Improving the Reading Comprehension through The Use of Think Pair Square at The Eight Grade Students of UPT SMPN 1 Srengat Blitar

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Abstrak: This Classroom Action Research (CAR) has an objective to improve the reading comprehension of the second year students of UPT SMPN 1 Srengat Blitar through the use of Think Pair Square method. The subjects of this study were 32 students of class VIII-G SMPN 1 Srengat Blitar in academic year of 2020- 2021, while the object of this study was the technique of teaching reading using Think Pair Square strategy to improve the students' reading comprehension. The action in the study was conducted in two cycles with four stages of planning, implementing, observing and reflecting on each. Based on the observation on the students' achievement in cycle two, the students' average score improved from 79 in the first cycle to 80 in the second cycle. Their classical mastery also improved from 77% in the cycle one to 87% in cycle two. In short, it can be concluded that in the last cycle, students had really made significant progress. Uniquely, the lower and middle students seemed to benefit more the method compared to the upper students indicated by their score in the first and second test. Therefore, English teachers are advisable to adopt the Think Pair square strategy in teaching reading. Besides, they are also encouraged to apply the strategy by using experimental design. The data taken from the observation sheets on the teacher's and students' performance done by the collaborator, field note made by the teacher, and mainly the students' achievement at the last test proved the Think Pair Square strategy to be effective in improving the students' reading comprehension.

PENDAHULUAN

Reading plays a very essential role in the context of the teaching of English as a foreign language in Indonesia. In fact, it is one of the supporting skills that students should master if they want to acquire a good mastery of English. It means that the teaching and learning English should be devoted very much for students to develop this receptive skill. Reading also has a very strategic position in the teaching and learning English in Junior High School. As we know, reading has placed itself to be one of the major skills to be tested in the National Final Exam (Badan Nasional Standar Pendidikan, 2008). Almost all of the questions which have appeared in the tests are testing students' reading skill. As a consequence, students must have adequate reading ability to comprehend texts to accomplish English lesson. Later, they can benefit their ability in doing daily tests, midterm test or semester tests and even the national final exam. In conclusion, if they can comprehend the given texts in the test, they will be able to answer the questions related to the texts and finally they can pass the exam.

In daily teaching and learning English in classes, however, comprehension seems to be a hard work for students. So many of students fail in acquiring comprehension in reading due to some causes as Nety (2009) argues that many junior high school students sometimes are unable to get complete understanding of the text. This might be caused by the fact that many of those students do not know the essential information needed to understand a word, including how a word combines with other words. Wiley (2002: xv) states that students don't understand text due to ineffective

prior instruction, limited background knowledge, weak decoding skills and negative self-concept.

The case happened to the students in class VIII- G UPT SMPN 1 Srengat Blitar in the academic year of 2020-2021 . Students had low ability in reading skill. The interview with the students said that they often failed in doing tests which tested their reading skill because they faced difficulties in comprehending texts. As a result, students were not able to answer questions related to texts in which the questions are mostly about finding main idea, making outline and dropping adequate summary of the presented texts. In short, however, the researcher prefers to say that students have low ability in reading comprehension because their teachers did not provide them with practical and efficient reading technique .

Netty (2009), suggests students to have strategies in order to some collaborative model of teaching like jigsaw, Think Pair Square, Think Pair Square, team game tournament etc. However, among them, the researcher is sure that Think Pair Square can be the most effective technique. For the sake of increasing the students' skill in reading especially in report texts, the writer makes a study on how to improve the reading ability of the class VIII- G UPT SMPN 1 Srengat Blitar by the use of Think Pair Square model of teaching.

METODE

This study is designed to be a Classroom Action Research (CAR) for English instruction because it is an approach to English teachers' professional development and to improve students' learning in which English teachers systematically collect data and reflect on their works and make changes in their English classroom practices (Adnan,2003). Tis study was designed as a collaborative research. It means that the researcher collaborated with one of the English teachers in her school in implementing the model of teaching. The researcher who acted as a teacher chose a teacher who was teaching English in the same level as a collaborator with a consideration that decision would guarantee the originality and the objectivity of the result of this research. The model of teaching of Think Pair Square prerequisites students to have cooperation or team work. Students are assigned to start working independently and then share the work with other group members. They have to work hand in hand to complete and present the assignment. Here, the researcher here acted as a designer of the study, a teacher, an evaluator, as well as the rater of the students' previous study.

The researcher got the data from the actions of cycles presented to students in class. Each action was conducted in the form of cyclical process like stated by Kemmis' and Mc Taggart' as quoted by Mulyono (2008), that the process of a classroom action research comprises four main steps namely planning, implementing the plan, observing the action and reflecting the action.

This study was conducted in UPT SMPN 1 Srengat Blitar for the academic year of 2020-2021 The researcher took the level with a reason that she is an English teacher in the class. The subject of the study were the students in UPT SMPN 1 Srengat Blitar grade 8G. The school is located in the village of Srengat, the district of Srengat, the regency of Blitar. There were 32 students in the class consisting of 17 female students and 15 male students. Based on observation and interview, most of them faced difficulties in understanding report texts. Based on the talk with their teacher in previous semester also showed that their competence in reading was still low. The last consideration was that the study did not disturb the running of the syllabus content being targeted to the students.

