

# INCREASING THE STUDENTS' ABILITY IN READING COMPREHENSION BY USING THINK-PAIR-SQUARE (TPS) STRATEGY AT THE EIGHTH GRADE OF SMP NEGERI 2 BOTOMUZOI IN 2022/2023

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## 4 CHAPTER I

### INTRODUCTION

#### 1.1 Background of Problem

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According to Wallace (2020:57), reading strategy is a process that can't be divided into parts. The reading process can heighten thinking power, sharpen your outlook, and broaden your horizons. So, by reading we get information from various sources such as books, magazines, etc. By reading we can also gain new knowledge, as well as new experiences.

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According to Brown in Yulianah (2020: 185), reading is similarly a skill that teachers simply expect learners to acquire in foreign language learning. Through reading, learners get new ideas, get the information needed, look for ideas to support their statement, and broaden their interest.

According to Mark A. in Nurfaizah H. (2021: 11), reading is an active cognitive process of interacting with print and monitoring comprehension to establish meaning.

Based on the definition above, it can be concluded that reading is the activity of the reader to get the message from the reading material. Therefore, the researcher concludes that reading is the most important way to know and understand things well for everyone, especially for learners who learn English in school. Because reading activities, students can get the information, new knowledge, and new facts from what has been read.

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In the syllabus of curriculum 13 at the eighth grade of SMP Negeri 2 Botomuzoi in competency standards especially in reading comprehension, it

hopes that students can response the meaning of simple short functional writing texts accurately, fluently, and acceptably related to the environment. The Minimum Competency Criteria (MCC) in reading comprehension is 75. When students can't achieve it, then the student is declared a failure.

Based on the observations of researcher to the English teacher of SMP Negeri 2 Botomuzoi in the eighth grade, the English teacher said that students could not reach the MCC that had decided. The average student scores when he (English teacher) take the test to students under 75, because they cannot respond the meaning in simple short functional written text accurately, fluent, and grateful related to the surrounding environment especially descriptive text. So, the pronunciation, grammar, vocabulary, fluency and comprehension are key to reading comprehension. Being able to connect ideas within and between sentences helps students to understanding the whole text.

To make this strategy a success, there are several indicators in reading comprehension that must be achieved.

Table 1:

INDICATOR READING

No.	Reading Aspect
1	Determining main idea
2	Finding specific information
3	Reference
4	Inference
5	vocabulary

According to Mawaddah (2020: 51) says that think pair and square learning models was developed by spencer Kagan and is the development of the think pair share learning model. To overcome the above problems, researcher want to apply the TPS (Think Pair and Square) Strategy that can be use by teacher in the teaching and learning process. Think-pair-Square (TPS) strategy is a strategy uses by a teacher in teaching reading materials especially in descriptive texts to make students become active and understand text reading well. The think-pair-square (TPS) strategy also provides opportunities for students also to think deeply (think) about the questions ask by the teacher, then the student discusses in a group or partner (pair). and discuss it with other couples or form a group (square) so they can share ideas.

Think Pair and Square is helpful because it structures the discussion. TPS is believed as a discussion strategy that brings students to be cooperating each other. According to Hermiati S. (2017: 22) Think Pair Square Strategy can guide the students to their prior knowledge background and make the students in participating classroom discussion. Cooperative learning is a successful teaching strategy in which small teams, each with students with different levels of ability, use a variety of learning activities to improve their understanding of a subject. In addition, Amr yasin (2019: 2) says that this research aimed to investigate the implementation of cooperative learning model in the type of think-pair-square (TPS) in order to improve students' achievement. The design of the research is a classroom action research.

The researcher uses CAR (Classroom Action Research) to solve students' problem in reading comprehension. According to Siti K. (2020: 99)

action research is as an alternative research application that conducted during teaching and learning processes. Classroom action research will sharpen teachers' skill in teaching with simple methodological research application.

Based the explanation above, the researcher is interested in conducting research by choosing the title, **“Increasing the students’ ability in reading comprehension by using think-pair-square (TPS) strategy at the Eighth Grade of SMP Negeri 2 Botomuzoi in 2022/2023”**.

### **1.2 Identification of the Problem**

In this research there were some identification of the problems, they are:

1. The students could not understand the meaning of reading the text.
2. The students were lack in mastering vocabulary.
3. The students were unable to identify the generic structure of descriptive text
4. The students could not achieve minimum competence criteria.

### **1.3 Limitation of the Problem**

Based on the above problems, researcher limited the problem about “Increasing the students’ ability in reading comprehension by using think-pair-square (TPS) strategy at the Eighth Grade of SMP Negeri 2 Botomuzoi in 2022/2023”.

### **1.4 Formulation of the Problem**

Based on the limitations of the problem, the researcher tried to state the formulation of the problem: How does Think Pair and Square (TPS) Strategy increase <sup>2</sup> the students’ ability in reading comprehension at the Eighth Grade of SMP Negeri 2 Botomuzoi in 2022/2023.

### 1.5 Objective of the Research

The purpose of this study was to increase the students' ability in reading Comprehension by using Think-Pair-Square (TPS) Strategy at the Eighth Grade of SMP Negeri 2 Botomuzoi in 2022/2023.

### 1.6 Significance of the Research

#### 1. Theoretically

The significance of this research is theoretically expected to contribute in the development of students in education, especially in the school environment, to increase student understanding in terms of reading. Research is important because it helps us to understand the world around us and to find solutions to problems. It helps us advance knowledge and develop new technologies.

#### 2. Practical

There are some significance of this research:

- a. For the researcher, this research has a good impact on researchers, to improve the researcher's ability to know the students' problems in reading comprehension.
- b. For the teacher, the results of this study can be as a guidance and reference for teachers to find out the students' problems in reading comprehension. Besides, this research can motivate the English teachers to make material about reading comprehension.
- c. For students, this research is expected to be able help students in reading comprehension.

d. For the next researcher, this research is expected to be reference source for further studies on related topics for future researchers.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### 2.1 Theoretical Framework

##### 2.1.1 Reading

##### 2.1.1.1 Definition of Reading

Reading is one of the important skills in mastering English. It should be learning by students because through reading, students are able to get new information, ideas, or opinions from the text easily and successfully in their studies. It is an active fluent process that involves the reader and reading material in building meaning. Brown in Kuntarto, dkk, (2018:113) states that reading is of two kinds, namely reading aloud and reading silently. Reading aloud is an activity reading which is done by reciting every words, and sentences from the reading that we face. So, how to read aloud, by paying attention to the pronoun of vowels and consonants, tones or speech songs. By In fact, reading is a complicate activity that involves many things, not only reciting writing, but also involving visual, thinking, psycholinguistic and metacognitive activities. Grabe and Stolerin Galih S. (2018: 23), reading is the ability to draw meaning from the printed page and interpret the information appropriately.

Based on the explanation above, reading is the activity of the reader to get the message from the reading material. Therefore, the researcher concluded that reading is the most important way to know and understand things well for everyone, especially for learners who learn English in school. Because, in



reading activities, students can get information, new knowledge, and new facts from what has been read.

### 2.1.1.2 Types of Reading

There are the following types of reading described by Brown in Yuliana (2018: 27) as follows:

1. **Perceptive Reading** is task includes the attending to the component of the language.
2. **Selective Reading** is task focus on grammatical language.
3. **Interactive Reading** is task involves the schemata of the reader to read the text.
4. **Extensive Reading** is task involve the long text such as journal, article, essay, and so on.

In addition, Nuttal in Dasrul H. (2018: 19) classified four types of reading, they are:

#### 1. Skimming

Skimming is glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain meaning without reading every word in a text.

#### 2. Scanning

Scanning is the ability to read a text quickly in order to find specific information that is needed like a date, a figure or name and ignore over all unimportant information. Example, a student scan the list of name in a telephone directory to find a phone number.

### 3. Intensive

Intensive is reading for detail. It usually has a shorter text. A reader usually wants to get some specific information.

### 4. Extensive

The reader deals with longer text as a whole, which requires the ability to understand the component parts and their contribution to overall meaning. Example: reading a newspaper article, short story, or novel.

Based on the typical above, the researcher chooses the extensive reading in conducting research because extensive reading guides the students to become active readers. By reading extensively the students will enrich the students' knowledge in many literature books and other sources.

#### **2.1.1.3 Purpose of Reading**

Reading is an activity with a purpose. One can read to get information or verify existing knowledge, to criticize the authors ideas or writing style. One can also read for pleasure, or to increase knowledge of the language being read. In addition, reading can train the brain to be able to think more critically or analyze the problems presented in what we read. So, it is better to know what kind of purpose reading it is.

In addition, the reader's goal to read reading text in accordance with Grabe and Stoler in Gina Larasati (2018: 3) is:

1. Reading to search for simple information
2. Reading to skim from the text
3. Reading to learn from the text

4. Reading to integrate information, write and critique text
5. Reading for general understanding

From the explanation of the purpose of reading above, it is clear that reading is important for human activity, whether it is aiming to gain information, learn something, read for general understanding, to criticize and evaluate. Therefore, in this study, researcher establish and clarify reading goals as guidelines for researcher to improve and enlarge the researcher knowledge to make students successfully understand the content of students reading text, especially in descriptive texts using the Think Pair and Square (TPS) Strategy.

#### **2.1.1.4 Process of Reading**

Reading is a complex process. It involves more than just adding meaningful words together. Reading not only involves understanding ideas, but also recognizing the relationships and structures between ideas, in order to read efficiently we must be able to quickly understand each idea express by the author and then determine how it relates to other ideas express in that writing. To be able to understand ideas and their relationships quickly, we must be familiar with the basic structure and organization of longer sentences, paragraphs, and choices. Often once we understand how a particular writing is organize, we can follow the tension of the author's thinking more easily and that is a shorter period of time.

#### 2.1.1.5 Definition of Reading Comprehension

Reading comprehension is the process of getting information from text. According to Fariss *et al* in Yuliana (2018: 24), reading comprehension is the process of understanding the message that the author is trying to convey. Means we are making meaning from text at hand. According to Klinger in Yuliana (2018: 24) states that reading comprehension is the process of constructing meaning by coordinating a number of complex process, includes word reading, word and word knowledge and fluency.

From the theories above, the researcher conclude that reading comprehension is the complex process of understanding the message that the researcher try to convey from the printed word. The ideas of the text that has constructed by reader must be meaningful and integrated too the reader's concepts. Comprehension process is depend on some things; the reader's idea, experiences, reading backgrounds, and learning.

#### 2.1.1.6 Levels of Reading Comprehension

According to Burn in Nurfaizah H. (2021: 37), there are four levels of reading comprehension:

1. Level 1: Literal comprehension. Literal comprehension represents the ability of understanding with information that is explicitly stated in the print and illustration.
2. Level 2: Interpretative or Inferential Comprehension Higher level of comprehension involves reading beyond or between the lines. The reader brings knowledge and experience to the act of reading and draws the differences.

From the information above, researcher will explore the literal level in this study to investigate students' ability to understand reading because the student's insistence level to get direct meaning is explicitly stated in the section, or another reason researchers choose this level by considering the syllabus compiled in schools, where the requirements of the syllabus are only about the simple of short functional texts.

In addition, there are several levels of reading comprehension explained by Coffman as follows:

1. Literal level. At this level, the author states, facts, such as name, date, location, and definition clearly and directly.
2. Interpretive level. The students try to understand what the author means in a story, paragraph or textbook. It is thought that the students have memorized certain facts on a literal level and now the students are trying to see the implications of the author's words.
3. Applicative level. In an applicative level, the reader must take the information the author presents on a literal level and apply it to a completely different situation.

