number 6 to 15 and choose the correct answer by crossing (x) a, b, c or d!

Traveling to Bajul Mati Beach

Last week, I and my family had a vacation to the beach because I and my little brother were having school holiday. This holiday was also a gift because two days before my little brother celebrated his birthday.

The clock was still at 4:56 am, but I and my family had been ready to go to Bajul Mati beach since the distance from our house to the beach is about 3 hours. We went there by car. In the car, there were me, my brother, my father and mother.

We were not allowed to bring mobile phones by our father and mother in order to enjoy more the trip and the holiday itself. To spend the time on the way I played “guess the name by the letter” with my brother who is only two years younger than me.

Two hours had passed quickly and we began to enter the hilly area. We began to pay attention the sights seriously. We were fascinated to see paddy fields which looked so beautiful and green. After a while, we finally arrived at Bajul Mati beach. This beach is located in Malang, East Java. While enjoying the sea breeze, we ate together first. We cannot stop being amazed at the beauty of this beach. Bajul Mati beach has not been well-known enough, so there were not many visitors there. But the beach was still so clean and brought us comfort.

We could not bear to play at the beach, so after having meal together we directly ran toward the seashore. We ignored mom’s words telling us to put on sunblock first. It felt fresh when the sea water reached our feet. We decided to swim in the estuary because the current was calm unlike those in the ocean. We had been swimming for about 15 minutes, before our father called and sent us to the seashore while our mother just took picture on us with his camera.

Suddenly, it was already at 12 o’clock, mom and dad took us to clean ourselves. After that, we prayed Zuhur together. The event was followed by enjoying the warm meatballs in a stall on the beach, which was very delicious. Eating warm meatball while seeing the beauty of the beach was so much fun.

On the way home, I and my little brother fell asleep. When we woke up, we were already at home. This holiday was really fun. I cannot wait to go to the sea with my father, my mother and my younger brother in the upcoming holiday. I went back to sleep until the morning because we were still exhausted.

(Adopted from: <https://www.berbahasainggris.com/2017/01/17-contoh-recount-text-pengalaman-pribadi.html>)

6. What did the text tells us about?
 - a. Nice trip with her family

- b. The funny trip on holiday with her family
 - c. Her vocation in Bajul Mati with her family
 - d. The best holiday with her family
7. What is the main idea of the first paragraph?
- a. The writer went to Bajul Mati on his holiday
 - b. The writer and her family had vocation last week because she and her brother were having school holiday.
 - c. The writer took vocation together because her brother had long holiday
 - d. The writer gift surprise to her brother.
8. With whom the writer went to Bajul Mati beach?
- a. She, her brother, her father and mother
 - b. She, her sister, her father and mother
 - c. She, her brother, her teacher and friends
 - d. She, her uncle and aunt
9. Where the located of Bajul Mati?
- a. The beach is located in Jember
 - b. This beach is located in Bali
 - c. This beach is located in Yogyakarta
 - d. This beach is located in Malang
10. “We were **not allowed** to bring mobile phones by our father” (paragraph 2 lines 3). The word **not allowed** has similar meaning with?
- a. Forbid
 - b. Permit
 - c. Admit
 - d. Allow
11. “We were **fascinated** to see paddy fields which looked so beautiful and green” (paragraph 3 line 2). The antonym of **fascinated** is?
- a. Interested
 - b. Extracted
 - c. Attracted

- d. **Uninterested**
12. What is the generic structure of the first paragraph?
- Events
 - Orientation**
 - Complication
 - Re-orientation
13. “We **began** to pay attention the sights seriously” (paragraph 2 line 1). The antonym of began is?
- Finish**
 - Open
 - Start
 - Open
14. What did the writer do after having meal together?
- The writer eat meatball with her family
 - The writer and her brother clean their self.
 - The writer directly ran toward the seashore**
 - The writer sleep in the seashore
15. What is the mean idea of the last paragraph?
- The writer and her brother feel asleep when they were on the way at home**
 - The writer feel happy
 - The writer trip in the Bajul Mati beach
 - The writer spend her time with her family

Read the following text to answer question number 16 to 20 and choose the correct answer by crossing (x) a, b, c or d!

Holiday in Bali

We had a wonderful holiday in Bali. It was a really great place. The people were friendly, the food was great, and the weather was a lot better than at home.

Most days were pretty. I swam two or three times a day, but my brother Fachri just spent all his time lying on the beach with his eyes closed.

Last Saturday I got on the bus and went to the north of the island, It was much quieter there than here-very beautiful, but no tourists. The next day we went across to the east coast to see some of the old villages.

I taught Balinese I couldn't say much, but it was fun to try. Facia actually spoke it quite well, but he was afraid to open his mouth, so I was the one who talked to people.

(Adopted from: <https://ekspektasia.com/contoh-recount-text-pendek/>)

16. What did the text tells us about?
 - a. Tell us about a beautiful scenery in Bali
 - b. Tell us about a wonderful holiday in Bali
 - c. Tell us about Bali
 - d. Tell us about holiday with his friends
17. "Fachri actually spoke it quite well, but he was **afraid** to open his mouth" (paragraph 4 lines 2). What is the synonym of **afraid**?
 - a. Brave
 - b. Scared
 - c. Fearless
 - d. Shy
18. Why Bali was a great place?
 - a. Because Bali has a beautiful place
 - b. Because Bali has a fresh air
 - c. Because the people were friendly, the food was great, and the weather was better than the writer's home.
 - d. Because the writer never saw a beautiful view
19. What is the generic structure of the last paragraph?
 - a. Re-orientation
 - b. Resolution

c. Conclusion

d. Events

20. What is the main idea of the third paragraph?

a. The writer got on the bus and went to the north island in the last Saturday

b. The writer went across to see some of the old villages

c. The writer went to the beach with his friend

d. The writer met with tourists

Answer Key

1. B

11. D

2. B

12. B

3. D

13. A

4. C

14. C

5. B

15. A

6. C

16. B

7. B

17. B

8. A

18. C

9. D

19. A

10. A

20. A

No.	Indicators	Number of Items	Total Items	Score Each Items	Total Scores
1.	Topic	2, 6, 16	3	5	15
2.	Specific Information	1, 4, 8, 9, 14, 18	6	5	30

3.	General Information	12, 5, 19	3	5	15
4.	Synonym	3, 10, 17	3	5	15
5.	Antonym	11, 13	2	5	10
6.	Main Idea	7, 15, 20	3	5	15



Appendix 3

The Result of Interview

Time and place of interview

1. Day/date : Wednesday, 18th December 2019
2. Place : The office of SMK Asy-Syafa'ah Jember
3. Time : 10.00-Finish

Responden

1. Informant 1:

Nama: Ibu, Resti Dwi Anggraeni, S.Pd

Status: Guru Bahasa Inggris di SMK Asy-Syafa'ah

2. Informant 2:

Nama: Rohana

Status: Siswa kelas X di SMK Asy-Syafa'ah

3. Informant 3

Nama: Fawaid

Status: Siswa kelas X di SMK Asy-Syafa'ah

4. Informant 4:

Nama: Hanif

Status: Siswa kelas X di SMK Asy-Syafa'ah

Notes

R : Researcher

T : English teacher

S : Students

The Script of Interview with English Teacher

R : Bagaimana kemampuan reading siswa disini bu?

