

**USING THINK PAIR SHARE METHOD TO IMPROVE THE  
READING SKILL ON NARRATIVE TEXT OF THE  
STUDENTS OF MTsN KUNIR BLITAR**

**THESIS**

**Presented to**

**State College for Islamic Studies (STAIN) Kediri**

**in Partial Fulfillment of the Requirements for the Degree of *Sarjana***

**in English Language Education**



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Demikian agar maklum dan atas kesediaan Bapak kami ucapkan banyak terimakasih.

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Setelah diperbaiki materi dan susunannya, sesuai dengan beberapa petunjuk dan tuntunan yang diberikan dalam sidang munaqosah yang dilaksanakan pada tanggal 21 Juni 2014 kami dapat menerima dan menyetujui hasil perbaikannya.

Demikian agar maklum adanya.

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## MOTTO

وَلَوْ شِئْنَا لَرَفَعْنَاهُ بِهَا وَلَكِنَّهُ أَخْلَدَ إِلَى الْأَرْضِ وَاتَّبَعَ هَوَاهُ  
فَمَثَلُهُ كَمَثَلِ الْكَلْبِ إِنْ تَحْمِلْ عَلَيْهِ يَلْهَثْ أَوْ تَتْرُكْهُ  
يَلْهَثَ ذَلِكَ مَثَلُ الْقَوْمِ الَّذِينَ كَذَّبُوا بِآيَاتِنَا فَاقْصُصْ  
الْقِصَصَ لَعَلَّهُمْ يَتَفَكَّرُونَ ﴿١٧٦﴾

And if we had willed, we could have elevated him thereby, but he adhered (instead) to the earth and followed his own desire. So his example is like that of the dog: if you chase him, he pants, or if you leave him, he (still) pants. That is the example of the people who denied our signs. So relate the stories that perhaps they will give thought. (QS: Al A'raf 176).<sup>1</sup>

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<sup>1</sup> Departemen Agama RI, *Al-Qur'an dan Terjemahannya* (Jakarta: Proyek Pengadaan Kitab Suci Al-Qur'an, 1985)

## ***DEDICATION***

*This thesis is dedicated to:*

- ❖ *My beloved father and mother, Muhammad Damiri and Rowiyah who have given me all of their love, life, time, and everything to support and fulfill all of my need since I live so that I can study till the high education and finish this thesis soon. Their sacrifice makes me eager to do everything. Their love and their praying wake up me to do good things. I cannot be strong like you without your love.*
- ❖ *My sincere advisors, Dr. Mukhammad Abdullah, M.Ag and Sri Wahyuni, M.Pda great thanks I appreciate for all of your suggestions to make my thesis better.*
- ❖ *All of my lecturers who have given me all knowledge and guided me to have many experiences in this education.*
- ❖ *My Beloved Brothers and Sisters: Turiman, Muh. Mufrodin, Nur Qongidah, Purwanto, Muh. Mukhtasor, Siti Fatimah, Suma Usriyah, Fathul Ma'arif, Ma'rifatun Khasanah, Sulaiman Nur Rosyid and Nur Hidayah, who have accompanied me and supported me, doing my all duties. Thanks for your praying, caring and affection. Thanks for your help and support me, so makes me finish this thesis.*
- ❖ *My sweetheart thanks for your support, helps, and for accompanying me in happiness and sadness.*

- ❖ *My best friends: Nining Miftahurroifah, Liqmatul Nasikhah, Khurin Maqnun, Khoirul Anam, Faridatul Ramadhani, Ratna Farida, Handayani Zulaida*
- ❖ *All of my friends in Ponpes Al Amin, especially for my roomates D6, B2 and A2. Thanks for supporting and always accompaneying me every time.*
- ❖ *All of my friends in STAIN Kediri thank you very much for being my best friends.*



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At last, the writer can only wish that the result of the study would be valuable and useful especially for the writer and for all readers generally. *Amien.*

Kediri, 29 Mey 2014

## ABSTRACT

Badriyah, Lailatul, *Using Think Pair Share Method to Improve the Reading Skill on Narrative Text of the students of MTsN Kunir Blitar, English Department, Faculty of Education, the State College for Islamic Studies (STAIN) Kediri, 2014.* The Advisors: (1) Dr. Muhammad Abdullah, M.Ag, (2) Sri Wahyuni, M.Pd.

Keyword: *Think Pair Share, Reading skill, Narrative Text.*

Reading is one of the important skills in learning language. In terms of understanding reading skill on narrative text, many students have difficulty in understanding on narrative text, especially at eight-grade students of MTsN Kunir Blitar. It is caused by several factors. They are: the students often felt bored when they had to read a text, especially read a long text, lack of vocabulary and low motivation to involve in reading activity. Based on the problems above, the researcher wants to implement *Think Pair Share*. Think Pair Share (TPS) is one of the Cooperative Learning methods which the researcher gives students a half to one minute to think about the question. Students then pair with a collaborative group member or neighbor sitting nearby and discuss their ideas about the question for several minutes. The questions will help students build knowledge and to be active. Thus, this thesis is conducted to improve reading skill on narrative text of eight-grade students of MTsN Kunir Blitar by using *Think Pair Share*.

The research design of this study is Classroom Action Research (CAR). To do this research, the researcher uses the instruments: observation, field notes and test. The subject of the research is the second year students of MTsN Kunir Blitar, the class consist of 36 students. The criterion of success is the students' participation and students' score test if the students get 75 minimally from the criteria of minimum score (KKM).

The result of the research shows that the researcher has two cycles to implement *Think Pair Share* successfully. The researcher target is to increase more than 80% successful students in reading skill on narrative text through *Think Pair Share*. It can be proven from the result of preliminary until the second cycle. In cycle 1, the result of the score test, the average of the students' score in cycle 1 was 69.02, and the achievement percentage was 38.8%. Whereas for the result of observation checklist, we can conclude that the students' participation in reading activities in cycle 1 increased 11.2% from 13.8% (5 students) in the first meeting to 25% (9 students) in the second meeting, but the cycle 1 was not successful and it is needed to revise the treatment to be better. Therefore, in cycle 2, the researcher thinks to make close to students, management time. Besides, solidarity and taught skimming and scanning strategy. From the result of the score test, the average of the students' score in cycle 2 was 71.25, and the achievement percentage was 81.25%. Whereas for the result of observation checklist, we can conclude that the students' participation in reading activities in cycle 2 is 80.25%. In other words, cycle 2 was successful and it does not need to revise the treatment.

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