Based on the explanation above, the researcher conclude that literal comprehension focuses on the readers need to be able to retell or recall facts or information presented in the text. The researcher will explore the first level in research to investigate <sup>2</sup> students ability in reading comprehension because the level insists the students to get direct meaning is explicitly stated in the passage, or other reasons the researcher chooses this level taking into account the syllabus compiled in schools, where the requirements of the syllabus are

only about the simple of short functional texts. So, in this study, the researcher choose a literal comprehension level.

#### 2.1.1.7 Syllabus of Reading Skill at the Eighth grade of SMP Negeri 2

##### Botomuzoi

The syllabus of the Eighth Grade students of SMP Negeri 2 Botomuzoi defines the competency standards that students must master in reading skills are students comprehending the meaning of short and simple essays in recounts and descriptive texts to interact with the environment. Furthermore, it determine that the basic competence of reading skills is to respond to the meaning of short and simple written forms accurately, smoothly, and acceptably in the environment. That is, the syllabus of SMP Negeri2 Botomuzoi expects students to be able to understand the types of texts in teaching and learning activities; they are Recount Text and Descriptive Text.

Below is the explanation of the components of the syllabus:

1. Competence standard is Comprehending the meaning of the short and simple essay in the descriptive and recount text to interact with surrounding environment.
2. Basic competence is Responding the meaning of the short and simple written form accurately, fluently, and acceptably in the environment.
3. Indicators is Explaining the definition of descriptive text, Identifying the specific information from the text well, Identifying the characteristic of someone/person, thing, and place, and identifying the type of the text.

Based on the Eighth grade syllabus of the eighth grade of SMP Negeri 2 Botomuzoi, the materials described are as follows:

#### **2.1.1.7.1 Recount Text**

Nurfaizah H. (2021: 32) <sup>7</sup> recount text is a text retells events or experiences in the past. Its purpose is either to inform or entertain the readers. There are no complications among the participants and that differentiates from narrative text. A recount text has an orientation, a reorientation that “rounds off” the sequence of events.

For example: My Vacation

<sup>8</sup> Last week I went to Mount Bromo. I live at my friend's house in Probolinggo, East Java. The house has a large garden with colorful flowers and a small pond.

In the morning, my friend and I saw Mount Batok. The scenery is very beautiful. We ride horses. It was scary, but it was fun. Then we went to take a closer look at the mountain. We took pictures of the beautiful scenery there. After that, we rested and had lunch under a big tree. Before we got home, we went to the zoo in Wonokromo. We came home in the afternoon. We're so tired. However, I think it's really nice to have a vacation like this I hope my next vacation will be more interesting.

(source: Scaffolding English for Junior High School Students)

By looking at the explanations and examples of the recount text, it can be said that the recount text is the text that lists and describes past experiences. The purpose of the recount text is to retell events with the aim of informing or entertaining the reader (or both).

### 2.1.1.7.2 Descriptive Text

Nurfaizah H. (2021 : 14) explain that descriptive text is a depiction process that is carried out through clear sequencing of its characteristics, starting from naming, classifying, and handling attributes, behaviors, functions, and so on so that readers or listeners can pay attention to what is written by the author.

1. Generic structure of descriptive texts are:

a. Identification

Identification contains the introduction or explanation of the main character to be described. This section is located in the first paragraph.

b. Description

The description section contains a clear and specific explanation of the characteristics, traits, habits or other matters relating to the object to be described.

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2. Social function :

a. To describe about something.

3. Tenses :

a. Simple present tense.

4. Characteristic of descriptive text:

a. Using simple present tense

b. Using many adjectives (noun, pronoun)

c. There is a relating verb

d. Descriptive text has only one focus, namely to describe one object.

The kinds of descriptive texts are:

1. Describing people



Describe a people consisting of:

1. An introduction that provides <sup>13</sup> brief information about who the person is, where/how you met him, how you heard about him, etc.
2. The <sup>13</sup> main body that includes descriptions of things such as physical appearance, personality/behavior, manners/behaviors and/or details of a person's life and lifestyle, (hobbies, interests, daily activities, etc.)
3. A conclusion where you comment on why the person is interested, express your feelings/opinions about the person, etc.

For example:

#### **Dony's father**

Mr. Budiman is Dony's father. He is a forty-five-year-old wealthy businessman. He is tall and handsome. He was wearing a dark suit but on weekends he was wearing casual clothes. He usually gets up at five o'clock doing some exercises and then goes to his office. He never got a signal before ten o'clock in the evening so he didn't see much of his family. He was interested in collecting paintings. He is currently traveling in Singapore because he wants to open a branch office there.

Identifi  
cation

Descri  
ption

Adopted from Headlights for Junior High School Students VIII (2007:115)

#### 2. Describing things

When you describe an object you should provide an accurate formation regarding size and weight. (Example: red, blue, white, etc.) patterns and decorations (e.g., Chinese, etc.) and materials (e.g., wool, silk, wood, etc.).  
<sup>13</sup> You should not use these entire adjectives one after another as this will make your description sound unnatural. You can provide the necessary information

<sup>13</sup> in separate sentences (for example: it is a large brown suitcase. Hard skin is worn and scratched).

### 3. Describing the place

The structure describing the place/building should consist of:

- a. An introduction that provides brief information about the name and location of the place/building and blocks the reason for choosing to write about it.
- b. A major body provides general and specific details about the place/building usually moving from a common feature to a specific one.
  - When you describe a place, you should give an overall impression by referring to landscapes, buildings, landmarks, etc. and certain details (sights to see, places to visit, things to do)
  - When you describe a building, you should write about its surroundings (for example: located on Yellow Street...), then give a detailed description of its exterior and interior.
- c. A conclusion where you express your feelings or opinions about the subject or give recommendations.

However, in this research, the researcher uses descriptive text as learning material to improve students' ability to understand reading using the Think Pair and Square Strategy (TPS).

#### **2.1.1.8 Assessment of Reading Comprehension**

According to Kustaryo in Nurfaizah H. (2021: 35) <sup>7</sup> stated that reading comprehension is an active thinking process, which not only depend on comprehension understands what has been read. It is on active thinking

process that depend not only comprehension skill but also the students experience and prior knowledge comprehension involves understanding vocabulary, seeing the relationship among words and concepts, meaning judgment and evaluating.

According to Turner Alexander in Nurfaizah H. (2021: 36) points out that reading comprehension involves taking meaning to a text in order to obtain meaning from the text. Researcher will assess students abilities using multiple choice tests, as multiple choice tests may be easier and more appropriate to assess students ability to understand reading. In this test, researcher prepared 10 items of questions for which each question had 4 alternative key answers. Students must choose one of the correct answers. Therefore, when the students answer does not match the answer key so they do not get the score but when they choose the correct answer they will get the score.

To get student grades, researcher will use the formula from Sudijono (2009: 303):

$$S = R$$

Note:

S = Shoes

R = Right

To find the average students ability regarding quantitative data, the researcher will evaluate the evaluation paper by printing the correct answer 1 (one) and the wrong answer 0 (zero) and then the researcher will formulate the student score for each number of questions, as follows:

**Student score = number of all correct answers from students**

Using this formula, researcher hope the students will be aware in choosing the right answer.

To decide on the students mark, the researcher will use a formula written by Cartier 1968; Cziko 1983; Hudson and Lynch 1984; Bachman 1987 and Brown 1984a, 1988a, 1989a, 1990, 1993, 1995 in Brown (1996: 1-8) as follows:

$$\text{Mark} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

After obtaining the students mark, the researcher will decide the entire percentage of the students ability by using the formula as Tuckman di Nurgiyantoro (1986: 345-347) as follows:

$$TP = \frac{FB}{N} \times 100$$

Yang: *TP: Percentile rate*

*FB: Number of cumulative frequencies below (number of frequencies below the score to be calculated percentil rate)*

*N :Number of subjects*

*100: Fixed number*

Tuckman di Nurgiyantoro (1986: 363) states that the ability to understand texts is classified in several categories, a score between 0%-39% is a failure rate, 40%-59% is a fewer level, 60%-74% is a sufficient level, 75%-84% is a good level and 85%-100% is an excellent level.

In conclusion, researcher will adjust the above suggestions in assessing students reading comprehension ability in descriptive text using the Think Pair Square Strategy.

## 2.1.2 Think Pair and Square Strategy

### 2.1.2.1 Definition of Think Pair and Square Strategy

Think-pair-square is similar to think-pair-square strategy that is used by a teacher in teaching reading materials especially in descriptive text to make students become active and understand text reading well. One of the cooperative learning models is the think-pair-square type. Think-pair-square (TPS) is one of the learning models developed from constructivism theory which is a combination of independent learning and group learning by Viono P. (2019: 65).

In addition, Mawaddah (2020: 32) says that think pair and square learning models was developed by Spencer Kagan and is the development of the think pair share learning model. This learning technique allows students to work alone and in collaboration with others and gives more time to think for students in showing their participation to others.

Think Pair and Square's goal is to develop thinking skills, promote communication skills and encourage information sharing. In addition, this strategy provides an opportunity for all students to share their thoughts with at least one other student which, in turn, increases their sense of involvement in classroom learning.

Based on the explanation above, the researcher concludes that Think Pair and Square as cooperative learning are successful teaching strategies in which small teams, each with students with different levels of ability, use a variety of learning activities that give students the opportunity to discuss their ideas and these strategies provide an opportunity for all students to share their

thoughts with at least one other student who in turn, increase their sense of involvement in classroom learning.

### 2.1.2.2 Procedure of Implementing Think Pair and Square Strategy

One cooperative learning strategy is the Think Pair Square strategy developed by Frank Lyman in Riyanto (2020 :33). This strategy consists of three steps, namely:

1. Thinking. Teacher give students the opportunity to find answers to assignments independently.
2. Pairing. Exchange ideas with a seatmate. In this step, students share their answers about proposed questions, or share ideas about the identified problems. Teachers usually allocate 4 or 5 minutes to work in pairs.
3. Square. Discuss with other pairs. In this step, the teacher asks the student in pairs to join the other pairs that form a square (four students). In this way, all students in each group are expected to be able to share ideas of what they have discussed in pairs.

According to Lie in Viono P. (2019:25) there are several procedures in think pairs and square strategies of cooperative learning types. First, the teacher divides students into groups of four and gives assignments to all groups. Second, each student thinks about and does the task himself. Next, students pair up with one of their colleagues in the group and discuss with their partner. And the last, both pairs meet back in groups of four. Students have the opportunity to share their work with groups of four.

Furthermore, according to Mawaddah (2020: 33) the strategy procedures of Think Pair and Square are; First, the Teacher asks questions to the class

and gives students a set time to answer the questions individually. Then, the teacher tells students to turn to someone sitting next to them and discuss their answers. After that, the students were given time to discuss their answers with their partners. Finally, the pair merges into another pair and forms a square.

In addition, Kagan in Devi R. (2017: 2) says think pair square strategy that deals with four steps; think the subject matter, discuss in pair, communicate again in square and share it to the whole class.

Based on the step of teaching Think Pair and Square Strategy explained above, the researcher will modify the steps to teach students about reading comprehension at SMP Negeri 2 Botomuzoi, they are:

1. Step 1
  - a. The students form group consist of two persons.
2. Step 2
  - a. The reseacher gives questions according to the descriptive text.
3. Step 3
  - a. The students discuss the question of descriptive text 5 minutes.
4. Step 4
  - a. A pair join to another pair form a square and they share ideas about the question 10 minutes.
5. Step 5
  - a. After discussing it, they back to pairs and discuss with partner.
6. Step 6
  - a. The researcher chooses one of them to give the answer in front of class.

b. The reseacher conclude.