T : Kemampuan reading siswa terbilang masih rendah mbak. Karena penguasaan kosa kata mereka rendah dan mereka belum bisa memahami isi teks dengan baik.

R : Apa kesulitan ibu dalam mengajar bahasa Inggris khususnya dalam mengajar reading?

T : Kesuliatannya itu saat siswa malas mengartikan mbak. Mereka malas untuk membawa kamus. Sedangkan kosa kata yang mereka miliki juga sangat rendah.

R : Apa ibu pernah membuat kelompok dalam pembelajaran reading, seperti think pair share misalnya agar siswanya lebih aktif?

T : Belum mbak, saya belum pernah membuat kelompok seperti itu.

R : Lalu strategi apa yang biasa ibu gunakan saat mengajar reading?

T : Biasanya ketika saya memberi mereka teks, nanti kita baca bersama-sama, setelah saya bacakan nanti anak-anak menirukan, itu untuk melatih pronounciationnya mbak. Lalu saya juga menyuruh mereka untuk mengartikan teks tersebut.

R : Bagaimana cara ibu mengetahui benar atau salahnya pengucapan mereka (pronunciation) saat mereka membaca? Apakah ibu juga menyuruh siswa satu persatu untuk membaca teksnya?

T : Tidak mbak. Saya biasanya hanya menunjuk salah satu anak secara acak sedangkan yang lainnya menyimak. Jika ada cara baca yang salah saya betulkan. Kalau disuruh baca satu persatu waktunya gak cukup mbak.

R : Oo begitu bu, lalu setelah di beri teks dan membaca apa mereka di beri exercise bu?

T : Iya mbak pasti ada exercisenya. Setelah anak-anak membaca teksnya nanti saya suruh mereka translate untuk mengerjakan soal-soalnya.

R : Apa translatenya dikerjakan secara individu juga bu? lalu bagaimana saat ada kata-kata yang mereka tidak paham atau mungkin tidak ada di dalam kamus karena kamusnya tidak lengkap?

T : Iya mbak dikerjakan secara individu, kalau ada kata-kata yang tidak dimengerti, nanti saya tulis dipapan dan diberi tahu artinya.

R : Berapa KKM untuk reading bu?

T : 70 mbak.

R : Lalu berapa rata-rata nilai siswa dalam reading bu? Apakah sudah diatas KKM?

T : Belum mbak, hanya beberapa. Diantara 20 siswa yang diatas KKM hanya 20%.

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The Script of Interview with The Students

R : Adik-adik gimana menurut pendapat kalian mengenai pelajaran Bahasa Inggris?

S1 : Susah kak.

R : Kalau belajar reading dan mengerjakan soal yg berkaitan teks bagaimana?

S2 : Ya itu juga susah kak. Itu ngebuat kepala pusing. Jadi bosan kak kalau belajar Bahasa Inggris.

R : Lalu bagaimana pembelajaran reading di kelas?

S2 : Iya biasanya disuruh mengartikan teks sama bu guru.

S3 : Iya tapi disuruh baca bersama dulu kak, ditunjuk lalu setelah itu diartikan sendiri. Jika tidak tahu artinya bu guru yang menulis di papan.

R : Apa yang membuat kalian sulit dalam pembelajaran reading?

S1 : Sulitnya itu kalau disuruh mengerjakan mengartikan dan mengerjakan soalnya kak.

S2 : Iya gak ngerti artinya kak.

S3 : Kadang walau sudah di translate itu susah ngerjakannya apalagi ketika tidak tahu sama artinya.

R : Oo begitu, apa ketika pembelajaran reading kalian tidak pernah membuat kelompok lalu mengerjakan bersama?

S3 : Tidak pernah kak

Appendix 4

The Result of Observation

Class : Tenth grade of SMK Asy-Syafa'ah Jember

Teacher : Resti Dwi Anggraeni, S.Pd

Researcher : Diana Fitri

Day/date : Tuesday, 19th December 2019

Time : 11.50- 13.10

The Result of Observation

Pada hari Selasa, tanggal 31 Desember 2019 pukul 13.10 sampai 13.50 WIB. R melakukan observasi di kelas sepuluh (x) sebagai acuan untuk melakukan penelitian dalam mengerjakan skripsi. Pada hari tersebut R mengikuti kegiatan belajar-mengajar di dalam kelas tersebut untuk mengamati pembelajaran disana. Terdapat 20 murid yang terdiri dari 8 siswa dan 12 siswi. Sebelum memulai pembelajaran, T mengabsen murid satu persatu. Materi pembelajaran pada hari itu adalah descriptive text. Pada hari itu T hanya melanjutkan materi pelajaran yang sebelumnya. Guru memberikan satu teks untuk mereka translate, karena waktu pertemuan kemarin tidak cukup untuk siswa, maka di lanjutkan pada pertemuan berikutnya. Pada hari tersebut T hanya membahas teks yang diberikan kepada siswa pada pertemuan sebelumnya. Siswa sebelumnya telah mentranslate text tersebut secara individu pada pertemuan kemarin. T kemudian menanyakan tentang kosa kata yang mereka tidak ketahui atau tidak ada di kamus mereka. Ternyata masih terdapat banyak kosa kata dalam teks yang mereka tidak ketahui. Ini dapat dilihat ketika masih banyak kata yang belum mereka artikan. Di samping

itu banyak siswa yang tidak membawa kamus padahal hari itu materi pelajaran bahasa inggris mengenai teks dan mereka sangat membutuhkan kamus untuk memudahkan mereka mencari kosa kata. Setelah itu guru menyuruh siswa untuk mengerjakan soal yang ada pada teks tersebut dan setelah beberapa saat guru menunjuk salah satu siswa untuk menjelaskan isi soal dari teks tersebut, namun ternyata ia masih bingung dengan isi teks. Begitupun juga dengan yang lainnya. Kebanyakan dari mereka tidak mengerti benar isi ataupun generic structure dalam teks tersebut, terbukti dengan soal dan pertanyaan guru yang susah untuk mereka jawab. Sebagian siswa di dalam kelas juga masih pasif. Namun, setelah itu saat guru menunjuk salah satu siswi menjelaskan isi teks tersebut, sepertinya siswi tersebut adalah salah satu siswi yang aktif dikelas, terlihat dengan semangatnya saat menjawab pertanyaan guru sedang yang lainnya masih banyak yang pasif. siswi tersebut akhirnya menjelaskan apa yang ada di dalam teks tersebut, walaupun tidak sepenuhnya benar.

