

Universitas Katolik Santo Thomas

Repositori Unika Santo Thomas

<http://eprints.ust.ac.id>

Fakultas Keguruan dan Ilmu Pendidikan (FKIP)
Program Studi Pendidikan Bahasa Inggris

Undergraduate Papers

Simamora, Binaria Juliana

2025

The Effect of Applying Think-Pair-Share on the Students Reading Comprehension in Descriptive Rext at VIII Grade Students of SMP Negeri 32 Medan

<http://eprints.ust.ac.id/id/eprint/367>

Downloaded from Repositori Institusi UST, Universitas Katolik Santo Thomas

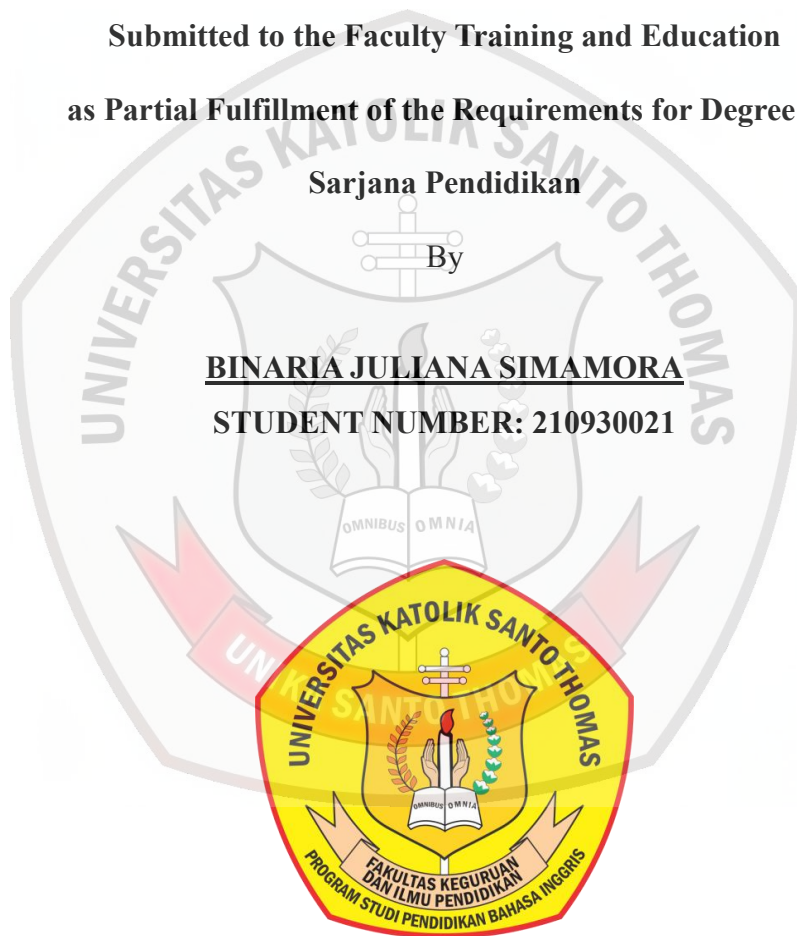
**THE EFFECT OF APPLYING THINK-PAIR-SHARE ON THE STUDENTS'
READING COMPREHENSION IN DESCRIPTIVE TEXT AT VIII GRADE
STUDENTS OF SMP NEGERI 32 MEDAN**

A THESIS

**Submitted to the Faculty Training and Education
as Partial Fulfillment of the Requirements for Degree of
Sarjana Pendidikan**

By

**BINARIA JULIANA SIMAMORA
STUDENT NUMBER: 210930021**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS KATOLIK SANTO THOMAS**

MEDAN

2025

**THE EFFECT OF APPLYING THINK-PAIR-SHARE ON THE STUDENTS'
READING COMPREHENSION IN DESCRIPTIVE TEXT AT VIII GRADE
STUDENTS OF SMP NEGERI 32 MEDAN**

A THESIS

**Submitted to the faculty of Teachers Training and Education
as Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan**