The object of the study was the Think Pair Square model of teaching to teach reading to lead students to reach good reading comprehension especially in comprehending report texts. The strength and the weaknesses of the model of teaching were also identified.

In this study, the researcher did the reports as recommended by the theory of Classroom Action Research (CAR) namely (1) making preliminary study, (2) planning, (3) implementing the plan, (4) observing the action and (5) reflecting the action.
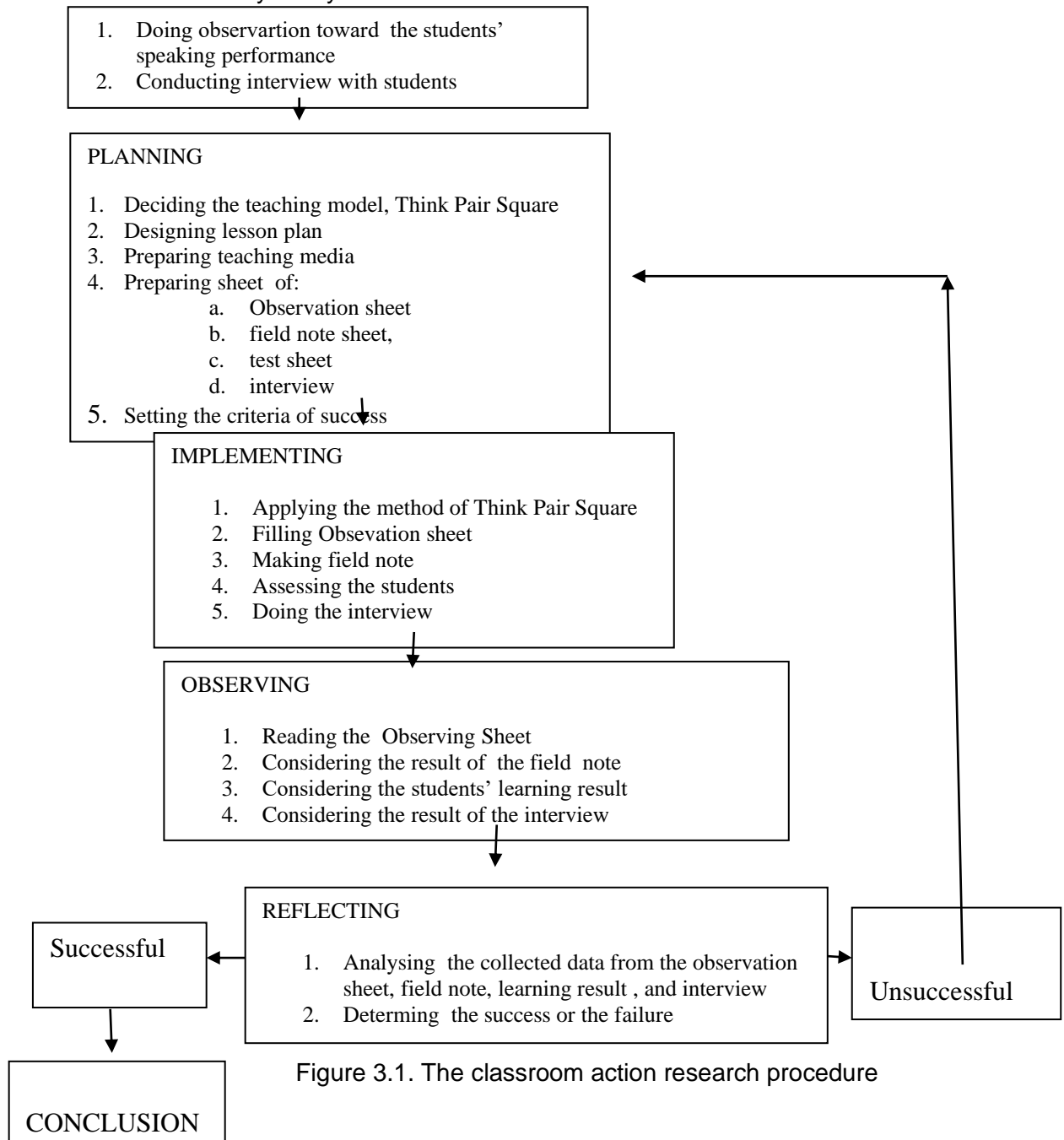
Preliminary Study

1. Doing observartion toward the students' speaking performance
2. Conducting interview with students

PLANNING

1. Deciding the teaching model, Think Pair Square
2. Designing lesson plan
3. Preparing teaching media
4. Preparing sheet of:
   a. Observation sheet
   b. field note sheet,
   c. test sheet
   d. interview
5. Setting the criteria of success

IMPLEMENTING

1. Applying the method of Think Pair Square
2. Filling Obsevation sheet
3. Making field note
4. Assessing the students
5. Doing the interview

OBSERVING

1. Reading the Observing Sheet
2. Considering the result of the field note
3. Considering the students' learning result
4. Considering the result of the interview

REFLECTING

1. Analysing the collected data from the observation sheet, field note, learning result , and interview
2. Determing the success or the failure

Successful

Unsuccessful

CONCLUSION

Figure 3.1. The classroom action research procedure

HASIL DAN PEMBAHASAN

Preparation of the Action Research

Socialization Think Pair Square model of teaching

In order to make students aware of the steps in the Think Pair Square model of teaching, the reseacher socialized the model of teaching first before the teaching and learning process took place. It was to make them familiar because this method was supposed to be new for them as it was a bit different from their previous daily way of learning reading with the consideration that by being familiar and aware they will be ready to follow every instruction during the process of teaching and learning.