### 2.1.2.3 Advantages and Disadvantages of Think Pair and Square Strategy

According to Mawaddah (2020: 36) The Think Pair Square types of cooperative learning model has the following advantages: 1. In groups of four, the teacher is easier to divide students into pairs 2. Each student gets the opportunity to discuss with students who are smarter or with students who are weaker. 3. Students can increase motivation and get designs for thinking, so students can develop their ability to test their own ideas and understanding. 4. Students will discuss more, both in pairs, in groups of four, and in class discussions, so that more ideas will be issued by students and it will be easier to reconstruct their knowledge. 5. Optimizing student participation in learning activities and providing opportunities for students to be recognized and show their participation to other students.

In addition to the above advantages, Think Pair Square learning has weaknesses including: 1. Teacher must be good at managing time so that each stage can be passed. 2. Allows for difficulties in drawing conclusions when discussing a subject matter.

Regarding the opinions of the experts above, the researcher conclude that the advantage of Think Pair and Square Strategy is to help learners be more interested and creative in carrying out reading activities and help teachers to know students competence in thinking because it involves students directly to use their minds in thinking. Think of square pairs is helpful because by sharing in pairs and then in squares, their friends opinions will enrich their ideas in gathering arguments.



#### **2.1.2.4 Relationship between Think Pair and Square Strategy and Reading Comprehension**

Based on the theories above, the researcher explain the relationship between Think Pair and Square Strategy and reading comprehension; This is the readers ability to understand and extract information from the text, then build meaning from this information, and Think Pair and Square Strategy are teaching strategies use by researcher to improve students ability to understand reading. Think Pair and Square Strategy help learners to understand the text easily because it involves learners to use their minds to find some elements and information in the reading material.

This is especially helpful because by sharing in pairs and then in the square, their friends opinions will enrich their ideas in gathering arguments, encouraging each member of the group to contribute to discussions, cooperate and speak in front of their friends.

### **2.2 Latest Related Research**

The latest research related to that searched by Widodo (2013) is improving students' ability to understand reading by using think pairs and square strategies in the eighth grade of SMP Negeri 1 Trenggalek. And he came to the conclusion that the students are increasingly improving in the understanding of reading through strategy. The objective of this research is to

The latest related research above is different from research, such as subjects, objects, materials, and so on. The latest related research subject is the eighth grade of SMP Negeri 1 Trenggalek in 2013/2014 while the subject of the research is the Eighth grade of SMP Negeri 2 Botomuzoi in 2022/2023.

The latest related research object is the student's ability to reading while the object of research is the student's ability in reading comprehension. Then, the latest related research material is narrative text while research material is to increase the students ability in reading comprehension. descriptive text. From the above information shows that there is a specific difference between the latest related research and the research.

### 2.3 Conceptual Framework

In increasing the students ability in reading comprehension by using Think Pair and Square (TPS) Strategy, the researcher must be able to design teaching and learning activities efficiently and effectively. The researcher must prepare themselves to master the procedures for implementing the Think Pair and Square Strategy (TPS) in order to combine it with other teaching and learning components, so that the target of the researcher goal to improve student understanding will be achieved.

Think Pair and Square Strategy are very helpful to solve student problems and will increase the students ability in reading comprehension. Think pair and Square (TPS) strategy is a strategy used by a researcher in teaching reading materials especially in descriptive text to make students become active and understand reading text well.

In the Think Pair and Square (TPS) Strategy researcher apply several steps. First, prepare and explain the material. Second, researcher asks questions or problems related to the topic. Third, researcher asks students to think individually and write their responses in worksheet papers. In addition, the researcher asks the students to discuss in pairs. Fifth, the researcher asks

the two student pairs to form a square and discuss again. Finally, the researcher asks the students to convey the results of their discussion.

To make it clearly defined, the frame is described as follows:

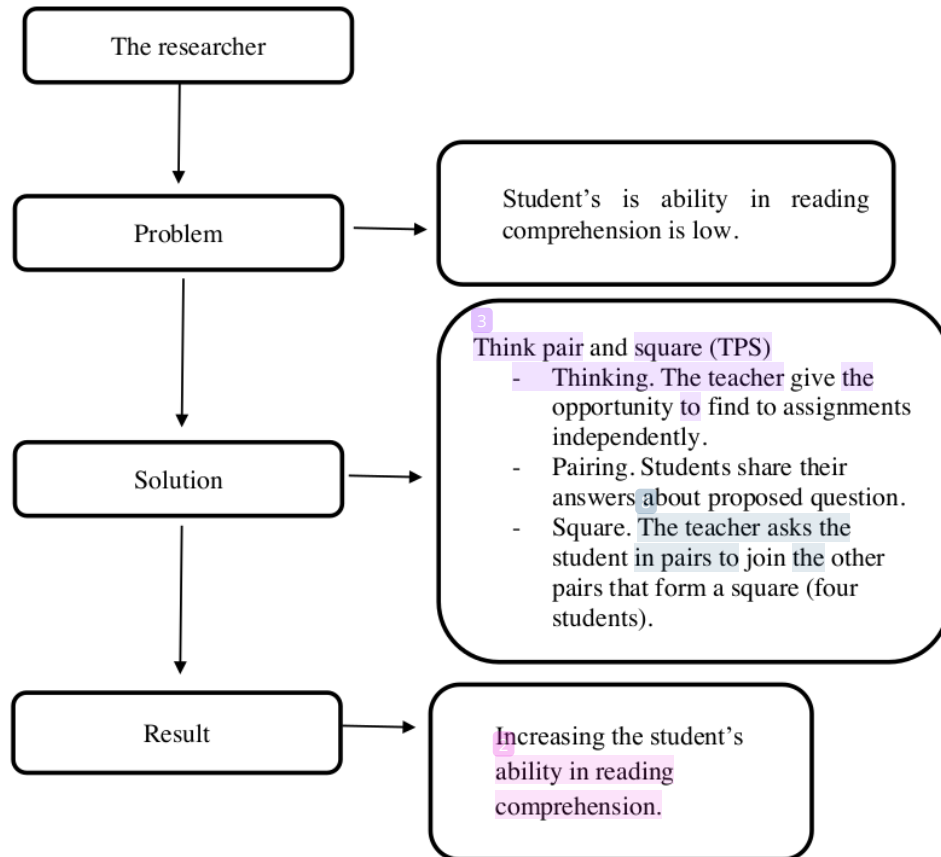


Figure 1. The conceptual framework to increase the students' ability in reading comprehension by using Think Pair and Square strategy (TPS)

## **2.4 Hypothesis**

Observed failure in reading comprehension by using Think-Pair-Square (TPS), the research hypothesize that:

1. Allegedly the application of Think-Pair-Square (TPS) can increase the students reading comprehension at the Eighth Grade of SMP Negeri 2 Botomuzoi.

## CHAPTER III

### RESEARCH METHOD

#### 3.1 Object of the Action

In this study, the researcher used Classroom Action Research to solve students' problems in reading comprehension. Madya in Zu Amri (2013: 2), Classroom action research is a kind of intervention done to teaching and learning process based on real problems found and faced by the teachers in their classroom. Stringer in Zul Amri (2013:1) states that action research is an appropriate approach for teaching and learning process and it is useful for teachers to improve their teaching and students' learning. If the CAR is implemented appropriately, it is believed the teachers will have better performance in their class. As the results, the students will be more motivated in learning.

The object of action was the students' ability to understand reading using the Think Pair and Square (TPS) Strategy. The above points guide researcher to uses CAR as a method in research. The researcher wish to increasing the students' ability in reading comprehension by using Think Pair and Square Strategy.

The researcher chose the English teacher of the eighth grade of SMP Negeri 2 Botomuzoi as the teacher-collaborator. The researcher hoped that with collaboration with teacher-collaborators, research activities and students during the teaching and learning process can be monitored properly.

### 3.2 Setting and <sup>1</sup>Subject of the Research

The location of the research was SMP Negeri 2 Botomuzoi. The total number of teachers was 18 persons, one of them is an English teacher as a teacher collaborator. The total number of students was 161 persons. The class consists of 6 classes. In the research, the researcher chose the eighth grade. The eighth grade consists of 2 classes. And, researcher chooses class VIII-1 as the subject of a study consist of 26 students. To find out the true condition of the classes, it can be seen in the table as follows:

Table 1:

THE CONDITION OF THE EIGHTH GRADE OF SMP NEGERI 2  
BOTOMUZOI

No	Class	Total students
1	VIII-1	26 students
2	VIII-2	26 students
Entire		52 students

### 3.3 Schedule of the Action

The research is done in about one month or more on October 2022. The researcher needs two months in doing the research. The schedule and setting refer to the academic and syllabus of SMP Negeri 2 Botomuzoi. The schedule and arrangement refer to the academic syllabus of SMP Negeri 2 Botomuzoi. The research is conducted in cycles and each cycle consists of two meetings. The procedure for applying this research can be seen in the lesson plan given.

### 3.4 Procedure Implementation of the Action

In this study, the researcher used Classroom Action Research to solve students' problems in reading comprehension. According Purnama S. P. (2018: 260) Classroom Action Research is an alternative research application that easily conducted during teaching and learning process. Siti K. (2020: 107) says that CAR is research conducted by teachers (educators) in the classroom or where he teaches that focuses on improving processes and praxis learning.

CAR is well known for its cycle, namely, planning, action, observation, and reflection. The cycle can be two or three and it usually ends when the researchers have is satisfied or happy with the results. If the first cycle fails, the researcher goes on the next cycle until the students can achieve the minimum competency criteria. Each cycle consists of 2 (two) meetings. Each meeting has a break of 2 x 40 minutes.

In conducting the study, researcher outlines the procedures of action in the classroom in each cycle, as follows:

1. Planning is preparation for carrying out research. Researcher prepare lesson plan, material especially descriptive text, observational paper for both students and researcher and prepare evaluation paper.
2. Action is the process of teaching-learning activities in reading skill, especially in teaching descriptive text. That is, action is the activity of researcher and students to apply Think Pair and square Strategy in teaching reading comprehension by following procedures such as the pre-teaching and



learning process, while the learning-teaching process, and the post-teaching process - lean.

3. Observation is the process of finding evidence or collecting data in teaching and learning activities. It is the process of monitoring to find out effective actions or gather information about activities in the classroom, it can be student activities or research activities.

4. Reflection is the activity of analyzing data from all information obtained from observation. It reflects on what has been done and what should be done to improve the teaching and learning process.

