THE USE OF COOPERATIVE LEARNING

"THINK-PAIR-SHARE"

IN TEACHING READING DESCRIPTIVE TEXT

(A Case Study of Year Seven Students of SMP N 1 Gabus, Purwodadi 2009/2010)

a final project
submitted in partial fulfillment of the requirements
for the degree of *sarjana Pendidikan*
in English

by

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Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar-benar merupakan karya saya sendiri yang saya hasilkan setelah melakukan penelitian, pembimbingan, diskusi dan pegarahan/ujian. Semua kutipan baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung maupun sumber lainnya dengan cara sebagaimana yang lazim dan penulisan karya ilmiah. Dengan demikian walaupun tim penguji dan pembimbing skripsi/tugas akhir/final project ini membubuhkan tanda tangan sebagai keabsahannya, seluruh isi karya ilmiah ini tetap menjadi tanggungjawab saya sendiri. Jika kemudian ditemukan pelanggaran, saya bersedia menerima akibatnya.

Semarang, September 2010

Yang membuat pernyataan,

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iii

There is nothing more frightful than ignorance in action

(Goethe)

To

My beloved parents

My dearest brother (Wisnu)

Someone special in my life (kottonk)

My best friends (Mona, Dyah, Ima, Ayuk, Adek and Dinus)

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v

ABSTRACT

Mulia, Agnasari,W. 2010. *The Use of Cooperative Learning Think-Pair-Share Strategy In Teaching Reading Descriptive Text (A Case Study Of Year Seven Students of SMP N 1 Gabus, Purwodadi in the academic year of 2009/2010).* Final Project. English Department. S1 Degree of Education. Advisor: I. Dr. Abdurachman Faridi, M.Pd, II. Maria Johana Ari W, S.S, M.Si.

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The topic of this study was using Think-Pair-Share strategy for Junior High School to improve reading descriptive text. The objective of this study was to find out whether there was any significance difference between the students who taught by using think-pair-share strategy and those who were taught by using conventional technique. Conventional technique is the way a teacher gives the materials by reading and students listen to the teacher carefully. The material is taken from LKS.

The study was an experimental research, with control class and experimental class. There were two tests in my research: pre test and post test.The population of this study was seventh graders of SMP N 1 Gabus, Purwodadi in the academic year of 2009/2010. The number of sample was 78 students using Simple Randomly Sampling, classified into two classes: VII G (39 students) as an experimental group and VII E (39 students) as a control group.

The results of this research are in the experimental group, the average score of pre test was 62.82 and post test was 76.15. Meanwhile, in the control group the average score of pre test was 60.77 and post test 68.21. Although it showed a slight difference between the two means, the result showed that the post test was better than pre test in both classes.

To check the significant effect of the treatment, I analyzed by using t-test formula. The result of post test between experimental class and control class were: With α =0, 05 with df =78, the critical value of t is 1.992. Therefore, the Ho accepted area was the value between -1.992 and 1.992. The obtained t value from t-test was 28.145 and it was located in Ha (refused area). Because t was located in refused area (Ha), so it could be concluded there was significance of final condition between experimental group and control group. It means that experimental group was better than control group.

Based on the results above, it could be concluded that the use of think-pair-share strategy was effective to improve reading descriptive text for Junior High School students. The writer offered some suggestions: for students, it was good for them to use think-pair-share strategy to improve their mastery in reading descriptive text. For teachers, they used the results as a reference to help the students' problem in learning English. And for the next researcher, they used the results as a reference in same topic of their final project.

TABLE OF CONTENT

CHAPTER 1

INTRODUCTION

In this chapter, the writer presents background of the study, reason for choosing the topic, statement of the problem, purpose of the study, significance of the study and outline of the study.

1.1 Background of The Study

Language is beyond life, it is very important. With language, people can communicate one another, convey message, express ideas, and so much more, no matter whether it is spoken or written language. It can hardly be imagined if man does not own a language. Of course it will be hard to communicate or express our ideas with others.

English is one of thousands of languages in the world owning its own aforementioned systems. As an international language, it has long been learned by many people from various countries and cultural backgrounds. It has been a means of communication for many people in the world and used in various fields such as: politics, sciences and technology, business and commerce, etc. This is why the Indonesian government chooses English as the first foreign language to be taught in schools (Ramelan, 1992 : 3).

In order to make English teaching learning process successful, there are some factors which influence it, such as the quality of teacher books, teaching technique and classroom interaction. The teaching technique is one of the

1

important ways for teacher to implicate in teaching learning process. Finnochiaro (1974:173) states that a teacher needs methods and techniques of teaching English as a language to develop certain skills.

There are four language skills: listening, speaking, reading and writing. Reading is one of the language skills that should be taught by English teachers. Reading involves comprehension; it means that students get information from what they have read from the text.

In teaching reading a teacher gives some texts to her/his students. By definition, texts are organized patterns of spoken or written language (KTSP, 2004:5)

There are two text types taught in Junior High School. In year seven, those are descriptive and procedure texts.

Descriptive text suits with the student's enthusiasm in reading object. Descriptive text can be said a telling canvas, since it can attract students' imagination toward a reading passage. Detail information can be obtained in a descriptive text such as the person, place or thing. Students can be active to draw their own imagination and fells that they are involved in the text they read.

In order to make reading descriptive text easier for students, teachers should use the best technique for it. Cooperative learning is a technique by which the teacher can use it to support students in reading. Cooperative learning has benefits for students because it teaches students work cooperatively and share information to overcome some problems which they get in reading class activities.

Johnson and Johnson as cited by Grainger (2204: 139) states:

"Cooperative is working together to accomplish shared goals by sharing ideas, experience and knowledge. Cooperative learning is the instructional use of small groups so that the students work together to maximize their own and one another learning".

One of the techniques to do is "Think- pair- share". Think- pair-share is a cooperative discussion strategy developed by Frank Lyman and his colleagues in Maryland.

The stages of Think-Pair-Share are students read the simple passage about descriptive text. First, the students read individually and **THINK** about the answer in a few minutes. Second, they make in **PAIR**, federate of each answer and discussion with their partner. Normally, teacher gives 5 until 10 minutes to do it. Finally, each of pairs report their answer or **SHARE** with another pairs of the whole class.

In this research, the researcher will present the strategic teaching of cooperative learning using think-pair-share and the significant difference between teaching reading descriptive text using Think-Pair-Share strategy and using conventional method.

1.2 Reason for Choosing The Topic

The writer chooses the topic because the students' mastery in reading is considered to be very important. Reading is not only the skill but also the habit. It

means that if reading becomes a habit for students, the skill in reading will grow up follow them.

Unfortunately, this is difficult for teacher to make students interest in reading, especially when teacher asks them to read in class and do some instructions. It will be bored for students because they only keep the information for themselves and moreover they keep their problems and their difficulties for themselves, they do not have partners to share with.

Cooperative learning using Think-Pair-Share strategy can help students to omit their boredom and to overcome their problem in reading. If students using think-pair-share strategy, they can identify difficult words or information which they do not understand, and they can explain them to each other or discuss possible meaning. Using think-pair-share can motivate students; how to cooperate, to speak up their opinion, and to share information. So, the purpose of reading can be achieved and students consider that reading is pleasure.

1.3 Statement of The Problem

The problems stated in this final project are:

(1) Is there any significant difference between teaching reading descriptive text using cooperative learning "Think-Pair-Share strategy" and using conventional method?

(2) Is Think-Pair-Share strategy effective in teaching reading descriptive text?

1.4 The Objective of The Study

The objectives of the study are:

(1)   To find out whether there is significant difference using Think-Pair-Strategy and using conventional method in reading descriptive text.

(2)   To show the effectiveness of using Think-Pair-Share strategy.

1.5 Hypothesis of The Study

The hypothesis in this final project is:

Ha: there is any significant difference using Think-Pair-Share strategy and using conventional method in teaching reading descriptive text.

Ho: there is no any significant difference using Think-Pair-Share strategy and using conventional method in teaching reading descriptive text.

1.6 Significance of The Study

The advantages that can be acquired from this study are as follows:

(1)   For the students: students can use this final project as a media to learn English and as a material to make their assignment.

(2)   For teacher: the teacher can use the result of the study as a reference when they want to help students in learning English and teachers will make efforts to find out the way to solve students' problem especially in reading descriptive text.

(3)   For other researchers: the researchers can use the result of the study for their reference at they conduct a research on the same topic.

1.7 Outline of The Study

The final project is developed into five chapters. In chapter 1 is Introduction. It consists of: background of the study, reason for choosing the topic, statement of the problem, the objective of the study, hypothesis, and significance of the study.