In fact, the model of teaching of Think Pair Square was a model of teaching in teaching reading comprehension   which require students to follow the steps :1) Teacher tells the materials and the objective of the lesson of the meeting, 2) Students are assigned to think or work individually and independently, 3) Students are asked to share their work in a pair (with deskmate), 4) The pairs then reshare their work with another pair (4 students), 5) Students present their work and the teacher lead the discussion, 6) Teachers leads studentsto draw conclusion, 7) Teachers gives final conclusion and confirmation, and 8) Teacher closes class.

Think Pair Square technique   promotes positive views toward the students individually and the class atmosphere in general. First, positive interdependence among the member in the group appears. In this model, students have to work in a team in which everybody must contribute his or her ideas the group. The second point of view is that   individual accountability happens as everybody in the group   is responsible. Next, students are trained to realize heterogeneous membership in the group and it will lead them to be   more tolerant with social difference   in   their community

Before conducting the research, the researcher did some preparations like :

a. Designing the teaching model.

b. Designing lesson plan of curriculum K13 with all of its components.

c. Preparing teaching media.

d. Preparing sheets of observation, field note, test, and interview.

e. Setting the criteria of success.

   a. Designing the Teaching Model

The researcher designed the action in the first cycle to be conducted in two meetings of teaching and learning process. The first meeting lasted for two periods of teaching , 40 minutes each so it was totally 80 minutes. The second meeting, however, lasted as long as the first meeting.

The first cycle was carried out on Janury 11 up to 17, 2021. Both of them were conducted in first two periods that the students' condition of mind was still fresh so the researcher assumed that it was easier to lead them to concentration. The research itself was done in SMPN 1 Srengat Blitar in class VIII -G in the second semester in the academic year of 2020-2021.

The instruction covered mainly on improving English reading skill. The reading skill was focused mainly in reading report texts. The instructional materials in cycle one was discussing the theme of fauna. In the discussion, the researcher presented the same text as it was given in the pre test to compare the students' ability to comprehend the text between before and after learning through the use of Think Pair Square model of teaching. In the test, however, students were given another similar text but with different title to let students apply their skill after being taught by the use Think Pair Square model of teaching and to measure how far they had understood the concept in utilizing a text.

In the pre reading activity, the teacher gave students some leading questions. In the whilst reading activity, students were led to utilize a report text talking about snakes by the use of Think Pair Square model of teaching through different kinds of task. They were led to analyze the text through the required steps in the method of Think Pair Square. The task covered reading the text in detail, looking for the meaning

of difficult words, answering comprehension essay questions, doing comprehension true false questions, and identifying the generic structure of the text. The teacher asked students to do those tasks individually then classically. The tasks reflected the required steps in the model of teaching. After the students finished doing every task , teacher crosschecked students'answers with class to find the correct answers.

Last, the teacher led the students to the last phase of reading that was post reading activity for the purpose of reinforcing and strengthening the students' understanding of discussed text. The instructional goal of the teaching and learning were reflected in the questions. In this phase, students were asked to do task seven and eight and those were categorized as a test. Task seven required students to answer ten essay comprehension questions and task eight asked them to do ten true false questions. The test should be done purely ie a group under the control of teacher and collaborator. The teacher gave another similar but more difficult text in the test to measure the students' ability in comprehend a report text by using the Think Pair Square model of teaching. After students finish doing the test, teacher then discussed the text with the class to find correct answers. After finishing the discussion about the text in test, the teacher then reinforced and strengthen the students' concept by giving conclusion. Last, teacher showed another similar text in their books to read at home.

b. The lesson plan was designed in line with the principle of 13 curriculum 2013 as follows:

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan pendidikan   :   SMPN 1 Srengat
Mata Pelajaran   :   Bahasa Inggris
Kelas/semester   :   VIII / genap (2)
Jenis teks   :   Report
Tahun ajaran   :   2020-2021
Alokasi waktu   :   4 x 40 menit (2 x pertemuan)
I. Standar Kompetensi
II. Kompetensi Dasar
III. Indikator.
IV. Tujuan Pembelajaran
Pada Akhir Kegiatan Pembelajaran Siswa Diharapkan Dapat
    V. Materi Pelajaran (Terlampir Dalam Lembar Kerja Siswa)
VI. Metode/ Tehnik: Think Pair Square
VII. Langkah-Langkah Kegiatan
A.Kegiatan Pendahuluan
B. Kegiatan Inti
  Meeting 1
 1. *Pre-Reading*
 2. *Whilst Reading*
 3. *Post Reading*
  Meeting 2
1. *Pre-Reading*
2. *Whilst Reading*
    3. Post Reading
              C. Kegiatan Akhir
        VIII. Sumber Belajar Dan Media

    a.   Sumber Belajar
 b. **Media**
IX. Penilaian
          A. Test
1. Tehnik   :
2. Bentuk   :
3. Instrument :
Lampiran:

c. The next step was preparing teaching media. The researcher used teaching media namely pictures of animals and students' worksheet .

d. Preparing sheets covered sheet of observation, field note, learning result and interview. The observation sheet consisted of sequence of the   activities   in pre teaching, main teaching and post teaching which the teacher should do in the on going process. The observatiomn sheet was designed as follows .