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Appendix 5**Students' Score from English Teacher in Preliminary Research**

No.	NIS	Nama	NILAI
1	153/153.108	ACO LAMDA	68
2	154/154.108	AFFANDI	68
3	155/155.108	AHMAD NURIL ANDI	40
4	158/158.108	DESTY AMALIA TUL J	70
5	162/162.108	FIKRI ROMADONI	60
6	165/165.108	HERLINDA TAHONJABY	58
7	166/166.108	LADFIATUL NURUL ALIM	70
8	168/168.108	M. FAWAID	63
9	171/171.108	NUR LINA DWI ANDHITA	65
10	172/172.108	PUTRI AYU ASHARI	60
11	173/173.108	ROHANA SITI RAHAYU	70
12	176/176.108	SITI AMINAH	60
13	177/177.108	SITI MAIMUNAH DARAKAY	55

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Appendix 6

**KISI-KISI SOAL READING COMPREHENSION TEST KELAS X SEMESTER
GENAP TEHUN PELAJARAN 2019/2020 SMK ASY-SYAFA'AH**

Jenjang : SMK Waktu : 60 menit
 Mata Pelajaran : Bahasa Inggris Skill : Reading
 Kelas/Semester : X/2 Bentuk Soal : Pilihan Ganda
 Silabus : K-13 Jumlah Soal : 25

No.	Kompetensi Dasar	Materi	Indikator Soal	No. Soal
1.	3.7: Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks <i>recount</i> lisan dan tulis dengan memberi dan meminta informasi terkait peristiwa/pengalaman sesuai dengan konteks penggunaannya.	Recount Text	3.7.3: Siswa mampu menemukan main idea pada setiap paragraf di dalam teks <i>recount</i> . 3.7.4: Siswa mampu menemukan sinonim pada setiap kata di dalam teks <i>recount</i> . 3.7.5: Siswa mampu menemukan antonim pada setiap kata di	1, 6, 14, 16, 24 3, 12, 23 7, 11, 22 2, 4, 8, 9, 10, 18, 19, 20, 21

			dalam teks recount.	13, 17, 5
			3.7.6: Siswa mampu menemukan spesifik informasi di dalam teks recount.	15, 25
			3.7.7: Siswa mampu menemukan general informasi di dalam teks recount.	
			3.7.8: Siswa mampu menemukan tema pada teks recount	

IAIN JEMBER

APPENDIX 7

READING COMPREHENSION

Name: Subject:
 Class: Date :

Read the following text to answer question number 1 to 5 and choose the correct answer by crossing (x) a, b, c or d!

My Holiday was Fantastic

Last summer I got a fantastic holiday. I visited some great places. I went to an airport and was going to fly to Cleveland. I was spending there two days. I liked to see some Cleveland Cavaliers basketball matches.

Then I went to Hollywood. Hollywood is a famous district in Los Angeles, California, United States. It had become world famous as the centre of the film industry. Four major film companies Paramount, Warner Bros., RKO and Columbia had studios in Hollywood. I did not want to leave but I had to.

After that, I went to New York City. I visited the Statue of Liberty. I went from the bottom of Manhattan to the top of the crown. That was very amazing. The places made me feel at home but I have to go home. Next time I would return to them.

(Adopted from: <https://vinny-oxtafianica.blogspot.com/2014/01/pengertian-dan-10-contoh-recount-text.html>)

1. What is the main idea of the first paragraph?
 - a. The writer visited some great place
 - b. The writer got a fantastic holiday last summer**
 - c. The writer holiday in Cleveland
 - d. The writer liked to see some Cleveland Cavaliers basketball matches

2. What is the Hollywood?
 - a. Hollywood is a central of city in New York
 - b. Hollywood is the name of film
 - c. Hollywood is a famous district in Los Angeles, California, and United States
 - d. Hollywood is the famous city in Lost Angeles
3. "I visited some **great** places" (paragraph 1 line 1). The word **great** has similar meaning with?
 - a. Good
 - b. Badly
 - c. Famous
 - d. Danger
4. Which of the four film companies is include?
 - a. Paramount, Warner Up, RKO and Columbia
 - b. Primer, Warner Bros., RKO and Columbia
 - c. Paramount, Warner Bros., RKO and Hollywood
 - d. Paramount, Warner Bros., RKO and Columbia
5. What is the generic structure of the last paragraph??
 - a. Re-orientation
 - b. Orientation
 - c. Events
 - d. Complication

Read the following text to answer question number 6 to 15 and choose the correct answer by crossing (x) a, b, c or d!

My Unforgettable Moment

When I was 15 years old, I got an unforgettable experience. It happened in my house four years ago. As usual, I always did my house activities every day; one of them was taking the dry clothes.

On that bright Wednesday afternoon, I was taking the dry clothes at the upstairs of my house, on the balcony. Everything was okay at the moment, but not long after

that there was a problem there. When I was trying to take one of the clothes, some clothes were flown away by the wind. As a consequence, there were some clothes hooked up on the roof of my house. So, I tried to put them back on the hangers. Then, I took a long pipe stick on my hand to take the clothes on my roof. First, I could take the first clothes successfully, and I had to take the other. I tried to get closer and closer to the clothes hooked on the roof. Suddenly, I was slipped and fell down to the terrace of my house which was 4 meters high from the balcony to the terrace. I hurt whole part of my body. I could not breathe and I could not wake up by myself. Less than a minute, my parents and my sister came quickly to me. They helped me stand up. They were totally shocked of me.

At night, my parents took me to the clinic. They were afraid of my condition, maybe I was seriously injured after that accident. Fortunately, I wasn't on seriously injury. I just got bruised on my head, and some scars on my hands and legs. This is one of unforgettable moments happened to my life because I can still alive after getting that thrilling accident.