The summary of the Above Class Action Research Procedures can be designed into the following figures:

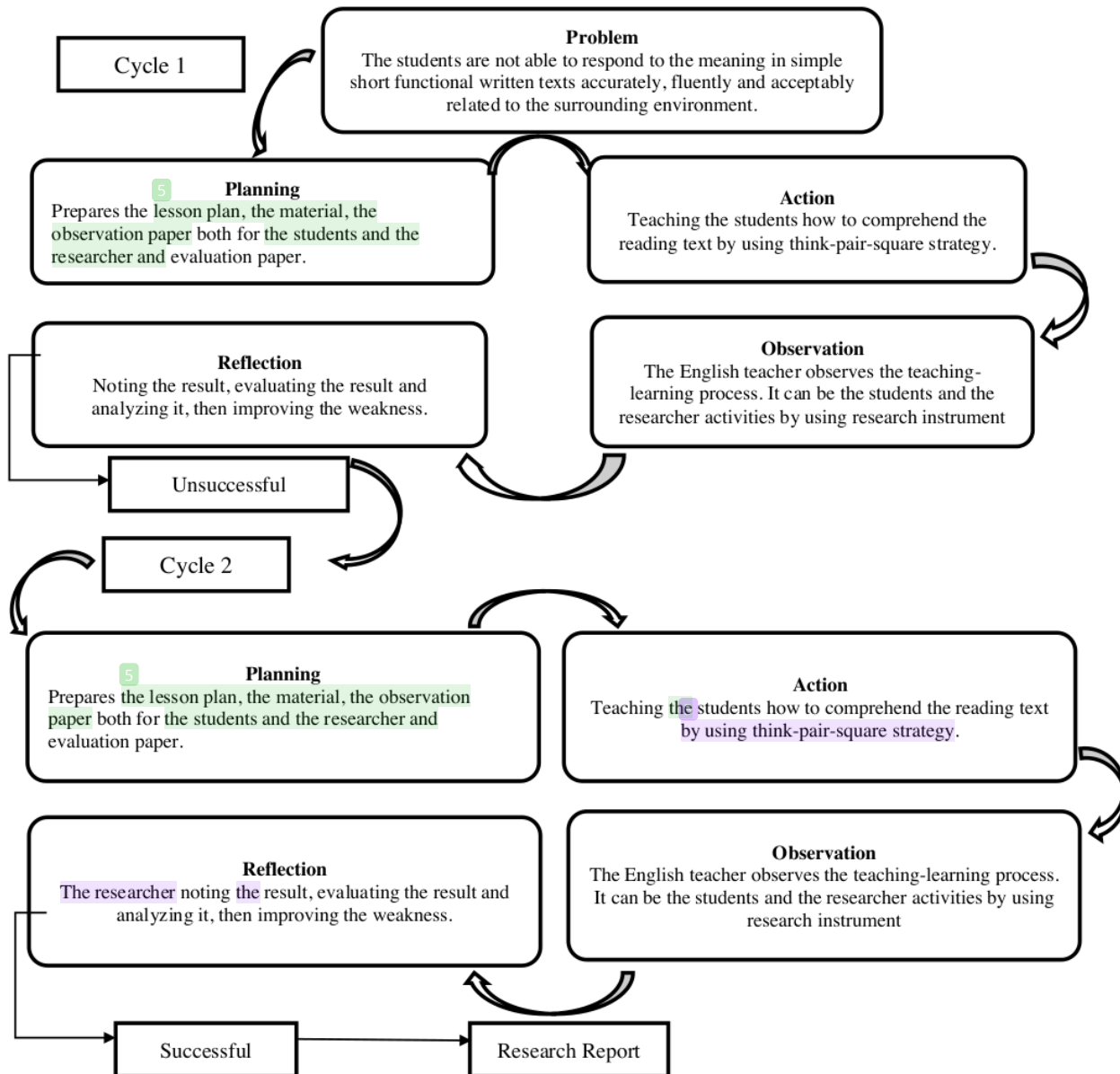


Figure 2. The Procedures of Classroom Action Research by Using Think Pair and Square Strategy

To perform these steps clearly, it can be seen in the cycle <sup>1</sup> as follows:

### **Cycle I**

#### **1. First meeting**

In this meeting, the researcher carry out several activities. Each phase in the procedures are applied by the researcher are as follows:

1. The planning steps are:

- a. Setting up a <sup>1</sup> lesson plan.
- b. preparing the material.
- c. preparing observation paper for students and researcher.
- d. preparing an evaluation sheet.
- e. Setting up the current list of students.
- f. Students' response sheet
- g. Setting up field notes.

<sup>1</sup>  
2. The steps of action are:

- a. Greeting the students.
- b. Introducing the researcher to the students.
- c. Checking the students' condition.
- d. Asking to the students about descriptive text and examples.
- e. Explaining students about descriptive text.
- f. Dividing students into groups consist of two persons.
- g. Giving questions to students according to the descriptive text.
- h. The students discuss the question of descriptive text 5 minutes.
- i. Asking for students to think individually and write their responses on worksheet paper.

- j. A pair join to another pair form a square and they share ideas about the question 10 minutes.
- k. After discussing it, they back to pairs and discuss with partner.
- l. The researcher chooses one of them to give the answer in front of class.
- m. The researcher conclude.

### 3. Observation

- a. Looking for students' activities, attitudes, and responses during the teaching and learning process.
- b. Observing the activity of the researcher. This means how researcher implement the Think Pair and Square Strategy (TPS), how to provide opportunities for students to follow the teaching and learning process.

### 4. Reflection

- a. Paying attention to the results of observations.
- b. Analyzing the results of observations.
- c. Evaluating observations.
- d. Fixing the weaknesses for the next action.

## 2. **Second Meeting**

At the second meeting, the researcher continue the activity of the first meeting by carry out several activities. It has several procedures, namely:

### 1. Planning

- a. Setting up a lesson plan.
- b. Preparing the material.
- c. Preparing observation papers for both students and researcher.
- d. Preparing a student attendance list.

e. Preparing an evaluation sheet

2. Action

1

a. Greeting the students.

b. Checking the whereabouts of students.

c. Reviewing the previous material by providing questions related to the previous material.

d. Distributing the evaluation sheet as a final test in the form of multiple choice to students.

e. Providing instruction for students to answer questions individually.

f. Collecting student evaluation sheets.

g. Giving the correct answer to the student and ask the student's complications.

h. Closing the teaching and learning process.

3. Observation

a. Looking for students' activities, attitudes, and responses during the teaching and learning process.

b. Observing the activity of the researcher. This means how researcher implement the Think Pair and Square Strategy (TPS), how to provide opportunities for students to follow the teaching and learning process.

4. Reflection

a. Paying attention to the results of observations.

b. Analyzing the results of observations.

c. Evaluating the observations.

d. Fixing the weaknesses

## Cycle II

### 1. First Meeting

1. The planning steps are:
  - a. Setting up a lesson plan.
  - b. preparing the material.
  - c. preparing observation paper for both students and researcher.
  - d. preparing an evaluation sheet.
  - e. Set up the current list of students.
  - f. Students' response sheet
  - g. Setting up field notes.
2. The steps of action are:
  - a. Greeting the students.
  - b. Introducing the researcher to the students.
  - c. Checking the students' condition.
  - d. Asking to the students about descriptive text and examples.
  - e. Explaining students about descriptive text.
  - f. Dividing students into groups consist of two persons.
  - g. Giving questions to students according to the descriptive text.
  - h. The students discuss the question of descriptive text 5 minutes.
  - i. Asking for students to think individually and write their responses on worksheet paper.
  - j. A pair join to another pair form a square and they share ideas about the question 10 minutes.
  - k. After discussing it, they back to pairs and discuss with partner.

- l. The researcher chooses one of them to give the answer in front of class.
  - m. The researcher conclude.
3. Observation
    - a. Looking for students' activities, attitudes, and responses during the teaching and learning process.
    - b. Observing the activity of the researcher. This means how researcher implement the Think Pair and Square Strategy (TPS), how to provide opportunities for students to follow the teaching and learning process.
  4. Reflection
    - a. Paying attention to the results of observations.
    - b. Analyzing the results of observations.
    - c. Evaluating the observations.
    - d. Fixing the weaknesses for the next action.

## 2. Second meeting

At the second meeting, the researcher continue the activity of the first meeting by carry out several activities. It has several procedures, namely:

1. Planning
  - a. Setting up a plan without it.
  - b. Preparing the material.
  - c. Preparing observation papers for both students and researchers.
  - d. Preparing a student attendance list.
  - e. Preparing an evaluation sheet
2. Action
  - a. Greeting the students.

- b. Checking the students' condition.
  - c. Reviewing the previous material by providing questions related to the previous material.
  - d. Distributing the evaluation sheet as a final test in the form of multiple choice to students.
  - e. Providing instruction for students to answer questions individually.
  - f. Collecting student evaluation sheets.
  - g. Giving the correct answer to the student and ask the students' complications.
  - h. Closing the teaching and learning process.
3. Observation
- a. Looking for students' activities, attitudes, and responses during the teaching and learning process.
  - b. Observing the activity of the researcher. This means how researcher implement the Think Pair and Square Strategy (TPS), how to provide opportunities for students to follow the teaching and learning process.
4. Reflection
- a. Paying attention to the results of observations.
  - b. Analyzing the results of observations.
  - c. Evaluating the observations.
  - d. Fixing the weaknesses

### **3.5 Instruments of Analyzing Data**

The data collected in research were qualitative and quantitative data. Qualitative data is a kind of data that needs to be explain based on social



events that occur in the field, researcher activities and student activities during the teaching and learning process, as well as weaknesses and strengths and improvements during implementing the Think Pair and Square Strategy (TPS). Quantitative data is data related to numbers, student marks in evaluation sheets.

In collecting data researcher use several instruments, as follows:

1. Observation sheet

Observational papers are used to collect qualitative data. Observation papers involve the activities of students and researcher during the teaching process designed based on the lesson plan. It will be used by teacher-collaborators to observe the advantages or weaknesses of students and researcher activities during the teaching-learning process.

2. Field notes

This is a blank sheet of paper used by teacher-collaborators to determine weaknesses, strengths, improvements, and events that are not written in the observation paper during the teaching-learning process.

3. Evaluation sheet

The evaluation sheet contains the results of the student's paper evaluation or student answer sheet. The test is applied in the study is a multiple choice.

### **3.6 Techniques of Data Analysis**

In the research, the researcher used two types of data, namely, qualitative data and quantitative data. Qualitative data is data that refers to students' behavior in the classroom while quantitative data is data that refers to students' understanding of the material.

## 1. Qualitative data

In analyzing qualitative data, the researcher has several tasks as follows:

- a. Reduction of data is evaluating and classifying data based on information.
- b. Explanation of data is data that has been compiled by researcher that must be classified to obtain meaning in tables, graphs or narrative forms.
- c. Conclusion of data, is after making an explanation of the data, the researcher will draw some conclusions about the data in the formula step.

Obviously, the qualitative data is described by the researcher is as follows:

Observation sheets are analyzed and evaluated using formulas such as those written by Tuckman in Nurgiyantoro (1986: 68) as follows:

$$PD(\%) = \frac{F}{TA} \times 100$$

where:

PD: Percentage of Degrees

F: The Frequency of activities researcher and students have carry out

TA: Total Activities of researcher and students

100 : Constant and maximum percentage amount

The activities of the researcher or the students are calculated to find a percentage to ascertain whether the teaching-learning process is going well as designed in the lesson plan. Next, the researcher analyzes field records to increase strength and correct all weaknesses during the teaching and learning process into the next cycle.

Then, according to Tuckman in Nurgiyantoro (2001: 339) the activities of students and researcher are interpreted on the following scale (%). This can be seen in the next page table

Table 2:  
SCALE OF TEACHING AND LEARNING LEVELS

Scale	Level of teaching and learning
85%- 100%	Very good level
75%- 84%	Good level
60%- 74%	Enough level
40%- 59%	Less level
0%- 39%	Fail rate

## 2. Quantitative data

Quantitative data will be described by the researcher as follows:

a. The evaluation paper is analyzed and evaluated by printing the correct answer 1 (one), and the wrong answer 0 (zero) as suggested by the

Ministry of Education (2004: 15) as follows:  $\text{Score} = \frac{B}{N} \times 100$

B: The correct number of answers from students.