Observation Sheet in Cycle 1

.STAGE	PHASE	ACTIVITY	MEETING	
PRE TEACHING		Greeting and praying		
		Checking the students' attendance		
		Giving motivation		
WHILST TEACHING	Pre reading	Memberikan pertanyaan yg mengarah ke topik		
		Mengaktifkan skemata pada siswa		
		Menyampaikan tujuan pembelajaran		
		Membagikan teks report tentang kangaroo		
	Whilst reading	*Meeting 1*		
		menyuruh siswa membaca teks dengan teliti		
		siswa mengerjakan tugas secara individu **(Think)**		
		berdiskusi jawaban dengan teman sebangku 2 orang **(Pair)**		
		berdiskusi mencocokan ulang hasil kerja dengan teman sebangku yang lain 4 orang **(Square)**		
		membahas hasil diskusi dengan kelas		
		bersama siswa mengidentifikasi secara rinci:		
		-kata-kata sulit dlm bacaan , gambaran umum , tujuan teks, tujuan teks, informasi rinci tersurat dan tersirat, ciri kebahasaan, struktur generik, langkah retorika, dan kesimpulan teks		
		Meeting 2		
		menyuruh siswa membaca teks dengan teliti		
		siswa mengerjakan tugas secara individu **(Think)**		
		berdiskusi jawaban dengan teman sebangku 2 orang **(Pair)**		
		berdiskusi mencocokan ulang hasil kerja dengan teman sebangku yang lain 4 orang **(Square)**		
		membahas hasil diskusi dengan kelas		
		bersama siswa mengidentifikasi secara rinci:		
		-kata-kata sulit dlm bacaan , gambaran umum , tujuan teks, tujuan teks, informasi rinci tersurat dan tersirat, ciri kebahasaan, struktur generik, langkah retorika, dan kesimpulan teks		
	Post reading	Menyimpulkan teks		
		Menanyakan kesulitan siswa ttg bacaan		
POST TEACHING		Memberi apresiasi		
		Refleksi		
		Menunjukkan teks utk dibaca di rumah sebagai pengayaan		
		Salam penutup		

Sheet of Field Note

Sheet of field note was designed as follows used to note down he important events which n
the process of teaching and learning and they were not covered in the observation sheet.

FIELD NOTE

FIELD NOTE

Cycle/Meeting   :   ....

Day   :   ....

Time   :   ....

1. Time management   :   ....
2. Classroom Atmosphere   :   ....
3. Organization of the Task   :.   ....
 4. Feedback   :.   ....

(Observer)

The sheet of learning result .

Description of The Students' Score In Cycle 1

No	Name	Female/Male	Score
1	Ahmad Wahyu Risqi A.	M	
2	Amin Nur Kholifah	F	
3	Andri Dwi Cahyono	M	
4	Baru Purnomo	M	
5	Dandi Yuniko	M	
6	Dedi Dwi Prasetiyo	M	
7	Dila Dwi Intan Sari	F	
8	Eka Wempi Erlambang	M	
9	Faqih Bidinil Qowi	M	
10	Faturahman Firdaus	M	
11	Finda Budi Santosa	M	
12	Gusrian Setya A	M	
13	Harnanik	F	
14	Kristin	F	
15	Lestari Samiasih	F	
16	Lindyana Silvia	F	
17	Muhamad. Alex Rezaludin	M	
18	Moh. Fatkur Rohman	M	
19	Ning Rahayu	F	
20	Nur Hidayah	F	
21	Nur Rohim	M	
22	Pangesti Nova Riska	F	
23	Puput Lestari	M	
24	Rini Astutik	F	
25	Sania Maisaroh	F	
26	Siti Miftahul Hayati	F	
27	Sulis	F	
28	Sutarji	M	
29	Titania Anggraini	F	
30	Yoga Satriya Pamungkas	M	

31	Yuliana Sari	F	
32	Arjun	M	
	Total		
	Average		

The interview with students.

The researcher would interview several students individually to get information about their responses toward the use of Think Pair Square model of teaching applied in the first cycle. The first cycle was conducted in two classroom meetings. The first meeting lasted in the first two periods of learning time scheduled by the curriculum staff in the school and done on Tuesday 13th , 2021 from 7.00. until 8.20 a.m. The second meeting, furthermore, was also conducted in the first two periods of learning time, that was on Thursday 15th , 2021.

Meeting 1

In Pre activity teacher began to open the class by greeting and praying, checking the students' attendance list, and giving motivation.