(Adopted from: <https://www.berbahasainggris.com/2017/01/6-contoh-recount-text-pengalaman-pribadi-artinya.html>)

6. What is the main idea of the first paragraph?
 - a. The writer accident in the balcony
 - b. The writer activities
 - c. The writer got unforgettable experience when he was 15 years old
 - d. The writer and dry clothes
7. "I got an **unforgettable** experience" (paragraph 1 line 1). The antonym of **unforgettable** is?
 - a. Memorable
 - b. Forgettable
 - c. Indelible
 - d. Remember
8. Why the writer fell down from a balcony?
 - a. She jump from the top

- b. She want to take a long pipe stick
 - c. She want to take a dry clothes
 - d. **She want to take some clothes that hooked up on the roof**
9. When did the incident occur?
- a. **Four years ago**
 - b. Three years ago
 - c. Ten years ago
 - d. Seven years ago
10. Where her parents took her after fell down from balcony?
- a. **Her parents took her to the clinic**
 - b. Her parents took her to the market
 - c. Her parents took her to the hospital
 - d. Her parents took her to the room
11. “On that **bright** Wednesday afternoon” (paragraph 1 line 1). The antonym of **bright** is?
- a. **Dark**
 - b. Shining
 - c. Sparkling
 - d. Light
12. “I wasn't on seriously **injury**” (paragraph 3 line 2). The word **injury** has similar meaning with?
- a. **Wound**
 - b. Good
 - c. Health
 - d. Great
13. What is the generic structure of the first paragraph?
- a. Events
 - b. Re-orientation
 - c. Complication
 - d. **Orientation**
14. What is the main idea of the last paragraph?

- a. Her parents afraid about her condition
- b. Her parents took her to the clinic
- c. She still alive after getting that thrilling accident
- d. She wasn't on seriously injury

15. What did the text tells us about?

- a. The writer's unforgettable experience
- b. The writer's injury
- c. The writer's accident in the balcony
- d. The story of clothes

Read the following text to answer question number 16 to 25 and choose the correct answer by crossing (x) a, b, c or d!

Wonderful Beach, Parangtritis Beach

Parangtritis beach was one of beach that I ever met beside Pangandaran , and Kute beach. I went to Parangtritis beach when I was in senior high school. I went to this beach beside for finding the data for my final report; it was also used to fill the holiday time.

The first impression when I arrived in Parangtritis beach was very beautiful and extraordinary. It was because the sea's wave was so big and the sand on that beach was so white. Then, when I and my friends saw those things, we run to that beach. Nevertheless, it was very hard for us when running. It was because I and my friends used sandals or shoes when I and my friends run on the sands. For that, I and my friends decided to put off our sandals and shoes to be put another area. After that, I and my friend run to the wave easily.

Then, one thing that I wanted you to know was when you would visit this beach. You might not wear shirt or skirt (clothes) in green colour. It was caused by the existence of myth in that area about the existence of *Nyi Roro kidul*, the master in that beach. That myth was about if there were people who would visit this beach, they were forbidden to wear clothes in green colour, if those people opposed it. The people would get bad luck, or even that people would be lost in the sea and their bodies would not be found.

From the myth above, I and my friends were not brave to wear cloth in green one when we playing in that beach. Nevertheless, if there was anybody who wears a green colour, she/he changed into other colours. Then, if we did not bring another cloth which had another colour, we were no afraid. It was caused that we could find many stores which provided clothes; especially cloth only was used on beach there. Besides, the facility above, I and my friends also got other facilities like horse (it was used to go round the beach), surfing tools and others. I and my friends really enjoyed that holiday.

(Adopted from: <https://vinny-oxtafianica.blogspot.com/2014/01/pengertian-dan-10-contoh-recount-text.html>)

16. What is the main idea of the first paragraph?
 - a. He went to the beach in the holiday
 - b. Paragtritis beach was a beautiful beach
 - c. Paragtritis beach was one of beach that I ever met beside Pangandaran , and Kute beach.
 - d. He went to the beach beside for finding the data for my final report
17. What is the generic structure of the second paragraph?
 - a. Orientation
 - b. Re-orientation
 - c. Events
 - d. Complication
18. What the first impression when she arrived Parangtritis beach?
 - a. The beach was very beautiful and extraordinary
 - b. The beach was very unique
 - c. The beach has myth about the existence of *Nyi Roro kidul*
 - d. The beach was very different with another beach in the world
19. Why the visitor didn't wear shirt or skirt (clothes) in green colour?
 - a. They would get good luck, or even that people would be happy in their vocation
 - b. They would get bad luck, or even that people would be lost in the sea and their bodies would not be found

- c. They would get bad luck, or even that people would be lost in jungle and their bodies would not be found
 - d. They would get bad luck, or even that people would be dead in the beach
20. How did the visitors do if they brought green clothes and they didn't bring another colour?
- a. They have to go home
 - b. They visitor could buy another clothes in the store because, in Prangtritis beach we could find many stores which provided clothes
 - c. The visitor didn't know what will they do
 - d. The visitor could buy a new clothes in the mall of city
21. Did the writer enjoy with his holiday?
- a. No, he did not
 - b. Yes, he did
 - c. Yes, he does
 - d. No, he doesn't
22. "Parangtritis beach was very beautiful and very **extraordinary**" (paragraph 2 line 2). The antonym of **extraordinary** is?
- a. Ordinary
 - b. Good
 - c. Interest
 - d. Amazing
23. "You might not **wear** shirt or skirt (clothes) in green colour" (paragraph 3 line 2). The word **wear** has similar meaning with...
- a. Use
 - b. Throw
 - c. Bring
 - d. Take
24. What is the main idea of the last paragraph?
- a. He and his friend enjoyed with their trip

- b. There was anybody who wear a green colour, she/he changed into other colours
- c. There are many facilities in Parangtritis beach
- d. He and his friends were not brave to wear cloth in green one when we playing in that beach