By

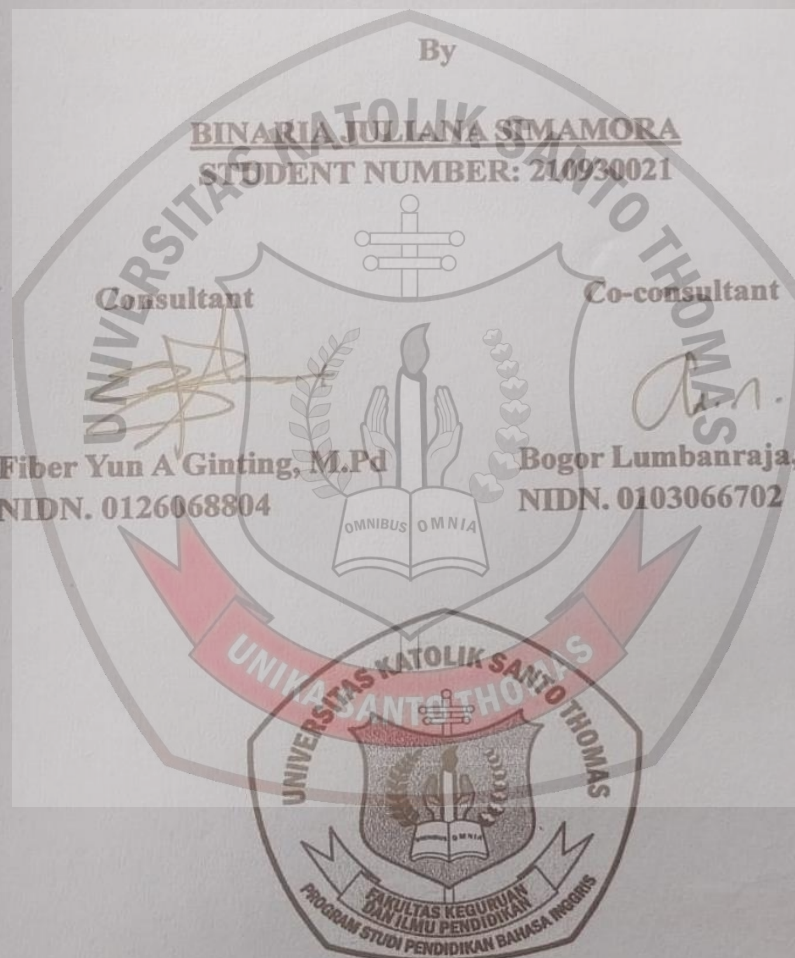
**BINARIA JULIANA SIMAMORA
STUDENT NUMBER: 210930021**

Consultant

**Fiber Yun A Ginting, M.Pd
NIDN. 0126068804**

Co-consultant

**Bogor Lumbanraja, Ph.D
NIDN. 0103066702**



**ENGLISH LANGUAGE EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS KATOLIK SANTO THOMAS
MEDAN
2025**

APPROVAL

This thesis was examined by Board of Examiners on 25 June 2025 and declared acceptable.

Board of Examiners

Examiner 1 : Meikardo Samuel Prayuda, M.Pd

NIDN : 0109059301

Examiner 2 : Junita Siahaan, M.Pd

NIDN : 0112068904

Examiner 3 : Fiber Yun Almanda Ginting, S.Pd, M.Pd

NIDN : 0126068804

Examiner 4 : Bogor Lumbanraja, Ph.D

NIDN : 0103066702

Approved By,

Chairperson/Dean of Teachers

Secretary/Head of English

Training and Education Faculty

Language Education Study Program

Dr. Regina Sipayung, S.Pd., M.Pd

NIDN : 0117016501

Fiber Yun Almanda Ginting, S.Pd., M.Pd

NIDN : 0126068804

Statement of Work's Originality

I honestly declare that this thesis, which I have written, does not contain the work of parts of the work of the other people, except those cited in quotations and references, as a scientific paper should be.