Firstly students were assigned to read the text and to answer the questions individually **(Think**). After certain times, they were asked to discuss and share their work with his or her deskmate (**Pair**). The next step was that students then assigned to discuss and reshare with another pair , so they formed a square formation as the pair sat face to face (**Square**). Then come to discussion, teacher then pointed every group to answer the questions in turn and the other group gave comment or they completed their friends' answer.

In post activity, teacher gave motivation and appreciation to what they have achieved during the lesson.

Meeting 2

In Pre activity teacher started the class by praying, greeting the students, giving apperception, and checking students' attendance list.

Firstly students were assigned to read the text and to answer the questions individually **(Think**). After certain times, they were asked to discuss and share their work with his or her deskmate (**Pair**). The next step was that students then assigned to discuss and reshare with another pair , so they formed a square formation as the pair sat face to face (**Square**). Then come to discussion, teacher then pointed every group to answer the questions in turn and the other group gave comment or they completed their friends' answer. During the discussion, teacher gave confirmation. To measure the students' improvement, teacher gave another report text as a test to be done by students through the steps of think, pair and square. The way of scoring was a group score. It means that every member in the same group got the same score. The last, the teacher together with the class draw conclusion. As a post activity, teacher reviewed and enforced some important points from the text. Other similar text were shown to read at home.

In post activity, teacher gave motivation and appreciation to what they have achieved during the lesson.

Observation of the Action of the First Cycle

This section dealt with the analysis of the implementation of the Think Pair Square model of teaching in improving reading comprehension which included the result of the observation sheet on the performance of teacher and students, result of the students' response toward the method and field note made by the teacher. The main observation, however, went to the effectiveness of the Think Pair Square model of teaching in improving the students' achievement which was measured by the result of their test in first cycle.

a. Analysis of the Result of the Observation.

THE RESULT OF OBSERVATION SHEET IN CYCLE 1

Teacher   : Suyantri
Cycle/ Meeting   : One / meeting 1 and 2
Day/date   :   1. Tuesday , January 13th, 2021

2. Thursday, January, 15nd , 2021

Time   :   5 x 40 minutes

.STAGE	PHASE	ACTIVITY	MEETING	
			1	2
PRE TEACHING		Greeting and praying	v	v
		Checking the students' attendance	v	v
		Giving motivation	v	v
WHILST TEACHING	Pre reading	Memberikan pertanyaan yg mengarah ke topik	v	v
		Mengaktifkan skemata pada siswa	v	v
		Menyampaikan tujuan pembelajaran	v	v
		Membagikan teks report tentang kangaroo	v	v
	Whilst reading	**Meeting 1**		
		menyuruh siswa membaca teks dengan teliti	v	v
		siswa mengerjakan tugas secara individu **(Think)**	v	v
		berdiskusi jawaban dengan teman sebangku 2 orang **(Pair)**	v	v
		berdiskusi mencocokan ulang hasil kerja dengan teman sebangku yang lain 4 orang **(Square)**	v	v
		membahas hasil diskusi dengan kelas	v	v
		bersama siswa mengidentifikasi secara rinci:		
		-kata-kata sulit dlm bacaan , gambaran umum , tujuan teks, tujuan teks, informasi rinci tersurat dan tersirat, ciri kebahasaan, struktur generik, langkah retorika, dan kesimpulan teks	v	v
		Meeting 2		
		menyuruh siswa membaca teks dengan teliti	v	v
		siswa mengerjakan tugas secara individu **(Think)**	v	v
		berdiskusi jawaban dengan teman sebangku 2 orang **(Pair)**	v	v
		berdiskusi mencocokan ulang hasil kerja dengan teman sebangku yang lain 4 orang **(Square)**	v	v
		membahas hasil diskusi dengan kelas	v	v
		bersama siswa mengidentifikasi secara rinci:		
		-kata-kata sulit dlm bacaan , gambaran umum , tujuan teks, tujuan teks, informasi rinci tersurat dan tersirat, ciri kebahasaan, struktur generik, langkah retorika, dan kesimpulan teks	v	v
	Post reading	Menyimpulkan teks	v	v
		Menanyakan kesulitan siswa ttg bacaan	v	v
POST TEACHING		Memberi apresiasi	v	v
		Refleksi	v	v
		Menunjukkan teks utk dibaca di rumah sebagai pengayaan	v	v
		Salam penutup	v	v

V = DONE
X = NOT

Observer

SUMEDIANTO, S.Pd.
Nip.196803151998031004

The result of the observation showed that the teacher had gone through the required steps starting from Think, Pair And Square. In whilst reading activity, however, teacher faced hindrances like follows:

1. The process of teaching and learning took longer time to come to discussion because the model of teaching demanded grouping. Each step of Think, Pair And Square was done in longer time because students had to adopt different way of learning in every step . In the step of *think* they had to do their work individually, in the step of **pair** they had to make a group of two, and in the step of *square* they had to make a group of four. In the process of changing the formation of grouping, students tended to move while talking with friends.
2. The students tended to depend on dictionary when looking for the meaning of strange words and most of them did not bring dictionaries

b. Analysis of the Result of the Field Note

The result of the Field Note in cycle 1

FIELD NOTE

Cycle/Meeting : I/ 1 and 2
Day : 1. Tuesday , January 13th, 2021
2. Thursday, January, 15nd ,2021
Time : 1. 07.00- 08.20
2. 07.00- 09.00

Meeting 1

Time management
* The management of time didn't run well as previously scheduled due to hindrances

Classroom Atmosphere
* The classroom condition looked conducive
* Most of them didn't bring dictionary with them
* Students were not accustomed to working independently
* Students were not familiar with the instructions given in the tasks

Organization of the Task
* The tasks had been set ranging in such a way to meet the instructional goal.

