

**COMPARING THE EFFECT OF THINK PAIR SHARE AND JIGSAW
METHOD ON READING COMPREHENSION AT THE TENTH GRADE
STUDENTS OF SMA NEGERI 1 PRAMBON**

THESIS

Submitted as a Partial Requirements for the Degree of Sarjana Pendidikan (S.Pd)

In English Education Department of Faculty of Tarbiyah

at State Islamic Institute (IAIN) Kediri



By:

Laily Anzalina

932213119

DEPARTMENT OF ENGLISH LANGUAGE EDUCATION

FACULTY OF TARBIYAH

STATE ISLAMIC INSTITUTE OF KEDIRI

2023

APPROVAL PAGE

This is to certify the *Sarjana*'s Thesis Proposal of Laily Anzalina has been approved by the thesis advisor for the further approval by the board examiners.

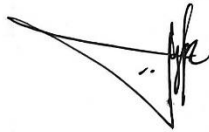
THE EFFECTIVENESS OF USING THINK PAIR SHARE METHOD TO INCREASE STUDENTS' READING COMPREHENSION ON THE TENTH STUDENTS OF SMA NEGERI 1 PRAMBON

LAILY ANZALINA

NIM: 932213119

Approved by:

Advisor I,



Dr. Ary Setya Budhi Ningrum, M. Pd.
NIP. 198204302008012011

Advisor II,



Erna Nurkholida, M. Pd
NIP. 197611252007102005

RATIFICATION SHEET

COMPARING THE EFFECT OF THINK PAIR SHARE AND JIGSAW METHOD ON READING COMPREHENSION AT THE TENTH GRADE STUDENTS OF SMA NEGERI 1 PRAMBON

LAILY ANZALINA
932214119

Has been examined by the Board of Examiners of State Islamic Institute of Kediri
on 22nd June 2023

1. Main Examiner

Ima Fitriyah, M.Pd.I
198607022015032003



2. Examiner I

Dr. Ary Setya Budhi Ningrum, M. Pd.
NIP. 19820430200801201



3. Examiner II

Erna Nurkholida, M. Pd.
NIP. 197611252007102005



Kediri, 22nd June 2023

Acknowledged by
Dean of Faculty of Tarbiyah
State Islamic Institute of Kediri



Prof. Dr. Hj. Munifah, M.Pd
NIP. 197004121994032006

DECLARATION OF AUTHENTICITY

Name : Laily Anzalina
Students's ID Number : 932213119
Faculty : Education
Department : English
Title of Thesis : Comparing The Effect of Think Pair Share and
Jigsaw method on Reading Comprehension at The
Tenth Grade Students of SMA Negeri 1 Prambon

I hereby affirm that I independently composed this thesis without the use of any undisclosed sources or assistance. To the best of my knowledge and belief, this thesis does not include any previously published or written material by anyone else, unless properly cited. This encompasses any ideas obtained from printed books, articles, online sources, as well as my own translations from sources in different languages.

This thesis is to fulfil the requirement for the bachelor's degree (S1) In English Education program, State Islamic Institute of Kediri (IAIN Kediri).

Kediri, May 25th, 2023

The researcher



Laily Anzalina
- Laily Anzalina -

Laily Anzalina

932213119

MOTTO

“As long as I love myself and have confidence in what I do, I’m good enough just the way I am.”

-Laily Anzalina-

DEDICATION

in the name of Allah, the Beneficent and Merciful, this thesis is dedicated to:

1. To my late father, Mahfuddin. I hope that you are proud of me when you are watching me from heaven.
2. My beloved mother, Lutfiyah who always pray for me and give me many supports.
3. My high school best friends: Asha, Fitria, Hersya, Nida. Thank you for always being there for me.
4. Mrs. Dr. Ary Setya Budhi Ningrum, M. Pd. And Mrs. Erna Nurkholida, M. Pd. who gave me good guidances, suggestions, and motivations so that I can finish this thesis.
5. And for myself. Laily Anzalina, thank you for doing a great job. Sometimes you feel like you do not want to do this. But you always push yourself to the limit and believe in yourself. Thank you.

ACKNOWLEDGEMENTS

Alhamdulillahilahirabil 'alamin, the researcher expresses his highest gratitude to Allah subhanahu wa ta'ala for blessing, love, opportunity, health, and mercy to complete this undergraduate thesis.