Medan, 25 June 2025

The Writer

Binaria Juliana Simamora

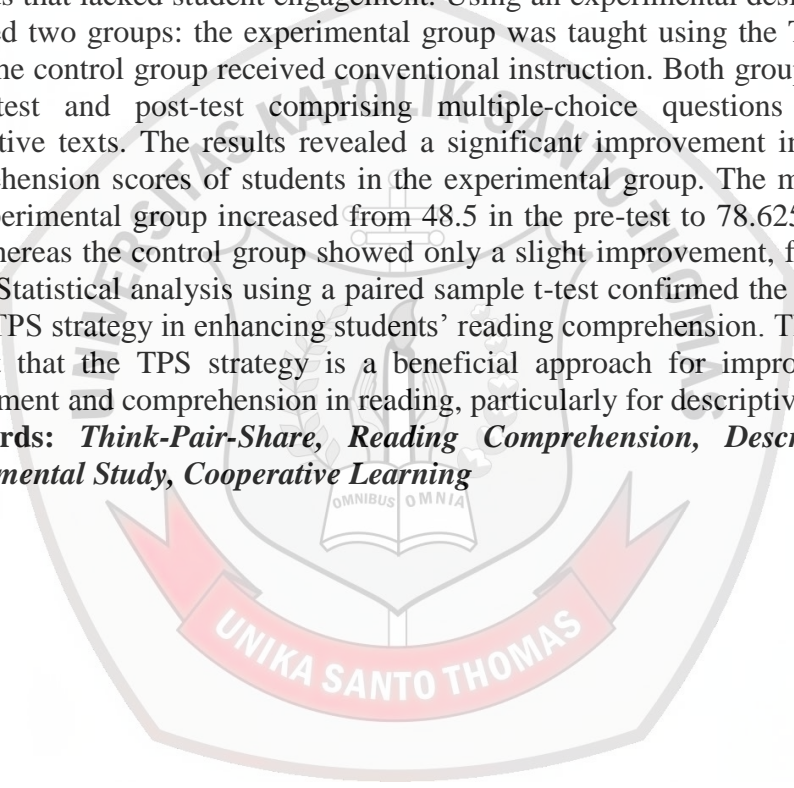
Student Number : 210930021

ABSTRACT

Simamora, Binaria Juliana. 2025 The Effect Of Applying Think-Pair-Share On The Students' Reading Comprehension In Descriptive Text At Viii Grade Students Of Smp Negeri 32 Medan

This study investigates the effect of applying the Think-Pair-Share (TPS) strategy on students' reading comprehension of descriptive texts among eighth-grade students at SMP Negeri 32 Medan. The research was motivated by observations that students struggled with reading comprehension due to monotonous teaching methods that lacked student engagement. Using an experimental design, the study involved two groups: the experimental group was taught using the TPS strategy, while the control group received conventional instruction. Both groups completed a pre-test and post-test comprising multiple-choice questions focused on descriptive texts. The results revealed a significant improvement in the reading comprehension scores of students in the experimental group. The mean score of the experimental group increased from 48.5 in the pre-test to 78.625 in the post-test, whereas the control group showed only a slight improvement, from 56.25 to 58.75. Statistical analysis using a paired sample t-test confirmed the effectiveness of the TPS strategy in enhancing students' reading comprehension. These findings suggest that the TPS strategy is a beneficial approach for improving student engagement and comprehension in reading, particularly for descriptive texts.

Keywords: *Think-Pair-Share, Reading Comprehension, Descriptive Text, Experimental Study, Cooperative Learning*



ACKNOWLEDGEMENTS

For the first and foremost, the writer would like to express her deepest gratitude for Almighty God, Jesus Christ for his marvelous and amazing grace, for the countless blessings and love so the writer has finally completed this proposal. The writer intends to fulfill the requirements for achieving the degree of *Sarjana Pendidikan* at the English Language Education Study Program, teacher Training and Education Faculty, Universitas Katolik Santo Thomas.

The writer could not be able to complete this proposal without some contribution and support from many people. The writer would like to express this greatest gratitude and special thanks to:

1. **Prof. Dr. Maidin Gultom, SH., M.Hum** as the Rector of Universitas Katolik Santo Thomas Medan.
2. **Regina Sipayung, S.Pd., M.Pd** as the Dean of Teachers Training and Education Faculty of Universitas Katolik Santo Thomas.
3. **Fiber Yun Almanda Ginting, S.Pd., M.Pd** as the Head of English Language Education Study Program Faculty of Teachers Training and Education Universitas Katolik Santo Thomas.
4. **Fiber Yun Almanda Ginting, S.Pd., M.Pd** as the consultant and **Bogor Lumbanraja, S.Ag., M.A.Ed., Ph.D** as the consultant, for their advices, supports and comments during the processes of accomplishing this proposal.