In chapter II is review of related literature. It consists of: definition of cooperative learning, type of cooperative learning, definition of Think-Pair-Share strategy, the process of Think-Pair-Share, definition of reading, purpose and skills reading, reading principles, and teaching reading at year seven of Junior High School.

In chapter III is method of investigation. It consists of: research design, sources of data, subjects, sample and sampling technique, the experimental design, variable, instrument for data collection, construction of the test, the pre test, the experiment, the post test, and method of data analysis.

In chapter IV is result and discussion. It consist of: the results of try out analysis, the significant difference of pre test results, the significant difference of post test results, discussion of the research findings, grades of the achievement, analysis of the experimental group, and analysis of the control group. And in chapter V is conclusion and suggestion.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the writer is going to present the following, i.e. definition of cooperative learning, type of cooperative learning, definition of Think-pair-share, definition of reading, teaching reading at year seven, and descriptive text.

2.1 Definition of Cooperative Learning

Cooperative learning is the one of the best researches of all teaching strategies. This strategy shows that students have opportunities to work collaboratively, can learn faster and more efficiently.

"Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, uses a variety learning activities to improve their understanding of the subject. Each member of a team is responsible not only for learning what is taught but also for helping team mates learn. The students work through the assignment until all group members successfully understand to complete it" (Slavin, 1995: 14).

Cooperative learning is a successful teaching strategy in which small teams, each with students of different levels of ability, use a variety of learning activities to improve their understanding of a subject. Each member of a team is responsible not only for learning what is taught but also for helping teammates learn, thus creating an atmosphere of achievement. Students work through the assignment

7

until all group members successfully understand and complete it. (Cooperative learning by Kagan , http: file:///H:/cooperativelearning.htm. by Roger Johnson).

Whereas, Johnson and Johnson as cited by Grainger (2004:138) states that cooperative learning is not having students to sit side by side at the same table and then talk with each other as they do their individual assignment, it is also not having students do a task individually with instructions that the ones who finish first are to help the slower students and not assigning a report to a group where one student does all the work and others put their name to it.

From the explanation above, it is clear that cooperative learning is a strategy where students can develop their interpersonal, social and academic skills.

2.2 Type of Cooperative Learning

There are many kinds of cooperative learning which are can be applied to teach students, they are:

(1)   Jigsaw

Group with five students are set up. Students are working across on the same sub-section get together to decide what is important and how to teach it. After practice in these "expert" groups the original groups' reform and students teach other. Test or assessments follows.

(2)   Team, Pair, Solo

Students do problem first as a team, then with a partner, and finally on their own. By allowing them to work on problems they could not do alone, first as a

team and then with partner, they can do alone that which at first they could do only with help.

(3)   Numbered Head

A team of four is established. Each member is given numbers of 1,2,3,4. Questions are asked of the group. The members work together to answer the questions so that all can verbally answer the questions. Teacher calls out a number (two) and each two is asked to give answer.

(4)   Small Group Discussion

It is a technique which a teacher organizes the group and let students to discuss about certain problem. They share their minds, ideas and help each others to overcome the problem through discussion. Small group discussion encourages the development of teamwork skills, like cooperation, communication, conflict management, trust, and other important social skills.

(5)   Think-Pair-Share

It is a cooperative learning which is combined three stages; they are thing, pair and share. **Think,** the students should take a few moments just to think about the question. **Pair,** students pair up to talk about the answer each came up with. They compare their answer with their partner. **Share,** after students talk in pairs for a view moment, the teacher calls for pairs to share their thinking with the rest of the class.

(Cooperative learning by Kagan, http: file:///H:/cooperativelearning.htm. by Roger Johnson).

2.3 Definition of Think-Pair-Share

Think-pair-share is a cooperative discussion strategy developed by Frank Lyman (1981) and his colleagues in Maryland. In Think-Pair-Share, a team is created during the last step instead of sharing with the entire class. If done in this manner, with a team instead of the class, more interdependence is created and students can often have a more in-depth discussion.

The step of think-pair-share strategy:

(1)   Think

The teacher provokes students' thinking with a question or prompt or observation. The students should take a few moments just to think about the question.

(2)   Pair

Using designated partners, nearby neighbors, or a desk mate. Students pair up to talk about the answer each came up with. They compare their mental or written notes and identify the answer they think are best, most convincing, or most unique.

(3)   Share

After students talk in pairs for a view moment, the teacher calls for pairs to share their thinking with the rest of the class.

(Think-Pair-Share,

http://www.pointloma.edu/TeachingandLearning/Teaching_Tips/Think-Pair-Square-Share.htm by Steven Robert).

We know that students learn, in part, by being able to talk about the content. But we do not want that to be a free-for-all. Think-pair-share is helpful because it structures the discussion. Students follow a prescribed process.

2.3.1 The Process of Think-Pair-Share

The first stage, when students simply think, there is "wait time": they actually have time to think about their answers. Because it is silent thinking time, teacher eliminates the problem of the eager and forward students who always shout out the answer, rendering unnecessary any thinking by other students. Also, the teacher has posed the question and had already predicted the answer before. It is much different answer from each student, then calling on an individual student, which leads some students to gamble they won't be the one out of 30 who gets called on and therefore they don't think much about the question. Students get to try out their answers in the private sanctuary of the pair, before having to "go public" before the rest of their classmates.

Students who would never speak up in class will try to give an answer. Also, they often find out that their answer, which they assumed to be stupid, was actually not stupid at all, perhaps their partner thought the same thing. Students also discover that they rethink their answer in order to express it to someone else. They also often elaborate on their answer or think of new ideas as the partners

share. These, it seems that powerful reasons to employ Think-Pair-Share in order to structure students' thinking and their discussion.

(The strategies for reading comprehension "think-pair-share strategy:

http://www.readingquest.org/strat/tps.html by Raymond Jones).

Briefly, Think-pair-share is one of the strategic learning that grouping students to discuss and to share information in order to handle their problem in learn something. They make interaction each other and it may help students solve the problem and make easier for students to complete their assignments.

2.4 Definition of Reading

There are various definitions of reading since people term 'reading' in different ways. Dechant (1977:7) states that reading is perceived as a two fold process. First, it requires identification of the symbols and the association of appropriate meaning with them. In other words, reading requires identification and comprehension.

Second, reading is a language and communication process. It always involves an interaction between the writer and the reader. It is further explained that reading requires the communication of a message and it requires a language system in which messages are formulated and encoded. Nuttal (1982:3) states the reading is the transfer of meaning from mind to mind; the transfer of a message from writer to reader.

Further, Harmer (2001:69) adds that there are three reading skills that should be acquired by students:

(1) Scan

Successful readers can scan things they read to locate facts or specific information. To scan is to read quickly in order to locate specific information.

(2) Skim

Skim is to read quickly in order to get general idea of a passage. They can skim a text to get the general idea on a passage. For example, many of readers can read a magazine headline and the first paragraph or two to determine what it is.

(3) Reading for Detailed Comprehension

It means that they read to understand and in detail the total meaning of a passage. This kind of reading is often done in academic and other settings where complete comprehension is necessary.

2.4.1 Purpose and Skills of Reading

Teachers recognize the importance of reading to their students because it will help students the purpose why they read something. It can be useful for students to study how other readers process text for different purposes as they asses their own task representation and text processing. Grabe and Stoller (2002:13) state that the purposes of reading are as follows:

(1) Reading to search simple information

We are scanning the text for specific of information.

(2) Reading to skim quickly

Reading with running one's eyes over a text to get information.

(3)   Reading to learn from texts

We should remember the main ideas, organize the information in the text and link the text to the reader's knowledge.

(4)   Reading to integrate information

Reading to write and reading to critique texts are variants of reading to interpret information.

(5)   Reading to write and reading to critique texts

Both require abilities to compose, select and critique information from a text.

(6)   Reading for general comprehension.

Reading for general comprehension is an alternative process between reader's knowledge and text.

2.4.2 Reading Principles

Harmer (2007: 100) states that reading has many principles, they are:

(1)   Encourage students to read as often and as much possible.

The more students read the better they learn to think in English. Everything we do should encourage them to read extensively as well.

(2)   Students need to be engaged with what they are reading.

When students are reading extensively, they should be involved in joyful reading that is the teacher try to help them get much pleasure in reading.

(3) Encourage students to respond to the context of a text (and explore their feelings about it), not just concentrate on its instruction).

It is important for students to study reading texts in class in order to find out such things as the way they use language, the numbers of paragraph they contain. But the meaning, the message of the text, is just as important as this.

(4) Prediction is a major factor in reading.