25. What did the text tells us about?

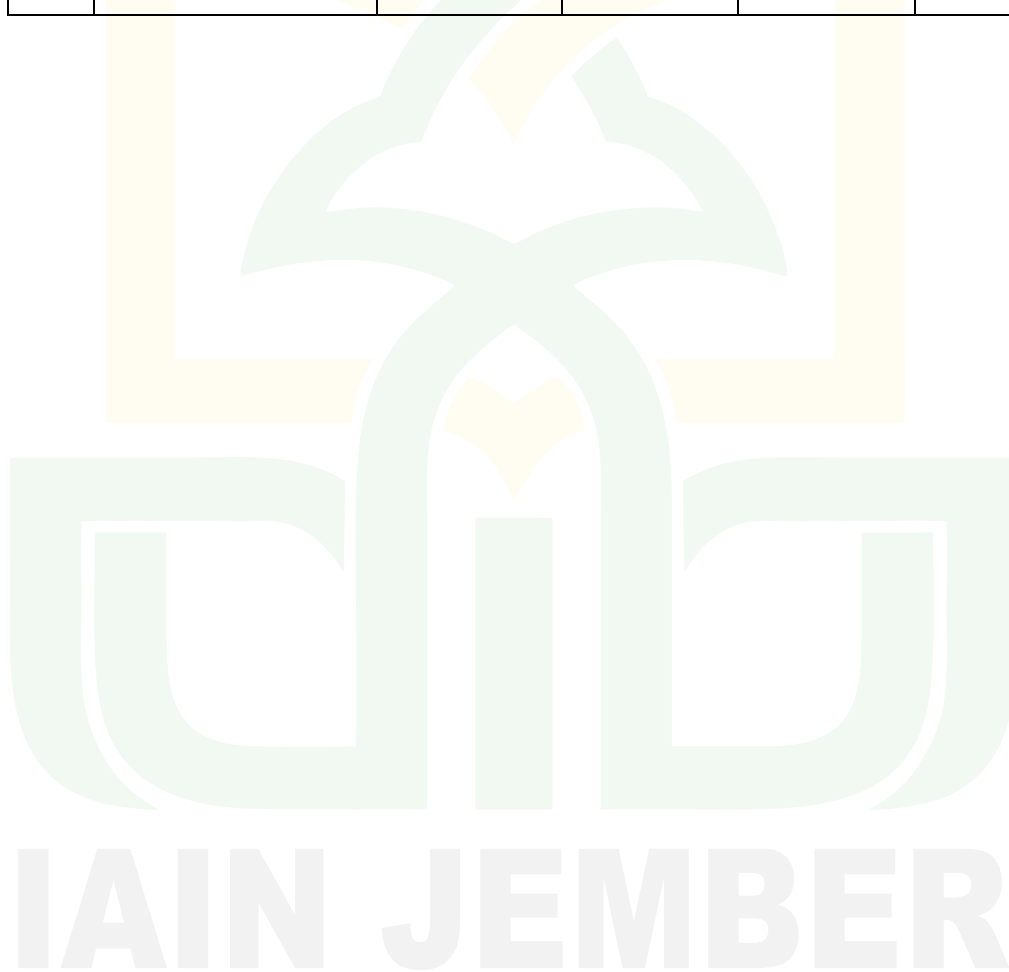
- a. The writer's journey
- b. The myth of Parangtritis beach
- c. Myth of Nyi Roro Kidul
- d. A wonderful beach in the Parangtritis beach

Answer Key

1. B	11. A	21. B
2. C	12. A	22. A
3. A	13. D	23. A
4. D	14. B	24. D
5. A	15. A	25. D
6. C	16. C	
7. B	17. C	
8. D	18. A	
9. A	19. B	
10. A	20. B	

No.	Idicators	Number of Items	Total Items	Score Each Items	Total Scores
1.	Topic	15, 25	2	4	8
2.	Specific	2, 4, 8, 9,	9	4	36

	Information	10, 18, 19, 20, 21			
3.	General Information	13, 17, 5	3	4	12
4.	Synonym	3, 12, 23	3	4	12
5.	Antonym	7, 11, 22	3	4	12
6.	Main Idea	1, 6, 14, 16, 24	5	4	20



Appendix 8

VALIDITY INSTRUMENT

INSTRUCTIONS

1. Put a check mark (✓) in the column according to your opinion.
2. If there is a need to be revised, please write in the column "catatan".

No	Aspek yang dinilai	Skala Penilaian				Catatan
		1	2	3	4	
A.	Isi					
	1. Isi materi sesuai dengan Kompetensi Inti dan Kompetensi Dasar 3.7				✓	
	2. Indikator soal sesuai dengan materi.			✓		<i>Fokuskan Indikator pada setiap item.</i>
	3. Petunjuk cara mengerjakan soal sesuai dengan soal yang disediakan				✓	
	4. Pedoman penskoran sesuai dengan rubrik skor yang telah ditetapkan				✓	
	5. Kesesuaian alokasi waktu dengan soal yang telah disediakan				✓	
B.	Konstruk					
	1. Soal disusun menggunakan tes tulis untuk mengetahui kemampuan "reading" siswa				✓	
	2. Soal disusun sesuai dengan teori descriptive paragraph				✓	
	3. Soal reading test disusun sesuai dengan teori reading yang mana mengharuskan siswa				✓	

	untuk membaca "reading".					
	4. Penilaian kemampuan "reading" siswa diadaptasi dari buku D. Brown and Alison				✓	
C.	Bahasa					
	1. Petunjuk soal menggunakan kaidah bahasa inggris yang benar dan sesuai dengan grammatical			✓		Beberapa petunjuk perlu diperbaiki secara grammar
	2. Rumusan soal tidak menggunakan kata/kalimat yang menimbulkan penafsiran ganda atau salah pengertian			✓		Petunjuk di jadikan beberapa kalimat agar tidak menimbulkan penafsiran ganda
	3. Rumusan soal tidak mengandung kata-kata yang tidak menyinggung peserta didik				✓	

Note :

4 = Sangat Baik

3 = Baik

2 = Kurang

1 = Sangat Kurang

Jember, 13 Februari 2020

Validator


(..... Prayitna Septi Feni, M.Pd)

Appendix 9

Date: _____

<input type="checkbox"/>	Field notes 1
<input type="checkbox"/>	Field notes 1 (Monday, february 24 th 2020)
<input type="checkbox"/>	Time : 07.00
<input type="checkbox"/>	place : kelas x
<input type="checkbox"/>	
<input type="checkbox"/>	pada pukul 07-00 researcher memasuki kelas karena bel masuk sudah berbunyi. Sebelum memulai pelajaran, researcher menyapa siswa dengan Bahasa Inggris. Researcher kemudian memimpin berdoa. Researcher membuka materi dengan menanyakan macam-macam teks yang pernah dipelajari sebelumnya. Setelah itu Researcher menunjukkan sebuah gambar yang berkaitan dengan teks recount. Kemudian memancing siswa untuk bercerita tentang pengalamannya dan ia baru menjelaskan tentang recount text
<input type="checkbox"/>	Setelah itu, siswa diberi contoh recount text dengan menentukan specific dan general information. Kemudian, researcher memberikan soal tentang recount text dengan menggunakan teknik Think pair share. siswa diminta untuk berfikir tentang jawaban tersebut, lalu researcher membuatkan kelompok dan setelah itu mereka diunjuk untuk maju kedepan menjawab hasil diskusi mereka dengan kelompok.
<input type="checkbox"/>	Siswa mulai aktif dengan pembelajaran berkelompok seperti ini. mereka mulai dapat memberikan opini mereka tentang jawaban yang benar. Namun, masih banyak siswa yang tidak paham dengan teks tersebut karena mereka tidak dapat menerjemahkan teks. siswa masih banyak yang belum membawa kamus. Oleh sebab itu, researcher memutuskan untuk memberi punishment kepada siswa yang tidak membawa kamus dan memberi reward kepada siswa yang rajin membawa kamus dan aktif di kelas. Kondisi di dalam kelas sedikit ramai. dan siswa masih belum maksimal dalam mengerti ini tentang text. Namun, mereka aktif dalam menjawab pertanyaan researcher.
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

