

ABSTARCT

THE APPLICATION OF THINK-PAIR-SHARE (TPS) STRATEGY IN TEACHING READING COMPREHENSION TO ELEVENTH GRADE STUDENTS OF SMA TAMANSISWA BANDAR LAMPUNG

By

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This study aimed to determine whether the Think-Pair-Share (TPS) strategy significantly affected students' reading comprehension achievement and to investigate students' responses toward the application of the strategy in reading class. The study employed a quantitative and qualitative approach using a one-group pretest-posttest design and qualitative data from interviews. The participants were 17 eleventh-grade students of Class XI MIPA 2 at SMA Tamansiswa Bandar Lampung. Data were collected through reading comprehension tests and interviews.

The findings showed that the mean pretest score was 59.53, while the mean posttest score was 58.24. The paired-sample test revealed a significance value of 0.297 ($p > 0.05$), indicating that there was no significant difference in students' reading comprehension achievement before and after the implementation of TPS. However, the interview results revealed positive student responses toward the strategy. Students reported that TPS made learning more interactive and enjoyable, increased participation in classroom discussions, improved confidence in expressing opinions, and encouraged critical thinking. Therefore, although TPS did not significantly improve students' reading comprehension achievement, it contributed positively to students' engagement and learning experiences in the classroom.

Keywords: *Think-Pair-Share (TPS), Reading Comprehension, Students' Responses, Cooperative Learning, English Language Teaching.*