When we read texts in our own language, we frequently have a good idea of the content before we actually start reading. In class teacher should give students 'hints' so that they also have a chance to predict what is coming.

(5) Match the task to the topic when using intensive reading texts.

We need to choose good reading tasks, the right kind of question, appropriate activities before, during and after reading, and useful study exploitation.

(6) Good teachers exploit reading texts to the full.

Any reading text is full of sentences, words, ideas, descriptions, etc. it doesn't make sense, in class, just to get students to read and then drop it and move on to something else. Good teachers integrate reading text into interesting lesson sequences, using topic for discussion and further tasks, using the language for study and then activation and using a range of activities to bring the text to life.

From the explanation above, it means that purpose of teaching reading is to develop in each child abilities and skill necessary for using reading as a means of securing information and deriving pleasure. The more specific goals of reading

program is the development of fundamental reading skill is recognizing words, securing word meaning, comprehending and interpreting what is read.

2.5 Teaching Reading at Year Seven of Junior High School

According to KTSP (School Based Curriculum), in seventh year there are many skills, i.e. listening, speaking, reading and writing. In reading especially, standard competence is 11. To understand about the meaning of short functional text, short essay in descriptive and procedure.

Basic competences are 11.1 to responds the meaning in simple short functional text accurately and fluently; 11.2 to responds the meaning of rhetorical step accurately and fluently in simple short essay in descriptive and procedures text. And 11.3 read aloud in functional text and simple short essay in descriptive and procedure text with correct pronunciation, pressure and intonation.

2.5.1 Text Type for Junior High School

In teaching reading a teacher gives some texts to his/her students. By definition, texts are organized patterns of spoken or written language (KTSP, 2004:5)

There are five text types taught in Junior High School. In the seventh year, two text types are taught, those are descriptive and procedure.

In the eight year, it consists of four text types that students should achieve in two semesters. In the first semester, the students will be taught descriptive and recount. While in the second semester, the students get recount and narrative.

2.6 Descriptive Text

Descriptive text is one of the simplest texts which have been taught in Junior High School. By definition, descriptive text is giving picture in words; describing something (Hornby, 1995:314). It has a social function, generic structure and lexicogrammatical features.

Meanwhile (Gerot and Wignell, 1994: 208) added that descriptive text social function is to describe a particular person, place and thing.

The generic structure of descriptive text consists of:

(1)   Identification: identifies phenomenon to be described.

(2)   Description: describe parts, qualities, characteristics.

Description has four significant lexicogrammatical features:

(1)   Focus of specific participants.

In the descriptive text the participant involved in the text are described in detail and in order of sequence.

(2)   Use of attributive and identifying process

This means in a descriptive text, to describe something have through the identification process of what to be described including the sequence time.

(3)   Frequent and use of Epithets and classifiers in nominal groups.

Often to describe something in detail, the words used are too long. Epithet is used to overcome the words used. Epithet is a term used to characterize someone or something. i.e. rather than say rebellion in descriptive text can be replace with the epithet communist.

(4)   Use of Simple Present Tense

The tense used in a descriptive text is simple present tense with the use of third person singular pronoun.

Briefly, descriptive text is a text that described something. In teaching learning descriptive text, the teacher usually uses something like picture, doll, animal, etc. The descriptive text has generic structure and language feature.

CHAPTER III

METHOD OF INVESTIGATION

This chapter discusses research design, sources of data, subjects, the experimental design, variable, instrument for data collection, construction of the test, the pre test, the experiment, the post test, method of data analysis.

3.1 Research Design

In this research, the writer used experimental design with pre test of experimental group and control group. The think-pair-share strategy in experimental group and conventional method in control group. The post test of experimental group and control group.

3.2 Sources of Data

In this research, some data are needed to achieve the objective of the research. The data and information are obtained from an experimental research conducted in SMP N 1 Gabus, Purwodadi.

3.3 Subjects

There are two discussions here. They are population and sampling technique.

3.3.1 Population

(1)　Population (target group) used in a questionnaire or interview study is that group about which the researcher is interested in gaining information and drawing conclusion (Tuckman, 1978:227).

(2)　Saleh (2001: 50) states that population is a group of people or objects whose conditions are going to be discovered through the investigation.

In this study, the writer decided to choose the seventh graders of SMP N 1 Gabus, Purwodadi in the academic year of 2009/2010 as the population. The total populations of VII A until VII G are 258 students. The choice of the subjects of the study was based on the following considerations:

(1)　The students had been taught English since they were in elementary schools.

(2)　The students needed an interesting and enjoyable technique in learning English in general and especially in reading a descriptive text.

3.3.2 Sample and Sampling Technique

The sample is part or representative of population which is researched (Arikunto 2006: 109). Sampling is an important step in conducting a research. The technique of sampling has to be conducted in such away so that the sample represents the whole of population. In other word, the sample must be representative.

The requirement of number minimum of sample:

Population	sample
Under 100	50%
101-500	30% -50%
501-1000	20 -30%
Upper 1000	15 -20%

(Shaleh 2005: 50)

As stated above, the total populations of this research are 258 students, so the sample must be 30 -50% of total populations. To decide the sample, the writer used Simple Random Sampling. The followings are the explanation of the steps.

To decide experimental group, the writer made seven roll papers. A roll paper was named each class of seventh graders students of SMP N 1 Gabus, Purwodadi, they are VII A – VII G. Then all the roll paper put in a box, then the writer shake the box until a roll paper fell down from the box, do it continuously until get the result.

To decided control group, the writer also used Simple Random Sampling with the same steps. The results were, experimental group was VII G (39 students) and the control group was VII E (39 students).

Thus, a conclusion is drawn that the sample are 78 students. Using Simple Randomly Sampling, the writer gets VII G with 39 students as an experimental group (using think-pair-share strategy) and VII E with 39 students as a control group (using conventional method).

3.4 The Experimental Design

This study used "pre test-post test" control group and experimental group design.

The design of the experiment could be described as follows:

$$\frac{E\ 01\ X\ 02}{C\ 03\ Y\ 04}$$

In which:

E   : Experimental group

C   : Control group

01 : Pre-test for the experimental group

02 : Post-test for the experimental group

03 : Pre-test for the control group

04 : Post-test for the control group

X   : Treatment with the use of think-pair-share strategy

Y   : Treatment without the use of think-pair-strategy

In the design above, subjects are assigned to the experimental class (top line) and the control class (bottom line). The quality of the subjects is first checked by pre-testing them (O_1 and O_3), then the experimental treatment is performed to the experimental class, while the control class is taught without using think-pair-share strategy. The test consisted of one part, it is multiple choice tests. The result of which (O_2 and O_4) then computed statistically.

3.5 Variable

A variable can be defined as an attribute of a person or from an object. From the design of the experiment, two variables can be involved in this thesis.

(1) Independent Variable.

Independent variable is the presumed cause of the dependent variable. In this experiment, the independent variable is cooperative learning used think-pair-share strategy.

(2) Dependent Variable

Dependent variable was the presumed effect of the dependent variable. The dependent variable in this experiment is the students' achievement in mastering reading, especially reading descriptive text.

3.6 Instrument for Data Collection

The researchers may use methods of data collection such as, interview, questionnaire or test. It should be noted that all the methods of data collection should objective. In this investigation, an objective test was used to obtain the scores of reading descriptive text.

3.6.1 The Test

The writer used a test as method of data collecting. Therefore, the role of test here was instrument to collect the data. This is related to Kerlinger (1995:481) states for most part the instrument used to measure the achievement in education is a test.

In this experiment, the writer was concerned to the reading, especially descriptive text mastery of the seventh graders of SMP N 1 Gabus, Purwodadi. Accordingly, a test on the reading mastery is very important instrument for research. Gronlund (1976:65) states, "Test of achievement is used for selection, placement, diagnosis or certification of mastery…." Based on the above statement, the writer assumed that on her research, she conducted an achievement test. It was based on the reading descriptive text mastery of the students after conducting the teaching learning process by using think-pair-share as media to improve reading descriptive text.

3.7 Construction of The test

To reach the goal of the study, the writer has to construct the test as good as possible. She has to choose the type of the test and arrangement of the test. The writer conducted the test consisting of 20 items, and she gave 40 minutes to do the test. The test was in the form of multiple choices. The tests have 4 passages about descriptive text. The test had four options of answer: A, B, C, and D. One of the options was the answer, while the others were distracters.

3.7.1 Try Out

Before the instrument was used to collect the data, the writer, firstly, had tried it out on 12th May, 2010 in VII D class of SMP N 1 Gabus, Purwodadi. The writer choose this class because the standard is similar and in the same school.