Feedback
* The teacher spent time for students to express their difficulties during the process of the teaching reading they had just got.

Meeting 2

Time management
* Teacher could manage the time more effectively

Classroom Atmosphere
* Most of the students were active
* All of the students brought dictionaries to class
* Students were familiar with the typical instruction
* Students were accustomed to work independently

Organization of the task
* The tasks were the continuation of the first meeting task

Feedback

* The teacher always give feedback at the end of the class.

Observer

SUMEDIANTO, S. Pd.

Nip.196803151998031004

The result of the field note concluded that there were things to do to improve the effectiveness of the Think Pair Square model of teaching in improving reading comprehension.

c. Analysis of learning Result

Description of The Students' Score In Cycle 1

No	Name	F/M	Score
1	Ahmad Wahyu Risqi A.	M	80
2	Amin Nur Kholifah	F	70
3	Andri Dwi Cahyono	M	65
4	Baru Purnomo	M	75
5	Dandi Yuniko	M	75
6	Dedi Dwi Prasetiyo	M	80
7	Dila Dwi Intan Sari	F	70
8	Eka Wempi Erlambang	M	70
9	Faqih Bidinil Qowi	M	75
10	Faturahman Firdaus	M	85
11	Finda Budi Santosa	M	80
12	Gusrian Setya A	M	85
13	Harnanik	F	70
14	Kristin	F	85
15	Lestari Samiasih	F	75
16	Lindyana Silvia	F	85
17	Muhamad. Alex Rezaludin	M	80
18	Moh. Fatkur Rohman	M	75
19	Ning Rahayu	F	85
20	Nur Hidayah	F	85
21	Nur Rohim	M	80
22	Pangesti Nova Riska	F	90
23	Puput Lestari	M	90
24	Rini Astutik	F	90
25	Sania Maisaroh	F	85
26	Siti Miftahul Hayati	F	85
27	Sulis	F	65
28	Sutarji	M	75
29	Titania Anggraini	F	80
30	Yoga Satriya Pamungkas	M	75
31	Yuliana Sari	F	70
32	Arjun	M	85
	Total		2445
	Average		78,9

The result of the test in the first cycle was 78.9 in average. The average score had showed clearly that the class had achieved the criteria of minimal passing grade officially stated in the curriculum of UPT SMPN 1 Srengat Blitar that was 75. The class, however, fulfilled the predetermined success of classical mastery only 77% whereas they were supposed to gain 85% . There were 31 students all together so at least 27 students should pass the minimum passing grade or only 4 students were tolerated to reach score less that 75. The result of the test in cycle one showed that there were still 7 students got less score.

d. Analysis of the Result of the Interview

The researcher interviewed several students individually to get information about their responses toward the use of Think Pair Square model of teaching applied in the first cycle. The interview was conducted after the process of teaching and learning had already gone and it was done outside the class at break time. The interview itself was done in a relax and friendly situation since the teacher and the

collaborator were quite familiar with the students. In addition, students were not aware that actually they were being interviewed.

Based on the interview, the teacher then grouped the result or the response into two parts namely the response which came from the higher students and those which came from the lower students. Most of the upper students said that the method was not so beneficial for them, they said that the way the method worked was just like what they had done in previous days. The lower students, however, said that the method was quite helpful for them because the model allowed them to get help from their friends in the groups from one step to other steps.

Reflection of the First Cycle

The result of the observation of the lead to the conclusion that Think Pair Square model of teaching had not succeeded improving the students' reading comprehension. Reflecting to the planning, actually the teacher and collaborator had gone through everything which had been previously planned. The teacher had implemented the designed model of teaching, made lesson plan, made teaching media, and set criteria of success. Concerning to the implementation, the teacher and the collaborator had gone through all phases in teaching reading like pre reading activity, whilst reading activity and post reading activity. One of the hindrances in implementing the method was that the students were not totally ready to follow the steps in the method so it took longer time for the teacher to handle the class. Another thing was that they did not bring a dictionary with them.

Talking about the observation, the students' scores in the test indicated unsatisfactory result. Students reached the classical mean score that was (75), but they gained the classical mastery only 80,7 % less than expected namely 85% students got score of 75 . The total percentage of 80,7 % denied the predetermined criteria that 85 % student should reach the score of 75. In conclusion, the teacher and the collaborator should plan to conduct further cycle to make the students' scores better to achieve the targeted score of minimum classical mastery.

