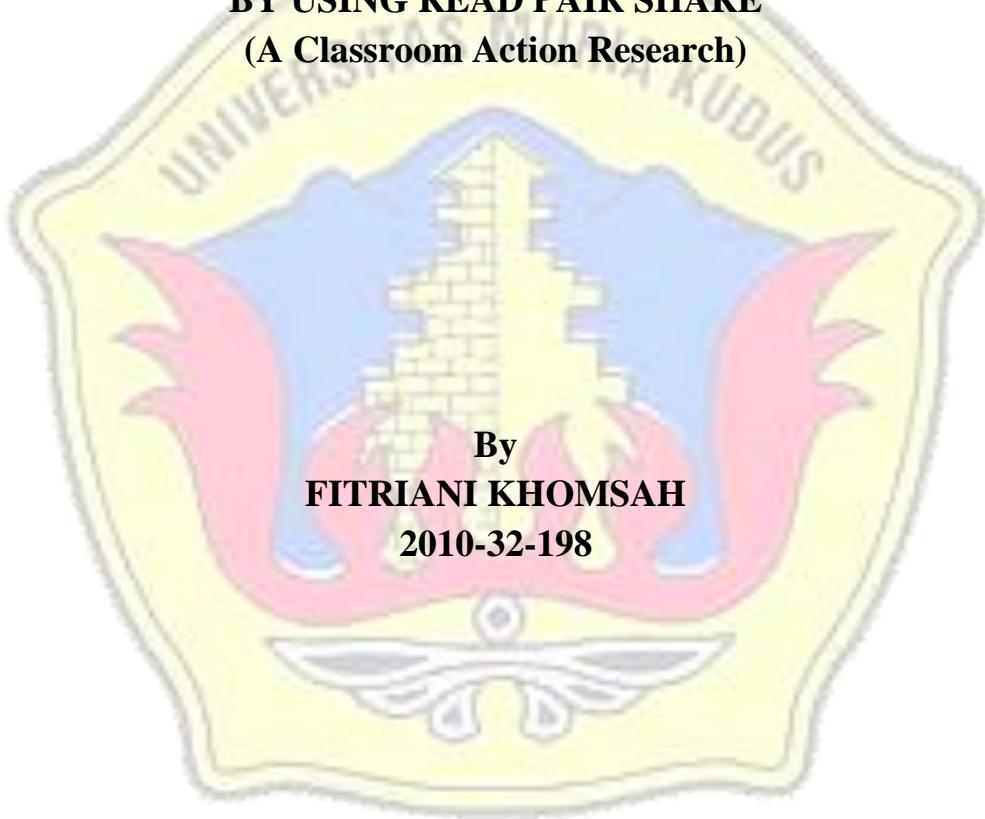




**IMPROVING READING COMPREHENSION  
OF THE TENTH GRADE STUDENTS OF SMA 1 GEBOG KUDUS  
IN THE ACADEMIC YEAR 2013/2014  
BY USING READ PAIR SHARE  
(A Classroom Action Research)**



**ENGLISH EDUCATION DEPARTMENT  
TEACHER TRAINING AND EDUCATION FACULTY  
MURIA KUDUS UNIVERSITY  
2014**



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UNIVERSITY OF MURIA KUDUS  
2014**

## MOTTO AND DEDICATION

### MOTTO

- ∞ *Sharing makes happy*
- ∞ *Always be grateful in every day*
- ∞ *If we want, we can.*



This skripsi is dedicated to:

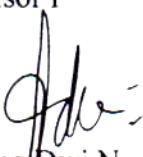
- *Her parents who always become the writer's spirit.*
- *Her beloved sister and brother*
- *Her beloved friends*

## ADVISORS' APPROVAL

This is to certify that the Skripsi of Fitriani Khomsah (201032198) has been approved by the *skripsi* advisors for futher approval by the Examining Committe.

Kudus, April 17<sup>th</sup>, 2014

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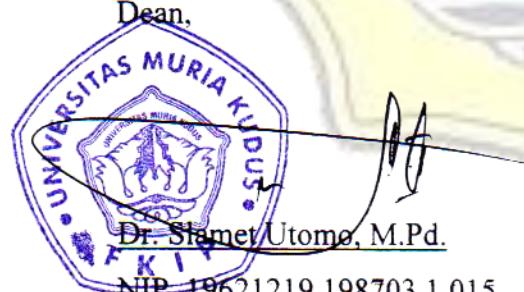
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The Faculty of Teacher Training and Education

Dean,



## EXAMINERS' APPROVAL

This is to certify that the Skripsi of Fitriani Khomsah (201032198) has been approved by the Examining Committee as a requirement for Sarjana Degree of English Education.

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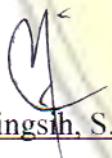
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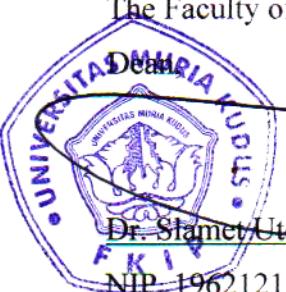
  
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Kudus, Mei 2014

Fitriani Khomsah

## ABSTRACT

Khomsah, Fitriani. 2014. *Improving Reading Comprehension of the Tenth Grade Students of SMA 1 Gebog Kudus in the Academic Year 2013/2014 by Using Read Pair Share (A Classroom Action Research)*. Skripsi, English Education Department Teacher Training and Education Faculty Muria Kudus University. Advisors: (1) Agung Dwi Nurcahyo, S.S, M.Pd, (2) Dra. Sri Endang kusmaryati, M.Pd.

Key words : Reading Comprehension and Read Pair Share Technique.