<input type="checkbox"/>	Field notes 2.
<input type="checkbox"/>	Field notes 2 (Tuesday, February 25 th 2020)
<input type="checkbox"/>	Time: 10:00
<input type="checkbox"/>	Place: Kelas x
<input type="checkbox"/>	Meeting 2.
<input type="checkbox"/>	
<input type="checkbox"/>	pada pukul 10:00 researcher memasuki kelas karena bel masuk sudah berbunyi. Sebelum memulai pelajaran researcher memimpin doa dan mengabsen siswa. Researcher mengulangi kembali penjelasan tentang recount text dengan memancing siswa bercerita pengalaman di gunung Bromo. Kemudian researcher, memberikan contoh text tentang Bromo. Siswa menanyakan tentang pertanyaan "what" dan "why" dalam Specific Information. Siswa mulai aktif dengan menanyakan hal-hal yang belum mereka mengerti.
<input type="checkbox"/>	Kemudian, researcher memberikan teks dan soal kepada siswa. Siswa diberi waktu untuk berfikir (Thinking), setelah itu researcher meminta mereka untuk berdiskusi dengan kelompoknya. Siswa lebih aktif dari pertemuan sebelumnya. Siswa juga lebih enjoy mengikuti pembelajaran di kelas. Mereka lebih mudah dalam mengerjakan soal karena mereka dapat berdiskusi dengan temannya. Namun mereka masih malu untuk maju kedepan. mereka meminta researcher untuk mengocok nama mereka dan menentukan siapa yang akan maju.
<input type="checkbox"/>	Setelah itu, researcher juga memberi soal pilihan ganda dan meminta siswa untuk membahas bersama. Mereka sangat antusias dalam menjawab. Siswa sudah cukup paham dengan materi recount text. hanya saja mereka belum dapat menentukan sinonim dan antonim. Sebelum pembelajaran selesai, researcher memberi punishment kepada dua siswa yang tidak membawa kamus dan memberi reward kepada siswa yang membawa kamus. Akhirnya pelajaran di tutup. Karena bel sudah berbunyi.

	Field notes 3
<input type="checkbox"/>	field notes 3 (Monday, February 2 nd 2020)
<input type="checkbox"/>	Time : 07.00
<input type="checkbox"/>	Place : kelas x
<input type="checkbox"/>	Meeting 3
<input type="checkbox"/>	
<input type="checkbox"/>	pada pukul 07.00 researcher memasuki kelas karena bel sudah berbunyi. Researcher memimpin siswa berdoa sebelum memulai pelajaran.
<input type="checkbox"/>	Researcher mengulang kembali materi recount text, ia menancing siswa untuk bercerita. Salah satu siswa akhirnya bercerita pengalaman saat di jogjakarta Sedangkan yang lain menyimak. Setelah itu researcher menanyakan spesifik informasi dari cerita salah satu siswa tersebut. Selanjutnya, researcher memberi contoh recount text dan cara menentukan spesifik informasi dan general information kepada siswa. Ia menjelaskan kembali recount text secara detail.
<input type="checkbox"/>	Setelah itu, seperti biasa researcher memberi tugas kepada mereka dan memberi mereka waktu untuk menemukan jawaban. Setelah itu mereka diminta untuk berdiskusi. Dalam pertemuan ini siswa lebih aktif dan antusias dalam mengerjakan soal. Mereka juga lebih percaya diri dari pada pertemuan sebelumnya. Siswa aktif bertanya dan menjawab pertanyaan. Di samping itu, mereka juga antusias dalam memberikan opini mereka tentang jawaban yang paling benar. Siswa juga tidak membuat gaduh ataupun bergurau dengan temannya. Mereka fokus dan bersaing dengan kelompok yang lain untuk mendapatkan jawaban yang benar.
<input type="checkbox"/>	Setelah teknik Think pair share selesai, researcher memberikan tugas pilihan ganda dan meminta siswa menjawab bersama. Pada pertemuan ini siswa dapat berpartisipasi dengan baik. Mereka lebih aktif dan enjoy dalam mengikuti pembelajaran. Akhirnya pelajaran ditutup karena bel telah berbunyi.
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Date: _____

Field notes 4.

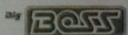
Field notes 4 (Tuesday, March 3rd 2020)

Time: 10.00

Place: kelas x

Meeting 4.

pada pukul 10.00 Researcher memasuki kelas karena bel masuk sudah berbunyi. Hari ini adalah jadwal ujian reading comprehension. Sebelum memulai ujian siswa berdoa dengan dipimpin oleh Researcher. Saat ujian dimulai suasana sangat kondusif. Researcher memberikan soal pilihan ganda dan meminta siswa untuk menjawab sendiri tanpa bertanya kepada temannya. Siswa dilarang untuk membuka kecur. Siswa sangat fokus dalam mengerjakan soal ujian. Setelah bel berbunyi siswa mengumpulkan lembar ujian di depan. Setelah itu Researcher menutup pembelajaran.



Appendix 10

The Students' worksheet

❖ The students' worksheet in the first meeting

NAMA: ROHANA SITI RAHAYU
 Kelas: X (Sepuluh)
 Mapel: Bhs. Inggris

WORKSHEET:
 Please read and comprehend the text to find the specific and general information of the text!
 (Specific Information)

WHO?	I and friends
WHAT?	embarrassing day ever.
WHEN?	last sunday, I had a running time with my best friend in the park.
WHERE?	in the park.
WHY?	so I come to approach her and hit her in shoulder softly. I was suppressed when the girl that hit wasn't my friend. (I saw someone looked like
HOW?	I was suppressed when the girl that hit wasn't my friend.

(General Information)

ORIENTATION	last sunday, I had a run running time with my best friend in the park. we did some sports together.
EVENTS	that day we were running in our third round when we saw the bicycle rent for people and we decided to rent the bike and had another round. we were in the second round when I saw someone looked like my friend. I was calling her name while rode my bike towards her. she didn't hear me call her name. so I came to approach her and hit
RE-ORIENTATION	It was the embarrassing day ever, because all of the people were looking at me at the same time.