The Result of the Second Cycle

Planning of the Study

In this step, the teacher redesigned a set of instruments and activities to make the process of teaching and learning more effective and efficient. The activities included (1) the design of teaching model which was broken down in detail in lesson plan, (2) the preparation of the teaching media , (3) the preparation of sheets of observation, field note, test , interview, and (4) setting the criteria of success. The syllabus was taken from K 13 (Kurikulum 13) curriculum. The second cycle was conducted in two meetings of teaching and learning process. The first meeting lasted for two periods of teaching , 40 minutes each so it was totally 80 minutes. The second meeting, lasted in a same length of time , 40 minutes each, so it was 80 minutes in total. The second cycle was carried out on January 18th up to 24th 2021. The instruction covered mainly on improving English reading skill. The reading skill was focused mainly in reading report texts. In the discussion, the researcher presented texts which were in accordance with the syllabus. In the test, however, students were given another similar text to let students apply their skill after being taught by the use Think Pair Square model of teaching and to measure how far they had understood the concept in utilizing a text.

Furthermore, the instructional material given in the second cycle was in accordance with the content of syllabus. It was a very good example of a report text. In the pre reading activity, the teacher gave students some leading questions. In the whilst reading activity, students were led to utilize a report text.a They were led to analyze the text through the required steps in the method of Think Pair Square. The task covered reading the text in detail, looking for the meaning of difficult words, answering comprehension essay questions, doing comprehension true false questions, and identifying the generic structure of the text. The tasks reflected the required steps

in the method. After the students finished doing every task , teacher confirmed the students' answers with class to find the correct answers.

Last, the teacher led the students to the last phase of reading that was post reading activity for the purpose of reinforcing and strengthening the students' understanding of discussed text. The instructional goal of the teaching and learning were reflected in the questions. In this phase, students were asked to do task eight and nine and those were categorized as test. The test should be done individually under the control of teacher and collaborator. The teacher gave another similar but more difficult text in the test to measure the students' ability in comprehend a report text by using the Think Pair Square model of teaching. After students finish doing the test, teacher then discussed the text with the class to find correct answers. After finishing the discussion about the text in the test, the teacher then reinforced and strengthen the students' concept by giving conclusion. Last, teacher showed another similar text in their books to read at home.

Implementation of the Action of the Second Cycle

Meeting 1

In Pre activity teacher began to open the class by praying, greeting the students, giving apperception, and checking students' attendance list.

In the main activity , in pre reading students' activity were devided into three segments: pre reading, whilst reading and post reading. In pre reading, teacher started the activity by giving some oral leading questions and informing the instructional material and instructional goal of the meeting. The questions were meant to build knowledge of the field that was arousing the students' curiosity, motivation and schemata toward the material which would be presented.

In whislt reading, the teacher distributed a report text to everybody in the class. The text was of course followed with some related questions. Firstly students were assigned to read the text and to answer the questions individually **(Think)**. After certain times, they were asked to discuss and share their work with his or her deskmate (**Pair**). The next step was that students then assigned to discuss and reshare with another pair , so they formed a square formation as the pair sat face to face (**Square**). Then come to discussion, teacher then pointed every group to answer the questions in turn and the other group gave comment or they completed their friends' answer. During the discussion, teacher gave confirmation. To be sure that the model of Think Pair Square really improved the students' achievement in reading skill, teacher gave another similar text followed by 10 comprehension questions as a test to be done in group . The score of the students in a same group was same. The last step was the teacher together with the class draw conclusion. As a post activity, teacher reviewed and enforced some important points from the text besides showing similar text to read at home..

In post activity, teacher gave motivation and appreciation to what they have achieved during the lesson.

Meeting 2

In Pre activity teacher began to open the class by praying, greeting the students, giving apperception, and checking students' attendance list.

In main activity, in the three step pre reading, whilst reading and post reading student did a test on report text to measure the effectiveness of Think Pair Square model of teaching. Teacher distributed a report text to everybody in the class. The text was of course followed with some related questions. Firstly students were assigned to read the text and to answer the questions individually **(Think)**. After certain times, they were asked to discuss and share their work with his or her deskmate (**Pair**). The next step was that students then assigned to discuss and reshare with another pair , so they formed a square formation as the pair sat face to face (**Square**). The result of the work then was submitted to be corrected by teacher as the last test.

In post activity, teacher gave motivation and appreciation to what they have achieved during the lesson.

Observation of the Action of the Second Cycle

This section dealt with the analysis of the implementation of the Think Pair Square model of teaching in improving reading comprehension which included the result of the observation sheet on the performance of teacher and students, result of the field note, students' learning result , and interview to students toward the implementation of the teaching model . The main observation, however, went to the effectiveness of the Think Pair Square model of teaching in improving the students' achievement which was measured by the learning result of their test in second cycle.

a. The analysis of the result of the observation:

THE OBSERVATION SHEET IN CYCLE 2

Teacher   : Suyantri
Cycle/ Meeting : Two / meeting 1 and 2
Time   : 5 x 40 minutes