N: Total questions.

b. After getting the student's score, the researcher found each student's mark in mastering reading comprehension especially in descriptive text by using the following formula:

$$\text{Mark} = \frac{\text{Obtained Score}}{\text{Maximum Score}} \times 100$$

As a next step, the researcher decided on the entire percentage of students' abilities by using the formula as Taylor et al (1988:263) said the percentage level of comprehension as follows:

$$\text{Percentage} = \frac{\text{Obtained Score}}{\text{Maximum Score (n)}} \times 100$$

where:

Score obtained = The exact number of scores obtained by the student

Maximum score = 10

n = Number of questions

After getting the student's value, the researcher final task is to decide on the student's level of ability or degree in reading comprehension. The researcher considers the classification as suggested by Tuckman di Nurgiyantoro, as follows:

0% - 39%: fail ability level

40% - 59%: less ability level

60% - 74%: the level of ability is enough

75% - 84%: the ability level is good

85% - 100%: the ability level is very good.

As an indicator of student achievement, the researcher uses the Minimum Competency Criteria (MCC) that has been decided at SMP Negeri 2 Botomuzoi, which is 75. The students who get the  $MCC \geq$  score success, but the students who get the  $MCC <$  score were unsuccessful.

## CHAPTER IV

### RESEARCH FINDINGS AND DISCUSSIONS

#### 4.1 Research Findings

##### 4.1.1 Research Setting

The research was held in SMP Negeri 2 Botomuzoi Which located at Karamo I Village, Botomuzoi sub-district, Nias regency. This school consists of some rooms, such as; a headmaster's room, a teachers' room, a library, a canteen, and the other empty rooms. There are court of sports such as badminton court. The school has a quiet atmosphere because it is surrounded by many trees, flowers, and plants that support the teaching and learning process.

SMP Negeri 2 Botomuzoi consists of three levels of the students, they are; the seventh grade consists of 2 (two) classes, the eighth grade consists of 2 (two) classes, and the ninth grade consists of 2 (two) classes. The total numbers of the teachers consists of 18 (eighteen) persons, 1 (one) person the English teacher.

The researcher did the research by the agreement of the headmaster of SMP Negeri 2 Botomuzoi. The subject of the research was the students at the eighth grade of SMP Negeri 2 Botomuzoi especially (VIII-1) which consists of 26 students. The researcher choosed the class because the ability of the students in reading was very low. In doing the research, there were some procedures that the researcher did, namely: (a) planning, (b) action, (c) observation, and (d) reflection.

In conducting the research, the researcher was helped by the English teacher of SMP Negeri 2 Botomuzoi as the teacher-collaborator to observe the students' and the researcher's activities during teaching-learning process in order that the activities of the researcher and the students can run well and the result can be valid. During conducting the research, all the students were present. The researcher performed the research for two cycles that consist of four meetings. Each cycle consists of two meetings.

#### **4.1.2 The Students' Ability in Reading Comprehension by Using Think Pair and Square Strategy**

##### **4.1.2.1 Cycle I**

Cycle I consisted of two meetings. The researcher did it on September 26<sup>th</sup> 2022. The first meeting was done on Wednesday, October 12<sup>th</sup>, 2022; the second meeting was done on Saturday, October 15<sup>th</sup>, 2022. To make it clear, the explanation about the meetings will be shown as follows:

##### **4.1.2.1.1 First meeting**

The material taught to the students in the first meeting was descriptive text with the title "Mr. Donald". The allocated time used was 2 x 40 minutes. The meeting was done on Wednesday, October 12<sup>th</sup>, 2022. The procedures of the first meeting can be seen in the next page:

##### **1. Planning**

Planning consisted of plans that had been done by the researcher, as follows;

- a. Setting up a lesson plan.
- b. Preparing the material.

- c. Preparing observation paper for both students and researcher.
- d. Preparing a student attendance list.
- e. Preparing an evaluation sheet

## 2. Action

The first meeting was performed on Wednesday, October 12<sup>th</sup>, 2022. The meeting was done in 2 × 40 minutes. There were several steps carried out by the researcher in doing this action. Those were; <sup>5</sup> pre teaching-learning activities, whilst teaching-learning activities and post teaching-learning activities. At that time, the researcher conducted some actions in the classroom.

<sup>6</sup> The researcher entered the classroom together with the teacher-collaborator. The teacher-collaborator gave the chance to the researcher to start the activities based on the procedures in lesson plan. The researcher greeted and ask the students' condition and all of them gave the responses. The researcher introduced himself to the students.

The researcher continued to do the whilst <sup>5</sup> teaching-learning activities. The researcher introduces the material and explains the definition of descriptive text to the students by following the procedures of Think-Pair-Square strategy. The <sup>6</sup> researcher distributed a text with the title "Mr. Donald" and also the worksheet form to the students. <sup>1</sup> The researcher explained the text about in general. The researcher explained well to the students how to fill the worksheet form. After that, the researcher asked the students to read the text and discuss it 5 minutes, the researcher asked the students to think individually about the text and write what they have to think in worksheet

form. Then, the researcher asked the students to discuss in pair what they have to think about their answer. The researcher always remind the students to writes idea in worksheet form. After that the researcher asked the students join to another pair in group forming a square, discuss and tell everything they have already known about the text to made complete their idea. The total number of the students was 26 students. The researcher felt interested to see them active in asking questions although they did not use good English. They showed their good motivation to learn.

After finishing the discussion, the researcher instructed one of the students from each group to tell the information they have written in the worksheet form in front of the class. Then the researcher wrote the difficult words on the blackboard. The researcher corrected what was wrong or what they couldn't pronounce. Finally, the researcher took the conclusion of the material and then closed the teaching-learning process by greeted the students.

To evaluate the students' ability in comprehending the descriptive text especially in reading was done in the second meeting because the time in the first meeting was not enough.

### 3. Observation

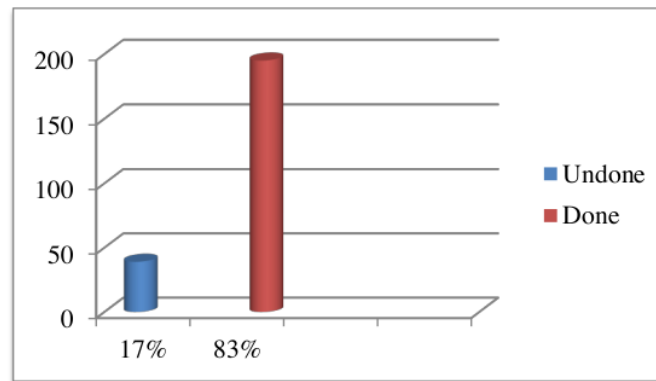
Based on the result of the students' observation sheet, the students' activities in the first meeting of Cycle I, as follows:

a. The average of students who had done all the activities were 195 activities (83%) of 234 activities.



b. The average of students who had not done all the activities were 39 activities (17%) of 234 activities.

It can be seen in Graphic 1 below:

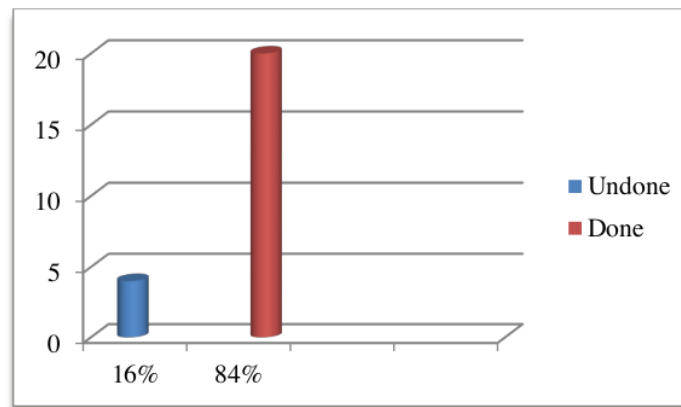


**Graphic 1: The Percentage of the Students' Activities in the First Meeting of Cycle I**

While based on the result of the researcher's observation sheet, the activities had been done and had not been done by the researcher were as follows:

- a. The activities had been done by the researcher were 20 activities (84%) of 24 activities.
- b. The activities had not been done by the researcher were 4 activities (16%) of 24 activities.

It can be seen in Graphic 2 below:



**Graphic 2: the Percentage of the Researcher's Activities in the First Meeting of Cycle I**

In this meeting, the researcher found the weaknesses in implementation TPS in doing the activities, they were:

- a. Some of students did not responses the researcher greeting
- b. Most of students did not listen the researcher explanation about descriptive text
- c. Some of students did not follow the instruction to forming a group
- d. Some of students did not read and write what they have to think individually
- e. Most of students did not discuss in pair
- f. Most of students did not join to another pair forming a square and discuss again
- g. Most of students did not convey their result of discussion from each group
- h. Most of students did not listen to researcher conclusion about the material that has been discussed
- i. Some of students did not respond the researcher greeting

- j. Some of students did not submit the evaluation paper to the researcher
- k. Most of the students did not comprehend the researcher explanation
- l. Most of the students did not give their opinion about the material
- m. The researcher did not remind about the last material to the students response
- n. The researcher did not praises the students response
- o. The researcher did not ask the students to find the main idea, and specific information and make inferences from the text.

Based on result of observation sheet, there were some strength found by the researcher in doing the first meeting of Cycle I.

- a. Most of students responses the researcher greeting
- b. Most of students listen the researcher explanation about descriptive text
- c. Most of students follow the instruction to forming a group
- d. Most of students read and write what they have to think individually
- e. Most of students discuss in pair
- f. Most of students join to another pair forming a square and discuss again
- g. Most of students convey their result of discussion from each group
- h. Most of students listen to researcher conclusion about the material that has been discussed
- i. Most of students respond the researcher greeting.

#### **4. Reflection**

In the first meeting, the researcher did not have enough time to evaluate <sup>6</sup> the students' ability in reading comprehension. Based on the result of the

observation sheet that was explained in the previous part the researcher should do some improvements in the next meeting, such as:

- a. The researcher teaches students to always give greetings to teachers or those older than them
- b. The researcher invite students to focus more on the material
- c. The researcher raise the students about the strategy used
- d. The researcher support and motivation students to read and write what they have to think individually
- e. The researcher raise the students about the strategy used
- f. The researcher raise the students about the strategy used
- g. The researcher remind students to share opinions to his team
- h. The researcher remind students to listen and appreciate the teacher in front of the classroom
- i. The researcher teaches students to always give greetings to teachers or those older than them
- j. <sup>6</sup> The researcher motivates the students to submit their evaluation paper
- k. The researcher explain the material and the generic structure of descriptive text
- l. The researcher motivates students to give their opinion about the material

#### <sup>1</sup> 4.1.2.1.2 Second Meeting

In the second meeting, the researcher continued the activities from the first meeting because of the limitation of the time in the first meeting. It was held

on Saturday, October 15<sup>th</sup>, 2022. The allotted time used in the second meeting was 2 x 40 minutes.

### 1. Re-Planning

In the second meeting, the researcher prepared a lesson plan, reading text, observation sheet for the researcher, observation sheet for the students and evaluation sheet.

### 2. Action

After planning, the researcher conducted the action in the classroom. The second meeting was held on Saturday, October 15<sup>th</sup>, 2022. The meeting was done in 2 x 40 minutes. The researcher continued the first meeting activity that was to evaluate the students' ability in comprehending the descriptive text.

The researcher asked the students about the last material. Some of them answered the researcher's questions. Then, the researcher distributed the material and the evaluation sheet to the students in multiple choice test. The researcher gave the instruction to the students how to do the test. The researcher asked the students to answer the questions individually. The researcher walked around the classroom to make sure that all of the students did the task. Sometimes, there were some students who asked questions to the researcher and the researcher gave them the explanation. All the students were present.