There were 40 students as the respondents of the try-out test group. They had to complete the test consisting 30 items in 60 minutes. The test was in the form of multiple choices. The test had 4 passages about descriptive text, and four distracters: A, B, C and D, when one of the options was the answer. The students would get a score of 100 if all the answers are correct.

After scoring the result of the try out test, the next step was analyzing to know the reliability and validity of each item in which to decide whether the items were properly used in the next tests.

3.7.2 Condition of the Test

Haris (1969:13) stated that all good tests possessed three qualities: validity, reliability, and practicality. That was to say, any test that we used had to be appropriate in term of our objectives, dependable in the evidence, it provided, and applicable to our particular situation. Those characteristics of a good test would be explained further below.

3.7.3 Validity

Heaton says (1975:152) that "every test, whether it be a sort informal classroom test or public examination, should be as constructor can make it." Briefly, the validity of a test is the extent to which it measures what it supposed to measure and nothing else. To find out whether the test has content validity or not, the writer asked the advisors to check them up. The items should cover the material stated in English curriculum of Junior High School, especially in seventh graders.

Each test item in this study especially its content was designed based on the material had taught in order to be valid. To get the validity of each item, the writer analyzed statistically. The writer used the γ_{pbis} formula as follows:

$$\gamma_{pbis} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

In which:

γ_{pbis} : Coefficient Biseral correlation

M_p : Average of students who answered item no.1 correctly.

M_t : Average of total score

S_t : Standard deviation of total score

p   : number of students who answered item no.1 correctly.

q   : number of students who answered item no.1 incorrectly.

Criteria: $\gamma_{pbis} > r_{table}$, so the item is valid

3.7.4 Reliability

Reliability was a general quality of stability of scores regardless of what the test measured.

In this study, the writer decided to use K-R.20 in measuring reliability of the test. This formula uses the number of items and the test, the mean of the scores, and the square of the deviation.

Consulting the K-R. 20, the computation of the reliability of the test used the following formula:

$$r_{11} = \left(\frac{k}{k\text{-}1}\right)\left(\frac{S^2 - \Sigma pq}{S^2}\right)$$

r_{11} : Reliability of total test.

p   : number of students who answered item no.1 correctly.

q   : number of students who answered item no.1 incorrectly.

Σpq : The sum of the result (p x q)

n   : number of students

s   : Standard deviation of the test.

3.7.5 Item Analysis

After determining and scoring the try-out test, an item analysis was made to evaluate the effectiveness of the items. It was meant to check whether each item met the requirement of a good test item. This item analysis concentrated two vital features, level of difficulty and discriminating power.

Heaton (1975: 172) said that all item should be examination from the point of view of their difficulty level of discrimination.

3.7.6 Index of Difficulty

The index of difficulty level is generally expressed as the percentage of the students who answered the item correctly. It can be calculated by using the formula according to Arikunto (2006: 178) as follows:

$$P = \frac{B}{JS}$$

Where:

P   : index of difficulty

B   : number of the students who answered item correctly.

JS : number of the students in a class.

Criteria

ID interval	Criteria
$0.00 < ID \leq 0.30$	difficult
$0.30 < ID \leq 0.70$	medium
$0.70 < ID < 1.00$	easy

3.7.7 Discriminating Power

The discriminating power is a measure of the effectiveness of an item discriminating between high and low scores of the whole test. The higher the values of discriminating power are, the more effective the item will be.

Heaton (1975:173) states the discrimination index of an item indicated the extent to which the item discriminated between the tested, separating the more able tested from the less able.

The index of discriminating told us whether those students who performed well on the whole test tended to do well or badly on each item in the test. Discriminating power can be obtained by using this following formula:

$$DP = \frac{JB_A - JB_B}{JS_A}$$

Where:

DP   : Discriminating Power

JB_A : number of student in upper group who answered the item correctly

JB_B : number of student in lower group who answered the item incorrectly

JS_A : number of students in upper group

Criteria

DP interval	Criteria
$0.00 < DP \leq 0.20$	poor
$0.20 < DP \leq 0.40$	satisfactory
$0.40 < DP \leq 0.70$	good
$0.70 < DP \leq 1.00$	excellent

3.8 The Pre Test

The test was a reading descriptive text. It consisted of 20 items of multiple choices. Firstly, the pre test was given on 14th May 2010 in class VII E it took 40 minutes for doing the test. Pre test in class was given in another class; this is in VII G 15th May 2010.

3.9 The Experiment

The writer held the researcher in three weeks (14th May 2010-29th May 2010). Both groups were taught the same material, but with the different techniques of

teaching. The experimental group was taught reading descriptive text by using cooperative learning think-pair-share strategy. And the control group was taught by the conventional technique in this case using explanation technique. The writer taught the two classes in different time. The time allotment for each meeting was 80 minutes. Either control or experimental got the same proportion and the same material.

Shortly the activities of the research can be summed up as follows:

Table 3.8 The Steps of Teaching Reading Descriptive Text to the Experimental Class and Control class.

no	Control Group	Experimental Group
1.	Teacher explains the goal of descriptive text.	1. Teacher explains the goal of descriptive text.
2.	Teacher explains the generic structure of descriptive text. Teacher gives an example of descriptive text.	2. Teacher explains the generic structure of descriptive text. 3. Teacher gives an example of descriptive text and the students just **think** about the question.
3.	Teacher gives exercise to students to analyze the goal, generic structure individually.	4. Teacher gives exercise to students to analyze the goal, generic structure in **pair.** 5. After students get the answer, the leader of pair performs in front of class to **share** their answer with the rest of the class. 6. Class discussion.

3.10 The Post Test

The test was given to both classes; experimental group and control group after the study has been completed. Post test allows the researcher to evaluate the effects of the treatment. It was held on 29th May 2010. The test consists of 20 items of multiple choices. I took only 40 minutes for the meeting.

3.11 Method of Data Analysis

After collecting the data, the writer processed them statistically. The statistically computation was used to analyze the data from two groups, namely control group and experimental group. The t-test formula was used to find the significance of the test.

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s \sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

Where:

t   : t-test

$\overline{x}_1$: Mean of the experimental group

$\overline{x}_2$: Mean of the control group

n_1 : Number of the sample experimental group

n_2 : Number of the control group

s   : standard deviation

CHAPTER IV

RESEARCH FINDINGS AND ANALYSIS

In this chapter the writer presents i.e. the results of try out, the significant difference between results of pre test, the significant difference between results of post test, discussion of the research finding, grades of the achievement, analysis of the experimental group, and analysis of the control group.

4.1 The Results of Try out Analysis

Before the instrument was used to collect the data, the writer, firstly, had tried it out on 12th May, 2010 in VII D class of SMP N 1 Gabus, Purwodadi. I choose this class because the standard is similar and in the same school.

There were 40 students as the respondents of the try-out test group. They had to complete the test consisting 30 items in 60 minutes. The test was in the form of multiple choices. The test had 4 passages about descriptive text, and four distracters: A, B, C and D, when one of the options was the answer. The students will get a score of 100 if all the answers are correct.

After scoring the result of the try out test, the next step was analyzing to know the reliability, validity, index of difficulty and discriminating power of each item in which to decide whether the items were properly used in the next tests.

4.1.1 Validity

To get the validity of each item, the writer analyzed statistically. The writer used

the γ_{pbis} formula as follows:

$$\gamma_{pbis} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

In which:

γ_{pbis} : Coefficient Biseral correlation

M_p : Average of students who answered item no.1 correctly.

M_t : Average of total score

S_t : Standard deviation of total score

p   : number of students who answered item no.1 correctly.

q   : number of students who answered item no.1 incorrectly.

Criteria: $\gamma_{pbis} > r_{table,}$ so the item is valid

$$Mp = \frac{Number\ of\ total\ score\ who\ answered\ item\ no.1correctly}{Number\ of\ students\ who\ answered\ item\ no.1correctly}$$

$$= \frac{822}{34}$$

$$= 24.18$$

$$Mt = \frac{Number\ of\ total\ score}{Number\ of\ students}$$

$$= \frac{930}{40}$$

$$= 23.25$$

$$p = \frac{Number\ of\ score\ who\ answered\ item\ no.1\ correctly}{Number\ of\ students}$$

$$= \frac{34}{40}$$

$$= 0.85$$

$$q = 1 - p = 1 - 0.85 = 0.15$$

$$St = \sqrt{\frac{22642 - \left(\frac{930}{40}\right)^2}{40}} = 5.05$$

$$r_{pbis} = \frac{24,18 - 23,25}{5,05}\sqrt{\frac{0,85}{0,15}}$$

$$= 0,437$$

From the computation above, the writer used Coefficient Biseral correlation formula. First, the writer computed Mp (Average of students who answered item no.1 correctly), the result was 24.18. Mt (Average of total score), the result was 23.25. p (Number of students who answered item no.1 correctly), the result was 0.85. q (Number of students who answered item no.1 incorrectly), the result was 0.15. St (Standard deviation of total score), the result was 5.05. Then the writer took it into this formula, and the result was 0.437.