.STAGE	PHASE	ACTIVITY	MEETING	
			1	2
PRE TEACHING		Greeting and praying	v	v
		Checking the students' attendance	v	v
		Giving motivation	v	v
WHILST TEACHING	Pre reading	Memberikan pertanyaan yg mengarah ke topik	v	v
		Mengaktifkan skemata pada siswa	v	v
		Menyampaikan tujuan pembelajaran	v	v
		Membagikan teks report tentang kangaroo	v	v
	Whilst reading	**Meeting 1**		
		menyuruh siswa membaca teks dengan teliti	v	v
		siswa mengerjakan tugas secara individu **(Think)**	v	v
		berdiskusi jawaban dengan teman sebangku 2 orang **(Pair)**	v	v
		berdiskusi mencocokan ulang hasil kerja dengan teman sebangku yang lain 4 orang **(Square)**	v	v
		membahas hasil diskusi dengan kelas	v	v
		bersama siswa mengidentifikasi secara rinci:		
		-kata-kata sulit dlm bacaan , gambaran umum , tujuan teks, tujuan teks, informasi rinci tersurat dan tersirat, ciri kebahasaan, struktur generik, langkah retorika, dan kesimpulan teks	v	v
		Meeting 2		
		menyuruh siswa membaca teks dengan teliti	v	v
		siswa mengerjakan tugas secara individu **(Think)**	v	v
		berdiskusi jawaban dengan teman sebangku 2 orang **(Pair)**	v	v
		berdiskusi mencocokan ulang hasil kerja dengan teman sebangku yang lain 4 orang **(Square)**	v	v
		membahas hasil diskusi dengan kelas	v	v
		bersama siswa mengidentifikasi secara rinci:		
		-kata-kata sulit dlm bacaan , gambaran umum , tujuan teks, tujuan teks, informasi rinci tersurat dan tersirat, ciri kebahasaan, struktur generik, langkah retorika, dan kesimpulan teks	v	v
	Post reading	Menyimpulkan teks	v	v
		Menanyakan kesulitan siswa ttg bacaan	v	v
POST		Memberi apresiasi	v	v

TEACHING				
		Refleksi	v	v
		Menunjukkan teks utk dibaca di rumah sebagai pengayaan	v	v
		Salam penutup	v	v

The result of the observation sheet in the second cycle showed that the teacher had conducted the instructional process through the use of Think Pair Square model of teaching during the instructional process like previously planned. Based on the collaborator's observation, the teacher had gone through the required steps starting from Think, Pair and Square. The consistence of the teacher in implementing the scheduled rhetoric contributed the students' success in understanding and achievement.

KESIMPULAN

Based on the fore-mentioned research findings which had been discussed in the previous chapter, the researcher confidently dared to state that the use of Think Pair Square model of teaching in teaching reading in class VIII- G SMPN 1 Srengat Blitar in academic year of 2020-2021 proved to be effective in helping them to improve reading comprehension mainly on reading report texts.

There were three main stages requested by this method arranging from Think (students think or work independently) , Pair (students share his or her partner or deskmate), and Square (students reshare their work in pairs with another pair in square formation. The real implementation of the Think Pair Square model of teaching was done in main activity in whilst reading.

In practice, in pre reading, teacher started the activity by giving some oral leading questions and informing the instructional material and instructional goal of the meeting. The questions were meant to build knowledge of the field that was arousing the students reading. curiosity, motivation and schemata toward the material which would be presented. Next, students' activity were devided into three segments: pre reading, whilst reading and post whislt reading, the teacher . After that she distributed a report text to everybody in the class. The text was of course followed with some related questions. Firstly students were assigned to read the text and to answer the questions individually **(Think**). After certain times, they were asked to discuss and share their work with his or her deskmate (**Pair**). The next step was that students then assigned to discuss and reshare with another pair , so they formed a square formation as the pair sat face to face (**Square**). Then come to discussion, teacher then pointed every group to answer the questions in turn and the other group gave comment or they completed their friends' answer. During the discussion, teacher gave confirmation. To be sure that the model of Think Pair Square works, teacher gave another text to be done by students through the steps of think , pair and square like they had done before. The last step was the teacher together with the class draw conclusion. As a post activity, teacher reviewed and enforced some important points from the text besides showing similar text to read at home..

In post activity, teacher gave motivation and appreciation to what they have achieved during the lesson. The assignments given to students in their answer sheets comprised of two different tasks. The tasks reflected the students' ability in understanding the concept of Think Pair Square model of teaching and in applying it in comprehending report texts such as identifying the purpose of the writer, the meaning of the difficult words, the main idea , the language features, and the rhetoric. The teacher presented some texts with different topics of the same genre that were report texts. Last, for test , teacher gave another similar text to do to check the students' ability in applying the taught method to comprehend report texts.

The students' score at the test administered at the end of the last cycle showed that the students' reading comprehension had increased. The increase was indicated the students' ability to improve their average score from 78.9 in the first cycle

to 80.0 in the second cycle. The classical minimum mastery had also improved significantly from 77% in the cycle one to 87% in cycle two. The number of the students who failed also decreased from 7 students in the first cycle to only 4 students in the second cycle indicating that students made a good progress in the second cycle. Viewed from the improvement above, it can be believed that the use of Think Pair Square model of teaching in teaching reading had significantly improved the students' reading comprehension.

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