

TABLE OF CONTENTS

PAGE OF APPROVAL	i
STATEMENT	ii
PREFACE	iii
ACKNOWLEDGEMENT	iv
ABSTRACT	v
TABLE OF CONTENTS	vii
LIST OF TABLES	ix
LIST OF FIGURES	xi
CHAPTER I : INTRODUCTION	1
1.1 Background.....	1
1.2 The Statement of Problems.....	4
1.3 The Limitation of the Study.....	5
1.4 The Aims of the Study.....	5
1.5 The Significance of the Study.....	5
1.6 Hypothesis.....	6
1.7 Research Design.....	6
1.7.1 Research Method.....	6
1.7.2 Population and Sample.....	7
1.7.3 Instrument.....	8
1.7.4 Collecting Data Procedure.....	8
1.7.5 Data Analysis Procedure.....	9
1.8 Clarification of Terms.....	10
1.9 Paper Organization.....	10
CHAPTER II: THEORETICAL FOUNDATION	12
2.1 Reading.....	12
2.1.1. The Nature of Reading.....	12
2.1.2 The Importance of Teaching Reading.....	14
2.1.3 The Characteristic of Good Readers.....	15
2.1.4 The Role of Teachers in Teaching Reading.....	16
2.1.5. Reading Comprehension.....	17
2.1.6. Sub- Skill of Reading Comprehension.....	18
2.2 Cooperative Learning.....	19
2.2.1 Principles of Cooperative Learning.....	20
2.2.2 Advantages of Cooperative Learning.....	21

2.2.3 Comparison Between Traditional Teaching and Cooperative Learning	22
2.2.4 Techniques of Cooperative Learning	23
2.3 Think Pair Share Techniques	25
2.3.1 The Purpose of Think Pair Share (TPS)	26
2.3.2 The Idea of Traditional Think-Pair-Share (TPS)	27
2.3.3 Advantages of The Think-Pair-Share Technique	29
2.4 Cooperative Learning Think Pair Share (TPS) in Teaching Reading Comprehension	30
2.5 News Item Text	31
CHAPTER III: RESEARCH METHODOLOGY	33
3.1 Research Design	33
3.1.1 Variables	34
3.1.2 Hypothesis	35
3.2 Population and Samples	35
3.3 Research Instrument	36
3.3.1 Teaching Material	36
3.3.2 Pre-test and Post-test	36
3.3.3 Observation	37
3.3.4 Questionnaire	37
3.4 Research Procedure	37
3.5 Try-out Test	38
3.5.1 Validity	39
3.5.2 Reliability	40
3.5.3 Difficulty	41
3.6 The Procedure of the Instruction	42
3.7 The Procedure of Data Analysis	44
3.7.1 Pre-test Data Analysis	44
3.7.1.1 Normality of Distribution Test	44
3.7.1.2 The Homogeneity of Variance Test	44
3.7.1.3 The Calculation of Independent Test	45
3.7.2 Post-test Data Analysis	46
3.7.3 The Data Analysis of Pre-test and Post-test of each Group Using Matched t-test	46
3.7.4 The Data Analysis of Observation	47
3.7.5 The Data Analysis of Questionnaire	49
CHAPTER IV: FINDINGS AND DISCUSSION	50
4.1 Research Findings	50
4.1.1 The Analysis of Pretest Score	50
4.1.1.1. Normality of Distribution Test	51
4.1.1.2. Homogeneity of Variance Test	52
4.1.1.3. t-test Computation on Pretest	53
4.1.2 The Analysis of Posttest Score	54

4.1.2.1 Normality Distribution Test	55
4.1.2.2 Homogeneity of Variance Test	56
4.1.2.3 t-test Computation on Posttest	56
4.1.3 The Analysis of Pretest and Posttest Score in Each Group.....	58
4.1.3.1 The Experimental Group.....	58
4.1.3.2 The Control Group	60
4.1.4 The Analysis of Observation List	62
4.1.5 The Analysis of Questionnaire	65
4.2 Discussion	68
4.2.1 The Effect of TPS in Improving Students’ Reading Comprehension	68
4.2.2 The Advantages and Disadvantages in Using TPS	75
CHAPTER IV: CONCLUSSION AND SUGGESTION	78
5.1 Conclusion	79
5.2 Recommendation.....	80
BIBLIOGRAPHY	81
APPENDICES	85
Appendix 1: Lesson Plan	
Appendix 2: Pretest and Posttest Items and Score	
Appendix 3: Observation List, Questionnaire	
Appendix 4: Reliability and Validity Test	
Appendix 5: Photo of Research Documentation	
Appendix 6: Official Letters	

LIST OF TABLES

2.1. The Comparison between Cooperative Learning and Traditional Teaching ..	23
2.2. What, Why, and How the Traditional Think-Pair Share is	27
3.1. r Coefficient Correlation (Validity)	39
3.2. The Validity Test of Reading Comprehension Items.....	40
3.3. The Criteria of Reliability Test	40
3.4. The Reliability Test of Reading Comprehension Items.....	41
3.5. The Criteria of Difficulty	42
3.6. The Difficulty Test of Reading Comprehension Items	43
3.7. The experimental Group Procedure	43
3.8. The Criteria of Percentage Category of implementation the model48	48
4.1. The Normal Distribution of Both Experimental and Control Group in Reading Comprehension Pre-test	51
4.2. The Variance Homogeneity of Both Experimental and Control Group in Reading Comprehension Pre-test	52
4.3. The Independent t-test of Both Experimental and Control Group in Reading Comprehension Pre-test	53
4.4. The Normal Distribution of Both Experimental and Control Group in Reading Comprehension Post-test.....	55
4.5. The Variance Homogeneity of Both Experimental and Control Group in Reading Comprehension Post-test.....	56
4.6. The Independent t-test of Both Experimental and Control Group in Reading Comprehension Post-test.....	57
4.7. The Dependent t-test of Pre-test and Post-test Score in Reading Comprehension of the Experimental Group.....	59
4.8. The Dependent t-test of Pre-test and Post-test Score in Reading Comprehension of the Control Group	61
4.9. Recapitulation of the model Implementation Percentage by the teacher63	63
4.10. Recapitulation of the model Implementation Percentage by the students	64
4.11. The Analysis of Close-questionnaire Data.....	66

LIST OF FIGURES

4.1. The Mean Both Experimental and Control Group in Reading Comprehension Pre-test.....	54
4.2. The Mean Both Experimental and Control Group in Reading Comprehension Pre-test.....	58
4.3. The Mean of Pre-test Score and Post-test score of Reading Comprehension in the experimental Group.....	60
4.4. The Mean of Pre-test Score and Post-test score of Reading Comprehension in the Control Group	62
4.5. The Implementation of Cooperative Learning Model: TPS by the Teacher	64
4.6. The Implementation of Cooperative Learning Model: TPS by the Students	65
4.7. The Mean Pre-test and post-test Score of Students' Reading Comprehension in Both Control and Experimental Group.....	70