In α = 5% with n = 40, so r_{table} = 0,316 because r_{pbis} > r_{table} , so item no. 1, is valid.

4.1.2 Reliability

In this research, the writer decided to use K-R.20 in measuring reliability of the test. This formula used the number of items and the test, the mean of the scores, and the square of the deviation.

Consulting the K-R. 20, the computation of the reliability of the test used the following formula:

$$r_{11} = \left(\frac{k}{k - 1} \right) \left(\frac{S^2 - \sum pq}{S^2} \right)$$

In which:

r_{11} : Reliability of total test.

p   : number of students who answered item no.1 correctly.

q   : number of students who answered item no.1 incorrectly.

$\sum pq$: The sum of the result (p x q)

n   : number of students

s   : Standard deviation of the test.

The computation of reliability:

Criteria:

If $r_{11} > r_{table}$, so that instrument is reliable.

According table analysis of try out, so:

$$\sum pq = pq_1 + pq_2 + pq_3 + ... + pq_{50}$$

$$= 0.1275 + 0.2194 + 0.294 + ... + 0.1600$$
$$= 4.7100$$

$$S^2 = \frac{22642 - \frac{(930)}{50}}{50} = 106.880$$

$$r_{11} = \left(\frac{30}{30-1}\right)\left(\frac{106.880 - 4.710}{106.880}\right)$$

$$= 0.989$$

From the computation above, the writer got some results. First, the writer computed $\sum pq$ (The sum of the result p x q), the result was 4.71. s (Standard deviation of the test), the result was 106.880. Then the writer took it into this formula, and the result was 0.989.

In $\alpha = 5\%$ with n = 40, so $r_{table} = 0,316$ because $r_{11} > r_{table}$, so that instruments is reliable.

4.1.3 Index of Difficulty

The index of difficulty level is generally expressed as the percentage of the students who answered the item correctly. The writer used this formula of index difficulty:

$$\mathbf{P} = \frac{B}{JS}$$

Where:

P : index of difficulty

B : number of the students who answered item correctly.

JS : number of the students in a class.

Criteria

ID interval	Criteria
$0.00 < ID \leq 0.30$	difficult
$0.30 < ID \leq 0.70$	medium
$0.70 < ID < 1.00$	easy

The computation item no.1

Upper group			Lower group		
No	code	score	No	code	score
1	UC-1	0	1	UC-21	0
2	UC-2	1	2	UC-22	0
3	UC-3	1	3	UC-23	1
4	UC-4	1	4	UC-24	1
5	UC-5	1	5	UC-25	1
6	UC-6	1	6	UC-26	1
7	UC-7	1	7	UC-27	1
8	UC-8	1	8	UC-28	1
9	UC-9	1	9	UC-29	1
10	UC-10	1	10	UC-30	1
11	UC-11	1	11	UC-31	0
12	UC-12	0	12	UC-32	0
13	UC-13	1	13	UC-33	1
14	UC-14	1	14	UC-34	1
15	UC-15	1	15	UC-35	1
16	UC-16	1	16	UC-36	1
17	UC-17	1	17	UC-37	1
18	UC-18	1	18	UC-38	1
19	UC-19	1	19	UC-39	1
20	UC-20	1	20	UC-40	0
	total	18		total	15

$$P = \frac{18 + 15}{40}$$
$$= 0,825$$

From the computation above, the writer divided students in two groups. They were upper group was 18 and lower group was 15. Then the writer took it into this formula with counted up upper group and lower group and divided with number of students, the results was 0.825.

According the criteria above, so item no. 1 has difficulty level is easy.

4.1.4 Discriminating Power

The index of discriminating told us whether those students who performed well on the whole test tended to do well or unwell on each item in the test. Discriminating power can be obtained by using this following formula:

$$DP = \frac{JB_A - JB_B}{JS_A}$$

Where:

DP   : Discriminating Power

JB_A : number of student in upper group who answered the item correctly

JB_B : number of student in lower group who answered the item incorrectly

JS_A : number of students in upper group.

Criteria

DP interval	Criteria
$0.00 < DP \leq 0.20$	poor
$0.20 < DP \leq 0.40$	satisfactory
$0.40 < DP \leq 0.70$	good
$0.70 < DP \leq 1.00$	excellent

The computation item no.1:

Upper group			Lower group		
No	code	No	code	No	code
1	UC-1	0	1	UC-21	0
2	UC-2	1	2	UC-22	0
3	UC-3	1	3	UC-23	1
4	UC-4	1	4	UC-24	1
5	UC-5	1	5	UC-25	1
6	UC-6	1	6	UC-26	1

7	UC-7	1	7	UC-27	1
8	UC-8	1	8	UC-28	1
9	UC-9	1	9	UC-29	1
10	UC-10	1	10	UC-30	1
11	UC-11	1	11	UC-31	0
12	UC-12	0	12	UC-32	0
13	UC-13	1	13	UC-33	1
14	UC-14	1	14	UC-34	1
15	UC-15	1	15	UC-35	1
16	UC-16	1	16	UC-36	1
17	UC-17	1	17	UC-37	1
18	UC-18	1	18	UC-38	1
19	UC-19	1	19	UC-39	1
20	UC-20	1	20	UC-40	0
	total	**18**		**Total**	**15**

$$DP = \frac{18-15}{20}$$
$$= 0,15$$

From the computation above, the writer divided students in two groups. They were upper group was 18 and lower group was 15. Then the writer took it into this formula with subtract 15 from 18 and divided with number of students in upper group, the results was 0.825.

According the criteria above, so item no. 1 has difficulty level is poor.

4.2 The Significant Difference of Pre Test Results

After getting scores of pre-test from experimental group and control group, the computation was made. First we got the results from two groups, like this:

Sources	Experimental	Control
Total	2450	2370
N	39	39
$\bar{x}$	62.82	60.77
Variants (s^2)	237	234

Standard deviation (s)	15.38	15.28

To make the analysis more reliable the writer analyzed by using t-test formula as stated in chapter III. The significant difference between the two groups could be seen by using this formula:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

Where

t : t-test

$\overline{x}_1$: Mean of the experimental group

$\overline{x}_2$: Mean of the control group

n_1 : Number of the sample experimental group

n_2 : Number of the control group

s : standard deviation

Before applying the t-test formula, s had to be found out first.

The step was to get s:

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}$$

$$= \sqrt{\frac{233.60}{39+39-2}}$$

$$= \sqrt{\frac{8989.74359 + 8877}{76}}$$

$$= 1.759$$

After getting s, we could find out value by t-test:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s \sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$= \frac{62.82 - 60.77}{1.759\sqrt{\dfrac{1}{39} + \dfrac{1}{39}}}$$

$$= 5.183$$

From the computation above, the writer found out s firstly, the result was 1.759. Then put it into t-test formula with $\bar{x}_1$ (Mean of the experimental group), the result was 62.82 from the computation before. $\bar{x}_2$ (Mean of the control group), the result was 60.77. n_1 (Number of the sample experimental group), it got from subtract 1 from number of students (40), so the result was 39. n_2 (Number of the control group), it got from subtract 1 from number of students (40), so the result was 39. Then applied it into t-test formula, the result was 5.183.

In α =5% with df = 78, so $t_{(0.95)(78)}$ 39 + 39 − 2 = 1.992
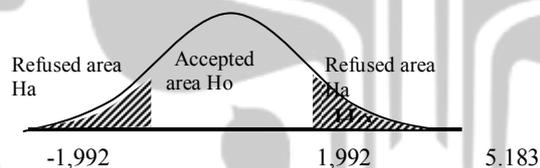
With α =0, 05 with df =78, the critical value of *t* is 1.992. Therefore, the Ho accepted area was the value between -1.992 and 1.992. The obtained t value from t-test is 5.183 and it was located in Ha (refused area). Because t was located in refused area (Ha), so it could concluded there was significant of final condition between experimental group and control group. This was the experimental group was better than control group.