In arranging this thesis, a lot of people have provided motivation, advice, and support for the researcher. In this valuable chance, the researcher intended to express his gratitude and appreciation to:

1. Dr. Wahidul Anam, M. Ag as the chief of State Islamic Institute of Kediri (IAIN Kediri).
2. Prof. Dr. Hj. Munifah, M.Pd. as the chief of Faculty of education at State Institute for
3. Islamic Studies (IAIN) Kediri.
4. Nur Afifi, M.App.Ling, Ph.D As the Head of English Department, State Institute For Islamic Studies (IAIN) Kediri
5. My advisors Dr. Ary Setya Budhi Ningrum, M. Pd and Erna Nurkholida, M. Pd who always give me motivations, instructions, and suggestions.
6. All lectures of IAIN Kediri, especially those English Department for their valuable thought, knowledge and English teaching for my study during Academic year.
7. All staffs and lectures of IAIN Kediri
8. Drs. Murtoyo, M.Si as the headmaster of SMAN 1 Prambon
9. Jainul Munadir, M.Pd as the English teacher of SMAN 1 Prambon
10. My beloved family and all my relations thank you so much for your Support.
11. All of my friends who always motivate me.

The researcher realized that the researcher was still far from being perfect. Thus, the researcher expected suggestions and comments from all the readers or other researcher who want to learn about this study. May Allah SWT the most almighty always bless all of us.

Kediri, 25 May 2023

Laily Anzalina
932213119

ABSTRACT

Anzalina, Laily. 2023. *Comparing The Effect Of Think Pair Share And Jigsaw Method On Reading Comprehension At The Tenth Grade Students Of Sma Negeri 1 Prambon* Thesis. Department of English Language Education, Faculty of Tarbiyah, State Islamic Institute (IAIN) of Kediri. Advisor: 1) Dr. Ary Setya Budhi Ningrum, M.Pd. 2) Erna Nurkholida, M.Pd

Keywords: Reading, teaching reading, Think Pair Share, Jigsaw, procedure text

Reading is an active process in which people try to obtain ideas, concepts, from a structure of words. Reading comprehension requires students to grasp the text by responding to some questions related to the text. High school students are still having trouble with reading comprehension, which could undermine the effectiveness of teaching and learning. Students who lack motivation have trouble understanding the material they read. As a result, teachers can employ a variety of learning strategies to improve students' reading comprehension. Cooperative learning is one of learning methods to overcome difficulties in reading English texts for students. This study aims to provide evidence by applying the two strategies (TPS and Jigsaw) in teaching reading comprehension.

This study used quantitative research quasi-experimental design. The subject of this study is the tenth grade of SMAN 1 Prambon at class X1 and X2 that consist of 64 students. the experimental group is X2 that taught by Think Pair Share method, and the control group is X1 that taught by using Jigsaw method. The data was collected using Pre-test and Post-test for both groups. Then, the result of the test was calculated using Wilcoxon and Quade Rank Analysis.

The result of pre-test, the mean score of experimental group is 54.09, And as the mean score of control group is 60.16. in the post-test, the mean score of experiment group is 73.64. And as the mean score of control group is 68.71. then with the result of Wilcoxon test of the experiment class show that asymp. Sig (2-tailed) .000. The value .000 is below 0.05. As a result, there is a significant difference between students' pre-test and post-test in the experimental class, means the Think Pair share is effective to teach students reading comprehension. On the other hand, the Wilcoxon test of the control class, shows that asymp. Sig (2-tailed) .012. The value .012 is below 0.05. As a result, there is a significant difference between students' pre-test and post-test in the control class. As a result, the jigsaw method is also effective to teach students' reading comprehension. The result of the Quade rank analysis test shows that the result of between groups significance is 0.027 Therefore, if compared which method is more effective to teach students reading comprehension, The Think Pair Share method is significantly more effective than the jigsaw method used in the control class.

TABLE OF CONTENTS

APPROVAL PAGE	I
RATIFICATION SHEET	ii
DECLARATION OF AUTHENTICITY	iii
MOTTO	iv
DEDICATION	v
ACKNOWLEDGEMENTS	vi
ABSTRACT	vii
TABLE OF CONTENTS	viii
LIST OF TABLES	x
LIST OF APPENDICES	xi
CHAPTER I INTRODUCTION	1
A. Background of the study	1
B. Research Question	5
C. The objective of The Study	5
D. Significant of The Study	5
E. Hypothesis	6
F. Scope and Limitations	6
G. Definition of key terms	7
CHAPTER II REVIEW OF RELATED LITERATURE	8
A. Reading	8
1. Definition of Reading	8
2. Purpose of Reading	9
B. Types of reading	12
C. Reading Comprehension	14
D. Strategies in Reading	15
E. Cooperative Learning	18
1. Think, Pair, Share (TPS)	19
2. Jigsaw Method	22
F. Kind Of Text in English	24