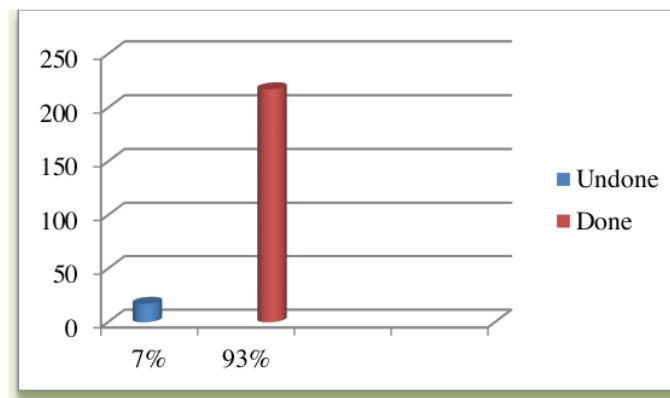
The researcher collected the students' evaluation sheet after making sure that they had finished answering it. The researcher took the conclusion and closed the meeting by greeting the students.

### 3. Observation

Based on <sup>5</sup> the result of the students' observation sheet, the students activities in the second meeting of Cycle I can be described in the next page:

- a. The average of students who had done all the activities were 217 activities (93%) of 234 activities.
- b. The average of students who had not done all the activities were 17 activities (7%) of 234 activities.

The result can be seen in Graphic 3 below:

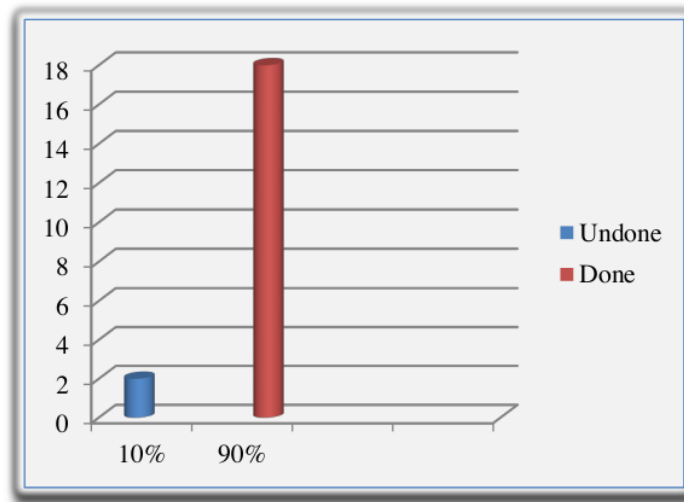


**Graphic 3: The Percentage of the Students' Activities in the Second Meeting of Cycle I**

Based on the result of the researcher's observation sheet, the activities had been done by the researcher in the second meeting of Cycle I as follows:

- a. The activities which had done by the researcher were 18 activities (90%) of 20 activities.
- b. The activities which had not done by the researcher were 2 activities (10%) of 20 activities.

It can be seen in Graphic 4 below:



**Graphic 4: The Percentage of the Researcher's Activities in the Second Meeting of Cycle I**

In this meeting, the researcher found the weaknesses of the students in doing the activities, namely:

- a. Some of students did not listen to the researcher explanation about descriptive text
- b. Some of students did not follow the instruction to forming a group
- c. Some of students did not did not read and write what they have to think individually
- d. Most of students did not listen to the researcher conclusion about the material that has been discussed
- e. Most of students did not respond the researcher greeting
- f. Some of the students still less in comprehending the question
- g. The researcher did not asked the students to return their respective places

h. The researcher did not ask the students difficulties about the material that has been learned.

Based on result of observation sheet, there was some strength that found by the researcher in doing the second meeting of Cycle I can be seen as follows:

- a. The material was interesting to looked for their friends in making a group.
- b. All the students discussed the material by Using Think Pair and Square (TPS) Strategy.
- c. Most of the students did the test individually.
- d. Most of the students told their difficulties in doing the test.

### 1. Reflection

In the second meeting of Cycle I, the researcher examined the students' ability in reading comprehension by using Think Pair and Square Strategy. After checking the result of the students' evaluation, it can be explained in Table 2 in the next page:

Table 3:

**THE STUDENTS' ABILITY IN READING COMPREHENSION  
BY USING THINK PAIR AND SQUARE STRATEGY  
IN CYCLE I**

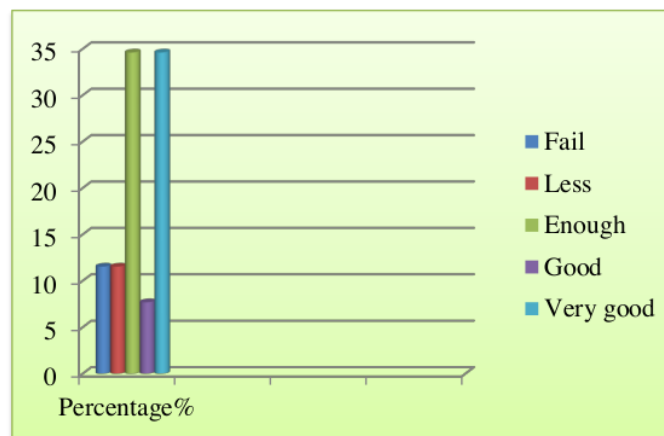
MCC	Level	Score	Frequency	Percentage (%)
75	Fail	0 – 39	3	11,53%
	Less	40 – 59	3	11,53%
	Enough	60 – 74	9	34,61%
	Good	75 – 84	2	7,69%



	Very Good	85 – 100	9	34,61%
<b>Total</b>			<b>26</b>	<b>100%</b>

The data from the table above explained that the students' ability in reading comprehension by using Think Pair and Square Strategy in Cycle I fail. There were 9 students (34,61%) categorized into very good level, 2 students (7,69%) categorized into good level, 9 students (34,61%) categorized into enough level, 3 students (11,53%) categorized into less level and 3 students (11,53%) categorized into fail level. The students who pass in the test are 11 students. It was 42,30% of the students who pass on the test in Cycle I. On the contrary, the students who did not pass in the test were 15 students. It refers that 57,69% of the students who could not reach the MCC decided. The average of the students mark was 66,15 (Enough).

It can be seen in Graphic 5 below:



**Graphic 5: The Percentage of the Students' Ability in Reading Comprehension in the Cycle I**

The information from the data above shows that the students' ability in reading comprehension by using Think Pair and Square Strategy was stills Enough. The students could not pass the Minimum Competence Criterion (MCC), it is 75. That is why the researcher decided to continue the research to the Cycle II. It has been stated in Chapter III, whenever the students' ability in reading comprehension was still unsuccessful, the researcher has decided to continue to the next cycle. The researcher made some improvements to be implemented in the next cycle, such as the researcher prepared the lesson plan, prepared the new reading text that is familiar with the students. The researcher explained more about the procedures of implementing Think Pair and Square Strategy and the definition of descriptive text to the students.

#### **4.1.2.2 Cycle II**

In doing Cycle II, the researcher conducted it in two meetings. It was done on November 2022. The first meeting was done on Wednesday, November 9<sup>th</sup>, 2022, and the second meeting was done on Saturday, November 12<sup>th</sup>, 2022.

##### **4.1.2.2.1 First Meeting**

The first meeting was done on Wednesday, November 9<sup>th</sup>, 2022 and the allotted time used was 2 x 40 minutes. In the first meeting, the researcher taught the students about descriptive text. The procedure of the first meeting as follows:

##### **1. Re-Planning**

Based on the result of the reflection in Cycle I, the researcher tried to improve the weaknesses by doing good preparation before conducting the

5 action. The researcher prepared many things, such as: lesson plan, reading text, observation sheet for the researcher and observation sheet for the students.

## 2. Action

The first meeting of Cycle II was held on Wednesday, November 9<sup>th</sup>, 2022. The researcher followed the activities which had been arranged in the lesson plan. 6 The researcher entered the classroom together with the teacher-collaborator. The researcher remind about the last material to the students, and the research praises the students response.

The researcher told the students about the result of their evaluation sheet that was still low. The researcher explained to the students what made them fail. The researcher informed the students that they would comprehend a new reading text by applying Think Pair and Square Strategy. The researcher explained more about the procedures of Think Pair and Square Strategy and the definition of descriptive text to the students. The researcher asked the students' difficulties in doing Think Pair and Square Strategy.

The researcher continued the activity by distributing the new reading text to the students. The researcher guided the students to apply Think Pair and Square Strategy. Firstly, the researcher explained the definition of the descriptive text and Think Pair and Square Strategy to the students. The researcher guided the students to comprehend the descriptive text by following the 10 procedures of Think Pair and Square Strategy. The researcher explained well to the students how to fill the worksheet form. The researcher

gave text to the students. After that, the researcher asked the students to read the text for a few minutes.

The researcher asked the students to think individually about the text and write what they have to think in worksheet form. Then, the researcher asked the students to discuss in pair what they have to think about their answer. The researcher always remind the students to writes idea in worksheet form. After that the researcher asked the students join to another pair in group forming a square, discuss and tell everything they have already known about the text to made complete their idea. Some of the students asked the question to the researcher and the researcher answered all those questions. The researcher paid attention to each to the students who were active, and to the students who made a noise in their group.

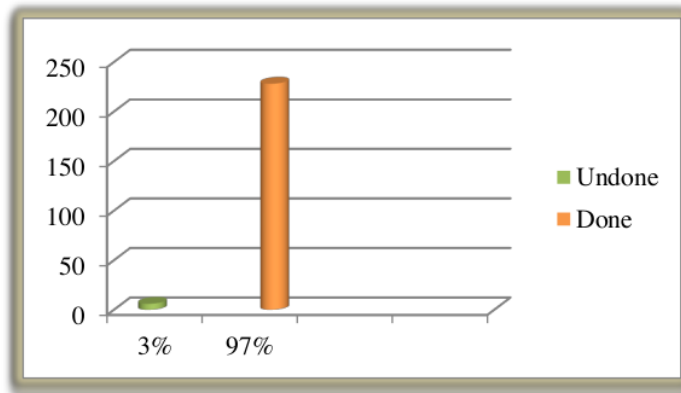
After finishing the discussion, the researcher instructed one of the students from each group to tell the information they have written in the worksheet form in front of the class. The researcher wrote the unfamiliar word on the blackboard. Before closing the class, some of the students posted their questions related to the material. The researcher felt happy because the students were so enthusiastic to ask their questions. The researcher answered the questions and then concluded the material. Finally, the researcher closed the class by greeting the students and reminding them about the next meeting in order that they would study hard at home.

### 3. Observation

Based on the result of the students' observation sheet, the students' activities in the first meeting of Cycle II can be explained as described below:

- a. The average of students who had done all the activities were 228 activities (97%) of 234 activities.
- b. The average students who had not done all the activities were 6 activities (3%) of 234 students.

For clearly, it can be seen in Graphic 6 in the next page:

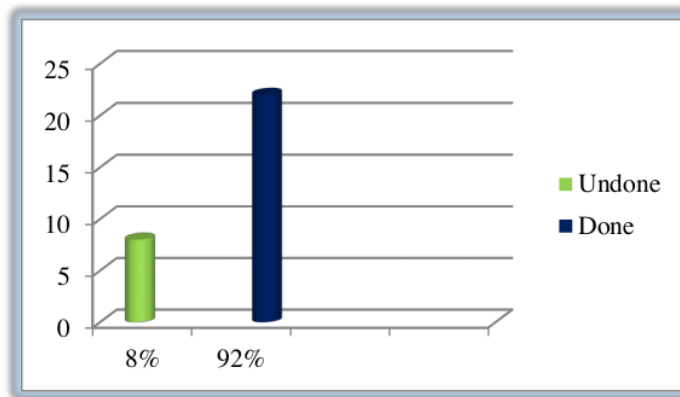


**Graphic 6: The Percentage of the Students's Activities in the First Meeting of Cycle II**

While based on the result of the researcher's observation sheet, the activities which were done by the researcher, as follows:

- a. The activities had been done by the researcher were 22 activities (92%) of 24 activities.
- b. The activities had not been done by the researcher was 2 activities (8%) of 24 activities.