4.3 The Significant Difference of Post Test Results

After getting scores of pre-test from experimental group and control group, the computation was made. First we got the results from two groups, like this:

Sources	Experimental	Control
Total	2970	2660
N	39	39
$\bar{x}$	76.15	68.21
Variants (s^2)	109	131
Standard deviation(s)	10.42	11.44

To make the analysis more reliable the writer analyzed by using t-test formula as stated in chapter III. The significant difference between the two groups could be seen by using this formula:

$$t = \frac{\bar{x}_1 - \bar{x}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

t   : t-test

$\bar{x}_1$: Mean of the experimental group

$\bar{x}_2$: Mean of the control group

n_1 : Number of the sample experimental group

n_2 : Number of the control group

s   : standard deviation

Before applying the t-test formula, s had to be found out first.

The step was to get s:

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1+n_2-2}}$$

$$= \sqrt{\frac{(39-1)108.50 + (39-1)130.90}{39+39-2}}$$

$$= \sqrt{\frac{4123.076923 + 4974}{76}}$$

$$= 1.25$$

After getting s, we could find out the value by t-test:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$t = \frac{}{1.255\sqrt{\frac{1}{39} + \frac{1}{39}}}$$

$$= 28.145$$

From the computation above, the writer found out s firstly, the result was 1.25. Then put it into t-test formula with $\overline{x}_1$ (Mean of the experimental group), the result was 76.15 from the computation before. $\overline{x}_2$ (Mean of the control group), the result was 68.21 n_1 (Number of the sample experimental group), it got from subtract 1 from number of students (40), so the result was 39. n_2 (Number of the control group), it got from subtract 1 from number of students (40), so the result was 39. Then applied it into t-test formula, the result was 28.145.

In $\alpha = 5\%$ with df = 78 so, $t_{(0.95)(78)}$ $39 + 39 - 2 = 1.992$
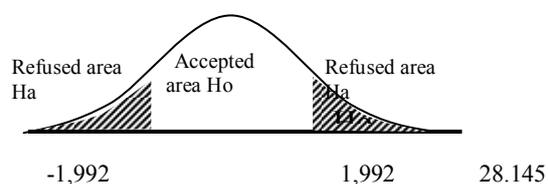
| Refused area Ha | Accepted area Ho | Refused area Ha |

-1,992   1,992   28.145

With α =0, 05 with df =78, the critical value of t is 1.992. Therefore, the Ho accepted area was the value between -1.992 and 1.992. The obtained t value from t-test was 28.145 and it was located in Ha (refused area). Because t was located in refused area (Ha), so it could be concluded there was significant of final condition between experimental group and control group. This was the experimental group was better than control group.

4.4 Discussion of the Research Findings

The objective of this research was to know if there was an effective of using think-pair-share strategy in teaching reading descriptive text mastery by the grader seventh of SMP N 1 Gabus, Purwodadi in academic year 2009/2010.

In the pre test, the average score of the experimental group was 62.82 and post test was 76.15. Meanwhile the pre test of control group was 60.77 and post test 68.21. Although it showed a slight difference between the two means, the result showed that the post test was better than pre test.

To check the significant effect of the treatment, the writer analyzed by using t-test formula. The result of post test between experimental group and control group are:

in α =5% with df = 78 so, $t_{(0.95)(78)}$ 39 + 39 – 2 = 1.992

Refused area Ha	Accepted area Ho	Refused area Ha
-1,992	1,992	28.145

With α =0, 05 with df =78, the critical value of t is 1.992. Therefore, the Ho accepted area was the value between -1.992 and 1.992. The obtained t value from

t-test is 28.145 and it was located in the Ha (refused area). Because t was located in refused area (Ha), so it could be concluded there was significant of final condition between experimental group and control group. This was the experimental group was better than control group.
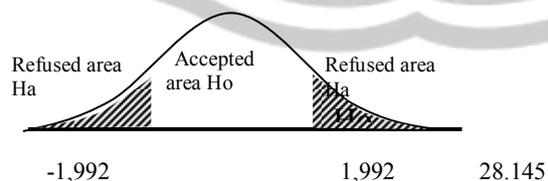
4.5 Grades of the Achievement

The writer was to find out whether think-pair-share strategy was effective to teach reading descriptive text for the grade seventh students of Junior High School. Below was the list of the level of mastery that shows the percentage of the correct answers and grade for the experimental group and control group.

Percentage of correct answer	grade	Level of achievement
93-100%	A-outstanding	Outstanding achievement
85-92%	B-very good	Above average achievement
75-84%	C-satisfactory	Average achievement
60-74%	D-very weak	Below average achievement
Below 60%	E-fail	Insufficient achievement

Tinambunan (1988: 129)

From the table above, Tinambunan stated if percentage of correct answer from an evaluation 93-100%, the grade was A (Outstanding), the level of achievement was outstanding achievement. If percentage of correct answer from an evaluation 85-92%, the grade was B (very good), the level of achievement was

above average achievement. Then percentage of correct answer from an evaluation 75-84%, the grade was C (satisfactory), the level of achievement was average achievement. Then percentage of correct answer from an evaluation 60-74 %, the grade was D (very weak), the level of achievement was below average achievement. Then percentage of correct answer from an evaluation below 60%, the grade was E (fail), the level of achievement was insufficient achievement.

1. The Experimental Group

No	Number of students	Percentage of correct answer	grade	Level achievement
1	10	93-100%	A-outstanding	Outstanding achievement
2.	10	85-92%	B-very good	Above average achievement
3.	13	75-84%	C-satisfactory	Average achievement
4.	6	60-74%	D-very weak	Below average achievement
5.		Below 60%	E-fail	Insufficient achievement

The writer used Tinambunan's statement and got the result of post test from experimental group, they were: 10 students got percentage an evaluation 93-100%, the grade was A (Outstanding), and the level of achievement was outstanding achievement. 10 students got percentage of correct answer from an evaluation 85-92%, the grade was B (very good), and the level of achievement was above average achievement. 13 students got percentage of correct answer from an evaluation 75-84%, the grade was C (satisfactory), and the level of achievement was average achievement. 6 students got percentage of correct

answer from an evaluation 60-74 %, the grade was D (very weak), and the level of achievement was below average achievement.

2. The Control Group

No	Number of students	Percentage of correct answer	grade	Level achievement
1	3	93-100%	A-outstanding	Outstanding achievement
2.	8	85-92%	B-very good	Above average achievement
3.	12	75-84%	C-satisfactory	Average achievement
4.	11	60-74%	D-very weak	Below average achievement
5.	5	Below 60%	E-fail	Insufficient achievement

The writer used Tinambunan's statement and got the result of post test from control group, they were: 3 students got percentage an evaluation 93-100%, the grade was A (Outstanding), and the level of achievement was outstanding achievement. 8 students got percentage of correct answer from an evaluation 85-92%, the grade was B (very good), and the level of achievement was above average achievement. 12 students got percentage of correct answer from an evaluation 75-84%, the grade was C (satisfactory), and the level of achievement was average achievement. 11 students got percentage of correct answer from an evaluation 60-74 %, the grade was D (very weak), and the level of achievement was below average achievement. 5 students got percentage of correct answer from an evaluation below 60%, the grade was E (fail) and the level of achievement was insufficient achievement.

From the significance above, it could be concluded that the grade of achievement of experimental group was better than control group.

4.6 Analysis of the Experimental Group

The treatment was conducted on (14th May 2010-29th May 2010). In this research, the writer wanted to know the activities during teaching learning of experimental group. These were:

(1)   The students' participation

The writer observed that the students in teaching –learning process, not only learn reading descriptive text, but students also participated in learning, because the research using think-pair-share. So students' participation needed in this learning. Most of them were active in the classroom; they were satisfied and enjoyed this activity. Each student had opinion about the answer then they could share with their partner and finally they shared the answer with the class.

(2)   The students' interest and motivation

In doing this activity, they looked happy and enjoyed this activity. When the writer gave instruction and picture, the students paid attention seriously. Then, students shared with their partner and all of classmates, the students looked enjoy and relax. They competed with their friends to get the best answer.

From the explanation above, the writer concluded that think-pair-share strategy could make students more active and can motivate them in learning English well.

4.7 Analysis of the Control Group

The treatment was conducted on (14th May 2010-29th May 2010). In this research, the writer wanted to know the activities during teaching learning of control group. These were:

(1)   The students' participation

The researcher also observed the learning-teaching process of control class to know the achievement of the students' reading descriptive text mastery. In this class, they also seemed enthusiastic followed the lesson. In control class students didn't share with their partner or all of classmates but they had to do individually.