5. **Meikardo Samuel Prayuda, S.Pd., M.Pd** as the first examiner, and **Junita Siahaan, S.Pd., M.Pd** as the second examiner for their advices, Suggestions and comments until this proposal is completed.
6. **All her beloved lectures** at English Education Study Program Faculty of Teachers Training and Education Universitas Katolik Santo Thomas, who have been teaching and supporting the writer.
7. **All administrative staff** of Teachers Training and Education Faculty, Universitas Katolik Santo Thomas.
8. The biggest thanks to her beloved parents, my late father **Hotbin Simamora (+)** and my mom **Siti Rosmawati Simanjuntak**. Writer sincerely thank you for raising me and guiding me until now, for helping me to stay strong, and for always giving me encouragement. I am also deeply thankfuk for all the prayers, love, sacrifice, advice, hard work, material, and motivation so that she can do her best in accomplishing this thesis. Once again, I extend my heartfelt thanks to my parents for the unconditional love you have given me.
9. Her beloved sister and brothers **Nancy Lorenta Simamora, Binsar Manaek Simamora, Wilson Simamora, and Master Rio Simamora**. For their support, prayer, encouragement of writer to complete her study.
10. **Maragoti Siregar, S.Pd., M.Hum** as the Headmaster of SMP N 32 Medan, who has given her chance to conduct her research at the school,
11. **Mrs Purwanti S.Pd** as the English teacher, and also all the students of the eleven grade students of SMP N 32 Medan for being so cooperative.

12. Her appreciation to her beloved friends since junior high school **BITIMOGRA. Grace Theo Fanny Lumban Batu, Monica Venantia Sinaga, Tiominar Sianipar** For their care, time, always support me for everything, loyalty, and suggestion to her during study.
13. **Her beloved friends English Education'21**, for being together for four years.
14. To my idols, **Oh Sehun, Kim Mingyu, Mark Lee, and Lucas** Thank you for being a constant source of joy and inspiration. Your hard work, passion, and positive energy have helped me get through difficult days. Through your performances, words, and presence, you have unknowingly motivated me to keep going and to give my best. This small achievement is also dedicated to you.
15. The last but not least her special thanks for Everyone who cannot be counted and mentioned one by one for staying and coloring her life each day.

Finally the writer hopes this proposal would be useful for the readers. She is aware that this proposal is still imperfect. Therefore, suggestions, corrections, and criticism for the improvement of this proposal are highly appreciated.