❖ The students' worksheet in the second meeting

Nama: Desty Amalia Nur J
 Kelas : X
 Mapel : Bhs Inggris

WORKSHEET:
 Please read and comprehend the text to find the specific and general information of the text!
 (Specific Information)

WHO?	my friends and I
WHAT?	went camping
WHEN?	last Sunday
WHERE?	Pakulangan, Kusinagan
WHY?	we took a bath on the waterfall. the waterfall was called curug Putri. after played at waterfall. we felt hungry.
HOW?	we made a memory by taking photos together in front of a waterfall and then went home happily. we felt very tired.

(General Information)

ORIENTATION	last Sunday, my friend and I went camping on the mountain. we went to Pakulangan, Kusinagan. The rest was near from our town. It was about one hour to get here. we choose Pakulangan because it was not too far from our home.
EVENTS	we prepared everything before went camping to Pakulangan. we brought cooking utensils and the food from home, clothes, camera, guitar etc. we went there by motorcycles. on the first day we set up the tent on the camping area. the air was so fresh there. we took a bath on the waterfall. the waterfall was called curug Putri after played at waterfall. we felt hungry.
RE-ORIENTATION	we made a memory by taking photos together in front of a waterfall and then went home happily. we felt very tired.

then, we cooked the food for the lunch and had lunch together. the first night of our camping the air was so cold, we made a campfire, sang songs together and after we sleep. we used sleeping bag when we slept to make our body still in warm condition. on the second day, we made some activities. we tried to go fishing in the river near the waterfall.

but we got a shoe. after that, we packed everything we bought. we then cleaned the area.

❖ The students' worksheet in the third meeting

Nama : Ladiatul Nurul Alim
 kelas : X
 Mapel : Bahasa Inggris

WORKSHEET:
 Please read and comprehend the text to find the specific and general information of the text!
 (Specific Information)

WHO?	I and My classmates
WHAT?	our trip to Borobudur Temple.
WHEN?	Three years ago
WHERE?	Borobudur.
WHY?	After we arrived at Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur temple area.
HOW?	we felt tired that day but we felt so happy to visit Borobudur temple.

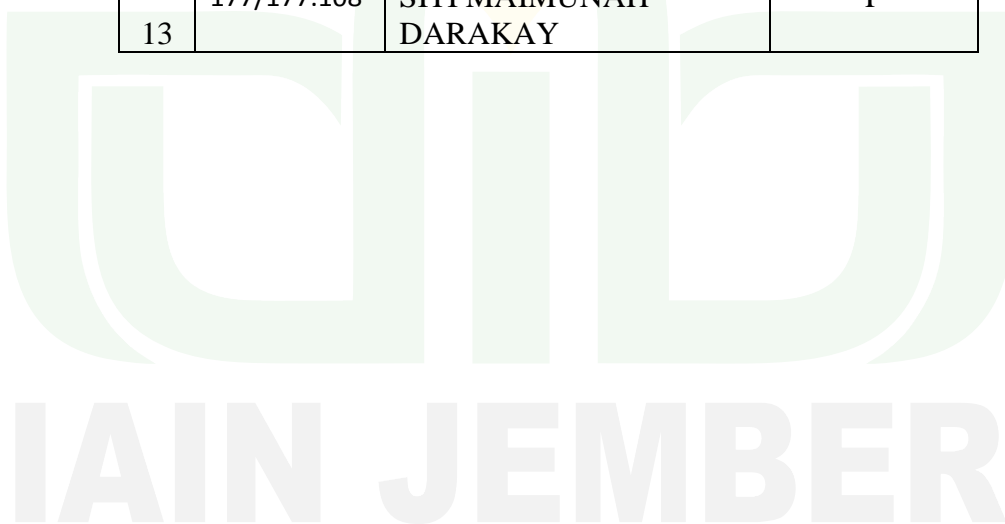
(General Information)

ORIENTATION	Three years ago, I and my classmates visited Borobudur temple. We went to Borobudur temple by bus. We left our school at nine o'clock. It took 24 hours to arrive there. I arrived three nine o'clock the next day. Along the road we saw many vehicles, unique houses.
EVENTS	After we arrived at the Borobudur temple, one of my teachers went to buy tickets. After we waited him for a moment we entered into Borobudur area. Then we went up to the top of temple. Borobudur temple is the biggest temple in the world.
RE-ORIENTATION	We felt tired day but we felt so happy to visit Borobudur temple which is well-known as one of the greatest legacies Indonesia has ever had. I hope the temple can be loved by all of the visitors & the government.

Appendix 11

Presensi Siswa Kelas X

No.	NIS	Name	L/P
1	153/153.108	ACO LAMDA	L
2	154/154.108	AFFANDI	L
3	155/155.108	AHMAD NURIL ANDI	L
4	158/158.108	DESTY AMALIA TUL J	P
5	162/162.108	FIKRI ROMADONI	L
6	165/165.108	HERLINDA TAHONJABY	P
7	166/166.108	LADFIATUL NURUL ALIM	P
8	168/168.108	M. FAWAID	L
9	171/171.108	NUR LINA DWI ANDHITA	P
10	172/172.108	PUTRI AYU ASHARI	P
11	173/173.108	ROHANA SITI RAHAYU	P
12	176/176.108	SITI AMINAH	P
13	177/177.108	SITI MAIMUNAH DARAKAY	P



Appendix 12**Students' Reading Copenhension Test Score**

Kelas : X (sepuluh)

Mata Pelajaran: Bahasa Inggris

Semester : Ganjil

No.	NIS	Name	Score Before Implementing The strategy	Score After Implementing The Strategy
1	153/153.108	ACO LAMDA	68	76
2	154/154.108	AFFANDI	68	72
3	155/155.108	AHMAD NURIL ANDI	40	44
4	158/158.108	DESTY AMALIA TUL J	70	88
5	162/162.108	FIKRI ROMADONI	60	76
6	165/165.108	HERLINDA TAHONJABY	58	72
7	166/166.108	LADFIATUL NURUL ALIM	70	92
8	168/168.108	M. FAWAID	63	76
9	171/171.108	NUR LINA DWI ANDHITA	65	80
10	172/172.108	PUTRI AYU ASHARI	60	68
11	173/173.108	ROHANA SITI RAHAYU	70	84
12	176/176.108	SITI AMINAH	60	72
13	177/177.108	SITI MAIMUNAH DARAKAY	55	68