It can be seen in Graphic 7 in the next page:



**Graphic 7: The Percentage of the Researcher's Activities in the First Meeting of Cycle II**

Based on the result of the observation sheet in the first meeting of Cycle II, the researcher found some weaknesses as follows:

- a. Some of students did not listen to the researcher explanation about descriptive text
- b. Some of students did not discuss in pair
- c. Some of students did not pair join to another pair forming a square and discuss again
- d. Some of the students did not fill the worksheet form
- e. Some students did not know their weaknesses in Cycle I
- f. The researcher did not checks the students' presence
- g. The researcher did not improves the students' mistakes

However, the researcher also found some improvement in the first meeting as follows:

- a. Most of the students known more how to use Think Pair and Square (TPS) Strategy.

- b. All of the students simulated how to use Think Pair and Square (TPS) Strategy in comprehending a text.
- c. All the students follow the instruction in making a group.
- d. All the students read the descriptive text seriously.

#### 4. Reflection

In this meeting the researcher did not have enough time to evaluate the students' ability in reading comprehension by using Think Pair and Square (TPS) Strategy. Based on the result of the observation sheet explained before, the researcher must do some improvement in the next meeting, such as:

- a. The researcher invite students to focus more on the material
- b. The researcher raise the students about the strategy used
- c. The researcher raise the students about the strategy used
- d. The researcher controls the students when they fill the worksheet form
- e. The researcher told the students' weaknesses during teaching learning process in the first meeting of Cycle II.
- f. The researcher invited the students to comprehend the content of the material by using Think Pair and Square (TPS) Strategy. .

#### 4.1.2.2.2 Second meeting

In the second meeting of Cycle II, the researcher did some activities as follows:

##### 1. Re-Planning

There were some preparations that the researcher prepared before doing the action in the second meeting of Cycle II. The researcher prepared lesson

plan, reading text and evaluation sheet, observation sheet for the researcher, observation sheet for the students.

## 2. Action

<sup>6</sup> The second meeting of Cycle II was held on Saturday, November 19<sup>th</sup>, 2022. The researcher did the action after making sure that everything had been prepared well. The researcher was accompanied by the teacher-collaborator. The researcher entered the classroom and greeted the students. All of them gave good responses. Then, the researcher reminded the students about the last material.

The researcher distributed the text and evaluation sheet to the students. The researcher asked the students to answer the questions individually. The researcher walked around the class to make sure that the students did their task individually. There were some students who asked questions to the researcher about the questions and the researcher gave them the explanation. After they had finished answering the questions, the researcher collected the evaluation sheet. Then, the researcher made discussion with the students about the answer of the questions. The researcher did not forget to ask the students' difficulties about the material. After taking the conclusion, the <sup>6</sup> researcher ended the class by greeting the students.

## 3. Observation

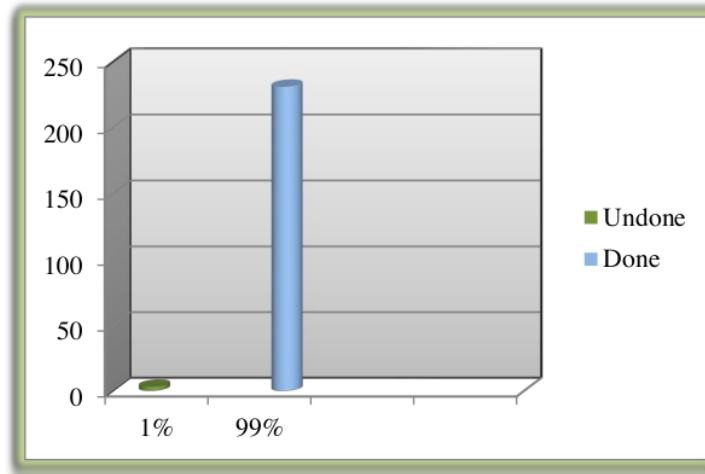
<sup>5</sup> Based on the result of the students' observation sheet, the students' activities in the second meeting of Cycle II can be described as follows:

a. The average of students who had done all the activities were 231 activities (99%) of 234 activities.



b. The average of students who had not done all the activities were 3 activities (1%) of 234 activities.

It can be seen in Graphic 8 in the next page:

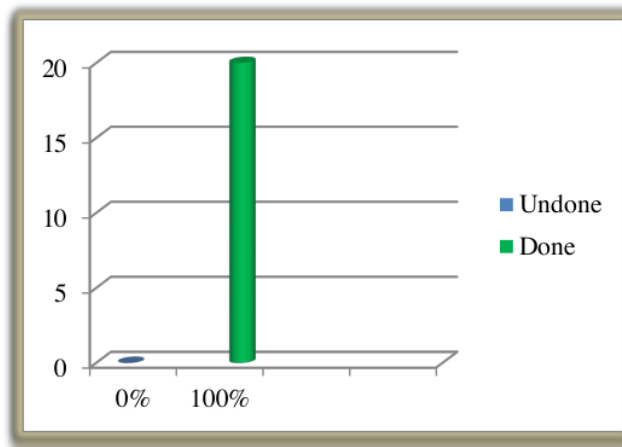


**Graphic 8: The Percentage of the Students' Activities in the Second Meeting of Cycle II**

While based on the result of the researcher's observation sheet, the activities had been done by the researcher as follows:

- a. The activities had been done by the researcher were 20 activities (100%) of 20 activities.
- b. The activity had not been done by the researcher was 0 activity (0%) of 18 activities.

It can be seen in Graphic 9 in the next page:



**Graphic 9: The Percentage of the Researcher Activities in the Second Meeting of Cycle II**

In this meeting, almost students did the activities during the teaching learning process and the researcher had done all the activities. So, the researcher has two weaknesses in the second meeting of Cycle II. Based on the graphics, it can be concluded that in the meeting the activities of the students and researcher in the teaching learning process increased.

In this meeting, as the teacher collaborator reported in the researcher's observation sheet, all the activities had been done during the teaching learning process in the classroom by the researcher. There was 0 % not done (the fail level) while 100% done (the very good level). In this case, the researcher's teaching level was categorized in the very good level since the whole activities were done by the researcher (100%). The researcher found the strength in the second meeting as follows:

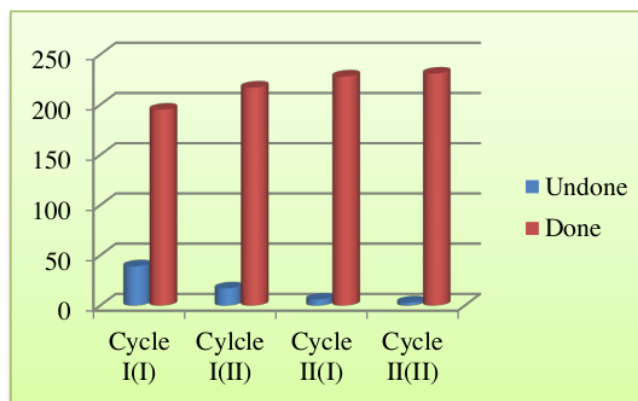
- a. All the students tried to comprehend a text by Using Think Pair and Square (TPS) Strategy.

- b. All the students told their problems during working the task.
- c. All the students solved their problems with the researcher.
- d. All the students knew the conclusion about the material.

#### 4. Reflection

After implementing the action above, the researcher explains the increasing of percentage of students activity that had been done.

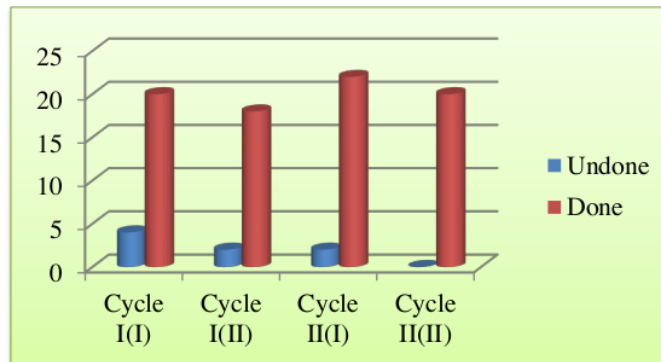
It can be seen in Graphic 10 below:



**Graphic 10: The Percentage of the Students' Activities in Cycle I and Cycle II**

The researcher also explains the increasing of percentage of students' activity that had been done.

It can be seen in Graphic 11 in the next page:



**Graphic 11: The Percentage of the Researcher' Activities in Cycle I and Cycle II**

After that the researcher evaluated the result of the students' evaluation sheet in comprehending the text <sup>3</sup> by using Think Pair and Square Strategy. The researcher examined the students' comprehension by giving questions in multiple choice test. The result of their test was explained in the table 5 below:

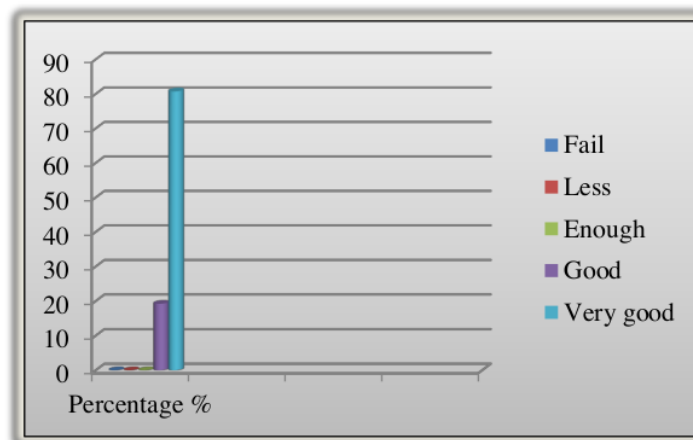
Table 4:

**THE STUDENTS' ABILITY IN READING COMPREHENSION  
BY USING THINK PAIR AND SQUARE STRATEGY  
IN CYCLE II**

MCC	Level	Score	Frequency	Percentage (%)
75	Fail	0 – 39	-	-
	Less	40 – 59	-	-
	Enough	60 – 74	-	-
	Good	75 – 84	5	19,23%
	Very Good	85 – 100	21	80,76%
<b>Total</b>			<b>26</b>	<b>100%</b>

The data above explains that the students were able to comprehend the reading text, especially the descriptive text by using think Pair and Square Strategy in cycle II success. The classification result of the test was: 5 students (19,23 %) in the good level, and 21 students (80,76 %) in the very good level. The average of the students mark was 88,65. This result shows that the students were successful to do the Think Pair and Square Strategy in comprehending the descriptive text.