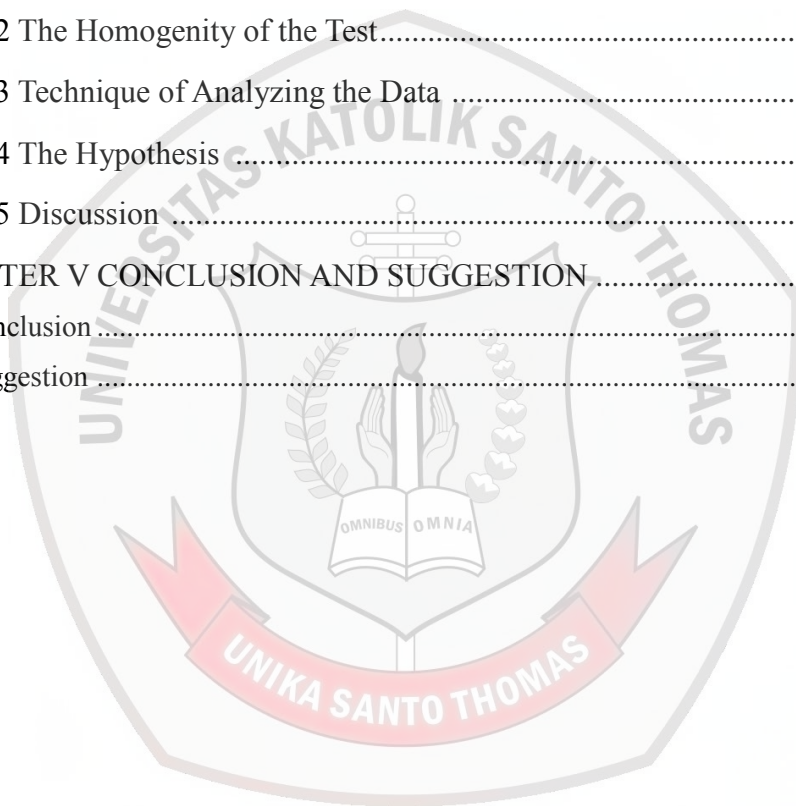
The Writer,

Binaria Juliana Simamora
Student Number : 210930021

TABLE OF CONTENTS

| | |
|--|----|
| ABSTRACT..... | i |
| ACKNOWLEDGEMENTS..... | ii |
| TABLE OF CONTENTS..... | v |
| LIST OF APPENDIXES..... | ix |
| CHAPTER I INTRODUCTION..... | 1 |
| 1.1 The Background of the Study..... | 1 |
| 1.2 The Problem of the Study..... | 4 |
| 1.3 The Objectives of the Study..... | 4 |
| 1.4 The Scope of the Study..... | 5 |
| 1.5 The significance of the study..... | 5 |
| 1.5.1 The Theoretical Significance..... | 5 |
| 1.5.2 The Pratical Significance..... | 5 |
| CHAPTER II LITERATURE REVIEW..... | 7 |
| 2.2 Reading..... | 7 |
| 2.3 The Purpose of Reading..... | 7 |
| 2.4 Types of Reading..... | 8 |
| 2.5 The Process of Reading..... | 9 |
| 2.6 Reading comprehension..... | 10 |
| 2.6.1 Principles for Teaching Reading Comprehension..... | 11 |
| 2.7 Descriptive Text..... | 13 |
| 2.8 Think-Pair-Share Strategy..... | 16 |
| 2.9 Purposes of Cooperative Think-Pair-Share Strategy..... | 19 |
| 2.9.1 The Application of Think-Pair-Share Strategy..... | 19 |
| 2.10 Conseptual Framework..... | 21 |
| 2.11 Testing Hypothesis..... | 21 |
| CHAPTER III RESEARCH METHO..... | 23 |
| 3.1 Research Design..... | 23 |
| 3.2 The place and Time of the study..... | 23 |
| 3.3 The Population and Sample of the Research..... | 23 |
| 3.4 The Instrument of Data Collection..... | 25 |
| 3.5 Procedure of Collecting Data..... | 27 |

| | |
|--|-----------|
| 3.5.1 Pre-test..... | 27 |
| 3.5.2 Treatment..... | 28 |
| 3.5.3 Post-test..... | 30 |
| 3.6 Scoring the Test..... | 30 |
| 3.6.1 Validity and Reliability of the Test..... | 31 |
| CHAPTER IV DATA ANALYSIS AND DISCUSSION | 34 |
| 4.1 The Data Analysis | 34 |
| 4.1.1 The Quantitative Data..... | 35 |
| 4.2 The Homogeneity of the Test..... | 39 |
| 4.3 Technique of Analyzing the Data | 39 |
| 4.4 The Hypothesis | 40 |
| 4.5 Discussion | 40 |
| CHAPTER V CONCLUSION AND SUGGESTION..... | 43 |
| 5.1 Conclusion..... | 43 |
| 5.2 Suggestion | 43 |



LIST OF TABLE

| | |
|---|----|
| Table 3.1 The population of the Eight Grade Students at SMP Negeri 32 Medan | 24 |
| Table 3.2 The sample of the Eight Grade at SMP Negeri 32 Medan | 25 |
| Table 3.3 Blueprint of th Descriptive text Question instrument | 25 |
| Table 3.4 Treatment is Experimental Group | 28 |
| Table 3.5 Teaching Procedure in The Control Group | 29 |
| Table 3.6 Validity of the Test..... | 31 |
| Table 3.7 Reability of the Test | 32 |
| Table 4.1 Students' Meants Score | 36 |
| Table 4.2 The Normality of the Test..... | 38 |
| Table 4.3 Test Homogenity of Variances..... | 39 |
| Table 4.4 Paired Samples Statistic | 39 |
| Table 4.5 Paired Samples Correlations | 40 |

LIST OF FIGURE

| | |
|--|----|
| Figure 4.1 Graphic for the Frequency of Pre-Test of the Control and the Experimental Group | 36 |
|--|----|



LIST OF APPENDIXES

Appendix 1 Students Score Pre-test Experimental Group

Appendix 2 Students Score Post-test Experimental Group

Appendix 3 Students Score Pre-test Control Group

Appendix 4 Students Score Post-test Control Group

Appendix 5 Answer Reading Comprehension

Appendix 6 Answer Keys Pre-test and Post-test

Appendix 7 Kartu Bimbingan Skripsi

Appendix 8 Permohonan Penelitian

Appendix 9 Surat Balasan Penelitian

Appendix 10 Surat Bebas Perpustakaan

Appendix 11 Documentation

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

English is an international language used for daily communication as well as in the academic field. Formally, it is taught as a foreign language schools, starting from junior high school to university levels, in Indonesia English is a compulsory subject and is included in the subjects tested in the national examination. However, the use of English in students' daily lives remains limited due to the dominance of their first language. This makes the process of learning and teaching English more challenging.

In learning English, there are four main skills that must be mastered: listening, speaking, reading, and writing. From these fourth skills, reading is one important in language. Reading enables writers and readers to communicate using written material. It is a process of understanding the content of a text that eventually leads to the development of language skills. Reading has two goals: to spell the words in a written text and to understand the meaning of the text.