IAIN JEMBER

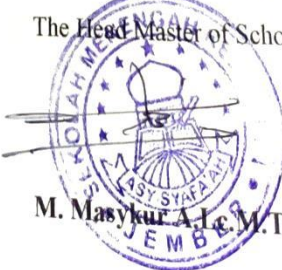
Appendix 13

RESEARCH JOURNAL'S ACTIVITIES

Name : Diana Fitri
 NIM : T20166070
 Title : The Implementation of Think Pair Share Technique to Improve Students' Reading Comprehension of Tenth Grade at SMK Asy-Syafa'ah.
 Location : SMK Asy-Syafa'ah

No.	Day/Date	Activity	Initials
1	Wednesday, 18 th December 2019	Interview the English teacher and several students at tenth grade of SMK Asy-Syafa'ah	Ref
2	Tuesday, 19 th December 2019	Observe the classroom activity at tenth grade of SMK Asy-Syafa'ah	Ref
3	Friday, 21 st February 2020	The researcher gives a researcher permit to the school and consult about the lesson plan with the teacher	Ref
4	Monday, 24 th February 2020	The researcher applies the action in the first meeting	Ref
5	Tuesday, 25 th February 2020	The researcher applies the action in the second meeting	Ref
6	Monday, 02 nd March 2020	The researcher applies the action in the third meeting	Ref
7	Tuesday, 03 rd March 2020	The researcher gives a speaking test	Ref
8	Monday, 07 th September 2020	The researcher asking for a letter of research finishing	Ref

Jember, 07th September 2020
 The Head Master of School


 M. Mas'kur A.Lc.M.Th.I

Appendix 14

❖ Greeting activity



❖ The researcher explain the material to the students (First Meeting)



❖ The students' *thinking* activity for answer the question



- ❖ The students' discussion in *pairs*




- ❖ The students' activity to *share* their answer



IAIN JEMBER

Appendix 16



**YAYASAN PENDIDIKAN ASY – SYAFA’AH
SMK ASY – SYAFA’AH JEMBER
TERAKREDITASI”B”**
Bidang Keahlian Bisnis dan Manajemen
NSS : 342052430334 NPSN: 69758389
Jl. Jend Basuki Rahmad V/31 Kebonsari Jember

SURAT KETERANGAN
Nomor : 048/SMK.ASY/IX/2020

Yang bertanda tangan dibawah ini:

Nama : **M. Masykur A,Lc.M.Th.I**

Jabatan : kepala SMK Asy-syafa’ah

Alamat : Jl. Jend Basuki Rahmad V/31 Kebonsari Jember

Dengan ini menerangkan bahwa:

Nama : Diana Fitri

NIM : T20166070

Semester : VIII (Delapan)


Fakultas : Tarbiyah dan Ilmu Keguruan

Prodi : Tadris Bahasa Inggris

Telah melaksanakan penelitian Untuk Memenuhi Mata Kuliah, Penelitian yang dilaksanakan pada tanggal 24 Februari 2020 sampai dengan 07 September 2020 di Smk Asy-syafa’ah Jember.

Demikian surat keterangan ini kami terbitkan untuk dipergunakan sebagai mestinya. Atas perhatiannya kami sampaikan terima kasih.

Jember, 07 September 2020
Kepala SMK Asy –syafa’ah
M. Masykur A.Lc.M.Th.I



Appendix 17**PERNYATAAN KEASLIAN TULISAN**

Yang bertanda tangan di bawah ini:

Nama : Diana Fitri
NIM : T20166070
Prodi/Jurusan : Tadris Bahasa Inggris/Pendidikan Bahasa
Fakultas : Tarbiyah dan Ilmu Keguruan
Institusi : IAIN Jember


Dengan ini menyatakan bahwa isi skripsi yang berjudul “ The Implementation of Think Pair Share Technique to Improve Students’ Reading Comprehension of Tenth Grade at SMK Asy-Syafa’ah Jember” adalah hasil penelitian/ karya saya sendiri, kecuali pada bagian- bagian yang dirujuk sumbernya.

Saya yang menyatakan



Diana Fitri
T20166070

Appendix 18



KARTU KONSULTASI
BIMBINGAN SKRIPSI PROGRAM S1
FAKULTAS TARBIYAH & ILMU KEGURUAN
INSTITUT AGAMA ISLAM NEGERI (IAIN) JEMBER

Nama : Diana Fitri
 No. Induk Mahasiswa : T20166070
 Fakultas : Tarbiyah
 Jurusan/Prodi : Bahasa / Tadris Bahasa Inggris
 Judul Skripsi : The Implementation Of Think pair share Technique to Improve Student's Reading Comprehension Of tenth grade at smk Asy-Syiffah
 Pembimbing : Preptika septi Femia M.Pd
 Tanggal Persetujuan : 20 Desember 2019 /d 15 Desember 2020

NO.	KONSULTASI PADA TANGGAL	MASALAH YANG DIBICARAKAN	TANDA TANGAN PEMBIMBING
1.	20 Desember 2019	Konsultasi Judul	
2.	23 Desember 2019	Pengajuan Matrix	
3.	26 Desember 2019	Revisi Matrix dan ACC	
4.	24 Januari 2020	Konsultasi BAB 1-3	
5.	30 Januari 2020	Revisi BAB 1-3 + Validity data.	
6.	3 Februari 2020	Revisi BAB 1-3 + Konsultasi RPP	
7.	13 Februari 2020	Konsultasi RPP	
8.	18 Februari 2020	Konsultasi + ACC proposal	
9.	14 September 2020	Konsultasi BAB 4 dan 5	
10.	20 September 2020	Revisi Bab 4 dan 5	
11.	23 September 2020	Konsultasi Appendix	
12.	14 Oktober 2020	Revisi Bab 4 dan 5 + Appendix	
13.	11 November 2020	Konsultasi skripsi + Appendix	
14.	13 Desember 2020	Revisi skripsi + Appendix	
15.	15 Desember 2020	ACC Skripsi	

Jember, 2020
 Ketua Program Studi PBI

As'ari, M.Pd.I
 NIP. 197609152005011004

catatan : Kartu Konsultasi Ini Harap Dibawa Pada saat Konsultasi Dengan Dosen Pembimbing Skripsi

Appendix 19

Researcher's Biodata



Personal Information

- Full Name : Diana Fitri
- NIM : T20166070
- Gender : Female
- Place, Date of Birth : Jember, 22nd May 1998
- Address : Pancakarya, Ajung, Jember
- Religion : Islam
- Department/Majors Courses : Language Education/English
Department
- Email Address : dianafitri264@gmail.com

Education Background

- 2004-2010 : SDN Pancakarya 03
- 2010-2013 : SMPN 01 Ajung
- 2013-2016 : SMA As-Saifiyah Syafi'iyah