It can be seen in Graphic 12 below:



**Graphic 12: The Percentage of the Students' Ability in Reading Comprehension in the Cycle II**

To make the result of this research clearer, the researcher presents it in the tables below:

Table 5:  
 THE RESEARCHER'S ABILITY IN TEACHING READING  
 COMPREHENSION BY USING THINK PAIR AND SQUARE STRATEGY  
 IN ALL CYCLES

No	Cycle	Meeting	Frequency (%)	
			Done	Undone
1	I	1 <sup>st</sup>	100	0
		2 <sup>nd</sup>	90	10
2	II	1 <sup>st</sup>	92	8
		2 <sup>nd</sup>	100	0

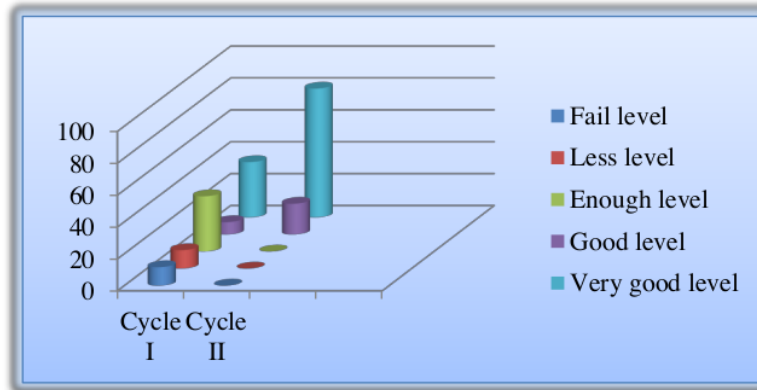
Table 6:  
 THE STUDENTS' ABILITY IN READING COMPREHENSION  
 IN ALL CYCLES

No	Cycle	Level	Frequency %		The Total Number of the Students
1	I	Fail	3	11,53%	26
		Less	3	11,53%	
		Enough	9	34,61%	
		Good	2	7,61%	
		Very Good	9	34,61%	
2	II	Fail	-	-	26
		Less	-	-	
		Enough	-	-	
		Good	5	19,23%	

		Very Good	21	80,76%	
--	--	-----------	----	--------	--

The result of the students' ability in reading comprehension in two cycles

can be seen in this Graphic below:



**Graphic 13: The Percentage of Students' Ability in Reading Comprehension of All Cycles**

## 4.2 Discussion

### 4.2.1 Common Response of the Problem

The object of the research is the students' ability in reading comprehension by using Think Pair and Square Strategy. The problem of the research is "How does Think Pair and Square Strategy increase the students' ability in reading comprehension?" The common response in this research is Think Pair and Square Strategy increases the students' ability in reading comprehension by implementing the Think Pair and Square Strategy especially to teach descriptive text at the eighth grade of SMP Negeri 2 Botomuzoi.

The research was done in two cycles. In Cycle I, the average of the students' ability in reading comprehension was 66,15 and in Cycle II was

88,65. From the average of the students' ability in each cycle, it was found the increasing of the students' ability in reading comprehension. Even, the average of the students mark shows that they have passed the Minimum Competence Criterion that has been stated in that school is 75. Therefore, the researcher concludes that Think Pair and Square Strategy increases the students' ability in reading comprehension, especially in descriptive text.

#### **4.2.2 Analysis and Interpretation of the Research Findings**

The interpretation of the research finding based on the result of the observation sheet and evaluation sheet is explained in this part. The researcher did the research in two cycles. There was the increase of the students' ability in reading comprehension from Cycle I to Cycle II.

##### **Cycle I**

In the first meeting, the researcher took the two pieces of observation sheet only. Based on the result of the observation sheet for the students was 2.166% activities which were done, 433% activities which was undone. The result of the observation sheet for the researcher was 84% activities which were done, 16% activities which was undone. From the result of the observation above, the researcher needed to do some improvements, such as:

1. The researcher explain the generic structure of descriptive text
2. The researcher motivates the students to give their opinion about the material
3. The researcher explain the instruction in doing Think Pair and Square
4. The researcher controls the students when they fill the worksheet form.
5. The researcher help the students in their unfamiliar words from the text.



6. The researcher explain the information from the text
7. The researcher control their activities in their group
8. The researcher motivate students to share their opinion to their friend

Based on the improvement above, the researcher found that in the second meeting. The result of the observation sheet for the students was 2.411% activities which were done, 188% activities which was undone. The result of the observation sheet for the researcher was 90% activities which were done, 10% activities which was undone. In Cycle I of the second meeting, the researcher did the evaluation to the students and the result was 3 student in “the fail level”, 3 students in “the less level”, 9 students in “the enough level”. The highest mark was 95 and the lowest mark was 40. The average of the students’ mark was 66,15. Although the highest mark was in the very good level, it was not satisfying because most of the students were in the less level and they <sup>5</sup> did not pass the Minimum Competence Criterion. That is why <sup>5</sup> the researcher continued the research to the next cycle.

Before the researcher continued the action to the next cycle, the <sup>5</sup> researcher improved the weaknesses of Cycle I. <sup>5</sup> The improvement such as the researcher prepared the lesson plan, and prepared the new reading text that was familiar with the students. The researcher explained more <sup>3</sup> about the procedures of implementing Think Pair and Square Strategy and the definition of descriptive text to the students. The researcher explained the material slowly and clearly.

## Cycle II

Cycle II consists of two meetings. In the first meeting, the result of the observation sheet for the students was 2.533% activities which were done, 66% activities which was undone. The result of the observation sheet for the researcher was 92% activities which were done, 8% activities which was undone. From the result of the observation above, the researcher needed to do some improvements, such as:

1. The researcher controls the students when they fill the worksheet form
2. The researcher explain the tell the information from the text.
3. The researcher control their activities in their group
4. The researcher motivate students to share their opinion to their friend

Based on the improvement above, the researcher found that in the second meeting. The result of the observation sheet for the students was 2.566% activities which were done, 33% activities which was undone. The result of the observation sheet for the researcher was 100% activities which were done, 0% activities which was undone. In second meetings The result of the students' evaluation sheet; there was no student in "the fail level" , "the less level" and "the enough level" any more. 5 students (19,23%) in "the good level", and 21 students (80,76%) in "the very good level". The highest mark was 100 and the lowest mark was 75. The average of the students' mark was 88,65.

To solve the factors in chapter I, the researcher implemented <sup>3</sup> the procedure of Think Pair and Square Strategy. Such as in the first factor the students are not able to comprehend the meaning of reading texts, so to solve

this factor the researcher select an appropriate text . The second factor in reading activity was the lack of the students in mastering vocabulary. So to solve this factor the researcher always wrote the difficulties word in the. The third factor was the lack of the students to identify reading text especially descriptive text, So to solve this factor the researcher tries explain well the material to the students until the <sup>6</sup> students able to find the generic structure. The fourth factor was the lack of the English teacher in use inappropriate strategy in teaching reading comprehension. So to solve this factor the researcher use Think Pair and Square Strategy. The fifth factor was <sup>5</sup> the students cannot achieve the minimum competence criterion. So to solve this factor the researcher tries to model the strategy until the students are master the reading text and pass the minimum competence criterion.

Based on the result of the research above, it shows that the students were successful to implement Think Pair and Square Strategy in comprehending the reading text, especially the descriptive text. The researcher did not continue the research to the next cycle since the result was satisfying and the students have passed the Minimum Competence Criterion which was 75.

#### <sup>9</sup> 4.2.3 The Research Findings versus the Latest Related Research

The research about reading comprehension had been searched by Widodo (2013). <sup>9</sup> The subject of his research was the eighth grade of SMP Negeri 1 Trenggalek. The conclusion was the students' ability increased after teaching reading comprehension especially narrative text by Using Think Pair and Square (TPS) Strategy.

Meanwhile, the differences between the researcher's research and latest related research are the location and the material used applied in their research. The researcher increased the students' ability in reading comprehension at the eighth grade of SMP Negeri 2 Botomuzoi especially descriptive text by Using Think Pair and Square (TPS) Strategy. The researcher increased the students' ability in reading comprehension for two cycles. In the end of the teaching – learning process, the researcher found that the students' ability in reading comprehension increased by Using Think Pair and Square (TPS) Strategy.

This exhibited that the students' ability in reading comprehension especially in descriptive text to achieve literal level of comprehension could be increased by implementing Think Pair and Square (TPS) Strategy.

#### **4.2.4 The Research Findings versus Theory**

After getting the result of this research, the researcher wanted to compare it with the theories written by some experts. Grabe and Stolerin Galih S (2018:23) state that reading is the ability to draw meaning from the printed page and interpret the information appropriately. While Brown in Yulianah (2018: 185) Reading is similarly a skill that teachers simply expect learners to acquire in foreign language learning. Through reading, learners get new ideas, get the information needed, look for ideas to support their statement, and broaden their interest.

According to Fariss *et al* in Yuliana (2018: 24), reading comprehension is the process of understanding the message that the author is trying to convey. Means we are making meaning from text at hand. According to Klinger in

Yuliana (2018: 24) states that reading comprehension is the process of constructing meaning by coordinating a number of complex process, includes word reading, word and word knowledge and fluency.

From the theories above, the researcher conclude that reading comprehension is the complex process of understanding the message that the researcher try to convey from the printed word. Moreover, before all the theories occured in the students' ability in reading comprehension, the processes must be conducted in some cycle of investigation.

#### **4.2.5 The Research Findings Implication**

The students' ability in reading comprehension especially in descriptive text was not successful because of the inappropriate strategy used by the teacher. The English teacher can use Think Pair and Square (TPS) Strategy to increase the students' ability in reading comprehension and to achieve the Minimum Competence Criterion in school.

Furthermore, the students comprehension in relation to the generic structure and language features were close related to the application of the Think Pair and Square (TPS) Strategy. Moreover, the students motivation intrinsically and extrinsically also be considered as the implication of the strategy in comprehending the reading particularly in the descriptive text at the eighth grade of SMP Negeri 2 Botomuzoi.

#### **4.2.6 The Analysis of Research Findings Limitation**

There are some limitations were considered after this research has been conducted, namely:

1. This increasing due to the application of descriptive text.

2. This increasing due to the reading comprehension.
3. This increasing due to the eighth grade of SMP Negeri 2 Botomuzoi in 2021/2022.
4. This increasing due to the application of Classroom Action Research (CAR).
5. This increasing due to the application of Think Pair and Square (TPS) Strategy

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 CONCLUSION

Based on the result of this research, the researcher takes some conclusions, as follows:

1. In Cycle I, the students' ability in reading comprehension especially in descriptive text is not satisfying. The average of the student's value is 66,15. The highest value is 95 and the lowest value is 40. There were 3 students (11,53%) categorized into fail level, 3 students (11,53%) categorized into less level, 9 students (34,61%) categorized into enough level, 2 students (7,69%) categorized into good level and 9 students (34,61%) categorized into very good level.
2. In Cycle II, the students' ability got improvements. The students' ability in reading comprehension especially in descriptive text by using Think Pair and Square (TPS) Strategy. There is no students categorized into fail, less and enough level. The average of the students' value is 88,65 categorized into good level. The highest value is 100 and the lowest value is 75. There are 5 students (19,23%) categorized into good level and 21 students (80,76%) categorized into very good level.
3. The students' ability in reading comprehension increase from Cycle I to Cycle II.
4. Think Pair and Square (TPS) Strategy is the appropriate strategy to increase the students' ability in reading comprehension.

## 5.2 SUGGESTION

1. The English teachers in SMP Negeri 2 Botomuzoi are encouraged to apply Think Pair and Square (TPS) Strategy to increase the students' ability in reading comprehension.
2. In teaching reading by using Think Pair and Square (TPS) Strategy, the teacher should select the reading material for the students to make them interest and active in the teaching-learning process.
3. In order to achieve students' high interest in learning English especially in reading comprehension it's better to apply some effective and appropriate strategy.
4. Further expectation for the next researcher and the teacher to use Think Pair and Square (TPS) Strategy in teaching reading in other skills.



# INCREASING THE STUDENTS' ABILITY IN READING COMPREHENSION BY USING THINK-PAIR-SQUARE (TPS) STRATEGY AT THE EIGHTH GRADE OF SMP NEGERI 2 BOTOMUZOI IN 2022/2023

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GRADEMARK REPORT

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FINAL GRADE

**/1**

GENERAL COMMENTS

**Instructor**

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