According to Snow (2002), conceptualizes reading comprehension as a dynamic process that involves both extracting and constructing meaning through active engagement with writtern text. This definition emphasizes that comprehension is not merely passive reception of information, but rather an intractive process where readers must simultaneously decode text while building meaning. In essence, effective reading comprehension requires readers to form connections between the textual content and their existing knowledge

BIBLIOGRAPHY

- Anita, L. (2002). *Cooperative learning*.
<https://lib.ui.ac.id/detail?id=20219065&lokasi=lokal>
- Apriliah, R. (2016). IMPROVING STUDENTS' READING COMPREHENSION OF VII GRADE AT MTs . Hi . HAYYUN SALUMPAGA BY USING HUMOR STORIES. *Jurnal Madako Education*, 4(5), 216.
- Arikunto, S. (2010). *Prosedur Penelitian: Suatu Pendekatan Praktik* (p. 112). Rineka Cipta.
- Aswir, A., Hadi, M. S., & Fatimah Rosiana Dewi. (2021). Google Meet Application as an Online Learning Media for Descriptive Text Material. *Jurnal Studi Guru Dan Pembelajaran*, 4(1), 189–194.
<https://doi.org/10.30605/jsgp.3.3.2020.533>
- Brown, H. D. (2001). *Teaching by Principles: An Interactive Approach to Language Pedagogy*. Addison Wesley Longmen, Inc.
- Brown, H. D. (2004). *Language Assesment Principles and Classroom Practices*. Addison Wesley Longman, Inc.
- Creswell, J. W. (2014). *Educational Research Planning, Conducting, and Evaluating Quantitative and Qualitative Research International Edition*. Pearson.
- Golafshani, N. (2015). Understanding Reliability and Validity in Qualitative Research. *The Qualitative Report*, January 2003.
<https://doi.org/10.46743/2160-3715/2003.1870>
- Harmer, J. (2007). *The Practice of English Language Teaching*. Harlow.
- Harmer, J. (2010). *How to teach English* (Wesley Lon). WWW.longman-elt.com
- Manurung, L., Sinaga, A. R., & Nababan, I. A. (2023). The Effect of Using Think-Pair-Share Technique on Reading Comprehension of Grade eight Students at SMP Negeri 1 Jorlang Hataran in Narrative Text. *Journal on Education*, 6(1), 1788–1797. <https://doi.org/10.31004/joe.v6i1.3156>
- Mullis, I., Martin, M., & Sainsbury, M. (2016). *PIRLS 2016 framework: Reading 1 PIRLS 2016 reading framework*. 11–29.
https://timss.bc.edu/pirls2016/downloads/P16_FW_Chap1.pdf
- Patel, M. F., & Jain, P. M. (2008). *English Language Teaching (Methods, Tools & Techniques)*. Sunrise Publisher & Distributors.
- Rosalia, S., & Candraloka, O. R. (2023). The Effect of Using Think Pair Share to Improve Students' Reading Skills. *J-SHMIC: Journal of English for Academic*, 10(2), 155–165.

[https://doi.org/10.25299/jshmic.2023.vol10\(2\).13544](https://doi.org/10.25299/jshmic.2023.vol10(2).13544)

Rusmawan, P. N. (2017). Genre based Approach to Teach Writing Descriptive Text. *JEES (Journal of English Educators Society)*, 2(2), 119–134. <https://doi.org/10.21070/jees.v2i2.875>

Snow, C. E. (2002). *Reading for Understanding toward a Research and Development Program in Reading Comprehension*. RAND. <http://www.rand.org/>To order RAND documents or to obtain additional information, contact Distribution Services: Telephone: (310) 451-7002; Fax: (310) 451-6915; Email: order@rand.org

Spillett. (n.d.). *Cooperative Learning (Think-Pair-Share)* (M. A. Salamulloh (ed.); 2012th ed.). http://community.scholastic/blog/article?blog.id=ELL_strategies&message.id=32

Stoller, S., & Grabe, G. (2002). *Teaching and Researching Reading*. Pearson Education Limited. <https://doi.org/10.4324/9781315833743>

Sudjono, A. (2011). *pengantar evaluasi pendidikan*. Thema Publishing.

Urunami, S., Bharati, D. A. L., & Faridi, A. (2017). Group Grid and Roundtable for Teaching Writing of Descriptive Text. *Journal of English Language Teaching*, 6(2), 176–183.

Ushchapovska, I. (2020). Multimodal Features of Descriptive Texts: Case Study of Coffee Brands. *World Science*, 3(1), 23–26. <https://doi.org/10.31435/rsglobal>