Reading comprehension is a process of understanding of the text. Teaching reading comprehension of tenth grade students is not easy because the students' vocabulary is not ample, some of the students feel bored and just listen what the teacher read, and the teacher just pay attention to the result of the learning, not the process to make they enjoyed to understand the text or use technique to teach reading. This condition also happened in SMA 1 Gebog Kudus. After analyzing the problems, the writer assumes to use a technique that is read pair share to improve the students' reading comprehension. When this technique is used, the students can solve the problem in reading which needs analyzing, since they do not work individually with own limited comprehension. They will take turns describing the content to their partner.

The objective of this research is: To find out how Read Pair Share technique can improve the reading comprehension of the tenth grade students of SMA 1 Gebog in the academic year 2013/2014.

The classroom action research is used to design this research which followed by two cycles. Each cycle is conducted through four steps; they are: planning, acting, observing and reflecting. This research is conducted at the tenth grade students of SMA 1 Gebog Kudus in academic year 2013/2014. The tenth grade consists of nine classes; they are class X-1 until X-9. In this research, the writer chooses class X-8 that consists of 33 students to conduct the research.

In the result, the students' reading comprehension improves from cycle I until cycle II. In the first cycle, the average score of the students' reading comprehension is 69, there were 12 students got score under passing grade. The percentage of the students that got score above passing grade from the pre-cycle until first cycle was improved about 9%. In cycle II, the average score of reading comprehension was 75.15. There is a significant improvement about 11% of the previous cycle, and there was 8 students were still got score under passing grade. Besides, the students and teacher's activity are improved in every cycle and the students' problems are decreased. Therefore, the writer can conclude that the use of read pair share technique can improve students' reading comprehension at the tenth grade students of SMA 1 Gebog Kudus in academic year 2013/2014

Therefore, writer recommends some suggestions. First, teacher must know first the technique before applying it in order that the teacher is not confused during teaching and learning process, and also the teacher always supervise the students. The students must take part in teaching learning process in sharing the content of text so the result can be success.

## ABSTRAKSI

Khomsah, Fitriani. 2014. *Meningkatkan Pemahaman Membaca Siswa Kelas X SMA 1 Gebog Tahun Pelajaran 2013/2014 Diajar Menggunakan Read Pair Share (Penelitian Tindakan Kelas)*. Skripsi, Program studi pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muria Kudus. Pembimbing: (1) Agung Dwi Nurcahyo, S.S, M.Pd, (2) Dra. Sri Endang Kusmaryati, M.Pd.

Kata kunci : Pemahaman Membaca, dan Teknik Read Pair Share.

Pemahaman membaca adalah proses memahami sebuah teks. Mengajar pemahaman membaca untuk kelas sepuluh tidak mudah karena kosakata siswa tidak cukup, beberapa siswa merasa bosan dan hanya mendengarkan apa yang dibacakan oleh guru, dan guru hanya memperhatikan hasil dari pembelajaran, tidak pada proses membuat siswa menyukai untuk memahami teks atau menggunakan teknik untuk mengajar pemahaman membaca. Kondisi ini juga terjadi di SMA 1 Gebog Kudus. Setelah menganalisis masalah, penulis berasumsi untuk menggunakan teknik yaitu read pair share untuk meningkatkan pemahaman membaca siswa. Ketika teknik ini digunakan, siswa dapat menyelesaikan masalah pada membaca yang membutuhkan analisis, meskipun mereka tidak belajar sendiri dengan pemahaman terbatas mereka. Mereka akan bergantian mendeskripsikan isi dari teks kepada pasangan mereka.

Tujuan penelitian ini adalah untuk menemukan bagaimana teknik Read Pair Share dapat meningkatkan pemahaman membaca siswa kelas sepuluh SMA 1 Gebog tahun ajaran 2013/2014.

Desain yang digunakan dalam penelitian ini adalah Penelitian Tindakan Kelas yang diikuti dengan dua siklus. Setiap siklus terdiri dari empat tahapan, yaitu perencanaan, pelaksanaan, observasi dan refleksi. Penelitian ini dilakukan pada siswa kelas X SMA 1 Gebog Kudus tahun ajaran 2013/2014. Kelas X terdiri dari 9 kelas yaitu kelas X-1 sampai kelas X-9. Dalam penelitian ini peneliti memilih kelas X-8 yang terdiri dari 33 siswa.

Hasil penelitian menunjukkan bahwa pemahaman membaca siswa meningkat dari siklus I sampai siklus II. Pada siklus I, rata-rata nilai pemahaman membaca siswa adalah 69, ada 12 siswa mendapat nilai dibawah KKM. Presentasi siswa yang mendapat nilai diatas KKM dari pra-siklus sampai siklus I meningkat sekitar 9%. Pada siklus II, rata-rata nilai pemahaman membaca siswa adalah 75,15. Terjadi peningkatan yang signifikan sekitar 11% dari siklus sebelumnya, dan ada 8 siswa yang masih mendapat nilai dibawah KKM. Oleh karna itu, peneliti menyimpulkan bahwa penggunaan teknik read pair share dapat meningkatkan pemahaman membaca siswa kelas X di SMA 1 Gebog Kudus tahun ajaran 2013/2014.

Dengan begitu, penulis memberikan beberapa saran. Pertama, guru harus mengetahui dulu tentang teknik ini sebelum mengaplikasikannya dengan harapan bahwa guru tidak akan bingung selama proses belajar dan mengajar, dan juga guru harus selalu mengawasi siswanya. Siswa harus mengambil bagian dalam proses belajar dan mengajar dengan bergantian menceritakan isi dari teks sehingga hasilnya dapat berhasil.

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