(2)   The students' interest and motivation

Different with experimental class, the control class students seemed hard to get the answer because they had to do individually. They seemed seriously to do the exercise.
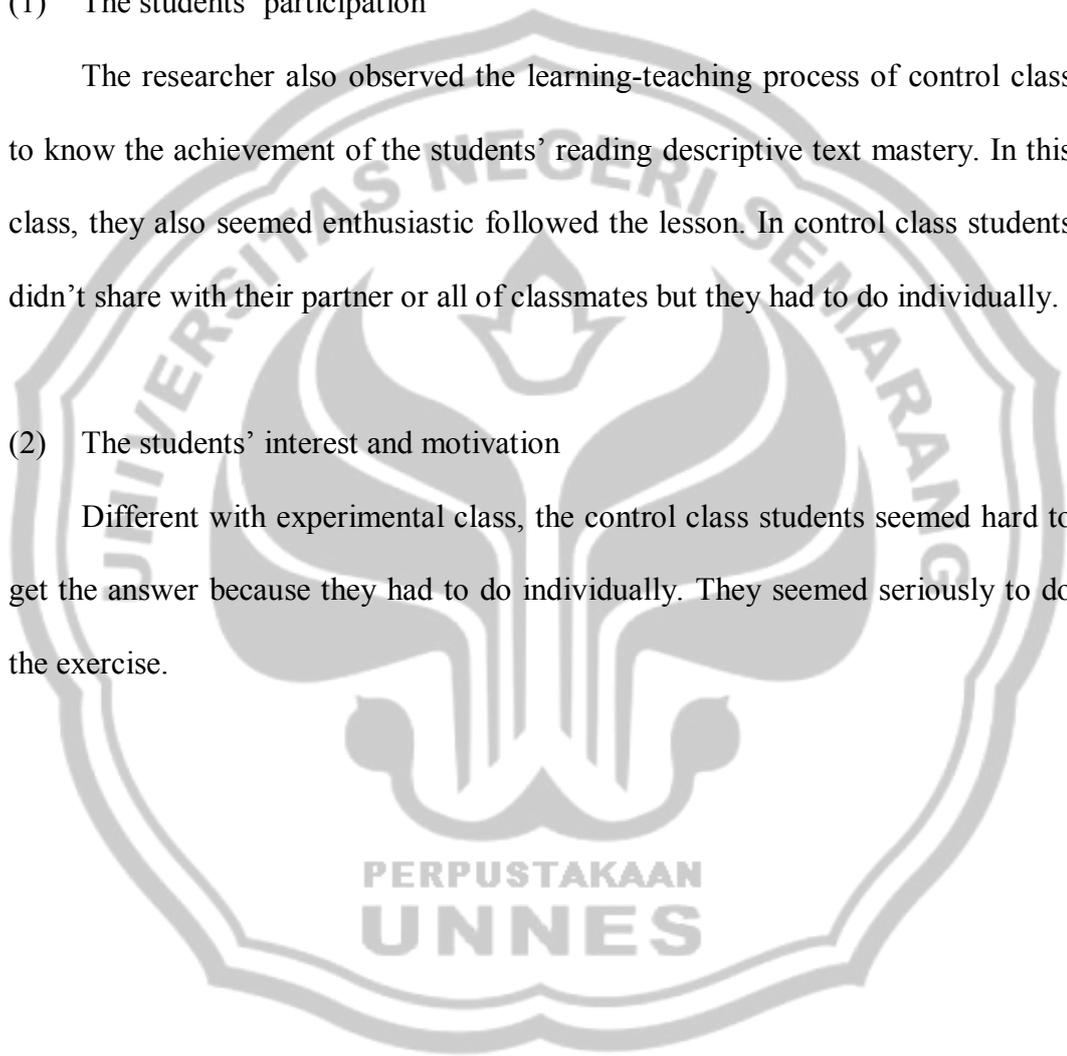
CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents i.e. conclusion and suggestions.

5.1 Conclusion

The use of think-Pair- share strategy in reading descriptive text make students interested and enjoy about the lesson. With Think-Pair-Share strategy, students can share about their opinion with their classmate.

Think-pair-share strategy in reading descriptive text is more effective than the conventional method. Based on the statistical analysis, it could be seen that the mean of the experimental group was higher than the mean scores of control group. In the pre test, the average score of the experimental group was 62.82 and post test was 76.15. Meanwhile the pre test of control group was 60.77 and post test 68.21. Although it showed a slight difference between the two means, the result showed that the post test was better than pre test. To check the significant effect of the treatment, the writer analyzed by using t-test formula. The result of post test between experimental group and control group were checked the significant effect of the treatment, the writer analyzed by using t-test formula. The result of post test between experimental class and control class were: With α =0, 05 with df =78, the critical value of t is 1.992. Therefore, the Ho accepted area was the value between -1.992 and 1.992. The obtained t value from t-test was 28.145 and it was located in Ha (refused area). Because t was located in refused area (Ha), so it could concluded there was significant of final condition between experimental

group and control group. This was the experimental group was better than control group.

There was a significant difference of students' achievement in reading descriptive text between those who were taught by using think-pair-share strategy in reading descriptive text and those who were taught by using conventional method for the grade seven students in SMP N 1 Gabus, Purwodadi in academic year of 2009/2010.

5.2 Suggestions

From the conclusion above, the writer has some suggestions. For students, in reading descriptive text using think-pair-share strategy, students can have work collaboratively in solving problem about reading descriptive text. They can share opinion with their classmate. They can learn faster and more efficiently.

For teachers, the teachers can use think-pair-share strategy, when they want to help students in learning English. Teachers can use it to find out the way to solve student's problem especially in reading descriptive text.

For the next researcher, this final project can be useful for those who want to have a research with the same topic as a reference.

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$$\gamma_{pbis} = \frac{M_p - M_t}{S_t} \sqrt{\frac{p}{q}}$$

γ_{pbis} : Coefficient Biseral correlation

M_p : Average of the students who answered correctly item no.1.

M_t : Average of total score

S_t : Standard deviation of total score

p : number of the students who answered item no.1 correctly.

q : number of the students who answered item no.1 incorrectly.

Criteria: $\gamma_{pbis} > r_{table,}$ so the item is valid

The computation of item no.1:

No	Code	Item no.1 (X)	total score (Y)	Y^2	XY
1	UC-1	0	28	784	0
2	UC-2	1	22	484	22
3	UC-3	1	27	729	27
4	UC-4	1	19	361	19
5	UC-5	1	24	576	24
6	UC-6	1	28	784	28
7	UC-7	1	25	625	25
8	UC-8	1	26	676	26
9	UC-9	1	26	676	26
10	UC-10	1	26	676	26
11	UC-11	1	25	625	25
12	UC-12	1	28	784	28
13	UC-13	1	29	841	29
14	UC-14	1	27	729	27
15	UC-15	1	28	784	28
16	UC-16	1	25	625	25
17	UC-17	1	23	529	23
18	UC-18	1	18	324	18
19	UC-19	1	28	784	28
20	UC-20	1	29	841	29
21	UC-21	0	7	49	0
22	UC-22	0	8	64	0
23	UC-23	1	28	784	28
24	UC-24	1	25	625	25
25	UC-25	1	24	576	24

26	UC-26	1	28	784	28
27	UC-27	1	27	729	27
28	UC-28	1	25	625	25
29	UC-29	1	22	484	22
30	UC-30	1	22	484	22
31	UC-31	0	23	529	0
32	UC-32	0	23	529	0
33	UC-33	1	18	324	18
34	UC-34	1	22	484	22
35	UC-35	1	24	576	24
36	UC-36	1	18	324	18
37	UC-37	1	17	289	17
38	UC-38	1	16	256	16
39	UC-39	1	23	529	23
40	UC-40	0	19	361	0
	Total	34	930	22642	822

$$Mp = \frac{Number\ of\ total\ score\ who\ answered\ item\ no.1\ correctly}{Number\ of\ students\ who\ answered\ item\ no.1\ correctly}$$

$$= \frac{822}{34}$$

$$Mt = \frac{Number\ of\ total\ score}{Number\ of\ students}$$

$$= \frac{930}{40}$$

$$= 23.25$$

$$p = \frac{Number\ of\ score\ who\ answered\ item\ no.1\ correctly}{Number\ of\ students}$$

$$= \frac{34}{40}$$

$$= 0.85$$

$$q = 1 - p = 1 - 0.85 = 0.15$$

$$St = \sqrt{\frac{22642 - \left(\frac{930}{40}\right)^2}{40}} = 5.05$$

$$r_{pbis} = \frac{24,18 - 23,25}{5,05}\sqrt{\frac{0,85}{0,15}}$$

$$= 0,437$$

In α = 5% with n = 40, so r_{table} = 0,316 because r_{pbis} > r_{table}, so item no. 1, is valid

Appendix 3
RELIABILITY

Formula:

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

r_{11} : Reliability of total test.
p   : number of the students who answered item no.1 correctly.
q   : number of the students who answered item no.1 incorrectly.
$\sum pq$: sum of the result (p x q)
n   : number of the students
s   : Standard deviation of the test.

The computation of item no.1

$$r_{11} = \left(\frac{k}{k-1}\right)\left(\frac{S^2 - \sum pq}{S^2}\right)$$

Where :
k   : number of item
$\sum pq$: number of pq
s^2 : total variants

Criteria:
if $r_{11} > r_{table}$, so that instrument is reliable.
According table analysis try out, so:

$$\sum pq = pq_1 + pq_2 + pq_3 + ... + pq_{50}$$
$$= 0.1275 + 0.2194 + 0.294 + ... + 0.1600$$
$$= 4.7100$$

$$S^2 = \frac{22642 - \frac{(930)}{50}}{50} = 106.880$$

$$r_{11} = \left(\frac{30}{30-1}\right)\left(\frac{106.880 - 4.710}{106.880}\right)$$
$$= 0.989$$

In α = 5% with n = 40, so r_{table} = 0,316 because $r_{11} > r_{table}$, so that instruments is reliable

Appendix 4
INDEX OF DIFFICULTY

The formula:

$$P = \frac{B}{JS}$$

Where:

P : the difficulty level

B : number of the students who answered correctly.

JS : number of the students in a class.

Criteria

IK interval	Criteria
$0.00 < ID \leq 0.30$	difficult
$0.30 < ID \leq 0.70$	medium
$0.70 < ID < 1.00$	easy

Upper group			Lower group		
No	code	score	No	code	score
1	UC-1	0	1	UC-21	0
2	UC-2	1	2	UC-22	0
3	UC-3	1	3	UC-23	1
4	UC-4	1	4	UC-24	1
5	UC-5	1	5	UC-25	1
6	UC-6	1	6	UC-26	1
7	UC-7	1	7	UC-27	1
8	UC-8	1	8	UC-28	1
9	UC-9	1	9	UC-29	1
10	UC-10	1	10	UC-30	1
11	UC-11	1	11	UC-31	0
12	UC-12	0	12	UC-32	0
13	UC-13	1	13	UC-33	1
14	UC-14	1	14	UC-34	1
15	UC-15	1	15	UC-35	1
16	UC-16	1	16	UC-36	1
17	UC-17	1	17	UC-37	1
18	UC-18	1	18	UC-38	1
19	UC-19	1	19	UC-39	1
20	UC-20	1	20	UC-40	0
total		18	total		15

$$ID = \frac{18+15}{40}$$

$$= 0,825$$

According the criteria above, so item no. 1 has difficulty level is easy.

Appendix 5
DISCRIMINATING POWER

The formula:

$$DP = \frac{JB_A - JB_B}{JS_A}$$

Where:

DP : index of discrimination

JB_A : number of student in upper group who answer correctly

JB_B : number of student in lower group who answer incorrectly

JS_A : number of students in upper group

Criteria

DP interval	Criteria
$0.00 < DP \leq 0.20$	poor
$0.20 < DP \leq 0.40$	satisfactory
$0.40 < DP \leq 0.70$	good
$0.70 < DP \leq 1.00$	excellent

Upper group			Lower group		
No	code	No	code	No	code
1	UC-1	0	1	UC-21	0
2	UC-2	1	2	UC-22	0
3	UC-3	1	3	UC-23	1
4	UC-4	1	4	UC-24	1
5	UC-5	1	5	UC-25	1
6	UC-6	1	6	UC-26	1
7	UC-7	1	7	UC-27	1
8	UC-8	1	8	UC-28	1
9	UC-9	1	9	UC-29	1
10	UC-10	1	10	UC-30	1
11	UC-11	1	11	UC-31	0
12	UC-12	0	12	UC-32	0
13	UC-13	1	13	UC-33	1
14	UC-14	1	14	UC-34	1
15	UC-15	1	15	UC-35	1
16	UC-16	1	16	UC-36	1
17	UC-17	1	17	UC-37	1
18	UC-18	1	18	UC-38	1
19	UC-19	1	19	UC-39	1
20	UC-20	1	20	UC-40	0
total		**18**	**total**		**15**

$$DP = \frac{18 - 15}{20}$$
$$= 0{,}15$$

According the criteria, so item no. 1 has discriminating power is poor.

Appendix 7
THE COMPUTATION OF PRE-TEST

Hypothesis

Ho : $\mu_1 = \mu_2$

Ha : $\mu_1 \neq \mu_2$

To apply the hypothesis uses this formula:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$$

$$s = \sqrt{\frac{(n_1 - 1)s_1^2 + (n_2 - 1)s_2^2}{n_1 + n_2 - 2}}$$

Ho will be accepted if $-t_{(1-1/2\alpha)(n1+n2-2)} \leq t \leq t_{(1-1/2\alpha)(n1+n2-2)}$

Sources	experimental	control
total	2450	2370
n	39	39
$\overline{x}$	62.82	60.77
Variants (s^2)	237	234
Standard deviation (s)	15.38	15.28

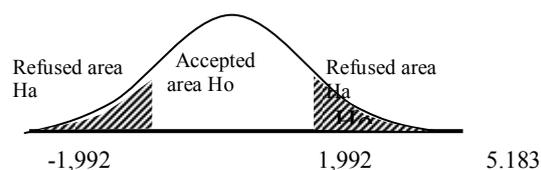$$s = \sqrt{\frac{(39-1)236.57 + (39-1)233.60}{39 + 39 - 2}}$$

$$= \sqrt{\frac{8989.74359 + 8877}{76}}$$

$$= 1,759$$

$$t = \frac{62.82 - 60.77}{1.759\sqrt{\frac{1}{39} + \frac{1}{39}}}$$

$$= 5.183$$

in $\alpha = 5\%$ with df = 78, so $t_{(0.95)(78)}$ 39 + 39 − 2 = 1.992

Refused area Ha	Accepted area Ho	Refused area Ha
-1,992	1,992	5.183

With α =0, 05 with df =78, the critical value of t is 1.992. Therefore, the Ho accepted area was the value between -1.992 and 1.992. The obtained t value from t-test is 5.183 and it was located in Ha (refused area). Because t was located in refused area (Ha), so it could concluded there was significant of final condition between experimental group and control group. This was the experimental group was better than control group.

Appendix 8
THE COMPUTATION OF POST-TEST

Hypothesis

Ho : $\mu_1 = \mu_2$

Ha : $\mu_1 \neq \mu_2$

To apply the hypothesis uses this formula:

$$t = \frac{\overline{x}_1 - \overline{x}_2}{s\sqrt{\dfrac{1}{n_1} + \dfrac{1}{n_2}}}$$

W

$$s = \sqrt{\frac{(n_1-1)s_1^2 + (n_2-1)s_2^2}{n_1 + n_2 - 2}}$$

Ho will be accepted if $-t_{(1-1/2\alpha)(n1+n2-2)} \leq t \leq t_{(1-1/2\alpha)(n1+n2-2)}$

Sources	Experimental	Control
total	2970	2660
n	39	39
$\overline{x}$	76.15	68.21
Variants (s^2)	109	131
Standard deviation(s)	10.42	11.44

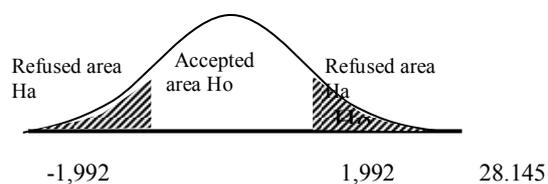$$s = \sqrt{\frac{(39-1)108.50 + (39-1)130.90}{39+39-2}}$$

$$= \sqrt{\frac{4123.076923 + 4974}{76}}$$

$$= 1.25$$

$$t = \frac{76.15 - 68.21}{1.255\sqrt{\dfrac{1}{39} + \dfrac{1}{39}}}$$

$$= 28.145$$

in $\alpha = 5\%$ dengan df = 78 so, $t_{(0.95)(78)}$ 39 + 39 − 2 = 1.992

Refused area Ha	Accepted area Ho	Refused area Ha
-1,992	1,992	28.145

With α =0, 05 with df =78, the critical value of t is 1.992. Therefore, the Ho accepted area was the value between -1.992 and 1.992. The obtained t value from t-test is 28.145 and it was located in Ha (refused area). Because t was located in refused area (Ha), so it could conclude there was significant of final condition between experimental group and control group. This was the experimental group was better than control group.